

## **Memorandum**

To: Malloy Policy Committee Co-Chairs

From: Cam Staples & Dudley Williams, Co-Chairs, Education Policy Working Group

Re: Prioritization of Education Policy Recommendations

Date: December 27, 2010

Attached is a chart that provides the prioritization of the key recommendations from the Education Policy Working Group. Please note that we have provided separate schedules for Pre-K-12 and Higher Education.

It is also important to note that while some recommendations were put into the Short Term category, work on many of these issues can and should begin immediately. For example, recommendations on the revision of the education funding formula, examining options for more instructional time, and providing districts more latitude in dealing with low performing schools are all critically important. However, they all require substantial research and time to develop and it was felt that it would not be possible to have a satisfactory final product for any of these recommendations within the timeframe of the upcoming legislative session.

Please feel free to contact us if you have any questions.

**PRIORITY INITIATIVES:** Things that should be addressed during the 2011 budget/legislative process

	<b>Pre-K - 12 Policy Initiative</b>	<b>Immediate Fiscal Impact</b>
1	Recommendation #1 - Adopt a plan for achieving universal access to pre-school for all 3 and 4 year olds in Connecticut.	Varies with number of available preschool slots
2	Recommendation #2 - Support and expand upon recently enacted education reforms.	State impact of approx. \$3.9 million. Local impact between \$12 and \$18 million.
3	Recommendation #6 - Strengthen the state's ability to lead education reform through consolidation and accountability.	Possible Savings
4	Recommendation #7 - Strengthen the State Department of Education's ability to provide support and interventions with consistently low-performing schools.	Minimal, due to reallocation of existing positions
5	Recommendation #4 - Announce comprehensive program to increase literacy	Varies

	<b>Higher Education Policy Initiative</b>	<b>Immediate Fiscal Impact</b>
1	Recommendation #13 - Establish a goal with a specific timetable and an action plan for reducing remediation in our higher education system	Approximately \$100k per school per year for a program similar to "Achieving the Dream"
2	Recommendation #12 - Connect economic development planning and funding to industry-faculty research partnerships to better support technology start-ups.	Minimal, due to reallocation of existing economic development funds

**SHORT-TERM INITIATIVES:** Things that should be addressed by 2012/2013

	<b>Pre-K - 12 Policy Initiative</b>	<b>Short Term Fiscal Impact</b>
1	Recommendation #5 - Revise educational funding formula to better reflect needs of students and districts	Cost increases could be scheduled to start in next biennium
2	Recommendation #3 - Implement improvements to school choice program as sought by Sheff Coalition.	Approx. \$5-10 Million
3	Recommendation #8 - The SDE should form a task force charged with examining options for more instructional time, including a longer school day and school year, enhancement of summer opportunities, and increased access to on-line learning opportunities. In addition, the task force would propose more systemic change that would result in the development of a more “student –centered” schooling system.	Minimal
4	Recommendation #9 - Schools and districts should have greater flexibility in addressing consistently low performing schools	Possible Savings
5	Recommendation #10 - The SDE needs to develop state-wide student and teacher longitudinal data systems for Pre-K through postsecondary education.	SDE estimates a \$400k initial cost
6	Recommendation #11 - Connecticut needs to pursue a comprehensive campaign to improve parental engagement and support families	Minimal

	<b>Higher Education Policy Initiative</b>	<b>Short Term Fiscal Impact</b>
1	Recommendation #14 - Develop coordinated data systems between higher education and K-12 to promote improvements in the effectiveness of teacher preparation programs by linking student achievement outcomes to CT credentialing programs and reporting this information publicly.	Varies depending on the data already collected and the form it is collected in
2	Recommendation #15 - Continue state investment in current financial aid programs, while challenging private Universities and foundations to match Yale’s commitment under the "New Haven Promise" initiative	Maintain current investments

## **Appendix I – Comments / Dissenting Opinions**

### ***Priority Recommendations***

**Recommendation #1** - *Adopt a plan for achieving universal access to pre-school for all 3 and 4 year olds in Connecticut.* -

Expansion of early childhood programs should be consistent with racial diversity goals of Sheff case. Coordination with private providers and ensuring focus on high quality programs should be integral to planning efforts.

**Recommendation #2** - *Support and expand upon recently enacted education reforms.*

Some members felt that mandated reforms should be repealed while others felt that unless adequate state funding was provided to towns for implementation, they should be postponed until funds were available. Finally, others questioned whether these reforms, and those required by “Race to the Top” standards represented the best allocation of limited resources.

**Recommendation # 6** - *Strengthen the state’s ability to lead education reform through consolidation and accountability.*

Some concerns expressed regarding potential additional costs associated with consolidation, questions raised whether goal of coordination could be obtained through other means, such as Deputy Commissioners for Higher Education and Early Childhood, within DOE. General agreement was that better coordination is a valuable goal.

### ***Short Term Recommendations***

**Recommendation # 3** - *Implement improvements to school choice program as sought by Sheff Coalition.* - Some members felt the Commissioner should not have the power to require school districts to accept “Choice” children.

**Recommendation # 9** - *Schools and districts should have greater flexibility in addressing consistently low performing schools.*

Concern was expressed that collaboration approach was preferable to one that involved abrogating collective bargaining agreements.



**Recommendation # 11** - Connecticut needs to pursue a comprehensive campaign to improve parental engagement and support families. - Comment was expressed that CT should take a comprehensive look at what other states have done, rather than just continuing present approaches to encouraging parental involvement.

Memorandum

To: Malloy Policy Committee Co-Chairs

From: Education Policy Working Group

Re: Policy Recommendations

Date: December 20, 2010

### **Statement of Issue**

While Connecticut has some of the highest achieving students and schools in the country, we also have some extraordinarily low-performing students and schools, particularly in our largest urban centers. In fact, Connecticut suffers from the most significant achievement gap between low performing and high performing students in the country. Connecticut also has highly segregated schools in its largest cities, some of which remain subject to the oversight of the courts under the Sheff v. O'Neill litigation. In addition, Connecticut's school funding mechanism, while largely need-based, has been the subject of repeated litigation for its failure to ensure equity and fairness of educational opportunity across Connecticut's communities. The funding regime is presently under assault in the courts on the grounds that it fails to ensure an adequate education for all students. After several years of flat funding, there is hardly any education advocate who would claim that the state funding formula is presently fair or sufficient. The challenges presented by low achievement in some communities, racially segregated schools and an inadequate state funding mechanism have been addressed at various times and in various ways by the state leadership, but have not been adequately resolved.

With regard to Connecticut's higher education system, there are challenges concerning affordability, increasing demand for remedial education, and ensuring the connection between academic preparedness and the needs of current and emerging business sectors. While additional resources are always sought, our recommendations focus on opportunities to advance significant policy objectives with little additional investment.

Since the new administration will be facing these challenges within the confines of extraordinarily difficult fiscal limitations, there are instances in which we recommend adopting both short-term and long-term strategies. Finally, the policy directions outlined by the Malloy/Wyman education proposals form the underpinnings of the recommendations outlined below.

### **Recommendation 1**

*Adopt a plan for achieving universal access to pre-school for all 3 and 4 year olds in Connecticut.*

In the short-term, examine existing school readiness and other early childhood programs to determine what funding is necessary to bring them to full capacity. Create a long-term plan for facility expansion and program access to ensure all eligible children have access by a date certain. The Children’s Services policy group is developing a comprehensive proposal to achieve this objective, which we endorse.

This proposal is consistent with the Governor-Elect’s long-standing advocacy and the campaign’s education policy statements. Depending on present available capacity, there is a several million dollar short-term impact and a more substantial long-term bonding and program expansion impact. There are several studies which support the long-term savings from an effective early childhood program.

<p><i>Comments/Dissenting Remarks:</i> Expansion of early childhood programs should be consistent with racial diversity goals of Sheff case. Coordination with private providers and ensuring focus on high quality programs should be integral to planning efforts.</p>
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## **Recommendation 2**

### *Support and expand upon recently enacted education reforms.*

Last year, Connecticut enacted an education reform package that includes the following provisions: changes to graduation requirements, mechanisms to increase parental involvement, creates “innovation” schools, enhances school reconstitution requirements, modifies teacher evaluation procedures, and other reforms. This Act was adopted with the hope of attracting federal “Race to the Top” grants, which the state failed to qualify for. We recommend implementing these reforms with state support, to ensure that the beneficial impact of these initiatives on student achievement is not delayed. Planning for curriculum changes, training relating to teacher evaluation improvements and increased data collection are all necessary initiatives for the state to continue to support.

In addition, a second round of education reform proposals should be adopted to strengthen Connecticut’s application for “Race to the Top” funds. The Connecticut application was cited for weaknesses in its performance evaluation systems, weak state capacity for supporting turnaround of low-performing schools, insufficient engagement of school districts in the reform process, and other deficiencies. Each of these areas should be addressed legislatively. One promising area for additional reform is to build upon and expand the collaborative reform efforts in New Haven, which has engaged the AFT with the school system leadership. The teacher evaluation components of the “New Haven” model could be particularly instructive in strengthening the state’s approach.

Implementing the reform proposals in the next fiscal year will cost approximately \$3.9 million. The local impact of implementing the reforms is between \$12 and \$18 million. These recommendations are consistent with the Malloy/Wyman policy proposals regarding reform and the goal of receiving “Race to the Top” federal support.

*Comments/Dissenting Remarks:* Some members felt that mandated reforms should be repealed while others felt that unless adequate state funding was provided to towns for implementation, they should be postponed until funds were available. Finally, others questioned whether these reforms, and those required by “Race to the Top” standards represented the best allocation of limited resources.

### **Recommendation 3**

*Implement improvements to school choice program as sought by Sheff Coalition.*

The Sheff Coalition is advocating for increased funding in the school choice program to increase the willingness on the part of receiving suburban school districts to open their school to additional Hartford students. This program is now seen as the most cost-effective means for increasing the diversity experience of many Hartford school-children. While the Sheff advocates are seeking an increase in the per pupil grant from the present \$2000 per student to a range between \$3000 and \$6000, a smaller grant increase may have the desired effect. A second critical component to the success of this expansion is to permit the Commissioner of Education to compel districts with openings to take school choice students. These two elements will go a long way to advancing the state’s responsibility to ensure a more diverse educational experience for Hartford’s school children under the Sheff decision.

Implementing this proposal is consistent with the Malloy/Wyman education plans and responds proactively to an issue that is presently before the courts. Agreement on this approach will also avoid the possibility of a court-ordered remedy. It may cost between \$5 and \$10 million in the next fiscal year.

*Comments/Dissenting Remarks:* Some members felt the Commissioner should not have the power to require school districts to accept “Choice” children.

### **Recommendation 4**

*Announce comprehensive program to increase literacy.*

While there are several programs designed to increasing reading comprehension, thousands of Connecticut school children continue to perform poorly on early reading assessments and are not literate by the end of third grade. Several studies demonstrate the enormous barriers to success in school and, ultimately, the workplace for students who are not literate at this early point in their educational development. We recommend enhanced early intervention programs, more flexibility in choice of reading assessment

instruments, better teacher preparation and professional development programs, enhanced programs for non-English speaking students, coordinated after-school and summer school programs – all focused on the goal of improving literacy. Additional attention should be given to students who are “at risk” and/or identified with Learning Disabilities to ensure that beginning at the Pre-K level they receive Scientific Research Based Interventions (SRBI’s) in accordance with SDE’s *CT Framework for Response to Intervention*.

Few policy initiatives will have a greater impact on closing the achievement gap than improvements to reading comprehension. As a central element of the Malloy/Wyman education platform, this proposal could have a substantial impact on educational achievement. Since there are existing reading programs and other early intervention programs that emphasize literacy, a strategy to focus and streamline these programs represents a significant beginning. Similarly, Connecticut public higher education institutions presently provide the majority of teacher preparation in the state and should be required to implement necessary changes to their curriculums to provide more content in the area of Child Development and to ensure that teachers are prepared to teach reading effectively. Substantial improvements can be obtained in this area for a modest state investment.

<i>Comments/Dissenting remarks:</i> No dissenting remarks
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### **Recommendation 5**

*Revise educational funding formula to better reflect needs of students and districts.*

In the short-term, preserving present ECS funding levels is a critical goal, which is consistent with the Malloy/Wyman education proposals. Over the long-term, there are several proposed modifications from an array of education advocates that should be considered. From more accurate assessments of need, to methodologies designed to ensure adequacy of educational opportunities, and further to ensuring appropriate funding of charter and other alternative educational schools and programs, the education funding regime needs a comprehensive review and overhaul. Given the extraordinary fiscal circumstances and complex policy implications associated with funding alterations, we recommend that such a review be conducted by the administration with input from all appropriate stakeholders.

<i>Comments/Dissenting Remarks:</i> No dissenting remarks
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### **Recommendation 6**

*Strengthen the state’s ability to lead education reform through consolidation and accountability.*

Connecticut is hampered in its ability to drive needed education reforms by a fragmented governance structure that diffuses accountability. This issue could be addressed by the creation of a Secretary of Education reporting directly to the Governor. Under the Secretary would be the Commissioners of State Department of Education, the Commissioner of Higher Education, and a new Commissioner of Early Childhood Education and Care.

This proposal addresses the need for focused and concerted leadership in the state. This change in structure will allow the Governor to lead the agenda for reform in education. Further, this structure provides for greater articulation between Early Childhood, K-12, and Higher Education. The current lack of coordination and cooperation between these sectors is a concern expressed by many stakeholders. The structure will allow the state to actually execute a “Pre-K-20” strategy. Appointment of a new Secretary of Education and a restructuring of the educational management system will ensure higher levels of accountability and provide the leadership required to produce the dramatic and sustained improvements in student achievement needed throughout the educational system.

While there was consensus around the need for more coordination with the various sectors in education there was opposition to idea of the consolidation of the governance structure from some members of the working group. This opposition included concerns that it appeared to be more of an expansion than consolidation, and questions about whether the investment in dollars be well spent. Others suggested that improvements could be achieved by changes below the Commissioner level, i.e. a strong executive charged with Early Childhood with the current SDE structure. There was also concern that this change would just “add a layer” to the bureaucracy and that the total Pre-K-20 education spectrum was too large a portfolio for one person.

The rationale for proposing this is that it would appear to be the most effective way to get the kind of P-20 strategizing and execution that the state requires and that the consolidation would be just that, the creation of one department (with the possibility of significant savings) not simply putting an executive above three separate fiefdoms.

*Comments/Dissenting Remarks:* Some concerns expressed regarding potential additional costs associated with consolidation, questions raised whether goal of coordination could be obtained through other means, such as Deputy Commissioners for Higher Education and Early Childhood, within DOE. General agreement was that better coordination is a valuable goal.

### **Recommendation 7**

*Strengthen the State Department of Education’s ability to provide support and interventions with consistently low-performing schools.*

There are schools in Connecticut that have consistently had low achievement and have demonstrated little evidence of improvement or capacity for taking corrective action. Through the reallocation of existing resources and, perhaps, additional investment the SDE should establish a “Turnaround Office” that could intervene with the consistently lowest-achieving schools. The criteria for triggering intervention should be determined by the Commissioner but it should include evidence that the school and district have been unable and/or unwilling to implement best-practices around reform and improvement of teaching and learning.

*Comments/Dissenting remarks:* No dissenting remarks.

### **Recommendation 8**

*The SDE should form a task force charged with examining options for more instructional time, including a longer school day and school year, enhancement of summer opportunities, and increased access to on-line learning opportunities. In addition, the task force would propose more systemic change that would result in the development of a more “student-centered” schooling system.*

It is critical if we are to address the state’s achievement gap that we look seriously at the relationship between time and learning. Presently, time is the constant and learning is the variable. That needs to be reversed because all human beings learn at different rates of speed at different times in their lives when they are trying to learn different materials. This is a particularly important consideration given the Governor-Elect’s goal of having every child achieving at grade level in language arts and mathematics before entering fourth grade. Some children will simply need more time or more instructional support to reach this goal. There should be flexibility in the system for schools to provide both the time and support. So too is this critical if schools are to provide effective remediation for older students, those beyond elementary school. The goal should be the student’s mastery of content, not merely the student’s “seat time.” Maximum flexibility and access to all available resources in providing instruction is a must.

*Comments/Dissenting remarks:* No dissenting remarks

### **Recommendation 9**

*Schools and districts should have greater flexibility in addressing consistently low performing schools.*

If we are serious about our commitment to close the state’s achievement gaps and improve outcomes for students, schools and districts should have greater flexibility in doing what they deem necessary. This should include being able to provide students with the most effective staff. In addition to seniority, schools and districts should be allowed

to take into account performance, experience, training and qualifications when assigning staff. The preferred approach to this reform would be through collaboration with the effected bargaining units, as reflected in the New Haven model.

*Comments/Dissenting Remarks:* Concern was expressed that collaboration approach was preferable to one that involved abrogating collective bargaining agreements.

### **Recommendation 10**

*The SDE needs to develop state-wide student and teacher longitudinal data systems for Pre-K through postsecondary education.*

These data systems need to be able to provide data that is readily available within timelines that align with district decision making processes and allow for the sharing of information across districts for the purpose of analysis and improving instruction. The full implementation of this data driven decision-making system is critical for both individual student achievement and for overall improvement of schools.

*Comments/Dissenting remarks:* No dissenting remarks.

### **Recommendation 11**

*Connecticut needs to pursue a comprehensive campaign to improve parental engagement and support families.* Parent and families are critical to the educational success of a child. While we work to improve our schools we cannot ignore the significant impact of families on educational outcomes. Parents and families are children's first teachers. The actions and expectations of parents set the foundation of attitudes about school, behavior and support skill development. The closing of CT achievement gaps will not occur without a substantial investment and effort to increase parental engagement and create more stable families. This campaign will require collaboration between SDE, local districts, public and private social service agencies and the philanthropic community.

*Comments/Dissenting Remarks:* Comment was expressed that CT should take a comprehensive look at what other states have done, rather than just continuing present approaches to encouraging parental involvement.

### **Recommendation 12**



Connect economic development planning and funding to industry-faculty research partnerships to better support technology start-ups.

Promote coordination between industry initiatives and University faculty resources to ensure adequate faculty expertise and the development of a properly trained workforce in emerging technology areas. Continue to build upon present initiatives in the areas of fuel cells, nanotechnology, and stem cell research.

While some additional investment would be helpful, redirection of existing economic development grants and loans, with the addition of pension fund investments, could provide a significant boost without much additional state expense.

*Comments/Dissenting remarks:* No dissenting remarks.

**Recommendation 13**

Establish a goal with a specific timetable and an action plan for reducing remediation in our higher education system.

Through early testing in high schools to measure college readiness and promoting effective collaboration between high school and college faculty to establish common achievement standards, reducing the number of college students who require remediation is an achievable goal. Successful programs such as "Achieving the Dream" and "Bridges," should be promoted and modeled for expansion to communities across the state.

Private support is presently available through such sources as the Gates Foundation and may be available for expansion of the programs. Early investment of modest state resources in development of similar programs should result in cost savings in a few years as the demands that remediation places on the higher education systems diminish.

*Comments/Dissenting Remarks:* No dissenting remarks

**Recommendation 14**

Develop coordinated data systems between higher education and K-12 to promote improvements in the effectiveness of teacher preparation programs by linking student achievement outcomes to CT credentialing programs and reporting this information publicly.

Look to similar models in other states that provide valuable feedback to teacher preparation programs about the student achievement outcomes of their graduates in the teaching profession.

For example, Tennessee implemented a model utilizing data already being collected, (student achievement growth, retention rates, praxis results) and added teacher

preparation institutions to the database. The affected groups discussed the results of the data analysis and sought ways to improve their methods. Cost to implement would vary depending on the data we already collect and the form we collect it in.

*Comments/Dissenting remarks:* No dissenting remarks

### **Recommendation 15**

*Continue state investment in current financial aid programs, while challenging private Universities and foundations to match Yale's commitment under the "New Haven Promise" initiative.*

Reach out to private universities and major foundations to expand "New Haven Promise" blueprint to other needy Connecticut communities. While other colleges and universities may not have Yale's resources, a consortium of institutions in the Hartford area or Greater Bridgeport area may be galvanized to offer similar commitments.

*Comments/Dissenting remarks:* No dissenting remarks

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**Connecticut Association of Boards of Education, Inc.**

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**Date:** December 17, 2010  
**To:** Representative Cam Staples and Dudley Williams  
**From:** Patrice McCarthy, Deputy Director and General Counsel  
Sheila McKay, Sr. Staff Associate for Government Relations  
**Re:** Policy Proposals

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Statement of Issue: Maintain **Education funding** by making up 14% cut due to federal funds supplanted.

Fiscal Impacts-14% is equal to \$270 million; if ECS is not fully funded it will result in property tax increases

Jobs Impact & Other Benefits-layoffs and adverse effect on decreasing the achievement gap

Other Relevant Items-the minimum budget requirement needs to be maintained.

Statement of issue: **Decrease the achievement gap** by identifying and supporting low achieving students early through extended learning time and tutoring. By maximizing in-school learning time and extending the learning day or year, students would also have a better chance to grasp daily lessons thereby building the foundation they need for the next day's lessons.

Fiscal Impacts- extension of day and increase in year may lead to pay increase for teachers

Long-term Needs/Vision-Decreasing the gap will need to be a multiple year commitment.

Jobs Impact & Other Benefits- teaching time

Other Relevant Items- Many of the recommendations of the CT Commission on Educational Achievement will be coming forward from the legislature's taskforce on the achievement gap.

Statement of issue: Align **special education burden of proof** to standard established by the Supreme Court in Schaffer v. Weast. The party that files the claim should bear the burden of proof.

Fiscal Impacts- districts are spending too much time on cases versus teaching and the attorney fees throw off the current year's budget

Long-term Needs/Vision-if the party challenging has the burden of proof, the district will better be able to focus on teaching and learning and dollars spent in special education can be directed back to the full budget to benefit all students.

Statement of issue: Delay/prioritize **secondary school reform**

Fiscal Impacts- CABE members continue to question how they will implement secondary school reform in their own districts; do they have room in their science labs for 2 lab sciences for each student, is our district going to be able to find enough world language teachers to fulfill the 2 year requirement. They also need the state to fund the implementation of the student success plans because their local budgets don't reflect local funds being spent on a state mandate.

SDE's Budget Expansion Plan-excerpt  
Public Act 10-111

	<u>2011-12</u>	<u>2012-13</u>
Associate Consultant Secondary Math	\$ 80,000	\$ 80,000
Associate Consultant Language Arts/Social Studies	80,000	80,000
Associate Consultant Secondary Science	80,000	80,000
Associate Consultant ELL/Bilingual	80,000	80,000
Associate Consultant World Languages	80,000	80,000
Associate Consultant School-Family-Community	80,000	80,000
Common Core State Standards	75,000	75,000
End-of-Course Examinations	2,857,100	3,487,700
Board Examination Pilot Program	1,400,000	1,400,000
League of Innovative Schools	200,000	200,000
Programs for International Student Assessment	0	300,000
Student Success Plans Technology	330,000	430,000
World Language Proficiency Authorization	40,000	40,000

Jobs Impact-hiring of new teachers

Statement of issue: Provide **early childhood** opportunities for all children

Fiscal Impacts- In the SDE expansion budget they have \$9,180,000 in 2012-13 for "targeted expansion of 4-year old programs/adjusting Kindergarten admission date" (that figure was for the rollback to Sept 1 as originally proposed)

Expansion of school readiness to 4-year olds in the 19 current and former priority school districts— 1,100 school readiness spaces for each of the 3 years of phase in.

Grant per pupil is \$8,346. Need on an ongoing basis for the Oct- Jan 1 students would be **\$27.5 million** for the 2014-15 and BEYOND. First year would be \$9.18 and then \$18.36 the next and then the \$27.5 million.

tie-into Malloy/Wyman campaign policy-Universal pre-kindergarten

Long-term Needs/Vision-maintain funding and classroom space

Jobs Impact- hiring of teachers

Statement of issue: Raise dollar threshold for construction projects subject to **prevailing wage**, combining to a single threshold set at \$1,000,000 for both new and renovations.

Fiscal Impacts- Savings to local communities and the state which reimburses a portion of the school construction costs.

Jobs Impact & Other Benefits-More small local projects would be financially feasible.

Other Relevant Items- The existing statute imposes thresholds of \$100,000 for renovation and \$400,000 for new construction projects. Reporting and other paperwork demands are such that many smaller local companies do not bother to bid on work in their own towns that would be appropriate to their sizes and for which competitive bids could be offered.

Statement of issue: No new **mandates**

Fiscal Impacts-District budgets are adopted earlier than the state budget and often a new state mandate will take planning time as well as budget considerations to be implemented with long term success.

tie-into Malloy/Wyman campaign policy-Malloy spoke to a review of all existing state mandates

Statement of issue: Emergency legislation providing local boards of education the power to **freeze compensation levels** in those cases where local revenues (grand list, intergovernmental, and local revenues) show no year to year growth. Such provisions would stay in effect as long as the state is unable to increase municipal aid levels.

Fiscal Impacts- This would allow school boards to maintain existing programs and services to students.

Long-term Needs/Vision-This is a temporary measure to deal with extraordinary fiscal challenges

Jobs Impact- Personnel expense normally represents the majority of local education funding. Negotiated wage and benefit provisions contain built in annual inflation. In the absence of companion increases in revenues or savings/cuts in other areas, personnel must be laid off for budgets to balance.

**POLICY PROPOSALS FOR THE MALLOY TRANSITION TEAM**

**CONNECTICUT ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS**

**STATEMENT OF ISSUE:**

Very few children in the State of CT are learning all that they need to learn to live dignified lives and be productive citizens in the twenty first century and poor children lag even further behind.

**PROPOSED ACTION:** Form a task force charged with recommending the systemic change that would result in the learner centered schooling system that will be needed if this issue is to be resolved. The force should be required to consider at least the following:

- Recommending methods for changing the relationship between time and learning. Presently, time is the constant and learning is the variable. That needs to be reversed because all human beings learn at different rates of speed at different times in their lives when they are trying to learn different materials.

**This is a particularly important consideration given the Governor-Elect's goal of having every child achieving at grade level in language arts and mathematics before they enter grade four. Some children will simply need more time to reach this goal than we would provide if keep time constant for every child.**

- Recommending methods for developing legitimate methods for assessing student learning in all subject areas.
- Recommending methods for the use of available technology in a learner centered system.
- Recommending a governance structure that will support a learner centered system.
- Recommending a funding structure that will support a learner centered system.
- Recommending an educator evaluation system that legitimately holds educators responsible for student learning across the entire curricular spectrum.



- Identifying all other issues that must be identified if schooling is to be truly transformed into a system that can guarantee that every child reaches high standards of achievement.



December 15, 2010

TO: Malloy Education Transition Team Co-Chairs

FROM: Kachina Walsh-Weaver, Senior Legislative Associate  
James J. Finley, Jr, Executive Director and CEO  
900 Chapel Street, 9<sup>th</sup> Floor  
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RE: **CCM Proposals**

1. Maintain Funding for ECS at Current Level

Desired Outcome: ECS funded at current level, approximately \$1.9 billion. This biennium, 14 percent, or about \$271 million, of the Education Cost Sharing (ECS) grant was funded using federal ARRA revenue. Loss of this revenue will place additional burden on local property taxes by shifting the responsibility of funding the gap to local government.

Costs to State/Towns: would cost the State \$271 million; however, it would save municipalities \$271 million.

Source of Needed Money: General Fund or growth in other state revenues.

Municipal Impact/Opportunity/Role: Would help stave off property tax increases and continue to meet the needs of students across the state.

Other Supporters: Connecticut Boards of Education, Connecticut Council of Small Towns, Connecticut Education Association, Connecticut Association of Public School Superintendents, Connecticut Association of Urban Superintendents.

2. Repeal or Postpone Requirements of PA 10-111

Desired Outcome: Elimination of mandates in the bill that would require additional funds. Public Act 10-111 imposed new graduation requirements on local school districts in the

hope that the State would receive funds from the federal Race to the Top (RTTT) program. Unfortunately, the State was not awarded the RTTT funds, and this unfunded mandate must be repealed.

Costs to State/Towns: No cost to the State and savings for local governments of an estimated \$12 to \$18 million

Source of Needed Money: N/A

### 3. Eliminate the Minimum Budget Requirement (MBR)

The Minimum Budget Requirement (MBR) is a statutory requirement that each town increase its education spending by a certain percentage of increased state education aid. It was originally intended to be a companion to ECS that would require towns to spend at least the foundation amount for each student. However, with the foundation remaining virtually flat over the years, minimum spending evolved into a requirement for town to commit all or most new ECS aid they receive to local education budgets. Eventually any connection to per pupil spending or the foundation ceased to exist.

Virtually every agency in state and local governments has been or will be scrutinized for savings. With the MBR, which requires, at best, the same expenditures for education each year, means boards of education and their budgets are protected from such examination. In an era of limits, with frozen (or reduced) aid and rising costs, this is simply unjust. It means every other local service and every other type of local employee must pay the price for the state's mandate that education spending cannot be reduced – for any reason.

Desired Outcome: Elimination of the Minimum Budget Requirement

Costs to State/Towns: No cost to the State. In some cases, local governments would be able to reduce education expenditures, which would save money.

Source of Needed Money: N/A

Municipal Impact/Opportunity/Role: Would allow municipalities to fund the actual enrollment and needs of their schools, as well as realize savings from cost cutting measures and efficiencies.

### 4. Have the State Assume Fiscal and Administrative Responsibilities for Special Education

Desired Outcome: State assumption of special education. With special education expenditures surpassing the \$1.5 billion mark, the local share is approaching \$1 billion (around 60 percent). Special education spending accounts for more

than 15 percent of all education spending in Connecticut and costs keep growing faster than other school spending (5-6% vs. 3-4%). Complicating matters, unforeseen demands for the most expensive special education services too often result in local mid-year budget shuffling, supplementary appropriations, and other extraordinary measures. This is particularly true in smaller towns where the arrival of a single new high-cost special education student during the school year can create a budget crisis. It would also ensure continuity of services for special education students as they move from district to district.

Costs to State/Towns: Would cost the State approximately \$1 billion; however, it would save municipalities the same amount.

Source of Needed Money: increased state revenue growth

Municipal Impact/Opportunity/Role: Would significant lessen the burden on property taxes for a state mandated program.

Other Supporters: Connecticut Boards of Education

#### 5. Make Energy Improvements Eligible for School Construction Grants

Desired Outcome: help school increase their energy efficiency, thus reducing long term operating costs.

Costs to State/Towns: undetermined

Source of Needed Money: General-obligation bond funds

Other Supporters: Connecticut Boards of Education

To: Cam Staples

From: John Yrchik

Date: December 10, 2010

Re: CEA's Top Recommendations on Education Policy

## 1. **Early Childhood Education**

CEA has advocated consistently for universal, high-quality pre-school programs, staffed by qualified, certified teachers. We believe that the critical need to close the achievement gap among Connecticut's children cannot be accomplished without a parallel and sustained commitment to close the preparation gap. In the last decade, the accumulation of dramatic evidence on how young children learn and the impact of their experiences from 0 to 5 years of age on the ability to succeed in school and in life is staggering. We believe that every three- and four-year old child in Connecticut should have access to high quality developmentally appropriate preschool in a nurturing environment staffed by highly qualified teachers and that every five-year old should have access to full-day kindergarten of the same high quality.

Our efforts in Connecticut thus far, while deserving of praise, fall far short of what is needed. Time is not a renewable resource for our children, and so the time to act is now.

It appears that a Catch-22 situation exists in the area of attracting, recruiting and retaining high-quality pre-school workers. Low salaries contribute to a shortage of certified staff. The legislature has been hesitant to implement the 2012 deadline requiring certification for pre-K because of this shortage. People are not attracted because of the salary, and instead choose K-12 positions. This cycle must end if we are ever to have a quality pre-K education system.

## 2. **Focus on Literacy**

CEA strongly believes that providing targeted resources, particularly in the elementary grades, to address the issue of literacy is critical.

- Improve teacher preparation programs in all disciplines, across all subject areas and levels
- Provide in-service training for current staff
- Focus on the needs of the ever-growing number of non-English speaking students in our classrooms
- Provide literacy coaches, teachers, and specialists to districts in need

### **3. CommPACT Schools – Whole School Reform**

Whole school reform addresses the entire school – from the organization of the school to the structure of the school day to the development of leaders and staff – through the implementation of a new school design aimed at closing the achievement gap. Our ground-breaking design is called CommPACT, symbolizing a shared commitment by key school partners including community members, parents, administrators, children and teachers. CommPACT has unionized teachers taking risks and sharing in decision making at seven neighborhood schools in Bridgeport, Hartford, New Haven, and Waterbury. CommPACT takes schools as they are, then transforms them with a culture of collaboration, with research-based instructional strategies and leadership provided by UConn’s Neag School of Education. Our model is not only replicable, but capable of being scaled up to schools throughout Connecticut.

CEA also supports the Innovation Schools Model, as outlined in Connecticut’s omnibus education reform legislation, Public Act 10-111. In fact, CEA was integral to the development of the model as we worked with legislators to ensure this model was included in the act. Both CommPACT and Innovation school models rely heavily on teacher engagement while honoring collective bargaining as a powerful tool to create change. Both models encourage flexible contracts and site-based work rules to achieve their goals of increasing student academic growth.

### **4. Review and Implement Current Initiatives**

Closely study, prioritize and allow the reforms which have been developed by all the education stakeholder groups over the past three years to be given time to work. Do not start all over again. The omnibus education reform law, PA 10-111 is but one example. CALI, the CT Accountability Learning Initiative, has met with success as a model which works. Other initiatives such as High School Reform, School Governance Councils, and changes to Teacher Evaluation are well on their way to being implemented.

### **5. New Curriculum – New Tests**

As stated in #4 above, initiatives such as high school reform, which include end-of-course exams, newly adopted national standards, and high school board examinations all require funding, as well as a new mindset to implement.

## **Connecticut Community Colleges, Economic Development and Workforce Development**

### **The Connecticut Community Colleges: Ensuring Access and Success**

Since their founding nearly 46 years ago, Connecticut's Community Colleges have become the primary point of entry to higher education in Connecticut for students seeking affordable, convenient access to the opportunities offered by higher education including the knowledge and skills required by Connecticut's businesses and industries as well as the college-level skills required for further education and economic self-sufficiency. The Connecticut Community Colleges now serve over fifty percent of the undergraduates in public higher education including two-thirds of the minority undergraduates enrolled in Connecticut's public colleges and universities. These numbers have been relatively consistent over the last decade, while the percentage of minority students attending the colleges has grown by more than 30% between 2000 and 2010. In addition, the community colleges serve the vast majority of the Pell grant recipients at the state's public institutions.

### **Job Impacts and Other Benefits**

If Connecticut is to have a skilled and well prepared workforce, including its healthcare, emergency services, and manufacturing workforce, then Community College programs must be responsive, affordable and accessible. If Connecticut is to attract business investment and create new job opportunities, its quality of life and its business resources must include access to higher education and lifelong learning. If Connecticut is to maintain its competitive edge in technology, bioscience, precision manufacturing, its public higher education enterprise must address the achievement gap faced by its students and invest in preparing successful, well educated associate degree and certificate graduates. For Connecticut to prosper, these graduates must be able to enter the Connecticut economy with the abilities needed to secure employment, to advance in their careers and in their continued education, and to keep pace with technological changes as well as changes in the economy. The realization of these goals will require an investment of resources to deliver the results needed by the state, its citizens, its businesses, and its learners.

### **Long Term Vision**

The following policy proposals are presented in response to the request from Governor Malloy's education policy team to advance the Governor's interest in increasing levels of college completion and educational attainment, improving college readiness among high school graduates, and expanding opportunities for students to transfer to advanced levels of higher education. Each of these proposals will maximize the potential and increase the effectiveness of Connecticut's Community Colleges in workforce development by building upon decades of experience in making students a priority and a well established foundation that provides access to the opportunities offered by public higher education to over 100,000 Connecticut's citizens every year.

## **Developing Human Capital through Workforce Development at Community Colleges**

### **A Blueprint for Prosperity**

As part of the Blueprint for American Prosperity, a multi-year initiative to "help build human capital, narrow disparities by race and income, and grow a more robust and diverse American middle class, the Metropolitan Policy Program of the Brookings Institute issued a report in May 2009, called *Transforming America's Community Colleges: A Federal Policy Proposal to Expand Opportunity and Promote*

*Economic Prosperity*. The report advocates for the establishment of a national agenda “to transform our community colleges into **engines of opportunity and prosperity** by targeting new investments to those colleges that succeed in helping their students succeed.” The Brookings report indicates that community colleges receive “less than one-third the level of direct federal government support as do public four-year colleges” causing them to depend disproportionately upon state and local governments.”

The report also cites a study by the National Center for Higher Education Management Systems in 2007 to suggest the “positive relationship between the availability of resources per student and degree attainment. When an increase in enrollment creates a “crowding” of students vying for scarce college resources, rates of degree completion decline. This is precisely the situation faced by ... community colleges, which have seen increases in student demand unmatched by increases in public subsidies.”

In an economy that is knowledge based, where human capital is the key resource for economic development, and where individual growth and earning power advance in relation to educational attainment, community colleges can serve as “engines of opportunity and prosperity” for Connecticut by:

**A. Expanding offerings in both credit degree and certificate programs, with transferrable credits, as well as in short-term non-credit credentials that focus on career areas related to the state’s employment needs and based on the demands of the State’s businesses and industries in fields with the potential for expansion and employment growth.**

As every state’s economy faces growing competition in the global market place and as technology changes and elevates job requirements, even for entry level jobs, students need access to the knowledge and skills available only through higher education. Degree and certificate programs in work-related areas and non-credit credentials, designed in partnership with business and industry to meet industry standards, offer the greatest opportunity for students seeking employment skills, career advancement, and economic self sufficiency. Our recent experience in developing short term training programs to assist unemployed workers to the gain skills needed to return to employment, developed in partnership with business and industry and the State’s workforce system, has provided valuable insight about hiring needs and the potential for employment growth in fields such as health and technology, manufacturing and business services which can form the nucleus of a career education initiative.

The expanded programs and services proposed for high growth, high demand fields, modeled on the existing career programs of the Community Colleges, will provide a stronger foundation for economic growth, business investment, and job creation by providing a pipeline of students with the educational foundation and adaptable skills needed for both the labor market and for more advanced levels of education. Statistical studies conducted by Economic Modeling Specialists, Inc. of Idaho, verify the contribution made by community college education in Connecticut to both individual and state economic development.

“Over a lifetime, associate degree graduates can earn approximately \$600,000 in additional income as compared to high school graduates. Their annual salary is approximately 39% more than someone with a high school diploma. And their average lifetime earnings will increase by \$8.10 for every dollar they invest in their college educations, an average 23% rate of return on their educational investment.”

“In the aggregate, higher student income associated and increases in property income generate about \$21.9 million in added tax revenue each year to the State, equating to a 9% real return for taxpayers on their annual investment in the colleges.”

EMSI 2008 report on Economic Impact of Connecticut Community Colleges



A recent report on Community Colleges from the University of Connecticut Quarterly Review, Winter 2011, indicates “that 50% of those in the state with some college or an associate’s degree were born here” [in Connecticut] with increasingly lower rates for bachelor, master, and doctoral degree holders. “Thus, public subsidies stand a good chance of being recouped via social benefits ... [including] increased tax revenue from greater earnings, more charitable giving, and civic participation, lower unemployment and crime rates and less need for public assistance.” The report concludes, “The two significant benefits of higher education, heftier earnings and more employment security, are not confined to categories of some college or associate’s degrees. But what is clear is that even a minimal investment in some college training can yield significant dividends” warranting serious consideration of the “prospects, promise, and payoffs of community colleges.” (Report attached.)

### **Student Success Initiatives Address the Achievement Gap in Connecticut**

This expansion of career education programs, like all current programs offered or in development, must be designed with consideration of demographic changes taking place in Connecticut and throughout New England as reported in 2006 by the Nellie Mae Education Foundation. New England 2020: A Forecast of Educational Attainment and its Implications for the Workforce of New England States reinforces the impact of education achievement gaps for particular student populations. “Discrepancies in achievement between low-income and higher income students, between minority students and white students in performance” present daunting problems for the New England states based on the demographic projections contained in the report. “The economic impact of these gaps in educational attainment has the potential to affect Connecticut more seriously than its neighboring states since only in Connecticut has “white out-migration exceeded minority in-migration...”. The populations that are growing in Connecticut are not achieving the gains in educational attainment needed to ensure a competitive workforce.

While Connecticut endures notable declines in its working age population as a result of retirements and outmigration, the minority component of the working-age population will continue to increase. By 2020, the report predicts that more than a quarter of Connecticut’s working-age population (28%) will be composed of minority populations. “The youngest workers ... are even more likely to be minorities than the general working age population. By 2020, nearly half of the 25-29 year olds will be minorities in the three southern New England states.” These are the groups that must overcome disadvantages to gain access and succeed in higher education.

*New England 2020, June 2006 - The Nellie Mae Education Foundation*

A report on Connecticut’s talent pipeline from the Office of Workforce Competitiveness from 2008 indicates that “with the exception of Washington DC, Connecticut’s 2007 scores on the National Assessment of Educational Progress show the widest gap between higher- and lower-income students in the entire country.”

National studies on placement testing reveal that as many as 60 to 70 percent of entering college students tested across the nation, as well as in Connecticut, are underprepared to succeed in college-level Math or English, the building blocks of college curricula. During any given semester, an average of 25 percent of community college enrollments are in developmental education courses, outside of degree requirements but essential to successful program completion. Community college data reported to the General Assembly shows enrollments in developmental math ranging from 16 percent to 20 percent between 2000 and 2007 with pass rates ranging from 47% to 51% in the same period. We have established a goal for 2011 within these performance measures of increasing the pass rate to 60 percent.

### **Student Success Initiatives**

To reach this goal and to enhance our efforts to serve the growing number of students who are unprepared to succeed in college-level courses and therefore unable to complete degrees or certificates, the

Connecticut Community Colleges have over the years undertaken many efforts to meet and understand the needs of these students. Most recent is our participation in the national student success initiative **Achieving the Dream**, a grant-funded effort to expand opportunities for academic and career attainment for targeted student populations, specifically low income students, students of color, first generation college goers, and other groups traditionally underserved in higher education. Through this initiative, specific academic and student support interventions have been developed and tested to help more students achieve their goals as indicated by benchmarks such as:

- Successfully completing courses with a C or higher
- Advancing from remedial to credit-bearing courses
- Enrolling in and successfully completing gatekeeper courses
- Re-enrolling from one semester to the next
- Earning degrees or certificates

More recently, the Connecticut Community Colleges were selected to participate in the Gates Foundation-funded **Developmental Education Initiative and the Carnegie Foundation's Statistics Pathway project** to continue and expand work on improving student success in Connecticut.

The Community Colleges have also been successful in winning highly competitive **Federal grants from the National Science Foundation and the U.S. Department of Labor** to expand instruction and educational services to prepare students for 21<sup>st</sup> century careers in engineering technologies, advanced manufacturing, nursing and allied health, and the emerging green jobs of the energy industry. These grants frequently target underserved and underprepared students and offer scholarship assistance and employer-supported internships that fund both credit and non-credit, short and long term, programs that improve basic skills and specific work-related skills.

The programs and services being implemented through these grants are based on **best practices such as academic strategies and intensive support services**, including:

- learning communities,
- embedded tutoring,
- contextualized learning,
- computer-based instruction to accelerate learning, and
- comprehensive counseling and advising that alleviate socioeconomic and academic disadvantages and encourage persistence and degree completion.

As new instructional methodologies and strategies are tested at Achieving the Dream colleges, the most promising practices in developmental education are introduced at other system colleges.

These initiatives have the potential to increase the number of students entering and succeeding at the college level in order to enter growing fields of employment in the State. The Connecticut Department of Labor records indicate that earnings for students in targeted degree programs served by two of the grants (Nursing, Respiratory Care, Physical Therapy Assistant, Radiologic Technician and Medical Assistant) increased from \$23,626 in 2005 to \$57,740 in 2008.

But much more remains to be done and grant funding cannot and should not replace ongoing state investment in student success. Our students come to us with the hope of improving their skills, their career opportunities, and the quality of their lives, but they also often come with disadvantages that can limit their potential for success. Only by addressing the myriad obstacles that face students when they enter a community college, including educational deficits and socioeconomic disadvantages, can the community colleges effect positive change in the lives of the students they serve, improve college completion rates, and meet the needs of the State of Connecticut for an educated workforce.

## College Readiness and Transfer Initiatives

Therefore the Connecticut Community Colleges propose a combined policy initiative to address college readiness and transfer articulation so that students have access to the entire continuum of higher education by:

- B. Developing pathways that support student access into higher education by improving college readiness, reducing the need for remediation upon entry to college level study, and strengthening partnerships with high schools that would collaboratively develop and implement:**
  - a. Early College Readiness testing and remediation programs in high school
  - b. Summer bridge programs at community colleges to reduce achievement gaps
  - c. A collaborative alliance of high school and college faculty to establish common achievement standards
  - d. A developmental education curriculum to meet the needs of high school graduates and others who do not meet these achievement standards and the requirements for college-level study.

AND

- C. Improving and strengthening transfer articulation agreements and supporting initiatives that accelerate program completion and encourage successful transfer to the baccalaureate level and beyond through:**
  - a. Guaranteed transfer of specific General Education credits into baccalaureate programs at the State's public universities in liberal arts and career areas.
  - b. A community college and university partnership that would offer baccalaureate degrees taught by the Universities on Community College campuses.
  - c. Dedicated financial aid to provide Tuition Equalization Grants for community college students transferring to public universities through established guaranteed admissions agreements.

### Prioritizing Student Success

There is no magic formula to solve the college readiness problem or to ensure student success. It takes hard work and resources to discover and test best practices in teaching, to analyze the data on what works and for which students and, in the words of Undersecretary of Education Martha Kanter, to "do more of what works." It is important to note that much of the most innovative work done on student success and developmental education has been made possible by Federal or private grant funding. While new Federal initiatives may come to fruition promoting attendance at Community Colleges, limited opportunities for funding from the Federal government will not eliminate the financial problems faced by public higher education in the long term and most often Federal funding cannot be used to supplant other state support.

Only fundamental changes to the State's priorities and its allocation of funding to support those priorities can rectify underfunding of the educational services essential to ensuring long term prosperity for Connecticut and its citizens. An article in The New England Journal of Higher Education, Summer 2009, reports that "state governments need to meet their responsibilities... state support for higher education has been falling for the past 25 years.... The National Conference of State Legislatures chastised its own members for treating higher education as the 'balance wheel' of state budgets, receiving whatever is left after other priorities..." T. Hartle, Sr. VP, the American Council on Education, "Ambitious Goal," New England Journal of Higher Education, Summer 2009.

The following policy proposals reflect Governor Malloy's interest in streamlining and efficiency, improved budgetary and fiscal management, creation of jobs and economic security and more effective utilization of educational funding.

#### **D. Streamlining Bureaucracy for Better Resource Utilization and Decision-making**

Excessive oversight, unnecessary regulations, and redundant levels of approval for many administrative activities often undermine the ability of the Community Colleges to efficiently respond to the needs of students, our business partners and the communities we serve. Meeting these redundant regulatory demands, often from multiple agencies, diverts scarce resources and diminishes our ability to meet the workforce and economic development needs of the State. Many state-level mandates could be effectively handled at the agency level in concert with established statutory requirements.

Existing provisions for management flexibility have proven to be highly successful for two decades in allowing higher education agencies to make critical decisions efficiently at the agency level and to ensure accountability in:

- managing budgets within a block grant,
- determining and managing position and staffing requirements within budget,
- operating enterprise financial management systems that integrate with critical student registration and financial aid systems,
- establishing procurement policy and managing procurement activities.

Further streamlining in additional areas could improve responsiveness and service delivery, timeliness and efficiency, stewardship of scarce resources, and ultimately our ability to meet the growing demands of students and the constituencies we serve.

**Long Term Vision** - State administrative policies and procedures which enhance agency decision-making, within a framework of accountability, are better suited to maximize the return on the investment of State resources and the effectiveness of program delivery. The reduction or elimination of excessive and often duplicative oversight would entrust the responsibility for decision-making to those most knowledgeable about institutional operations and the educational services and supporting structures needed by students and other partners in education. Sufficient statutory regulations exist, supported by Board of Trustees' policies and procedures, to ensure and enforce compliance without the substitution of judgment by other agencies without experience or expertise in higher education or community college issues.

**Jobs Impact and Other Benefits** – More informed and timely decision-making that reflects higher education and community college needs, will allow better utilization of CCC resources, directly impact academic programming, procurement, contracting, staffing and administrative compliance activities that in turn directly impact our ability to work with business and industry and to deliver relevant academic programming to students.

#### **Immediate Action Areas**

- a. State contracting requirements should be simplified and the threshold for external review should be raised. Connecticut contracting requirements often make timely action impossible with respect to procuring necessary educational services and implementing instructional offerings. Connecticut's requirements are so onerous that

many businesses, from small business to large corporations such as United Technologies and Microsoft, decline to do business with us, seriously undermining our ability to contribute to the State's economic development through workforce development and business partnerships. It can take months with multiple parties involved (external, internal, AG's Office, CHRO, OPM/DAS, etc.) to successfully negotiate a contract.

This has adversely affected our ability to enter into instructional partnerships with allied health clinical sites, to provide instructional services to business and industry, and to procure critical educational services. State government agencies (e.g. CHRO, election and ethics statutes) require that many provisions of State statute, unrelated to the substance of the contract, be detailed in the "boiler plate" terms and conditions of Connecticut contracts, or be attested to via sworn affidavits attached to contracts, a very confrontational approach which discourages partnership initiatives. Understaffed colleges and other understaffed agency office spend inordinate amounts of time on these issues.

The threshold for contracts requiring Attorney General review should be raised to \$25,000 or \$50,000 from the current \$3,000.

- b. Credit academic program approvals should be handled at the constituent unit level in concert with the current program oversight process of NEASC accreditation and professional accrediting bodies. More responsive programming changes to ensure currency of curriculum would result from vesting responsibility for program development and modification at the agency level. Duplicative analysis and review of programming decisions results in unnecessary expense and delay.
- c. Classified personnel decision-making in the higher education setting should provide greater ability for higher education management to determine the needs and utilization of staff. Standardized State classifications do not align with the needs or organizational structures of higher education. Inappropriate placement often leads to difficulty with retention, evaluation, and integrated development of staff throughout the organization.
- d. Collection, monitoring and documentation of student immunizations should not be required for community colleges. Community colleges do not have dormitories and do not have the same risks of contagion as do four-year resident institutions, yet substantial administrative effort goes into complying with this requirement.
- e. Agency affirmative action plans should be simplified using routine annual statistical updates while requiring major revisions on a more useful schedule of every three to five years to reduce the substantial, and frequently duplicative, staff hours that go into this compliance effort.

Virtually all of these changes could be accomplished with no new fiscal resources. More timely and relevant decisions, made at the agency level, will allow both CCC's and other State agencies to focus on more mission-critical activities.

Dissenting Opinions and Other Relevant Items – Most State requirements, compliance and oversight functions have at their core legitimate concerns about ensuring that appropriate actions are taken, laws and regulations complied with. However, existing statutes and policies are reinforced by Board of Trustees policies and procedures and required reporting to the General Assembly.

# Connecticut Network of Community Foundations

Berkshire Taconic  
Community Foundation

The Community Foundation  
for Greater New Haven

Community Foundation of  
Greater New Britain

Community Foundation of  
Northwest Connecticut

Community Foundation of  
Eastern Connecticut

Connecticut Community  
Foundation

Fairfield County  
Community Foundation

Hartford Foundation  
for Public Giving

Main Street  
Community Foundation

Middlesex County  
Community Foundation

New Canaan  
Community Foundation

## Connecticut Network of Community Foundations Public Policy and Advocacy Committee

### Statement of Issue

We agree with Governor-Elect Malloy that education—especially early childhood education—is of critical importance to each child’s well-being and ultimate personal and financial success and equally important to the future of the State of Connecticut. We also dream that in Connecticut, each child will be given every chance to succeed.

### Why we care about education

- Community foundations are community-based public foundations, with assets that come from the community and are spent for the well-being of people in the communities we serve.
- We are members of a voluntary consortium of 11 community foundations in Connecticut. Collectively we represent annual community giving of \$60 million and more than \$1 billion in philanthropic assets.
- Community foundations are community leaders—we know our communities, their strengths and their challenges, their people and their economies—and when we recognize a unique opportunity to increase our children’s well-being and success, we believe it is our responsibility to speak up and be heard.

### What we bring to the table

In addition to substantial financial assets, community foundations have extensive experience and knowledge of their communities, with first-hand exposure to both critical needs and opportunities at the local level. We also have a long history and considerable investments in early childhood education spanning a full range of program and policy areas. With a strong commitment to documented outcomes and evaluation, we have gained in-depth knowledge about best practices and strategies of proven effectiveness in the early childhood arena. We stand ready to partner with others to share our resources and expertise in order to optimize the healthy growth and development of the state’s youngest children and their families.

### Proposed Action

#### Policy Position Statement

1. **Early Care and Education in the Safety Net.** We believe four critical programs serving pre-K youngsters must be included as part of the Malloy “Safety Net.” These programs need to maintain current funding. Four specific early childhood programs (some supported by federal funds) should be held harmless. The programs are: Care4Kids, School Readiness, Head Start, and State-Funded (DSS) Early Care and Education Centers. **(For fiscal impacts, please see attachment 1.)**
2. **Low Cost Policy Initiative.** Funds currently are allocated to focus on a data system for pre-K/K to give us important information to make sure our entering kindergarteners are ready for school. We urge that a priority focus for this work be development, adaptation, and appropriate implementation for all Connecticut schools of high-quality uniform kindergarten information and measurement tools that will support data-driven decisions to improve educational quality. These tools include a student-based assessment of student readiness for school that also gathers data on any birth-to-3 services, pre-school experiences, etc.; and a data-based population measure (Early Development Instrument) to assess the readiness of neighborhood schools and municipalities to prepare children for academic success as they enter kindergarten. The community foundations stand ready to help, willing to invest in-kind and funded-research support to identify the major parameters of such assessment tools. **(For additional information, see attachment 2.)**

For additional information,  
contact:

Carol Schofield  
Staff  
Connecticut Network of  
Community Foundations  
Public Policy & Advocacy  
Committee  
c/o Connecticut Council for  
Philanthropy  
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[cschofield@ctphilanthropy.org](mailto:cschofield@ctphilanthropy.org)

**TO:** Malloy Transition Team, Children, Education Policy Work Groups  
Nancy Roberts, Carol Schofield, Council for Philanthropy  
**FROM:** Network of Community Foundations, Public Policy & Advocacy Committee  
**RE:** Summary, Early Care & Education budget inputs for 2012-13 State Budget  
**DATE:** 13 December 2010

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## SUMMARY

This memo identifies four major early care and education programs in the Connecticut State Budget for which the Connecticut Network of Community Foundations believes current spending levels should be maintained.

**Care4Kids** has experienced significant growth in 2010; a political response by the Democratic Legislature to restore funds proposed for reduction by Gov. Rell. Since adoption of the budget, the administration has again changed eligibility, but the impact on spending is not certain. Our committee's goal: Retain the \$103.5 million funding, which services approximately 20,000 children annually.

**DSS state-funded centers** are, in effect, a cluster of childcare centers that receive funds from an individual subsidy for eligible families. These funds underwrite partially the cost of childcare slots at the center where a child/family is enrolled. Once a family is approved, funds flow directly to the center to support the cost of those child/children. Funding in the current budget remains unchanged, \$15.88 million, although the program suffers from numerous bureaucratic challenges -- delayed payments to centers, and holdbacks due to DSS budget uncertainties, etc. In addition, the program lacks any COL increases, and the state has not increased the subsidy, and failed to perform federally mandated cost of living surveys. Our committee's goal: For 2011-12, hold on to current, base funding.

**School Readiness** is a totally state-funded program reaching 19 SDE priority school districts (the most impoverished), and another set of "competitive" districts, for 54 school districts. The money is provided by towns, and reaches consumers via direct payments for "slots" to School Readiness centers operated by a variety of service providers (school systems or private, both profit and nonprofit). Our committee's goal: For 2011-12, hold on to current, base funding.

**Head Start Programs** that use state funds, primarily through the State Department of Education, to augment federally funded Head Start, an evidence-based program that prepares young children from families in poverty to succeed in school. Our committee's goal: For 2011-12, hold on to current, base funding.

The chart below only lists expenditures for the four programs (and subsets of Head Start) the Committee is monitoring. Listed are the line items, along with totals where there are multiple line items. There is a separate column identifying the agency with jurisdiction for that funding. For comparison, we have provided the expenditure projected for the last fiscal year as well as current year appropriation.

**EARLY CARE & EDUCATION EXPENDITURES\***  
“Safety Net” Early Childhood Programs

<b>PROGRAM</b>	<b>Last year (FY 10 Projected Actual Spending</b>	<b>Current Year Final Budget Adopted</b>	<b>Agency</b>
Care4Kids**	<b>\$93.17</b>	<b>\$103.42</b>	DSS
State-Funded Centers	<b>15.35</b>	<b>15.88</b>	DSS
School Readiness (priority districts)	69.81	69.81	
School Readiness (Competitive districts)	5.01	5.01	
<b>Total, School Readiness</b>	<b>74.82</b>	<b>74.82</b>	SDE
State Head Start	2.61	2.75	
Head Start Enhancement	1.68	1.77	
Head Start Early Childhood Link	2.09	2.09	
<b>Total, Head Start</b>	<b>6.38</b>	<b>6.61</b>	SDE
<b>Grand Totals</b>	<b>\$189.72</b>	<b>\$200.73</b>	
* All Spending in Millions			



**CONNECTICUT NETWORK OF COMMUNITY FOUNDATIONS**  
**Public Policy and Advocacy Committee**

**Position on the  
Development, Adaptation and Appropriate Implementation  
for all Connecticut Schools of High Quality Uniform Data – based Tools  
for Kindergarteners.**

As one of its three focus areas for joint advocacy in 2011, the Connecticut Network of Community Foundations has agreed that high-quality uniform data-based tools are critical to efforts to improve learning for all children. The information below provides a very brief overview of what these tools are and why they are important.

**Limitations of Current Connecticut Data Based System**

- There is no uniform system of early childhood information. Connecticut currently has two separate information systems for preschool children: one for those attending public school preschools and one for preschool children attending other state-funded preschools. Further, data is not collected for students who are not enrolled in preschool or child care, or who attend preschools that are not state/federally funded.
- The current kindergarten assessment tool, which is administered by teachers when children first begin kindergarten, is not accepted by school administrators and teachers as a high-quality assessment tool. It focuses on the cognitive and academic achievements of the child and not on other factors such as the physical health, social competence and emotional maturity of the child. Although schools may use the assessment to determine what assistance is needed by individual children to meet kindergarten standards, it is not used by most school districts to analyze the overall effectiveness of the early childhood education system within the elementary schools, preschools and the community.

**Proposed Kindergarten Tools to Address Limitations**

In order to address the limitations of the current system and enhance the data-driven educational decision-making process, modifications and additions to the current tools are proposed. Models for all three proposed tools are available from other states.

- **Improved Kindergarten Assessment Tool:** Identify a uniform assessment tool for individual students that measures a child's full spectrum of kindergarten readiness including academic, social and emotional maturity. The tool should also gather data on the child's prior pre-school and other history, including information on birth to three programs provided to the student; attendance, with dates, at preschool and childcare programs; any special needs programs attended by the child, etc. Unique identifiers for young children and early childhood programs that SDE, DPH and DSS will create under the federal grant provided to the State Advisory Council will enable such data to be part of the child's record throughout K-12<sup>th</sup> grade. Adequate training for teachers to administer the assessment is needed as well as training for administrators on how to use the data to improve the outcome for individual students.
- **Kindergarten Population-Based Measures of School Readiness:** Early Development Instrument (EDI). The EDI assesses the physical health, social competence, emotional maturity, language and cognitive development and communication skills of Kindergartners. The system can measure the health and development of groups of children by socio-demographic and other

community indicators to improve the delivery of early childhood services both within schools and the community.

### **Expected Outcomes of New Tools**

- Elementary schools can improve the level of intervention for those kindergarten students who do not have adequate preparation for kindergarten. Different interventions can be tested for success.
  
- Overall ability of the current early education system, including Care4Kids, School Readiness, Head Start, State-Funded Early Care and Education Centers, individual providers and community based programs to develop the necessary skills and behavior among preschool children for success in Kindergarten and beyond can be assessed. Effectiveness of individual providers and their curriculum can also be measured. Such data is critical to improving the early childhood education system and to assist the state in providing resources to the most effective elements of the system.

### **Connecticut Longitudinal Educational Data System**

The State of Connecticut is in the process of developing and implementing a longitudinal data system for PreK through postsecondary education. The system will collect complete data for each student as s/he progresses through Connecticut's school system and educate teachers and administrators on how to utilize the data for improved instruction. The full implementation of this data driven decision-making system is critical for both individual student achievement and for overall improvement of schools.

# **Recommendations Submitted**

## **Education Working Group**

*Len Miller  
December 11, 2010*

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My recommendations will be limited to the closing of the achievement gap. I have spent the past nine years working on this issue. I served on **Stamford Achieves**, a blue ribbon commission that Mayor Malloy began to study the achievement gap and to make recommendations to help close the gap. **Stamford Achieves** became a 501(c)(3) organization and I just completed my term as Chair of the organization. I continue to serve on the board.

Closing the achievement gap is one of the most significant challenges that our country and our state has. There is no one solution nor is there a way to quickly remedy the situation. On the other hand, noted progress has been made all over the country in certain schools and some districts. Following are some ideas that could have an important positive impact and could be implemented without significant expenditures. Whether it is these recommendations or others, it is time for Connecticut to make the commitment and to set a date certain that the significant achievement gap that exists in this state will be narrowed and closed. This can and must be done, and importantly it can be done while the quality of education for all of our children is improved so that Connecticut becomes a model of educational excellence for the entire country.

### **I Pre-School, After School and Summers**

Pre-School, After School and Summers can be looked at as three separate areas in which to focus on. They are included in one recommendation to stress the fact that for many and lower income and minority children there needs to be additional schooling over and above the normal school hours. Each and all of these areas have played an important educational role in the past but they each need to play an even greater role in the future if the gap is going to be closed. There has been overwhelming evidence to support the fact that additional education provided to children who are behind or in danger of falling behind need supplements to their in school education. There are specific recommendations for each area which are briefly expanded in the following paragraphs.

## **Pre-School**

Governor Elect Malloy is a strong advocate of pre school education and in Stamford he was able to create an environment where over 80% of children in Stamford have some kind of pre school experience. This needs to be done throughout Connecticut but there needs to be standards that are expected from pre schools.

In cities throughout the state a shockingly low number of lower income kids start school kindergarten ready. In some cities the percentage is as low as 25% and depending on the quality of the pre school experience a child has they may or may not be as ready for school as many of their classmates. Although kids can catch up over the years it is highly desirable for them to begin school as prepared as their classmates.

Many pre school programs began as Headstart Programs. These programs and similar programs focused primarily on providing a safe and nurturing environment for children whose parents were either dual workers or single parents. They also helped prepare kids for the social and regimented aspects of school.

It was not until many years after Headstart programs began, and perhaps 15 years or so ago that early education in a pre school environment became an important goal of many pre school advocates. It has taken on added importance as we have become so aware of the achievement gap and how important it is for children to enter school on an equal footing.

### **It is recommended that the following be considered for Pre School:**

- 1 Pre-school providers and school districts work together to establish what is expected of children entering kindergarten and how the providers can best prepare their children for school.**
- 2 State consider two-tier licensing for pre school providers. The first tier would be the current license. The second tier would be for providers who demonstrate ability to prepare children for kindergarten.**
- 3 Districts begin to compile data on providers who are best preparing children for school.**
- 4 Statewide program to replicate pre school providers who are preparing children for kindergarten with grant incentives to accelerate this process in as many urban areas as possible.**

## **After School**

For many students and in particular at risk students, the school day is not long enough to provide the knowledge and skills that students require. There are many after school programs but often there isn't any coordination in the school district with regard to these programs and the needs of the students. In addition there is usually very little if any communication and correlation by the district and the providers so that the after school programs can not only be stimulating and interesting but also **structured in a manner assist students in what they learning in school.** There is no doubt that effective and stimulating after school programs can help students learn. Often innovative and hands on education has proven to be the best educational method to reach children who have difficulties with traditional classroom instruction.

### **Following are recommendations for after school programs**

- 1 After school providers that have or will in the future demonstrate effective learning and educational results be given higher priority grants from the State.
- 2 Districts and providers receive incentives from the State to meet on a regular basis and during the summer so that after school providers can best assist the districts in closing the achievement gap. *Note: It is not imperative that after school providers only focus on what students are being tested for. It may be as important for students to learn about art and music as well as confidence and self esteem. It is also important that students develop a quest for learning which can often be achieved in after school programs.*
- 3 After school providers should be encouraged by grants to work closely with community centers and to have as part of their program a parent related initiative.
- 4 Consideration should be given to after school providers that have demonstrated success in providing stimulating and effective education to special state recognition that will possibly enable them to better obtain private grants.
- 5 State should on at least an annual basis bring education providers together with urban districts to best plan and coordinate what is best interest of the students, and what can be most effective in closing the achievement gap.

## **Summer Education Programs**

Many students that are grade levels behind can be brought up to grade level with about 30 hours of effective tutoring. Once they are brought up to grade level there needs to be continuous stimulation and support to maintain that new level. Unfortunately summers can be extremely detrimental to this process for not only at risk students but for other students as well. While summer school can help some students it is often not available to students that are not failing, is often considered a stigma, it is classroom orientated, and space is often not available. What is needed for many students are stimulating educational camps that are fun while providing campers with educational opportunities to prepare them for the upcoming school year.

While there are a few high quality educational programs offered by various nonprofit organizations in the State, there are not enough of them and more importantly the children who need these educational camps the most cannot afford them. Although camperships are available in some of these programs there are simply not enough of them to meet the needs that exist.

## **Recommendations for Summer Education Programs**

- 1** Providers of educational camps should help establish camps in every urban environment. They can either assist other nonprofits in those communities in starting these camps or set up their own. Grants should be made available from the State to assist these summer education providers.
- 2** Scholarships should be made available to a much larger group of students. The State can provide scholarships with a matching fund from private contributors.
- 3** School districts should coordinate with educational summer camps what they expect of returning students. The camps can then provide specific learning opportunities for specific students.
- 4** Districts with incentives from the State should make educators available to guest lecture or perhaps be guest or even full time counselors. The greater the coordination between the districts and the camps the greater the probability of success.

*Note: Grants above would not be additional funds. They would be made available by eliminating or reducing non productive grants that currently exist.*

## **II Parental Engagement and Involvement**

It will be difficult to close the achievement gap and the burden cannot be placed entirely on the schools. It also cannot be entirely placed on the parents however many parents particularly of children who are behind in school need to do more. In most cases however these parents do not know how to become more involved in the education of their children. In some families the largest obstacle to greater involvement by parents is the language barrier. There have been encouraging results in a pilot program by **Stamford Achieves** where parents of children who were behind in school participated in a program named **PEAK** (Parents for the Education of All Kids). Many of these students were on the free lunch program and many of the parents spoke limited English. What was so positive and amazing is that these parents wanted to become more involved with the education of their children but did not know how. After an 8 week program they learned not only how to help their children but how to become more involved with their schools.

### **Recommendations for Increasing Parental Involvement**

- 1 **PEAK should be expanded in Stamford and to other communities. Stamford Achieves can help facilitate this program with community centers in every urban environment. Private funding should be available for this program with the State sanctioning and encouraging this program.**
- 2 **State should sponsor District/Community Center collaborations to bring parents into the educational process.**
- 3 **There should be a state wide initiative to encourage minority and lower income parents to engage in the education of their children.**
- 4 **Consideration should be given to a program to develop Community Educational Counselors. These counselors should be volunteers with many of them having bi-lingual skills. Emphasis should be put on recruiting volunteers from underserved communities. These volunteers would assist parents at school meetings as well as helping them maintain a close connection to how their children are doing in school. In some cases they could provide a bridge between the parents and the teachers and principals.**

### **III Connecticut Education Success Awards**

In spite of the difficulties that lie ahead to close the achievement gap in Connecticut, there have been many success stories in various public schools throughout the state. While it would be a good idea to recognize these successes with a nod towards **Race to the Top**, what is also important is to establish a means for other schools to learn how these successful schools achieve their results and most importantly to find ways to replicate those successes on a broader scale. It would also be important for skeptics and others to learn that the achievement gap can be closed and in fact is being or has been closed in various schools.

#### **Recommendations for Connecticut Education Success Awards and Replication of Success**

- 1 State sponsor annual award program to award say up to 6 schools per year that have closed achievement gap by x% and whose gap is at least 50% of what state achievement gap is. Other educational benchmarks could also be established. Each school would be awarded say \$50,000 with ½ coming from the state and ½ coming from private funders. Regular public schools cannot receive funds but state can pay for after school programs or other extra curriculum needs that they have.
- 2 The schools that apply would need to submit an application that in some depth offers theories and explanations as to why their schools have been successful in moving towards closing the achievement gap.
- 3 Principals or assistant principals of the schools awarded would conduct mentoring workshops where other principals could begin to learn how these schools achieved success and what they needed to do in their own schools to replicate these models. In order to be eligible to apply for future awards the principals of these schools would have needed to attend these workshops.
- 4 As more schools receive these awards, there would be a growing network of principals that could become an important resource in helping to close the achievement gap. There could in fact be summer programs that these principals could conduct that would provide principals, assistant principals and teachers important techniques and knowledge on how to close the gap. These principals would be compensated with funds provided by private foundations, corporations, and individuals.
- 5 It would be important to make these awards as prestigious as possible and for the principals to receive the recognition they deserve. There would be opportunities for private funding to pay for dinners and recognition. It is quite possible that the dinners could be fund raising events that would pay for the awards and perhaps other educational innovations.



None of the above recommendations will close the achievement gap. The problem is large and solutions are complex. What the above recommendations can achieve is a forward momentum that along with other programs can help close the achievement gap in Connecticut. It is not only the lives and education of these children that are at stake but the long term economic viability of Connecticut is also at risk. In order to effectively compete, Connecticut will need to provide a well educated work force. To do so without closing the achievement gap is in the short term foolish, and in the long term disastrous. We know that students who are behind can be caught up. An all out effort to do that must begin as soon as possible.

Len Miller  
December 2010

## **Dyslexia and Other Learning Disabilities** ***What Connecticut's Next Governor Can Do***

- ❑ **One of the greatest challenges we face in Connecticut is our need to reduce the achievement gap in state education. One of the greatest challenges we face as a nation is to make significant improvements in grade level reading, especially by the end of third grade.**
- ❑ **The recurring annual economic cost if we don't succeed is substantially larger than the recession Connecticut is currently experiencing (\$50 billion nationally).**
- ❑ **Dyslexia and other learning disabilities affect 10% or more of all students in CT and in the nation.**
- ❑ **Failure to improve educational services for kids with dyslexia will, therefore, make it impossible to close the achievement gap in CT and significantly improve grade level reading in America.**
- ❑ **Here's how our next Governor and State Legislature can prevent that from happening—and perhaps provide a model for other states and school districts across the country.**
- ❑ **Implementing these reforms will allow all students, including those who learn differently, the “chance to be exceptional, without exception.”**

Talk about education reform is everywhere. It is shaping educational policy and funding from Washington (*Race to the Top*). It's prompting plans from Connecticut's capitol to help close this state's achievement gap, the largest in the nation. It's requiring school districts to do things differently, to do things now, and to avoid the fate of the educational Titanic that characterizes education in CT and elsewhere.

Unlike those on the ill-fated ship, people in Connecticut can foresee what's ahead for the second wealthiest state. 574,000 public school students are not keeping up globally, in spite of an investment of \$11,864 per student/yr (1.3 x national average spending). Our students rank 25/30 in 8<sup>th</sup> grade math scores among industrialized countries and 8<sup>th</sup> nationally in academic achievement. Population projections show Connecticut's future workforce to mostly be young adults who fall at the low end of the race/ethnicity/income achievement gap. This group of future workers faces additional odds. Low-income, Hispanic and Black students receive significantly more special education services than students in other population groups. They are among the 10-15% of the state's children who live with the stigma of having a learning disability (LD) because they *learn differently*.<sup>1</sup>

Because individuals with LD learn in different ways than those without LD, they (and their families) face many obstacles to getting the best education. Low self-esteem, emotional and behavioral problems, risky behaviors like substance abuse, low achievement, dropping out of high school, prison, and unemployment take them down at far greater rates than their non-LD peers.

But learning disabilities do not have to be a stigma or, for some, a pipeline to prison. By building on recent legislative efforts to close the achievement gap, policy-makers *can* chart a course that transports every student to a productive future where they meet their potential, whatever their abilities and strengths—even, perhaps to a seat in the Governor's or President's office. With better understanding, high standards, highly qualified teachers and individualized academic support, students who learn differently can succeed. Now is the time for the 10-15% of kids who are learning disabled to have the “*chance to be exceptional, without exception*”.

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<sup>1</sup> Although students with LD may have high, average or low intelligence, the disorder affects their brain's ability to receive, process, store, and respond to information. LD shows up in and impacts individuals in different ways. Dyslexia compromises the ability to read, write, and spell. It affects 80% of those with LD, making it one of the most common forms. Dyslexia and LD make up about one-third of all literacy failure groups and require the right intense interventions as early as possible, so children can master this important life skill by the end of third grade.

## Recommendations for Closing The LD Achievement Gap\*

**In order to narrow the Achievement Gap by 2015 Connecticut must put reading front and center for educators and their students. We recommend that CT's leaders:**

**1. Promote a strong start with high quality Early Education (pre-K to grade 3) and high standards at every level** to identify children with LD and help them early.

- Maintain funding for universal access to high quality pre-K and full-day kindergarten.
- Ensure accountability by implementing Common Core Standards in K-grade 12.

**2. Ensure well-qualified educators at every level and stage of professional growth—pre-k-grade 12, general and special education, and administration.** The primary responsibility of pre-K– 3<sup>rd</sup> grade teachers is to teach children to read and yet all teachers encounter students who struggle. Increasing every educator's expertise in literacy development and instruction is vital.

- *Leadership:* Empower leaders with knowledge about LD and literacy by requiring appropriate coursework for *sixth-year* candidates and all administrators.
- *Pre-service:* Work with the Commissioners of Education and Higher Education, State Board of Education, and the State Department of Education (SDE) to pass policy for licensure regulations to: a) Align pre-K credentials with quality standards; B.A. for lead teachers, CDA or equivalent for assistant teachers; b) require more rigorous coursework and experience in research-based practices for all teaching candidates; and c) Require special education candidates to pass CT Foundations of Reading Test for licensure.
- *In-service:* Propose language in the legislative bill that specifies CEU requirements to a) Provide at least 15 hrs/yr training for pre-K teachers; b) require rigorous Continuing Education Units (CEU) process and contents (especially reading) to fill vital teacher knowledge and practice gaps rather than wasted "seat time." \*\*

**3. Require implementation of *Scientific Research-Based Interventions: CT's Framework for Response to Intervention (SRBI)* by highly trained professionals.** Starting in pre-K, ensure that students who are 'at risk' and/or identified with LD receive optimum instruction from the most knowledgeable teachers. Maintain intensive and targeted interventions until these students have reached their potential and are at goal. Support school retention and dropout prevention programs.

**4. Support parents and caregivers as their children's first teachers** by creating school-based family resource learning centers where parents are given useful information about their child's progress in school and are taught how to support their child's early literacy development and individual learning needs.

- Discuss the language and literacy needs of English Language Learners with their parents while encouraging them to read and speak to their children in their native tongue.
- Promote and support empowerment programs, such the Parent Leadership Training Institute (PLTI) and Parents Supporting Excellence in Education (Parent SEE).

**5. Promote the use of new and assistive technologies to improve access to learning environments without barriers, engage students and maximize their success.**

- Direct the Commissioner of Education and the SDE's Division of Assessment, Research and Technology to select a school district to pilot Universal Design for Learning (UDL), an approach to teaching, learning, and assessment that draws on new brain research and new media technologies to respond to individual learners' differences.

**6. Provide LD students with transitional support to increase options and insure success as they move through Higher Education.**

- Work with the Commissioner of Education and SDE to ensure that students and parents be included in transitional planning for college prep and school-to-work.

\* All of these recommendations would incur no additional cost.

\*\* Language included in HB No. 939 in 2009.

## POLICY PROPOSAL - A New Consultative Model For Educational Policymaking

- I. The Issue: The American educational system, from K-16 and beyond, is a system increasingly not only challenged by performance, but also by (to use a classic phrase) “a failure to communicate”. The public environment between parents, teachers, administrators, and the higher levels of educational policymaking is increasingly hostile and noncommunicative, due both to immediate budget pressures and longer term divisions of both vision and priorities. There is great commonality of ultimate purpose on many levels, but these different groups in the policy process have increasingly found themselves as political defenders in a conflict, not collaborators facing a common challenge. There are few if any meaningful avenues of inter-level dialogue that have not become ossified and driven more by bureaucratic imperatives than real communication, particular beyond the level of individual school districts or individual public colleges or universities. If we want to have effective policy and policymaking for the long term, we must create new avenues of consultation and dialogue, in particular between the local frontline (parents and teachers, students and faculty) and the local or state “topline” (Governor on down). In CT in particular, recent Governors have shown little or no interest in real dialogue with those frontlines, often preferring to cast suspicions and stereotype the activities of teachers and schools in a negative light. If we are truly to address our educational gaps and performance challenges, it will never be done by fiat and conquest. It must be achieved by a new vision of consultative collaboration at all levels, to find new solutions and to prevent problems before they become crises. Recent efforts in New Haven are one constructive demonstration of how such a new model might work to promote meaningful change; many other possibilities exist as well if all parts of the process are brought to the table as collaborators and not supplicants or sacrificial lambs. There are certainly resistant forces, but at least some of that resistance is driven not by substance but by process (or its absence).
- II. Proposed Action
  - A. Prioritization Schedule:
    - New consultative model for state education agencies
    - Leadership vision from Governor and (new?) agency heads
    - Regularized and meaningful consultation mechanisms with frontline parents, educators, students (not filtered by local ed system “gatekeepers”)
    - A particular prominence and priority to urban educational dialogue and its connections to the state’s future
    - Regularized open dialogue between state ed agencies and cities/towns
    - An emphasis on listening by all sides, not win/lose policy outcomes, in these consultative bodies/forums
    - Commitment by education agencies to serious attention to dialogue outcomes
  - B. Fiscal impact – neutral to positive in the long term. This consultative focus would not require new staff, but a reorientation of existing agency culture (and some staff responsibilities/time allocation). If pursued with respect, this consultative policy would be highly likely to lead to the discovery of potential efficiencies that could save the state

money in both the long and short term, because over time a greater sense of common purpose (and a related willingness for common effort and sacrifice) would develop out of such an ONGOING (a crucial word) dialogue. If you don't trust your partners in effort, you will grab and guard every resource you can, even at a long term cost to yourself and the larger goal. Trust is the key here to unlocking and conserving resources. Truly respectful consultation will help us husband what we have more effectively. Recent governors have sometimes been lacking in promoting such trust.

- C. Relation To Governor's Goals: Such a reorientation of educational policymaking process will be a crucial component in achieving the Governor-Elect's intertwined goals of restoring fiscal balance, promoting our economic future, and addressing our educational challenges. By truly listening to all constituencies from the frontline forward, we will promote more cost effectiveness, better educational outcomes, and a better workforce – leading to a future economy with greatly enhanced potential. Such a reorientation must be seen in such holistic terms. It must also be framed as being founded on a reestablishment of trust between all those in the education policy process. We cannot afford a continued education “civil war” in the midst of larger conflicts over our future.
- 
- III. Long Term Needs/Vision: I think this is largely addressed by the remarks above. Trust is crucial to effective education and education policymaking. Frontline knowledge is also crucial to informing budget decisions that are often too distant in knowledge and awareness from their immediate impact. To harness the possibilities for budgets and student performance, consultation must displace confrontation from the Governor down to the local school district.
  - IV. Jobs Impact/Other Benefits: the immediate impact on jobs would not necessarily be obvious, but the budget benefits of consultation and mutual trust would certainly have an indirect positive impact on jobs in the short and long term. The other benefits to long term educational performance and workforce competence would also be substantial.
  - V. Dissenting Opinions: There are certainly those who would say that this would be a dead end, just one more body of bureaucracy. That could certainly happen. The key would be the sincerity and commitment with which this is pursued. If it is just for the press, the critics might be proven right. If it is truly grounded, from the Governor and agency heads down, in a real shift in culture and a commitment to mutual trust and listening, it could prove the critics wrong. And, more importantly, be of tremendous benefit to the citizens of the state – the only outcome that really matters.

## POLICY PROPOSAL : Increased K-12 Institutionalization of Focus on Nutrition And Fitness

I . The Issue: Young people are facing increasing health challenges due to issues with both nutrition and fitness levels. These include obesity, diabetes and other chronic conditions. These issues have costs of two major kinds. The first is health and social costs, that ultimately impact agencies from the Depts. of Public Health and Social Services (Medicaid) to DCF (family effects and disruptions) in both financial costs and agency staff time. The second is actual educational performance impact due to impaired physical stamina and ability to educationally focus in the classroom. In essence, the impact of poor nutrition and fitness is ultimately felt not just in the body but the classroom. This is a bottom line issue. While there are constituencies that would favor the status quo in school foods and in recess policies that might be resistant to increased emphasis on dietary content and recess time/content, there are increasing voices (led by the First Lady) who are drawing attention to the long term importance of these related concerns.

### II. Proposed Actions:

#### A. Prioritization Schedule:

- creation of state and local task forces to dialogue on the issue (must involve parents and teachers)
- statements of vision from Governor, educational leaders, PTOs
- no costs policy shifts in attention to, emphasis on issues in school cultures
- seeking of, and dissemination of, frontline (parent and teacher generated) insights and recommendations on nutrition and fitness policy
- increased emphasis and focus on these issues in work of (in particular) DPH, DSS, DCF, as a preventative measure to reduce longer term chronic costs discussed above

#### B. Fiscal Impacts:

-Neutral in short term (questions of emphasis and focus; should not lead to creation of new staff costs, but rather be driven by leadership vision and frontline input through community based sources).

- Positive in long term (reduced chronic state support and remediation costs of health and educational effects on children and families as well).

In essence, in fiscal terms, this would be a policy focus designed to internalize issues (nutrition and fitness) that are currently “externalities” to the educational system in terms of immediate costs, to reduce the very real long term costs that these DO impose on the state (in terms of both health and educational performance. We did not get in our overall fiscal (and educational performance) hole solely due to “overnight” forces, nor will we permanently escape them simply through immediate spending adjustments. We must address the long term in our solutions, using our limited resources at hand to

best husband the resources of the future. Our students will not get the educational outcomes we desire if they are unhealthy and unfit.

c. Policy Tie-In: This focus will support the Governor-Elect's efforts to address both the educational performance challenges we face, as well as the challenge of providing effective and prevention-oriented social services in financially constricted times. It would address the long term forces affecting both education and health, whose costs will internalize themselves to the state even if they can be ignored and externalized today.

III. Long Term Needs/Vision: Addressing the nutrition and fitness of young students more aggressively will give us healthier, better performing, and less costly adults down the road. This can be done not through a need for new expenditure, but through a reorientation of vision in existing activities, whose content must come from continual "walking the walk" at the state and local leadership level AND a continual involvement of the frontline parents, teachers and students themselves, to accurately inform the process in both data and impact assessment. This does not require a budget line; it requires caring and commitment. If the Governor-Elect seeks to have a truly transformative impact on the future, it won't be had by throwing money, but by working to institutionally embody a reorientation of our values, which ultimately drive the impacts of any money that may be allocated.

IV. Job Impacts And Other Benefits: In the short term, this particular proposal would be job-neutral, but in the long term the impact in producing an effective and lower-cost workforce (again, in terms of both health and performance costs) would be substantial . Study after study has shown the future impact of the health and nutrition of young people on the adults to come, and that fiscal and social picture should be alarming to anyone objectively viewing the data. This would be the large long term jobs benefit – to confront this medical and skill deficiency freight train before more and more of it leaves the generational station.

V. Dissenting Opinions: Again, there are probably resistant constituencies to the focus discussed here, as the allocation of food choices in cafeterias and of recess time in the school day tend to have strong inertial forces behind them. But we must confront the fact that the outcomes we want in the classroom even today (and certainly tomorrow) are deeply impacted by the nutrition and fitness that prepare (or fail to prepare) the students who enter the classroom. We can treat those forces as external no longer if we care about what comes out of the classrooms.

From: saavedras@csdnb.org  
To: cam9123@hotmail.com  
Subject: RE: Governor Malloy's Education Policy Working Group

Dear Cam,

Thank you for inviting me to submit education policy proposals to the Malloy/Wyman transition team. Your format was very specific, however, my response is quite succinct - cities need dependable levels of funding so that programming can be consistent, staffing levels could be consistent, class size would not always be increasing, All Day Kindergarten would not be on the "chopping block" every year as we struggle to find the dollars to maintain the program. In New Britain, we struggle to get our class size at 25 students. Most of our Middle School classrooms border on 30+. It is not sound educational policy to heavily depend on expiring grant dollars to fund basic educational services. But in New Britain, without grants both state and federal, our system would not function. The majority of our student population receive either Tier II or Tier III services - this requires time and money. We need a longer school day and a longer school year. A student's zipcode should not determine the level of services, the variety of courses or the size of the classroom. The State of Connecticut should not only focus on the "what" which is the Common Core but also the "how" meaning what it takes in resources, district by district, to get the kids there - delivering on the brand promise. The achievement gap is not the failing of urban schools, it is a failing of our State to provide what is needed to close the gap. It is a failing of society to equally share the responsibility to meet the needs of our neediest children. The principals of the Sheff settlement should have been applied state wide. Hartford is not the only urban school district struggling with segregation issues. New Britain's minority enrollment is over 75% and continues to rise. The draw of magnet schools has further increased New Britain's demographic struggles and has taken much needed resources away from our local classrooms. Has anyone analyzed the achievement of urban students who attend magnets? Have the magnets proven to raise the student achievement of Hartford's minority students or does an achievement gap exist within that system as well? If the State intends to continue to seek regional solutions to the education crisis we face, perhaps a total regionalization of our education system should be seriously examined.

I would very much like to participate in future discussion regarding the condition of education in the State of Connecticut.

Thank you for receiving my comments,

Sharon Beloin-Saavedra, President  
New Britain Board of Education





December, 2010

### LEGISLATIVE AGENDA – 2011

A. Priority legislative goals: To meet the Sheff goals for quality, integrated education, it is urgent that we focus on expansion and improvement of the Open Choice program, through legislative initiatives advanced by the CT Department of Education designed to expand suburban participation.

1. Revising reimbursement rates to suburban districts to provide financial incentives for increased participation in Open Choice (\$6000 per student for 3% of total enrollment or greater; \$4000 per student for >2%; \$3000 for 2% or less).
2. Resubmission of the bill granting the Commissioner the authority to require districts to accept minimum percentage of Open Choice students.
3. Ensure that expansion of Open Choice is accompanied by sufficient support services to make the program successful for all Hartford children – including professional development for suburban teachers and staff; adequate transportation; provision of adequate number of counselors and intervention specialists; and concrete steps to more fully integrate children into their new schools (such as provision of late buses for sports and extracurricular activities).

Key points – Open Choice is the most cost effective way of meeting the state’s school integration obligations over the next three years – and will result in significant long-term savings for the state; Recent national research has demonstrated how school integration can benefit both Hartford children and suburban children; The system of interdistrict magnet schools we have developed is a national model, but does not reach enough children; We need to consolidate these important gains in the magnet schools by expanding the other part of the Hartford voluntary integration plan – Open Choice – which has been lagging behind; There is ample capacity in most suburban school districts to meet the Sheff goals over the next few years, but we need to compensate suburban districts fairly if we are going to ask them to take additional children; Thousands of children have benefited from Sheff programs over the past ten years, but thousands more have languished on waitlists and we owe it to these children and families to expand integrated education options.

B. Additional legislative goals: support other school integration legislation; and seek to block destructive amendments and legislation that would undermine progress on integration.

3. protection of the interests of magnet schools and Open Choice in any revision of the state funding formula – and incentivizing racial and economic integration in the funding formula (see our initial statement on this issue, attached).
4. State financial support for Charter Schools that are inclusive and racially integrated and meet the Sheff goals.
5. Revising the "Innovative Schools" statute to provide school districts in the Sheff region financial incentives to reopen closed school buildings to expand the Open Choice program, both within Hartford and in suburban towns.
6. Implement one level of adequate transportation reimbursement for school choice programs in the Sheff region.
7. Technical revision to the Open Choice statute to allow a city student who previously attended a private school to participate in Open Choice.
8. Monitor and support legislation that improves all Hartford public schools – not just interdistrict magnets (for example, legislation to increase state reimbursement for special education costs to 50%, full funding of the ECS grant program; etc)



**DRAFT 10-27-10**

**SOME CONSIDERATIONS FOR REFORM OF THE  
CONNECTICUT SCHOOL FINANCE SYSTEM**

As educators and policymakers explore options for a more fair and efficient school funding system in Connecticut, we urge the state to avoid changes that might undermine the ongoing constitutional mandate to address the racial and economic isolation of students in our major cities. Any changes in the current school finance system should create strong incentives for school districts to participate in school integration programs, and to avoid expansion of school programs that have the effect of segregating children by race or income. Here are some considerations for discussion:

- ¶ Per student reimbursement to suburban school districts for Open Choice students should be substantially increased to more than cover the marginal additional cost of educating Hartford children in suburban schools. The current \$2500 per student grant is totally inadequate and acts as a disincentive to adding additional suburban seats for Hartford children. The necessary funding level should be calculated based on a target 4% enrollment level in eligible suburban districts.
- ¶ Magnet and Open Choice transportation should continue to be funded by the state, with a continuation of the process of consolidating interdistrict transportation management and increased efficiency of routes to lower the overall cost of transportation.
- ¶ Any funding for *new* charter schools in Connecticut must require racial and economic integration, consistent with the goals of the Sheff settlement order. Ongoing funding for *existing* charter schools should be adjusted to strongly incentivize racial integration in these schools.
- ¶ Annual funding deficits for interdistrict magnets must be eliminated – whether for magnets run by the Hartford public schools, CREC, or other entities. The uncertainty of annual deficits undermines magnet program and parent confidence in the system.
- ¶ The state should explore financial incentives to reward school districts that enact policies or practices that promote school diversity, and/or decrease the concentration of poverty in high poverty schools from one year to the next.
- ¶ Any funding reforms must be phased in and protect Hartford and other urban districts from precipitous cuts that could jeopardize educational quality.

From: edna.novak@teachforamerica.org

To: [cam9123@hotmail.com](mailto:cam9123@hotmail.com)

Subject: Education Policy Recommendation

Dear Cam,

Earlier today I received your working group e-mail inviting education policy proposals for the new administration. While I am not able to prepare a fully fleshed out policy proposal by tomorrow's 12:00 noon deadline, I did want to take this opportunity to share one recommendation that would tie closely to the Malloy/Wyman education campaign platform's focus on innovation in teaching and learning, as well as higher education. This recommendation amounts to the development of a continuous feedback loop between (a) the CSDE and K-12 community, and (b) our higher education/teacher preparation community, linking student learning outcomes back to teacher preparation programs so that we can begin to drive evolutionary changes on both sides that lead to improved outcomes for kids.

For context: it is clear that the Governor-elect Malloy cares deeply about the quality and rigor of learning amongst all Connecticut students, and that he greatly appreciates the critical role of teachers in driving that outcome. Indeed, we know that teacher effectiveness is among the greatest predictors of student learning outcomes in K-12 classrooms today. Yet, in Connecticut, we have very limited data at this time that connects the learning that is happening among our K-12 students, with any usable information about the leaders at the front of their classrooms. If we were to begin with the basic step of collecting and sharing state data on student learning outcomes with information about the background of our students teachers' (e.g. teacher preparation institution, undergraduate institution, GPA, Praxis Scores), the data alone would generate a feedback loop between our districts and teacher preparation institutions that would incentivize ongoing student-centered improvements on both sides.

We have seen several successful examples of this innovative feedback loop in other states where Teach For America operates:

- In Tennessee, state statute (TN Code 49-5-108) requires its board of education to report on the effectiveness of its teacher preparation programs in terms of placement and retention, Praxis results, and teacher effectiveness data based on TN's value-added assessment system: <http://www.tn.gov/sbe/teacherreportcard2010.htm>.
- In Louisiana, the board of regents initiated a longitudinal study beginning in 2003 to examine the achievement of its students and link growth in student learning to teacher preparation programs. By 2009, results of this study revealed significant differences among the effectiveness of Louisiana's teacher preparation programs, and its findings have since enabled LA's teacher preparation institutions to make student-driven, outcomes-based changes to their programs: <http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=113>.
- In North Carolina, leaders of the UNC system commissioned a similar study beginning in 2007 to analyze the link between teacher preparation programs and student outcomes, finding significant and actionable differences among and within programs that are now driving evidence-based innovation across the NC teacher preparation community: [http://publicpolicy.unc.edu/files/Teacher\\_Portals\\_Teacher\\_Preparation\\_and\\_Student\\_Test\\_Scores\\_in\\_North\\_Carolina\\_2.pdf](http://publicpolicy.unc.edu/files/Teacher_Portals_Teacher_Preparation_and_Student_Test_Scores_in_North_Carolina_2.pdf)

Regardless of the approach, the development of a feedback loop in Connecticut between our teacher preparation institutions and the student learning outcomes produced by their graduates would lay a critical foundation for improving K-12 performance among all students in our state. This information would enable us to (a) more rigorously evaluate the efficacy of our teacher preparation institutions through a lens of student outcomes, (b) share best practices among the higher education community, and (c) enable LEAs to make more informed hiring decisions. The execution of a study like this would be a mere matter of choice by the Administration as it

wouldn't take budgetary appropriations to enact programs. Instead, the state would be doing what the state is best positioned to do – roll up large amounts of data, present it to the public transparently, and allow districts and teacher preparation institutions to incorporate this new information in their practices.

Cam, as always, I would be more than happy to discuss this with you in greater detail. As I imagine you are aware, Teach For America is not a policy-shop and does not frequently take policy positions. However, I could not pass up the opportunity at this time to make a recommendation that would fall within budgetary constraints and yet would drive significant, potentially transformational actions across our state's education landscape.

I look forward to the outcomes from the working group. Thanks and happy holidays.

Sincerely,  
Edna

Edna Novak  
Executive Director  
Teach For America \* Connecticut  
142 Temple Street, Suite 303  
New Haven, CT 06510

One day, all children in this nation will have the opportunity to attain an excellent education. Visit [www.teachforamerica.org](http://www.teachforamerica.org).

Cam:

Thank you for reaching out to CBIA concerning education policy. During the past year, I have had the pleasure of serving with your co-chair Dudley Williams on the Connecticut Commission on Educational Achievement ([www.ctachieve.org](http://www.ctachieve.org)) and as chair of CT's Early Childhood Education Cabinet.

CBIA's Board's has endorsed the recommendations of the Commission which can be found at the above noted Website. They provide an excellent blueprint for moving forward with a reform agenda that will improve overall student performance and close the achievement gap. Pei Pei Ma, co-executive director of the Commission, has done a flow chart regarding the administrative and legislative changes necessary to implement the reforms.

A number of the recommendations, like encouraging districts to share services and reforming teacher tenure provisions would save money, while others would redirect resources to spend our education dollars more wisely. Finally, costly items, like the expansion of quality early childhood education, need to be phased-in due to capacity, teacher preparation and certification issues.

The business community very pleased that Governor-elect Malloy is making the public education reform a cornerstone of his new administration and is undertaking a national search to lead his efforts. His choice for that position together with his appointments to the State Board of Education will be critical to ensuring that every student learns the skills they need to be productive citizens.

Finally, despite the state's fiscal challenges, I think that there is a real opportunity to build on the national reform agenda and what's happening in some Connecticut school districts to do better for all our students and, in particular, for those from low income families. It is critical not only for these young people but for the future of our state.

Sincerely, John

**Every child should have  
a chance to be exceptional.  
Without exception.**

A plan to help close Connecticut's achievement gap.



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The goal: a great education.  
Not for some students.  
Not for most students.  
For all students.

Connecticut's public school system is at a crossroads. The test scores of our low-income students are significantly lower than the state's non-low-income students. This occurs despite the fact that our students overall score among the top five states in national math and reading tests. This gap between low-income and non-low-income students' scores is called the achievement gap and Connecticut's is the largest of any state in the country. Taking action to help close this gap needs to be an economic and moral imperative for our state.

Closing the gap is critical for a number of reasons, from strengthening the futures of our students to improving the state's economy. So much so that Governor M. Jodi Rell appointed the Connecticut Commission on Educational Achievement. Comprised of a bipartisan group of business and philanthropic leaders, the Commission had a clear mandate: recommend specific ways to help close the achievement gap.



## What is the gap?

It's the difference in educational performance between Connecticut's low-income and non-low-income students. This gap disproportionately affects minority students, primarily African-American and Latino children. **In national progress tests given to 4th and 8th graders, results showed that low-income students in Connecticut performed at dramatically lower levels than non-low-income students—sometimes up to three grade levels behind.**

## Why Connecticut has the largest achievement gap in the U.S.

Low income correlates with low levels of academic achievement. In Connecticut we have some of the wealthiest towns in the country as well as some of the poorest. This disparity in income contributes to the achievement gap. But it is not all a result of income differences.

When compared to low-income students from other states, Connecticut's low-income students score in the bottom third on some key assessments.

There are other factors that contribute to the achievement gap, pointing to the need for reform of the pre-K–12 education system. These include: a lack of accountability throughout our system, not setting high expectations for all of our students, the need for more effective teachers and school leaders—especially in low-income areas, inefficient and opaque ways of funding education, and complacency with chronically low-achieving schools.

## The gap's impact.

**Consider this:** Many low-achieving students drop out of school, forfeiting the knowledge they need to join a skilled workforce. Those who finish high school and go on to post-secondary education earn twice as much as dropouts and are far less likely to be unemployed. The difference in the net fiscal contributions of a high school graduate vs. a high school dropout in Connecticut is \$518,000 over that person's lifetime. Clearly, closing the achievement gap would improve Connecticut's economy and quality of life. For all of us.

## The achievement gap affects us all:

Not enough students graduate **with skills** to succeed in college and careers

State **unemployment increases**

It's harder to attract businesses **that need** skilled labor

High school **dropouts are incarcerated** at three times the rate of graduates

For each class of high school dropouts **\$155 million more** in lifetime healthcare costs

**More than \$500,000** in net fiscal lifetime benefits to government is lost from a high school dropout compared to a graduate

Source: Alliance for Excellent Education. Connecticut State Card. August 2009. <http://www.all4ed.org/about-the-crisis/schools/state-information/connecticut>.

Source: Sum, Andrew. Center for Labor Market Studies, Northeastern University (2009). *The Fiscal Consequences of Dropping Out of School and Failing to Complete Years of Post-Secondary Schooling in Connecticut*.

## Our recommendations.

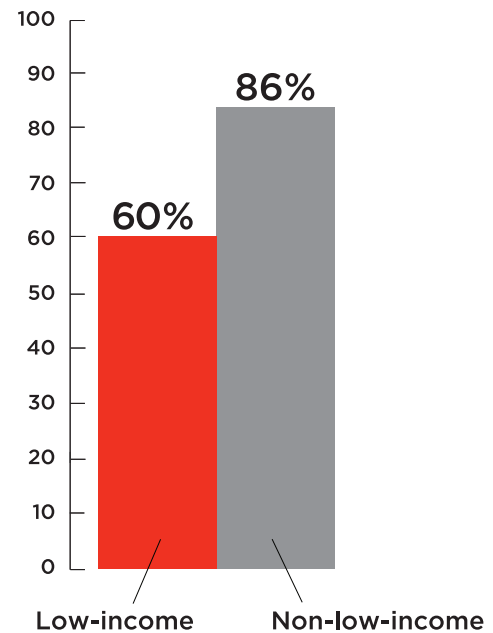
These recommendations amount to a 10-year plan to improve Connecticut's pre-K–12 education. If implemented, they will significantly close the achievement gap. Many of them will also help raise the education achievement of all our students, whatever their circumstances. Here's how we can help close the achievement gap:

### 1 | Demand accountability.

Strengthen state leadership and drive accountability for educational change.

- Let the new Governor lead the charge. Significant gains in closing the gap will begin with him
- Appoint independent and innovative thinkers to the State Board of Education
- Establish a Secretary of Education who is appointed by and reports directly to the Governor
- Establish a new Commissioner of Early Childhood Education and Care
- Restructure the State Department of Education to ensure quality throughout the state's educational system and a focus on low-achieving schools
- Create an outside entity to track and report reform progress
- Develop a high-quality statewide data system that tracks student progress

## Connecticut's Four-Year High School Graduation Rate, Class of 2009



Source: Connecticut State Department of Education, Press Release March 23, 2010.

### 2 | High expectations.

Set high expectations for all students. Provide curricula and support so all students can reach them.

- Increase access to pre-K and Kindergarten
- Continuously use creative ways to involve parents
- Align statewide curricula to higher standards
- Identify and support low-achieving students early through extended learning time and tutoring
- Measure student progress with greater frequency
- Require high school students to pass the Connecticut Academic Performance Test (CAPT) to graduate



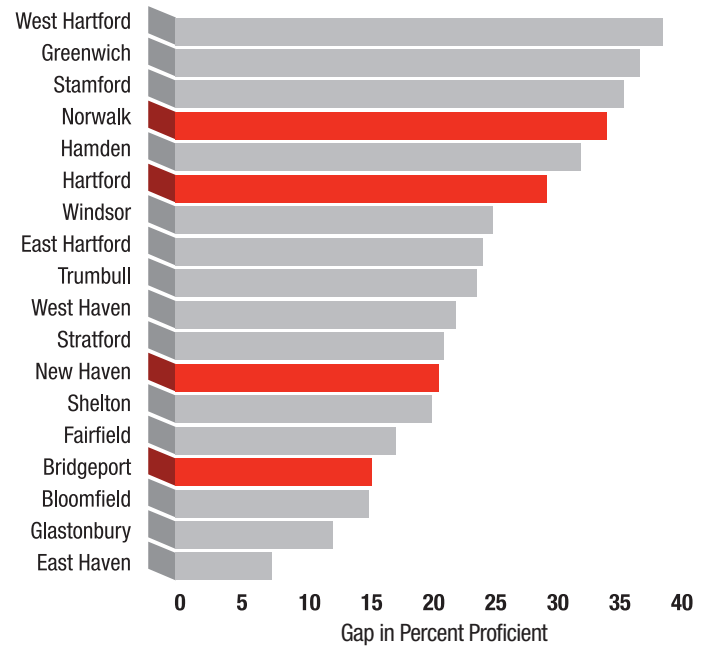


### 3| Foster leadership.

Attract, develop and empower the most effective leaders for our schools.

- Recruit, train and develop effective leaders
- Create programs that train administrators to be effective in low-achieving schools
- Train principals in new evaluation and data systems
- Hold principals accountable for reaching student achievement goals
- Require student achievement goals to be part of superintendent evaluations

### The Gap in Grade 4 Reading Proficiency Exists All Over the State



Source: CT SDE (2010). CMT Data for Grade 4 Reading. Shows the difference in percent scoring at proficient and above between low-income students and non-low-income students.

## The misconception: It's an urban thing.

The achievement gap exists in every part of Connecticut—urban, suburban and rural. In fact, some of our wealthiest towns have achievement gaps larger than those of the Hartford and New Haven school districts.

## 4| Excellent teaching.

Ensure students, especially low-income students, have well-trained and highly effective teachers with professional development opportunities.

- Provide teacher candidates with more in-classroom training
- Refine teacher certification requirements to better prepare teachers
- Encourage alternative routes to becoming a teacher
- Hold teacher preparation programs accountable for producing effective teachers
- Institute state-of-the-art data systems for evaluating, developing and supporting teachers
- Focus on professional development throughout teachers' careers
- Recognize and reward outstanding teachers through a new career ladder and with school, group or individual performance bonuses
- Require effective teaching to gain, and retain, tenure
- In layoff decisions, give less weight to seniority by including teacher effectiveness and other factors
- Attract more effective teachers to the most challenged schools

## 5| Invest intelligently.

Provide an effective and transparent way of funding public education.

- Develop a new weighted student Educational Cost Sharing formula to be phased in over 3-5 years

- Over time have money follow the child to the public school of his or her choice
- Increase transparency so we understand how we are spending our money
- Encourage school districts to share services and save money
- Step up efforts to seek outside grants

## 6| Turnaround schools.

Improve our lowest-achieving schools through greater authority, accountability and more time for learning.

- Establish a School Turnaround Office with the authority to aggressively intervene in the lowest-achieving schools
- Adopt a multi-tier framework that defines support from and accountability to the School Turnaround Office
- Provide greater authority to principals and district administrators to remove barriers to change
- Grant significant latitude to form charter, magnet and other innovative schools
- Maximize in-school learning time and extend the learning day or year as necessary



## Goals for a State of Achievement.

### **The Commission's goals are that within a decade:**

Connecticut will largely eliminate the gaps in achievement between low-income and non-low-income students on the 4th and 8th grade Connecticut Mastery Tests and in high school graduation rates.

Connecticut will have one of the smallest achievement gaps in the nation and will be the highest-achieving state overall based on rankings on the 4th and 8th grade National Assessment of Educational Progress (NAEP).

## Moving toward what's possible—as quickly as possible.

The achievement gap in Connecticut is a crisis in our state's classrooms. Yet it's a crisis with a resolution in sight. Our recommendations can have a significant impact on turning the current situation around and helping close the achievement gap. Undoubtedly, there will be debate. But we believe everyone—policymakers, teachers, administrators, elected officials, business and community leaders, and especially parents and students—will be able to agree on one thing. There's no time to lose. The time for action is now. It's about our children, their futures and ours.

---

## Learn more—and make it happen.

### How you can help close the achievement gap:

- Call or email your state legislators and the new Governor to find out how they are supporting efforts to help improve achievement for all Connecticut students.
- Ask your school principal, superintendent and board of education leaders what they are doing to close the achievement gap.
- Urge local community organizations like parent/teacher associations or the Chambers of Commerce to get involved in closing the achievement gap.
- As parents, support your child's schoolwork and meet with his or her teacher.
- Learn more by visiting our Web site: [www.ctachieve.org](http://www.ctachieve.org).

# Introduction.

Overall, Connecticut public school students perform extremely well on national tests. However, Connecticut has the largest “achievement gap” among all 50 states.<sup>1</sup> This gap refers to the difference between the test scores in reading and mathematics of public school students who are from low-income families compared with those from more affluent circumstances. Alarming, our 4th and 8th grade low-income students are—on average—about three grade levels behind non-low-income students in reading and math.<sup>2</sup> And, this past spring just 60% of our low-income high school students graduated from high school.<sup>3</sup>

This gap is not only a tragedy for the children affected, it also impacts the state’s unemployment rate, the quality of our workforce and the net fiscal contributions to our government.<sup>4</sup> These have a negative impact on Connecticut’s economy and competitiveness.

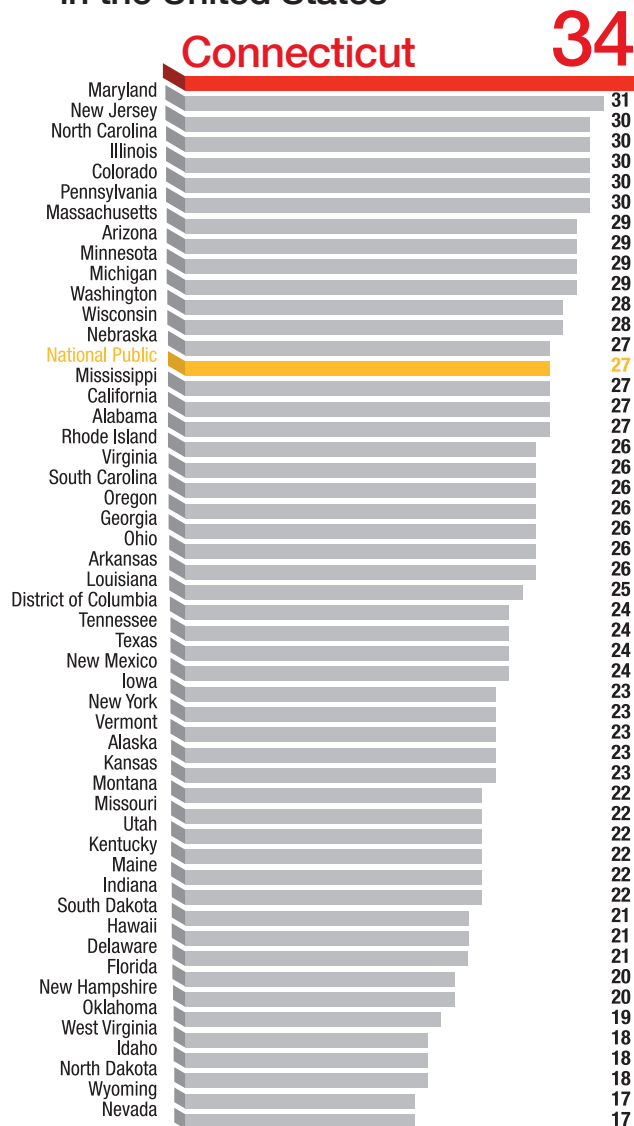
In March 2010, Connecticut Governor M. Jodi Rell established the Connecticut Commission on Educational Achievement, an 11-member group of business and philanthropic leaders, to examine why this gap is so large and to recommend ways to help close it.

The Commission held six public hearings across the state, met with more than 150 educational experts and practitioners, convened over 40 commission and subcommittee meetings, visited Connecticut schools and traveled to three other states to learn about successful reform efforts. In addition, Commission members and staff extensively reviewed research studies and policy papers.

This report makes a series of strong recommendations to improve student achievement. They include changing the state governance structure, creating high expectations from the start, and strengthening school and district leadership. They also include attracting and retaining effective teachers, addressing school finance issues and restructuring low-achieving schools.

The Commission has taken a “no excuses” approach to its work. Members of the Commission believe that all of our students can achieve academically and that pre-K–12 education must be reformed to include accountability throughout the system to accomplish this goal.

## The Largest Achievement Gap in the United States



Source: U.S. Department of Education, NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Note: Chart shows average scale score gap between low-income students and non-low-income students on the 2009 National Assessment of Educational Progress (NAEP) for 8th Grade Math.

# Connecticut’s education achievement gap.

## Eight Key Facts about pre-K–12 Education in Connecticut

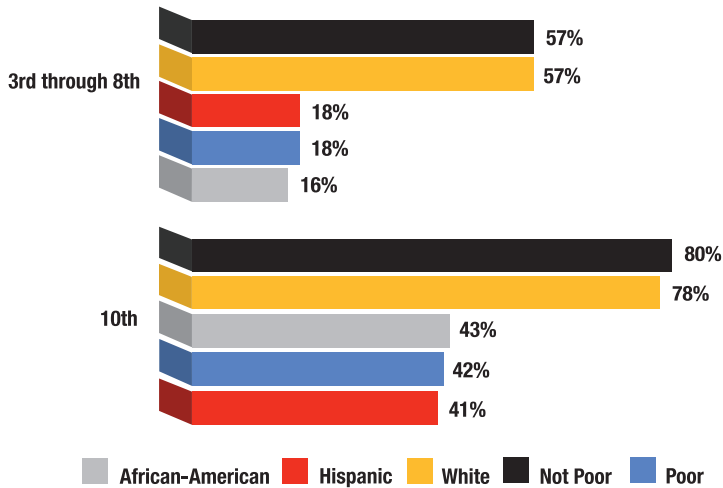
1 | On average, Connecticut 4th and 8th graders score among the top five states on the National Assessment of Educational Progress tests of mathematics and reading, but a significant gap exists between the achievement of low-income students and others. Sadly, African-American and Hispanic students are disproportionately affected by these gaps.<sup>5</sup>

On the NAEP, the gap between Connecticut’s low-income students and their non-low-income in-state peers is the largest of any state in the nation. Our low-income students also perform poorly compared to low-income students from other states, where they rank in the bottom third of states in mathematics in grades 4 and 8.<sup>6</sup>

2 | On Connecticut’s own assessments, the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT), low-income students score



## CT Students at Goal in Reading CMT & CAPT, Spring 2010



Source: Connecticut CVNT Online Reports. Data Interaction for Connecticut Master Test, 4th Generation. Retrieved from [www.ctreports.com](http://www.ctreports.com).

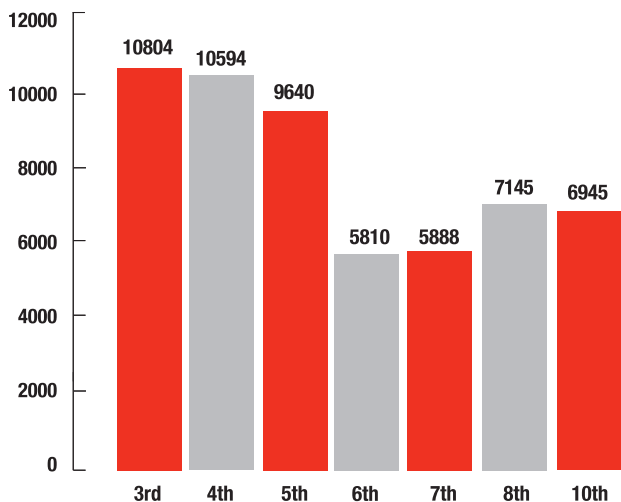
only half as well as their non-low-income peers.<sup>7</sup> These gaps appear as early as the 3rd grade and continue through the 10th grade, across all subjects tested.

In reading, 42% of 3rd through 8th grade low-income students score at the goal level compared with 80% of their more affluent peers. Among 10th graders, just 18% score at the goal level compared with 57% of their peers.<sup>8</sup>

3 | Connecticut's achievement gap is also apparent in the state's high school graduation rates.

Only 60% of low-income students graduated from high school in 2009 compared with 86% of their more affluent peers.<sup>9</sup>

## Number of Low-Achieving Students (Basic/Below) in the State on 2010 CMT & CAPT in Reading



Source: Connecticut CVNT Online Reports. Data Interaction for Connecticut Master Test, 4th Generation. Retrieved from [www.ctreports.com](http://www.ctreports.com).

4 | Whether low-income or not, too many Connecticut students are struggling in such core subjects as reading and math. Low-achieving students are those who score at the lowest levels; that is, below the proficient level on the CMT and the CAPT.

As one example, among the 238,468 3rd through 8th graders who took the CMT in reading in 2010, 20% scored at the lowest levels.<sup>10</sup>

This means that nearly 50,000 elementary and middle school students are not reading at grade level, and some are very far behind. By the 10th grade, nearly 7,000 students are still reading at the most basic level.<sup>11</sup>

5 | While we tend to think about this as an urban problem, the achievement gap lives in nearly all of Connecticut's towns and cities.

In fact, some of our wealthiest suburban communities have larger achievement gaps than Bridgeport, Hartford and New Haven.<sup>12</sup>

6 | Connecticut's learning gap begins early, is evident as students enter kindergarten and continues into post-secondary education.

Only about 40% of entering kindergartners are fully ready for school learning<sup>13</sup> and more than half of all Connecticut students entering our public two- and four-year colleges require immediate remediation in mathematics or English.<sup>14</sup> In 2005, for example, over 19,000 entering freshman with a Connecticut high school degree required remediation.<sup>15</sup>

7 | Some schools and districts are making progress in improving the academic competence of our low-achieving students, but change has been generally slow and in small increments.

Over the past six years, the percentage of low-income students who performed at the highest levels (that is, at goal or above) has increased only about 1% each year.<sup>16</sup>

8 | Compared with students from other countries, the performance of American students overall is mixed.

In mathematics, we rank 25th out of 30 participating Organization for Economic Cooperation and Development (OECD) countries. In science, we rank 21st out of these 30 countries. Countries whose students outscore the United States include Finland, Canada, Japan, South Korea and Sweden.<sup>17</sup>



## Why does this matter?

**First**, this is a tragedy for low-income children, primarily African-American and Hispanic students, who are disproportionately affected. Many go into the world from our public school system without the skills necessary to succeed and face a troubling personal future.

**Second**, if Connecticut is to retain and improve its economic competitiveness, our low-income students must dramatically increase their competence in reading, math and science.

**Third**, if Connecticut is to regain and maintain high-wage jobs, it will be increasingly reliant on an educated work force.<sup>18</sup> If the achievement gap continues, Connecticut's employers will be further challenged to find a quality workforce, causing them to export jobs, and it will be more difficult to attract new businesses to the state. This will lower the state's GDP, net tax revenues and competitiveness.

**Fourth**, the costs of educational failure are huge. Over the long term, high school dropouts earn less, have lower lifetime earnings and are more likely to be unemployed.<sup>19</sup> They are more likely to commit crimes and rely on government health care and other public services, such as food stamps and housing assistance.<sup>20</sup> High school dropouts are also more likely to become teen parents, have children who drop out and thus perpetuate the cycle of school failure.<sup>21</sup> There are short-term costs as well.<sup>22</sup>

**Conversely**, high school graduates and those with post-secondary education and training contribute more to the social and economic well-being of the state than do high school dropouts. They are more likely to raise healthier, better-educated children and to engage in the civic life of their communities.<sup>23</sup> There is also an enormous fiscal benefit to the State of Connecticut for increasing the number of high school graduates, each of whom contribute about \$518,000 more in net tax contributions over government subsidies during their lifetimes than do high school dropouts.<sup>24</sup>

**The bottom line?** In the last year or so, we have made some progress in closing the achievement gap, but there is a long way to go. If we fail to raise the accomplishments of our low-achieving students, Connecticut's future will be imperiled.<sup>25</sup>

## Eight reasons for our large achievement gap.

How did Connecticut get here, with an achievement gap larger than that of all other states, and a ranking near the bottom among all states for low-income students? There are several factors at work here, each contributing to our current situation.

1 | Lower academic achievement correlates with lower income, and we have many communities that are economically challenged but also many wealthy communities. This difference in economic levels contributes to the large achievement gap.

Connecticut is a very wealthy state with some exceedingly prosperous towns like Greenwich, Avon and New Canaan. It is also home to a cluster of very poor cities. These include Bridgeport, Hartford and New Haven, which are among the poorest 100 cities in the nation based on the percentage of children living at or below the Federal Poverty Level (FPL).<sup>26</sup> We also have some very poor rural communities, like Windham.

2 | The number of children living in low-income families is increasing. This trend is important because without dramatic intervention in our schools, the numbers of low-achieving students could also increase as poverty grows.

Our schools measure the number of low income students through enrollment in the federal Free and Reduced Price Meals (FRPM) program. An income of \$40,793 for a family of four qualifies a student for reduced-price meals.<sup>27</sup> Over the past two years, student enrollment in the FRPM program grew from 28.5% to 33.7%.<sup>28</sup> In October 2009, just over 181,500 public school K–12 students were enrolled in the FRPM program.<sup>29</sup>

3 | Average scores mask important differences among groups of students.

On average, Connecticut students score among the best in the country, and that has enabled us to overlook important achievement differences among groups of our students. When these achievement gaps were identified, we viewed them as a concern for some Connecticut communities (specifically our urban centers) but not for all.

4 | We are the “land of steady habits.” Our inertia has left many students attending low-achieving schools for long periods of time.

In 2007, the Connecticut General Assembly passed significant accountability legislation intended to give the State Department of Education much more authority to intervene in low-achieving school districts.<sup>30</sup> These laws were expanded again in 2008 and 2010; however, only a small number of these actions and sanctions have been used.<sup>31</sup>

This means that many students have continued to attend schools with poor achievement records. Among the 18 lowest-achieving schools in Connecticut, two-thirds (12) have been low-achieving for six or more years;<sup>32</sup> 120 other low-achieving schools have been low-achieving for five or more years.<sup>33</sup>

5 | We know that the single most important factor in students' school success is having effective teachers.<sup>34</sup> The second is access to highly effective school principals. Connecticut has not taken strong action to assure that highly effective teachers and principals work in our lowest-achieving schools.

Connecticut's public school systems employ about 43,500 K–12 teachers statewide.<sup>35</sup> Connecticut's inability to link data on student achievement with data on these teachers limits our ability to identify highly effective teachers. Likewise, hiring and retaining highly effective teachers in our lowest-achieving districts has likely been hampered by local contract provisions<sup>36</sup> and the absence of a career track based on the demonstration of competence rather than time on the job and accumulated education course credits.

Finally, we haven't paid adequate attention to the important role of school principals in supporting teacher performance,<sup>37</sup> nor have we developed an effective framework for the preparation of principals to serve in our lowest-performing schools."<sup>38</sup>

6 | We still have many children waiting for high-quality preschool and full-day kindergarten, known to be effective to help prevent failure later in school.

Recently, the Governor's Early Childhood Research and Policy Council estimated that about 9,000 low-income three- and four-year olds statewide do not yet have access to preschool.<sup>39</sup> Children who do not have strong language and learning skills by the end of kindergarten are often the ones who have 3rd grade achievement problems that persist throughout their high school years.<sup>40</sup>

7 | We have not set a high bar in terms of high school graduation.

New high school graduation requirements will go into effect for students who begin as freshmen in 2014.<sup>41</sup> Nevertheless, Connecticut continues to allow graduation from high school without requiring a specific level of achievement on the 10th grade CAPT.

8 | We spend a lot on education but don't know enough about where the money really goes.

Connecticut spends more than \$7.2 billion to operate its local school systems.<sup>42</sup> This is more than the amount that 46 other states spend on a per-pupil basis.<sup>43</sup> Yet there is inadequate transparency and public understanding of what that funding actually buys

and whether some of these funds might be used in different ways to advance the performance of students, teachers and schools.

## Moving to solutions.

### Acknowledging some work underway.

Over the past few years, Connecticut's educators and policymakers developed a plan for secondary education reform.<sup>44</sup> Much of this plan and other important reforms were enacted by the Connecticut General Assembly in May 2010 as part of Public Act 10-111. Meanwhile, major reform efforts were carried out in New Haven, Hartford and other districts throughout the state.

In addition, Connecticut has already been working as a partner with other states to adopt new, higher learning standards that define what all students in public K–12 systems are expected to know and be able to do. The new learning standards are called the Common Core Standards.<sup>45</sup> Finally, a coalition of African-American and Hispanic parents and legislators launched a campaign calling attention to minority-student achievement gaps and aggressively seeking a broader role for parents in school decision-making.

## Commission goals for student achievement.

With this report, the Connecticut Commission on Educational Achievement proposes a set of goals to help close the state's educational achievement gap over the next decade, beginning with the 2011-2012 school year.

**Goal 1:** Connecticut will largely eliminate the achievement gap between low-income and non-low-income students on the 4th and 8th grade Connecticut Mastery Tests and on high school graduation rates.

**Goal 2:** Connecticut will have one of the smallest achievement gaps in the nation and will be the highest-achieving state overall based on rankings on the 4th and 8th grade National Assessment of Educational Progress (NAEP).

# Recommendations.

The Commission has organized its recommendations into six categories for action:

## 1 | Demand accountability.

Strengthen state leadership and drive accountability for educational change.

## 2 | High expectations.

Set high expectations for all students. Provide curricula and support so all students can reach them.

## 3 | Foster leadership.

Attract, develop and empower the most effective leaders for our schools.

## 4 | Excellent teaching.

Ensure students, especially low-income students, have well-trained and highly effective teachers with professional development opportunities.

## 5 | Invest intelligently.

Provide an effective and transparent way of funding public education.

## 6 | Turnaround schools.

Improve our lowest-achieving schools through greater authority, accountability and more time for learning.

## Demand accountability.

Strengthen state leadership and drive accountability for educational change.

## Leadership matters.

The Governor must install a strong reform-oriented leadership team that will include a reorganization of pre-K–12 educational leadership in Connecticut.

1 | Create a new Secretary of Education who will also serve as a member of the State Board of Education (SBOE). The Secretary shall report directly to the Governor and shall, with senior leadership reporting to him/her, be held responsible for results.

2 | Under the Secretary shall be the Commissioner of a reconstituted State Department of Education (SDE), a new Commissioner of Early Childhood Education and Care and the Commissioner of Higher Education.

3 | The new Commissioner of Early Childhood Education and Care shall direct the creation of a single early childhood agency to include early intervention, early care and early education functions now resident across state agencies, which will be reorganized into this new agency. The Commissioner will also serve as the chair of the Early Childhood Education Cabinet.

4 | Below the Commissioner of K–12 education, create two new offices whose heads will report directly to the Commissioner, and that will reorganize existing functions. One office shall lead school turnaround efforts and one shall supervise all educator preparation functions.

5 | Appoint strong and innovative leaders to the State Board of Education who are held accountable for narrowing the achievement gap. The SBOE should be resourced appropriately.

## Why This Recommendation Is Necessary

Leadership matters at all levels, but the educational crisis facing Connecticut will require the next Governor to lead the agenda for dramatic improvement in student achievement. Connecticut operates its system of K–12 public education in a disjointed manner and without accountability to the Governor. In addition, responsibility for early childhood education and care programs is dispersed across four state agencies (SDE, the Department of Social Services, Department of Public Health and Department of Developmental Services). Responsibility for the preparation of teachers and principals is dispersed between the SDE and the Connecticut Department of Higher Education. There is inadequate strategic planning and coordination between these two state departments and Connecticut's State Schools of Education, which are supervised by the State University system and the University of Connecticut.

Further, the State Board of Education needs strong members with a diverse range of experience, including leaders from the business and philanthropic sectors. The SBOE is not currently held accountable for narrowing the achievement gap. It has no professional staff support. In February, the new Governor may make seven State Board of Education appointments, including the chairperson. This provides a tremendous opportunity to assemble a Board that is willing to take bold actions to narrow the achievement gap.

Appointment of the new Secretary of Education and restructuring the educational management system, as recommended here, will ensure higher levels of accountability and leadership for student achievement.

## Actions Required

- Governor to hire a senior education advisor within his office until legislation is passed creating a Secretary of Education
- Governor to make strong appointments to the State Board of Education

- Governor to propose legislation to:
  - Create new Department of Early Childhood Education and Care
  - The Commissioners of Early Childhood Education, K – 12 and Higher Education shall report to the new Secretary of Education
  - SBOE approval for new offices in SDE to reorganize existing functions to oversee school turnarounds and educator preparation

## Public accountability through outside eyes.

There is a critical need for an entity outside of government to track reform progress, document and share best practices, and report regularly to the public. This entity shall be directed by a diverse group of leaders, including business and philanthropic leaders, parents and educators.

### Why This Recommendation Is Necessary

Outside organizations can be critically important to help a state advance school reform and make meaningful progress to reduce achievement gaps. The SDE's slow progress in addressing achievement gaps, despite more than 15 years of data, clearly shows that an inside-only strategy can benefit from public reporting and challenge on the reform progress.

### Action Required

- Establish external entity with sufficient staff support and resources to analyze data, monitor policy and progress, and report regularly

## Data counts: Providing the data to inform and drive decisions.

Significantly improve data collection and analysis and public reporting to support Connecticut's education accountability process and to address pre-K–12 achievement gaps and challenges.

### Why This Recommendation Is Necessary

The state will be unable to accomplish many of the bold strategies for education reform in this plan without a well-functioning, responsive data system that captures individual student progress over time. Additional data reporting requirements were added by the General Assembly in 2010,<sup>46</sup> but funding for education data systems at both the state and local levels remains problematic. In addition, districts have requested that the state support a more uniform and efficient approach to data collection and analysis and reporting.<sup>47</sup>

### Actions Required

- Speed up the development of data systems required to support the new evaluation systems and provide public data on overall teacher and principal effectiveness barring individual names
- Adopt a uniform data collection and dissemination format to measure effectiveness of all teacher preparation programs
- Ensure state data system replaces the need for districts to maintain their own separate systems
- Collect data to support the new multi-tier accountability system described under Lowest-Achieving Schools
- Improve data collection to support the expansion of high-quality preschool programs
- Improve ease of online data access for all levels of stakeholders, from parents to policy makers

## High expectations.

Set high expectations for all students. Provide high-quality curricula and support so all students can reach them.

## Expand high-quality preschool and full-day kindergarten to ensure school readiness.

Continue the efforts of Governor Rell on behalf of early education. Provide sufficient funding for all low-income three- and four-year olds statewide to attend a high-quality preschool program, with new funding structured as "scholarships." Require all-day kindergarten for all students in districts that have the lowest-achieving 5% of elementary schools.

The SDE will assess and report annually to the public on the quality and effectiveness of all preschool programs receiving government funding and those not receiving funding that request a rating. Programs rated as ineffective will not be eligible for further funding until satisfactory improvements are made.

### Why This Recommendation Is Necessary

A robust body of research reveals solid short- and long-term benefits from high-quality preschool and all-day kindergarten.<sup>48</sup> Preschool is especially critical for low-income children, because they are often not exposed to the same early stimuli that enable early-age cognitive and social development. While all students benefit from high-quality preschool, it is essential for low-income



students and provides the largest fiscal return on investment.<sup>49</sup> With roughly 40% of Connecticut's entering kindergarteners demonstrating full readiness for school,<sup>50</sup> there is a demonstrable need for high-quality preschool and a more substantial kindergarten experience.

Low-income children who attend preschool are less likely to need remedial help, less likely to be held back, and more likely to graduate from high school.<sup>51</sup> Recent estimates suggest that about 9,000 low-income three- and four-year olds statewide do not yet have access to preschool.<sup>52</sup> To help parents choose high-quality preschool programs, the state has proposed—but has not implemented—a quality rating system for programs providing early care and early education.<sup>53</sup> In addition to quality, however, program effectiveness is also important. At the present time, little information is available about how effective specific programs are in preparing preschoolers for kindergarten. Further evaluation of current preschool programs is required to identify those that are most effective at helping low-income students become fully school-ready.<sup>54</sup>

Research similarly finds positive advantages for full-day kindergarten, especially for low-income and other disadvantaged students. Students in full-day programs show greater progress in reading and mathematics and greater gains in social skills, independent learning and productivity. In addition, effective full-day kindergarten programs enable students who enter behind to make up a significant amount of learning as compared to students who attend half-day programs.<sup>55</sup>

### **Actions Required**

- Legislation is necessary to require all-day kindergarten in districts that have the lowest-achieving 5% of elementary schools
- Legislation and funding are required to provide all low-income students with scholarships for pre-K

## **Maximize the power of parental involvement.**

Establish an SDE program, with philanthropic aid, to provide small competitive grants for low-achieving school districts to develop innovative, effective strategies for involving parents in the education of their children, and publicize what works.<sup>56</sup>

### **Why This Recommendation Is Necessary**

Parents are children's first teachers and their early actions and expectations set the framework for school attitudes, behavior and skill development.<sup>57</sup> In addition, research has shown that parental involvement leads to better academic achievement. It also promotes more

positive attitudes about school and learning, lowers special education placements and increases graduation rates.<sup>58</sup> The state currently funds many programs that aim to support the expansion of parental involvement but with little coordination to determine what works best in obtaining high levels of parent participation. Recent legislation authorizes parent-teacher governance councils in low-achieving schools, in which parents will play a much larger and more powerful role in school decision-making.<sup>59</sup> In addition, the philanthropic sector has made substantial investments in supporting parental engagement in the state's lowest-income districts,<sup>60</sup> but there is no SDE competitive small grant program for low-achieving districts.

### **Action Required**

- SDE will establish a program of small, competitive grants through reallocated, new or philanthropic funds and publicize the successful programs

## **Align statewide curricula to high standards.**

Accelerate the process by which curricula, aligned with the national Common Core Standards and new high school graduation requirements, are available to all districts. Require curricula to be aligned for the lowest-achieving 5% of schools.

### **Why This Recommendation Is Necessary**

Connecticut K–12 curriculum frameworks now in use are aligned to old standards, and school districts can choose any curriculum from any source,<sup>61</sup> leading to substantial variation. The national Common Core Standards were adopted by the SBOE in July 2010. In order to teach content aligned to the newly adopted standards, all districts should employ the most effective curricula available. Connecticut will be able to benefit from curriculum materials aligned to the Common Core Standards that are expected to become rapidly available nationwide.<sup>62</sup> Attention must be paid to curricula in use in low-achieving schools. At the present time, these schools are not subject to a standardized review of their curricula by SDE to ensure that students are receiving the best available learning tools. The SDE website can serve as a gateway to model curricula that have been reviewed by the department to ensure quality and alignment.

### **Actions Required**

- SBOE must act upon its authority to audit curricular materials and practices in schools designated as low-achieving<sup>63</sup> and require the use of acceptable materials where they are not in use

- SDE must review and select curricula and related materials aligned to the Common Core Standards to make available online to districts

## Identify and support low-achieving students early in their academic careers.

Require academic remediation for every student who is far behind academically. These opportunities may include summer school, extended day programs, in-school tutoring or Saturday academies. Partnerships with the private sector, including philanthropic and community organizations, are encouraged to help develop and implement these programs.

1 | Require that all students in grades 1 and 2 with assessment scores that indicate they are far behind in reading or math and in grades 3 through 5 with CMT scores below basic in reading or mathematics participate in a customized learning experience inclusive of summer school options.

2 | Require students in grades 6 through 11 with any two risk factors, including scoring below basic on the CMT or CAPT in reading or math, excessive absences, very low GPA or course failure participate in a customized learning experience inclusive of summer school options.

3 | Align extended learning time with the school-year academic curriculum, require measurement of student progress and ensure that summer school teachers are effective.

### Why This Recommendation Is Necessary

Research shows that low-achieving students can be helped through early intervention and maximizing learning time. Effective programs are tied to students' schoolwork and supplement rather than repeat classroom instruction. They are also offered as early as possible when it is clear that students are losing ground, and are paced to accelerate learning. Effective extended learning programs are regularly monitored to ensure that "extra time and help are working."<sup>64</sup>

Summer school programs can themselves make up for much of the low-income students' predictable summer learning losses.<sup>65</sup> Summer school and academic enrichment are authorized by statute already and are provided by some districts for certain students;<sup>66</sup> however, student participation in these programs is not generally required. In addition, there is no consolidated reporting on total funding, number of students enrolled, or the effectiveness of current extended learning time, after-school programs or partnerships with outside community organizations that support learning.

### Action Required

- Enact legislation requiring that students who are far behind academically attend summer school and/or attend other approved extended learning programs

## Measure student progress frequently.

Ensure multiple opportunities for assessment and that students and parents know about progress and challenges on an ongoing basis.

1 | Support teachers in the use of Connecticut's Benchmark Assessment System (CBAS).

2 | Align state-developed English and mathematics benchmark assessments<sup>67</sup> to the Common Core Standards and develop assessments for additional grades and subjects.

3 | Require the lowest-achieving 5% of schools to administer these state-developed assessments three times per year.

4 | Make student CMT and CAPT scores available to school districts and teachers within 45 days of the assessment date.

### Why This Recommendation Is Necessary

Data from ongoing assessments can provide educators and parents with valuable information on student growth several times a year. Teachers can then tailor instruction and student support quickly and effectively. Connecticut's Benchmark Assessment System (CBAS) has been developed for mathematics and reading in grades 3 through 8 and is freely available to local school districts<sup>68</sup> but has not yet been widely used to monitor student growth.<sup>69</sup>

Currently, individual student CMT and CAPT results are typically not available to districts and parents until the end of the school year. Because assessment data should be used for making instructional decisions, timely release of CMT and CAPT scores would allow teachers and principals to act on the information while students are still enrolled.

### Actions Required

- SDE must ensure timely release of CMT and CAPT scores
- SDE must build out the CBAS to cover missing grades and subjects and align with Common Core Standards<sup>70</sup>

- In order to require the use of CBAS in the lowest-achieving 5% of schools, SBOE must act upon its authority to establish instructional and learning environment benchmarks for low-achieving schools<sup>71</sup>

## Set high expectations for what students should know and be able to do.

Require all high school students to pass the CAPT before being awarded a high school diploma.

- 1 | Identify students early who may not pass the CAPT and provide remedial help.
- 2 | Students who do not achieve a passing score as determined by the SBOE will be supported with in-school remediation and extended learning opportunities to successfully retake these assessments.

### Why This Recommendation Is Necessary

In order to be sure that high school graduates are well prepared for college and the workforce, we need to know they have mastered the skills and content necessary for success. With over 50% of high school graduates who enroll in Connecticut's two- and four-year state college system requiring remedial courses in mathematics and/or English, this is clearly not the case.<sup>72</sup>

Currently, Connecticut administers a 10th grade assessment (the CAPT) in mathematics, reading, science and writing to all public school students annually. There is no statewide requirement that students score at a certain level on the CAPT to graduate. A high-quality, rigorous set of assessments required for graduation, coupled with support and multiple options to retake the assessments as needed, will ensure that Connecticut students who graduate will possess a high degree of college and career readiness.

### Actions Required

- Enact legislation to require passing CAPT scores to graduate high school
- Provide resources for academic support of pre-CAPT early intervention, as well as retakes of the CAPT

## Foster leadership.

Attract, develop and empower the most effective leaders for our schools.

## Broaden the pool of Connecticut school and district leaders.

Recruit an expanded corps of diverse school and district leaders.

- 1 | Actively recruit effective school and district leaders from other states and grant automatic reciprocity.
- 2 | Create administrator Alternative Route to Certification (ARC) programs for individuals with varied professional backgrounds that have appropriate instructional leadership experience.
- 3 | Partner with the private sector to develop urban school leaders, including creation of an Urban Leadership ARC and expansion of Connecticut's Urban School Leaders Fellowship.

### Why This Recommendation Is Necessary

The second most important factor in student achievement (after teacher effectiveness) is educational leadership.<sup>73</sup> The SDE has identified "an urgent need for highly effective administrators in high-need schools, a need that is not being met by existing preparation and recruitment strategies."<sup>74</sup> Beyond this immediate need, it is likely that many current school administrators will retire over the coming five to ten years, resulting in even higher demand for exceptional leaders. In 2008-09, the average age of administrators was 51 years and 38% were over age 55.<sup>75</sup>

Although authorized to establish reciprocity agreements with other states, the SDE has not done so.<sup>76</sup> Nor does the state have ARC programs to prepare school administrators, although new legislation in 2010 has now specifically authorized this.<sup>77</sup>

### Actions Required

- The Commissioner of Education should use the legislative authority granted to waive certification requirements for experienced out-of-state superintendents<sup>78</sup>
- Legislation is required to grant automatic reciprocity for principals and to open Alternate Route to Certification programs for principals to individuals with backgrounds other than education

## Reform the process of administrator preparation, certification and support.

Reform the certification process for superintendents and principals to stress educator instructional leadership qualities, meaningful evaluations, field experiences and the assignment of highly effective mentors.

- 1 | Align preparation courses to these new requirements.
- 2 | Provide an induction year complete with a mentor and professional development based on the needs of the school/district.
- 3 | Provide a specialization strand that provides explicit training and work experience in improving urban/turnaround schools and districts.

### Why This Recommendation Is Necessary

Low-achieving districts have a difficult time retaining teachers. A recent Connecticut study reveals that the primary reason teachers leave their schools is “poor leadership.” Principals are largely responsible for ensuring positive working environments...but principals interviewed for the study could identify few formal support mechanisms and little or no ongoing training in the strategies necessary to help retain teachers.<sup>79</sup>

Significant reform is required in the preparation and support of school administrators, particularly for those charged with school turnaround efforts in low-achieving districts. There is wide variation in curriculum and coursework required across school administrator preparation programs,<sup>80</sup> including the amount of time focused on how to best support the instructional process.<sup>81</sup> The differences in program quality are evident in the average first-time pass rates on the Connecticut Administrator Test, which range from 60 to 97% among the state’s eight programs.<sup>82</sup>

### Actions Required

- Changing certification regulations requires Commissioner, SBOE and Attorney General (AG) approval, as well as a legislative regulatory review
- SBOE must approve programs to include an urban/turnaround school specialization strand

## Extensively train existing principals in new evaluation systems.

Train principals in the use of the new student and teacher data systems as well as new evaluation systems with ample opportunities for practice.

### Why This Recommendation Is Necessary

Teacher evaluations must be fair and consistent. For teacher evaluation programs with a strong focus on student growth to be valid, school principals must be skilled in both the growth data systems and the evaluation processes.<sup>83</sup> Professional development and training for principals in teacher evaluations varies district to district. Recent legislation requires the SBOE to develop a statewide information system to track and report student, teacher, school and district performance data and establish guidelines for a model teacher evaluation program that includes multiple indicators of student academic growth by July 1, 2013.<sup>84</sup> In order to effectively use these systems, school principals will require training in these new methods.<sup>85</sup>

### Action Required

- Reallocate current administrator professional development dollars to ensure they are well prepared to use the new data and teacher evaluation systems

## Hold school leaders accountable.

Require principals to develop annual goals regarding student achievement and other indicators and hold them accountable to meeting them.

- 1 | Principal compensation should be based on meeting their annual goals.
- 2 | Additional compensation should be offered for highly effective principals who agree to transfer to the lowest-achieving schools.

### Why This Recommendation Is Necessary

Connecticut statutes do not require principals to develop or be held accountable for achieving annual goals, nor to have principals’ compensation be based on demonstrated student achievement.<sup>86</sup> An exception to this is the Thompson School District, which recently adopted a performance-based pay system for school leaders.<sup>87</sup> Currently, the state does not offer incentives to attract highly effective school leaders to low-achieving schools.<sup>88</sup>

### Actions Required

- Legislative change is necessary to require principal evaluations be tied to annual goals based on student performance
- Funding is required to offer incentives to highly effective principals who transfer to low-achieving schools



## Once a person assumes a school principal or assistant principal role, tenure should no longer be applicable.

Collective bargaining should not be permitted for administrators in such management positions.

### Why This Recommendation Is Necessary

As management positions, principals and assistant principals should not have access to the protections and collective bargaining rights of a unionized position and tenure. Administrators below the rank of superintendent are currently included within the jurisdiction of the Teacher Tenure Act.<sup>89</sup> As a result, administrators and even assistant superintendents can achieve tenure just as teachers do.<sup>90</sup> Additionally, while administrators are “teachers” under the Teacher Tenure Act, they are also members of the separate “administrators’ unit.”<sup>91</sup> The Connecticut Federation of School Administrators currently represents over 1,200 school administrators and supervisors.<sup>92</sup>

### Action Required

- Legislation is necessary to modify administrator tenure and union regulations

## Let district leaders run the system.

Boards of Education should develop policies and budgets and should hire the superintendent.

Train Boards of Education (BOEs) and hold them accountable for policy, budget decision-making, and the hiring and evaluation of superintendents. Managing the operations of the school district, including hiring and evaluating other school personnel, is the responsibility of the superintendent.

1 | Boards of Education members should be required to undergo training at least once on the role of the Board and effective governance practices.

2 | Annual student performance goals should be set by the superintendent, approved by the board and reported to the public.

### Why This Recommendation Is Necessary

Currently, BOE members are not required to undergo formal training on the role of the BOE and effective governance practices. Recognizing the importance of the BOE role in school reform, the Connecticut Association of Boards of Education (CABE) and SDE are collaboratively training five local BOEs on the Roles of Boards of

Education in an Accountability Era, which has received extremely positive feedback from BOE members and superintendents.<sup>93</sup> Inexpensive training programs are available.<sup>94</sup>

Regulations currently stipulate that a local BOE hires a superintendent, who has “executive authority over the school system and the responsibility for its supervision.”<sup>95</sup> Although the board may transfer its ability to hire teachers and other personnel to the superintendent,<sup>96</sup> some boards retain this authority, leaving the superintendent with minimal control over the adults responsible for student results.<sup>97</sup> The BOE evaluates the performance of the superintendent based on mutually agreed upon guidelines and criteria which may or may not be made public and do not have to include annual goals for student progress.

### Actions Required

- SBOE must act upon its authority to require that members of Boards of Education undergo training<sup>98</sup>
- Legislation is necessary to require annual goals based on student performance as part of superintendent evaluations

## Excellent teaching.

Ensure students, especially low-income students, have well-trained and highly effective teachers with effective professional development opportunities.

## Improve the process and outcomes of teacher preparation programs.

Restructure teacher preparation programs so that candidates demonstrate content knowledge and instructional skills in order to graduate with teaching degrees.

1 | Refine teacher certification requirements to ensure all pre-K–12 teachers have acquired the content knowledge and skills to be effective, especially with low-achieving students. Provide clear coursework guidelines and expectations and require all elementary and special education teachers to pass the Foundations of Reading and Math assessments.

2 | Require teacher candidates to have more in-classroom field experiences and practical courses with at least one field experience in a high-poverty school with an effective

teacher. Model some graduate teacher licensing programs after yearlong urban teacher residency programs to better prepare them to work in high-poverty settings.

3 | Improve the quality and diversity in teacher preparation programs while meeting teacher shortage area demands. Increase the growth of teacher Alternative Route to Certification (ARC) programs.

4 | Require a uniform format for reporting data on students and graduates of all teacher preparation programs to the SDE and the public annually. Revoke the approval of teacher preparation programs that do not produce enough effective teachers.

## Why This Recommendation Is Necessary

Teacher preparation programs must prepare all teacher candidates with the knowledge and skills they need to be effective in the classroom. The four areas of teacher preparation in Connecticut, outlined below, continue to be of considerable concern.

The first area of concern is the teaching of reading and math in elementary grades. Teacher candidate results from the Foundations of Reading Assessment show that many are unprepared to teach reading.<sup>99</sup> This may occur, in part, because Connecticut elementary teacher certification regulations permit great program discretion in both general academic and professional education courses.<sup>100</sup> We do not know the preparation level of elementary teacher candidates for math because it is not assessed. Providing all elementary and special education teacher candidates with standardized and rigorous coursework, assessed by required Foundations of Reading and Math assessments, would prepare them to better meet the learning needs of students.

The second area is job-embedded field experiences. Connecticut teacher preparation field experience requirements vary widely across teacher preparation programs.<sup>101</sup> Urban teacher residency programs with intensive field experience requirements such as Boston's and Chicago's have demonstrated that their graduates not only feel better prepared to be successful teachers, but remain in urban classrooms longer.<sup>102</sup> Modeling some graduate teacher licensing programs after longer duration urban residency programs will provide the system with a supply of teachers better qualified to work in these settings.

The third area is teacher shortages in some content areas. To curb the excessive production of elementary teachers and encourage teacher candidates to teach in content shortage areas, SDE should limit the enrollment in elementary certification programs to the most highly qualified applicants. SDE should partner with philanthropic organizations<sup>103</sup> to support programs in attracting teachers into content shortage areas. Basing program approval on effectiveness measures would

encourage and attract additional ARC programs with a demonstrated ability to produce highly effective teachers, especially in content shortage areas.

Finally, except for minimal test data, teacher preparation programs are not required to report specific data on the qualifications or effectiveness of their graduates.<sup>104</sup> A transparent system of reporting will reveal which programs are producing effective teachers that also remain in teaching. This data will be useful in several other ways: to inform the SBOE on which teacher preparation programs to expand or close, to inform aspiring teachers about effective preparation programs, and to assist schools and districts in making hiring decisions.

## Actions Required

- The SBOE must strengthen and act aggressively on its teacher preparation program approval and allow effectiveness measures to substitute for NCATE standards in approving some ARC programs
- The SDE/SBOE must actively pursue partnerships with philanthropic and other organizations to expand teacher preparation options
- Changing certification regulations requires Commissioner, BOE and AG approval, as well as a legislative regulatory review

## Weight teacher evaluation towards student achievement.

Require school districts to institute a teacher evaluation system in which preponderant weight is given to growth in student achievement, in addition to other factors such as classroom practice observations and lesson planning.

- 1 | Student achievement measures may include variables besides assessment scores, such as demonstrated learning on a project. These evaluation systems should be linked to pay, placement and opportunities for advancement and dismissal.
- 2 | Institute K–12 data systems capable of linking student, teacher, course and administrative data for use in instructional improvement and performance evaluation. Provide incentives to support districts in utilizing these systems prior to 2013.
- 3 | These systems must include protections from arbitrary dismissals.
- 4 | Should workforce reductions be necessary in addition to seniority, teacher effectiveness and evidence of successful training in a school's special theme and instructional needs must also be considered. These decisions must be made at the school level, not the district level.

## Why This Recommendation Is Necessary

Connecticut does not currently require the use of student achievement data in teacher evaluations, yet it is a central tenet of current federal education policy and is increasingly accepted as a means of improving both teaching and student achievement.<sup>105</sup> There is also evidence that teachers themselves find the current system of performance appraisal unsatisfactory.<sup>106</sup> Recent legislation requires the SBOE to establish guidelines for districts on a model teacher evaluation program and provide guidance on the use of multiple indicators of student academic growth in teacher evaluations by July 1, 2013.<sup>107</sup> It does not require that the new evaluation systems give student achievement either significant or preponderant weight in teacher evaluation decisions.<sup>108</sup>

## Actions Required

- Legislation and changes in institutional practice are necessary to require all school districts have teacher evaluation systems with a preponderant weight given to student growth
- Legislation is necessary to require variables besides seniority to be used in teacher layoff decisions and as part of teacher contracts and to require seniority to be school-based

## Keep effective teachers teaching.

Compensate, support and develop teachers throughout their careers to improve instructional practice and student achievement.

- 1 | Provide teachers with opportunities for effective mentoring, professional development and collaboration to improve instructional practice. Adequate funding must be provided.
- 2 | Restructure teacher compensation to include career levels with increasing pay and performance bonuses. Career levels shall be attained via a rigorous evaluation process, which includes data on student growth, classroom practice, lesson preparation and planning, and other factors. A career ladder with up to five levels, ranging from novice through intermediate to master teacher, is recommended. Base pay shall be determined by career level. Bonus pay for teachers may be based on school, group and/or individual performance.

## Why This Recommendation Is Necessary

High-quality professional development is critical to maximizing the effectiveness of teachers. Connecticut spends significant dollars on professional development each year, but there is no statewide process of collecting data on its quality or impact. Mentoring, coupled with time

for teachers to collaborate, provides them with feedback on how to improve their instructional practice and teach their students.<sup>109</sup>

Connecticut does not currently have a requirement to structure teacher compensation using a combination of career levels and effectiveness bonuses. Current compensation systems do not distinguish between an effective and an ineffective teacher.<sup>110</sup> As a result, the only way for a teacher to advance and increase compensation beyond the set salary schedule is to leave and teach in a more affluent school or district, accrue additional degrees or certifications, or become a school administrator.

If teacher compensation were based on a combination of earned career levels and compensation bonuses, districts would be better able to keep and develop teacher talent. If this were adopted, it would incentivize teachers to continually improve their instructional practices and to accept additional leadership or professional teacher responsibilities. Several districts and states are creating career ladders for teachers.<sup>111</sup>

## Action Required

- Enact legislation requiring a career ladder framework with an aligned base pay and bonus compensation system

## Relate teacher tenure to effectiveness.

Demonstrated teaching effectiveness must be at the heart of tenure decisions. Tenure should not be a barrier to the removal of ineffective teachers.

- 1 | The ability of school districts to impose additional training requirements and to terminate ineffective teachers must be tied to teacher evaluations, with the preponderant emphasis on student achievement and without regard to how long a teacher has been teaching.
- 2 | Grant teachers a specific period of time for improvement based on an individualized professional improvement plan as part of this process.
- 3 | Revise the standards and process for dismissal to permit timely action and contract termination, unless such action is arbitrary, with student needs as a dominant component.

## Why This Recommendation Is Necessary

State policy must ensure all students have effective teachers in the classroom. Tenure should be granted only to teachers who have earned the distinction of being effective. Currently, teachers are granted tenure after four years, not necessarily because they are deemed effective. Today's tenure termination policy is aimed at the removal

of incompetent teachers, not ineffective teachers, and the process is lengthy, involving multiple hearings and appeals.<sup>112</sup> The process needs to be streamlined further to permit the timely removal of ineffective teachers.

## Actions Required

- Enact legislation to modify the Teacher Tenure Act so that it permits removal of ineffective teachers in a timely manner
- Legislation is necessary to revise the standards for dismissal to include student needs as a dominant component

## Get highly effective teachers to the most challenged schools.

Ensure that the lowest-achieving schools can attract and retain highly effective teachers. Hold school districts accountable for implementing plans to recruit, develop and retain highly effective teachers and place them in low-achieving schools.

- 1 | Provide additional support and mentoring for teachers in these districts to improve instructional practice.
- 2 | The state should partner with philanthropic organizations to offer financial incentives to facilitate the process. Philanthropic organizations and businesses must be permitted to participate in strengthening the teaching force in these districts.
- 3 | Report data on the distribution of teachers by effectiveness to the public without the use of individual names.
- 4 | Require that teachers inform their school districts of their intent to retire or resign at the end of the school year by March or receive a financial penalty. This will not apply in instances of emergency or illness.

## Why This Recommendation Is Necessary

Research shows that the most important factor in students' academic success is the quality of their teachers.<sup>113</sup> The lowest-achieving schools require highly effective teachers, those with a proven track record of helping students cover more than one year's content in one year of schooling.<sup>114</sup> Connecticut does not yet have systems in place for identifying highly effective teachers, but current data on district staffing vacancies suggests that incentives will be required to recruit and retain these teachers in the lowest achieving schools. In 2009-2010, the state's neediest districts entered the school year with a 16% vacancy rate compared with a 2% vacancy rate in districts with the lowest need.<sup>115</sup>

Under current local policies, teachers may retire with little advance notice to their schools and districts.<sup>116</sup> Telling

districts of a decision to leave at the very end of a school year places that district at a disadvantage in hiring a talented replacement. A recent Connecticut report found that school districts benefit from recruiting and hiring for teacher vacancies earlier in the school year, as the quality of the applicant pool is greater.<sup>117</sup> Since the greatest "outflow" of teachers is from lower-achieving school districts, their hiring burden is greater with the majority of hires occurring over the summer.<sup>118</sup>

## Actions Required

- Increase the types of incentives proven to be effective in recruiting and retaining highly effective teachers
- Legislation is necessary to guarantee that philanthropic assistance can be used for this purpose in any district
- Legislation requiring the earlier notice of plans to leave is necessary

## Invest intelligently.

Provide an effective and transparent way of funding public education.

## Redeploy education cost sharing grants.

Develop a new weighted student funding formula to distribute Education Cost Sharing (ECS) grants within the existing pool of budgeted funds.

- 1 | Phase in new funding formula over 3-5 years.
- 2 | This funding formula will apply to all public schools including charters and magnets.
- 3 | Overtime, allow "money to follow the child."

## Why This Recommendation Is Necessary

In this time of fiscal constraint, it is critical that we allocate the funds we have to best meet student needs. Connecticut's schools are funded without ensuring that students with the same needs consistently receive the same level of funding, regardless of the public school they attend. The majority of Connecticut's state education funds are distributed through the approximately \$1.9 billion Education Cost Sharing (ECS) grants.<sup>119</sup> Originally, the amount of ECS funding received by districts was intended to take into account students' needs and the wealth of the city or town.<sup>120</sup> Due to years of alterations, caps and other adjustments, the ECS formula now has little correlation with the actual costs to educate a child.<sup>121</sup> As a result, many schools and districts both affluent and poor feel they are not receiving their fair share of funding.



Adding to this confusion, public schools of choice, such as magnet schools, charter schools and technical schools, are funded by separate categorical or line item funding streams in the state budget. As an example, charter schools receive grants of \$9,300<sup>122</sup> per student from the state through separate annual state appropriations while, in many cases, the state continues to allocate ECS funds to the school districts where these children reside. Although charter schools receive substantially less than the state average per pupil expenditure of \$13,109,<sup>123</sup> the sending district is still fiscally responsible for student services such as transportation and special education.

Using existing overall funds presently available for ECS, the formula needs to be redesigned to ensure schools and districts receive their proportionate share for the needs of their students.<sup>124</sup> A weighted student funding formula puts students, not systems, at the center of all funding decisions. This new funding system provides students with a consistent dollar amount that reflects their needs and can follow them to any public school rather than being trapped in schools that may not be serving them well.<sup>125</sup> It eliminates the double funding for charter and magnet schools, but would require charter schools to pay for costs such as transportation and special education, just as traditional public schools do.

A new weighted student funding formula should be developed after an SDE commissioned study determines the appropriate level of foundational funding necessary to educate all students. The new formula should also factor in research on the appropriate level of weights for different student needs (i.e., free and reduced lunch status, Special Needs, English Language Learner). It should be configured so that a portion of funding remains in the district for districtwide costs such as administrative and operational costs. The new formula should be phased in over 3-5 years to give schools and districts time to adjust to the changes in their budgets without too much disruption. Once a formula is decided upon, it should be reviewed periodically, but not subject to an annual process of tinkering. This funding mechanism will be an enormous shift for school and district leaders, but it is not impossible. Other states and districts across the country are moving to a weighted student funding formula.<sup>126</sup>

## Actions Required

- Develop a new weighted student funding formula to distribute ECS grants
- Legislation is necessary to make changes to the ECS formula

## Reallocate categorized funds.

Examine existing categorical grants for effectiveness and reallocate them towards specific efforts aimed at improving achievement for low-income students.

There are more than 30 state categorical grants for education totaling \$600 million.<sup>127</sup> While some of these grants can only be used for specific purposes, some of the grants related to low-performing schools are quite flexible with their uses,<sup>128</sup> leaving the state without minimal information on how these funds are used and whether they are effective. The state must review the current deployment of categorical grants for current uses and effectiveness and the possibility of reallocation.

## Action Required

- SDE must examine the use of current categorical funds for effectiveness

## Let's understand how we are spending our money.

Revise the process of tracking education expenditures to improve transparency and public accountability.

- 1 | Adopt a standard, common chart of accounts statewide to allow per-pupil expenditures to be reported at the state, district and school levels.
- 2 | Reviews of district should regularly include a component to determine how funds are distributed to individual schools and programs and a system for analyzing effectiveness of programs funded.

## Why This Recommendation Is Necessary

At any point in time, but particularly when dollars are scarce and budget cuts are looming, we need to know exactly how money is spent to compare spending practices across districts and evaluate the effectiveness of our investments. Public data describing how education funds are utilized is difficult to access and is not available at the school level.<sup>129</sup> Clear, consistent and comparable data on per-pupil expenditures at the school, district and state levels is critical to understanding whether state funds appropriately address student need and school results. Currently, school district expenditures are audited annually as part of municipality audits, but the audits do not include adequate information on individual schools.<sup>130</sup> In addition, the absence of such data at the district level can result in funding that is not properly distributed across schools within a district.<sup>131</sup>

Without clear, comparable financial data that can be easily accessed by the general public, it is not possible to

determine which costs most impact student outcomes. We need transparent and consistent information about how money is spent to make better decisions about current and future spending. The bottom line is this: Connecticut spends more than 46 other states on a per-pupil basis.<sup>132</sup> Yet we have the largest achievement gap in the nation.<sup>133</sup> To correct this situation we must know how we are spending our funds.

## Action Required

- Legislative changes are necessary to require a common chart of accounts with school-level information

## Finding cost efficiencies and additional funds can stretch our dollars.

Encourage school districts to consolidate various operations and/or share services.

1 | Commission pilot programs and an independent study to demonstrate how districts could benefit from various levels of shared services or consolidation.

2 | Offer training on the specific benefits of shared services or consolidation for boards of education and district leaders.

## Why This Recommendation Is Necessary

There are 166 school districts in Connecticut ranging in enrollment from under 100 to over 20,000 students. The average per-pupil expenditure in the 20 smallest districts was \$16,231 or almost 24% higher than the state average of \$13,109.<sup>134</sup> This points to the differential attributable to the absence of cost efficiencies in operating many smaller districts.

Local control is a point of pride for many state citizens and policy makers, but there clearly are fiscal benefits to sharing services or even consolidating districts. Districts can be surveyed to assess the best approach for the introduction of a shared service model. SDE should review the roughly \$2.7 billion expended statewide on district-level administration, employee benefits, plant operations, and transportation for potential savings.<sup>135</sup> Even a 2% savings on these district expenditures could result in savings of over \$50 million a year that can be used for other educational needs.

## Actions Required

- Pilot programs on shared service models overseen by SDE
- SDE should direct a consulting study of how districts can benefit from shared services

## More federal and private grants.

Redouble efforts to gain federal and private grants to drive excellence in our schools

## Why This Recommendation Is Necessary

With a looming budget deficit and a simultaneous need to ensure all students meet high expectations, we should diversify our funding sources. The SDE does not currently have a person in charge of searching and applying for grants, but has several people from several departments looking for funding opportunities.<sup>136</sup> The recommendations contained in this report should provide many opportunities for us to be more competitive in seeking grant funding for reform projects.

## Action Required

- Designate a person with a record of grant-writing success within or contracted to SDE to look and apply for funding opportunities

## Turnaround schools.

Improve our lowest-achieving schools through greater authority, accountability and more time for learning.

## Transform failing schools through restructuring, innovation and competition.

Enact comprehensive and bold turnaround strategies for the lowest-achieving 5% of schools as part of a new accountability and intervention framework.

1 | Provide superintendents and principals with authority on staffing, scheduling and funding by removing barriers that inhibit dramatic change.<sup>137</sup>

2 | Build accountability for transforming schools at district/school leadership levels with clearly articulated commitments from and accountability to the SDE School Turnaround Office.

3 | Grant significant latitude to form charter, magnet and other innovative school models in partnership with external organizations with a demonstrated record of effective school improvement.

## Why This Recommendation Is Necessary

Connecticut must be bold and strategic in turning around the lowest-achieving 5% of schools. However, with 120 schools on the federal “In Need of Improvement” list for five years or more,<sup>138</sup> it does not have a strong track

record.<sup>139</sup> There are several reasons for the state's slow progress. First, many local contracts set conditions that likely hamper significant turnaround efforts.<sup>140</sup> Second, many of the strongest legal actions available to the state to intervene in chronically low-achieving schools have not been employed.<sup>141</sup> Third, superintendents and school principals have not been granted the autonomy, authority and responsibility to overcome barriers to rapid and dramatic change. Finally, although student performance in charter and magnet schools often exceeds that of other students in the district in which they are located,<sup>142</sup> expansion of these models has been slow.

While 14 of the state's 18 worst achieving schools were recently required to adopt a formal school turnaround model to receive federal School Improvement Grants,<sup>143</sup> there are still many low-achieving schools that have been languishing for too long.<sup>144</sup> Recent legislation has created a ripe environment for school turnarounds by eliminating some of the barriers to charter expansion, authorizing new or reconstituted "innovation schools" and creating school governance councils made up of parent representatives.<sup>145</sup> Connecticut must aggressively use these new opportunities and create others to turnaround the state's lowest-achieving 5% of schools.

## Actions Required

- Legislation is required to provide superintendents and local boards of education the authority required to advance some of these strategies
- Create a multi-tiered intervention and accountability framework as outlined in our recommendations. Align new authority at the superintendent level to this framework
- Financial resources for the turnaround of the lowest-achieving schools should be leveraged to maximize change

## Build a new framework for transforming failing schools.

Within the next year, adopt a new multi-tiered accountability and intervention framework to ensure that all schools and districts have the support they need to attain high student achievement.

- 1 | Classify schools and districts based on student growth and achievement factors as well as attendance, graduation rates and other indicators of student need and success.
- 2 | Hold both the state and district accountable at each intervention level.
- 3 | Define increased intervention authority and oversight over districts and schools in the lowest tiers of the framework.

4 | Ensure that there is a clear analysis of what additional student support will be required, including access to in-school and/or community-based social and health services.

## Why This Recommendation Is Necessary

Connecticut needs to support all schools and districts based on their needs while holding them accountable for improving student achievement. Other states, including Massachusetts and Maryland, have developed or are piloting multi-tiered intervention and accountability models effective in differentiating school and district achievement and need. The Massachusetts five-tier model differentiates all schools and districts by achievement and outlines interventions in the lower tiers.<sup>146</sup>

Although SDE employs a professional development and coaching model for school improvement called the Connecticut Accountability for Learning Initiative (CALI), the state does not operate with a multi-tiered intervention framework. Districts participating in CALI must develop data-driven, multi-year district and school improvement plans and set student achievement targets; however, the state does not have a clearly defined action plan to hold schools or districts accountable for demonstrating improvement or achieving these specific achievement goals.<sup>147</sup>

## Actions Required

- SDE must develop and adopt a new intervention and accountability framework
- Allocate funds to implement the new framework beginning with the 2011-2012 school year

## Provide new leadership at the state level.

Establish a School Turnaround Office with the authority and the mandate to intervene aggressively in low-achieving schools and districts. Consolidate all SDE activities related to interventions and accountability for the lowest-achieving schools as part of this new office.

- 1 | Create a new Turnaround Office that reports to the Commissioner. The Turnaround Office will have discretion over hiring decisions and the authority to contract out for staffing and support needs.
- 3 | Authorize the Turnaround Office to create public-private partnerships to increase capacity, innovation and financial support for school transformation.
- 3 | Re-evaluate the effectiveness of the School Turnaround Office every three years.

## Why This Recommendation Is Necessary

Connecticut presently lacks a highly placed centralized authority to direct, support and monitor expanding efforts to turn around low-achieving schools. Responsibility for oversight of the 14 federally funded “turnaround schools” is currently combined into a Bureau that is lodged three levels below the Office of the Commissioner. In addition, no senior leader in the agency has been assigned accountability for the cohort of low-achieving students statewide. In recognition of the challenges and complexity of leading school turnarounds, states and cities such as Colorado, Maryland, New York City and Chicago have developed Turnaround Offices to manage this work.<sup>148</sup> School turnaround offices can provide the conditions and capacity for rapid school improvement, while maintaining a single focus on improving student achievement.<sup>149</sup>

### Actions Required

- Restructure SDE to create a Turnaround Office and a high-level authority to lead it
- Grant the Turnaround Office the authority and the mandate to work in low-achieving schools and districts

## Maximize learning time in school and through extended learning opportunities for low-achieving students.

Maximize instructional time in the existing school day and provide the authority to lengthen the school day and school year for the lowest-achieving 5% of schools.

## Why This Recommendation Is Necessary

Maximizing instructional time for low-achieving students is fundamental to improving student achievement. Under state law, public schools must be open for a minimum of just 180 days each school year.<sup>150</sup> Some Connecticut superintendents of schools have specifically asked for the authority to expand the school day and school year,<sup>151</sup> but only the 14 federal “turnaround schools” must provide for extended learning time for their students. Research has shown that providing extended learning time, including summer learning, can remediate learning deficits for low-income students.<sup>152</sup>

Additionally, students must attend school to benefit from the school experience. Chronic absences contribute to early reading challenges and eventually lead to secondary school failure.<sup>153</sup> Yet Connecticut lacks consistent action around student absences.<sup>154</sup>

### Actions Required

- The Commissioner of Education and the SBOE must act upon their existing authority to extend the school day or year for the lowest-achieving schools
- Provide program support and analysis to superintendents and principals in the lowest-achieving schools about time structure, use and management to enhance instruction
- Provide fiscal support to address the additional costs of extending the school day or school year, after each school has provided a plan for the use of added time
- Identify students who are truants and engage with parents to develop a plan that assures high levels of attendance

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## Conclusion.

Today Connecticut has the largest achievement gap in the nation between low-income students and the rest of their peers. Working to close this gap is an economic and moral imperative. It is critical to the young people impacted, whose lives will forever be altered by their school experiences. It is an absolute necessity to ensure a healthy future for our state.

Although this marks the end of a journey for the Commission, it is the beginning of a ten-year plan to substantially reform education in Connecticut so that every student, regardless of his/her circumstances, has access to a great education. This reform plan will require the courageous actions of elected officials, educators, business and community leaders, parents, students and all concerned citizens. But the rewards are worth it—for everyone. We must join together in this ambitious effort to create an exciting future for all children and the competitive success of our state.



## Introduction and Connecticut's Educations Achievement Gap Endnotes

- 1 Source: National Assessment of Educational Progress (2009). Retrieved from <http://nces.ed.gov/nationsreportcard/>
- 2 Source: National Assessment of Educational Progress (2009). Retrieved from <http://nces.ed.gov/nationsreportcard/>
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- 4 Source: Sum, Andrew (2009). Center for Labor Market Studies, Northeastern University The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut.
- 5 Source: Data Interaction for Connecticut Mastery Test, 4th Generation and Connecticut Aptitude Test, 3rd Generation. Retrieved from [www.ctreports.com](http://www.ctreports.com) Note: The lowest levels of performance are called "basic or below basic." The next level of performance is called "proficient." The highest levels of performance are called "at goal or above goal." Low-income students are defined as coming from families at or below 185% of the Federal Poverty Level.
- 6 Source: National Assessment of Educational Progress (2009). Retrieved from <http://nces.ed.gov/nationsreportcard/>
- 7 Source: Data Interaction for Connecticut Mastery Test, 4th Generation and Connecticut Aptitude Test, 3rd Generation. Retrieved from [www.ctreports.com](http://www.ctreports.com)
- 8 Source: Data Interaction for Connecticut Mastery Test, 4th Generation and Connecticut Aptitude Test, 3rd Generation. Retrieved from [www.ctreports.com](http://www.ctreports.com)
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- 10 Source: Data Interaction for Connecticut Mastery Test, 4th Generation. Retrieved from [www.ctreports.com](http://www.ctreports.com)
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- 13 Source: Connecticut State Department of Education. Fall Kindergarten Inventory Results for 2009. Provided by the Bureau Chief for Data Collection, Research and Evaluation. October 4, 2010.
- 14 Source: Connecticut Department of Higher Education. Email communication with the Commissioner. October 5, 2010. Note: Approximately 75% of full time freshmen students in CT community colleges test as needing remedial math and/or English. 65% of full time freshmen CSU students enroll in remedial or developmental math and/or English courses.
- 15 Source: Connecticut State Department of Education (2008). Secondary School Reform, a PowerPoint presentation by Education Commissioner Mark McQuillan and State Board of Education member Dr. Jay Voss. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/powerpointpresentations/Commish/SecSchReformPPTMaster.ppt>
- 16 Source: Connecticut State Department of Education (2010). Phase 2 Race to the Top Application, Section A: State Success Factors. Retrieved from [http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct\\_rttt\\_application.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application.pdf)
- 17 Source: NCES. PISA 2006 Results. Retrieved from <http://nces.ed.gov/surveys/pisa/>
- 18 Source: The Connecticut Economic Resource Center (2008). 2008 Research and Policy Conference. Connecticut 2020: Fiscal Implications of Economic and Demographic Change. November. Retrieved from [http://www.cerc.com/Content/Connecticut\\_2020\\_Fiscal\\_Implications\\_of\\_Economic\\_and\\_Demographic\\_Change.asp](http://www.cerc.com/Content/Connecticut_2020_Fiscal_Implications_of_Economic_and_Demographic_Change.asp)
- 19 Source: Sum, Andrew (2009). Center for Labor Market Studies, Northeastern University The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut.
- 20 Note: There is extensive literature on the economic challenges of being a high school dropout. See: The High Cost of Dropouts: What the Nation Pays for Inadequate High Schools produced by the Alliance for Excellent Education. <http://www.all4ed.org/files/HighCost.pdf>. See also, Silent Crisis: Large Numbers of Youth Are Not Completing High School, published by US House of Representatives (undated), and Invest in Early Education Now, Spend Less on Prison Later, prepared by Fight Crime, Invest in Kids. <http://www.fightcrime.org/state/2009/reports/invest-early-education-now-spend-less-prison-later>.
- 21 Source: Alliance for Excellent Education (2009). The High Cost of High School Dropouts. August. Retrieved from <http://www.all4ed.org/files/HighCost.pdf>.
- 22 Source: Connecticut State Department of Education (2008). Secondary School Reform, a PowerPoint presentation by Education Commissioner Mark McQuillan and State Board of Education member Dr. Jay Voss. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/powerpointpresentations/Commish/SecSchReformPPTMaster.ppt>. Note: see college recommendation rates.
- 23 Source: Alliance for Excellent Education (2009). The High Cost of High School Dropouts. August. Retrieved from <http://www.all4ed.org/files/HighCost.pdf>.
- 24 Source: Sum, Andrew (2009). Center for Labor Market Studies, Northeastern University The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut. Note: Across the United States, the lifetime fiscal contribution difference between high school graduates and dropouts is about \$305,000. In this time of fiscal stress for Connecticut, this difference of more than \$200,000 underlines the importance of increasing the number of well-prepared high school graduates as the net fiscal benefits are far greater in Connecticut than the rest of the country. [http://www.capitalworkforce.org/youth\\_jobs/documents/091109FiscalImpacts.pdf](http://www.capitalworkforce.org/youth_jobs/documents/091109FiscalImpacts.pdf)
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## Demand Accountability Endnotes

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specifying those data elements completed and those remaining to be added by July 1, 2013. Note: Connecticut is falling behind other states in its data system elements. For more information, see: Data Quality Campaign (2010). *State Survey Profile*. Retrieved from <http://www.dataqualitycampaign.org/survey/states/CT>

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- 60 Note: An excellent philanthropic resource on parental engagement in Connecticut is the William Caspar Graustein Memorial Fund. See information about the Discovery Initiative at [www.wcgmf.org](http://www.wcgmf.org)
- 61 Note: The most current information on Connecticut's curriculum frameworks is online at [www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320954](http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320954)
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- 72 Source: Connecticut Department of Higher Education. *Email communication with the Commissioner*. October 5, 2010. Note: Approximately 75% of full time freshmen students in CT community colleges test as needing remedial math and/or English. 65% of full time freshmen CSU students enroll in remedial or developmental math and/or English courses.

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- 83 Source: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. *Using student achievement data to support instructional decision making*. Retrieved from [http://educationnorthwest.org/webfm\\_send/1035](http://educationnorthwest.org/webfm_send/1035)
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122 Source: Connecticut General Assembly, Connecticut General Statutes. Section 10-66ee and Connecticut State Department of Education. Communication with the Chief Financial Officer. ECS Overview meeting and meeting documents. May 10, 2010.

123 Source: Connecticut State Department of Education. Bureau of Grants Management. 2008-09 Net Current Expenditures (NCE) per Pupil. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/cpse2009/nceadm.pdf>. Note: updated figures for 2008-2009 NCEP is \$13,111.

124 Source: Reason Foundation. (2009). Weighted Student Formula Yearbook 2009. Retrieved from <http://reason.org/files/wsf/yearbook.pdf>. Note: Hartford Public Schools is an excellent example of weighted student funding at work. Weighted student funding has made per-pupil spending more equitable at the school level. Prior to 2008, half of Hartford's schools spent \$4,000-\$7,000 per student while the other half spent between \$7,000 and \$18,000 per student. Hartford also has a more transparent funding process: the district publishes detailed school-level budgets that report student populations at each school, as well as the funds generated by each group of students and student performance data. Other cities that have implemented weighted student funding include New York City, Baltimore, and Boston Pilot Schools.

125 Source: Thomas B. Fordham Institute. (2006). Fund the Child: Tackling Inequity and Antiquity in School Finance. <http://www.edexcellence.net/doc/FundtheChild062706.pdf>.

126 Source: Reason Foundation. (2009). Weighted Student Formula Yearbook 2009. Retrieved from <http://reason.org/files/wsf/yearbook.pdf>.

127 Source: Connecticut State Department of Education. Communication with the Chief Financial Officer. ECS Overview meeting and related documents. May 10, 2010.

128 Source: Connecticut General Assembly, Connecticut General Statutes. Section 10-16p. Note: The language of the priority school grants statute grants maximum latitude to the districts receiving the grants to use as necessary.

129 Note: Commission analysis of available fiscal data on Connecticut State Department of Education CEDaR website. Retrieved from [http://sdeportal.ct.gov/Cedar/WEB/ct\\_report/CedarHome.aspx?](http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx?) and Connecticut State Department of Education. School-level data, Email communication with a consultant with the Bureau of Data Collection, Research and Evaluation. July 12, 2010.

130 Note: Commission analysis of available fiscal data on Connecticut State Department of Education CEDaR website. Retrieved from [http://sdeportal.ct.gov/Cedar/WEB/ct\\_report/CedarHome.aspx?](http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx?).

131 Source: The Education Trust. (2006). Funding Gaps. Retrieved from <http://www.edtrust.org/sites/edtrust.org/files/publications/files/FundingGap2006.pdf>. Note: One source of inequitable funding within a district is the practice of salary averaging. There is ample evidence that the practice of reporting teacher salaries based on a district average rate rather than the actual salaries of teachers in an individual school can account for large discrepancies in funding between high-poverty and low-poverty schools. This is because high-poverty schools tend to have less experienced (and therefore cheaper) teachers than schools with more affluent student populations. This study profiles gaps in New York City schools. See Also: The Education Trust. (2010). Close the Hidden Funding Gaps in Our Schools. Retrieved from [http://www.edtrust.org/sites/edtrust.org/files/publications/files/Hidden%20Funding%20Gaps\\_0.pdf](http://www.edtrust.org/sites/edtrust.org/files/publications/files/Hidden%20Funding%20Gaps_0.pdf).

132 Source: National Center for Education Statistics (May 2010). Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08 (Fiscal Year 2008). Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010326>

- 133 Source: National Assessment of Educational Progress. Retrieved from <http://nces.ed.gov/nationsreportcard/>.
- 134 Source: Connecticut State Department of Education. Bureau of Grants Management. 2008-09 Net Current Expenditures (NCE) per Pupil. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/cpse2009/nceadm.pdf>. Note: an excel sheet is also available on the website for analyses.
- 135 Source: Analysis of state expenditures. Robert Brewer. Presented to Commission members on September 28, 2010.
- 136 Source: Connecticut State Department of Education. Phone communication with the Chief Financial Officer. August 12, 2010.
- 144 Source: Connecticut State Department of Education. (2010). List of Connecticut's Persistently Lowest-Achieving Schools: Tier I, II, and III Schools. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322312>. Note: SIG grants total \$24,461,137 over the next three years. These 18 elementary and secondary schools represent the lowest 5% among low-achieving Title 1 schools. In addition, the SDE also identified 5 non-Title I high schools as among the lowest of low-achieving schools.
- 145 Source: Connecticut General Assembly. (2010). Public Act 10-111, An Act Concerning Education Reform in Connecticut. Sec. 21. Retrieved from <http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf>
- 146 Source: Massachusetts Department of Elementary and Secondary Education. The Framework for District Accountability and Assistance. <http://www.doe.mass.edu/sda/framework/default.html>. See also: School Improvement in Maryland. How does Maryland implement Adequate Yearly Progress? Comparison of Current NCLB Categories with Proposed Differentiated Accountability Designations. Table 2. [http://mdk12.org/assessments/ayp/index\\_c.html](http://mdk12.org/assessments/ayp/index_c.html)

## Turnaround Schools Endnotes

- 137 Note: This authority must include greater flexibility to close and reopen schools, make staffing changes with relief from collective bargaining agreements, use funds more flexibly, and make scheduling and program changes like expanding the school day or school year.
- 138 Source: Connecticut State Department of Education (2010). Connecticut Elementary and Middle and Schools Identified as "In Need of Improvement," 2009-2010 School Year. Retrieved from [http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010\\_CT\\_Public\\_Elem\\_Middle\\_Schools\\_YearofImprovement.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010_CT_Public_Elem_Middle_Schools_YearofImprovement.pdf). See also Connecticut High Schools Identified as "In Need of Improvement," 2009-2010 School Year. Retrieved from [http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010\\_CT\\_Public\\_High\\_Schools\\_YearofImprovement.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010_CT_Public_High_Schools_YearofImprovement.pdf)
- 139 Source: Connecticut State Department of Education. (2010). List of Connecticut's Persistently Lowest-Achieving Schools: Tier I, II, and III Schools. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322312>
- 140 Source: The New Teacher Project (2005). Unintended consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts. See also: National Council on Teacher Quality. Human Capital in Hartford Public Schools: Rethinking how to Attract, Develop and Retain Effective Teachers. May 2009. [www.nctq.org/p/publications/docs/nctq\\_hartford\\_human\\_capital.pdf](http://www.nctq.org/p/publications/docs/nctq_hartford_human_capital.pdf) See also Connecticut General Assembly. General Statutes of Connecticut. Sec. 10-151 & Sec. 10-157. Retrieved from <http://www.cga.ct.gov/2009/pub/title10.htm>.
- 141 Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding. Pg. 230-233. Retrieved from [http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct\\_rtt\\_application.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rtt_application.pdf).
- 142 Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding. Pg. 269. Retrieved from [http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct\\_rtt\\_application.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rtt_application.pdf).
- 143 Source: Connecticut State Department of Education (2010). School Improvement Grant Awards by School. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322312>
- 147 Source: Connecticut State Department of Education. Communication with the Bureau Chief and Consultant of the Bureau of Accountability and School Improvement. August 17, 2010 and October 7, 2010. See also Connecticut Accountability for Learning Initiative (CALI). <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=321754>.
- 148 Source: Mass Insight. (2010). School Turnaround Models: Emerging Turnaround Strategies and Results. School Turnaround Group. Retrieved from <http://www.massinsight.org/publications/stg-resources/112/>.
- 149 Source: Center on Innovation and Improvement. (2009) Handbook of Effective Implementation of School Improvement Grants. Perman, C., & Redding, S. Retrieved from [www.centerii.org/handbook/](http://www.centerii.org/handbook/)
- 150 Source: Connecticut General Assembly. General Statutes of Connecticut. Sec. 10-15. Retrieved from <http://www.cga.ct.gov/2009/pub/title10.htm>.
- 151 Source: Connecticut State Department of Education and representatives from the 15 Partner Districts. Recommendations for The Connecticut Commission on Education Achievement. July 19, 2010.
- 152 Source: Educational Evaluation and Policy Analysis. (2006). Borman, Geoffrey D. and N. M. Dowling.. The Longitudinal Achievement Effects of Multi-Year Summer School: Evidence from the Teach Baltimore Randomized Field Trial. Retrieved from <http://www.jstor.org/pss/369954>.
- 153 Source: National Center for Children in Poverty. (2008) Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. Chang, H. & Romero, M. Retrieved from [http://www.nccp.org/publications/pub\\_837.html](http://www.nccp.org/publications/pub_837.html).
- 154 Source: Connecticut General Assembly. General Statutes of Connecticut. Sec. 10-198a. Retrieved from <http://www.cga.ct.gov/2009/pub/title10.htm>



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## Commission Members

**Steven J. Simmons**, Commission Chairman  
Chairman and CEO, Simmons/Patriot Media and Communications

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**David E A Carson**, Retired Chairman and CEO, People's Bank

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Finally we would like to gratefully thank the foundations and individuals whose contributions supported the Commission's work.

Connecticut Commission  
on Educational Achievement



CREATING A STATE OF ACHIEVEMENT FOR ALL

**Does not require legislation**  
**(note: unless noted other wise, action by SBE or SDE is necessary)**

**Governance**

<b>Recommendation</b>	<b>Action(s)</b>
(Interim senior education advisor)	Governor to hire a senior education advisor within his office until legislation is passed creating a Secretary of Education
Appoint strong and innovative leaders to the State Board of Education who are held accountable for narrowing the achievement gap. The SBOE should be resourced appropriately.	Governor to make strong appointments to the State Board of Education
Address the critical need for an entity outside of government to track reform progress, document and share best practices, and report regularly to the public. This entity shall be directed by a diverse group of leaders, including business and philanthropic leaders, parents and educators.	Establish external entity with sufficient staff support and resources to analyze data, monitor policy and progress, and report regularly. Note, currently being done by commission.
Below the Commissioner of K-12 education, create two new offices whose heads will report directly to the Commissioner, and that reorganizes existing functions. One office shall lead school turnaround efforts and one shall supervise all educator preparation functions.	SBOE approval for new offices in SDE to reorganize existing functions to oversee school turnarounds and educator preparation.
Significantly improve data collection, analysis and public reporting to support Connecticut's education accountability process and to address PK-12 achievement gaps and challenges.	Speed up the development of data systems required to support the new evaluation systems and provide public data on overall teacher and principal effectiveness barring individual names.
	Adopt a uniform data collection and dissemination format to measure effectiveness of all teacher preparation programs.
	Ensure state data system replaces the need for districts to maintain their own separate systems.
	Develop data to support the new multi-tier accountability system described under Lowest Achieving Schools.
	Improve data collection to support the expansion of high

	quality preschool programs.
	Improve ease of online data access for all levels of stakeholders, from parents to policy makers.
<b>High Expectations</b>	
The SDE will assess and report annually to the public on the quality and effectiveness of all preschool programs receiving government funding and those not receiving funding that request a rating. Programs rated as ineffective will not be eligible for further funding until satisfactory improvements are made.	Develop and implement a quality rating system for programs providing early care and early education. This would fall to the new Commissioner of Early Education and care.
Establish an SDE program, with philanthropic aid, to provide small competitive grants for low achieving school districts to develop innovative, effective strategies for involving parents in the education of their children and publicize what works	SDE will establish a program of small, competitive grants through reallocated, new or philanthropic funds and publicize the successful programs.
Accelerate the process by which curricula, aligned with the national Common Core Standards and new high school graduation requirements, are available to all districts. Require curricula to be aligned for the lowest achieving 5% of schools.	SBOE must act upon its authority to audit curricular materials and practices in schools designated as low-achieving and require the use of acceptable materials where they are not in use.
	SDE must review and select curricula and related materials aligned to the common core standards to make available online to districts.
Support teachers in the use of Connecticut's Benchmark Assessment System (CBAS).	SDE must build out the CBAS to cover missing grades and subjects and align with Common Core Standards.
Align state-developed English and mathematics benchmark assessments to the Common Core Standards and develop assessments for additional grades and subjects.	Align state-developed English and mathematics benchmark assessments to the Common Core Standards and develop assessments for additional grades and subjects.
Require the lowest achieving 5% of schools to administer these state-developed assessments three times per year.	In order to require the use of CBAS in the lowest achieving 5% of schools, SBOE must act upon its authority to establish instructional and learning environment benchmarks for low-achieving schools.
Make student CMT and CAPT scores available to school districts and teachers within 45 days of the assessment	SDE must assure timely release of CMT and CAPT scores.



date.	
<b>Foster Leadership</b>	
Actively recruit effective school and <b>district</b> leaders from other states and grant automatic reciprocity.	The Commissioner of Education should use the legislative authority granted to waive certification requirements for experienced out of state superintendents.
Reform the certification process for superintendents and principals to stress educator instructional leadership qualities, meaningful evaluations, field experiences and the assignment of highly effective mentors. <ol style="list-style-type: none"> <li>1. Align preparation courses to these new requirements.</li> <li>2. Provide an induction year complete with a mentor and professional development based on the needs of the school/district.</li> <li>3. Provide a specialization strand that provides explicit training and work experience in improving urban/turnaround schools and districts.</li> </ol>	Changing certification regulations requires Commissioner, SBOE and Attorney General (AG) approval, as well as a legislative regulatory review.
	SBOE must approve programs to include an urban/turnaround school specialization strand.
Train principals in the use of the new student and teacher data systems as well as new evaluation systems with ample opportunities for practice.	Reallocate current administrator professional development dollars to ensure they are well prepared to use the new data and teacher evaluation systems (distribution of PD funds to districts and CEU requirements for administrators).
Boards of Education members should be required to undergo training at least once on the role of the Board and effective governance practices.	SBOE must act upon its authority to require that members of Boards of Education undergo training.
<b>Excellent Teaching</b>	
Restructure teacher preparation programs so that candidates demonstrate content knowledge and instructional skills in order to graduate with a teaching degree. <ol style="list-style-type: none"> <li>1. Refine teacher certification requirements to ensure</li> </ol>	Changing certification regulations requires Commissioner, BOE and AG approval, as well as a legislative regulatory review.

<p>all PK-12 teachers have acquired the content knowledge and skills to be effective, especially with low-achieving students. Provide clear coursework guidelines and expectations.</p> <p>2. Require teacher candidates to have more in-classroom field experiences and practical courses with at least one field experience in a high-poverty school with an effective teacher. Model some graduate teacher licensing programs after yearlong urban teacher residency programs to better prepare them to work in high-poverty settings.</p> <p>3. Require a uniform format for reporting data on students and graduates of all teacher preparation programs to the SDE and the public annually. Revoke the approval of teacher preparation programs that do not produce enough effective teachers.</p>	<p>The SDE/SBOE must actively pursue partnerships with philanthropic and other organizations to expand teacher preparation options.</p>
<p>Report data on the distribution of teachers by effectiveness to the public without the use of individual names.</p>	<p>The SBOE must strengthen and act aggressively on its teacher preparation program approval and allow effectiveness measures to substitute for NCATE standards in approving some ARC programs.</p>
<p><b>Invest Intelligently</b></p>	
<p>Commission pilot programs and an independent study to demonstrate how districts could benefit from various levels of shared services or consolidation.</p>	<p>SDE should direct a consulting study of how districts can benefit from shared services.</p>
<p>Reallocate categorized funds. Start by examining use of existing categorical funds.</p>	<p>SDE must examine the use of current categorical funds for effectiveness</p>
<p>Offer training on the specific benefits of shared services or consolidation for boards of education and district leaders.</p>	<p>Pilot programs on shared service models overseen by SDE.</p>
<p>Redouble efforts to gain federal and private grants to drive excellence in our schools.</p>	<p>Designate a person with a record of grant writing success within or contracted to SDE to look and apply for funding opportunities.</p>
<p><b>Turnaround Schools</b></p>	
<p>Within the next year, adopt a new multi-tier accountability</p>	<p>SDE must develop and adopt a new intervention and</p>

<p>and intervention framework to ensure that all schools and districts have the support they need to attain high student achievement</p> <ol style="list-style-type: none"> <li>1. Classify schools and districts based on student growth and achievement factors as well as attendance, graduation rates and other indicators of student need and success</li> <li>2. Hold both the state and district accountable at each intervention level</li> <li>3. Define increased intervention authority and oversight over districts and schools in the lowest tiers of the framework</li> <li>4. Assure that there is a clear analysis of what additional student support will be required, including access to in-school and/or community-based social and health services.</li> </ol>	<p>accountability framework.</p> <hr/> <p>Allocate funds to implement the new framework beginning with the 2011-2012 school year.</p>
<p>Create a new Turnaround Office that reports to the Commissioner. The Turnaround Office will have discretion over hiring decisions and the authority to contract out for staffing and support needs.</p>	<p>Restructure SDE to create a Turnaround office and a high-level authority to lead it.</p> <hr/> <p>Grant the Turnaround office the authority and the mandate to work in low achieving schools and districts.</p>
<p>Authorize the Turnaround Office to create public-private partnerships to increase capacity, innovation and financial support for school transformation.</p>	<p>Authorize the Turnaround Office to create public-private partnerships to increase capacity, innovation and financial support for school transformation.</p>
<p>Re-evaluate the effectiveness of the School Turnaround Office every three years.</p>	<p>Re-evaluate the effectiveness of the School Turnaround Office every three years.</p>
<p>Maximize instructional time in the existing school day and provide the authority to lengthen the school day and school year for the lowest achieving 5% of schools.</p>	<p>The Commissioner of Education and the SBOE must act upon their existing authority to extend the school day or year for the lowest achieving schools.</p> <hr/> <p>Provide program support and analysis to superintendents and principals in the lowest achieving schools about time structure, use and management to enhance instruction.</p> <hr/> <p>Provide fiscal support to address the additional costs of extending the school day or school year, after each school has provided a plan for the use of added time.</p> <hr/> <p>Identify students who are truants and engage with parents</p>

	to develop a plan that assures high levels of attendance.
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<b>Requires Legislation</b>	
<b>Governance</b>	
<b>Recommendation</b>	<b>Action(s)</b>
Create a new Secretary of Education who will also serve as a member of the SBOE. The Secretary shall report directly to the governor and shall, with senior leadership reporting to him/her be held responsible for results.	Create a new Secretary of Education who will also serve as a member of the SBOE.
The new Commissioner of Early Childhood Education and Care shall direct the creation of a single early childhood agency to include early intervention, early care and early education functions now resident across state agencies which will be reorganized into this new agency. The Commissioner will also serve as the chair of the Early Childhood Education Cabinet.	Create a new Department of Early Childhood Education and Care.
Under the Secretary shall be the Commissioner of a reconstituted SDE, a new Commissioner of Early Childhood Education and Care and the Commissioner of Higher Education.	The Commissioners of Early Childhood Education, K-12 and Higher Education shall report to the new Secretary of Education.
<b>High Expectations</b>	
Provide sufficient funding for all low-income three- and four-year olds statewide to attend a high quality preschool program, with new funding structured as “scholarships.”	Legislation and funding are required to provide all low-income students with scholarships for Pre-K.
Require all-day kindergarten for all students in districts that have the lowest achieving 5% of elementary schools.	Legislation is necessary to require all-day kindergarten in districts that have the lowest achieving 5% of elementary schools.
Require that all students in Grades 1 and 2 with assessment scores that indicate they are far behind in reading or math and in Grades 3-5 with CMT scores below basic in reading or mathematics participate in a customized learning experience inclusive of summer school options.	Enact legislation requiring that students who are far behind academically attend summer school and/or attend other approved extended learning programs.

Require students in Grades 6 through 11 with any two risk factors, including scoring below basic on the CMT or CAPT in reading or math, excessive absences, very low GPA or course failure participate in a customized learning experience inclusive of summer school options.	
Align extended learning time with the school-year academic curriculum, require measurement of student progress, and ensure that summer school teachers are effective.	
Require all high school students to pass the CAPT before being awarded a high school diploma.	Enact legislation to require passing CAPT scores to graduate high school.
Identify students early who may not pass the CAPT and provide remedial help.	Provide resources for academic support of pre-CAPT early intervention; as well as, retakes of the CAPT.
Students who do not achieve a passing score as determined by the SBOE will be supported with in-school remediation and extended learning opportunities to successfully retake these assessments.	
<b>Foster Leadership</b>	
Actively recruit effective <u>school</u> and district leaders from other states and grant automatic reciprocity	Legislation is required to grant automatic reciprocity for principals and to open Alternate Route to Certification programs for principals to individuals with backgrounds other than education
Create administrator Alternative Route to Certification (ARC) programs for individuals with varied professional backgrounds that have appropriate instructional leadership experience.	
Partner with the private sector to develop urban school leaders, including creation of an Urban Leadership ARC and expansion of Connecticut's Urban School Leaders Fellowship	
Principal compensation should be based on meeting their annual goals.	Legislative change is necessary to require principal evaluations be tied to annual goals based on student performance.
Additional compensation should be offered for highly	Funding is required to offer incentives to highly effective

effective principals who agree to transfer to the lowest achieving schools.	principals who transfer to low-achieving schools.
Collective bargaining should not be permitted for administrators in such management positions.	Legislation is necessary to modify administrator tenure and union regulations.
Annual student performance goals should be set by the superintendent, approved by the board, and reported to the public. Require annual goals based on student performance as part of superintendent evaluations	Legislation is necessary to require annual goals based on student performance as part of superintendent evaluations (on a statewide basis).
<b>Excellent Teaching</b>	
Improve the quality and diversity in teacher preparation programs while meeting teacher shortage area demands. Increase the growth of teacher Alternative Route to Certification (ARC) programs.	Legislation is necessary to increase the growth of teacher Alternative Route to Certification (ARC) programs.
Require all elementary and special education teachers to pass the Foundations of Reading <i>and</i> Math assessments.	Legislation is necessary to require all elementary and special education teachers to pass the Foundations of Reading <i>and</i> Math assessments.
Require school districts to institute a teacher evaluation system where preponderant weight is given to growth in student achievement, in addition to other factors such as classroom practice observations and lesson planning. Student achievement measures may include variables besides assessment scores, such as demonstrated learning on a project. These evaluation systems should be linked to pay, placement, and opportunities for advancement and dismissal.	Legislation and changes in institutional practice are necessary to require all school districts have teacher evaluation systems with a preponderant weight given to student growth.
Institute K-12 data systems capable of linking student, teacher, course and administrative data for use in instructional improvement and performance evaluation. Provide incentives to support districts in utilizing these systems prior to 2013. These systems must include protections from arbitrary dismissals.	
Should workforce reductions be necessary, in addition to	Legislation is necessary to require variables besides

<p>seniority, teacher effectiveness and evidence of successful training in a school's special theme and instructional needs must also be considered. These decisions must be made at the school-level, not the district level.</p>	<p>seniority to be used in teacher layoff decisions and as part of teacher contracts and to require seniority to be school-based.</p>
<p>Provide teachers with opportunities for effective mentoring, professional development and collaboration to improve instructional practice. Adequate funding must be provided.</p>	<p>Enact legislation requiring a career ladder framework with an aligned base pay and bonus compensation system.</p>
<p>Restructure teacher compensation to include career levels with increasing pay and performance bonuses. Career levels shall be attained via a rigorous evaluation process, which includes data on student growth, classroom practice, lesson preparation and planning and other factors. A career ladder with up to five levels, ranging from novice through intermediate to master teacher, is recommended. Base pay shall be determined by career level. Bonus pay for teachers may be based on school, group, and/or individual performance.</p>	
<p>The ability of school districts to impose additional training requirements and to terminate ineffective teachers must be tied to teacher evaluations, with the preponderant emphasis on student achievement <i>and</i> without regard to how long a teacher has been teaching.</p>	<p>Legislation is necessary to revise the standards for dismissal to include student needs as a dominant component</p>
<p>Grant teachers a specific period of time for improvement, if needed, based on an individualized professional improvement plan as part of this process.</p>	<p>Enact legislation to modify the Teacher Tenure Act so that it permits removal of ineffective teachers in a timely manner.</p>
<p>Revise the standards and process for dismissal to permit timely action and contract termination, unless such action is arbitrary, with student needs as a dominant component.</p>	
<p>Provide additional support and mentoring for teachers in these (lowest achieving) districts to improve instructional practice.</p>	<p>Increase the types of incentives proven to be effective in recruiting and retaining highly effective teachers.</p>
<p>The state should partner with philanthropic organizations to offer financial incentives to facilitate the process.</p>	<p>Legislation is necessary to guarantee that philanthropic assistance can be used for this purpose in any district.</p>



Philanthropic organizations and businesses must be permitted to participate in strengthening the teaching force in these districts.	
Require that teachers inform their school districts of their intent to retire or resign at the end of the school year by March or receive a financial penalty. This will not apply in instances of emergency or illness.	Legislation requiring the earlier notice of plans to leave is necessary.
<b>Invest Intelligently</b>	
Develop a new weighted student funding formula to distribute Education Cost Sharing (ECS) grants within the existing pool of budgeted funds. <ol style="list-style-type: none"> <li>1. Phase-in new funding formula over 3-5 years</li> <li>2. This funding formula will apply to all public schools including charters and magnets.</li> <li>3. Overtime, allow “money to follow the child.”</li> </ol>	Develop a new weighted student funding formula to distribute ECS grants.
	Legislation is necessary to make changes to the ECS formula.
Adopt a standard, common chart of accounts statewide to allow per pupil expenditures to be reported at the state, district and <i>school</i> levels.	Legislative changes are necessary to require a common chart of accounts with school-level information
Reviews of districts should regularly include a component to determine how funds are distributed to individual schools and programs and a system for analyzing effectiveness of programs funded.	
<b>Turnaround Schools</b>	
Provide superintendents and principals with authority on staffing, scheduling, and funding by removing barriers that inhibit dramatic change.	Legislation is required to provide superintendents and local boards of education the authority required to advance some of these strategies
Build accountability for transforming schools at district/school leadership levels with clearly articulated commitments from and accountability to the SDE School Turnaround Office.	Create a multi tiered intervention and accountability framework as outlined in our recommendations. Align new authority at the superintendent level to this framework.

	Financial resources for the turnaround of the lowest achieving schools should be leveraged to maximize change
Grant significant latitude to form charter, magnet and other innovative school models in partnership with external organizations with a demonstrated record of effective school improvement.	Grant significant latitude to form charter, magnet and other innovative school models in partnership with external organizations with a demonstrated record of effective school improvement.

To: Cam Staples and Dudley Williams  
From: Alex Johnston  
Re: ConnCAN's Policy Proposals for Malloy/Wyman Transition Team

Thank you for providing us with the opportunity to offer our proposals for policy priorities to the Malloy/Wyman Transition Team. We look forward to continuing to work with you as the incoming administration shapes its policy agenda for 2011 and beyond.

## **Policy Proposal: A Student-Based School Funding System**

### **I. Statement of Issue**

Despite outspending almost every other state in the country on education, Connecticut distributes over \$7 billion a year in public education funding inefficiently, ineffectively, and incomprehensibly.<sup>1</sup> The result: lagging student performance and the largest achievement gap in the nation.

Our current system of school funding is driven largely through the Education Cost Sharing (ECS) formula. This formula and the resulting system:

**Fails to fund students consistently.** The ECS formula is statutorily established with a baseline, or foundation, amount of \$9,687 per student. In practice, however, this foundation amount has never been fully funded by the state and districts receive far less.<sup>2</sup> In addition, children with the same learning needs receive widely varying amounts of funding, depending on the public school they attend. For example, many communities have town wealth of about 60% of the statewide median, but despite their similar wealth, the state aid these towns receive ranges from under \$2,000 to over \$8,000 per pupil. (See Attachment A, Figures 1-3). Shifting to a student-based funding system would allow the state to provide a consistent and increased foundation amount per pupil. This system would also provide extra funds for students with extra learning needs<sup>3</sup> and would apply these funds consistently across all public schools and districts based on the students they actually enroll.

**Fails to direct resources where they are needed most.** The current system's disconnection between town wealth and state education funding places an unfair burden on communities serving our poorest children, a particular hardship when the number of

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<sup>1</sup> ConnCAN, The Tab. November 2009

<http://www.conncan.org/sites/default/files/research/TheTab.pdf>

<sup>2</sup> State Department of Education presentation to the Ad Hoc Committee to Study Education Cost Sharing and Choice Funding, December 13, 2010

<sup>3</sup> This system provides extra "weights" for students with extra learning needs, such as low-income or English Language Learners, and is calculated as a percentage of the foundation amount

children in poverty is growing and social safety net programs are stretched thin (See Attachment A, Figure 4). Connecticut's wealthy communities, like Greenwich, Westport, and Fairfield, have a local property tax base that is up to 80 times greater per pupil than poorer communities like Bridgeport, Hartford, New Haven, and Waterbury.<sup>4</sup> These low-wealth communities have higher tax rates than the state average and face a disproportionate burden when it comes to providing services to residents.<sup>5</sup> Although our current system was designed to direct more dollars to towns with higher poverty, in practice, the formula only provides about 11.5% more funding for disadvantaged students, despite the law's original intent to provide 33% more funding for disadvantaged students.<sup>6</sup> A student-based funding policy would more accurately factor in town wealth to distribute money more progressively than our current system does, based on student need and a town's ability to generate local funds for education.

**Fails to facilitate public school choice.** Our current method of funding magnet, charter and technical schools is opaque, illogical and inequitable. Many of our public charter and magnet schools are delivering some of the highest student performance in the state, particularly for low-income and minority students,<sup>7</sup> and Connecticut families are increasingly demanding more education options.<sup>8</sup> Despite the high performance of many of these schools, full, adequate funding does not follow all students to the public schools they actually attend,<sup>9</sup> which unfairly penalizes students attending nontraditional public schools. A student-based funding system would facilitate public school choice by ensuring that each student received at least as much funding as they were due under the funding formula, no matter what public school they attend.

**Fails to use scarce resources efficiently.** Because Connecticut funds public schools of choice separately and does not account for students where they actually enroll, the state frequently pays for students in school choice programs twice: once in the district where the student resides and once in the school where the student is enrolled. This dual approach is grossly inefficient and wasteful. In fact, this practice disincentivizes district schools from working to keep students in their schools, because funding will stay in the district school even if a student leaves for a school of choice. The proposed student-based funding system would roll funding for choice programs and traditional district schools into one coherent system that directs funding to the schools students actually attend.

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<sup>4</sup> Connecticut State Department of Education, 2007-2008

<sup>5</sup> Connecticut Conference of Municipalities, "A Tale of Disproportionate Burden: The special needs of Connecticut's poorer cities," 2010

<sup>6</sup> ConnCAN, The Tab, pg. 18

<sup>7</sup> ConnCAN 2010 Top Ten Lists:

[http://www.conncan.org/sites/default/files/ConnCAN%20Top%2010%20Lists%20\\_2010.pdf](http://www.conncan.org/sites/default/files/ConnCAN%20Top%2010%20Lists%20_2010.pdf)

<sup>8</sup> According to the Connecticut State Department of Education, between 2000 and 2009, enrollment in charter, magnet, and technical schools increased by 63%

<sup>9</sup> For example, Connecticut is one of only three states where our charter schools are funded at only 75 cents on the dollar compared with traditional public schools

**Fails to achieve transparency.** Taxpayers have a right to know how schools use their tax dollars. Parents have a right to know whether their children’s education is funded adequately and equitably. Yet Connecticut’s funding system is anything but transparent. The formulas used to determine state aid to districts are difficult for both public officials and ordinary citizens to understand. Confusion regarding how choice programs are funded means that virtually no one can tell how much funding these programs and school districts actually receive. Without transparency, it is also difficult for district, city, and state leaders to compare and share best practices. A student-based funding policy is clear and straightforward, and also includes a requirement for a common chart of accounts across districts so that budgeting and spending practices can be compared and analyzed more easily.

**Fails to respond to changing student enrollment and costs.** The ECS system is not responsive to shifts in student enrollment and does not give districts the flexibility they need to scale their services in response to such changes. Current hold harmless provisions incentivize districts to maintain outdated staffing levels and administrative structures even after enrollment has declined. Mandates and regulations significantly increase education costs, limit how districts can use resources, and restrict the flexibility that districts need to respond to changes in funding. By clearly linking per-pupil school funding to enrollment, a student-based system would encourage districts to plan and adjust for enrollment shifts. Legislation enacting a new funding formula must also grant school districts waivers from policies that restrict their ability to reorganize school staffing structures and deploy their resources in creative ways to effectively meet the needs of their students.

**Fails to incentivize collaboration and innovation in spending and practice.** Currently, districts have legitimate concerns that if they find ways to work more efficiently, the state will simply reclaim these savings; as a result, they have little incentive to pursue efficiencies. An updated funding system could give districts incentives to share services, collaborate, and economize. By connecting funding more clearly to student enrollment and student need, the new system will drive districts to realize efficiencies and redirect any savings to fund other important student needs.

## **II. Proposed Action**

It is time to implement a new, smarter system of funding for all of our public schools that places students at the center of funding decisions and creates powerful incentives that induce districts and schools to educate all students to high standards. A student-based funding formula would create a coherent, transparent state policy that consistently funds student needs in all Connecticut public schools. Such a system would create parity in funding for districts with similar wealth, eliminate inefficiencies, incentivize innovation, and progressively direct a greater share of state funding to districts with the greatest need (See Attachment A, Figures 5 and 6).

A) **PRIORITIZATION SCHEDULE:** The time to fix our school finance system is now. Given Connecticut's educational, legal, and fiscal challenges, introducing a student-based funding policy to fix our school finance system must be a top priority for Governor-elect Malloy. We are facing a structural state budget deficit of unprecedented proportions that presents us with two choices: we can perpetuate the current broken education funding system and hope for the best, or we can proactively turn this challenge into an opportunity to do better. Sticking with the current system in a biennial budget will produce a greatly disproportionate impact on the students in greatest need in the state with the nation's largest achievement gap, given that the budget will, in the best case, likely require a third and fourth consecutive year of flat funding for the ECS formula and, in the worst case, a cut. Such an approach would only exacerbate the state's exposure given the recent Connecticut State Supreme Court ruling in the CCJEF case, which reaffirmed our state's constitutional obligation to provide a quality public education to every child. The CCJEF plaintiffs have already begun settlement talks with the state, and starting a shift to a new student-based funding system in the current legislative session creates a key opportunity to ensure that any additional resources available for Connecticut's students in the future are genuinely harnessed to maximum effect.

B) **FISCAL IMPACTS:** The practical impact of this proposal is one that benefits a majority of Connecticut students, particularly students with the highest learning needs. As our neighbor Rhode Island has shown, a student-based funding system could be phased in over a period of 5-10 years so that there is almost zero immediate cost to our state; this approach would allow the net impact to the state to kick in gradually.<sup>10</sup> A long phase-in period can also minimize the impact on districts that stand to lose a portion of their state funding. Over time, when additional funds become available, they can be infused into the system in a clear, fair way.

C) **HOW IT TIES IN TO MALLOY-WYMAN CAMPAIGN POLICY:** This proposal ties into the stated intention to "invest intelligently" through a "new, smarter system of funding for all of our public schools where money follows children based on their needs" and to avoid severe cuts to municipalities when stimulus funds expire. It can "index foundation aid to rising costs" and provide weights for student need. It can also offer flexibility to "limit...administrative expenditures" to give school and district leaders the room they need to make smart choices that benefit students most. A transparent funding system would also fit into the Administration's emphasis on clear, consistent accounting principals through a common chart of accounts across districts that could fit into the Generally Accepted Accounting Principles (GAAP) planned for adoption at the state level.

### **III. Long-Term Needs/Vision**

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<sup>10</sup> Rhode Island's formula is being implemented over seven years for districts that gain funds and 10 years for districts that lose funds

This student-based funding plan consolidates the funding for the ECS formula, school choice funding, and other grants that serve Connecticut’s schoolchildren into one simple, coherent funding system.<sup>11</sup> It utilizes clear variables for foundation amounts, state share, and weights for students with extra learning needs that can be adjusted based on the state’s ability to pay. When additional funds become available, the state can incorporate them into the system in a clear and consistent manner. Such changes would reduce the political wrangling that has previously occurred over education funding and create incentives to drive performance and improve student outcomes, rather than to continue inefficient practices. A gradual phase in for a new system would mitigate any net losses to districts. The system could also facilitate greater public school choice by incentivizing schools and districts to create new high-performing options to attract students while meeting the demands of parents for increased public school choice.

#### **IV. Jobs Impact and Other Benefits**

Fixing our broken school funding system is a critical step towards closing our state’s worst-in-the-nation achievement gap, which Governor-elect Malloy has described as a top priority of his administration – our state’s future security and prosperity depends on our ability to educate all students to a high standard. As the campaign platform puts it: “As much as jobs and the economy and the state’s horrible fiscal condition have rightfully been the focus of this campaign, I cannot imagine a more important issue than the education of our children” – indeed, in a state that has not added a net new job for high school dropouts in recent decades, there is little prospect of growing our economy and creating jobs without a laser sharp focus on ensuring that all Connecticut students receive an excellent education.

#### **V. Dissenting Opinions and Other Relevant Items**

This proposal is in line with the recommendations of other policy groups, including the Connecticut Commission on Educational Achievement and the state’s Ad Hoc Committee to Study Education Cost Sharing and Choice Funding, which has agreed on a set of core values in line with this proposal (See Attachment A, Figure 7). Some members of the Committee are concerned about how implementation of this proposal would affect districts that could lose funding under a new system. Such impact can be mitigated, as has been done in Rhode Island, through a smart phase-in plan, and is in fact aligned with a priority to fund students, rather than districts, consistently according to their needs.

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<sup>11</sup> While consolidating several of the largest state budget line items such as ECS, Magnet Schools, Charter Schools, and Priority School Districts into a single pool, this proposal would nevertheless preserve separate funding for the large majority of categorical grants, and hence would not require disruption of funding for preschool, after school programs, family service centers, etc.

The proposal is also supported by public opinion. ConnCAN's 2010 Education Survey shows that nearly all voters (91%) agree that Connecticut needs a simple, transparent, and fair state funding system that funds students based on their needs, regardless of what public school they attend, and a large majority (75%) agree that state funding for public education should follow individual students to whatever public school they choose to attend, including magnet, charter, technical, and traditional public schools outside of their own district or neighborhood.<sup>12</sup>

## **Policy Proposal: Keep Only the Best Teachers in Connecticut's Classrooms**

### **I. Statement of Issue**

As Governor-elect Malloy has stated many times, the budget crisis Connecticut faces in 2011 creates the need to make hard choices. Even if it proves possible to maintain the state's education funding at a flat level in the coming biennial budget, a number of school districts will be forced to make cuts on a significant scale as they face a third and fourth consecutive year of flat state funding along with the loss of one-time Title I and special education funding provided directly to districts through the American Recovery and Reinvestment Act (ARRA). Given the escalating costs built into existing local contractual agreements and the extent to which school districts and municipalities across the state rely on state aid to balance their budgets, significant teacher layoffs are likely. In fact, a national survey by the American Association of School Administrators (AASA) in April 2010 found that 82 percent of districts will cut or eliminate education jobs in 2010-11 and 53 percent will freeze hiring. Based on these survey results, AASA estimates that the national total for education jobs cuts will be 275,000 in 2010-11, representing 92 percent of the 300,000 jobs saved by ARRA.<sup>13</sup> Early economic indicators in Connecticut suggest that the situation in our state will mirror these national numbers—indeed, in the current budget year Connecticut districts had to eliminate about 1500 teaching positions statewide, notwithstanding the federal stimulus funds sent directly to districts in an attempt to forestall such layoffs.<sup>14</sup>

Right now, if teacher layoffs proceed without intervention, the only factor that can be taken into account in the vast majority of these layoff decisions is the length of time a teacher has been on the job (seniority). There are a number of reasons why a wave of teacher layoffs based solely on seniority would be devastating for Connecticut's classrooms:

**We waste resources by laying off more teachers than we need to.** Because time on the job is also a predominant factor in setting teacher salaries, longer-serving teachers

<sup>12</sup> ConnCAN. New Survey Reveals Connecticut Voters Want Change in Public Education

<sup>13</sup> American Association of School Administrators. AASA Survey: 275,000 Education Jobs on the Line. May 4, 2010. <http://www.aasa.org/content.aspx?id=13250>

<sup>14</sup> <http://www.ctmirror.org/story/8190/hundreds-teaching-jobs-still-lost-year-despite-federal-cash-infusion>



make higher salaries. When we only lay off those at the bottom of the seniority-based pay scale, we have to lay off many more teachers to make up the savings we would achieve by laying off teachers more evenly across the payscale.<sup>15</sup> A quality-blind layoff system also puts a heavier burden on the remaining teachers, who face larger classes and more out-of-classroom responsibilities than they otherwise would if layoffs were more evenly distributed across the seniority scale.<sup>16</sup>

**We would lose great teachers, and keep ineffective teachers.** This “last hired, first fired” approach has forced districts to fire “teacher of the year” award winners<sup>17</sup> and nominees and other superstar teachers, many of whom are unlikely to return.<sup>18</sup> Nationally, research studies directly contradict the typical defense of seniority-based layoffs, which is that they are an objective way to approach firings and to protect those teachers who are more experienced and therefore are (by implication) better teachers. In fact, studies have shown that teachers improve most in their first years in the classroom and that teachers in their third year of teaching are generally about as effective as long-tenured teachers.<sup>19</sup> Data from the Connecticut State Department of Education suggest that there is no clear correlation between teacher experience and student performance. While it appears that schools with a majority of teachers in the middle of their career (i.e., teachers with between 11 and 17 years of experience) tend to have over 50% of their students at goal, there is significant variation among these schools, with a wide range from less than 10% to over 90% of students performing at or above goal. Seniority-based layoffs would mean that we would lose significant numbers of great teachers simply because they happen to be younger or have less time on the job – whereas we have no evidence that the more senior teachers remaining on the job would actually have a track record of achieving better outcomes for students.

**All districts lose.** Districts across Connecticut – urban, suburban, and rural – will feel the impact of a layoff policy based solely on seniority. Data show that young teachers (i.e., teachers under 30) are, on average, evenly distributed across all types of districts, ranging from an average of 18 percent of teachers under 30 in our lowest income districts to an average of 14 percent of teachers under 30 in our upper income districts.<sup>20</sup>

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<sup>15</sup> National Council on Teacher Quality. Teacher Layoffs: Rethinking “Last Hired, First Fired” Policies. February 2010. [http://www.nctq.org/p/docs/nctq\\_dc\\_layoffs.pdf](http://www.nctq.org/p/docs/nctq_dc_layoffs.pdf)

<sup>16</sup> The New Teacher Project. A Smarter Teacher Layoff System. March 2010. [http://www.tntp.org/files/TNTP\\_Smarter\\_Teacher\\_Layoffs\\_Mar10.pdf](http://www.tntp.org/files/TNTP_Smarter_Teacher_Layoffs_Mar10.pdf)

<sup>17</sup> Ibid.

<sup>18</sup> Ibid and The New Teacher Project. Strengthening School Staffing in Minneapolis Public Schools. May 2009. [http://www.tntp.org/files/TNTP\\_Minneapolis\\_Report\\_May09.pdf](http://www.tntp.org/files/TNTP_Minneapolis_Report_May09.pdf)

<sup>19</sup> Hanushek, Eric and Steven Rivkin. How to Improve the Supply of High Quality Teachers. Brookings Institution. 2004. And Rivkin, Steven, Eric Hanushek, and John F Kain. Teachers, Schools and Academic Achievement. *Econometrica*. 73(2): 417-458.

<sup>20</sup> While teacher age is not a perfect proxy for teacher experience, it is the only publicly available data indicative of how many young, and perhaps less seasoned, teachers work at each school. At this time, the only publicly available data is the average years of teacher experience at each school. This average does not allow examination of the distribution of teacher experience across schools or district. There is no publicly

**Our most vulnerable districts lose out the most.** Although teacher experience is distributed fairly evenly across the state on average, simple averaging masks the truth of the actual distribution of teachers in our schools. For example, in any given school, half the teachers could be new and half could be more experienced, but that school's average teacher experience may still be equal to the district or state average. Junior teachers are most often assigned to high poverty schools; when quality blind layoffs primarily target these junior teachers, they also disproportionately hurt schools with the greatest challenges and the highest student need. Poor urban schools and districts that (1) cannot attract excellent veteran teachers because of school or classroom conditions and/or (2) have made bets on bringing in energetic young teachers to jumpstart student gains would lose out disproportionately because their staffs have been in the classroom for less time. For example, when the Hartford school district recently had to lay off about 200 teachers, seniority-only layoff provisions required them to bump over 900 teachers into different assignments in order to do so. This shift hugely disrupted the district's reform strategy, which is based on creating a portfolio of differently themed schools of choice requiring specialized training for faculty in many of the schools. Statewide, there are a number of schools with relatively low years of teacher experience<sup>21</sup> that serve over 50 percent minority students, and that outperform schools with similar student populations. For example, at the Winthrop School, a traditional public elementary school in Bridgeport, most teachers have about 11 years of experience, which is significantly below the state and district average. Despite this, 56.1% of their African American students score at or above goal across all subjects, placing the school 9<sup>th</sup> in the state for African American student performance. It is likely that this school's progress would be disrupted by a teacher layoff policy based only on years of experience.

## II. Proposed Action

As others across the country have done, Connecticut must take statutory action to ensure that seniority is no longer permitted to trump all other considerations in teacher layoff decisions. There is truly no logical defense of continuing to make layoff decisions that are informed only by seniority, especially in this budget climate. The only people who "win" if this approach to mass layoffs is pursued are those who want to preserve a system designed to protect adults, not children. In addition, 89% of registered Connecticut voters support ending layoffs based solely on seniority, according to ConnCAN's public opinion survey on education in Connecticut. In virtually no other setting with so much social value at stake is a manager expected to make staffing decisions solely on time on the job, rather than incorporating staff performance. If Connecticut is ever to build up the strongest

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available data indicating how many teachers with five or fewer years of experience work at each school or district. This data should be made available now since it will significantly influence how schools will operate in the face of budget shortfalls.

<sup>21</sup> Teachers with less than the state average of 13.8 years of experience.

teaching corps in the country, we must begin to treat teaching as a twenty-first century profession that meets modern standards of accountability and practice.

A) **PRIORITIZATION SCHEDULE:** Action is needed this legislative session. As stimulus funds dry up, and state funds remain level (in the best case), Connecticut's school districts will begin to see significant teacher layoffs as early as Spring 2011. We need immediate action to provide relief to districts that will otherwise be forced to lay off superior teachers solely in favor of teachers with more hours on the job.

B) **FISCAL IMPACTS:** Relief from a requirement of seniority-based layoffs will ensure that impending budget cuts result in the least harm possible to students across the state by keeping only the best teachers in the classrooms and by laying off fewer teachers who represent the entire range of the seniority payscale, rather than only the least expensive teachers (those with the fewest logged hours on the job).

C) **HOW IT TIES IN TO MALLOY-WYMAN CAMPAIGN POLICY:** A smart approach to layoffs is consistent with elements of the campaign's education policy platform on a number of levels. The platform identifies the threat of severe funding cuts to school districts when one-time stimulus funds run out, and it calls for "finding savings" in existing structures to ensure the budget cuts create the least pain possible. The platform also underscores the urgency of taking such actions right away as a key driver of the state's future prosperity: "Connecticut must act now [on education] or forever play catch-up." The economic reality we face has the potential to have a severely negative impact on our children if we do not address the question of layoffs head on.

### **III. Long-Term Needs/Vision**

The decisions we make this year will affect our schools for the next 30 years. Many of our school district leaders are working hard to recruit the best and brightest teachers to their classrooms, but if we unilaterally let these teachers go without regard to the quality of their work or their commitment to their students, we risk driving them from the profession for good. Promising individuals will not gravitate to a profession that solely values longevity over talent. These issues have been borne out in Los Angeles, Rhode Island, Washington State, and other places – we need to make sure Connecticut does not add its name to the list of school systems that put seniority ahead of everything else, including their students.

### **IV. Jobs Impact and Other Benefits**

Ending seniority-based layoffs will save teacher jobs. Fewer teachers will be laid off because teachers in a range of pay grades will be laid off, rather than only those teachers who have spent the least time in the classroom and are therefore the least expensive. Incorporating teacher performance into layoff decisions would ensure that the teachers who do keep their jobs are the best teachers, rather than a random sample of teachers,

which means better outcomes for students. Schools would not be penalized for their inability to attract veteran teachers or for investing in younger staff. Overall, an approach to layoffs that includes teacher performance rather than solely seniority would signify to Connecticut parents and students that we are committed to putting student outcomes first, even in these challenging budget conditions.

## **V. Dissenting Opinions and Other Relevant Items**

Some would argue that seniority-based layoffs are the only “fair” way to approach what will surely be a traumatic round of layoffs this coming spring. Some will also argue that the collective bargaining agreements, which protect more senior teachers, were negotiated in good faith at the local level and the state does not have the authority to intervene in and negate these contracts. On the latter point, Connecticut already has the authority to overrule certain aspects of the collective bargaining agreement in emergency situations, such as school districts in corrective action, and the state has established precedent for taking such action through its takeover of the Hartford Public School district, for example. The state is now presented with a similar emergency situation with the massive wave of teacher layoffs looming this year. On the whole, the position that quality-blind layoffs are “fair” is indefensible in the face of an increasing statewide insistence on data and transparency, as well as the well-acknowledged fact that not all teachers are created equal, that teachers provide varying levels of value to students, and that years on the job do not correlate with high outcomes for children.

### **Policy Proposal: Improved Reading Assessments in the Early Grades**

The above proposals for beginning the transition to a student-based school funding system and setting aside seniority as the sole factor in layoffs are two critical priorities that are absolutely essential to improving student outcomes and making the most of very challenging budget conditions. In addition to these core priorities, there are a wide range of smaller scale policy issues that would produce positive outcomes for students and would be relatively straightforward to pursue in a zero budget growth environment. The following is one example of such an issue.

#### **I. Statement of Issue**

Right now, state statute requires districts to use an early reading assessment, the Developmental Reading Assessment (DRA), to determine proficiency in reading ability. The DRA’s purpose is to provide a way for educators to identify a student who is at risk of falling behind grade level in first through third grade. Based on this information, educators would hypothetically then be able to alert parents and act quickly to provide appropriate interventions to prevent that student from falling farther behind. The DRA testing requirement was also intended to provide uniform data on student reading across districts so that educators could consistently share information about students who move to other

districts and to facilitate exchanges of data-driven best practices across the state. Meeting these goals is essential: research clearly shows that students who cannot read at grade level by the beginning of fourth grade all too rarely catch up to their peers.<sup>22</sup>

While the intention of the DRA is correctly placed, the instrument itself has been widely criticized by educators and administrators because it does not provide the kind of useful and timely information they need to identify specific student needs and tailor instruction accordingly. The DRA is also costly, and current state law does not allow districts to seek out more effective options that might also be used at a lower cost to the district. At a time when district budgets are increasingly strained, the requirement to use one specific assessment without regard to its effectiveness or cost amounts to an unfunded mandate. Districts need better options that meet tight budgets and provide actionable data on student abilities to their teachers.

*Background:* On December 1, 1999, the Connecticut State Board of Education (SBE) adopted the DRA as the approved standardized assessment for identifying at-risk students.<sup>23</sup> The assessment is administered twice yearly to all students in grades 1-3. According to the Connecticut Department of Education, the DRA 2 (Second Edition) is now mandated for all Connecticut Priority School Districts (PSDs) for the regular school day programs, as well as the summer school program funded for PSDs. The DRA 2 has also been adopted by the State Board of Education as a measure of proficiency for purposes of exit from English Language Learner programs.

As part of the DRA implementation, parents must be notified if their child is found to be deficient based on DRA testing. Priority School Districts are required to create Individualized Reading Plans for such students; students must make progress against specific benchmarks in order to be promoted.<sup>24</sup>

## **II. Proposed Action**

The current requirement that the DRA 2 be used is based on State Board action, which was based, at the time, on an evaluation of multiple instruments. The underlying requirement that an instrument be used, however, is based in statute.<sup>25</sup> The State

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<sup>22</sup> Annie E. Casey Foundation.

<sup>23</sup> In 2001, the SBE required that a student “shall be determined to be substantially deficient in reading based on measures set [approved] by the State Board of Education.” The approved measure is the DRA.

<sup>24</sup> This standard also fulfills the requirements of Section 10-17c requiring the adoption of a state English mastery standard to assess the linguistic and academic progress of students in bilingual education programs in Grades K-3. In June 2003, the Board adopted an additional “proficiency” standard.

<sup>25</sup> Section 10-265g (b) of CT General Statutes reads: “for each school year commencing on or after July 1, 1999 each local and regionally based board of education...shall require schools...to evaluate the reading level of students enrolled in grades 1-3, inclusive in the middle of the school year and at the end of the school year.”

Commissioner and State Board of Education should revise this policy to allow districts to measure early reading development using a measure comparable to the DRA 2. This proposal would preserve the DRA's intention to provide uniform data on student reading across districts, but would allow for better instruments that produce output on a common scale.

A) **PRIORITIZATION SCHEDULE:** This is a relatively straightforward administrative policy fix that would provide immediate and welcome help to school districts and educators, and could be accomplished early in Governor-elect Malloy's first year.

B) **FISCAL IMPACTS:** If districts were permitted to adopt a more effective and less costly option, they could realize cost savings immediately. This would be particularly helpful to the Priority School Districts, which are most affected by the current mandates.

C) **HOW IT TIES IN TO MALLOY-WYMAN CAMPAIGN POLICY:** Governor-elect Malloy committed to making sure that all students have the chance to succeed. He also committed to providing quality early childhood education experiences, and to promoting high-quality, standards-based assessments. Malloy's platform recognizes that these test results provide crucial data without which we cannot identify achievement gaps, learn from successes, or direct resources to schools that need them and reform efforts that will work. This policy change would help educators ensure that all Connecticut's children start off on the path to success.

### **III. Long-Term Needs/Vision**

If we are serious about closing our state's worst-in-the-nation achievement gap, then we must make sure that districts and schools can adopt whatever tools and assessments are necessary and useful to identify struggling students and provide them with the help they need as early as possible in their school experience. The longer we wait, the farther a student falls behind and the harder it is to help that student catch up. If early diagnosis and intervention is successful, we can eliminate the need for more expensive, and less effective, remediation that is now required to bring our now struggling older students up to grade level.

### **IV. Jobs Impact and Other Benefits**

This policy proposal is a relatively small but nonetheless important step towards providing our schools and districts with the tools they need to close our state's worst-in-the-nation achievement gap, which Governor-elect Malloy has described as a top priority of his administration – our state's future security and prosperity depends on our ability to educate all students to a high standard.

### **V. Dissenting Opinions and Other Relevant Items**

Some proponents of the current DRA testing requirement have expressed concern that allowing districts to use different instruments would undermine the comparability of early reading assessment data across districts. This concern could be mitigated by the requirement that any new instruments produce output on the existing DRA scale itself—thereby allowing seamless comparison between districts adopting a new instruments and those continuing to use the DRA.

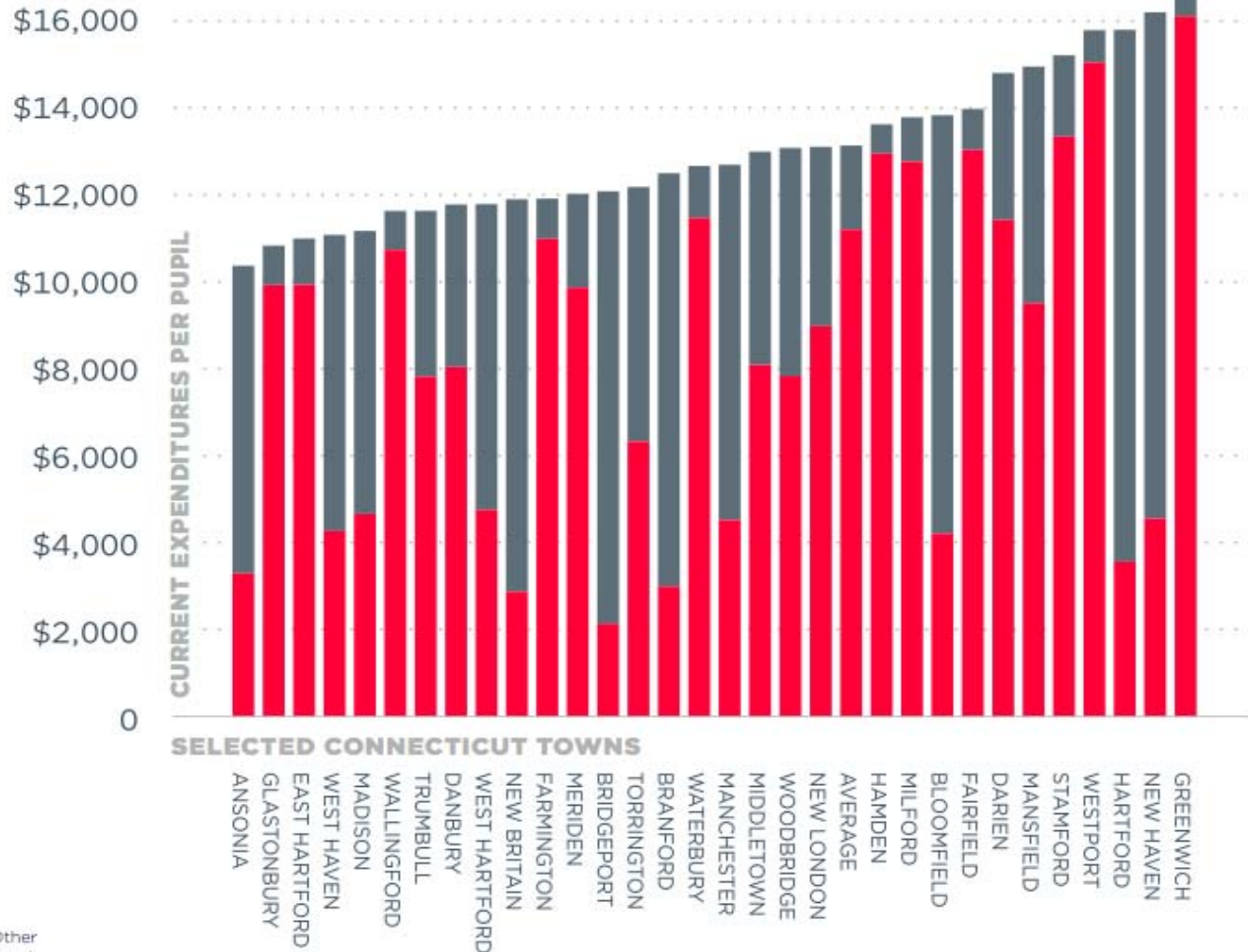
# School Finance in Connecticut: A Student-Based Approach



Attachment A  
December 15, 2010



# Current state funding is deployed progressively to fill district gaps



Other Funds

Figure 1

# But inconsistently funds students' needs

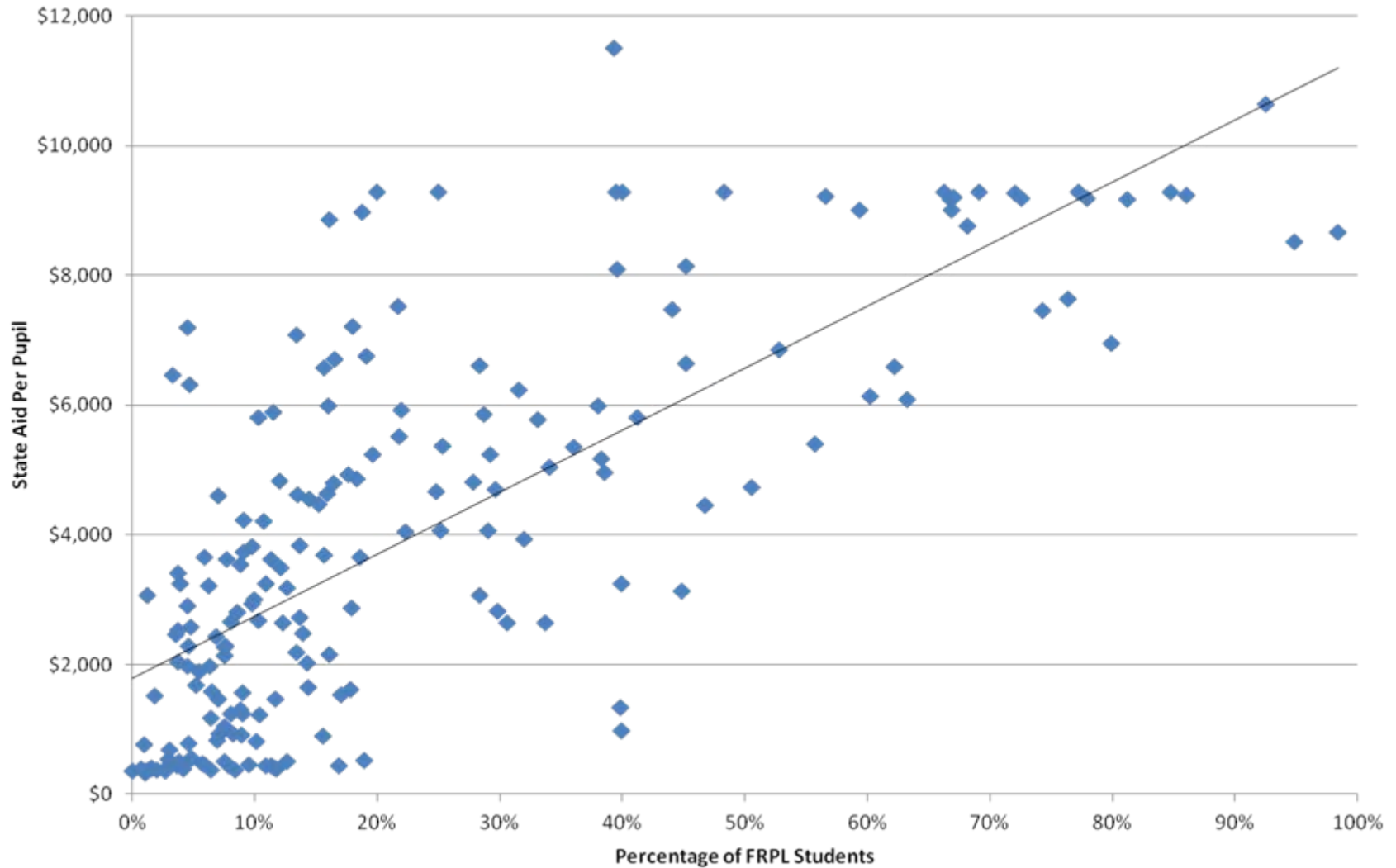


Figure 2

# And inconsistently accounts For town wealth

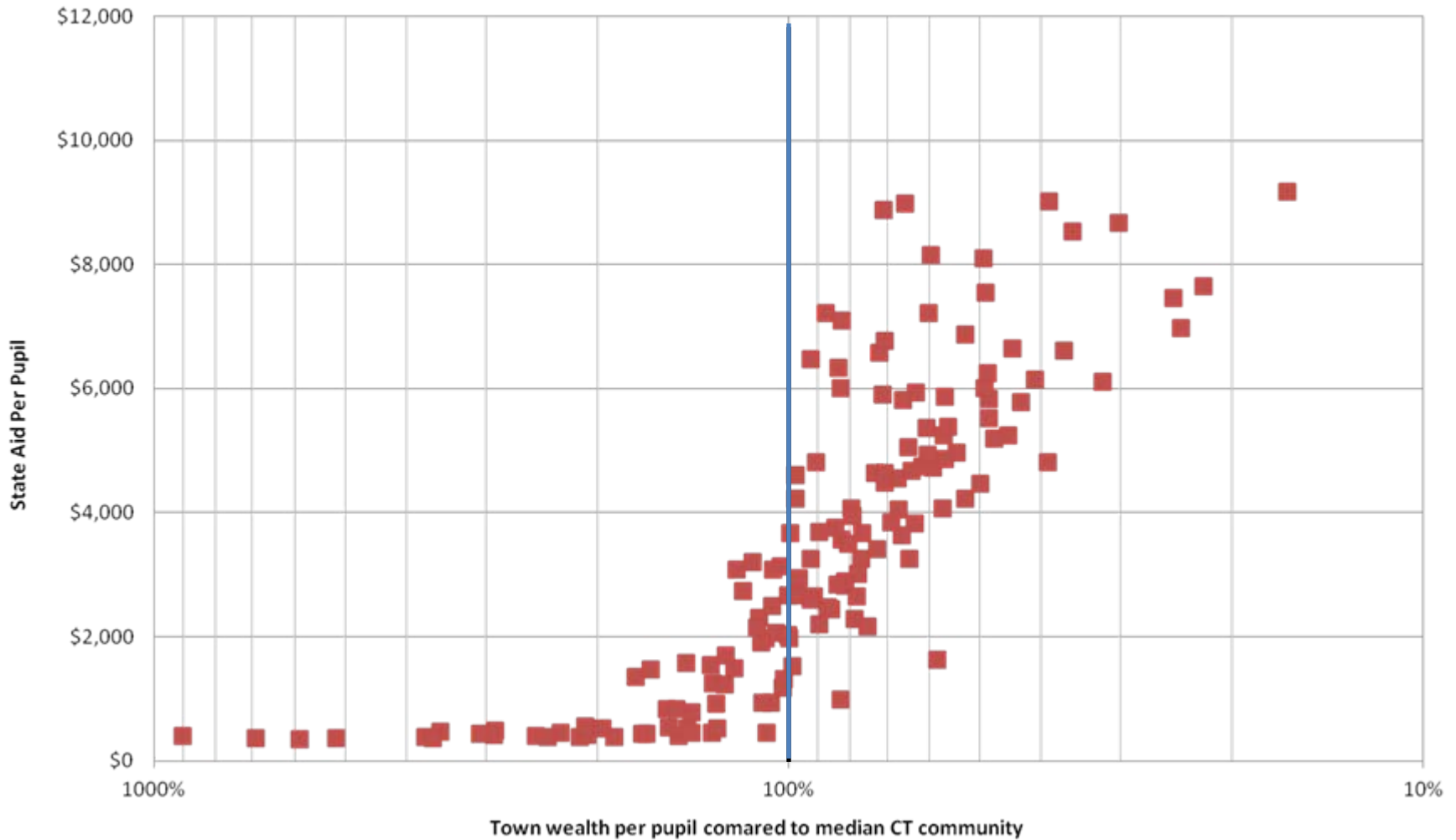


Figure 3

# The result: disparity in state aid to towns

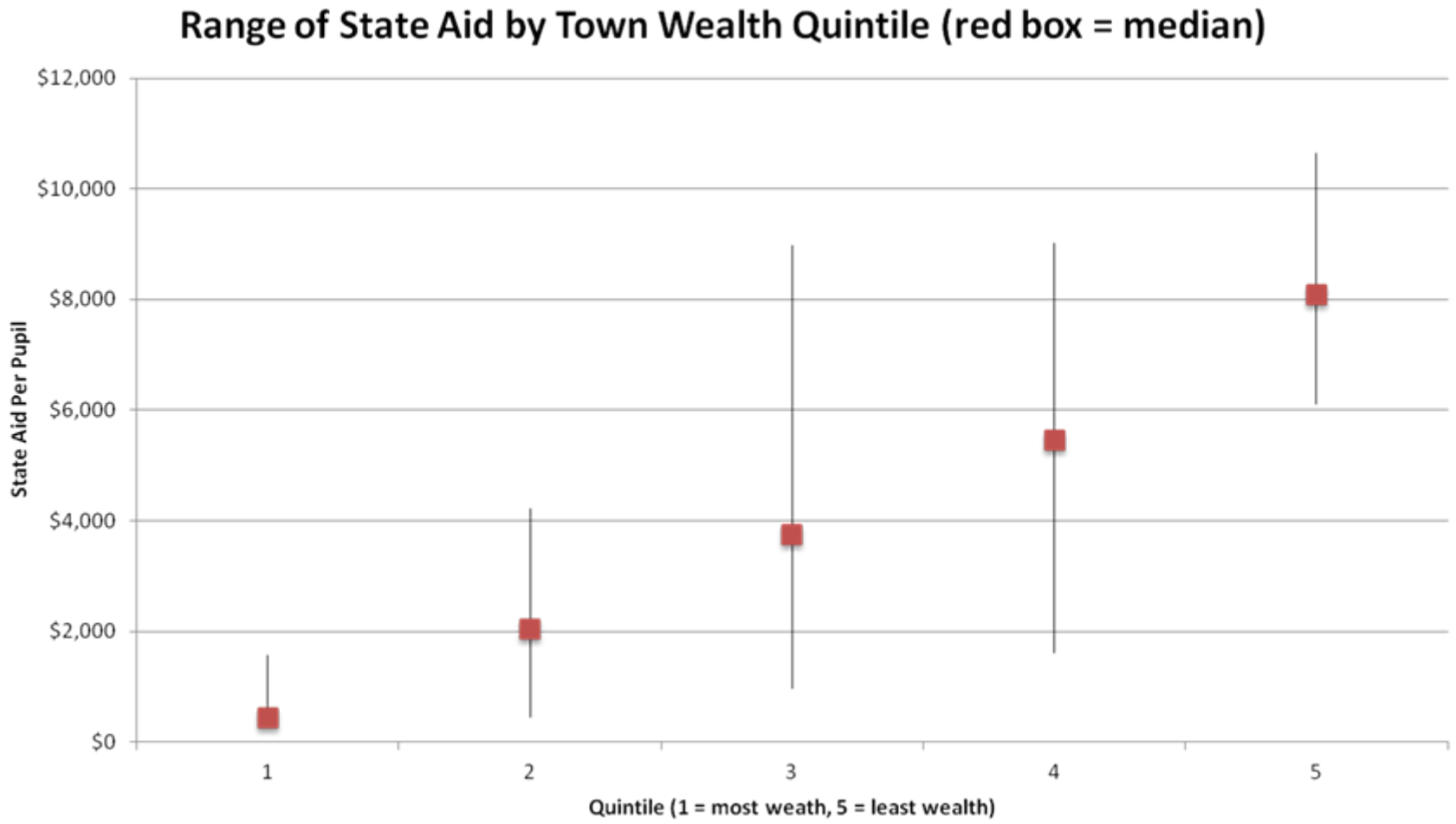


Figure 4

# If education funding remains flat

**Red** = Current Funding **Blue** = Student-Based Model

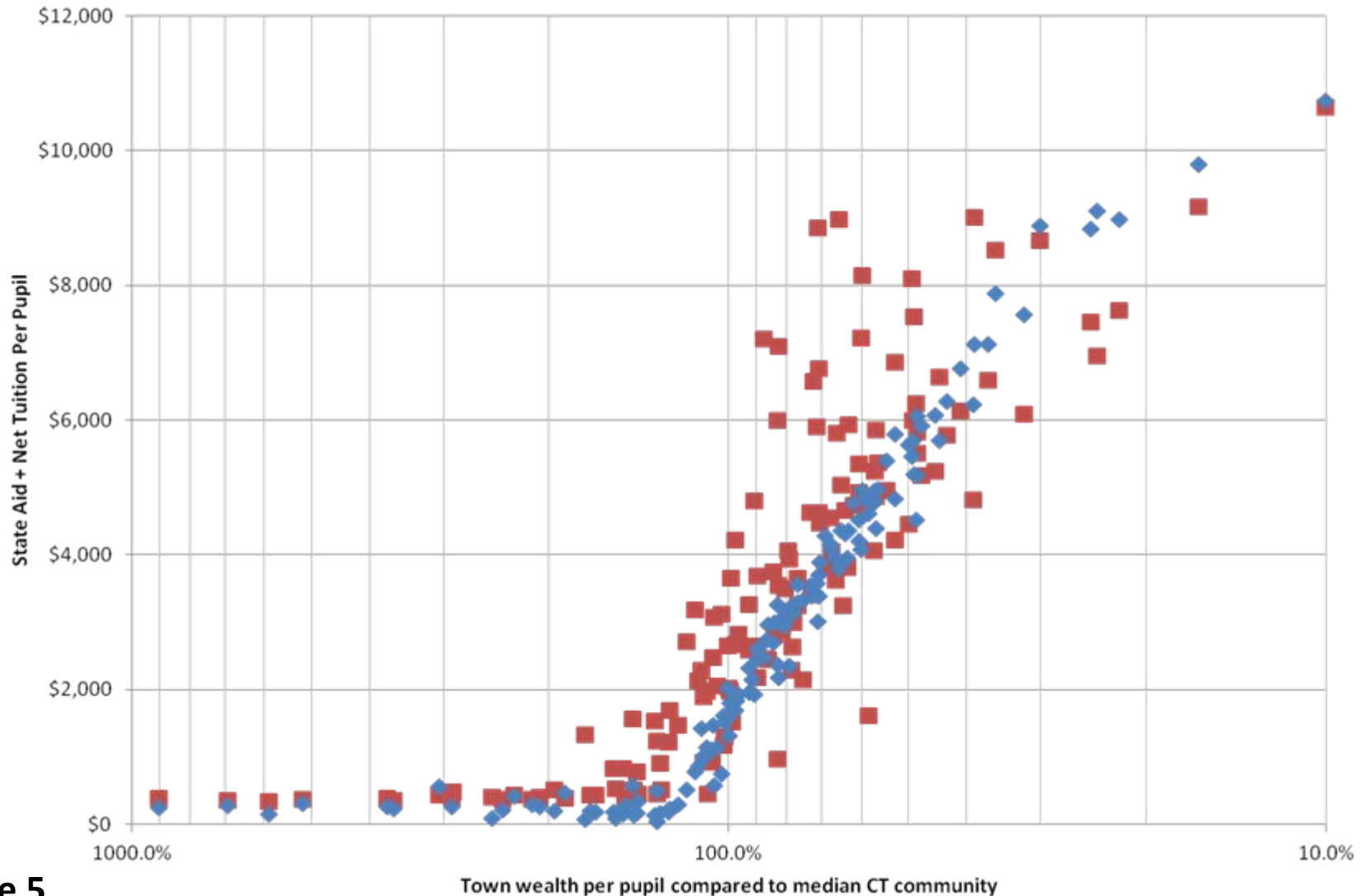


Figure 5

# Quintile Analysis: Flat Funding

Red = Current Funding Blue = Student-Based Model

## Range of State Aid by Quintile w/ Median Highlighted

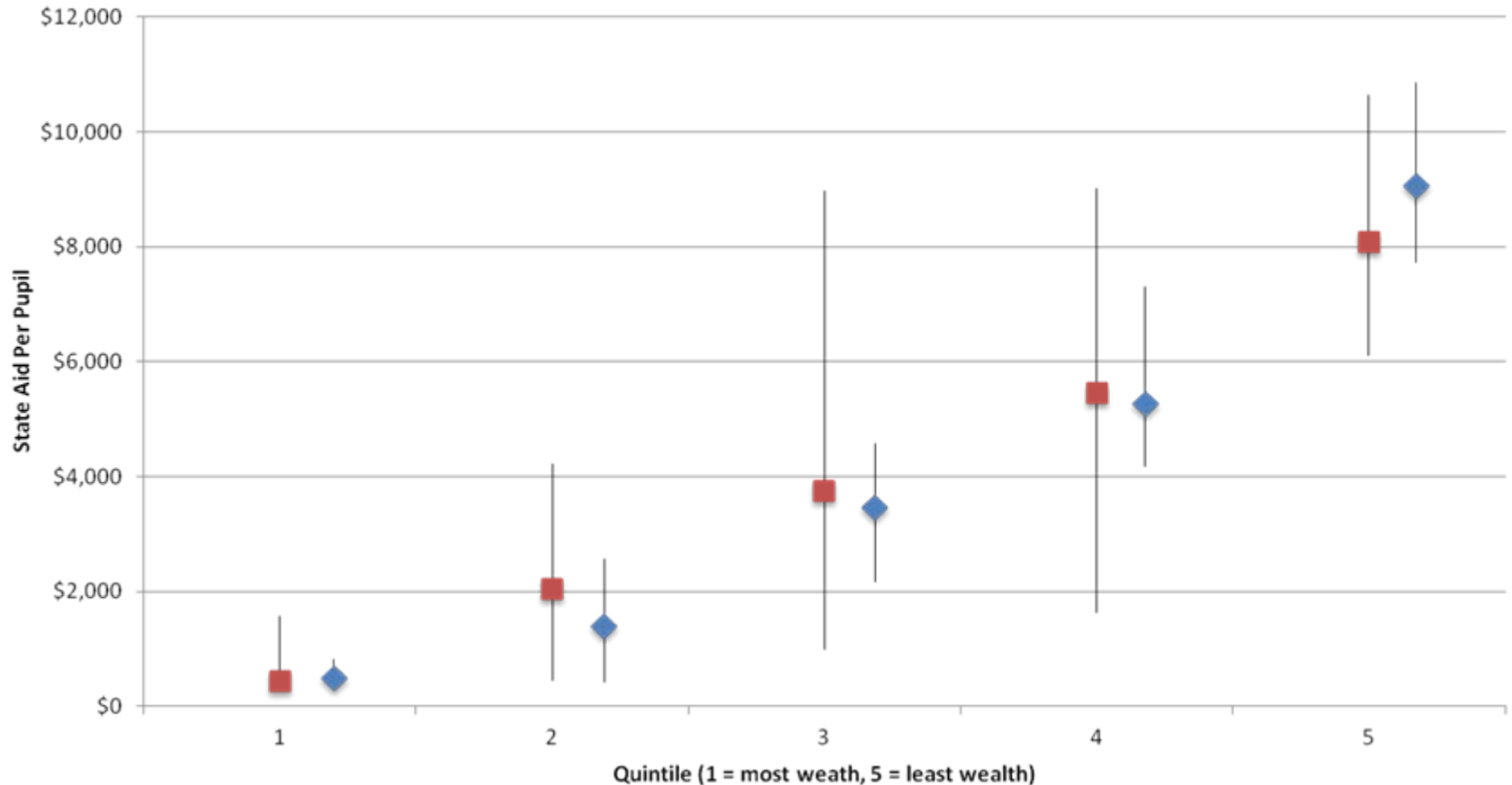


Figure 6

# **Ad Hoc Committee to Study ECS and Choice Funding**

## **Core Values**

**Final Draft, December 6, 2010**

1. Every student has a right to, and the state has an obligation to ensure that every student receives, a high-quality education provided by highly qualified and effective educators, irrespective of his/her race, ethnicity, wealth, zip code and individual needs, which means targeting a larger percentage of funding for students in need.
2. Within limitations, parents should be able to enroll their student in any public school choice opportunity.
3. State public school funding decisions should primarily focus on individual students and their learning needs while accounting for different fiscal capacities and other conditions of communities.
4. In addition to highly functioning traditional schools, inter- and intra-district public school choice is an effective part of a strong, diverse statewide public school system that has the potential to improve student outcomes, reduce racial and economic isolation, foster regionalism and contain system costs, including transportation.
5. Excluding federal funds, the State should pay for at least 50 percent of the cost of operating public schools and state funds allocated for education should be spent on education locally.
6. The ECS formula and accompanying programs are not functioning effectively, thereby disadvantaging many different types of communities.

**Figure 7**

# Close the Achievement Gap in Connecticut

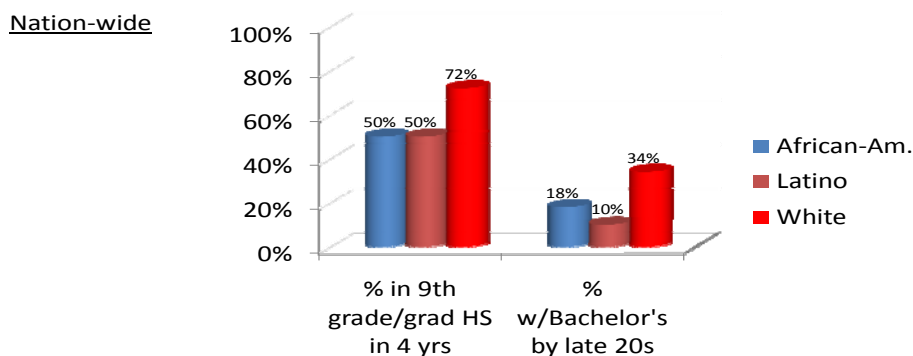
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## 1. Statement of Issue

**The achievement gap in Connecticut is being battled on two fronts – in the K-12 systems, as well as in the state’s higher education system. Many groups have weighed in on this issue, including both legislatively and executive appointed task forces. Given that public higher education in Connecticut strives to provide accessible and affordable educational opportunities for the state, we must confront both of these challenges with state-wide force.**

First let’s look at the K-12 challenge. Connecticut’s 4<sup>th</sup> and 8<sup>th</sup> grade overall students score among the top five states in the nation in math and reading.<sup>1</sup> However, there is a significant gap between the scores of our low-income<sup>2</sup> and non-low-income students in Connecticut. In fact, Connecticut has the largest gap in achievement between low-income students and their more affluent peers in the nation based on 2009 NAEP 8th Grade Math Test Results and the Connecticut Commission on Educational Achievement. Unfortunately, this achievement gap affects minority students disproportionately, and the data clearly show that the achievement gap exists all over the state, not simply in urban areas. (Please see attached: *Appendix 1*)

The table below shows the role ethnicity plays in who is likely to graduate from high school and ultimately attain a college degree. High school graduates from high income families enter college at rates 25 percentage points higher than those from low-income households. A child from a household in the top income quartile is 5 times more likely to earn a bachelor’s degree by age 24 than a child from the bottom quartile.





# Close the Achievement Gap in Connecticut

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## *CSUS Efforts Related to Achievement Gap – Past and Present*

All of those associated with the various components of CSUS should be proud of what has been accomplished in the area of student access and success. The student population grew in size, diversity, academic preparedness and accomplishment.

- We've seen the "Bridges" college readiness program emerge from WCSU, and be adapted to each of the other three universities. (*see attached brochure entitled "Jan update"*)
- In recent years the CSUS has reached all-time records in the number of full-time undergraduate and graduate students.
- In addition, graduation and retention rates have increased, and minority population recruitment and retention increased.
- We have experienced an increase in community college students and CT residents attending out-of-state schools transferring to CSUS as well.

Since the fall of 1996 there has been an increase of slightly more than 50 percent in minority student enrollment in the System. In fall 2010 the number of under-represented minority (URM)\* students totaled 5,361 or 18% of the undergraduate student population. That said, the current reality points to both progress achieved and the imperative for further efforts.

Connecticut has the largest achievement gap in the nation – when looking at performance of students in the K-12 system. That gap persists through adulthood, and into employment. The income gap in Connecticut is also exceedingly large, being home to some of the wealthiest communities in the nation, as well as to a capital city that is the 2<sup>nd</sup> poorest city in the nation.

**The most powerful tool at our disposal to mitigate that gap is public education – all the way from early childhood through a university degree.**

## **II. Proposed Action**

- Provide support for early childhood education for all of Connecticut's children.
- Regionalize services to school districts both to save money, rationalize best practices and to facilitate oversight of curriculum.
- Fully support and implement the new high school curriculum. This would allow high school graduates from Connecticut to meet CSUS's newly strengthened admission standards.
- Facilitate the work of the three constituent units of higher education to reach every high and middle school in CT with expectations and curricular development to facilitate "college-ready" graduates.

## Close the Achievement Gap in Connecticut

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- CSUS has undertaken to cut that gap in half by 2015, and to increase degree attainment by 38% in the same timeframe. All of higher education should undertake similar goals.
- Support statewide teacher training reform – Connecticut should participate in the Woodrow Wilson Foundation program to reform teacher training programs in states by adopting a more clinical model for curriculum. WCSU has already partnered with the Bethel school district to modify its curriculum along these lines, but there should be statewide initiative from the governor’s office (which would very likely attract private funding) to develop a real “residency” model for teacher training, including partnerships with all school districts, so that any teacher trained in Connecticut has experience in both urban and rural, as well as suburban experience – if we are truly committed to the notion that all children can learn. To be effective, this initiative must be more than a pilot between one university and a few schools (whether that pilot is the WCSU/Bethel partnership or the UConn initiative through its CommPACT schools) This approach must be statewide, public policy and including every public school in the state.

Retooling the whole education system to reduce the achievement gap, including teacher training reform is a key component of the Malloy/Wyman campaign policy.

### **III. Long –term Needs/Vision**

The long term need to for collaboration among all facets of public education from early childhood to post-baccalaureate to create a workforce that will meet Connecticut’s future needs. We cannot afford any longer to ignore the obstacles to success facing large portions of our population, especially in our urban centers.

### **IV. Jobs Impact and Other Benefits**

Please see attached: *Appendix 2*

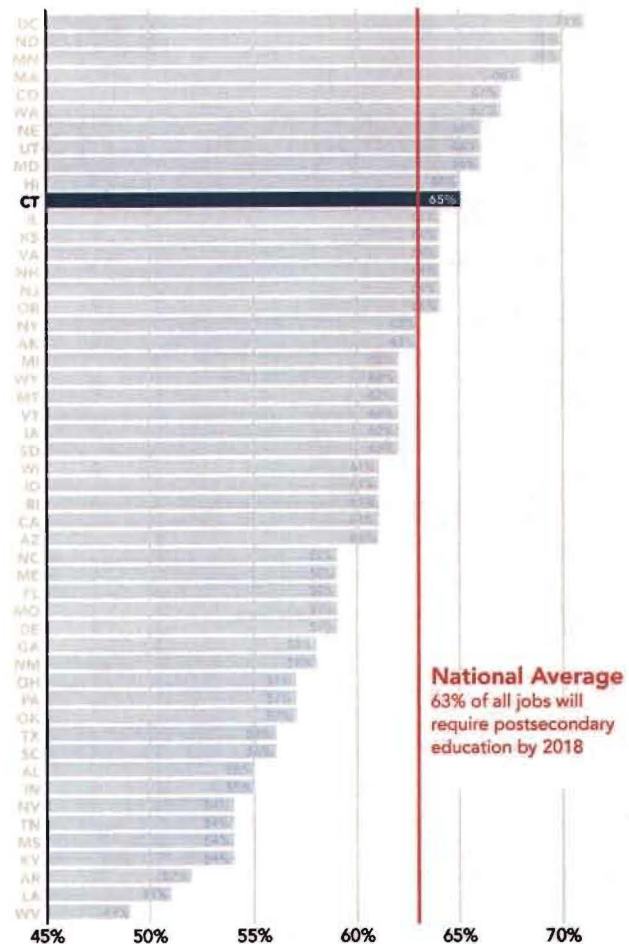
# Connecticut

- Between 2008 and 2018, new jobs in Connecticut requiring postsecondary education and training will grow by 85,000 while jobs for high school graduates and dropouts will grow by 31,000.
- Between 2008 and 2018, Connecticut will create 564,000 job vacancies both from new jobs and from job openings due to retirement.
- 359,000 of these job vacancies will be for those with postsecondary credentials, 163,000 for high school graduates and 42,000 for high school dropouts.
- Connecticut ranks 8th in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 38th in jobs for high school dropouts.
- 65% of all jobs in Connecticut (1.2 million jobs) will require some postsecondary training beyond high school in 2018.

*Job vacancies arise from two sources: There are brand new positions created as an occupation grows, and there are pre-existing jobs that people leave behind when they retire, or move into other occupations.*

CONNECTICUT'S RANK IN JOBS FORECASTED FOR 2018, BY EDUCATION LEVEL.		
Education level	2018 Jobs	Rank
High school dropouts	145,000	38
High school graduates	562,000	32
Some college, no degree	166,000	37
Associate's degree	364,000	45
Bachelor's degree	426,000	8
Graduate degree	282,000	4

Percentage of jobs in 2018 that will require a postsecondary education, by state.



By 2018, **65%** of jobs in Connecticut will require postsecondary education.

This is **2** percentage points above the national average of **63%**.

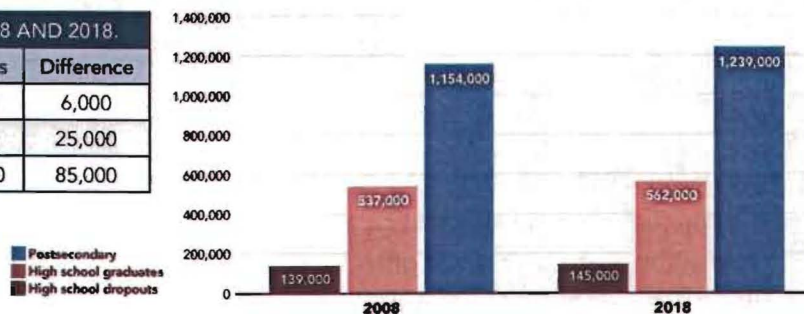
Connecticut ranks **11th** in postsecondary education intensity for 2018.



CONNECTICUT

CHANGE IN JOBS BY EDUCATION LEVEL: 2008 AND 2018.

Education level	2008 Jobs	2018 Jobs	Difference
High school dropouts	139,000	145,000	6,000
High school graduates	537,000	562,000	25,000
Postsecondary	1,154,000	1,239,000	85,000



WHERE THE JOBS WILL BE IN 2018, BY OCCUPATION AND EDUCATION LEVEL (in thousands of jobs)\*

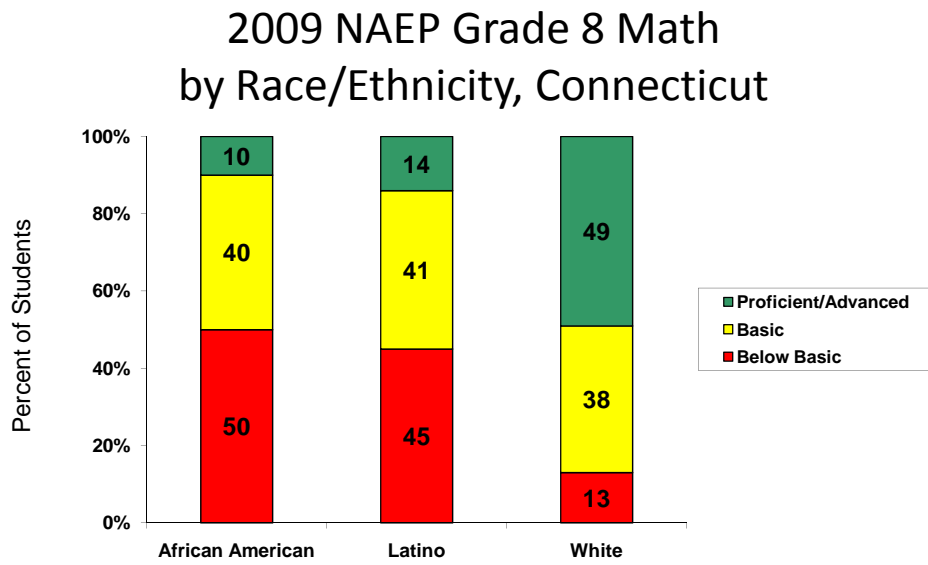
OCCUPATIONS		High school dropouts	High school graduates	Some college	Associate's degree	Bachelor's degree	Graduate degree	Total
Managerial and Professional Office	Management	2	18	9	19	48	32	129
	Business operations specialty	1	7	5	9	20	10	51
	Financial specialists	0	2	4	5	28	14	54
	Legal	0	1	1	1	2	11	16
STEM	Computer and mathematical science	0	5	5	8	26	15	60
	Architects and technicians	0	1	1	1	2	1	7
	Engineers and technicians	0	3	3	4	13	8	31
	Life and physical scientists	0	0	0	1	3	6	10
	Social scientists	-	0	1	0	2	6	8
Community Services and Arts	Community and social services	1	3	3	4	13	17	42
	Arts, design, entertainment, sports, and media	1	2	3	5	19	6	35
Education	Education	1	10	7	13	38	78	147
Healthcare	Healthcare practitioners	1	7	19	13	32	35	108
	Healthcare support	5	27	7	19	5	3	66
Food and Personal Services	Food preparation and serving	2	11	5	12	8	2	40
	Building and grounds cleaning and maintenance	22	64	12	28	12	2	139
	Personal care	20	38	3	12	5	1	79
	Protective services	5	26	5	13	11	2	61
Sales and Office Support	Sales	13	56	18	46	67	18	217
	Office and administrative support	14	106	35	88	52	10	304
Blue Collar	Farming, fishing and forestry	2	2	0	1	0	-	4
	Construction and extraction	12	35	3	12	4	1	68
	Installation, maintenance, and equipment repair	5	32	5	14	3	1	61
	Production	21	55	7	18	7	2	109
	Transportation and material moving	17	51	6	18	5	1	99
<b>TOTAL**</b>		<b>145</b>	<b>562</b>	<b>166</b>	<b>364</b>	<b>426</b>	<b>282</b>	<b>1,945</b>

\*Zero does not necessarily mean no jobs. Since jobs are rounded to the nearest thousand, zero means less than 500 jobs.

\*\*Total jobs are a snapshot of the economy that shows where jobs are located by education type. They differ from job vacancies because total jobs are filled by people currently working in these positions who may not be leaving in the short-term to create a job opening.

**APPENDIX 1**

**Eighth Grade mathematics achievement in Connecticut by Race/Ethnicity**



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde>

# Focused Strategic Planning Process for Higher Education


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## I. Statement of Issue

On Governor-elect Malloy's website is a policy document on education in CT that begins with a statement of Mr. Malloy's dream for Connecticut's children: "that they are given a chance to succeed, and that the environment in which they learn leaves the same impact on their lives that it left on mine." This dream extends through post secondary degree attainment; it doesn't end with high school graduation or admission to a post secondary institution. Connecticut has a system of public higher education that includes the community colleges, the state university system, UConn and Charter Oak – for adult learners and online education.

## II. Proposed Action

The first policy we would like to see come out of the Governor's office is a **commitment to strategic planning for higher education in Connecticut**, including participants from all of the constituent units and the Department of Higher Education. Strategic Planning is already a statutory charge to the Department of Higher Education, but it has not been undertaken. It is the underpinning for efficiency and effectiveness projects like the Maryland Board of Regents developed; and it will set the stage to systematically address governance issues, to foster collaboration for the benefit of money saving and moving students to degree attainment, to clarify the rationale for DHE program approval, and the nature of the Board of Governors oversight of higher education.

- ❖ **An agenda for strategic planning should first deal with twin issues of governance and state funding**, with the goal of maintaining flexibility to manage to fiscal goals.
  - Emphasize and clarify for the public the distinct missions of each constituent unit and the most effective means for delivering on each mission. Some of the areas that should be included are: financial best practices – aggregate purchasing, shared services, energy savings efforts, etc. Goals should include a target percentage of expenditures to be reduced. *Please see the following for the Maryland and Texas plans.*  
Maryland Plan:  
<http://www.usmd.edu/usm/workgroups/EEWorkGroup/eeproject/index>  
Texas Plan:  
  
TX  
CostEfficienciesinHER
  - Efforts to increase timely graduation from all public universities and colleges in Connecticut including use of online learning to facilitate timely degree attainment, and review of program distribution at all of the constituent units. The CSUS universities have committed to "Access to Success" goals (as have 24 other state systems across the country). These goals call on us to increase the production of baccalaureate degrees dramatically, and to cut in half the gap between

## Focused Strategic Planning Process for Higher Education

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- underrepresented minorities and others in graduation rates. Each university has undertaken a suite of strategies to meet this goal. Real progress is being made – but a state-wide effort including participation of K-12, Community colleges and UConn to recommit to achieving premier status both nationally and internationally in producing a well educated workforce for the future is needed.
- Review of the role of the Board of Governors in fostering coherence in the public higher education system, and in particular, developing a rationale for program approval that is market driven – emphasizing Connecticut’s workforce needs.
  - Funding public higher education – recommit to the block grant form of funding and clarifying the resulting accountability to the state for prudent management of those funds.
- ❖ Secondly, a strategic planning process should **emphasize collaboration** among constituent units for effective pathways to the baccalaureate for more of Connecticut’s citizens, thereby increasing Connecticut’s well educated workforce.
- Collaborative approach to necessary remediation, including coherent system of relationship with K-12 to touch every high school and middle school in CT for curricular support and a testing program for college-readiness early in students’ high school career. To meet the challenge of producing a world-class well educated workforce, the efforts must cross all educational systems in Connecticut. The goal here would be to dramatically reduce the necessity for remediation at the post secondary level. The **“Bridge” programs** (originally developed by Western Connecticut State University and expanded to all four of the CSUS universities with some state and federal support) is one powerful example of the major impact on student success that collaboration “on the ground” between systems can have. The model is simple: testing juniors in math and writing proficiency, and then tailoring the senior year curriculum to address deficiencies before graduation. The dramatic reduction in the necessity for remedial work in both math and English at Western because of “Bridges” intervention is an outcome that would lead to the conclusion that such University-Secondary School collaborations ought to be scaled to include every school in Connecticut. At Western, the need for remediation in Writing was reduced from 60+% of freshmen coming from Danbury to under 6%; and in math from over 60% to just over 20%. All of the universities, including Western, have expanded their collaboration with Connecticut secondary schools and are working with middle school students, so that more children will have the background they need to take a “college prep” curriculum and graduate from high school ready for college and life in the 21<sup>st</sup> century.
  - Development of technology-assisted coursework to facilitate accelerated college level work prior to high school graduation that would enable CT students to accelerate their college experience.

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## Focused Strategic Planning Process for Higher Education

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- Development of a “common core” of 24 to 36 credits that would be transferrable across public higher education and carry general education credit to facilitate timely graduation of students who transfer – particularly from the Community Colleges to the State University System.
- ❖ Thirdly, a **Statewide public higher education Strategic Planning Process should include not only membership from each constituent unit, the department of higher education, K-12, but also from Connecticut’s business community and other stakeholders—including non-profit organizations** to have an emphasis on workforce development in Connecticut.
  - Partnerships between businesses and professional organizations with the institutions of higher education should be facilitated – much like the relationship between UConn and its CommPACT schools, or university business schools who develop relationships with community business who provide internship opportunities for students. Professional programs in health care and teaching have developed such relationships for the purposes of professional programs, but this effort should be brought to scale across the state, involving many more business and professions in the state, and changing requirements in college and university programs to require internship/co-op experiences. This would benefit business in both recruiting talent and in expanding labor. It would benefit the higher education institution in maintaining currency in its program offerings, and it would benefit the student with real world experience and a sense of possibility for a career in CT.

This directly ties to the Malloy/Wyman policy on education in that it is a mechanism to achieve the goal of maximizing opportunities, while not losing flexibility. It emphasizes partnerships to create opportunity for all of Connecticut’s children to become well educated. And it creates a pathway for real strides in developing Connecticut’s workforce.

### III. Long-term Needs Vision

The goal of this time limited process would be to produce a roadmap for Connecticut’s public higher education institutions to partner with K-12 and the business community, non profits and other stakeholders to produce a workforce for the Connecticut of the future.

### IV. Jobs Impact & Other Benefits

Connecticut has very little in the way of natural resources for job development; ours is a knowledge economy. To support the growth of that economy, we can undertake no more important task than planning for and implementing a world-class public education system.



PRESS RELEASE:

## Praxair awards \$50,000 to WestConn

Program to make students college-ready will benefit

DANBURY, Conn. — Praxair, Inc., with worldwide headquarters in Danbury, Conn., has made a gift of \$50,000 to Western Connecticut State University in support of a partnership between the university and two local school districts that helps students become college-ready as they enter WCSU.

The program is called “Building a Bridge to Improve Student Success,” and was begun in 2004 by teachers at Danbury and Bethel high schools and professors at WestConn. The program improves student performance when they enter the university and also helps them save money by avoiding the need for extra classes to prepare them for college-level work.

“This is a program that works. Bridges is successful because teachers and professors work side by side, sharing ideas and putting them in place to serve students,” said Dr. Linda Rinker, WCSU provost and vice president of academic affairs. “Now, in addition to English and math, we are making plans to include science in the program and we may be able to extend it to the middle schools as well.”

“By establishing a framework for effective collaboration between our high schools and the college, West Conn’s Bridge program creates a positive ripple effect throughout our community,” said Nigel Muir, president of the Praxair Foundation. “The program’s measurable success in helping more Danbury-area students enjoy a successful college career is an investment in our future.”

Dr. G. Koryoe Anim-Wright, vice president for Institutional Advancement at WestConn, thanked Praxair for its gift. “Praxair is a generous community supporter,” Anim-Wright said. “We are happy to be able to work with our neighbor on this project, which serves students, their families and benefits the entire region.”

WestConn’s president, James W. Schmotter, also praised the company. “Praxair understands that institutions in our region are interconnected, and that we must work together to improve economic competitiveness and quality of life,” Schmotter said. “While Danbury and Bethel students are the direct beneficiaries of this generosity, the entire community will be enriched by the better-educated citizenry and higher-skilled workforce that will result from the increased access to academic success that the Bridges program provides. It’s a great legacy for Praxair, and we are very grateful.”

The need to address remedial classes at the university level is a national issue, with 28 percent of entering freshman needing at least one such course in 2000, the last year studied, according to the National Center for Educational Statistics.

The Bridges program has demonstrated significant success since it began in 2004, when juniors at Bethel and Danbury high school took a college-level placement test. The test results showed that 61 percent of them would have been placed in remedial classes at the college level.

By the third year of the program, only 15.5 percent of entering freshmen from Danbury and Bethel needed to take remedial writing classes.

In math, 62 percent of the students tested in their junior year of high school would have had to take remedial classes at the university. By the third year, only 40 percent of the entering freshman from Bethel and Danbury high schools actually were enrolled in remedial math.

In addition, students who go through the Bridges program at Danbury and Bethel high schools are more likely to stay in school after their first year of college. At WestConn, 20 percent more of these students continue on to their sophomore year than students from other high schools.

The Connecticut State University System has declared the Bridges program a “beacon of excellence” and has made it a model for programs at Southern, Central and Eastern Connecticut State Universities.

Praxair, Inc. focuses its community support in the countries, cities and towns where it operates and further concentrates on four areas: community health; public libraries; higher education and diversity; and employee volunteerism.

Praxair, Inc. is the largest industrial gases company in North and South America, and one of the largest worldwide, with 2008 sales of \$10.8 billion. The company produces, sells and distributes atmospheric and process gases, and high-performance surface coatings. Praxair products, services and technology bring productivity and environmental benefits to a wide variety of industries, including aerospace, chemicals, electronics, energy, food and beverage, healthcare, manufacturing, metals and others. More information on Praxair is available at [www.praxair.com](http://www.praxair.com)

WestConn has about 5,000 full-time undergraduate students in four schools — The Ansell School of Business, The School of Arts and Sciences, The School of Professional Studies and the School of Visual and Performing Arts — and another 1,000, mostly part-time, students in the Division of Graduate Studies. The university offers outstanding faculty in a range of quality academic programs. Our diverse university community provides students an enriching and supportive environment that takes advantage of the unique cultural offerings of Western Connecticut and New York. Our vision: To be an affordable public university with the characteristics of New England’s best small private universities. For more information, call the Office of University Relations at (203) 837-8486.

### Contact Information

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*For more information about this program, please contact the Office of University Relations at (203) 837-8486 or e-mail [pr@wcsu.edu](mailto:pr@wcsu.edu).*

January 2010 Update



# Building a Bridge to Improve Student Success

A collaborative project between:

Western Connecticut State University

Bethel Public Schools

Danbury Public Schools



## Background

Since the 2004-2005 school year, Western Connecticut State University has partnered with Bethel and Danbury high schools on a project called "Building a Bridge to Improve Student Success." The partnership has helped thousands of high school seniors move successfully to college—and to succeed there.

The majority of students who graduate from Bridges and attend Western are able to skip remedial classes in mathematics and writing and move instead into credit-bearing classes. That means they will be able to earn their university degree more quickly, saving both money and time.

And just as significant, the two-year retention rate for Bridges students is 21 percent higher than for students from non-Bridges schools.

## How does the program work?

We start with high school juniors, who take Western's placement exams in Writing and Mathematics to determine where they would place if they enrolled in college that semester.

Then, during the summer, university and high school faculty plan curricular changes for high school seniors to help at-risk students become college-ready. Students are retested in the spring of their senior year to measure progress. At the same time, juniors are tested for the next cohort of students in the project.

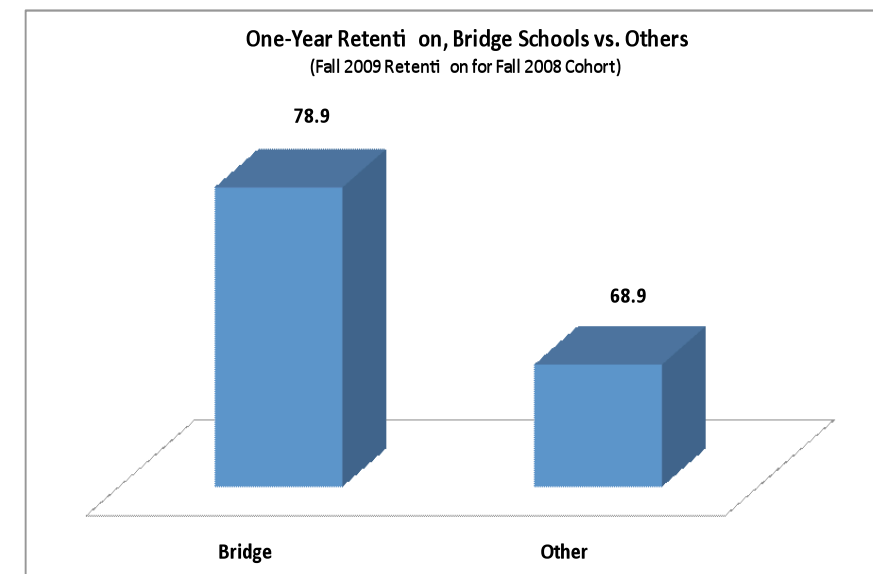
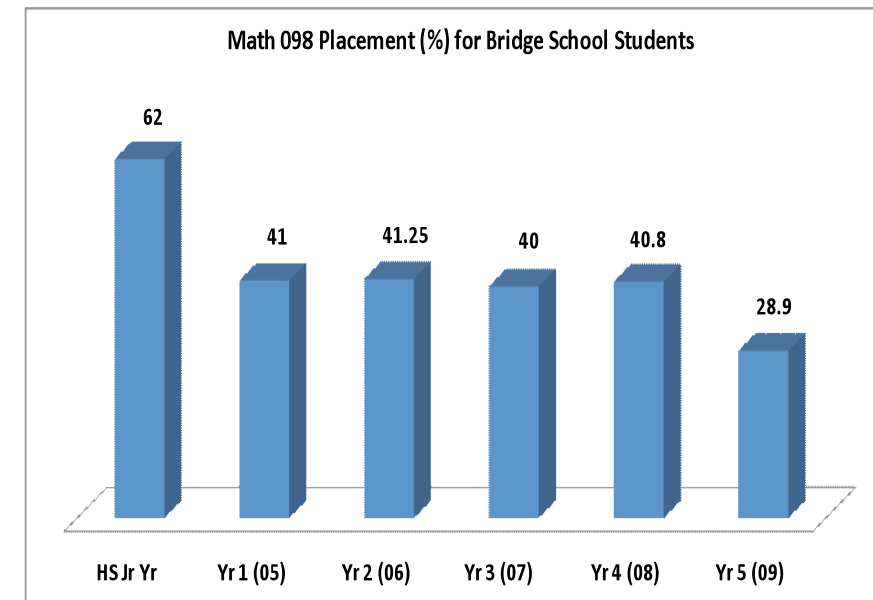
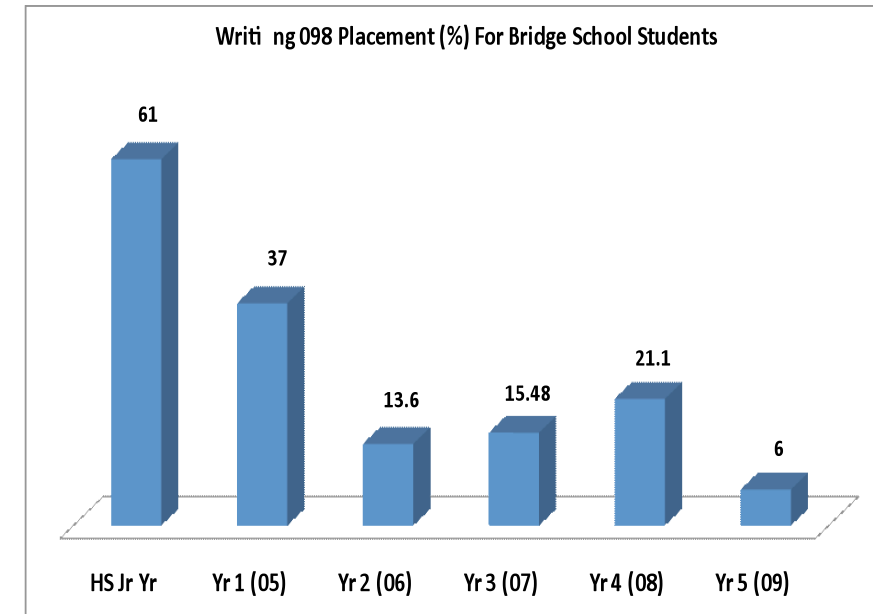
The Bridges partnership between Western and Bethel and Danbury high schools has served as a model for the Connecticut State University System, with our three sister universities now engaged in projects with their local high schools. These collaborations cross boundaries and match high school standards with college expectations, improve access, accountability, affordability and the quality of the students' education.

In other words, prepared students enter the university ready to take full advantage of the opportunities offered.

## Updates

And we are not stopping; here are some of the ways we are expanding and improving the program.

- We have added science to the Bridges curriculum and expanded our reach into the middle school grades.
- Western hosted its first Young Writers Camp in early August. Twenty-two middle school and high school students attended the five-day camp to hone their writing skills in a variety of genres, including fiction, poetry, journalism, memoir, songwriting, flash fiction, and the college admission essay. The camp culminated in a public reading of the student writers' work. The student writers reunited for an autograph party for their Young Writers Camp Journal. The next camp will take place July 25-Aug. 1, 2010, and include a residential program.
- For the first time in Spring 2009, some 94 students from the Exploration Academy at Rogers Park Middle School in Danbury visited Western for a half day of enrichment activities across the disciplines that culminated in a campus tour. The Exploration Academy is targeted toward students interested in STEM areas. Student teams were named for famous scientists, mathematicians, inventors or explorers. Each team participated in two enrichment activities led by WCSU faculty and staff. The program will be repeated in 2010. To assist with the expansion into STEM-related areas in Danbury and Bethel middle schools, the federal government (with the assistance of U.S. Rep. Chris Murphy, D-5th District) included \$100,000 in the current fiscal budget.





# Executive Summary

## Help Wanted: Projections of Jobs and Education Requirements Through 2018

America is slowly coming out of the Recession of 2007—only to find itself on a collision course with the future: not enough Americans are completing college.<sup>1</sup> The Georgetown University Center on Education and the Workforce shows that by 2018, we will need 22 million new college degrees—but will fall short of that number by at least 3 million postsecondary degrees, Associate’s or better. In addition, we will need at least 4.7 million new workers with postsecondary certificates. At a time when every job is precious, this shortfall will mean lost economic opportunity for millions of American workers.

This shortage is the latest indication of how crucial postsecondary education and training has become to the American economy. The shortfall—which amounts to a deficit of 300,000 college graduates every year between 2008 and 2018—results from burgeoning demand by employers for workers with high levels of education and training. Our calcu-

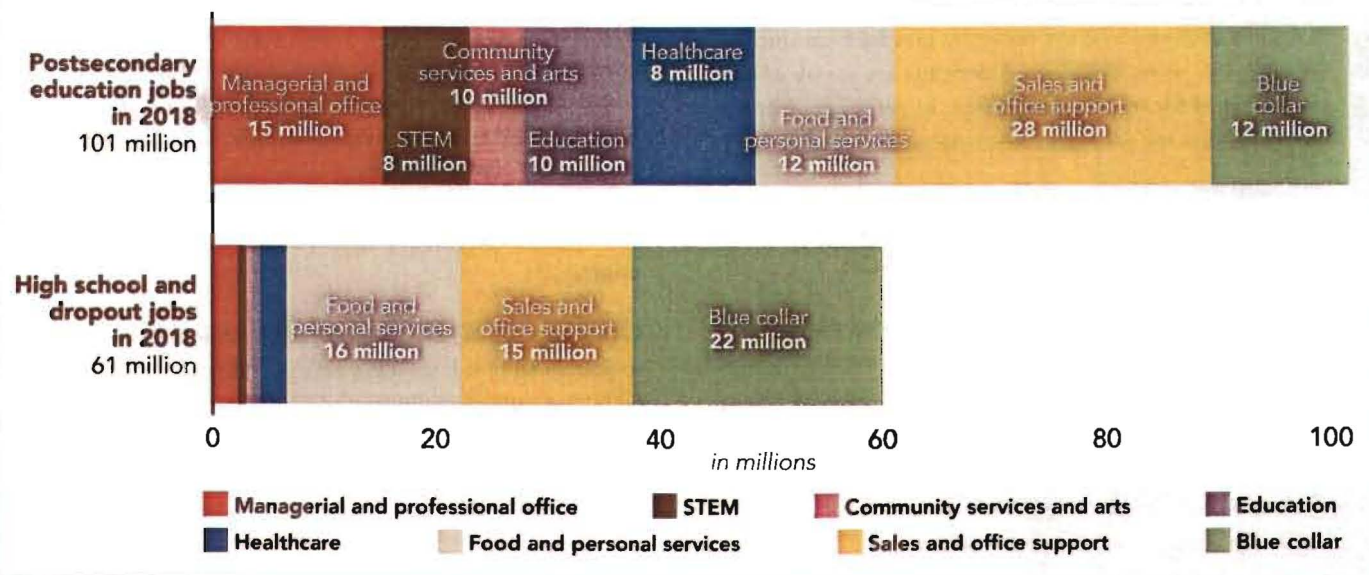
lations show that America’s colleges and universities would need to increase the number of degrees they confer by 10 percent annually, a tall order.

Meeting this demand is not a challenge we can afford to ignore. Our grandparents’ economy, which promised well-paying jobs for anyone who graduated from high school, is fading and will soon be altogether gone. Over the past three decades, higher education has become a virtual must for American workers. Between 1973 and 2008, the share of jobs in the U.S. economy which required postsecondary education increased from 28 percent to 59 percent. According to our projections, the future promises more of the same. The share of postsecondary jobs will increase from 59 to 63 percent over the next decade. High school graduates and dropouts will find themselves largely left behind in the coming decade as employer demand for workers with postsecondary degrees continues to surge.

FIGURE 1

Postsecondary education provides access to occupations across the economy, while workers with a high school diploma or less are largely limited to three occupational clusters that are either declining or pay low wages.

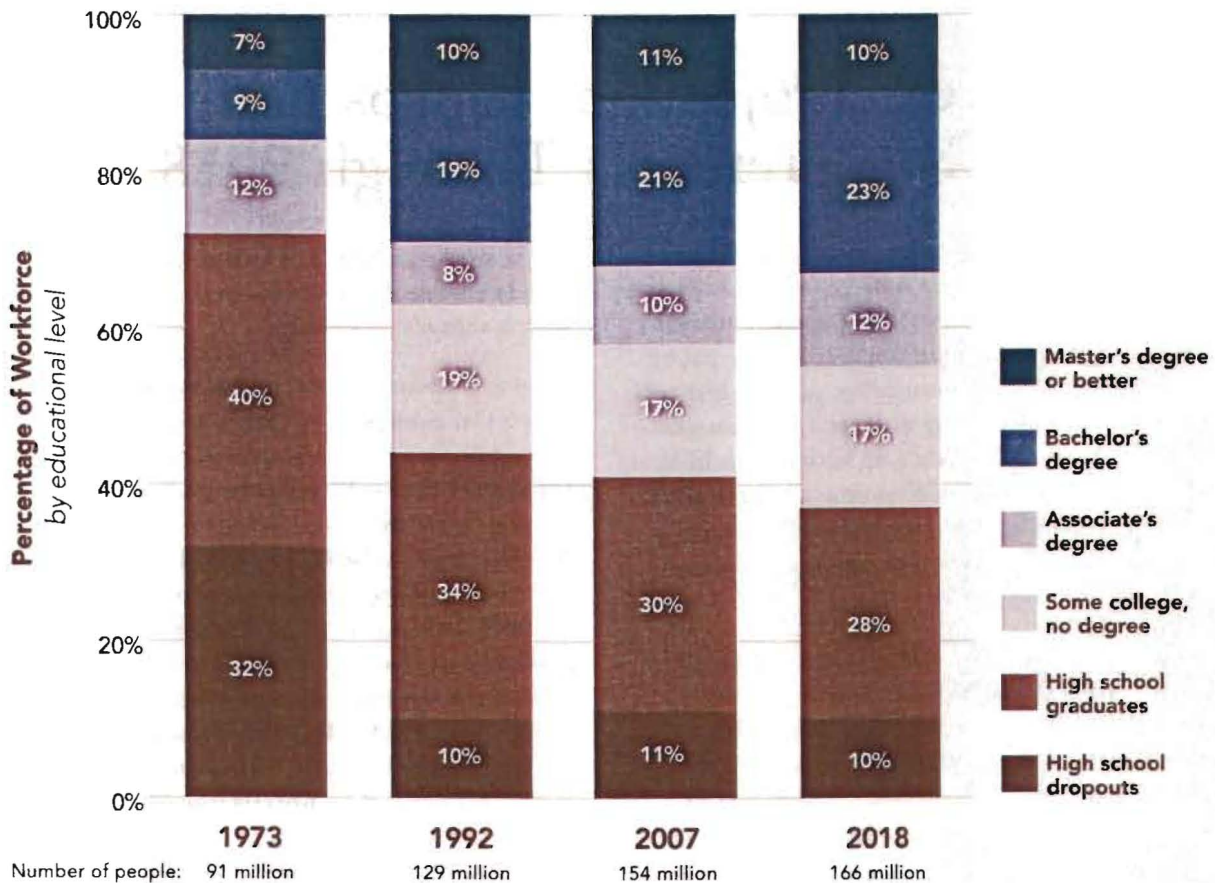
Source: Authors’ analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018



**FIGURE 2**

Between 1973 and 2018, our projections show that jobs available for workers with postsecondary education are projected to increase from 28 percent to 63 percent of all occupations.

Source: Authors' analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018



In our analysis of occupations, we find that nine out ten workers with a high school education or less are limited to three occupational clusters that either pay low wages or are in decline (Figure 1). As the economy gets back on track over the next five years, 60 million Americans are at risk of being locked out of the middle class, toiling in predominantly low-wage jobs that require high school diplomas or less.

**THE SHIFT TO A COLLEGE ECONOMY WILL CONTINUE OVER THE NEXT DECADE.**

The core mechanism at work in increasing demand for postsecondary education and training is the computer, which automates repetitive tasks and increases the value of non-repetitive functions in all jobs. Occupations with high levels of non-repetitive tasks, such as professional and managerial jobs, tend to require postsecondary education and training. These types of jobs are growing, while positions dominated

by repetitive tasks that tend to require high school or less, like production jobs, are declining.<sup>2</sup>

The iPod is an example of a typical post-industrial product. Less than 20 percent of the value added in the manufacture of video and audio equipment from the United States comes from the blue collar production workers who manufacture it. By contrast, about 80 percent of the value added comes from the white collar office workers who design, market, finance, and manage the global production and dissemination of these products.<sup>3,4</sup>

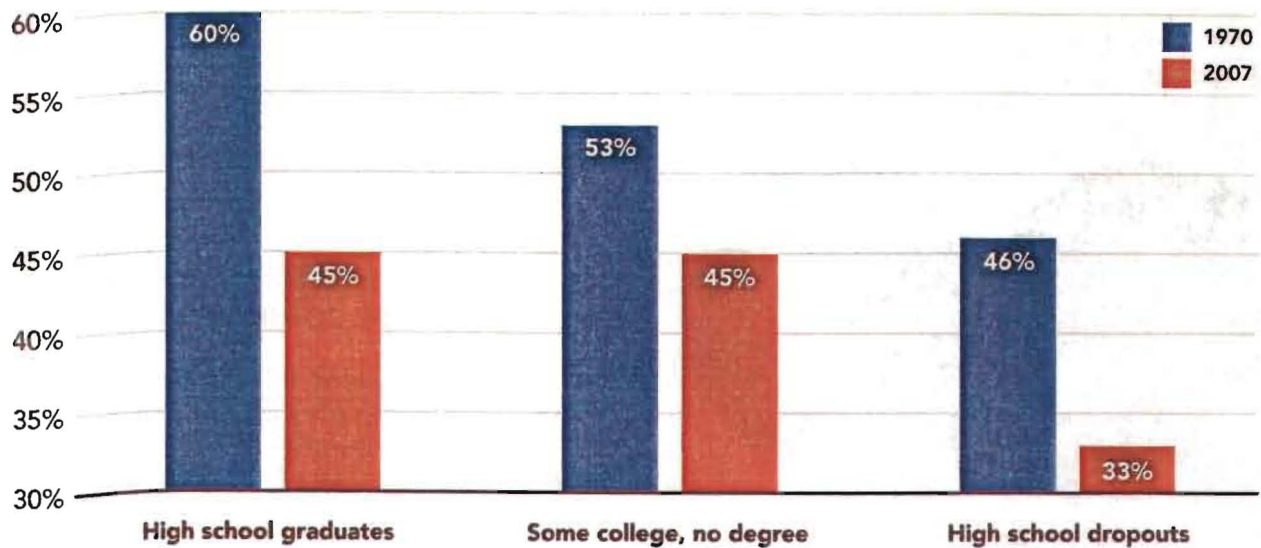
Consider that, in 1973, there were 25 million jobs available to people with at least some college or better (Figure 2). By 2007 that number ballooned to 91 million jobs. In 34 years, the American job machine nearly quadrupled the number of jobs available to people with at least some formal education beyond high school.



**FIGURE 3**

**People who do not complete postsecondary education are falling out of the middle class.\***

Source: Authors' analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018



\*Middle class is defined as the middle four family income deciles (\$30,000-79,000).

**POSTSECONDARY EDUCATION HAS BECOME THE GATEKEEPER TO THE MIDDLE CLASS AND THE UPPER CLASS.**

As the economy evolved, postsecondary education gradually became the threshold requirement for access to middle class status and earnings. In the 37-year time frame shown in Figure 3, the share of people in the middle class with some college education and no degree or less, declined dramatically.<sup>5</sup>

Over that same period, the share of people with college degrees have either stayed in the middle class or boarded the up-escalator to upper class incomes—the three highest family income deciles. After the dust has settled, the educational composition of the middle class favors workers with some college or better (Figure 4). In 1970, 26 percent of the middle class had postsecondary education and training. By 2007, 61 percent of middle class workers had postsecondary education and training.

Workers with postsecondary education and training are moving into the upper class.<sup>7</sup> That is, the educational composition of the upper class also favors workers with some college or better (Figure 5). In 1970, 44 percent of the upper class had postsecondary education and training. By 2007, 81 percent of upper class workers had postsecondary education and training.

**FIGURE 4**

Increasingly, the middle class is composed of workers with postsecondary education and training. In 1970 only 26% of the middle class had postsecondary education. Today, 61% need postsecondary education.

Source: Authors' analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018

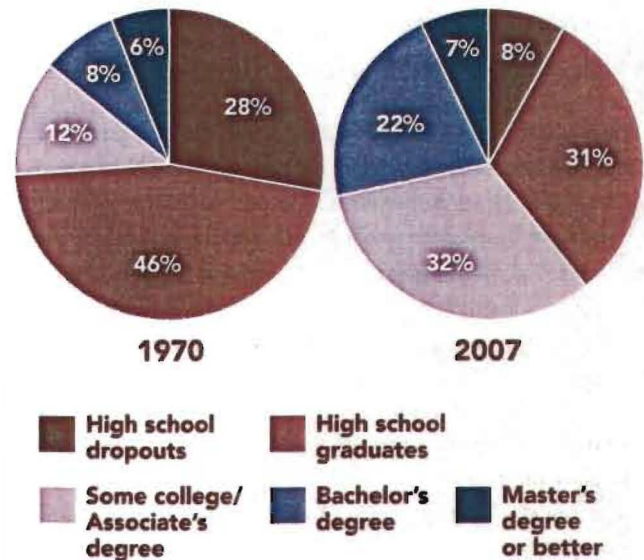
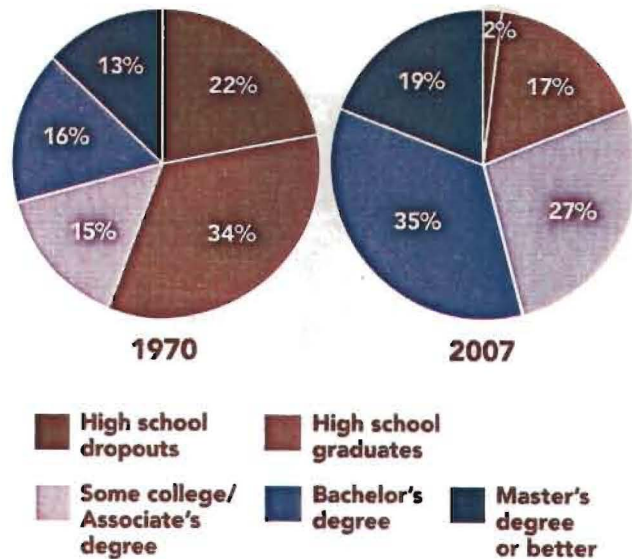


FIGURE 5

Increasingly, the upper class is composed of workers with postsecondary education and training.

In 1970, only 44% of the upper class had postsecondary education. Today, 81% have postsecondary education.

Source: Authors' analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018



Given the transformation of workers by economic class, postsecondary education and training is no longer just the preferred pathway to middle and upper income classes—it is, increasingly, the only pathway.

### TODAY'S CAREER PATHWAYS ARE IN OCCUPATIONS NOT WITHIN INDUSTRIES.

Federal, state, and local governments face a dilemma as they formulate economic development strategy because the traditional approach to understanding career pathways starts with an industry based perspective while careers, and career mobility, are based on occupation. The emphasis on postsecondary preparation for new hires means that workers will tend to be attached more to the occupations they will be filling than to the specialized industries in which they work. The day when people left high school to go to work in the local industry and then worked their way up is disappearing. Starting out, straight from high school, on the loading dock or in the mail room and climbing to the CEO's corner office is no longer an option. People do not go to work in industries any more. They get educated or trained, go to work in occupations, and progress in an occupational hierarchy. Some occupations are

tied tightly to particular industries, healthcare occupations for example, but more and more occupations are dispersed broadly across industries. And industries vary widely in how many jobs they create: old-line manufacturing, clearly, is in decline. But even some new industries, such as information services, have only limited hiring potential because they are tech-heavy and can achieve high levels of productivity with relatively few workers. This means governments will need to be selective about how they approach industries and where they deploy scarce development resources.

### CONCLUSION: HIGHER EDUCATION IS CRITICAL TO SUCCESS IN THE COMING ECONOMY.

As a result of a broad concern about the United States underperforming in postsecondary education, President Barack Obama in February, 2009 told a joint session of Congress: "By 2020, America will once again have the highest proportion of college graduates in the world." Subsequent analysis at the National Center on Higher Education Management Systems (NCHEMS) estimated that achieving the President's goal would require an additional 8.2 million postsecondary graduates by 2020.<sup>8</sup>

At current cost the goal of producing 8.2 million new college graduates would require an increase of \$158 billion by 2020 in nominal spending at the state and federal level. The costs are daunting, nearly \$16 billion per year.

The Obama Administration has come up with an additional \$36 billion for spending on Pell grants in its reform of the postsecondary financing system (SAFRA). This leaves \$122 billion outstanding which would have to come from state and local budgets.

We recognize, in the current budget climate, that it will be difficult for states to come up with their share. Ultimately, federal and state governments will need to engage postsecondary institutions as partners in finding ways to pay for achieving this goal. Together they must develop reforms that result in both cost-efficient and quality postsecondary education and training programs.

The impending shortage of at least three million Associate's degrees or better lends urgency to the questions about the financing of America's college and university system.

Failure to achieve the mix of funding and reform required for the President's goal will not only leave more and more Americans behind—it will damage the nation's economic future.

And that, quite simply, is something we cannot afford.



---

<sup>1</sup> We conducted this research as an alternative to official government data, which consistently underestimate the demand for postsecondary education. Actual counts of postsecondary workers in 2008 showed that the official government estimate of postsecondary degrees was off by 47 percent. Our methodology, for that same period, over-predicted postsecondary education demand by just 4 percent.

<sup>2</sup> Many low-wage, low-skill jobs—such as fast food positions—are also difficult to automate. This produces an occupational and wage structure in which low-wage/low-skill jobs continue to grow along with high-skill/high-wage jobs – although much more slowly. Our projections show that technology change preserves many low-wage/low-skill jobs that require high school or less; has mixed effects on mid-skill jobs that require certificates and AAs; and grows high-skill/high-wage jobs that require BA's or better (Autor, Katz and Kearney, 2008).

<sup>3</sup> Anthony Carnevale and Steven Rose. Input Output Analysis of the U.S. Economy. Center on Education and the Workforce. Work in Progress. 2010.

<sup>4</sup> On average, 18 percent of the product components are imported.

<sup>5</sup> Dropouts, high school graduates and people with some college but no degree increasingly are on the economic down-escalator, falling out of the middle class and into the lower three deciles of family income. In 1970, almost half (46 percent) of high school dropouts were in the middle class. By 2007, the share of dropouts in the middle class had fallen to 33 percent. In 1970, almost 60 percent of high school graduates were in the middle class. By 2007, the share had fallen to 45 percent. In 1970 almost 53 percent of workers with some college, no degree were in the middle class. By 2007, the share had fallen to 45 percent.

<sup>6</sup> The share of people with Bachelor's degrees in the middle class declined from 47 percent to 38 percent. But the share of people with a Bachelor's in the top three income deciles jumped from 37 percent to 48 percent. Meanwhile, the share of people with Graduate Degrees in the middle class declined from 46 to 30 percent. Clearly, though, they were leaving for higher standards of living, as the share of people with Graduate Degrees in the top three income deciles increased from 41 to 61 percent.

<sup>7</sup> In July 2009, the President committed to a down payment on reasserting America's global leadership in postsecondary education with a commitment to an increase of five million community college graduates.

<sup>8</sup> We produced this in collaboration with Dennis Jones and Patrick Kelly.

# Appendix

## Educational distribution of total jobs (by occupation) in 2018

Source: Center on Education and the Workforce forecast of educational demand through 2018

OCCUPATIONS:	High school dropouts	High school graduates	Some college, no degree	Associate's degree	Bachelor's degree	Master's degree or better	TOTAL
Healthcare Support	316,220	1,650,170	1,316,377	1,015,012	433,370	95,088	4,826,237
Community Services and Arts	41,044	411,231	583,516	526,375	2,520,524	1,126,326	5,209,016
STEM	27,717	729,443	865,555	1,054,172	3,614,642	2,261,768	8,553,297
Healthcare Professional and Technical	-	450,038	610,671	2,161,139	2,924,180	2,667,125	8,813,153
Education	60,302	654,477	825,721	674,515	3,906,200	4,112,993	10,234,208
Managerial and Professional Office	253,580	2,033,003	2,340,385	1,766,664	7,518,784	3,771,595	17,684,011
Food and Personal Services	5,311,606	10,375,799	5,176,370	2,953,944	3,705,516	472,328	27,995,563
Blue Collar	7,122,598	15,322,808	5,805,475	3,664,944	2,387,683	337,899	34,641,407
Sales and Office Support	2,326,477	12,838,226	10,908,550	5,901,593	10,069,661	1,498,611	43,543,118
<b>TOTAL*</b>	<b>15,459,544</b>	<b>44,465,195</b>	<b>28,432,620</b>	<b>19,718,358</b>	<b>37,080,560</b>	<b>16,343,733</b>	<b>161,500,010</b>

## Educational distribution of total jobs (by industry) in 2018

Source: Center on Education and the Workforce forecast of educational demand through 2018

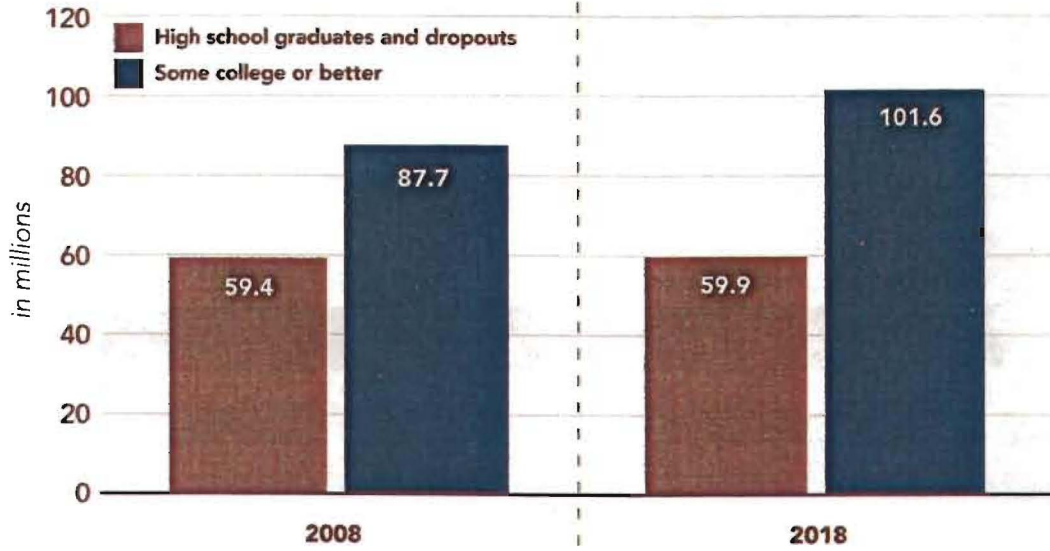
INDUSTRIES:	High school dropouts	High school graduates	Some college, no degree	Associate's degree	Bachelor's degree	Master's degree or better	TOTAL
Wholesale and Retail Trade Services	2,054,180	7,747,315	5,240,566	2,628,735	5,384,497	1,089,876	24,145,169
Professional and Business Services	1,172,360	3,181,083	2,995,082	2,264,671	8,649,452	4,795,087	23,057,735
Government and Public Education Services	347,226	3,465,799	4,127,209	3,909,128	7,246,199	2,764,115	21,859,676
Healthcare Services	991,378	4,124,082	3,519,395	3,936,313	5,116,397	2,866,496	20,554,061
Leisure and Hospitality Services	4,029,596	4,635,877	2,937,440	1,351,427	2,690,571	509,823	16,154,733
Manufacturing	1,262,440	4,646,339	1,984,204	1,458,667	2,612,356	1,116,125	13,080,131
Financial Services	217,869	1,780,750	2,220,391	1,177,103	4,506,022	1,441,828	11,343,964
Construction	1,809,463	3,554,175	1,387,382	878,205	837,183	162,861	8,629,269
Transportation and Utilities Services	553,317	2,871,578	1,262,668	768,033	1,049,958	181,151	6,686,704
Personal Services	970,426	2,065,142	1,064,372	914,406	750,046	447,987	6,212,379
Private Education Services	40,041	432,463	366,395	263,122	1,141,766	1,237,942	3,481,728
Information Services	-	291,555	736,215	381,689	1,547,880	503,713	3,461,051
Natural Resources	817,562	1,158,793	281,276	257,506	275,567	92,117	2,882,822
<b>TOTAL*</b>	<b>14,265,858</b>	<b>39,954,951</b>	<b>28,122,595</b>	<b>20,189,005</b>	<b>41,807,893</b>	<b>17,209,121</b>	<b>161,549,423</b>

\*The education totals for education categories do not match totally between occupation and industry due to methodological differences. A discussion of the methodology used to generate all forecasts in this document is available at the Center's website at [cew.georgetown.edu](http://cew.georgetown.edu).



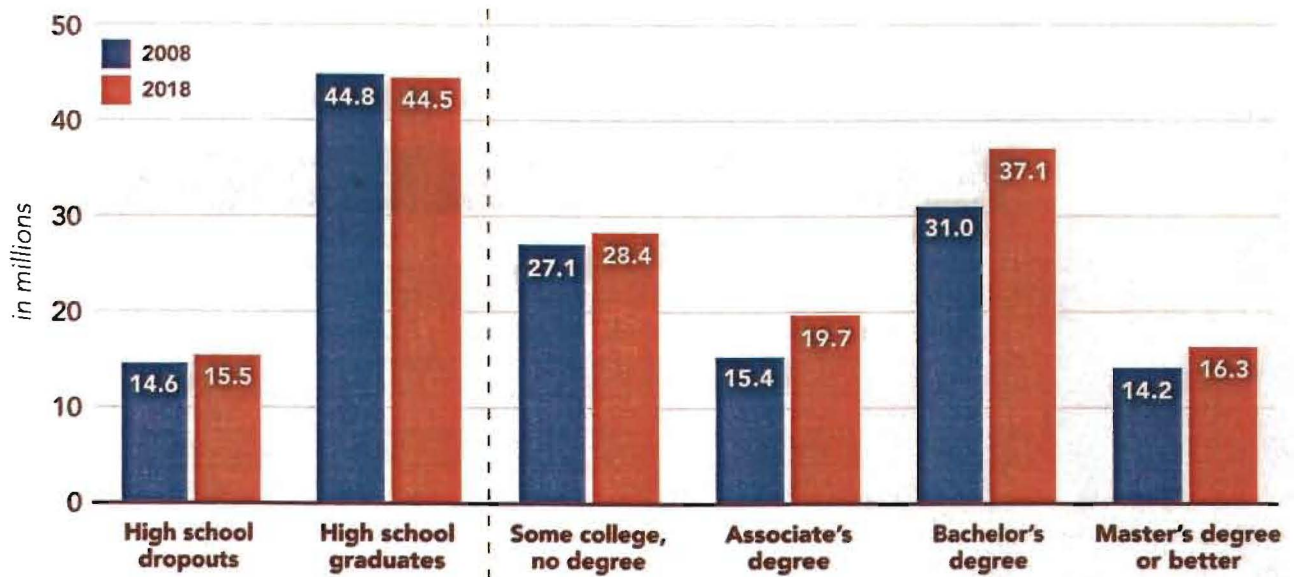
**Educational distribution of total jobs in 2008 and 2018**

Source: Center on Education and the Workforce forecast of educational demand through 2018



**Detailed educational distribution of total jobs in 2008 and 2018**

Source: Center on Education and the Workforce forecast of educational demand through 2018



Date: Tue, 14 Dec 2010 17:26:13 -0500  
From: AJoseph@newhavenct.net  
To: [Cam9123@hotmail.com](mailto:Cam9123@hotmail.com)  
Subject: Education Reform Docs

Cam,

Dr. Mayo is happy to join your committee. He can be reached at: [dr.mayo@new-haven.k12.ct.us](mailto:dr.mayo@new-haven.k12.ct.us)

I have attached a series of documents related to New Haven's School Change. The documents attached include:

1. Summary of School Change
2. Parent Summary of School Change
3. NHAFT Contract Summary
4. Contract Appendix as it relates to Turnaround Schools
5. Executive Summary of Teacher Evaluation
6. New Haven School Change: Performance Goals, Vision, and Strategy
7. Achievement Projections

I have also attached the US DOE's school reform blue print which closely mirrors New Haven's reform goals.

Laoise King, is copied on this email and is also willing to discuss or explain any of the attached.

Please feel free to let me know how else I might be helpful.

Best regards,

Adam

Adam Joseph  
Legislative Director  
City of New Haven

### NHPS Projected Trajectory for Closing the Achievement Gap with the State (CMT)

Yr -2	Yr -1	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
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Approx. % of Implementation Complete	--	--	--	15%	36%	57%	79%	100%
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CMT Yearly Performance Gains (Proj. Average)	0.8%	3.0%	1.3%	3.4%	4.6%	5.8%	6.4%	6.6%	5.0%	4.2%	2.5%	1.5%
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**Note:** Projected yearly gains are based on assumed impact from each major initiative, including the 5-year phased impact of intensive school planning for all schools. Intensive school planning will occur with a cohort of 7-10 schools per year, with 100% of schools completing the planning process by year 5 and projected phased impact fully realized by year 9.

#### NHPS CMT Performance Trajectory (Projected)

% At or Above Proficient		07-08 (Actual)	08-09 (Actual)	09-10 (Actual)	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CMT (Gr 3-8)	Math	64.5%	66.1%	68.8%	72.2%	76.8%	82.5%	88.9%	95.0%	95.0%	95.0%	95.0%	95.0%
	Reading	46.5%	53.4%	57.2%	60.6%	65.1%	70.9%	77.3%	83.9%	88.8%	93.1%	95.0%	95.0%
	Writing	62.3%	63.8%	61.4%	64.8%	69.4%	75.2%	81.6%	88.1%	93.1%	95.0%	95.0%	95.0%
	Science	49.7%	52.4%	51.9%	55.3%	59.8%	65.6%	72.0%	78.6%	83.5%	87.8%	90.3%	91.8%
CMT	All	55.7%	58.9%	59.8%	63.2%	67.8%	73.6%	80.0%	86.4%	90.1%	92.7%	93.8%	94.2%

#### NHPS CMT Achievement Gap with State (Projected)

07-08 (Actual)		08-09 (Actual)		09-10 (Actual)		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CMT (Gr 3-8)	Math	17.7%	19.0%	17.7%	15.3%	11.7%	6.9%	1.5%	-3.5%	-2.5%	-1.5%	-0.5%	0.0%	
	Reading	28.0%	24.5%	21.8%	19.4%	15.9%	11.1%	5.7%	0.1%	-3.8%	-7.1%	-8.0%	-7.0%	
	Writing	20.9%	19.9%	21.8%	19.4%	15.8%	11.1%	5.7%	0.1%	-3.9%	-4.8%	-3.8%	-2.8%	
	Science	28.4%	27.3%	27.4%	25.0%	21.4%	16.6%	11.2%	5.7%	1.7%	-1.5%	-3.1%	-3.6%	
CMT	All	23.8%	22.7%	22.2%	19.8%	16.2%	11.4%	6.0%	0.6%	-2.1%	-3.7%	-3.8%	-3.3%	

#### % At or Above Goal

% At or Above Goal		07-08 (Actual)	08-09 (Actual)	09-10 (Actual)	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CMT (Gr 3-8)	Math	36.6%	37.4%	41.5%	44.9%	49.4%	55.2%	61.6%	68.2%	73.1%	75.0%	75.0%	75.0%
	Reading	31.7%	36.7%	41.1%	44.5%	49.1%	54.9%	61.3%	67.8%	72.8%	75.0%	75.0%	75.0%
	Writing	32.4%	34.9%	29.9%	33.3%	37.9%	43.7%	50.1%	56.7%	61.6%	65.9%	68.4%	69.9%
	Science	23.1%	25.9%	29.1%	32.5%	37.1%	42.9%	49.3%	55.8%	60.8%	65.0%	67.6%	69.1%
CMT	All	30.9%	33.7%	35.4%	38.8%	43.4%	49.2%	55.6%	62.1%	67.1%	70.2%	71.5%	72.2%

#### % At or Above Goal

07-08 (Actual)		08-09 (Actual)		09-10 (Actual)		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CMT (Gr 3-8)	Math	26.3%	47.6%	26.8%	24.4%	20.8%	16.1%	10.7%	5.1%	1.1%	0.0%	0.0%	0.0%	
	Reading	30.5%	29.0%	26.3%	23.9%	20.4%	15.6%	10.2%	4.6%	0.7%	-0.5%	0.0%	0.0%	
	Writing	30.7%	29.3%	33.4%	31.0%	27.4%	22.6%	17.2%	11.7%	7.7%	4.5%	2.9%	2.4%	
	Science	34.0%	33.7%	32.3%	29.9%	26.3%	21.5%	16.1%	10.6%	6.6%	3.4%	1.8%	1.3%	
CMT	All	30.4%	34.9%	29.7%	27.3%	23.7%	18.9%	13.6%	8.0%	4.0%	1.8%	1.2%	0.9%	

### NHPS Projected Trajectory for Closing the Achievement Gap with the State (CAPT)

Yr -2	Yr -1	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
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Approx. % of Implementation Complete	--	--	--	15%	36%	57%	79%	100%
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CAPT Yearly Performance Gains (Proj. Average)	3.3%	-3.2%	4.0%	3.4%	4.6%	5.8%	6.4%	6.6%	5.0%	4.2%	2.5%	1.5%
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**Note:** Projected yearly gains are based on assumed impact from each major initiative, including the 5-year phased impact of intensive school planning for all schools. Intensive school planning will occur with a cohort of 7-10 schools per year, with 100% of schools completing the planning process by year 5 and projected phased impact fully realized by year 9.

#### NHPS CAPT Performance Trajectory (Projected)

% At or Above Proficient		07-08 (Actual)	08-09 (Actual)	09-10 (Actual)	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CAPT (Gr 10)	Math	46.3%	46.2%	49.2%	52.6%	57.2%	63.0%	69.4%	75.9%	80.9%	85.1%	87.7%	89.2%
	Reading	59.6%	56.4%	59.0%	62.4%	67.0%	72.8%	79.2%	85.7%	90.7%	94.9%	95.0%	95.0%
	Writing	72.8%	67.9%	70.7%	74.1%	78.7%	84.5%	90.9%	95.0%	95.0%	95.0%	95.0%	95.0%
	Science	50.7%	42.8%	52.9%	56.3%	60.9%	66.7%	73.1%	79.6%	84.6%	88.8%	91.4%	92.9%

#### NHPS CAPT Achievement Gap with State (Projected)

07-08 (Actual)		08-09 (Actual)		09-10 (Actual)		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CAPT (Gr 10)	Math	33.4%	32.2%	29.6%	27.2%	23.6%	18.8%	13.4%	7.9%	3.9%	0.7%	-0.9%	-1.4%	
	Reading	23.1%	25.4%	23.9%	21.5%	17.9%	13.1%	7.7%	2.2%	-1.8%	-5.0%	-4.1%	-3.1%	
	Writing	15.4%	18.6%	15.5%	13.1%	9.5%	4.7%	-0.7%	-3.8%	-2.8%	-1.8%	-0.8%	0.0%	
	Science	29.8%	35.6%	28.6%	26.2%	22.6%	17.8%	12.4%	6.9%	2.9%	-0.3%	-1.9%	-2.4%	

CAPT	All	57.4%	53.3%	58.0%	61.4%	65.9%	71.7%	78.1%	84.1%	87.8%	91.0%	92.3%	93.0%
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CAPT	All	25.4%	28.0%	24.4%	22.0%	18.4%	13.6%	8.2%	3.3%	0.6%	-1.6%	-1.9%	-1.7%
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% At or Above Goal		07-08 (Actual)	08-09 (Actual)	09-10 (Actual)	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CAPT (Gr 10)	Math	15.4%	13.6%	13.3%	16.7%	21.3%	27.1%	33.5%	40.0%	45.0%	49.2%	51.8%	53.3%
	Reading	16.7%	17.0%	18.5%	21.9%	26.5%	32.3%	38.7%	45.2%	50.2%	54.4%	57.0%	58.5%
	Writing	26.5%	23.5%	30.8%	34.2%	38.8%	44.6%	51.0%	57.5%	62.5%	66.7%	69.3%	70.8%
	Science	15.6%	10.8%	14.6%	18.0%	22.6%	28.4%	34.8%	41.3%	46.3%	50.5%	53.1%	54.6%

07-08 (Actual)		08-09 (Actual)		09-10 (Actual)		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
CAPT (Gr 10)	Math	34.8%	34.4%	35.6%	33.2%	29.6%	24.8%	19.4%	13.9%	9.9%	6.7%	5.1%	4.6%	
	Reading	28.8%	30.5%	27.4%	25.0%	21.4%	16.6%	11.2%	5.7%	1.7%	-1.5%	-3.1%	-3.6%	
	Writing	31.4%	31.5%	28.8%	26.4%	22.8%	18.0%	12.6%	7.1%	3.1%	-0.1%	-1.7%	-2.2%	
	Science	30.9%	32.2%	30.9%	28.5%	24.9%	20.1%	14.7%	9.2%	5.2%	2.0%	0.4%	-0.1%	

CAPT	All	18.6%	16.2%	19.3%	22.7%	27.3%	33.1%	39.5%	46.0%	51.0%	55.2%	57.8%	59.3%
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CAPT	All	31.5%	32.2%	30.7%	28.3%	24.7%	19.9%	14.5%	9.0%	5.0%	1.7%	0.2%	-0.3%
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## APPENDIX A

### TURNAROUND SCHOOLS

**Introduction:** The New Haven Board of Education (NHBOE) and The New Haven Federation of Teachers, Local 933, (NHFT) agree that one of the approaches to achieving their mutual goal of ensuring success for all students, and particularly those in low performing schools, is to create “Turnaround Schools.” Turnaround Schools are those Tier III schools that are identified for reconstitution and that require both additional supports and flexibility. These schools need to be free to choose their staffs, develop new cultures of successful performance and learning, redesign work rules, modify the length of the instructional day and year, scheduling, instruction programs and pedagogy .

It is expressly agreed that Turnaround Schools shall remain public schools within the District and that employees shall maintain their representation by the New Haven Federation of Teachers. In order to achieve flexibility, the Parties agree that Turnaround Schools must be free from many Board regulations and policies and from many sections of the Parties’ collective bargaining agreement. Such schools may be designated for operation by third party managers and may be or have the characteristics of in-district charter schools. To that end, the Parties agree that the Board/Superintendent, through contracts with third party school operators, may delegate its authority to manage and direct teachers in the operation of the school, consistent with this Appendix and the Agreement of which it is a part.

It is the intent of the Parties that teachers and administrators in these schools will work collaboratively to create effective learning environments for students. Teachers, other school staff and parents shall have a voice in designing programs and determining work rules that are likely to be successful in such schools.

- I. **Status of NHBOE Employees Who Work in Turnaround Schools:** All teachers who elect and are selected to work in Turnaround Schools shall maintain their full status as members of the NHFT bargaining unit and as employees of the NHBOE.
  - A. Teachers shall continue to receive the compensation set forth in Article XII, 1-12, of the Parties collective bargaining agreement (the Agreement) and the benefits set forth in Article XIII of the Agreement, subject to possible adjustment as set forth in IV below.
  - B. Teachers will maintain their status under the Connecticut Teacher Retirement System.
  - C. Teachers will continue to be subject to the rights, protections, obligations and duties applicable to certificated employee under Connecticut Law.
  - D. Teachers will maintain and continue to accrue seniority as teachers within the District.
  - E. When working in a school operated by a third party, teachers shall be subject to the direction and management of the third party operator, consistent with this Appendix and the Agreement of which it is a part.

**II. Assignment and Transfer:** Teachers shall work in Turnaround Schools on a voluntary basis. When a school is designated as a Turnaround School, existing staff will be invited to apply along with other staff, but the Principal shall have the authority to determine which applicants will be accepted. After completing an initial two-year commitment to the school, teachers who request a transfer shall be transferred to other schools within the District without penalty, except that no teacher who is on a plan of improvement may transfer except with the permission of the Superintendent. After two years, standard transfer rights will apply. Upon transfer to a regular school (non-Turnaround), teacher compensation shall be what is paid at the regular school.

Teachers at a school to be reconstituted who are not selected to staff the Turnaround School shall be transferred to another District teaching position for which the teacher is certified. No NHFT member shall be laid off as a direct result of the creation of Turnaround Schools.

**III. Working Conditions in Turnaround Schools**

Turnaround Schools shall continue to follow state and federal laws and regulations. They shall be exempt from many School Board regulations and District policies and shall likewise be exempt from many provisions of the Collective Bargaining Agreement. Turnaround Schools shall strive for a model of collaboration and shared decision-making at the school site.

A. As expressly set forth below, certain provisions of the NHBOE-NHFT Collective Bargaining Agreement shall remain in full force and effect at all times during this agreement. In addition to those provisions referred to in Section I above, the following provisions of the Agreement, cannot be waived or in any way modified by the Board or the School, and shall continue to apply with full force to unit members who work in Turnaround Schools.

- Preamble
- Article I (Recognition, Rights and Obligations of the Parties)
- Article II Sections 1(Fair Disciplinary Policy), and 16 (Student Behavior)
- Article II Section 10(Teacher’s Notice by Superintendent)
- Article III (Grievance Procedure) – subject to Section B, below.
- Article V (Federation Rights)
- Article VI (Absences and Leaves of Absences)
- Article VIII (Personnel Files and Evaluation)
- Article XI (Teacher Protection)
- Article XIV (Conformity to Law and Savings Clause)
- Article XV (Layoffs)
- Article XVII Sections 1 & 2 (Cooperative Educational Planning)

- Article XIX (Duration)
- Appendices A,B & E, except that compensation is subject to adjustment as specified in Section IV below.

B. The foregoing Articles shall continue to be subject to the Grievance provisions of the Agreement. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to the Internal Appeals Process set forth below.

C. The provisions of this Appendix are not intended to narrow or expand the rights of the District or NHFT to be less or greater than that provided by law, except as specifically set forth in this Appendix. If there is a conflict between a specific provision of this Appendix and legal requirements, all other non-conflicting sections of this Appendix shall remain in full force and effect.

#### **IV. Work Year, Work Day, Etc.**

A. Prior to electing to work at a Turnaround School, teachers shall be informed of plans for the school, including relevant information about working conditions and compensation. Teachers shall sign an Election to Work Agreement, which sets forth the working conditions at their school. The Election to Work Agreement shall include the following information:

- The vision and expected instructional program of the school.
- The hours of instruction and school day with expected degrees of flexibility.
- The length of the school year and the school calendar.
- The expected length of time teachers may be required to be present in the school outside the normal instructional day.
- The commitment to remain in the school for at least two years.
- Any compensation programs that apply to the particular school different from the standard compensation schedule.

The Election to Work Agreement shall clearly state that teachers should expect year-to-year, or even intra-year, flexibility in aspects of their duties and program not covered by the agreement, including but not limited to timing/scheduling of faculty meetings to respond to school conditions, and/or scheduling and manner of professional and staff development.

B. Notwithstanding the provisions of this section, Turnaround Schools shall, at a minimum, provide at least the number of student instructional days and the amount of instructional minutes as other District schools.

C. The Parties agree that the initial Election to Work Agreement shall be created by school leadership and shall be given to affected staff no later than March 15 of the



previous school year. Subsequent modifications shall be made in accordance with the following procedure:

1. The terms of the proposed Agreement will be presented in writing to the teachers at least five working days before a vote of the teachers is taken.
2. A secret ballot vote will be conducted by the NHFT Building Representative and the Principal during a mandatory meeting of teachers held during work time in the building. Teachers unable to be present for the meeting may vote by absentee ballot.
3. During this meeting and prior to the vote, the Principal, a union representative and any teachers who wish to do so may express their views about the merits of the proposed Agreement. Upon request, the teachers will be afforded time to discuss the Agreement without the presence of any administrators.
4. A decision to accept the proposed agreement must be made by at least 2/3rds of the teachers voting.

If the Election to Work Agreement for an upcoming school year has not been approved by March 15, the previous year's Election to Work Agreement shall remain in place.

V. **Governance of Turnaround Schools:** Each Turnaround School shall be governed by the Principal under the direction of the Superintendent and Board of Education or other designated school leader (under the terms of an RFP or contract approved by the Superintendent and Board of Education, which may not be inconsistent with the provisions of this Agreement). In each school, an Advisory Council, composed of teachers, parents and community leaders, shall be created, and the AC shall make recommendations regarding program, budget and changes to the Election to Work Agreement. For purposes of hiring after the initial year, the School Planning Management Team shall provide input. The Board and Superintendent shall retain their full legal authority to manage these schools except to the extent such authority is expressly limited by this agreement.

VI. **Collaborative Review:** Review of all Turnaround Schools shall be provided by a Reform Committee, the composition of which is defined in Paragraph 5 of the Side Letter to the 2006-2010 Contract and Amendment to the 2010-2014 Contract Regarding Reforms. This Committee shall review all Turnaround Schools and procedures, including selection of school leaders, school performance, and operational procedures and practices both to encourage success and to identify practices and approaches that should be duplicated or avoided.

VII. **Internal Appeals Process**

- A. The following internal appeals process shall be made available to teachers at each Turnaround School unless an alternative process has been adopted at the school with the consent of the Reform Committee.

- B. A complaint under the IAP is limited to allegations that the written terms of this Appendix or of an Election to Work Agreement has been violated or misapplied.
- C. Every teacher in a Turnaround School shall receive a copy of the IAP.
- D. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the school level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of the Union/designee.
- E. A “day” for purposes of the timelines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays. The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The steps of this IAP are as follows:

1. Informal meeting Between the Grievant and School Leader: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leader to discuss the matter and attempt in good faith to resolve it. The meeting shall be conducted within five (5) days of the request. A representative of the Union may be present upon the request of the grievant.
2. Formal meeting Between the Grievant, School Leader and Other Relevant Individuals: If the grievance is not resolved within five (5) days of the informal meeting in Step 1, the grievant may continue the process by filing a written grievance. The grievance shall state the relevant facts and identify the specific provisions of this document which he or she feels have been violated. The School Leader shall convene a meeting to review and discuss the grievance within five (5) days of receipt of the written grievance. The School Leader and grievant shall invite to the meeting all individuals who have relevant information or who are in a position to meaningfully contribute to prompt resolution of the grievance. If the grievance is not resolved, within five (5) days of this meeting, the School Leader shall issue a written decision regarding the grievance. If the grievance is denied, the School Leader shall explain in writing the full reasons for the denial.
3. Meeting With Superintendent/Designee and Union President/Designee: Within five (5) days of receiving a written denial from the School Leader, the grievant may request a meeting with the Superintendent/Designee and Union President/Designee. They will hear the matter promptly. If they are unable to resolve the grievance, they shall so inform the grievant in writing within five (5) days of the meeting and they shall at the same time refer the matter to the two-member Alternate Claim Panel for final resolution.

4. Submission to Alternate Claim Panel: The assigned members of the Joint Panel shall convene the parties to learn the facts and hear the parties' contentions, and then shall use their mutual best efforts to reach agreement upon the appropriate final decision. It is anticipated that they will be able to do so. However, in the event that they are deadlocked, the Superintendent/Designee and the Union President/Designee shall designate one of the Panel Members as the decision maker (and the other as an advisor), based upon the principle of alternating between which of the parties will make the designation. The designation will not be made until it is necessary to do so.
  
5. Joint Panels: The Board and the Union shall each designate an equal number of retired District employees to serve as a pool of Joint Panel members. Such appointments shall be made each March for the ensuing school year. The total number of such appointees shall be determined by the parties each year based on anticipated need, but shall not be fewer than eight (four each). The Board and Union shall each make all reasonable good faith efforts to select their designees on the basis of perceived school experience, reputation for fairness and judicious character. Such appointees shall then be divided into two-member teams to serve together for the remainder of the school year.



U. S. D E P A R T M E N T O F E D U C A T I O N

# A Blueprint for Reform

*The Reauthorization of the Elementary and Secondary Education Act*

*college- and career-ready students*



*equity and opportunity*

*great teachers and leaders*



*raise the bar and reward excellence*



*promote innovation*



# **A BLUEPRINT FOR REFORM**

*The Reauthorization of the  
Elementary and Secondary Education Act*

**UNITED STATES DEPARTMENT OF EDUCATION**

*March 2010*

**U.S. Department of Education**

Arne Duncan

*Secretary of Education*

**Office of Planning, Evaluation and Policy Development**

Carmel Martin

*Assistant Secretary*

March 2010

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**PRESIDENT BARACK OBAMA**

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Every child in America deserves a world-class education.

Today, more than ever, a world-class education is a prerequisite for success. America was once the best educated nation in the world. A generation ago, we led all nations in college completion, but today, 10 countries have passed us. It is not that their students are smarter than ours. It is that these countries are being smarter about how to educate their students. And the countries that out-educate us today will out-compete us tomorrow.

We must do better. Together, we must achieve a new goal, that by 2020, the United States will once again lead the world in college completion. We must raise the expectations for our students, for our schools, and for ourselves – this must be a national priority. We must ensure that every student graduates from high school well prepared for college and a career.

A world-class education is also a moral imperative – the key to securing a more equal, fair, and just society. We will not remain true to our highest ideals unless we do a far better job of educating each one of our sons and daughters. We will not be able to keep the American promise of equal opportunity if we fail to provide a world-class education to every child.

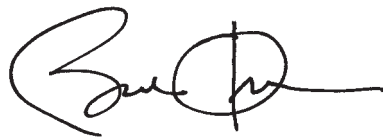
This effort will require the skills and talents of many, but especially our nation's teachers, principals, and other school leaders. Our goal must be to have a great teacher in every classroom and a great principal in every school. We know that from the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents – it is the teacher standing at the front of the classroom. To ensure the success of our children, we must do better to recruit, develop, support, retain, and reward outstanding teachers in America's classrooms.

Reforming our schools to deliver a world-class education is a shared responsibility – the task cannot be shouldered by our nation's teachers and principals alone. We must foster school environments where teachers have the time to collaborate, the opportunities to lead, and the respect that all professionals deserve. We must recognize the importance of communities and families in supporting their children's education, because a parent is a child's first teacher. We must support families, communities, and schools working in partnership to deliver services and supports that address the full range of student needs.

This effort will also require our best thinking and resources – to support innovative approaches to teaching and learning; to bring lasting change to our lowest-performing schools; and to investigate and evaluate what works and what can work better in America’s schools. Instead of labeling failures, we will reward success. Instead of a single snapshot, we will recognize progress and growth. And instead of investing in the status quo, we must reform our schools to accelerate student achievement, close achievement gaps, inspire our children to excel, and turn around those schools that for too many young Americans aren’t providing them with the education they need to succeed in college and a career.

My Administration’s blueprint for reauthorization of the Elementary and Secondary Education Act is not only a plan to renovate a flawed law, but also an outline for a re-envisioned federal role in education. This is a framework to guide our deliberations and shared work – with parents, students, educators, business and community leaders, elected officials, and other partners – to strengthen America’s public education system.

I look forward to working with the Congress to reauthorize the Elementary and Secondary Education Act so that it will help to provide America’s students with the world-class education they need and deserve.





## Priorities in a Blueprint for Reform

This blueprint builds on the significant reforms already made in response to the American Recovery and Reinvestment Act of 2009 around four areas: (1) Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader; (2) Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning; (3) Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and (4) Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions.

Incorporating and extending this framework, this blueprint for a re-envisioned federal role builds on these key priorities:

### *(1) College- and Career-Ready Students*

**Raising standards for all students.** We will set a clear goal: Every student should graduate from high school ready for college and a career, regardless of their income, race, ethnic or language background, or disability status. Following the lead of the nation's governors, we're calling on all states to develop and adopt standards in English language arts and mathematics that build toward college- and career-readiness by the time students graduate from high school. States may choose to upgrade their existing standards or work together with other states to develop and adopt common, state-developed standards.

**Better assessments.** We will support the development and use of a new generation of assessments that are aligned with college- and career-ready standards, to better determine

whether students have acquired the skills they need for success. New assessment systems will better capture higher-order skills, provide more accurate measures of student growth, and better inform classroom instruction to respond to academic needs.

**A complete education.** Students need a well-rounded education to contribute as citizens in our democracy and to thrive in a global economy – from literacy to mathematics, science, and technology to history, civics, foreign languages, the arts, financial literacy, and other subjects. We will support states, districts, school leaders, and teachers in implementing a more complete education through improved professional development and evidence-based instructional models and supports.

## *(2) Great Teachers and Leaders in Every School*

**Effective teachers and principals.** We will elevate the teaching profession to focus on recognizing, encouraging, and rewarding excellence. We are calling on states and districts to develop and implement systems of teacher and principal evaluation and support, and to identify effective and highly effective teachers and principals on the basis of student growth and other factors. These systems will inform professional development and help teachers and principals improve student learning. In addition, a new program will support ambitious efforts to recruit, place, reward, retain, and promote effective teachers and principals and enhance the profession of teaching.





**Our best teachers and leaders where they are needed most.** Our proposal will provide funds to states and districts to develop and support effective teachers and leaders, with a focus on improving the effectiveness of teachers and leaders in high-need schools. We will call on states and districts to track equitable access to effective teachers and principals, and where needed, take steps to improve access to effective educators for students in high-poverty, high-minority schools.

**Strengthening teacher and leader preparation and recruitment.** We need more effective pathways and practices for preparing, placing, and supporting beginning teachers and principals in high-need schools. States will monitor the effectiveness of their traditional and alternative preparation programs, and we will invest in programs whose graduates are succeeding in the classroom, based on student growth and other factors.

### *(3) Equity and Opportunity for All Students*

**Rigorous and fair accountability for all levels.** All students will be included in an accountability system that builds on college- and career-ready standards, rewards progress and success, and requires rigorous interventions in the lowest-performing schools. We will celebrate the Reward states, districts, and schools that do the most to improve outcomes for their students and to close achievement gaps, as well as those who are on the path to have all students graduating or on track to graduate ready for college and a career by 2020. All schools will be aiming to do their part to help us reach that ambitious goal, and for most schools, leaders at the state, district, and school level will enjoy broad flexibility to determine how to get there.

But in the lowest-performing schools that have not made progress over time, we will ask for dramatic change. To ensure that responsibility for improving student outcomes no longer falls solely at the door of schools, we will also promote accountability for states and districts that are not providing their schools, principals, and teachers with the support they need to succeed.

**Meeting the needs of diverse learners.** Schools must support all students, including by providing appropriate instruction and access to a challenging curriculum along with additional supports and attention where needed. From English Learners and students with disabilities to Native American students, homeless students, migrant students, rural students, and neglected or delinquent students, our proposal will continue to support and strengthen programs for these students and ensure that schools are helping them meet college- and career-ready standards.

**Greater equity.** To give every student a fair chance to succeed, and give principals and teachers the resources to support student success, we will call on school districts and states to take steps to ensure equity, by such means as moving toward comparability in resources between high- and low-poverty schools.

#### *(4) Raise the Bar and Reward Excellence*

**Fostering a Race to the Top.** Race to the Top has provided incentives for excellence by encouraging state and local leaders to work together on ambitious reforms, make tough choices, and develop comprehensive plans that change policies and practices to improve outcomes for students. We will continue Race to the Top's incentives for systemic reforms at the state level and expand the program to school districts that are willing to take on bold, comprehensive reforms.

**Supporting effective public school choice.** We will support the expansion of high-performing public charter schools and other autonomous public schools, and support local communities as they expand public school choice options for students within and across school districts.

**Promoting a culture of college readiness and success.** Access to a challenging high school curriculum has a greater impact on whether a student will earn a 4-year college degree than his or her high school test scores, class rank, or grades. We will increase access to college-level, dual credit, and other accelerated courses in high-need schools and support college-going strategies and models that will help students succeed.

#### *(5) Promote Innovation and Continuous Improvement*

**Fostering innovation and accelerating success.** The Investing in Innovation Fund will support local and nonprofit leaders as they develop and scale up programs that have demonstrated success, and discover the next generation of innovative solutions.

**Supporting, recognizing, and rewarding local innovations.** Our proposal will encourage and support local innovation by creating fewer, larger, more flexible funding streams around areas integral to student success, giving states and districts flexibility to focus on local needs. New competitive funding streams will provide greater flexibility, reward results, and ensure that federal funds are used wisely. At the same time, districts will have fewer restrictions on blending funds from different categories with less red tape.

**Supporting student success.** Tackling persistent achievement gaps requires public agencies, community organizations, and families to share responsibility for improving outcomes for students. We will prioritize programs that include a comprehensive redesign of the school day, week, or year, that promote schools as the center of their communities, or that partner with community organizations. Our proposal will invest in new models that keep students safe, supported, and healthy both in and out of school, and that support strategies to better engage families and community members in their children's education.

A detailed architectural floor plan of a building, rendered in light blue and purple lines. The plan shows various rooms, corridors, and structural elements like stairs and ramps. A yellow banner is overlaid across the middle of the plan.

## College- and Career-Ready Students

The goal for America's educational system is clear: Every student should graduate from high school ready for college and a career. Every student should have meaningful opportunities to choose from upon graduation from high school. But while all states have developed and implemented standards as required under the Elementary and Secondary Education Act (ESEA), in many cases these standards do not reflect the knowledge and skills needed for success after high school, either in further education or in a job. Four of every 10 new college students, including half of those at 2-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates. And while states have developed assessments aligned with their standards, in many cases these assessments do not adequately measure student growth or the knowledge and skills that students need, nor do they provide timely, useful information to teachers. We must follow the lead of the nation's governors and challenge students with state-developed, college- and career-ready standards, and more accurately measure what they are learning with better assessments. We must reward the success of schools that are making significant progress, ask for dramatic change in the lowest-performing schools, and address persistent gaps in student academic achievement and graduation rates.

### *A New Approach*

- ▶ **Supporting college- and career-ready standards, preparing college- and career-ready students.**
- ▶ **Rewarding progress and success.**
- ▶ **Turning around the lowest-performing schools.**



## *COLLEGE- AND CAREER-READY STUDENTS*

Our proposal will maintain formula grants to high-poverty school districts, while making significant changes to better support states, districts, and schools, including middle and high schools, in improving achievement for all groups of students, including low-income and minority students, English Learners, and students with disabilities.

**Rigorous College- and Career-Ready Standards.** Following the lead of the nation's governors and state education leaders, we're calling on all states to adopt state-developed standards in English language arts and mathematics that build toward college- and career-readiness by the time students graduate from high school, and high-quality statewide assessments aligned with these standards. States may either choose to upgrade their existing standards, working with their 4-year public university system to certify that mastery of the standards ensures that a student will not need to take remedial coursework upon admission to a postsecondary institution in the system; or work with other states to create state-developed common standards that build toward college- and career-readiness. To ensure that all students are learning what they need to succeed, standards must be based on evidence regarding what students must know and be able to do at each grade level to be on track to graduate from high school college- and career-ready. Such standards will also give families and communities the information they need to determine whether their students are on track to college- and career-readiness and to evaluate their schools' effectiveness. States will continue to implement statewide science standards and aligned assessments in specific gradespans, and may include such assessments – as well as statewide assessments in other subjects, such as history – in their accountability system. Finally, states will develop and adopt statewide English language proficiency standards for English Learners, aligned so that they reflect the academic language necessary to master the state's content standards.

**Rigorous and Fair Accountability and Support at Every Level.** Building on these statewide standards and aligned assessments, every state will ensure that its statewide system of accountability rewards schools and districts for progress and success, requires rigorous interventions in the lowest-performing schools and districts, and allows local flexibility to determine the appropriate improvement and support strategies for most schools.

To foster public accountability for results and help focus improvement and support efforts, states must have data systems in place to gather information that is critical to determining how schools and districts are progressing in preparing students to graduate from high school college- and career-ready. States and districts will collect and make public data relating to student academic achievement and growth in English language arts and mathematics, student academic achievement in science, and if states choose, student



academic achievement and growth in other subjects, such as history. At the high school level, this data will also include graduation rates, college enrollment rates, and rates of college enrollment without need for remediation. All of these data must be disaggregated by race, gender, ethnicity, disability status, English Learner status, and family income. States and districts also will collect other key information about teaching and learning conditions, including information on school climate such as student, teacher and school leader attendance; disciplinary incidents; or student, parent, or school staff surveys about their school experience.

**Measuring and Supporting Schools, Districts, and States.** State accountability systems will be asked to recognize progress and growth and reward success, rather than only identify failure. To ensure that accountability no longer falls solely at the doors of schools, districts and states will be held accountable for providing their schools, principals and teachers with the support they need to succeed. We will ask States to recognize and reward schools and districts making the most progress, provide flexibility for local improvement efforts, and focus the most rigorous support and interventions on the very lowest-performing schools and districts.

We will call on states, districts and schools to aim for the ambitious goal of all students graduating or on track to graduate from high school ready for college and a career by 2020. Performance targets, based on whole-school and subgroup achievement and growth, and graduation rates, will guide improvement toward that ambitious goal, and those that are meeting all of their performance targets will be recognized and rewarded. States, districts and schools will look not just at absolute performance and proficiency,

but at individual student growth and school progress over time, and the additional data described above, to guide local improvement and support strategies for schools.

The schools, districts, and states that are successful in reaching performance targets, significantly increasing student performance for all students, closing achievement gaps, or turning around the lowest-performing schools (at the district and state level) will be recognized as Reward schools, districts and states. States will receive funds to design innovative programs to reward high-poverty Reward schools and Reward districts. Rewards may include financial rewards for the staff and students and development of and participation in “communities of practice” to share best practices and replicate successful strategies to assist lower-performing schools and districts. Rewards may also include flexibility in the use of ESEA funds and, as appropriate, competitive preference for Reward states, high-need Reward districts, and high-need Reward schools in some federal grant competitions. Reward districts will also be given flexibility in implementing interventions in their lowest-performing schools, described further below.

At the other end of the spectrum will be Challenge states, districts, and schools. States will identify Challenge schools that are in need of specific assistance. The first category of Challenge schools will be the lowest-performing five percent of schools in each state, based on student academic achievement, student growth, and graduation rates, that are not making progress to improve. In these schools, states and districts will be required to implement one of four school turnaround models, to support better outcomes for students. Reward districts will receive flexibility to implement a different research-based intervention model, beyond the scope of the four school turnaround models. The next five percent of low-performing schools will be identified in a warning category, and States and districts will implement research-based, locally-determined strategies to help them improve.

Schools that are not closing significant, persistent achievement gaps will constitute another category of Challenge schools. In these schools, districts will be required to implement data-driven interventions to support those students who are farthest behind and close the achievement gap. For all Challenge schools, districts may implement strategies such as expanded learning time, supplemental educational services, public school choice, or other strategies to help students succeed.

Challenge districts whose schools, principals and teachers are not receiving the support they need to succeed may also face significant governance or staffing changes, including replacement of the superintendent. Both Challenge districts and states will face additional restrictions on the use of ESEA funds and may be required to work with an outside organization to improve student academic achievement.

**Building Capacity for Support at Every Level.** As we ask more of each level of the system, we will also build state and district capacity to support schools, school leaders,

teachers, and students. Our proposal will allow states and districts to reserve funds to carry out such activities as (i) supporting and complementing the adoption of rigorous standards and high-quality assessments, and supporting teachers in teaching to those standards; (ii) supporting the more effective use of data to identify local needs and improve student outcomes; (iii) improving capacity at the state and district levels to support the effective use of technology to improve instruction; (iv) coordinating with early learning programs to improve school readiness; or (v) carrying out effective family engagement strategies.

Districts will be required to set aside a portion of funds under this program to improve student performance in high-need schools, by implementing effective school improvement strategies and carrying out strategies to ensure the equitable distribution of effective teachers and school leaders. Reward districts will be allowed flexibility around this reservation.

**Fostering Comparability and Equity.** To give every student a fair chance to succeed and give principals and teachers the resources to support student success, we will encourage increased resource equity at every level of the system. Over time, districts will be required to ensure that their high-poverty schools receive state and local funding levels (for personnel and relevant nonpersonnel expenditures) comparable to those received by their low-poverty schools. In addition, districts that use their resources to provide strong support to disadvantaged students will be given additional flexibility to provide such support. States will be asked to measure and report on resource disparities and develop a plan to tackle them.

## *ASSESSING ACHIEVEMENT*

Our proposal will maintain support for state efforts to improve the quality of their assessment systems, and to develop and implement the upgraded standards and assessments required by the College- and Career-Ready Students program. Improved assessments can be used to accurately measure student growth; to better measure how states, districts, schools, principals, and teachers are educating students; to help teachers adjust and focus their teaching; and to provide better information to students and their families.

States will receive formula grants to develop and implement high-quality assessments aligned with college- and career-ready standards in English language arts and mathematics that accurately measure student academic achievement and growth, provide feedback to support and improve teaching, and measure school success and progress. States may also use funds to develop or implement high-quality, rigorous statewide assessments in other academic or career and technical subjects, high school course assessments, English language proficiency assessments, and interim or formative assessments. Beginning in 2015, formula funds will be available only to states that are implementing assessments

based on college- and career-ready standards that are common to a significant number of states. The program also will support competitive grants to consortia of states, and to other entities working in partnership with states, for research on, or development and improvement of, additional high-quality assessments to be used by multiple states in such areas as science, history, or foreign languages; high school course assessments in academic and career and technical subjects; universally designed assessments; and assessments for English Learners and students with disabilities.

## SCHOOL TURNAROUND GRANTS

Our proposal will make available significant grants to help states, districts, and schools implement the rigorous interventions required in each state's lowest-performing Challenge schools under the College- and Career-Ready Students program.

States will receive funds by formula and may reserve funds to build their capacity to improve low-performing schools, including developing and implementing effective school quality review teams to assist schools in identifying school needs and supporting school improvement. States will award the remainder of funds competitively to districts or partnerships of districts and nonprofit organizations to implement one of the following intervention models, to be selected locally, to ensure significant changes in the operation, governance, staffing, or instructional program of a school:

- ▶ *Transformation model*: Replace the principal, strengthen staffing, implement a research-based instructional program, provide extended learning time, and implement new governance and flexibility.
- ▶ *Turnaround model*: Replace the principal and rehire no more than 50 percent of the school staff, implement a research-based instructional program, provide extended learning time, and implement new governance structure.
- ▶ *Restart model*: Convert or close and reopen the school under the management of an effective charter operator, charter management organization, or education management organization.
- ▶ *School closure model*: Close the school and enroll students who attended it in other, higher-performing schools in the district.

Districts and their partners will receive 3-year awards to fully and effectively implement one of these intervention models, and will be eligible for two additional years of funding to support a school's ongoing improvement if the school is showing progress.

In addition, the Secretary will reserve a portion of School Turnaround Grants for additional activities designed to enhance state, district, and nonprofit capacity to improve schools, such as investing in model school quality review teams to identify school needs and support school improvement.



## Great Teachers and Great Leaders

Of all the work that occurs at every level of our education system, the interaction between teacher and student is the primary determinant of student success. A great teacher can make the difference between a student who achieves at high levels and a student who slips through the cracks, and a great principal can help teachers succeed as part of a strong, well-supported instructional team. Research shows that top-performing teachers can make a dramatic difference in the achievement of their students, and suggests that the impact of being assigned to top-performing teachers year after year is enough to significantly narrow achievement gaps. We have to do more to ensure that every student has an effective teacher, every school has effective leaders, and every teacher and leader has access to the preparation, on-going support, recognition, and collaboration opportunities he or she need to succeed. Our proposals will ask states and districts to put in place the conditions that allow for teachers, principals, and leaders at all levels of the school system to get meaningful information about their practice, and support them in using this information to ensure that all students are getting the effective teaching they deserve.

### *A New Approach*

- ▶ **Elevating the profession and focusing on recruiting, preparing, developing, and rewarding effective teachers and leaders.**
- ▶ **Focusing on teacher and leader effectiveness in improving student outcomes.**
- ▶ **Supporting states and districts that are willing to take bold action to increase the number of effective teachers and leaders where they are needed most.**
- ▶ **Strengthening pathways into teaching and school leadership positions in high-need schools.**





## *EFFECTIVE TEACHERS AND LEADERS*

Our proposal will continue and improve formula grants to states and school districts to improve the effectiveness of teachers and leaders, and ensure that students in high-need schools are being taught by effective teachers in schools led by effective principals. To help meet these goals, states and districts may choose how to spend funds to meet local needs, as long as they are improving teacher and principal effectiveness and ensuring the equitable distribution of effective teachers and principals. To measure, develop, and improve the effectiveness of their teachers, leaders, and preparation programs, states and districts will be required to put in place a few specific policies and systems, including:

- ▶ Statewide definitions of “effective teacher,” “effective principal,” “highly effective teacher,” and “highly effective principal,” developed in collaboration with teachers, principals, and other stakeholders, that are based in significant part on student growth and also include other measures, such as classroom observations of practice. As states transition to using these measures of effectiveness, we will maintain the provisions of current law relating to “Highly Qualified Teachers,” but with additional flexibility.



- ▶ State-level data systems that link information on teacher and principal preparation programs to the job placement, student growth, and retention outcomes of their graduates.
- ▶ District-level evaluation systems that (i) meaningfully differentiate teachers and principals by effectiveness across at least three performance levels; (ii) are consistent with their state’s definitions of “effective” and “highly effective” teacher and principal; (iii) provide meaningful feedback to teachers and principals to improve their practice and inform professional development; and (iv) are developed in collaboration with teachers, principals, and other education stakeholders.

**Developing Effective Teachers and Leaders.** Both states and school districts will carry out strategies to develop effective teachers and leaders that meet their local needs.

States may use funds to recruit and develop effective teachers and principals, support the creation of effective educator career ladders, and improve teacher and principal certification and retention policies to better reflect a candidate’s ability to improve outcomes for students. Recognizing the importance of principal leadership in supporting teachers, states will work to improve the effectiveness of principals, through activities such as strengthening principal preparation programs and providing training and support to principals of high-need schools. States will also be required to develop meaningful plans to ensure the equitable distribution of teachers and principals that receive at least an “effective” rating. If states are unsuccessful in improving the equitable distribution of these teachers and principals, they will be required to develop and implement more rigorous plans and additional strategies more likely to improve equity.

School districts may use funds to develop and implement fair and meaningful teacher and principal evaluation systems, working in collaboration with teachers, principals, and other stakeholders; to foster and provide collaboration and development opportunities in schools and build instructional teams of teachers, leaders, and other school staff, including paraprofessionals; to support educators in improving their instructional practice through effective, ongoing, job-embedded, professional development that is targeted to student and school needs; and to carry out other activities to improve the effectiveness of teachers, principals, and other school staff, and ensure the equitable distribution of effective teachers and principals. Funds spent on strategies such as professional development and class size reduction must be aligned with evidence of improvements in student learning.

Districts that have put in place the required evaluation systems may generally spend funds flexibly, except that a district that is not improving equity in the distribution of effective teachers and principals will be required to submit a new plan to the state under which funds will be spent solely on ensuring its evaluation system meets the requirements described above and on specific activities aimed at improving the equitable distribution of effective teachers and principals.

**Measuring Success.** We will require transparency around the key indicators of whether students and schools have effective teachers and principals and whether teachers have the professional supports they need. Both states and districts must publish report cards at least every two years that provide information on key indicators, such as teacher qualifications and teacher and principal designations of effectiveness; teachers and principals hired from high-performing pathways; teacher survey data on levels of support and working conditions in schools; the novice status of teachers and principals; teacher and principal attendance; and retention rates of teachers by performance level. States will also be required to report on the performance of teacher and principal preparation programs by their graduates' impact on student growth and other measures, job placement, and retention.

## *TEACHER AND LEADER INNOVATION FUND*

Our proposal will continue competitive grants for states and school districts that are willing to implement ambitious reforms to better identify, recruit, prepare, develop, retain, reward, and advance effective teachers, principals, and school leadership teams in high-need schools. Grantees must be able to differentiate among teachers and principals on the basis of their students' growth and other measures, and must use this information to differentiate, as applicable, credentialing, professional development, and retention and advancement decisions, and to reward highly effective teachers and principals in high-need schools. School districts must also put in place policies to help ensure that principals are able to select and build a strong team of teachers with a shared vision and that teachers are choosing to be part of a school team.

Grantees may use funds to reform compensation systems to provide differentiated compensation and career advancement opportunities to educators who are effective in increasing student academic achievement, who take on additional roles and responsibilities in their schools, and who teach in high-need schools, subjects, areas, and fields. Grantees may also use funds to staff high-need schools more effectively, such as through the implementation or use of earlier hiring timelines. States and districts will be encouraged to use these funds to take on additional innovative reforms, such as improving teacher salary schedules so as to eliminate incentives for teachers to obtain credentials that have been shown not to be linked with student performance. Additionally, states must describe the extent to which high-performing pathways are in place. In all cases, applicants will be required to provide evidence of stakeholder involvement in the development of their proposal.

## TEACHER AND LEADER PATHWAYS

Our proposal will continue competitive grants to improve and strengthen the recruitment and preparation of effective teachers, principals, and other school leaders by nonprofit organizations, colleges and universities, and school districts, through high-quality preparation programs that prepare educators for high-need districts, schools, subjects, areas, and fields.

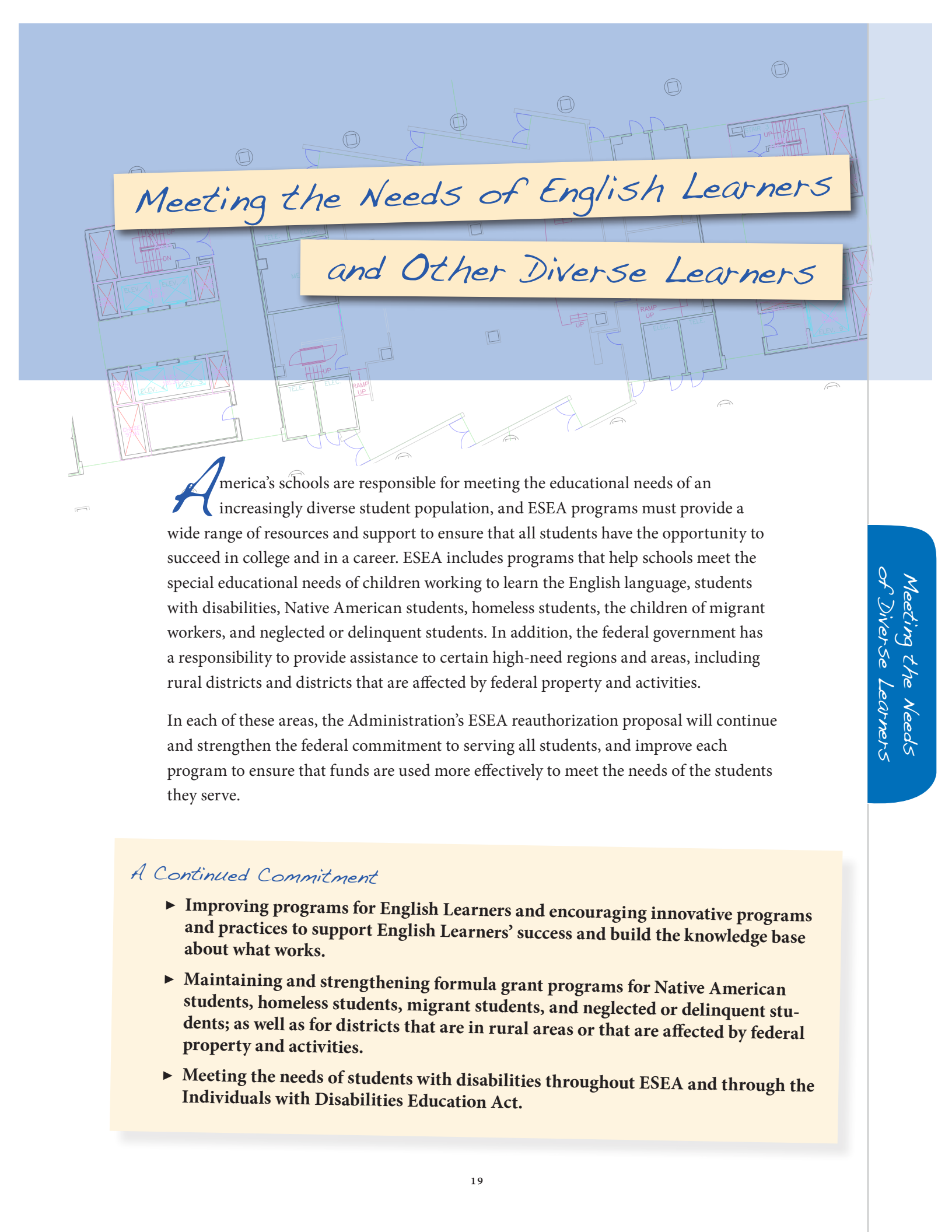
**Teacher Pathways.** To strengthen traditional and alternative pathways into teaching, our proposal includes competitive grants for the recruitment, preparation, placement, and induction of promising teacher candidates for high-need schools, subjects, areas, and fields. Programs must be designed to meet the specific teacher needs of a district or districts, and must either have a record of preparing effective teachers or commit to tracking and measuring the effectiveness of their graduates in the classroom.

In making grants, the Secretary will take into account whether programs will prepare teachers to teach to college- and career-ready standards; the extent to which programs are designed to meet the needs of high-need areas, including rural areas, or high-need fields, such as teaching English Learners, students with disabilities, or other students with diverse learning needs; and the extent to which programs provide streamlined opportunities for applicants who can demonstrate competency in specific knowledge or skills. Priority may be given to programs that work to recruit and prepare high-performing college graduates or non-traditional candidates, such as military veterans or midcareer professionals. The Secretary also will carry out a teacher recruitment campaign, working with states, districts, and outside organizations to recruit talented candidates into the teaching profession.



**Transformational Leaders.** To strengthen traditional and alternative pathways into school leadership, our proposal includes competitive grants for the recruitment, preparation, and support of effective principals and leadership teams to turn around persistently low-performing schools.

Grantees must either have a record of preparing effective leaders or commit to tracking and measuring the effectiveness of their graduates, as well as provide a substantial residency or field-based component and induction support for new principals and other leaders to succeed. Priority will be given to programs that commit to put in place conditions that increase the likelihood that their graduates and other principals will succeed in improving low-performing schools, such as providing autonomy over staffing, budget, instructional program, and schedule; and those with a record of preparing principals who improve student academic achievement and other outcomes at low-performing schools. Finally, the Secretary will make grants to recruit, prepare, place, and support the retention of effective state and district leaders, such as superintendents, chief academic officers, and human resource directors, who are able to lead transformational change in their states and districts.



# Meeting the Needs of English Learners

## and Other Diverse Learners

America's schools are responsible for meeting the educational needs of an increasingly diverse student population, and ESEA programs must provide a wide range of resources and support to ensure that all students have the opportunity to succeed in college and in a career. ESEA includes programs that help schools meet the special educational needs of children working to learn the English language, students with disabilities, Native American students, homeless students, the children of migrant workers, and neglected or delinquent students. In addition, the federal government has a responsibility to provide assistance to certain high-need regions and areas, including rural districts and districts that are affected by federal property and activities.

In each of these areas, the Administration's ESEA reauthorization proposal will continue and strengthen the federal commitment to serving all students, and improve each program to ensure that funds are used more effectively to meet the needs of the students they serve.

### *A Continued Commitment*

- ▶ **Improving programs for English Learners and encouraging innovative programs and practices to support English Learners' success and build the knowledge base about what works.**
- ▶ **Maintaining and strengthening formula grant programs for Native American students, homeless students, migrant students, and neglected or delinquent students; as well as for districts that are in rural areas or that are affected by federal property and activities.**
- ▶ **Meeting the needs of students with disabilities throughout ESEA and through the Individuals with Disabilities Education Act.**

## *STUDENTS WITH DISABILITIES*

While the primary funding for programs specifically focused on supporting students with disabilities is through the Individuals with Disabilities Education Act, our ESEA reauthorization proposal will increase support for the inclusion and improved outcomes of students with disabilities. Our proposal will help ensure that teachers and leaders are better prepared to meet the needs of diverse learners, that assessments more accurately and appropriately measure the performance of students with disabilities, and that more districts and schools implement high-quality, state- and locally-determined curricula and instructional supports that incorporate the principles of universal design for learning to meet all students' needs.

## *ENGLISH LEARNER EDUCATION*

Our proposal will continue to provide significant formula grants to help states and school districts implement high-quality language instruction educational programs to improve the education of English Learners. Grantees may provide dual-language programs, transitional bilingual education, sheltered English immersion, newcomer programs for late-entrant English Learners, or other language instruction educational programs. Grantees may also provide effective professional development for all teachers of English Learners, including teachers of academic content areas, that is responsive to demonstrated needs identified by evaluations. To ensure that formula grant assistance in these areas supports the conditions needed to foster English Learners' success, we will require states to:

- ▶ Establish new criteria to ensure consistent statewide identification of students as English Learners, and to determine eligibility, placement, and duration of programs and services, based on the state's valid and reliable English language proficiency assessment.
- ▶ Implement a system to evaluate the effectiveness of language instruction educational programs, and to provide information on the achievement of subgroups of English Learners, to drive better decisions by school districts for program improvement, and to support districts in selecting effective programs.

Districts that are not improving the performance of English Learners will lose flexibility around the use of funds under this program, and must work with the state to implement more effective strategies.

Our proposal will also provide new competitive grants to states, districts, and nonprofit partners to support the development of innovative programs, build the knowledge base about promising practices, and scale up effective practices to improve instruction for

English Learners, including funding for graduate fellowships to support research and leadership in developing effective practices to improve English Learner outcomes, as well as state or district partnerships with colleges and universities for developing effective teachers.

In addition, under the College- and Career-Ready Students program, states will be required to adopt and implement statewide grade-by-grade English language proficiency standards that are linked to the state's college- and career-ready academic content standards.

### *MIGRANT EDUCATION*

Our proposal will continue and strengthen formula grants to states, districts, and other providers to meet the educational needs of migrant students. To ensure that funds are most effectively targeted to the areas in which migrant students live, we will update the current funding formula to incorporate more accurate and timely data. We will also strengthen and facilitate interstate efforts to support the educational transition of migrant students into local schools and communities.

### *HOMELESS CHILDREN AND YOUTHS EDUCATION*

Our proposal will continue and strengthen formula grants to help states and districts put in place systems and services to meet the educational needs of homeless students. First, we will better target funds to serve homeless students by allocating funds on the basis of counts of homeless students rather than by shares of Title I allocations. Second, we will remove barriers to effective services for homeless children. And third, we will clarify provisions of the current statute where ambiguity resulted in delays in services for homeless children and youths. Our proposal will also increase transparency by requiring grantees to report on the academic outcomes for students served by the program.

### *NEGLECTED AND DELINQUENT CHILDREN AND YOUTHS EDUCATION*

Our proposal will continue and strengthen formula grants to states to improve educational services for students in state-operated institutions and community day programs for neglected or delinquent children and youths. To better direct funds to support students in locally-operated institutions, our proposal will ask districts to reserve funds received under the College- and Career-Ready Students program to support programs conducted by locally-operated institutions.





## *INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION*

Our proposal will continue strong support – through formula and competitive grants to states; districts; Indian tribes; Indian institutions of higher education; Indian, Native Hawaiian, and Alaska Native educational and community-based organizations; and nonprofit organizations, agencies, and institutions – to help meet the unique needs of Indian students, Native Hawaiian students, and Alaska Native students.

Grantees under the Indian education program will have greater flexibility to use funds to carry out programs that meet the needs of Indian students, including Native language immersion and Native language restoration programs, and develop tribal specific standards and assessments. Our proposal will improve access to funds for Indian tribes under other ESEA programs, and recognize and strengthen the role of tribal education departments in coordinating and implementing services and programs for Indian students within their jurisdiction. To ensure that programs reflect the academic, language, and cultural needs of Indian students, we will continue to require the participation of the parents of Indian children in the design of programs. To support effective programs, we will expand eligibility to school districts and public charter schools under the Native Hawaiian and Alaska Native programs.

## *RURAL EDUCATION*

Our proposal will continue formula grants to rural districts to address the specific needs of students in rural areas, through the Small, Rural School Achievement (SRSA) and the Rural and Low-Income School (RLIS) programs. In order to improve targeting of funds, we will update the method used to identify districts as rural. To allow additional districts needed flexibility, our proposal will also expand the current “REAP Flex” authority, which allows eligible small districts to use other federal education funds flexibly, to districts that are eligible to receive funds under RLIS. In addition, we will better align the accountability requirements of the College- and Career-Ready Students program with the rural education program, so that the rural education program supports school improvement efforts in persistently low-performing districts.

To help rural districts apply for competitive grants and determine effective strategies for improving student academic achievement, the Secretary may reserve funds for national activities such as technical assistance and research on innovative programs that are designed to help rural districts overcome common capacity constraints.

## *IMPACT AID*

Our reauthorization proposal will continue significant formula grant support designed to compensate districts for the expense of educating federally-connected children and for the presence in their districts of tax-exempt federal property or other property removed from the tax rolls by the federal government. Because these funds are compensatory, districts enjoy broad flexibility in the use of these funds.





## *A Complete Education*

**A**s we ask states to raise their standards to prepare their students for college and the workplace, we will also be asking more from students, families, teachers, principals, and every level of the educational system. To make higher standards meaningful, we must ensure that states, districts, schools, and teachers have the resources and assistance they need to help students reach these standards, such as instructional supports, high-quality professional development, and teaching and learning materials aligned with those standards. This means a new investment in improving teaching and learning in all content areas – from literacy to science, technology, engineering, and mathematics to history, civics, foreign languages, the arts, financial literacy, environmental education, and other subjects – and in providing accelerated learning opportunities to more students to make postsecondary success more attainable.

### *A New Approach*

- ▶ **Strengthening instruction in literacy and in science, technology, engineering, and mathematics, aligned with improved standards that build toward college- and career-readiness.**
- ▶ **Supporting teachers and students in teaching and learning to more rigorous standards that prepare students for college and a career.**
- ▶ **Improving access to a well-rounded education for students in high-need schools.**
- ▶ **Expanding access to college coursework and other accelerated learning opportunities for students in high-need schools.**

## LITERACY

Our proposal will provide competitive grants to support the transition to higher standards by assisting states in strengthening their literacy programs and by providing substantial support to high-need districts in implementing high-quality literacy instruction. States will be required to develop comprehensive, evidence-based, preK–12 literacy plans and to align federal, state, and local funds to provide high-quality literacy instruction. States may carry out strategies to improve literacy instruction statewide, such as supporting districts in identifying effective instructional materials and improving teachers' knowledge and skills in effective literacy instruction for all students, including English Learners and students with disabilities.

Priority will be given to states that have adopted common, state-developed, college- and career-ready standards. Priority may also be given to states that use technology to address student learning challenges, which may include the principles of universal design for learning.

States will provide competitive subgrants to high-need districts to support comprehensive literacy programs in the grades and schools with the greatest local need. Programs must provide effective professional development for teachers and school leaders; high-quality state- or locally-determined curricula, instructional materials, and assessments; interventions that ensure that all students are served appropriately; and language- and text-rich classroom environments that engage and motivate students. Literacy programs may also include activities related to family literacy, improving library services, and other efforts to improve literacy.

Priority will be given to districts that propose to align other local, state, and federal resources with their plan to improve literacy instruction; propose to implement programs that have the strongest available evidence; propose to implement activities in the schools with the greatest need; or have a plan for sustaining the strategy.

## SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

Our proposal will provide competitive grants to support the transition to higher standards by assisting states in strengthening their STEM programs and by providing substantial support to high-need districts in implementing high-quality instruction in at least mathematics or science and may also include technology or engineering. States will be required to develop comprehensive, evidence-based plans and to align federal, state, and local funds to provide high-quality STEM instruction. States may carry out strategies to improve STEM instruction statewide, such as partnering with statewide Race to the Top partnerships, supporting districts in identifying effective instructional materials, and improving teachers' knowledge and skills in effective STEM instruction for all students, including English Learners and students with disabilities.



Priority will be given to states that have adopted common, state-developed, college- and career-ready standards. Priority may also be given to states that use technology to address student learning challenges, which may include the principles of universal design for learning; cooperate with outside partners with STEM expertise; or propose to prepare more students, including students from underrepresented groups, for advanced study and careers in STEM.

States will award competitive subgrants to high-need districts to support comprehensive STEM instruction in the grades and schools with the greatest local need. Programs must provide effective professional development for teachers and school leaders; high-quality state- or locally-determined curricula, instructional materials, and assessments; and interventions that ensure that all students are served appropriately. Subgrantees may use program funds to integrate evidence-based, effective mathematics or science programs into the teaching of other core academic subjects and for technology-based strategies to improve STEM education.

Priority will be given to districts that propose to align other local, state, and federal resources with their plan to improve instruction in STEM subjects; propose to implement programs that have the strongest available evidence; propose to implement activities in the schools with the greatest need; or have a plan for sustaining the strategy.





## *ENSURING A WELL-ROUNDED EDUCATION*

To help more students in high-need schools receive a well-rounded education, our proposal will provide competitive grants to states, high-need districts, and nonprofit partners to strengthen the teaching and learning of arts, foreign languages, history and civics, financial literacy, environmental education, and other subjects.

Grants may support either the development of new, promising instructional practices or the expansion of instructional practices for which there is evidence of improving student performance in one or more of these subjects. Such practices, which should be aimed at improving instruction for all students, including English Learners and students with disabilities, may include high-quality professional development, better assessments, high-quality state- or locally-determined curricula aligned with state standards, or innovative uses of technology.

Priority will be given to applicants proposing to integrate teaching and learning across academic subjects; to use technology to address student learning challenges; and at the high school level, to work with colleges or universities to ensure that coursework is truly aligned with those institutions' expectations.



## *COLLEGE PATHWAYS AND ACCELERATED LEARNING*

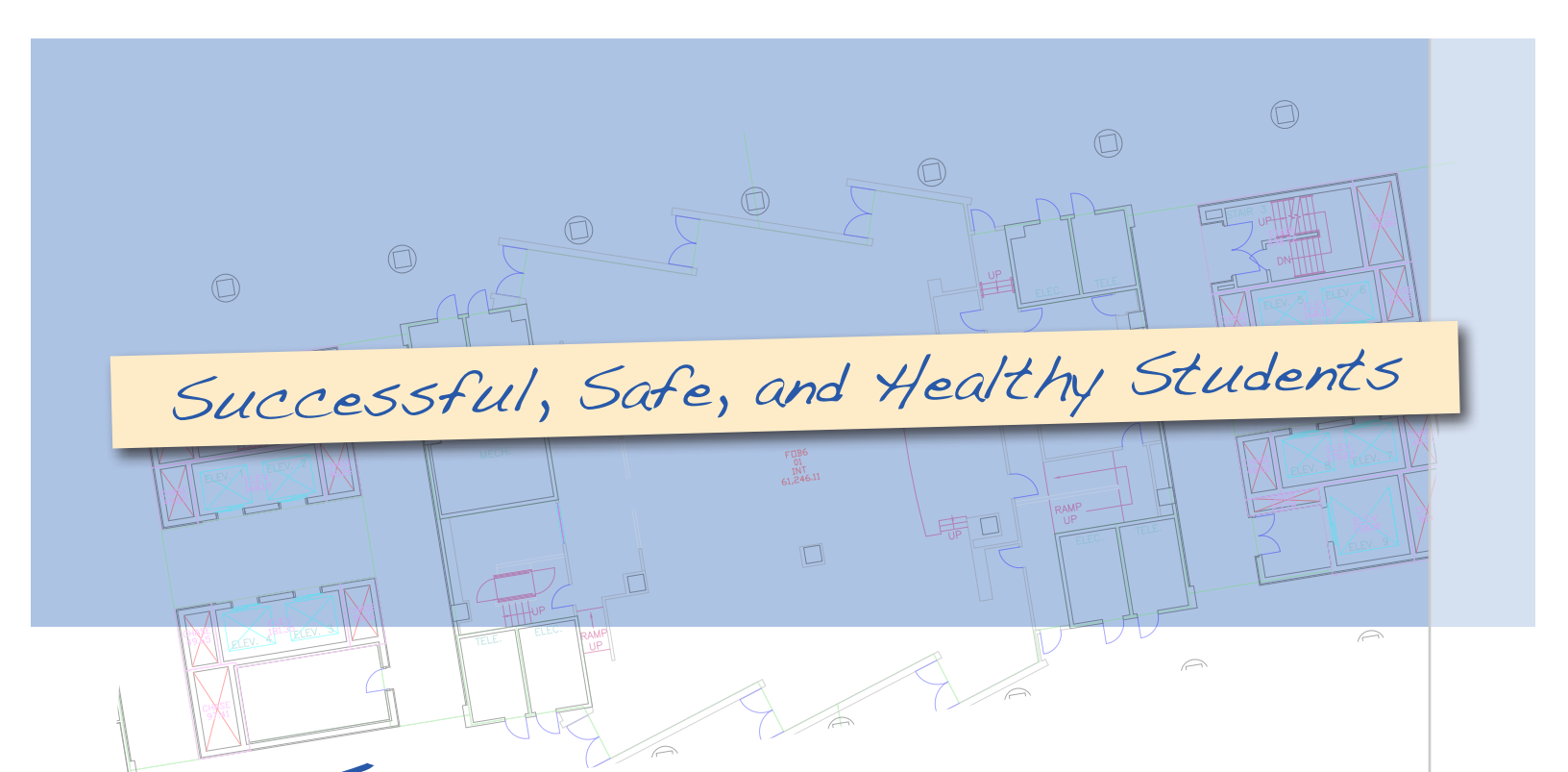
Our proposal will provide competitive grants to states, districts, and nonprofit partners to increase access to accelerated learning opportunities for students. At the high school level, these opportunities will include college-level work. At the elementary and middle school levels, these opportunities will include access to gifted and talented education programs.

Grantees will carry out activities that help students prepare for, or directly provide, college-level work (including early-college or dual-enrollment programs, Advanced Placement (AP) programs, and International Baccalaureate programs), other accelerated learning programs, and gifted and talented programs in elementary or middle schools. Applicants may propose additional activities, such as allowing credit based on successful demonstration of competency via examination or other valid means, or providing counseling, mentoring, or programs to develop study skills. Priority will be given to applicants that propose to serve high schools with low graduation rates and that partner with state higher education offices and institutions of higher education in a program that allows higher education credits to be portable beyond the individual partner institution or institutions. Our proposal will continue to provide support to states to improve access to AP tests for low-income students.

## *ACTIVITIES TO STRENGTHEN A COMPLETE EDUCATION*

Under our proposal, the Secretary will set aside funds to carry out additional activities to improve teaching and learning in academic subjects, such as grants for the creation of high-quality educational digital content; grants to states to develop and improve their capacity to use technology to improve instruction; or grants to nonprofits to develop and implement innovative and effective strategies to improve the teaching and learning of specific subjects.





## Successful, Safe, and Healthy Students

Supporting student success requires deploying every tool at our disposal. The students most at risk for academic failure too often attend schools and live in communities with insufficient capacity to address the full range of their needs. The result is that students cannot always focus on learning and teachers cannot always focus on teaching.

Preparing students for success requires taking innovative, comprehensive approaches to meeting students' needs, such as rethinking the length and structure of the school day and year, so that students have the time they need to succeed and teachers have the time they need to collaborate and improve their practice. It means supporting innovative models that provide the services that students need; time for teachers to collaborate to meet academic challenges; environments that help all students be safe, healthy, and supported in their classrooms, schools, and communities; and greater opportunities to engage families in their children's education and strengthen the role of schools as centers of communities.

### *A New Approach*

- ▶ **Providing a cradle through college and career continuum in high-poverty communities that provides effective schools, comprehensive services, and family supports.**
- ▶ **Supporting programs that redesign and expand the school schedule, provide high-quality afterschool programs, and provide comprehensive supports to students.**
- ▶ **Using data to improve students' safety, health, and well-being, and increasing the capacity of states, districts, and schools to create safe, healthy, and drug-free environments.**

## *PROMISE NEIGHBORHOODS*

Our proposal will provide new, competitive grants to support the development and implementation of a continuum of effective community services, strong family supports, and comprehensive education reforms to improve the educational and life outcomes for children and youths in high-need communities, from birth through college and into careers. Programs must be designed to improve academic and developmental outcomes for children and youths through effective public schools, community-based organizations, and other local agencies. Programs will be encouraged to take a comprehensive approach to meeting student needs, drawing on the contributions of community-based organizations, local agencies, and family and community members. Grantees will conduct a needs assessment of all children in the community in order to establish baseline data against which the grantee will aim to improve outcomes, and will promote and coordinate community involvement, support, and buy-in, including securing and leveraging resources from the public and private sectors.

## *21ST CENTURY COMMUNITY LEARNING CENTERS*

Our proposal will provide competitive grants for states, school districts, nonprofit organizations, and partnerships to implement in school and out of school strategies that provide students and, where appropriate, teachers and family members, with additional time and supports to succeed.

Competitive grants will be awarded to states, school districts, and community-based organizations to leverage models that comprehensively redesign and expand the school day or year, provide full-service community schools, or provide services before school, after school, or during the summer. All programs will focus on improving student academic achievement in core academic subjects, ranging from English language arts, mathematics, and science, to history, the arts, and financial literacy, as part of a well-rounded education, and providing enrichment activities, which may include activities that improve mental and physical health, opportunities for experiential learning, and greater opportunities for families to actively and meaningfully engage in their children's education.

Priority will be given to applicants that propose to carry out programs to support the improvement of Challenge schools identified under the College- and Career-Ready Students program, and those that propose to implement comprehensive and coordinated programs, including comprehensively redesigning and expanding the school schedule for all students, providing comprehensive supports to students and families through full-service community school models, or establishing partnerships between school districts and nonprofit organizations for in school or out of school strategies.



## *SUCCESSFUL, SAFE, AND HEALTHY STUDENTS*

Our proposal will provide competitive grants to support states, school districts, and their partners in providing learning environments that ensure that students are successful, safe, and healthy. To better measure school climate and identify local needs, grantees will be required to develop and implement a state- or district-wide school climate needs assessment to evaluate school engagement, school safety (addressing drug, alcohol, and violence issues), and school environment, and publicly report this information. This assessment must include surveys of student, school staff, and family experiences with respect to individual schools, and additional data such as suspensions and disciplinary actions. States will use this data to identify local needs and provide competitive subgrants to school districts and their partners to address the needs of students, schools, and communities.

Grantees will use funds under the Successful, Safe, and Healthy Students program to carry out strategies designed to improve school safety and to promote students' physical and mental health and well-being, nutrition education, healthy eating, and physical fitness. Grantees may support activities to prevent and reduce substance use, school violence (including teen dating violence), harassment, and bullying, as well as to strengthen family and community engagement in order to ensure a healthy and supportive school environment.



Priority will be given to applicants that propose to support partnerships between districts and nonprofit organizations, including community-based organizations. Priority will also be given to grantees willing to direct funds to schools with the greatest need, including Challenge schools, as identified under the College- and Career-Ready Students program, or schools with the greatest needs as identified through the school climate needs assessment.





## Fostering Innovation and Excellence

**F**or all students to thrive in the classroom, in college, and in a career, our educational system must continuously develop and embrace the very best practices, policies, and ideas. Innovative practices are constantly emerging to help more students graduate ready for college and a career. We will ask policymakers and educators at all levels to carefully analyze the impact of their policies, practices, and systems on student outcomes. We will provide students and families with increased high-quality public school educational options, and empower them with improved information about the options available to them. And across programs, we will focus less on compliance and more on enabling effective local strategies to flourish.

### *A New Approach*

- ▶ **Providing incentives for a Race to the Top among states and districts willing to take on ambitious, comprehensive reforms.**
- ▶ **Developing, validating, and scaling up promising and proven educational strategies to improve student outcomes.**
- ▶ **Expanding educational options to increase choice within the public school system through high-performing new schools and meaningful public school choice.**



## *RACE TO THE TOP*

Modeled after the Race to the Top program authorized by the American Recovery and Reinvestment Act of 2009, our proposal will provide competitive grants to states and school districts to take on ambitious and comprehensive reforms, and to encourage the broad identification, dissemination, adoption, and use of effective policies and practices. State and school district grantees will be required to develop and implement comprehensive plans, in collaboration with other stakeholders, to dramatically improve student outcomes, including focusing on rigorous college- and career-ready standards and high-quality assessments; providing better information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning; supporting effective teachers and school leaders; turning around persistently low-performing schools; and supporting innovative models for reform.

States and school districts that receive grants may spend funds flexibly in a manner aligned with their plans, but states must award at least 50 percent of their grant funds to school districts that participate in the state plan. Grantees will be required to meet specific annual performance targets related to the implementation of their plan and to improving measurable outcomes for students and schools, and will receive continuation funding only if they implement their proposed plans effectively and meet their performance targets. Grantees must invest in rigorous evaluation of their ongoing performance and reform efforts.

## *INVESTING IN INNOVATION (i3)*

This program builds on the i3 program launched through the American Recovery and Reinvestment Act of 2009, and will provide additional competitive grants to expand the implementation of, and investment in, innovative and evidence-based practices, programs, and strategies that significantly improve student outcomes. The Secretary will use a rigorous, three-tiered evidence framework that directs the highest levels of funding to programs with the strongest evidence, and also provides significant support for promising programs that are willing to undergo rigorous evaluation. Grantees will use funds to scale up practices, strategies, or programs for which there is strong evidence of success in significantly closing achievement gaps between groups of students and in significantly increasing student academic achievement for all groups of students; validate and expand practices, strategies, or programs for which there is moderate evidence of success; or develop and test promising practices, strategies, or programs for which there is potential and some research-based support. Each grantee will be required to conduct or participate in an independent evaluation of its project. Grantees will be required to form partnerships with the private sector to secure matching funds.

Applicants will be required to propose projects that develop or expand innovations in critical areas of education reform. The Secretary may also give preference to applicants that propose to develop or expand innovations around specific pressing needs, such as improving the teaching and learning of STEM subjects, improving early learning outcomes, addressing the learning needs of English Learners and students with disabilities, and serving schools in rural areas. The Secretary will also reserve funds for inducement prizes to drive breakthrough inventions in education or for dramatic and innovative approaches to improving educational outcomes.

## *EXPANDING EDUCATIONAL OPTIONS*

In addition to broad-based comprehensive state and local reforms and the expansion of evidence-based practices and innovations, the Administration's ESEA reauthorization proposal will encourage educational entrepreneurship by expanding competitive grants aimed at increasing the supply of high-quality public educational options available to students.

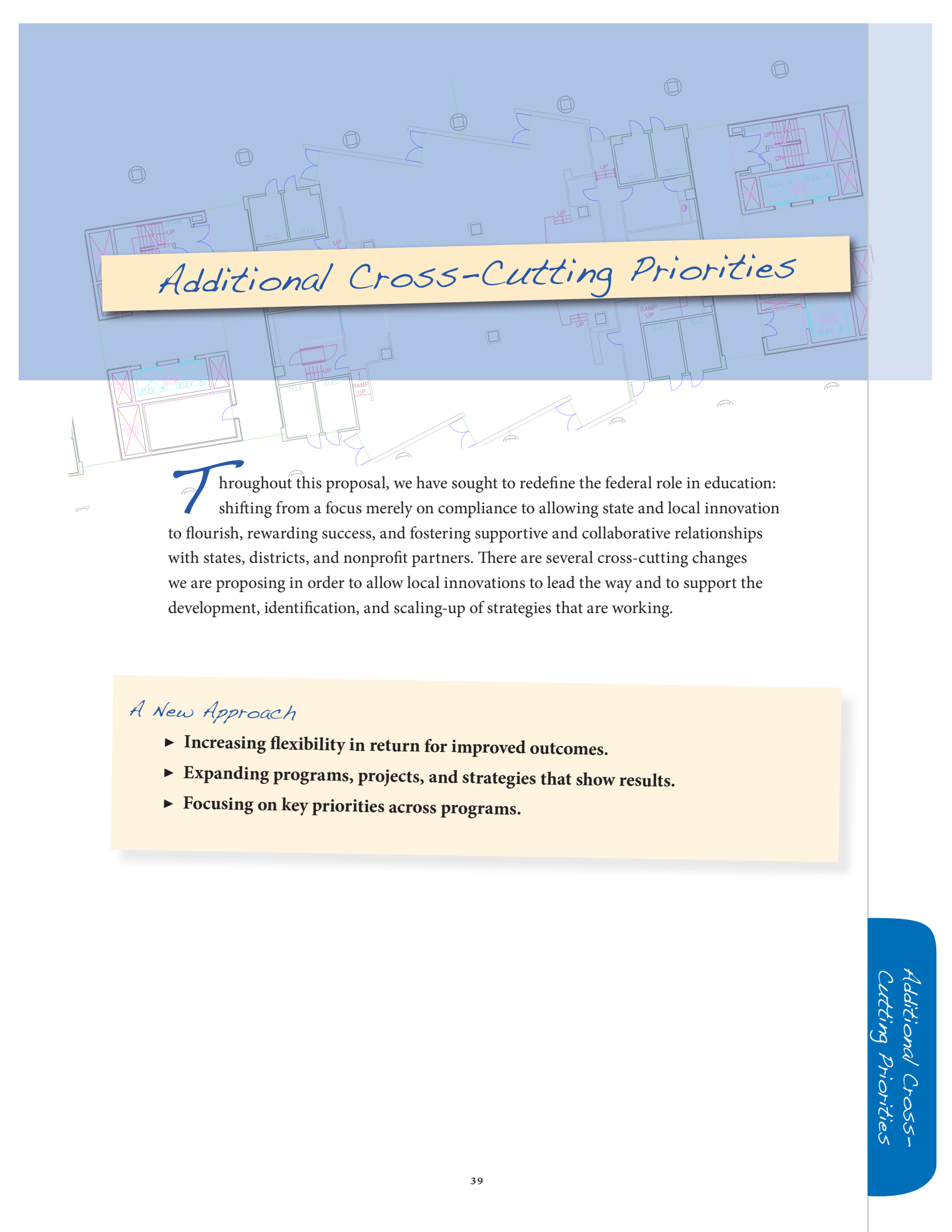
**Supporting Effective Charter Schools.** Our proposal will provide competitive grants to states, charter school authorizers, charter management organizations, districts, and nonprofit organizations, to start or expand high-performing public charter schools and other high-performing autonomous public schools, with a priority for applicants proposing to start or expand high-performing public charter schools. Autonomous schools are public schools that, as much or even more than charter schools, have ongoing autonomy over key operational elements, including staffing, budget, schedule, and program. Both charter schools and other autonomous schools funded under this program must be subject to the same accountability systems as traditional public schools, as well as increased accountability for improving student academic achievement.

To ensure that funds are used to start or expand high-performing schools that improve outcomes for all subgroups of students, applicants will be evaluated based on their record of past success in funding, supporting, authorizing, managing, or operating (as relevant) high-performing public charter schools or other high-performing public autonomous schools; their record of cutting off funding to or closing low-performing charter schools or other low-performing autonomous schools; and their commitment to improving the quality of their schools in the future. Grantees will be required to develop plans to appropriately serve all students in charter or other autonomous schools, including English Learners and students with disabilities, and to provide information to ensure students and families are aware of and able to apply to these schools. The Secretary may reserve a portion of funds to improve charter schools' access to facilities or to facilities financing.

To build greater capacity to support and hold schools accountable under this program, grantees at all levels will be allowed to set aside funds to improve their capacity to oversee and support schools funded under this program. Additionally, charter management organizations that commit to work with districts to support the districts in implementing effective strategies in district schools may be eligible for larger grants.

**Promoting Public School Choice.** Our proposal will continue to provide competitive grants to districts, consortia of districts, and states in partnership with districts to expand high-quality public school educational options for students, especially students in low-performing schools, and ensure that students and families are aware of these options. Grantees will use funds to implement programs that increase high-quality public school options for students, especially students in low-performing schools, through creating or expanding inter- and intradistrict choice programs, theme-based schools, high-quality online learning programs, or academic pathways. Grantees must also carry out activities to provide students, families, and the community with information about how to identify, evaluate, and access high-quality educational options. Priority will be given to interdistrict choice programs and programs that provide comprehensive choices to every student in a district. Priority will also be given to programs that increase diversity in the schools served by the program.

**Magnet Schools Assistance Program.** Our proposal will continue to provide competitive grants to districts to support magnet schools under a desegregation plan ordered by a federal court, state court, or other authorized state agency or official, or approved by the Secretary. The reauthorized program will expand and improve options for students and increase diversity by placing a greater emphasis on funding whole-school magnet school programs or models that have a record of success in raising student academic achievement and reducing minority group isolation.

The background of the page is a light blue architectural floor plan of a building. It shows various rooms, corridors, and structural elements. A prominent yellow banner is overlaid across the middle of the plan, containing the title text. The floor plan includes labels such as 'TELE', 'FLEC', 'ELEV. 1', 'ELEV. 2', 'ELEV. 3', 'ELEV. 4', 'ELEV. 5', 'ELEV. 6', 'ELEV. 7', 'ELEV. 8', 'RAMP UP', 'RAMP DN', 'UP', and 'DN'.

## Additional Cross-Cutting Priorities

**T**hroughout this proposal, we have sought to redefine the federal role in education: shifting from a focus merely on compliance to allowing state and local innovation to flourish, rewarding success, and fostering supportive and collaborative relationships with states, districts, and nonprofit partners. There are several cross-cutting changes we are proposing in order to allow local innovations to lead the way and to support the development, identification, and scaling-up of strategies that are working.

### *A New Approach*

- ▶ **Increasing flexibility in return for improved outcomes.**
- ▶ **Expanding programs, projects, and strategies that show results.**
- ▶ **Focusing on key priorities across programs.**



## *FLEXIBILITY FOR SUCCESS*

A re-envisioned federal role means giving states and districts additional flexibility in how they spend federal dollars as long as they are continuing to focus on what matters most – improving outcomes for students. States and districts will be allowed to use most federal administrative funds and reservations flexibly to build their own capacity to support reform and improvement. Most districts will also be allowed to spend more ESEA program funds flexibly, as long as they continue to comply with the conditions associated with those funds and are improving student outcomes.

## *GROWING SUCCESS*

Where grantees are successfully improving outcomes for students, we should not only reward them, but replicate their successful practices. For each competitive program in this proposal, grantees that are significantly improving outcomes will be eligible for both continuation funds and additional funds to expand their strategies to additional students, schools, districts, or states. This will ensure that federal funds flow to projects that are successfully serving students.

## *EVALUATION AND BUILDING THE KNOWLEDGE BASE*

To foster ongoing improvement of ESEA programs and to advance knowledge in the field, investments are needed in data analysis and evaluation at the federal, state, and local levels. Consequently, this proposal encourages federal, state, and local levels to work

together to use data for continuous improvement, test innovative ideas, evaluate and replicate promising approaches, and scale up what strong research evidence suggests works across all ESEA programs. In addition, a new evaluation authority will authorize rigorous, objective evaluations of ESEA programs, policies, and practices and support performance measurement of those programs. The Secretary will submit to Congress a biennial plan on ESEA evaluation and performance measurement and will establish an independent panel that advises on the plan.

## CROSS-CUTTING PRIORITIES

There are some priorities that are relevant in numerous areas of education reform. We may apply specific priorities across programs, as appropriate, including priorities for:

- (1) **Technology.** Technology, effectively and thoughtfully deployed, can improve how schools work, how teachers teach, and how students learn. Priority may be given to programs, projects, or strategies that leverage digital information or communications technology to accomplish the stated goals of the grant.
- (2) **Evidence.** As evidence develops in new areas, funding should be devoted to the areas with the most evidence of effectiveness in improving outcomes for students. Priority may be given to programs, projects, or strategies on the strength of their evidentiary base.
- (3) **Efficiency.** Particularly in the current economic situation, it is important to do more with fewer resources. Priority may be given to programs, projects, or strategies that are designed to significantly increase efficiency in the use of resources to improve student outcomes.
- (4) **Supporting English Learners and Students With Disabilities.** Schools, districts, and states must be held responsible for educating all students, including English Learners and students with disabilities, to high standards, but more work could be done to develop and scale up effective strategies for these students. Priority may be given to programs, projects, or strategies that are designed to specifically improve the performance of English Learners or students with disabilities.
- (5) **Supporting Rural and Other High-Need Areas.** In new competitive programs, we will be putting in place appropriate strategies to ensure that rural districts and other high-need districts are not disadvantaged and are able to receive the funding they need to help students succeed. Priority may be given to programs or projects designed to serve rural and other high-need areas.



NEW HAVEN PUBLIC SCHOOLS – October 14 2009

# **NHPS AND NHFT CONTRACT AGREEMENT**



# Summary of 2009 NHFT Contract Agreement



## The agreement weaves together three threads of the district's relationship to teachers

- Discussion of the school system reform, including efforts to improve student performance in the district
- The salary and the salary scale available to teachers, ensuring appropriate compensation for existing staff and ability to recruit new teachers
- The medical plan, ensuring appropriate protection for the health of members

## Our formal discussions started in July, and have been ongoing

- In addition to the District and the NHFT, The Mayor's Office, the State and National AFT, and state and national experts were represented in the reform discussions
- The NHFT negotiation committee and executive board unanimously endorsed the settlement that tied together the three threads
- The membership approved the contract on 10/13, with a 842 to 39 vote

## Logistics and Next Steps

- Agreement ratified by AFT membership on 10/13
- New contract goes into effect July 1, 2010, for the new school year
- Agreements on reform go into effect now, to enable planning and early implementation, and are then also incorporated into the new contract

The resulting agreement enables the New Haven Board of Education and New Haven Teachers to pursue the goal of effectively educating every child and becoming the most successful urban district in the country.

# Discussions were Rooted in Shared Objectives



## Core Principles Behind the Agreement

- Recognizing the professionalism of teaching, including the importance of performance-based professional evaluation and respect for professional voice in school and district decision-making
- Acknowledging the economic situation by taking responsible action on financial components, now and in the future

## Shared Beliefs About Reform – Expressed in a Joint Statement in July

- We believe that substantial improvement in student performance is needed in New Haven, that improvement is possible, and that there is urgency to making changes to accomplish those improvements
- We believe that a sharper focus and greater priority on student performance is needed at all layers of the organizations
- We believe that the people in the system – teachers, principals, and other staff – are the district's most important resources, and that their individual and collective effectiveness is the most important factor in improving student results
- We believe that schools are the most important organizational units in the system, and that our policies and systems need to support the individual excellence of each school
- We believe that the best outcomes will come through the ongoing collaboration of the adults in and around the school system, all of whom are motivated to help students learn – including teachers, administrators, central staff, parents, and the Unions

# Key Contract Provisions: Teacher Voice in Reform Planning



	<u>Reference</u>	<u>Key Provisions</u>
<b>Reform Committee</b>	Reform Side Letter – Sections 1a and 5a	<ul style="list-style-type: none"><li>• Creation of a Reform Committee, composed of 3 administrators, 3 teachers, and 2 parents and managed by the Assistant Superintendent for Portfolio and Performance Management, to make recommendations to the Board and the Superintendent.</li><li>• Particular emphasis on developing effective measures of student performance through an open and transparent community process</li></ul>
<b>Teacher Evaluation Committee</b>	Reform Side Letter – Sections 1b, c, and d	<ul style="list-style-type: none"><li>• Recognition and re-focus a pre-existing committee, originally created for a State planning process</li><li>• Provide recommendations on the teacher evaluation process, including how to use student data in the evaluation of teachers, and on the construction of peer assistance and peer review programs.</li></ul>
<b>School Climate Surveys</b>	Reform Side Letter – Section 5b	<ul style="list-style-type: none"><li>• Agreement to create school climate surveys that provide input on schools and leadership</li><li>• Consultation with the AFT, as well as other parties, on the construction of those surveys</li></ul>

# Key Contract Provisions: School-Level Flexibility



	<u>Reference</u>	<u>Key Provisions</u>
<b>Determination of School Tiers</b>	Side Letter Section 4a	<ul style="list-style-type: none"><li>• Consultation with NHFT on the criteria used to assign schools into tiers</li></ul>
<b>High Performing Schools (Tier I and II)</b>	Side Letter Section 4b	<ul style="list-style-type: none"><li>• Targeted work rules (e.g.. prep periods, assignments, etc) may be waived or varied by agreement of the principal and the staff, as expressed in a 75% vote at a mandatory staff meeting</li><li>• The Superintendent and the NHFT must approve waivers above, but must publicly justify any circumstances where they do not approve the school-level plan</li></ul>
<b>Low Performing Schools (Tier III)</b>	Side Letter Section 4c	<ul style="list-style-type: none"><li>• The board has the right to make programmatic changes, including those that impact work rules, so long as<ul style="list-style-type: none"><li>• Changes are announced with sufficient time for staff to find another job, if they would like (March 15<sup>th</sup> of the preceding year)</li><li>• Any extension of hours beyond current practice must be paid pro rata, or with other agreed upon benefit</li></ul></li></ul>

# Key Contract Provisions: School-Level Flexibility



## Turnaround Schools

### Reference

Side Letter Section 4d  
and Turnaround  
Appendix

### Key Provisions

- The lowest performing Tier III schools will be designated by the Board as Turnarounds
- Either on its own or working with school management organizations, the board will launch a new organization, rehiring all staff who want to apply.
- Staff who do not apply, or who do not get selected for a position in the turnaround school, have a right to a position elsewhere in the district
- Work rules and compensation may be varied in the turnaround schools, without contractual limitation, so long as the initial work rules and compensation are clear before staff are hired. Teachers sign an election to work agreement, expressing their willingness to work under the described conditions
- Teachers may, after two full years, opt to return to typical district schools without penalty. After two years, they maintain the normal right to apply to open positions.
- If work rules or compensation are to be changed after the initial election to work agreement, it must be agreed to by two-thirds of the voting teachers at a mandatory faculty meeting

# Key Contract Provisions: Teacher Evaluation



	<u>Reference</u>	<u>Key Provisions</u>
<b>Student Performance</b>	Side Letter Section 1b	<ul style="list-style-type: none"><li>• Agreement that student progress should be a factor in teacher evaluation</li></ul>
<b>Review Process</b>	Side Letter Section 1c, 1d, and 2	<ul style="list-style-type: none"><li>• Consideration and design of peer review and peer support programs, which must be accepted by both parties</li><li>• Creation of at least 4 categories of teacher performance, to allow for meaningful differentiation of teaching staff</li><li>• Acknowledgement that a fair, timely evaluation process with an opportunity for a 120 day improvement plan can result in a judgment of competence or incompetence (the relevant term for effectiveness under State Law)</li><li>• Limitation of teachers to two years on a plan of improvement</li></ul>

*The Board also will work on and develop new central office and administrator evaluation and review mechanisms*

# Key Contract Provisions: Other Components



	<u>Reference</u>	<u>Key Provisions</u>
<b>School-based bonuses</b>	Side Letter Section 3a	<ul style="list-style-type: none"><li>• Ability to pay school-based bonuses on the basis of substantial student progress,</li><li>• The criteria, amount, and distribution of the bonuses within the school are to be determined with the NHFT</li></ul>
<b>Role-based bonuses</b>	Side Letter Section 3b	<ul style="list-style-type: none"><li>• Ability to pay enhanced compensation for teacher leadership positions made available to teachers on the basis of their performance under the teacher evaluation system</li></ul>
<b>Transfers</b>	Changes to Article VII	<ul style="list-style-type: none"><li>• When acting in the best interests of the district, the superintendent has greater discretion to adjust staff assignments between schools</li></ul>



# Key Contract Provisions: Salary and Salary Scale



## Recreation of Salary Schedule

*Movement on step and adjustments to step result in overall increases of 2.87% in the first year, and 3% for the following three years.*

### Reference

### Key Provisions

Elimination of Bubbles

- The inclusion of Step 14.5 in the first year of the contract eliminates the “bubble” in the scale which artificially overvalued one step movement and created a potential negative budget impact when too many teachers moved through that step

Elimination of Entry Level Step in Year 2 and Year 3

- By eliminating Step 1 in Year 2 and Step 2 in Year 2 of the Agreement the starting salary remains competitive throughout the term of the Agreement

Modest adjustments within the scale

- Each year of the contract modest adjustments are made within the salary scale in order to “smooth out” the scale and make the differences between step more common. This serves to reduce the cost of step movement which has historically been a prohibitive cost

Creation of Longevity Steps with modest raises for those at the top of the scale

- By adding modest Longevity steps at the top of the scale the revised scale grants every teacher a raise while avoiding the historic trap of recreating bubbles

# Key Contract Provisions: Medical Plan



**Comprehensive Medical Plan**

*Changes are designed to control costs and encourage cost effective use of the medical plans*

**Reference**

**Key Provisions**

Introduction of a Comp-Mix Plan for New Hires

- New Hires will be placed in a new Comp-Mix Medical plan

Targeted internal co-pay adjustments

- Internal co-pays have been increased in areas such as ER, urgent care, and specialist office visits/diagnostics in order to encourage more responsible use of the current medical plans

Targeted adjustments to pharmacy plans

- Mandatory step therapy, dispense as written override elimination, mandatory mail order for maintenance medications are among the alterations to the Rx plan

Increase Cost Sharing

- Cost sharing for all medical plans increases by .5% per year.

Wellness Initiative

- Co-Pay eliminated for Annual physicals, decreased Primary Care Physician co-pays and other adjustments are designed to increase preventative care and physical health of the workforce

[http://www.nhps.net/sites/default/files/Agenda\\_091310.pdf](http://www.nhps.net/sites/default/files/Agenda_091310.pdf)

**New Haven School Change: Performance Goals, Vision, and Strategy**

**Vision for Change:**

- Students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives
- Schools as the centers for learning, where teams of adults take collective and empowered responsibility for students, working separately and together to move students from where they start to the highest performance levels, collaborating without fault
- The district and schools acting to support development, innovation, and adaptation, both by schools and by individuals

**Strategies:**

- Portfolio of Schools: Each school will be organized and supported on its own unique path to success
- Talent: Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes – and this will enable us to attract, develop, and retain the highest caliber staff
- Community: The work of the school system will be as aligned as possible with the other adults who work on behalf of students, including in particular parents and community organizations

**Overall District Performance Goals – In Five Years...**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- Eliminate the achievement gap with the rest of the state</li> <li>- Cut the drop-out rate in half</li> <li>- Ensure that every student can be successful in college</li> </ul> | <p>Initiatives over 5 years, with accelerating impact as reforms accelerate and extend to full system</p> <p>From 27% drop out (Class of 2008) to 13.5% dropout, with 10% still enrolled for 5 or 6 year diploma, and 76.5% 4 year graduation rate</p> <p>From 50% of graduating class of 2008 still enrolled in college in 2 years to 75% of class</p> |
|---|---|

**Strategic Implementation Goals:**

- Racial Achievement Gaps: ensure that minority students gain on state at the same rate or greater than the district as a whole (see Goal 1)
- Student Growth: 75% of schools achieving growth relative to the state in any given year, and 90% of schools achieve growth 2 out of 3 years
- School Climate: 75% of schools improve on key measures of stakeholder satisfaction each year (or at least 85% satisfied), and 90% of schools improve 2 out of 3 years
- Central Office Effectiveness: Within 5 years 80% of respondents report satisfaction in each major domain of the survey
- Talent: Within 5 years, ensure that 60% of teachers are strong or exemplary, and 80% of principals are strong or exemplary
- Parent Participation: Within 5 years, increase attendance at report card nights to at least 75% in all schools, ensure 100% of schools have functioning Parent organizations, and increase parent response rate to surveys to 50% of parents district wide.
- Wellness: Create, monitor and improve an index of wellness/wrap-around metrics (i.e. physical health, social emotional health, school engagement, and parent participation)

NHPS Initiatives and Priorities: 2010-2011 School Year

PRIORITY INITIATIVES AND DELIVERABLES	Implementation Measures	Tentative Timing
<p><b>Instruction and Assessments</b></p> <p>a. <i>Measures of learning:</i></p> <ul style="list-style-type: none"> <li>• Strengthen quarterly assessment regime, including protocols for tests, design (i.e. end of year exams), and content of tests</li> <li>• Design, implement, and monitor HS 21st Century Portfolio system – plan for K-8 distribution</li> <li>• Track development of national core and state assessments</li> </ul> <p>b. <i>Learning tracking systems:</i> Maintain and extend predictive analytics on students, including DRA predictive models, refine use of mini assessments, and develop high school credit and performance analytics</p> <p>c. <i>Reading and Math interventions:</i> Maintain reading intervention program, and develop Math intervention strategies</p> <p>d. <i>Professional development:</i></p> <ul style="list-style-type: none"> <li>• Launch Data Days, i.e. school-centered PD focused on collaborative analysis and discussion of student learning, with planning for follow up instruction</li> <li>• Pilot Authentic Intellectual Work (AIW) in HS</li> </ul>	<ul style="list-style-type: none"> <li>- Revised protocol for mini/quarterlies</li> <li>- Design and planning, including pilots</li> <li>- Implementation</li>   <li>- Intervention students established</li> <li>- HS “On Track” Measure</li> <li>- Intervention reports at school level</li>   <li>- Launch and refine</li> <li>- Planning and implementation in pilot schools</li> </ul>	<p>Fall</p> <p>SY 10/11</p> <p>Fall 2011</p> <p>Sept 1</p> <p>2<sup>nd</sup> Quarter</p> <p>Mid-year &amp; end of year</p> <p>Fall 2010; 6 PD times through year Spring 2011</p>
<p><b>School Tiering</b></p> <p>a. <i>Tiering decisions:</i> Adjusted measures for K-8 and measures for high school (including use of climate survey, etc). Number of schools, criteria for decisions, and decision rules</p> <p>b. <i>School planning process:</i> Refine Intensive planning process for targeted schools, including components (goal setting, school vision, programmatic changes), process (staff and parent participation, and school votes for work rule changes). Integrate with School Improvement Plans, District Improvement Plans, and reactions to school climate survey.</p> <p>c. <i>Turnaround providers:</i> Recruit high quality turnaround providers/leadership for 2011-12 implementation, including approved school program and leadership. Formulate performance and operating agreements</p>	<ul style="list-style-type: none"> <li>- Presentation and approval by Board</li> <li>- Announcement of Tiering</li> <li>- Presentation to Board</li> <li>- School plans submitted</li> <li>- Plans approved and workrules resolved</li> <li>- Providers committed for 2011-2012</li> </ul>	<p>Fall</p> <p>By November 30</p> <p>Fall</p> <p>Feb Break</p> <p>Spring</p> <p>Nov 15</p>

PRIORITY INIATIVES AND DELIVERABLES	Implementation Measures	Tentative Timing
<p>d. <i>Climate survey for 2010-11 school-year:</i> Refine both content and process for climate survey implementation, responsive to year 1 implementation</p>	<ul style="list-style-type: none"> <li>- Survey administration</li> <li>- Survey report</li> </ul>	<p>Winter (February) Early Spring</p>
<p><b>Talent Evaluation and Development</b></p> <p>a. <i>Finalization of documents and tools for TEVAL/PEVAL:</i> Finalize goal setting, observation, and conferencing forms</p> <p>b. <i>Professional Development:</i> Train instructional staff, including for instructional practices *and* delivery of feedback (Summer, Start of School, In School Year during Director’s meetings and staff meetings) (Directors, Principals, Teachers, Stewards, 3<sup>rd</sup> Party Reviewers)</p> <p>c. <i>Tracking and coordination of conferences:</i> Completion of conferences, differentiation of ratings, completion of PD plans and activation of 3<sup>rd</sup> party validators</p> <p>d. <i>Central Office accountability systems:</i> Implement Superintendent’s evaluation, redesign central office evaluation format, refine and implement central office survey</p> <p>e. <i>Leadership Development:</i> Strengthen leadership development mechanisms. Particular emphasis on emerging principals (training of APs, coaches, etc), also for sitting principals and emerging APs. Including the ALP program in coordination with Achievement First</p>	<ul style="list-style-type: none"> <li>- Complete Package of TEVAL forms</li> <li>- Summer PD</li> <li>- Scope and sequence for annual training</li> <li>- Feedback on training</li> <li>- Completion of Goal Setting, Midyear, and End of year conferences</li> <li>- Superintendent’s Evaluation</li> <li>- CEVAL system in place</li> <li>- Survey administered</li> <li>- AP cohort</li> <li>- Develop mechanisms for each stage of leadership development</li> </ul>	<p>End of August</p> <p>End of July Sept</p> <p>End of Year</p> <p>October, February, June</p> <p>Sept Nov Winter</p> <p>Oct Dec</p>
<p><b>Wrap-Around</b></p> <p>a. <i>Organization:</i> Align and focus associated NHPS offices (Social Development &amp; Truancy, Guidance, Social Work, School Psychologists, Wellness, School Health, Nursing (City), After School, Physical Education, Early Childhood, Discipline, etc)</p> <p>b. <i>Wellness Data:</i> Build data on student readiness to learn, including metrics on physical health, emotional health, school engagement, and parental engagement</p> <p>c. <i>BOOST planning and implementation:</i> Work with United Way to establish citywide management systems and pilot school programs</p>	<ul style="list-style-type: none"> <li>- Cross-functional management and communication system in place</li> <li>- Clarification of key wellness metrics by school</li> <li>- Launch of pilot schools</li> <li>- Citywide BOOST systems, including matching, evaluation, and reporting functions</li> </ul>	<p>Fall</p> <p>Spring</p> <p>Summer/Fall Ongoing</p>

PRIORITY INIATIVES AND DELIVERABLES	Implementation Measures	Tentative Timing
<p>d. <i>Integrated Data System:</i> Strengthen integration of academic and wrap-around data, and refine mechanisms for sharing/accessing data internally to the NHPS and with outside organizations</p>	<ul style="list-style-type: none"> <li>- Increase wrap-around information available in SchoolNet</li> <li>- Develop protocol for sharing of academic and wrap-around information with providers</li> </ul>	<p>Ongoing</p> <p>Winter</p>
<p><b>Drop-Out</b></p> <p>a. <i>Drop-out tracking:</i> Improve systems for monitoring HS student progress and tracking outcomes, including HS 'On Track' measure above, and incorporation of revised drop-out calculations from the State</p> <p>b. <i>Drop-out prevention initiatives:</i> Strengthen data tracking, of both truants and those at risk of truancy. Develop credit remediation programs. Strengthen "stay-in-school" PR and student to student campaigns</p>	<ul style="list-style-type: none"> <li>- HS "On Track" measures (above)</li> <li>- Credit remediation models</li> <li>- Student Council Engagement, and PR stories</li> </ul>	<p>1<sup>st</sup> Quarter</p> <p>Winter</p> <p>Winter</p>
<p><b>Parent Engagement</b></p> <p>a. <i>Campaign to engage parents in their students education and school communities:</i> Engagement of parents, primarily through strengthening of school-based parent organizations and connections to community based organizations</p> <p>b. <i>Citywide PTO:</i> maintain momentum of Citywide PTO and involvement in district policy discussions, increasing participation and clarifying PTO priorities</p> <p>c. <i>Parent Customer Service:</i> Clarify and streamline process for parents to engage NHPS with concerns</p>	<ul style="list-style-type: none"> <li>- Refined Parental Engagement Strategy</li> <li>- PTOs up and running at each school</li> <li>- Percentages of schools attending</li> <li>- Flow-chart for parent complaints, and comprehensive tracking system</li> </ul>	<p>September</p> <p>Fall</p> <p>Ongoing</p> <p>Fall</p>
<p><b>Promise</b></p> <p>a. <i>Promise Program:</i> Finalize philanthropic commitments, eligibility criteria, and levels of funding per student per year</p> <p>b. <i>Promise organization:</i> Establish Promise administration, capable of tracking students and administering funding</p>	<ul style="list-style-type: none"> <li>- Public confirmation and announcement of Promise program</li> <li>- Organizational launch</li> </ul>	<p>TBD</p> <p>TBD</p>

PRIORITY INIATIVES AND DELIVERABLES	Implementation Measures	Tentative Timing
<b>Additional Initiatives</b> 1) <i>School Budgeting: Moving toward school based budgets...</i> a) Design plan for school budgeting, including timing, key policy decisions and school groups, etc b) Monitor and participate in state finance discussions	- Implement targeted school budget autonomy and systems - New Haven position on school finance	For SY11-12  Winter
2) <i>Contract Negotiations:</i> a) Administrators contract: Priorities, strategy, negotiation b) Paraprofessional and secretarial contract : Priorities, strategy, and negotiation	- Proposed Priorities - Final deal	Summer '10 Fall
3) <i>Reform fundraising:</i> a) Conduct specific local, regional, and national fundraising b) Conduct specific federal and state grant-writing	- Grants received - Grants received	Ongoing Ongoing
4) <i>NHPS Public Perceptions</i> a) Building broad commitment from staff, parents, intergovernmental, press through events, communication, and press stories b) Improved ratio of positive stories, locally and nationally	- 1 positive media story per week - 2 reform stories per month - 2 communications to stakeholders per month	Fall
5) <i>Legislative and Intergovernmental Initiatives</i> a) Monitor and influence legislative initiatives, including reform, funding, testing, etc	- Watch list for legislation - Positions on key issues	Fall 2010-11 Legislative Session
6) <i>Admissions Policies and Alignment</i> a) Package and (re)communicate admissions policies, including assessment of procedures and current admission zones; include assessment of capacity needs by grade level, and options for dealing with enrollment constraints	- Board discussion	Winter



# The NHPS School Change Campaign



## Why School Change?

- Through the work of many educators and staff, NHPS has made good increments of progress in improving student learning
- However, too many students are not adequately prepared for more education or their life when they leave us – too many lag their peers around the state, too many drop out, and even among those that go to college, too many don't finish

## What are our Goals?

- Close the gap between the performance of New Haven students and the rest of the State
- Cut the drop-out rate in half
- Ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college

## What is the Vision for Transforming Our System?

- Students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives
- Schools as the centers for learning, where teams of adults take collective and empowered responsibility for students, working separately and together to move students from where ever they start to the highest performance levels, collaborating without fault
- The district and schools acting to support development, innovation, and adaptation, both by schools and by individuals

## Strategies: How will We Achieve Our Goals and Vision?

Ensuring meaningful focus on broad measures of students learning (21<sup>st</sup> Century Skill Rubric, HS Portfolio Assessment Mechanisms, Strengthening of Quarterly Assessment System)

Portfolio of Schools	Talent	Community & Parents
<p><i>Each school will be organized and supported on its own unique path to success</i></p> <p>(Tiering of schools, School Climate Survey, School Governance Committees, Central Office Effectiveness and Feedback Survey)</p>	<p><i>Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes – and this will enable us to attract, develop, and retain the highest caliber staff</i></p> <p>(Teacher, Principal and Central Office Evaluation and Development Systems; New Pipelines of Leadership Development)</p>	<p><i>The work of the school system will be as aligned as possible with the other adults who work on behalf of students, including parents and community organizations</i></p> <p>(Increasing Parent Involvement, Boost! Collaboration with the United Way)</p>

**NHPS Evaluation and Development System Recommendations**  
**Executive Summary for Board**  
**April 15, 2010**

**Introduction**

In October, New Haven Public Schools (NHPS) and the New Haven Federation of Teachers (NHFT) agreed to provide recommendations to the Board on the creation of a new teacher evaluation process. This collaboratively designed proposal re-crafts the NHPS teacher evaluation and development system under a set of guiding design principles that allow the new system to (1) enable professional evaluation and coaching for all teachers; (2) support deep individualized development for teachers aligned to student learning goals; and (3) allow for the consequential recognition of both outstanding and poor performance.

**Key Components of the Teacher Evaluation and Development Process**

The centerpiece of the new evaluation and development system will be regular, substantive and collegial conferences between each teacher and his/her assigned instructional manager. Each teacher will have a single instructional manager who is accountable for his/her evaluation and development.

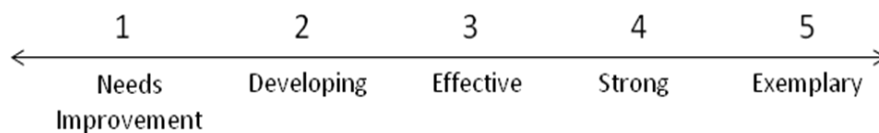
The goal of the evaluation and development conferences will be to center teacher performance conversations around student learning, provide comprehensive feedback to each teacher (including all elements of teacher evaluation), and set a defined plan of development opportunities for the teacher. These conferences will be the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and instructional manager. All teachers will benefit from a goal-setting conference in the beginning of the year and at least two evaluation and development conferences over the course of the year, with additional conferences provided for teachers identified as needing improvement.

**Assessment of Teacher Performance**

In order to ensure the most accurate and complete assessment of each teacher’s performance and development needs, the new evaluation and development system will use multiple sources of information regarding teacher performance to assign each teacher evaluation ratings and determine targeted development opportunities. These components are:

- (1) **Student performance outcomes** measured by growth in student learning and attainment of academic goals;
- (2) **Teacher instructional practice** in the domains of Planning and Preparation, Classroom Practice, and Reflection and Use of Data; and
- (3) **Teacher professional values** addressing a set of characteristics including professionalism, collegiality, and high expectations for student learning.

At the end of each year, all teachers will be assigned a rating that indicates their level of performance on a five-point scale **for each component**:



Together, these individual component performance ratings will be synthesized to assign a final summative rating to each teacher, of which student learning growth will play a preponderant role. Performance ratings for each component will be assigned by the instructional manager based on a variety of evidence-based measures (outlined in detail in the overview document.) The matrix below summarizes how the three evaluation components (instructional practice, professional values and student learning growth) will be synthesized into a final summative rating.

		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

Note: Instructional Practices will make up 80 percent of the combined Instructional Practices and Professional Values rating. Professional Values will account for 20 percent.

Exemplary teachers (teachers who receive a final summative rating of “5”) would be eligible for teacher leadership positions, including sharing their practice and supporting other teachers. Developing teachers and teachers in need of improvement (teachers who receive a final summative rating of “2” or “1,” respectively) will receive immediate and intense development opportunities. Teachers who receive a final summative rating of “1” will be subject to immediate (i.e. end of this school year) sanctions if improvement is insufficient even with intense development and support opportunities.

# New Haven School Change Initiative in a Nutshell:

## *An Overview*

**What is the New Haven School Change Initiative?** New Haven's education reform program that will:

1. **Reduce the achievement gap**, bringing New Haven students to the Connecticut averages on the CMT and CAPT.
2. **Cut the Dropout rate in half in five years.**
3. **Make sure that every graduating student has the academic ability and the financial resources to attend and succeed in college**

**Why is School Change necessary?** As a community, we have an obligation to ensure that all our children have the opportunity and means to achieve their full potential. We can and must do more. An increase in high school graduation rates impacts all of us. College graduates have more options, greater earning capacity and longer life spans than their peers who do not complete high school. Increased high school graduation rates mean our graduates will have meaningful choices in their working lives. School Change will catapult our school system to the next level ensuring our children have every opportunity to succeed. Working together, as parents, community members, educators and government, we will deliver a new and promising future for New Haven.

**How will it work?** The school change initiative has three main pieces:

**The Schools.** School Change recognizes that there is no "one size fits all" approach to education. This initiative will allow for an *individualized* program for each school designed to improve student achievement for the students *in that school*. The changes in the school program will differ by school. Some schools might lengthen the school day or year, others might change the curriculum or class size - or other solutions the school personnel and parents think will make the greatest difference. Starting with 6-8 schools this spring, the district will grade schools into three tiers based on how the students in that school perform on standardized tests, how the school is doing on improving student performance from year to year and the school environment. High- and Mid-Level Schools (Tier 1 and 2) will be given greater freedom to determine how their schools will operate. Within Low performing (Tier 3) schools, the district will have the ability to implement its own changes or to "turnaround" or restructure the school. Turnaround schools may be operated by the district, or by a charter provider. In either case, the school will undergo significant changes with the aim of improved education for its students. In these schools new staff will be hired.

**Teachers and Administrators.** Teachers play a very influential role in the lives of your children. Under the school change plan, the district will undertake new recruitment and retention policies to attract and keep the very best teachers and administrators. The school change plan mandates a new teacher and administrator evaluation system which a) recognizes great teachers and administrators; b) identifies struggling teachers and administrators and c) provides training and resources to help low-performing educators become more successful by making sure they are getting the assistance needed to succeed as professionals or to be fairly moved out of the system. A new teacher's contract was passed in October 2009 by an overwhelming majority of teachers (842/39). The new contract allows the district to remove low-performing teachers within one school year who have been fairly evaluated and mentored, but do not improve.

# **New Haven School Change Initiative in a Nutshell:**

## ***An Overview***

**Families & the Community.** Parents play a critical role in the School Change initiative. School Change must be a community wide effort. For this initiative to succeed, we must all take our place at the table and agree to work together in the best interest of our children.

We need help from parents in four principle ways:

- a) become more active in their child's education; instill an expectation that their child will go to college
- b) become more active in their child's school; join the PTO; participate in school events
- c) help the district advocate for legislative action to help implement the school change initiative and
- c) recruit other parents to do the same.

Understanding the power and importance of parents, the district launched a City-wide PTO late last year made up of PTO leaders from each school in the district. These leaders are meeting on a monthly basis to provide parental input in the school change plans and to gather information on school change to bring back and share with other parents in their school. The district is also beginning an annual parent survey – the results of which will be a factor in grading the schools. To learn more about the progress being made within the City-wide PTO, please contact your school's representatives.

**Non-Profit Organizations:** The district wants to ensure that students get the support they need both in and out of school. The district has undertaken efforts to better coordinate the work that the district and non-profit organizations do to support our students. The goal is to make best use of existing and new resources to respond to the needs of our children and their families.

**New Haven Promise.** School Change will provide the academic preparation necessary for your children to go to college. When children work hard and play by the rules we will make sure that finances don't stand in the way of a college education. Therefore, the City will run a scaled scholarship program to benefit every eligible NHPS resident graduate who gets into college based on good grades and civic responsibility is part of the School Change initiative. More details on this initiative will be made public in the fall of 2010.

**Who should be involved to make this happen?** School Change must be a community wide effort. We will only succeed with this initiative if parents, teachers, businesses, non-profit organizations, local colleges and universities and the philanthropic community to be involved. There is a role for everyone. To achieve these goals, it takes a City! School change begins with each of us making a commitment to providing the very best for our children.

For more details on the information above or for information on what you can do, contact the School Change Campaign at (203) 946-8452 or visit our website at [www.NewHavenSchoolChange.org](http://www.NewHavenSchoolChange.org).

# University of Connecticut

## INTRODUCTION

The evidence of the past 15 years makes clear that the state's investment in the University of Connecticut has not only dramatically improved academic quality and UConn's competitive position, but has produced enormous economic benefits for Connecticut. Every state dollar allocated to UConn and its Health Center results in a \$5.05 increase in Connecticut's gross domestic product, a 505% return on investment. Each year, UConn generates more than 29,000 Connecticut jobs, supports \$3.2 billion in new sales by Connecticut businesses, adds \$2.3 billion to Connecticut's gross domestic product, and produces a net financial gain of more than \$76 million to State coffers.

The State's UCONN 2000/21<sup>st</sup> Century UConn programs have transformed the University and made UConn a school of choice for high-achieving students, successfully reversing Connecticut's brain drain. Since UCONN 2000 began in 1995, applications have increased more than 115% to more than 23,000, enrollment has grown by more than 7,000, freshman minority enrollment has increased by 120%, and average freshman SAT scores have improved by over 100 points to 1212. UConn has not just achieved the program's goals of larger, better and more diverse student bodies, but since the program's inception has also more than doubled funded research and tripled private giving. As the state's public research university, UConn possesses the academic talent and graduate programs that can drive and support economic growth. UConn has a record of delivering results by strengthening Connecticut's competitiveness in areas such as stem cell research, nanotechnology innovation and clean energy alternatives; developing talented, knowledgeable and skilled entrepreneurs; and assisting emerging technology companies and businesses with new product or technology challenges.

Should the UConn Health Center receive the \$100 million grant for the construction of a new John Dempsey Hospital patient tower, a state, federal and University partnership will be established that will enable the Health Center to increase access to quality care, expand education and research programs and grow thousands of new jobs in healthcare

and research. The federal support will release the authorized State investment for both the construction project and for the UConn Health Network initiatives, which together would produce tangible economic impacts: creating 5,000 new jobs by 2020 and 7,400 by 2040 (not including 2,100 construction jobs), generating \$1.5 billion annually in new personal income in 2040, producing \$1 billion annually in new output, and contributing \$1.1 billion in new state tax revenue by 2040.

The proposals that follow build on this foundation. The proposals capitalize on existing resources or call for additional investment that will, like prior investments, be recovered in a finite period and yield significant long-term returns.



## **Economic and Workforce Development: Building the Innovation Pipeline**

### Statement of Issue

Technology driven companies like United Technology Corporation, Electric Boat, Pitney Bowes and their subcontractors, require a pipeline of new technology, world class expertise and technically trained graduates at all levels, as do startup technology companies.

UConn has assumed a leadership role in three areas of high national priority: embryonic stem cell research, nanotechnology and fuel cell research and development. We have utilized UCONN 2000 and other state and federal resources to create a physical infrastructure; have obtained philanthropic support, collaborated with other institutions such as Yale; and are attracting expert faculty, federal research grants and student assistantships. The results from these investments, and others aimed at technology development, have included enrollment of outstanding students and new opportunities for discoveries, patents, products, revenue and jobs. However, as UConn is gaining international recognition our challenge is to reverse recent trends indicating that Connecticut trails the nation in growth of small business employment, technology and population growth and entrepreneurs.

Our current academic plan emphasizes applied research, industry partnerships and technology transfer. A recent university report on Excellence in Graduate and Professional Programs identifies UConn programs of national distinction to pursue a refocusing of resources. Not surprisingly, our top programs align with workforce and industry needs. Clearly, UConn is uniquely positioned to help the state yield immediate economic returns based on investments in technology development.

### Proposed Actions

Direct a share of the state's current economic development funding to industry- faculty research partnerships and initiatives to better support technology startups:

- Provide new funding annually to build major academic-industry research partnerships focused on specific sectors and topics defined by industry members to assure depth in faculty expertise, a pipeline of technically trained talent and technology in fields of importance to Connecticut employers.
- Maintain and build on state investments in fuel cell, nanotechnology and stem cell research by creating new grant programs for proof of concept, prototypes and clinical trials prior to formation of a company to de-risk technologies in these

unproven commercial markets. Models for proof of concept centers should be considered.

- Create new investment models for very early stage firms using pension funds and current investment programs.
- Fund additional entrepreneurial resources aimed at regional campuses that build on: UConn's Center for Innovation and Entrepreneurship to create a pipeline of entrepreneurial talent to run and grow new ventures; R&D Corp to identify more opportunities for startup companies; and the Technology Incubation Program to support the success of new companies (see attached documents).
- Expand use of the UConn's expertise in identifying and protecting intellectual property to provide tech transfer services to other Connecticut institutions, including hospitals and colleges; and support a new technology marketing program that proactively promotes inventions for licensing and resident technology experts.
- Provide resources to institute use of industry product development models to accelerate startups through the UCONN Tech-Knowledge Portal.

#### Top Priority

Provide an investment over five years, incrementally increasing from \$3 million in year one to \$15 million in year five for a total of \$45 million to support major academic-industry research partnerships which can provide immediate and long term economic gains. Additional support to startups through pension funds will also be important.

#### Fiscal Impact

The fiscal impact of this proposal is neutral to positive. Redirecting a share of current economic development, clean energy and pension fund investments makes this proposal revenue neutral. The economic impacts of research spending can provide revenue gains.

#### Malloy Platform Long Term Vision

This investment supports Connecticut's prominence as a world-class technology research and development center. A well defined state partnership program can leverage federal and industry research spending to address the needs of Connecticut companies. It can be the foundation of a new business attraction and retention strategy offering long-term, knowledge-based relationships that bolster

competitiveness through output of graduates, technology and expertise. For example, the state's \$2 million per year investment in fuel cells through the University's Eminent Faculty Team in Sustainable Energy resulted in research awards growing from \$1.6 million in 2007 to more than \$12 million in 2010, an increase in faculty expertise and students, and the development of unique capabilities in materials testing and characterization that meets industry needs.

### *Impact on Jobs*

Research spending results in accelerated job creation and economic impacts. A 2008 study on NIH funding said that in fiscal year 2007, on average, each dollar of NIH funding generated more than twice as much in-state economic output; NIH grants and contracts created and supported more than 350,000 jobs that generated wages in excess of \$18 billion in the 50 states. In Connecticut the average wage per new job created by NIH research funding was \$60,285, and for every million in research dollars expended, 12 jobs are created. In regard to fuel cells, full scale commercialization will mean thousands of jobs for the State of Connecticut which is home to two leading fuel cell companies. While not a perfect measure of job potential, a 2010 Office of Legislative Research report indicates that 1,200 people are directly employed in Connecticut's fuel cell industry and that a million dollars in subsidies produces approximately 40 manufacturing and indirect and induced jobs.

### *Dissenting Opinions*

*Academic researchers are not interested and do not know how to address industry needs.* A rule of thumb in tech transfer today is that one invention results for each \$2 million invested. UConn typically equals or exceeds peer institutions on this metric, as does our record for new businesses and patents issued. Further, we have learned to design initiatives to assure industry collaboration and leadership, with agreements setting milestones, timeframes and proposed outcomes.

For additional information see attachments:

2. Connecticut Center for Entrepreneurship and Innovation
3. Office of Technology Commercialization

## **Workforce Development: Primary Care Physicians**

*Issue:* *The Connecticut 2009 Primary Care Survey: Physician Satisfaction, Physician Supply and Patient Access to Medical Care* commissioned by the Connecticut State Medical Society, revealed that Connecticut's primary care capacity is already stretched very thin: 28% of internists and 26% of family physicians were not accepting new patients. In addition, on average, new patients faced a wait of 18 days for a routine office visit. The addition of currently un- and underinsured patients to the patient load would be expected to stretch urban area physicians and overwhelm those in rural areas if structural issues are not addressed. This report tells us that Connecticut has a limited capacity to care for more patients who require primary care services. Half of the respondents reported that obtaining referrals to specialists for their patients had become more difficult over the past three years. Health plan restrictions were the most significant reason cited for this difficulty, followed by the supply of physicians in specialty areas.

It is widely known that lower salaries are a disincentive to medical students choosing Primary Care careers. Students list a number of factors that influence their career choice. According to the Association of American Medical Colleges (AAMC), the majority of medical students cited the content of the specialty, its fit with personal interests and skills, and mentor or role model influence as the three most important factors in career choice. Their decisions are directly affected by:

- **Educational Debt Load:** Average Medical Student debt load climbed to \$141,751 according to the 2008 Association of American Medical Colleges (AAMC) Graduate Questionnaire (GQ). Historically, this level of debt has pushed many students to higher paying specialties.
- **Salary Expectations:** Historically, procedural specialties have enjoyed far higher reimbursement levels when compared to primary care. Both for life style considerations and their ability to pay off their educational debts, students may be drawn to higher paying specialties.

- **Life Style Considerations:** Students may be drawn to specialties perceived as having more predictable work hours, less harried work environments and more controllable lifestyles. Primary care, with its inherent responsibility for coordinating all aspects of patient care, long hours and unpredictable (and potentially unscheduled) patient needs, as well as relatively poor reimbursement, is perceived by many students as not competitive with other specialties (e.g. dermatology).
- **Role Model Influence:** A majority of medical students cite the influence of a mentor or role model. Unfortunately, physicians, primary care or not, are seldom trained in career counseling and mentoring of students and physicians in training.
- **Personal Characteristics:** Gender, age, major in college, etc., have all been correlated at times with career choice. It would appear that women and somewhat more mature students tend to track into primary care careers.

*What we're doing:* 35% of UConn Medical School Graduates practice in the state of Connecticut. Approximately 50% of all trainees/residents-in-training at UC are training in primary care. Through numerous University-sponsored educational pipeline programs that focus on training health professions, thousands of students statewide (from middle school, high school, undergraduates and masters) are exposed to health careers, often in urban centers. For example, the Health Center's Urban Service Track Program allows students from the University's Schools of Medicine, Dental Medicine, Pharmacy and Nursing to learn and serve in urban health care settings.

*What we propose:* The following are three approaches that in the immediate, intermediate and long-term would increase the number of primary care physicians practicing in the state.

*Immediate Impact:* Develop a loan repayment assistance program for medical school loans for individuals who complete a residency program in primary care in exchange for committing no less than four years of service in the state. Preference should be given to those who will practice in medically underserved areas.

Intermediate Impact: Fund a full tuition and fee scholarship program for students enrolled at the UConn Medical School who will pursue careers in primary care. In exchange for the scholarships, students shall provide at least four years of service within the state in primary care with preference given to practice in underserved areas.

Long Term Impact: Provide funding to expand existing “Pipeline Programs” sponsored by the University of Connecticut Health Center to increase the number of students who will pursue careers in medicine and other health professions. Expanding these pipeline programs will enhance diversity and reduce disparities in the health care professions (see attachments).

Jobs Impact: Encouraging, mentoring and providing additional support to prospective and current medical students increase the likelihood that students will enter the field of primary care and/or serve in under-served areas, thereby increasing access to quality healthcare for the residents in the state of Connecticut.

Cost:

Immediate: Primary Care Residency Loan Repayment Assistance Program: \$124,220 (cost of four years of UConn Medical School for in-state students) per resident.

Intermediate: Medical School Scholarship Program: \$124,220 (cost of tuition and fees for four years per medical student).

Long term: The attached documents provide the additional resources required to increase the numbers of students served in the pipeline programs, total impact approx. \$2.33 million.

For additional information see attachments:

4. Diversity in Health Professions and Health Disparities
5. Support of Primary Care Workforce

## **Research Infrastructure: Increase Access to High Performance Computing**

### Statement of Issue

For the University of Connecticut to make a maximum contribution to Connecticut's capacity to compete in an information-based global economy, the University needs increased access to high-performance computing. Currently at UConn, high-performance computing research resources are severely constrained and cannot meet the tremendous demand from research from all the academic disciplines at our Storrs, Health Center and regional campuses. Researchers are often limited in their science by their relatively small computational capabilities and are spending unnecessary time and effort establishing their computing infrastructure. UConn is significantly behind peer institutions that have or are establishing a High Performance Computing Center (HPCC) where common, shared research computing is available to support research. For UConn, not having a top-tier computing capability will significantly limit our ability to continue to be successful in an increasingly competitive federal research grant environment.

In June of 2009, the Governor of Massachusetts announced a Green High Performance Computing Center (HPCC) initiative to develop a state-of-the-art green data center for High Performance Computing. In partnership with Massachusetts Institute of Technology, University of Massachusetts, Boston University, and industry partners Cisco and EMC, Massachusetts is building a \$75 million HPCC that will be the anchor for revitalizing innovation, advancing science, spurring economic development, and expanding outreach. The Massachusetts Green HPCC started construction in October of 2010.

As federal research dollars retract, grant funding is likely to be concentrated at institutions that have existing infrastructure. Not being able to list advanced HPCC resources in research grant proposals gives UConn a distinct disadvantage over institutions that do have advanced research computing infrastructure and support services. Universities also market their computational capabilities to recruit and retain leading researchers from a variety of disciplines. The limitations and issues at the



University of Connecticut also exist at other public and private universities in the state and may exist at industries and businesses of various sizes.

#### *Proposed Action*

The State of Connecticut should create a collaborative High Performance Computing Center in Connecticut that supports science and technology research for public and private universities and private industry business partners.

To remain a Tier 1 Research institution, the University of Connecticut must make significant improvements in IT infrastructure including the creation of a High Performance Computing Center. The University is looking to foster partnerships with Connecticut companies as well as other public and private institutions of higher education to build a HPCC. This partnership should include business industry partners.

#### *Fiscal Impact*

The cost and scope of this initiative is estimated to be \$50 million for a 50,000 square foot green data center. It can be built anywhere in the state although our preference is to locate it at the University of Connecticut. While an upfront investment is required for this center, it could result in increased grant revenue to UCONN and other higher education partners, and could expand private industry productivity.

#### *Long-Term Needs/Vision*

In the long term, the University realizes that providing a HPCC will not only save money, but it will increase research productivity, capability, and competitiveness. Establishing a HPCC at the University of Connecticut would directly contribute to the Connecticut economy, as we become part of a national network of supercomputing sites supporting research and innovation in growth industries like biofuels, materials, life science, digital media, and biomedical informatics.

*Impact on Jobs*

The High Performance Computing Center (HPCC) will encourage employment in the State's IT industry, promote economic development in the area of its location and most importantly sustain and alternately promote job growth by facilitating R&D collaboration between industry/business and the major research institutions in the State.

For additional information see attachment:

6 – Massachusetts Green HPCC

## ***Connecticut Center for Entrepreneurship & Innovation***

The Connecticut Center for Entrepreneurship and Innovation engages in outreach and furnishes a variety of high-impact services to the state's entrepreneurial and innovative sectors. The Center oversees and operates several notable experiential learning programs, sponsors and administers business plan competitions, mentors student entrepreneurs in a variety of settings, and works with a wide array of departments, agencies and associations both within and outside of the University to facilitate the development of a creative economic culture in Connecticut. The Center is currently developing several additional experiential learning and business community outreach programs for the 2011 Spring semester.

### ***The Innovation Accelerator***

The Innovation Accelerator provides inter-disciplinary student teams the opportunity to help Connecticut ventures identify and capitalize on technology-related business strategies. Under the guidance of UConn faculty and mentors, the high-performing student teams furnish strategic consulting services and help propel innovation and client ventures forward by undertaking projects such as:

- Performing comprehensive market analyses and developing associated market-entry strategies;
- Creating strategic roadmaps and sustainable business models;
- Refining and bolstering business plans;
- Evaluating the market feasibility of emerging technologies; and
- Constructing customer relationship strategies.

These projects allow students to translate classroom learnings directly to real-world settings in terms of substance, scope and timeframes, and serve to reinforce the impact of the general curriculum. The projects also directly connect UConn faculty and students with Connecticut's business and entrepreneurial communities. Since the Center's inception in 2007, the Innovation Accelerator has undertaken 38 significant engagements involving 148 students from both the graduate and undergraduate levels, led by five faculty mentors with both academic and real-world entrepreneurial expertise. The 18 clients served over the past two years have included:

#### ***Fall 2010***

- Life sciences-based pet product company seeking entry to the U.S. market through development and use of new social-media channels and platforms.
- Software company looking to address a novel market opportunity within existing industries using state of the art graphical technologies.
- Medical device company seeking a go-to-market strategy with advice on technological product development, market size and readiness, competitive analysis, and sales channel evaluation. This project also involved the mentoring of a student entrepreneur.

#### ***Summer 2010***

- Early-stage venture with developed set of online accreditation tools seeking growth strategies and formulation of plans involving the raising of venture capital and organizational structure.
- Multimedia educational venture looking for new markets.

- Transformative renewable energy venture contemplating entry into multiple markets.
- Venture transforming itself into a cellular-based transportation software venture with need for market and technical strategies.

#### **Spring 2010**

- Established research-and-development company looking to transform to a product-based technology growth venture, needing evaluation of technology, corporate structure, and potential corporate partners
- Venture with a cellular text-message based, point of access data repository targeted at higher education institutions seeking development of marketing strategy and assistance with business plan and staffing considerations.
- Digital Study Tools venture with tools for enhancing the efficacy of learning, seeking insights on proposed customer base and strategic alliances.
- Venture with a social networking site that acts as a tool to allow its members to perform social planning, looking to assess needs of the intended market and the fundamentals of a comprehensive market strategy.

#### **Fall 2009**

- Web-based software company that provides solutions in a green renewable marketplace looking to assess viable markets and test its business strategy.
- Early-stage venture developing medical transcription technology needing assistance to identify markets, acquire users, and align product features.
- Angel-financed venture that provides personal financial management software over the web seeking insights on product attributes, market segmentation and new market opportunities.

#### **Summer 2009**

- Venture that released a unique software application development system and runtime engine looking for insights to penetrate mature market and for assessment of market verticals.
- Consulting venture wanting to transition or spin off a standalone product venture looking for advice on penetrating market with a white-labeled product offering.
- Entrepreneurial venture with suite of revolutionary imaging and automation products seeking to assess strength and endurance of intended markets and prepare to raise capital.
- UConn student start-up seeking to examine the market potential for a UConn-based technology.

#### ***The Venture Consulting Initiative***

The Venture Consulting Initiative (VCI) provides management consulting services for all types of business problems to small entrepreneurial companies and start-up ventures throughout the State of Connecticut. The individual students who provide the consulting services are enrolled participants in the undergraduate venture-consulting course. The VCI is one of the largest programs of its kind in the country, and has solved a wide spectrum of business problems for hundreds of Connecticut businesses. Approximately sixty students per year participate in this program under the supervision of UConn faculty. The impact of this initiative includes:

- Improved relations between the UConn School of Business and the Connecticut entrepreneurial community,
- Measurable improved performance of the client businesses based on student consultant

recommendations' and

- Invaluable real-time learning experiences for the students who participate.

During the **Spring 2010** semester, students in the VCI consulted with the owners of 41 Connecticut firms, employing an average of 26 employees. Based on the confidential estimates of these companies' owner-clients, the bottom line impact was estimated at \$4,604,800, with the median impact per company of \$25,000.

During the **Fall 2009** semester, students consulted with the owners of 23 Connecticut firms, employing an average of 25 employees. Based on the confidential estimates of these companies' owner-clients, the bottom line impact was estimated at \$3,821,000, with the average impact per company of \$1666,000. Clients estimated the chance of implementing project recommendations on average at 90% and rated the quality of recommendations on average 4.3 on a five-point scale.

### ***The Thomas J. & Bette Wolff Family Program in Entrepreneurship***

The Wolff Family Program in Entrepreneurship exists to bring successful entrepreneurs into contact with the University's students. The Wolff Program is funded from an endowment (\$1.5 million) and annual gift by the Thomas J. & Bette Wolff family, prominent figures in the state's entrepreneurial community and founders of multiple successful Connecticut family businesses. The program sponsors an undergraduate course entitled "Entrepreneurship and Venture Management," and the Annual Wolff Business Plan Competition, where UConn MBA students enrolled in MGMT 5895 (*Entrepreneurship: Gaining Competitive Advantage*) can compete for prizes totaling \$10,000.

### ***Intellectual Property and Entrepreneurship Law Clinic***

*(affiliated Program of the CCEI that is operated by the UConn Law School)*

#### **Program Profile**

The Intellectual Property and Entrepreneurship Law Clinic (IP Law Clinic) provides students with the unique opportunity to counsel innovator-entrepreneurs on an extensive range of intellectual property (patent, trademark, copyright and trade secret) and related business law issues.

The IP Law Clinic, run by UConn School of Law, serves a wide range of clients from the one-person service business seeking help with its trademark to the manufacturing business wanting to patent its new product. The IP Law Clinic provides its services through law students under the supervision of experienced intellectual property attorneys. Many of these students possess a wide range of technology expertise and industry experience. They have backgrounds in biology, chemistry, engineering (aeronautical, electrical, mechanical, software, and hardware), mathematics, medical, pharmaceuticals, and physics, many having a masters degree or PhD in their technical discipline.

**Curriculum:** The law school continues to offer its chronically oversubscribed IP Law Clinic every semester. In addition to working closely with the supervising attorneys, all Clinic students must attend a weekly seminar class, which explores key legal issues characterizing IP-based transactions and litigation. Class topics fall into four general segments relating to intellectual

property: Nuts and Bolts (basic lawyering skills and legal ethics); Transactions; Litigation; and Other topics (antitrust, due diligence). After students successfully complete the basic IP Law Clinic seminar course, they may request the opportunity to engage in Advanced Fieldwork (during the fall, spring or summer). This option permits students to continue and deepen their IP-based clinical work under the guidance of supervising attorneys.

To date, 82 students have taken the basic IP Clinic course, and 33 of them have continued in Advanced Fieldwork.

***Major Activities & Clientele:*** Since the IP Law Clinic opened its doors in January 2007, it has assisted (or is presently assisting) more than 165 clients. These clients hail from all eight counties in Connecticut and represent more than 65 different cities or towns. Under the guidance of supervising attorneys, the Clinic's students (including those in Advanced Fieldwork) are involved in all aspects of client matters, including but not limited to conducting interviews, performing legal research, drafting documents, and interacting with the U. S. Patent and Trademark Office and the U. S. Copyright Office. Students have advised clients regarding numerous legal issues, including patent searches and applications; trademark clearances and registrations; copyright and trademark licensing; and nondisclosure, consulting, and employee agreements.

The core business of at least 13 of the IP Law Clinic clients concerns green technologies. The technologies at issue are extremely diverse and include: fuel cells, bio-fuel, solar power, propulsion technology, and other alternative energy solutions, as well as devices related to saving water and temperature control.

***U.S. Patent and Trademark Office:*** A primary focus of the IP Law Clinic's work entails seeking patent and trademark protection through the Patent and Trademark Office. As of October 2010, the IP Law Clinic has filed 59 federal trademark registration applications, for which 27 registrations have already issued; 12 provisional and 10 non-provisional patent applications; and 9 federal copyright registration applications, for which 6 registrations have already issued.

***National Recognition by the U.S. Patent and Trademark Office:*** In July of 2008, the IP Law Clinic was honored as one of six law school clinics in the nation selected by the U.S. Patent & Trademark Office to participate in a two-year pilot program under which law students are granted limited recognition to practice law (while under attorney supervision) before the Patent & Trademark Office. The Patent & Trademark Office pilot program has been extended for an additional year (2010-2011) and the IP Law Clinic will continue to participate in that program.

## Office of Technology Commercialization -- a continuum of services from the lab to the economy



**The UCONN Technology Incubation Program (TIP)** hosted 18 companies at three campuses this year. In 2009:

- UCONN incubator companies created 65 full time and 33 part time jobs;
- TIP companies generated \$19.3 million in revenue and paid approximately \$200,000 in state Taxes; and
- TIP success rate is 87.1 percent as compared with a 65 percent national average for all NBIA Incubators.
- Company Milestones -
  - IMCORP was listed as an Inc. Magazine 5000 fastest growing company in the US, expanding in Manchester.
  - Arcanatura launched four animal health products in Europe.
  - Allerquest built and occupied a GMP facility in Plainville and signed a global distribution agreement for its allergy test kit.

**UCONN R&D Corporation** is managing seven startups with five new projects under development. UConn R&D Corp in 2009:

- Raised \$13.5 million in investment capital,
- Created 110 jobs, and
- Funded \$350,000 in research at six University departments.
- R&D Companies/technologies include:
  - >New Ortho Polymers/orthodontic devices
  - >Synaptic Dynamics/Alzheimer's drugs
  - >Cornovus/drug discovery, heart disease
  - >Chondrogenics Inc/stem cells, cartilage repair
  - >Vestaron/clean insecticides
  - >Renzulli Learning/educational software
  - >LambdaVision/retinal implants
- New R&D Corp projects include orthopedic devices, biomaterials, and smart traffic support structures
- R&D Corp startup Renzulli Learning is listed as an Inc. Magazine 5000 fastest growing US Company in 2010 and was recently sold in a multi-million dollar deal to a global education company.

**The Center for Science and Technology Commercialization (CSTC)** reports \$1,214,000 in licensing revenue in FY10.

- In FY 2010, 91 inventions disclosed, 33 US patents filed, 42 patents issued and over 100 active licenses and options in place; technologies include: environmental remediation methods, conductive polymers, molecule for bone marrow restoration after chemotherapy, dental implant technology, ornamental plants, drug delivery gene, breast cancer detection device, manufacturing method for hemophilia drug.



- CSTC Prototype Fund – provides \$150,000 annually. Projects funded include shape memory polymers, thermal barrier coatings, Alzheimer’s disease and heart failure drugs, stem cells for osteoarthritis, a bacterial protein as an artificial retina, and biocompatible surgical screws.

*The UCONN Tech-Knowledge Portal* provides access to UCONN resources and service for industry and entrepreneurs working with MBA students, and in collaboration with School of Engineering faculty and students:

- assisted approximately 85 firms/entrepreneurs in FY 2010
- provided jobs for 11 graduate students
- conducted outreach programs and commercialization seminars for 125 faculty and students
- selected examples -
  - Helped OEM Controls, a Shelton manufacturer, launch a new product
  - Identified key regulations influencing product sales and developed a marketing campaign for a Middletown entrepreneur
  - Analyzed a technical problem for Glacier Computer of New Milford enabling them to secure a profitable market niche
  - Identified product concepts and analyzed markets for Waterbury manufacturer Sidel leading to a new product launch
  - Reviewed the design concepts and performed analytical studies for the Read Engineering / Hypocycloidal Crank
  - Researched market segments for new product/ design, for established manufacturer Chapco
  - Conducted market research for Dur-A-Flex to tap sales and profitability growth using excess capacity/productivity
  - Supporting Prospect machine, a small metal forming manufacturer, in their diversification from automotive market by identifying market segments and applications
  - Provided commercialization planning for startups Artbox and AquaSeNT leading successful Phase 2 SBIR grant

*Springboard* is a new collaborative program with the School of Engineering and the College of Liberal Arts and Science to increase commercialization in the physical sciences, imbedding services in the schools to support faculty startups and industry partnerships.

## **The Issue:** Diversity in the Health Professions and Health Disparities

**What we are doing:** The University of Connecticut Health Center, in collaboration with its partner school district and colleges, implemented the Health Professions Partnership Initiative *HPPI* (now called *Aetna HPPI*) in June, 1996. The goal of the *Aetna HPPI* is to increase the applicant pool of Connecticut underrepresented minorities, low income and first generation college students to medical school, dental school, graduate programs in biomedical research, allied health professions and pharmacy. In recent years, other activities have been added in an effort to be more comprehensive and effective in achieving the goal. The Great Explorations Program for middle school students and the activities at the Sport and Medical Sciences Academy for high school students were implemented to serve as feeders into the Health Professions Jumpstart, Junior and Senior Doctors Saturday Academy. Students in middle school are exposed to the sciences and health professions. This provides a foundation for them as they move to high school where activities continue to expose them to health issues in their community as well as provide them with a 'college ready' curriculum. As they matriculate to college, they are given the opportunity to become involved in more sophisticated issues such as conducting health research in the community. The exposure and involvement serves as a basis on which they can develop a commitment to serve in their community as primary health care providers. The current programs target students in the Hartford area. Our vision is that replication of the programs at another area of the state such as the Stamford area will enable a cadre of individuals to develop a similar sense of serving in the community as primary care physicians and dentists once they are similarly exposed.

The current programs are all revenue neutral because of the support of several entities including the Aetna Foundation, the Connecticut Department of Higher Education ConnCAP Grant, the Fisher Foundation and the University of Connecticut Health Center. The main educational enrichment and support activities are described below:

Great Explorations: Designed to raise college and health professions career awareness among Hartford students enrolled in grades 6-8, the program serves 225 students annually and provides services to participants in the form of science exposure activities, after-school tutoring and enrichment activities and a 4-week summer academic enrichment program. (Jumpstart Program).

Sport and Medical Sciences Academy: Enrichment programs in the health professions are provided to students at this school. Activities include visits to universities and the health center, lectures by various health professionals, an epidemiology course taught by health center professionals and students serving as teen patients for preparing medical students to interact with teen patients.

Saturday Academy (Jumpstart, Juniors and Senior Doctors Academy): A six-week summer program and 20-week academic year Saturday Academy for 100 high school students (grades 9-12) from the Hartford area schools who expressed an interest in medicine, dental medicine or biomedical research. This program held on the campus of the University of Connecticut Greater

Hartford provides students with a review of algebra, geometry, science, language arts and proven test-taking strategies to increase CAPT, PSAT, SAT and other scores. Enrichment activities with presentations by Health Center staff and the colleges, field trips, and parent/student activities are also scheduled.

High School Student Research Apprentice Program: A six-week summer program for high school students who have completed their junior or senior year and have indicated an interest in medicine, dental medicine or biomedical research. This program provides the students with a research experience in one of the basic science or clinical laboratories at the University of Connecticut Health Center, or Central Connecticut State University.

High School Mini Medical/Dental School Program: A series of eight to ten weekly lectures/demonstrations presented by faculty members of the Health center to high school students. The lectures are also broadcast live to sites around the state.

Parental Development Program: Programs are planned during the academic school year that involve parental participation that will ultimately help foster and strengthen the role of the parent to promote and mentor their child's interest in the health professions. Activities such as tours of the University of Connecticut Health Center; series of educational lectures on health topics; computer literacy; health professions career guidance, and college financial aid for high school students.

Pre College Enrichment Program: A six week summer program for college pre-freshmen at The University of Connecticut, Storrs. The purpose of this program is to enhance the preparation and to increase the retention of freshmen already admitted to college. Most of the participants are students from the Saturday Academy mentioned above.

College Enrichment Program: A six-week summer program for college freshmen and sophomores at the University of Connecticut, Storrs. The purpose of this program is to increase the retention of freshmen and sophomores admitted to college.

Medical/Dental Preparatory Program (MDPP): A six-week summer program for students who expect to apply to professional schools of medicine and dental medicine. The purposes of the program are to (a) facilitate the entry of these students into professional school by improving their performance on admissions tests and (b) to increase the retention of successful matriculants to professional school through early exposure to professional education.

Summer Research Fellowship Program (SRFP): A ten-week program designed to provide a research enrichment experience and exposure to clinical medicine or dental medicine to undergraduate college students.

Clinical Summer Research Fellowship Program: A six week program where participants are placed at one of several clinical sites in the community to conduct research. The students

targeted for this program are college students who have participated in the Saturday Academy. Conducting clinical research and exposure to health issues in the community where they were raised may have a positive impact on the decision to practice in that community when they have completed their health profession training.

In addition to the structured programs described above, the Health Center has several other initiatives in place. The Bridge to the Future Science Mentorship Program (BFSMP) is a program in which medical, dental, graduate, nursing and allied health students serve as mentors to college students, who have expressed an interest in a career in the health professions. The college students in turn serve as mentors to high school students in the program. A network is established which includes the middle school through professional school educational community, all sharing an interest in science or health professions. The program provides an opportunity for college and high school students to seek advice from medical, dental, graduate, nursing and allied health students and gain insights into successful preparation for an application to professional schools. Thus, the program is aimed at meeting the long-term objective of increasing diversity in health professions programs. Among a number of strategies formulated to meet this objective is development of mentoring programs for high school and college students that involve students from the academic Health Center's professional schools.

**What we propose:** Replication of the Health Professions Saturday Academy at the UCONN Stamford campus with 50 high school students. These students will then be eligible to participate in our other Health Professions Pipeline programs as they matriculate and move through college.

Schedule: June 20- July 29, 2011: Summer component of the Saturday Academy

September 2011 – June 2012: Academic Year component of the Saturday Academy (20 Saturdays)

Fiscal Impact: The current programs are all revenue neutral because of the support of several entities as stated previously. Total cost of current programs = \$1.5 million. However, additional funds for replicating the Saturday Academy at Stamford will be required as follows: two Education Specialists, 6 teachers, educational supplies, transportation costs, and student meals.

**Total additional funds needed= \$330,000 (approximately)**

**Long-term Needs/Vision:** Increasing the number of students in the Saturday Academy at Stamford from 50 to 100; the provision of financial support for those students who matriculate in health professional schools.

**Jobs Impact and other Benefits:** Jobs for 2 educational specialists, 1 administrative assistant, 6 teachers (full time during the summer and part time during the academic year); The Economics of providing educational supplies, transportation and meals for the students – vendors providing the services; Potential of producing more diverse health care providers from the Stamford area.

SUPPORT OF PRIMARY CARE WORKFORCE - CT AHEC				
initiative #1: Health Careers Awareness Programming - AHEC Pipeline Programs				
	currently serve	potential	budget needed	notes:
Middle School Health Careers Exploration Program	160 students, 6-8th graders	800	\$200,000	increase ttl numbers
Youth Health Service Corps	300 students, 9-12th graders	500	\$200,000	increase ttl numbers
College Health Service Corps	125 undergraduates	500	\$200,000	increase ttl numbers
Urban Service Track	145 pre-doc, master and undergraduates	225	\$298,000	increase ttl # enrolled
Outreach Efforts				
National Primary Care Week Expansion	75 health professions students	150	\$12,000	engage undergrads
Migrant Farm Worker Clinic	75 undergraduates, 140 health professions students	150 undergraduates	\$4,500	enhance pt education
Willimantic Free Clinic	50 undergraduates, 25 health professions students	50 health professions students	\$2,500	add dental for all clinic
Initiative #2: Primary Care Career Counseling and Mentoring				
PCCAMP career counseling and mentoring of students interested in primary care	50 health professions	100 health professions	\$4,500	increase ttl # enrolled

	students, 10 clinicians	students and 25 mentors		
Primary Care Residency Training - IM/FM/Peds course -urban underserved focus	8 residents, 4 faculty	16 residents	\$16,000	promote interprofessional education
<b>Initiative #3: Admissions</b>				
Admissions - scholarships/loan forgiveness PC applicants	N/A	10 medical students annually	\$300,000	provide 10% of class comm to primary care with scholarship/loan forgiven
<b>Initiative #4: Practice Environment</b>				
Medical Home Academic Detailing/Support to Burgdorf and other clinical sites	N/A	1 AHEC personnel committed to support of Medical Home Development	\$400,000	Academic/institutional partnership focused on me home development an replication at community b sites providing clinical train health professions stude



## Massachusetts Green HPCC

*A Briefing for*  
**Innovation District Design and Development Task  
Force**

January 14, 2010



# HPCC Background and Next Steps

## History

- ❑ **Prior to 2008** – MIT conducts detailed study of a HPC facility located in Holyoke
- ❑ **October, 2008** – Meeting with the Governor, Presidents of MIT and UMASS, CEOs of EMC, Cisco, Accenture about need for collaboration to strengthen IT sector in Massachusetts
- ❑ **January, 2009** – Meetings of University Presidents - President Hockfield (MIT) approaches President Wilson (UMASS) about potential collaboration on a HPCC
- ❑ **February to March, 2009** – Conversation extends to Governor and state agencies, Presidents of Harvard and BU, representatives of industry
- ❑ **April 15, 2009** – First convening of academic, industry and state leaders at UMASS Club
- ❑ **May to June, 2009** – Expanded discussions with State about joint planning effort
- ❑ **June 11, 2009** – Signing of LOI by Governor, 3 university presidents, and 3 industry CEOs committing to 120-day planning process
- ❑ **October 21, 2009** – Governor leads press conference in Holyoke outlining progress resulting from initial planning process and setting forth shared goal of initiating construction by Fall 2010

## Plans for Nov. 2009 – Feb. 2010: Tasks to Enable Fall 2010 Groundbreaking

- ❑ Site selection/assembly/control/permitting
- ❑ Organization of participating universities into 501(c)3 corporation
- ❑ Definition of technical requirements
- ❑ Initial design, engineering and facility planning
- ❑ Finalize resources from State, Federal, University and Industry sources meet capital costs for facility
- ❑ Planning for innovation district and cost-competitive clean energy initiative

# GHPCC: An Investment in Infrastructure, Competitiveness and Regional Development

## HPC Co-location Center

- ❑ Ensuring our scientists remain at (and define) cutting edge of science, engineering

## R&D, Education, Outreach Hub

- ❑ Academia, industry
- ❑ Center-scale activities in computing, HPC application (e.g., life sciences), green
- ❑ Involving K-12, CC, 4-year, research universities

## Organization, Leadership

- ❑ Historic industry, academic, state collaboration
- ❑ New 501(c)(3) entity

- ❑ Innovation district
- ❑ Cost-competitive energy initiative
- ❑ Linkage with regional initiatives

## Economic Catalyst

# Vision

## The new HPCC is envisioned to be:

- ❑ A world-class high performance computing center using green energy, green facilities design, and serving as a showcase for concepts of “green computing.”
- ❑ A facility designed to strengthen the state’s leadership role in the development and application of advanced computing to key R&D areas such as the life sciences, clean energy, and climate change.
- ❑ A center that would serve as a catalyst for the development of the IT industry throughout Massachusetts and an IT development district with economic, educational and workforce development benefits to the City of Holyoke and Western Massachusetts that will support the continued growth and strength of other cornerstones of our economy

# Guiding Principles

## The Green HPCC should be designed to:

- ❑ Ensure that the current base needs of participating institutions are met but be flexible to allow for expansion and evolution of the HPCC's mission over time
- ❑ Allow for development and implementation in phases to match the availability of resources and change/expansion of mission
- ❑ Be non-exclusive and provide a platform for additional investment by universities, industry and government beyond the initial commitments
- ❑ Promote inter-institutional collaboration among and between higher education, industry and government
- ❑ Incorporate “green” throughout the facility, focusing on being as green as reasonably achievable – in terms of green power sources, green building design, and green computing architecture and systems
- ❑ Incorporate “best practices” from other leading university-based or related HPCCs
- ❑ Serve to act as a catalyst for the economic, educational and workforce development of Holyoke and the region

# Why Holyoke? – Low Cost, Green Resources



*Low-cost, green energy*

enabling  
infrastructure

## Holyoke Gas & Electric to buy 270 acres on Mt. Tom

by The Republican Newsroom  
Tuesday March 17, 2009, 5:42 PM



## Holyoke infrastructure:

*“ping, power, pipe, permitting”*

- ❑ *power*: hydro, wind (future), other contracted
- ❑ *ping (networking)* near gigabit backbone Xroads
- ❑ *pipe*: cooling options
- ❑ *permitting*: economic zone, incentives

# Accomplishments Since June

## Research and Education

- ❑ Identified technical/program requirements for HPCC
- ❑ Outlined a collaborative R&D agenda focused on the life sciences, clean energy and green computing
- ❑ Reached out to City of Holyoke, PVPC, HCC, STCC, etc. re the HPCC (e.g., local linkages, educational connections)

## Technology

- ❑ Developed a series of facility options using a flexible/modular/phased approach
- ❑ Identified basic site requirements in Holyoke
- ❑ Worked with state and local officials to identify a range of potential sites in Holyoke

## Business

- ❑ Agreed on a 501c3 organizational model with MIT, UMass and Boston University as founding members and identified additional potential members
- ❑ Developed preliminary estimates on capital & operating costs
- ❑ Benchmarked state support for IT initiatives in competing states
- ❑ Secured financial commitments from each of the three universities, the state and TBD industry partners and federal government
- ❑ Initiated links with innovation district/competitive clean energy initiatives

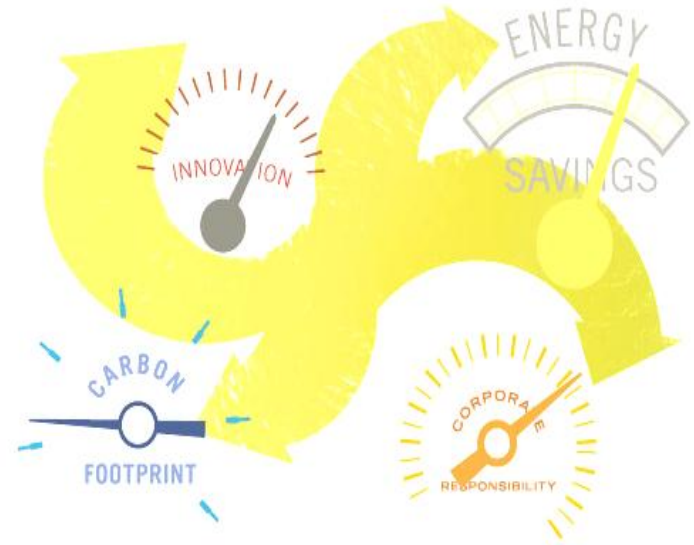
# HPCC Basis of Design

- ❑ Research computing data center
- ❑ Initially 1mw per University of compute load Day 1
- ❑ Growing to 16mw compute load over 10 years in three distinct construction phases
- ❑ 24mw total load at ultimate build (compute + MEP)
- ❑ PUE < 1.5
- ❑ “Green Data Center”
- ❑ Low Carbon Footprint
- ❑ 50% racks and 50% containers
- ❑ 12.5kw/rack on average compute load
- ❑ 500kw/ container compute load
- ❑ UPS and generator back up for 20% of compute load and 20% of MEP infrastructure
- ❑ Phase 1 Build
  - 75,000sf core and shell
  - 4mW compute load built out
  - 158 racks = 2mw
  - 4 containers = 2mw
  - MEP infrastructure built for next 4mw of compute load
- ❑ Phase 2 build out of compute space for the next 4mw of compute load
- ❑ Phase 3 build of next 55,000sf core, shell and data center space, 8mw of compute load and required MEP support



# HPCC – Plans for Green

- ❑ US Green Building Council (USGBC) LEED's Program for guidance and possible certification
- ❑ Design, construct, and operate using industry accepted metrics (like Power Usage Effectiveness [PUE])
- ❑ Develop solid operational process as well as technology
- ❑ Define effective Measurement and Reporting for continuous improvements
- ❑ Focused exploration and design consideration occurring in the following areas:
  - Energy and Cooling for Servers
    - Electrical Opportunities
      - Hydropower from HG&E ; Potential (future) wind energy
  - Cooling Opportunities
    - Geothermal ; Potential Canal cooling ;  
Temperate water cooling (future technology)



EPA Scenario	PUE
Historical	2
<i>Current Trends</i>	1.9
<i>Improved Operations</i>	1.7
<i>best Practice</i>	1.3
<i>State-of-the-Art</i>	1.2

# Research, Education, Outreach

## *Research Vision*

- ❑ meet advanced research computing needs of partner universities
  - computation becoming “third leg of science” with theory and experimentation
  - HPC: no longer nice-to-have but a competitive advantage / requirement
- ❑ a research collaboration hub:
  - growing strongly-connected community of world-class MA university/industry researchers in HPC, application areas
  - enabling new collaborative research, activities that no one institution/company can take on alone
  - major player in strategic research areas important to Commonwealth, nation, worldwide

## Research – collaborative areas identified

**strategy:** identify exemplar areas of synergistic strengths, with individuals likely to collaborate, innovate around HPCC

### ***life sciences:***

- ❑ e.g., system-level modeling of immune response

### ***green, cloud computing:***

- ❑ virtualization
- ❑ energy-efficient design, monitoring, operation
- ❑ security, privacy
- ❑ heterogeneity, federation

### ***environment, energy:***

- ❑ global, regional climate (water, land, atmosphere, biosphere)
- ❑ energy sources, storage, efficient delivery/utilization

### ***engaging supercomputing:***

- ❑ informatics (e.g., medical)
- ❑ establish supercomputing as “another application on the desktop”
- ❑ simulation, modeling

# Education & Outreach Vision

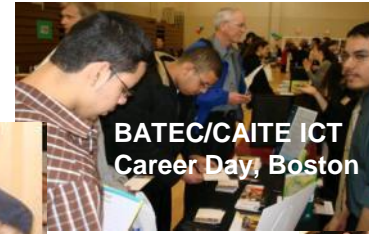
- ❑ leverage academic (universities, state and community colleges) and industry collaboration
  - broad community outreach: understanding impact of computing in daily lives – smart planet
  - energy-aware, green technologies
  - inspire, educate a more computationally literate young generation
  
- ❑ HPCC: locus for activities, physical showcase
  
- ❑ activities developed, funded, sustained and administered *collaboratively, (academia, industry, state)* as HPCC community projects

# Holyoke HPC Education/Outreach

not just this.....



Girls Inc visits UMass/CS/OIT



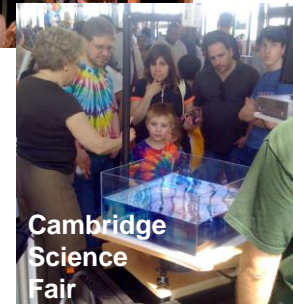
BATEC/CAITE ICT Career Day, Boston



IT open house, STCC



Artbotics across Massachusetts



Cambridge Science Fair

this.....



# **Innovation District & Clean Energy Initiative**

## **Innovation District**

- ❑ Purpose is to create a business development district to leverage the presence of the center and attract private sector investment and create jobs;
- ❑ Launch of strategic planning will coincide with commitment to build the HPCC
- ❑ Partners will include local and regional organizations, MA IT Collaborative , as well as the Commonwealth and HPCC partners;

## **Clean Energy Initiative**

- ❑ The state is working with PVPC, HG&E and experts from MIT and UMass to develop and pilot in Holyoke a program to create cost-competitive energy districts in Massachusetts that are based on clean energy, energy efficiencies and offer energy at prices comparable to competitor states.
- ❑ The clean energy initiative is designed to support the region's efforts to support sustainability and to plan for the future energy needs of the Innovation District.

## Tasks Remaining for Fall 2010 Groundbreaking Target

- ❑ Site selection/assembly/control/permitting in Holyoke
- ❑ 501(c)3 corporation
- ❑ Technical requirements
- ❑ Initial design, engineering, planning
- ❑ Finalizing agreements for capital resources:
  - Federal
  - State
  - Universities
  - Industry



## INVESTMENT IN EARLY CARE AND EDUCATION

Early care and education is an investment in human capital that brings about the highest returns. Investing in birth-to-three programs and in preschool has a higher payoff to the individual and society than later investment. (See attached PEW charts) Impressive results from a number of national studies led a Senior Vice-President of the Minneapolis Federal Reserve Bank to calculate that the return on investment from early care and education was 16% annually, comparing favorably to the average 15% expected of venture capital. One quarter of the benefit goes to the individual, three quarters to society, chiefly in avoided costs for health, welfare and the criminal justice system. There are also more immediate benefits. Several Connecticut experiences indicate that providing quality early care and education yields substantial savings in special education and repeating grades in the K-12 system.

Early care and education provides both the foundation for children's learning and a work support for Connecticut families. These purposes should be aligned to ensure the needs of children and families are being met. As we try to tackle the highest achievement gap in the nation and increase employment, Connecticut needs to increase the supply and quality of early childhood services.

While Connecticut spends significantly for children's services (over \$600 million documented in a Holt, Wexler and Farnum study circa 2004), the State is challenged by lack of coordination and integration among programs. In order to reach the most children with the most effective services, here is what must be done:

- 1) Create a central point of coordination in state government, mirrored at the local or regional level, for a system of early care and education. The Research and Policy Council's *Early Childhood Investment Plan (2007, Appendix F)* analyzed the advantages and disadvantages of different structures. A dedicated Office of Early Childhood would make sense. Another option would be a quasi-governmental or nonprofit intermediary organization that could blend funding from public sources, provide technical assistance to communities and programs, and raise private funds for system development. The national BUILD Initiative will soon produce a report on how other states are organizing oversight of early care and education. The BUILD report includes information on North Carolina's Smart Start, which is the closest vehicle to the public/private entity suggested above.
- 2) Expand access to reach all children who need early childhood services and full-day kindergarten whose parents want service and can not afford it. For three- and four-year-old children estimates range from 9,000 to 14,000 children who need access to the school readiness program. This would represent a new outlay of some \$70 million at current reimbursement rates. There also needs to be a priority on the youngest children, from birth to age three, because that period represents the most fertile period for learning.

- 3) Finance the system in part by shrinking the corrections system significantly. Institutional corrections, especially, is so expensive and ineffective that savings from reducing the prison population could expand the early care system and fund alternatives to incarceration. Other strategies including helping school districts to reallocate federal IDEA or Title 1, as 24 other states have done (see *Early Childhood Investment Plan, Appendix A*). In addition, 27 other states have enacted child care tax credits; 13 have made the credit refundable. Another option is to include preschool education in the education cost sharing (ECS) formula.
- 4) Build local capacity for coordination and oversight, parallel to the state, by expanding the role and authority of the existing School Readiness Councils. Such local councils would be the vehicle for blending funds as above, supporting providers through technical assistance and ensuring the quality of the system.

For the past three years, Connecticut has worked in partnership with foundations, including the William Caspar Graustein Memorial Fund, to support the development of community blueprints (or comprehensive plans from birth to age eight). The Memorial Fund devotes in excess of \$1.6 million to helping communities to develop such plans. In 2007 and 2008, the State (SDE) share was \$450,000 per year. In 2009, because of rescission, the SDE share was \$422,500. The plans tend to bring local philanthropy to the table and engage a broader, more representative slice of the community as well. Moreover, most communities prepare the plans using Results-Based Accountability (RBA), which encourages broader collaboration among agencies, and focuses attention on no-cost/low-cost items first—especially adaptive to tough economic times.

There are currently 15 communities who have completed a plan and receive \$50,000 from the Memorial Fund for systems development; twenty-three others are developing new plans or refining existing ones and receive \$25,000 from the private partners for each of two years. The SDE funds were allocated equitably across all 38 planning and systems development communities, a bit over \$11,000 per community.

The Memorial Fund's next budget is for calendar 2011, and includes \$1.6 million for local community support; and, if approved by the Trustees, will ask the State to continue its support at the \$450,000 level. The Memorial Fund staff anticipates approval at the next Trustees' meeting on December 20, and will immediately write to Governor-Elect Malloy and make this offer known to him.

- 5) Ensure the quality of service to the children. The keys to quality are:
  - A highly trained workforce. Higher education must expand its capacity to produce the necessary early childhood degrees.
  - Accountability, via coordinated and complete data.
  - Uniform standards across programs, providing guidance to teachers and parents on important developmental milestones.

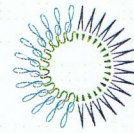
- A quality rating system combined with differentiated reimbursement rates to create incentives for programs to improve. Such a vehicle can provide powerful means to attract qualified staff.

6) Achieve grade-level reading mastery at third grade. Continue state support for a pilot currently lifting off in New Britain that will help organize the community and school system around seeing that its children read at grade level by third grade. SDE has provided \$150,000 in match to the Memorial Fund's \$175,000 and the Annie E. Casey Foundation's \$150,000. The pilot is expected to run for three years and carefully aligns the technical assistance with SDE's, and will depend on SDE to leverage change in other communities based on learning from New Britain. There is strong evidence that students who are behind their peers in reading at third grade are significantly challenged to close the gap, stay in school and succeed academically and in life.

7) Support practice-based leadership development for principals and superintendents in urban districts. The Connecticut Center for School Change has run such a program and found that individuals with academic preparation alone still lack the expertise required to make substantial gains in student achievement in urban districts. Research has shown that instructional leadership is critical to making changes in classroom practice and raising student results.

8) Support parent leadership training to ensure that parents have a voice in education reform. The Parent Trust Fund is an annual grants program that awards partial support for parent leadership development to numerous Connecticut communities. There are a number of powerful programs, including Parent Leadership Training Institute (PLTI), created by the Commission on Children; Parents SEE, an adaptation of PLTI specifically tailored to K-12 reform; and People Empowering People (PEP). Prior to 2007, investment by the State was \$250,000 annually. The Memorial Fund offered the State an additional \$100,000 to be matched dollar for dollar above the existing base. The challenge was met and the Fund grew to \$450,000 annually. In 2009, we offered \$250,000 above the base and the State again met the challenge, making a total of \$750,000 available this Fall. The Memorial Fund expects, with the Trustees approval in December, to offer again a match of \$250,000 for State funding above the base of \$250,00.

In summary, early childhood programs and education deliver potent benefits to society by cutting costs elsewhere in both the short term (special education) and long term (incarceration). An investment approach compels us to reallocate funds from ineffective incarceration and toward preventive investment in human capital, of which early childhood programs provide the highest benefit.



## Proposed State and Federal Resource Allocation Principles

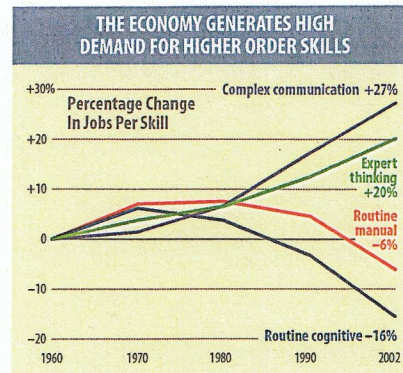
Spurring national economic growth and long-term budget sustainability requires not just smart policy decisions, but a wise framework within which to make them. This set of principles, focused on the centrality of human capital, can help federal, state and local policy makers engage in productive debate and make the hard choices needed to put our country on the path to global competitiveness. We encourage you to adapt them to your needs and to share them with colleagues and your elected leaders.

### ■ Human Capital

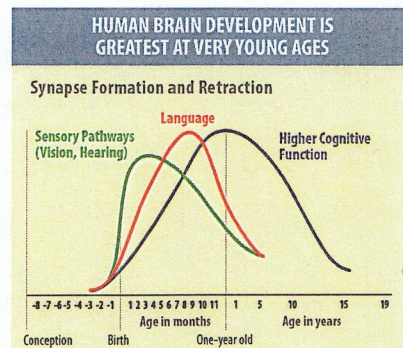
To achieve economic growth and fiscal sustainability, government should emphasize strengthening the skills and capacities of America's workforce.

### ■ Young Children

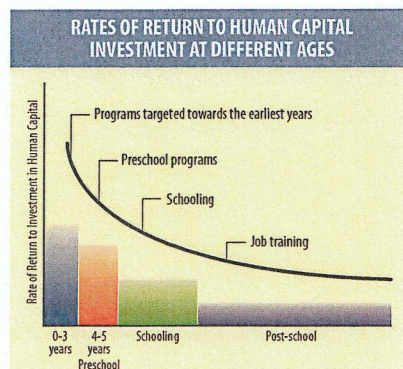
In developing human capital, our nation should focus especially on children, from before birth to five years of age, and their families.



SOURCE: David Autor, Frank Levy and Richard J. Murnane, "The Skill Content of Recent Technical Change: An Empirical Investigation," *Quarterly Journal of Economics*, 118, 4 (November 2003) pp. 1279-1334. Data updated to 2002 by David Autor.

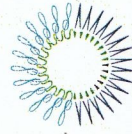


SOURCE: C.A. Nelson in Jack P. Shonkoff and Deborah A. Phillips, eds, *From Neurons to Neighborhoods: The Science of Early Childhood Development*, National Academy Press (2000), p. 188.



SOURCE: J.J. Heckman, "Skill formation and the economics of investing in disadvantaged children," *Science*, 312(5782):1900-2, (June 2006).





■ **Evaluation**

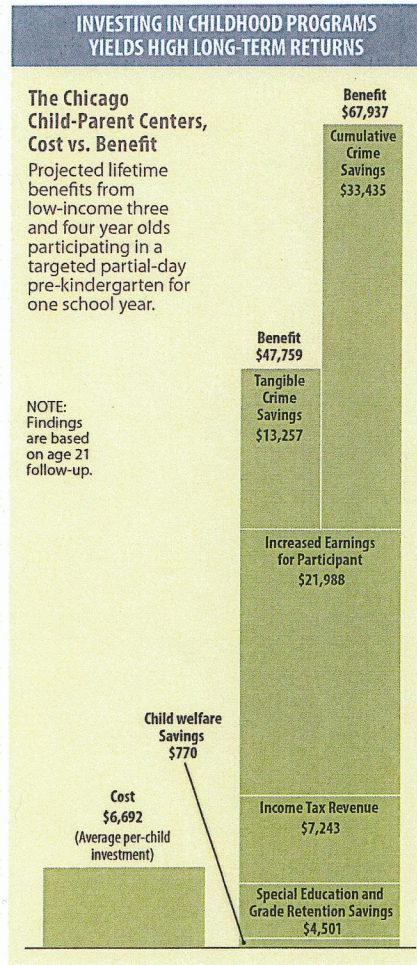
Return on investment should be a key consideration in public resource allocation decisions.

■ **Transparency**

Government should enable citizens to understand and participate in the assessment of revenue and spending decisions.

■ **Sustainability**

State and federal budgets should be viable over the long term.



SOURCE: Arthur Reynolds et al., "Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers." *Educational Evaluation and Policy Analysis*, 24:267-303 (2002).

The Partnership for America's Economic Success is a collaborative initiative of business, economists, funders, policy leaders and advocates. It mobilizes business leaders to improve tomorrow's economy through smart policy investments in young children today. It is managed by the Pew Center on the States and funded by Robert Dugger, the George Gund Foundation, Ohio Children's Foundation, John D. and Catherine T. MacArthur Foundation, Society for Human Resource Management, The Pew Charitable Trusts and Scholastic, Inc. More information is available at [www.PartnershipforSuccess.org](http://www.PartnershipforSuccess.org).