DEPARTMENT OF ADMINISTRATIVE SERVICES
BUREAU OF ENTERPRISE SYSTEMS AND TECHNOLOGY
Legislative Office Building Room 1B
210 Capitol Avenue, Hartford, CT 06106
1:00 – 3:00 PM

M I N U T E S

December 3, 2018

Commission Members in Attendance

Raymond, Mark – Commission Chair and Chief Information Officer, DAS-BEST
Bailie, Colleen — Director, West Haven Public Library (CT Library Association)
Casey, Doug – Executive Director, CT Commission for Educational Technology
Caruso, Nick — Senior Staff Associate for Field Service, Connecticut Association of
    Boards of Education (CABE)
Dillon, Thomas – Founder, Flagship Networks (Minority Leader of the House)
Dumais, Charles — Executive Director, Cooperative Educational Services
    (Office of the Governor)
Elsesser, John — Town Manager, Town of Coventry (CT Council of Small Towns)
Feinmark, Russell — CT General Assembly (Speaker of the House)
Fortuna, Carl — First Selectman, Town of Old Saybrook (Minority Leader of the Senate)
Mavrogeanes, Rich — President, Discovery Video (President Pro Tem of the Senate)
Mundrane, Michael — Commission Vice Chair and Chief Information Officer,
    University of Connecticut
Provencher, Maura — Vice President of Research and Administration, Connecticut
    Conference of Independent Colleges (CCIC)
Shanley, Scott — General Manager, Town of Manchester (CT Conf. of Municipalities)
Shellard, Susan — Director of Administration, Department of Economic and Community
    Development (DECD)
Vallee, Bill — State Broadband Coordinator, Office of Consumer Counsel
Vittner, John — Director, IT Policy, Office of Policy and Management (OPM)
Wiggin, Kendall – State Librarian, Connecticut State Library

Facilitators, Presenters, Guests, and Others in Attendance

Chatterjee, Supriyo "SB"
Hall, Aleshia — Assistant to the State Chief Information Officer
Kocsondy, Ryan – Director, Connecticut Education Network (CEN)

Note on Video Access
As of the publication of these meeting minutes, a video archive of the meeting was available through the Connecticut Network (CT-N) at the following address:
http://www.ctn.state.ct.us/ctnplayer.asp?odID=15796

Agenda Items

Welcome
Chairman Mark Raymond convened the meeting at 1:00 PM with a warm welcome to the Commission members and others in attendance. With the recent elections less than a month ago, he noted that transition activities between the current and incoming administrations are well underway. The effective use of technology for all aspects of living in Connecticut, especially education, will continue to be a priority. He thanked the members for their continued commitment to help ensure that libraries, schools, institutions of higher education, and towns make the most of technology for teaching and learning.

Approval of Meeting Minutes, September 10, 2018
Mark requested a motion to approve the minutes from the Commission's September 10 meeting. Chip Dumais made the motion, with Bill Vallee offering a second. Mark asked for any discussion or changes regarding the minutes. With none offered, the Commission members unanimously approved the minutes, with abstentions from Rich Mavrogeanes and Maura Provencher.

Executive Director's Report
Mark turned the floor over to Doug Casey to provide the Executive Director's report, which included three key topics.

- ISTE Standards Campaign
  Doug provided updates on the Commission's ongoing work to promote the digital learning competency standards defined by the International Society for Technology in Education (ISTE), which the members had previously endorsed (Standards for Students in September 2016 and Standards for Educators in September 2017). This past June, the State Board of Education adopted the ISTE Standards for Students as well.

  With the intent not only to define standards, as directed by the Commission's statute (CGS Section 4d-80), but also to equip the education community with resources to support the development of those competencies, the Commission embarked on a campaign to raise awareness of these frameworks and equip schools to implement them. The Commission launched a three-part Webinar series on November 20, with online presentations highlighting best practices in supporting the Standards for

Students. More than 70 individuals registered for the event, which featured Carolyn Sykora, ISTE's Senior Director for Standards; Chris Weiss, Principal of Riverside School in Greenwich; and the administrative and technology team from the CREC Discovery Academy in Wethersfield. On January 15 the series continues, with a spotlight on the Standards for Educators and presentations by two members of the Commission's Digital Learning Advisory Council, Josh Elliott, Director of Educational Technology in Fairfield University's Graduate School of Education and Allied Professions, and Laura McCaffrey, Director of School Support and Academic Services in the Office of Catholic Schools. Rachelle Dene Poth and Brandie Shatto, who lead ISTE's Teacher Education Network, a professional learning community with more than 4,000 members, will also present during the January Webinar. The third Webinar will take place on February 13 and address the Standards for Educational Leaders. Presenters include Commission member Nick Caruso of CABE, Commission member Chip Dumais of CES, and Josh Smith, Superintendent of Region 15 schools and member of the Digital Learning Advisory Council. The Commission is recording all three sessions so those who cannot attend in real time can watch them later.

- Open Education Resources
  In an effort to promote high-quality digital learning materials, the Commission voted in March 2017 to join the national Go Open movement, a partnership among 20 states working with the U.S. Department of Education, the Council of Chief State School Officers, and the State Educational Technology Directors Association. Since then, efforts have taken place to encourage development and adoption of digital learning materials that are free and open to use across institutions. Benefits of using open education resources (OER) include cost savings, flexibility, equity of access, and relevancy of materials.

  Through the Digital Learning Advisory Council, Doug has enlisted OER subject matter experts into a task force to develop recommendations and plans to support the use of free and open educational content in the state. The group recommended developing awareness materials to increase understanding of OER's benefits as well as gathering information through a survey to develop a "footprint" of current OER use in Connecticut. The results of this work will help define requirements for a statewide library of digital resources to support the creation, curation, and sharing of OER. To assist with this work, Doug has engaged with UCONN's Digital Media and Design program to enlist student and faculty support in developing a social media awareness campaign, survey, and Web site.

- Updates to State Educational Technology Goals and Plan
  Doug called the members' attention to an overview he provided on progress against the Commission's five-year Educational Technology Goals and Plan. He reiterated that the initiatives underway reflect the hard work already undertaken in setting priorities, defining project plans, and executing against those plans to

support the effective use of technology for schools, colleges, libraries, and municipalities. The brief highlights work completed in the three focus areas of Digital Learning, Infrastructure, and Data & Privacy.

Doug welcomed feedback on the document and the broader Goals and Plan to ensure alignment with the priorities of the offices and organizations that appoint the Commission's members. Changes in the Administration and General Assembly raise the importance of such alignment. Mark noted the significant progress made to date on the Goals and Plan and acknowledged the efforts of the members, advisory councils, and task forces to make that happen.

Proposed Revisions to Commission Bylaws

Mark provided a brief overview of the [Proposed Revisions to the Commission Bylaws](#), previously shared with the members for their consideration. The revisions are mostly administrative in nature, reflecting changes in the Commission's physical address, membership established in prior statutory updates, and changes in selection of the Chair (by appointment of the Governor rather than Commission vote). Mark called attention to Article 10, new to the Bylaws, which articulates expectations that members will actively participate and take information back to ensure that those organizations that appointed them are aware of the Commission's activities.

Changing Bylaws requires discussion at one meeting, followed by any revisions and a motion to adopt at the next. Mark entertained a discussion of the proposed changes. With no questions or concerns expressed by the members, he acknowledged the proposed changes as ready for action at the March 2019 meeting.

CEN Updates

Following the Executive Director's Report, Mark turned the floor to Ryan Kocsondy, Director of the Connecticut Education Network (CEN), for his updates. He provided a report in printed form, a [digital copy](#) of which appears on the Commission's Web site. During his remarks, Ryan highlighted the following points:

- Staffing: The Network Technician position closed on November 25, and the hiring committee is reviewing candidates.
- Budget: The State biennium budget reflects the expected $0 appropriation to the CEN operating budget. The State budget also reflects the bond requests (FY 20 and 21) that would provide offsets to cover parts of the Network refresh. Ryan encouraged the Commission members to continue communicating the Network's value, especially in light of the new Administration and General Assembly representation.
- FY 20 Pricing Announcement: Ryan provided hard copies of the new pricing for Network services, which also appears in [digital form](#) on the CEN and CET Web sites. While pricing has remained for the most part unchanged, the costs for 50 Mbps tier

have decreased to help institutions moving up to that service from slower speeds. The new rate sheet includes the managed firewall service as well as pricing for IPV4 addresses, which remain challenging to provision. In response to a question from Rich, Ryan indicated that the vast majority of CEN members still use IPV4 addresses, which remain relatively expensive (~$15 per address) to obtain. He has been working with the CEN Education and Technical Advisory Committees regarding IPV4 to IPV6 migration, a topic that one or more sessions at the CEN Conference should address. Mark asked about the ability to repurpose unused IPV4 addresses. Ryan acknowledged that this type of "harvesting" does take place but not often. He explained that members have not wanted to relinquish their IPV4 addresses, given the difficulty of obtaining them.

- Value-Added Services and Revenue Generation: The Network team continues to promote the managed firewall offering and will likely feature a session on this service at next year's conference. Ryan also noted CEN's recent certification on October 9 in the Mutually Agreed Norms for Routing Security (MANRS) standards. The Internet Society and Internet Engineering Task Force (IETF) developed these standards to increase overall Internet security against route hijacking, spoofing, leaks, and other harmful activities. CEN is one of 77 organizations worldwide to obtain this credential and encourages its members to pursue certification as well.

- CEN Engagement: Strategic planning has begun, with participation from a balanced representation of members. Two meetings have taken place, with members engaged in thoughtful discussions and SWOT analyses. As next steps, the Network will host regional workshops to gather more member input. Ryan encouraged Commission members and members of the Legislature to attend one or more of these meetings as his team releases dates and locations.

- Web Site: Ryan expects the new Network Web site to go live early in 2019. The site for next year's CEN Conference (May 10, 2019) is already live and accepting registrations.

- Threat Management and DDoS Mitigation: Denial of service attacks continue to take place, totaling nearly 400 incidents this year. Ryan underscored that CEN mitigates these attacks, which otherwise would bring districts' digital learning and many operations activities to a halt. Michael suggested that estimating the impact of such disruptions — direct and indirect costs — might help to articulate the value of mitigation services provided centrally through CEN. For example, based on the impact of DDoS attacks on other institutions, how many hours of network outage has CEN prevented? Ryan acknowledged the value of such estimates and stated that his team has looked into these impact measures as well as the costs avoided by individual members not having to procure DDoS mitigation services independently.

- NYC Buildout: Ryan expects key connections to be completed by early 2019, with service orders in place now. Connecting directly with the New York metropolitan area will increase CEN's reach. Doing so should also benefit members by allowing CEN to obtain a broader, more competitive market of Internet service providers to help contain costs in the long term. Scott Shanley inquired about the nature of some

of the past delays with the initiative, which Ryan explained as project management and vendor issues.

- CT Library Fiber Consortium: Activity remains in full swing with Phase 4 buildouts. Libraries with interest in obtaining circuits as part of Phase 5 of the initiative will need to submit their E-rate applications by March 2019.

Digital Learning Advisory Council Report

Mark turned the floor to Digital Learning Advisory Council Chair Nick Caruso to share updates from that group. Work continues through the Council to support several of the initiatives defined in the Strategic Goals and Plan. Nick emphasized the tremendous contributions of the Council members. As someone who often advises groups on strategic planning, he remarked on Advisory Council members' unusual dedication to supporting the state educational technology plan. Mark echoed this sentiment, that the members of its Advisory Councils contribute insights and leadership that help tremendously in delivering valuable outcomes that the state plan defines.

Nick did highlight a session that he, Doug, and two members of the Digital Learning Advisory Council —Josh Elliott of Fairfield University and Josh Smith of Region 15 Public Schools — delivered at the CABE-CAPSS Convention November 20. The workshop provided an overview of the ISTE Standards for Students, Educators, and Educational Leaders. The presenters were able to share case studies as well as the [Guidance on District Policy Revisions to Support Digital Learning](#), which addresses ways that school boards and senior leaders can adopt best practices in learning at the highest levels of strategy and practice. Nick concluded his report by again encouraging the Commission members to adopt the ISTE Standards for Educational Leaders, which the group had considered at the September 2018 meeting.

Adoption of ISTE Educational Leader Standards

Mark noted the discussion that took place at the previous Commission meeting, including deliberations as to whether the group should consider adoption of standards that address school leader competencies, in addition to the student and educator standards it has previously adopted. With the [Proposed Endorsement of ISTE Standards for Education Leaders](#) item formally on the December 3 meeting agenda, Mark entertained a motion for approval; John Elsesser made the motion, with Chip offering a second.

Discussion began with Michael reiterating the central question of whether leadership standards fall under the concern of the Commission. Mark expressed his support and intent to vote in favor of endorsing the standards. He stated that the [statute defining the Commission's purpose and work](#) calls the body to improve the use of technology in education, which fundamentally depends at a local level on support by leaders. The standards as defined by ISTE directly support that mission.

As school leader himself, Chip agreed that having standards at all levels, including leadership, remains vital to implementing digital learning with fidelity. The absence of these frameworks negatively affects the development of student and educator competencies. Michael asked for clarification on the level at which the Commission would undertake defining standards. For example, would the Commission look not only to define competencies that local leaders should adopt but also state leaders? Mark reiterated his belief that defining leadership standards fits within the Commission's purview. Other state bodies, such as the State Board of Education, would not likely address such competencies.

Nick asked the other members to consider the intent of these related standard sets, with the purpose of seeing implementation at the school level. For that to happen requires leadership endorsement and modeling of those standards. Real change happens at the local level (e.g., districts and schools), so endorsing leadership standards will help equip superintendents, board members, principals and others to understand and support best practices in digital learning.

Doug agreed with Nick and noted that the Commission's statute calls for the definition of student standards and support of teacher professional development in educational technology. Echoing Chip's earlier comments, he stated that support for student and educator competencies cannot happen in the absence of leadership. In that regard, adopting the ISTE Standards for Educational Leaders falls within the Commission's purview and charge. To address Michael's earlier concerns, adopting the standards does not limit or replicate the duties of any other group but equips all educational leaders within the state to implement digital learning best practices. Additionally, he noted the limited state and local budgets to define and provide supports around digital learning. Endorsing ISTE's research-based competency frameworks therefore saves on indirect costs at the local level by not forcing districts to design their own standards.

With no further discussion, Mark called the members to a vote. The motion to endorse the ISTE Standards for Educational Leaders passed with no objections or abstentions.

Infrastructure Advisory Council Report
Mark asked Tom Dillon, Chair of the Infrastructure Advisory Council, to share updates from that group. Tom described progress on the use of the Eduroam wireless authentication system to get students of all ages online outside of school. An Eduroam pilot is underway in Middletown, Connecticut, home to a number of institutions that directly or indirectly support students: Middletown Public Schools, Russell Library, Wesleyan University, and Middlesex Community College, among others.

The initiative began with a meeting organized through the Advisory Council and taking place at Russell Library. Attendees included Ramona Burkey, Director and CEO of Russell Library; Debra Barberi, Director of Digital and Emerging Technologies at Russell

Library; Tom Dillon; Ryan Kocsondy; Karen Warren, Deputy Chief Information Officer at Wesleyan University; Michael Skott, Director of Technology at Middletown Public Schools; Rick Widlansky, System Manager with Libraries Online (LION), which provides technical support to Russell and other libraries; and Wade Rode, Network Administrator at Russell Library. The attendees shared their experience implementing and supporting Eduroam (Wesleyan) as well as plans to roll out the authentication system in their own institutions (Russell Library Middletown Public Schools).

Michael Skott remains committed to implementing Eduroam for Middletown students in the winter and spring, with assistance from Karen Warren and her team. He also tied the initiative to another program, Bridge to Brilliance — a partnership among Middletown Public Schools, Russell Library, Middletown's Common Council and Chamber of Commerce, and Middlesex Community College — which provides e-readers to families to support early childhood literacy. Such programs point to the need for broadband outside of schools to help deliver direct learning benefits to learners and their families. The team from Russell expects to receive its E-rate funded enterprise wireless solution in early 2019 and plans to provide Eduroam access at that site, allowing students from Middletown and Wesleyan — and any other Eduroam institution — to get online using credentials from their home institutions.

Longer term, plans include closing the digital divide in Middletown by providing Eduroam access at other likely partner locations, including hospitals, the YMCA (where Karen serves on the board), etc. Other districts have also expressed interest in the pilot, which should provide insights and documentation to leverage Eduroam as a way of getting students online at anchor locations across any given community.

Mark encouraged the Middletown group to adopt deadlines that help bring the phases of the project to completion. He also pointed to the CEN Convention as a perfect venue in which to share the Eduroam work with fellow K – 12, library, and higher education institutions. Doug reiterated the strength of the pilot and how it includes active participation of all of the Commission's core constituent groups. The initiative also draws on the potential to make best use of assets already in place (e.g., wireless networks) rather than building new systems to support learning.

Michael Mundrane described Eduroam as a mix of technology and convention that has been effective in higher education at a global level. Eduroam has the benefit of identifying and credentialing users based on their home institutions. This approach contrasts with the common practice of institutions offering generic credentials based on their own facility, such as a single user name and password for guest access to a library's wireless network. By allowing institutions to collect data on these user sessions, Eduroam provides excellent reporting that will reflect the impact of connecting learners by host and home institution.

Both Carl Fortuna and John Elsesser expressed interest in specific next steps with the initiative and its potential for their communities. John highlighted the strong connections that Coventry has to the University of Connecticut at Storrs as well as nearby Eastern Connecticut State University. Tom addressed several next steps and considerations with the pilot, including license costs (roughly $1 per student per year) and the need to obtain approval from Middletown Public School administration to deploy Eduroam.

E-rate Report

Doug introduced the draft 2018 E-rate Report as the result of work underway through the Infrastructure Advisory Council for the past several months. That group acknowledged the underutilization in Connecticut of the federal E-rate program, which provides financial offsets to schools and libraries for Internet connections and local network circuits and hardware. Advisory Council members agreed to design a survey to help identify why institutions do not fully leverage the program. Commission members previously received the report that contains those survey responses, with the following key takeaways that Doug highlighted from the Executive Summary (page 4):

- Barriers: Predominant challenges to leveraging E-rate are lack of matching funds (schools) and reluctance to filter content (libraries)
- Common Support Providers: Nearly all schools use the same third-party E-rate consulting firm; most libraries leverage one State of Connecticut employee (Maria Bernier) as their consultant
- Value: Both schools and libraries find strong value in the assistance provided by paid or state consultants with deep knowledge of the program
- Complexity and Inefficiency: The technical and administrative complexities of fully leveraging E-rate drive dependence on support services, leading to inefficiencies in the form of direct and indirect costs as institutions engage such providers independently
- Return on Investment: Schools using consultants find a high (2X) return on investment, even when accounting for consulting fees
- Equity: Schools and libraries offer programs and resources to help students learn outside these institutions, and support exists to see changes that would allow E-rate funding to provide universal access anywhere learning takes place

Doug acknowledged the work of the Infrastructure Advisory Council subgroup that designed the report, E-rate specialists for the institutions they represent, as well as groups such as CABE and CAPSS that encouraged their members to complete the survey. Tom noted the high response rate to the survey (48 percent of districts, 19 percent of libraries) as well as respondents' satisfaction with their E-rate consultants. He pointed to the complexity of the program that leads schools and libraries to leverage this outside assistance. His biggest recommendation was for institutions that do not use E-rate to begin participating, given that the financial and infrastructure gains that result from the program outweigh the frustrations that come with filing. Mark acknowledged

the collective effort that went into the report and welcomed members to share their perceptions and comments on the work. He also shared the decision not to include specific recommendations within the draft report, in its current state, until Commission members have had time to review and consider the survey results.

Ken suggested that sharing the report with the Federal Communications Commission (FCC) would help underscore the difficulty of using E-rate for schools and libraries, translating into an opportunity for the FCC to consider ways of streamlining the filing process. That complexity creates a marketplace for consultants. He plans to use the report as a way of exploring ways for the State Library to serve its constituents.

Bill Vallee, who has worked with the FCC on other matters, echoed the need to share recommendations with that body. Michael agreed, in that the Commission speaking on behalf of its constituents should have an impact on FCC decision makers. Michael also noted the demands on staff time within districts and libraries that use the program, resulting in an indirect cost that creates a disincentive to continue using E-rate. Creating replicable processes and support approaches, which Maria Bernier at the State Library has done, can help to simplify the process.

Ken saw the concentrated use by schools of a single outside consultant as an opportunity to develop a statewide request for proposals for consulting, with the intent of reducing overall costs and coordinating services. Tom noted that the Advisory Council had discussed this option, an approach that also could encourage non-participating institutions to file. John Elsesser pointed to regional education service centers (RESCs) to manage such bidding, given that they already run cooperative purchasing programs. He also encouraged the distribution of the report among decision makers, especially boards of education, to make sure districts consider the value of E-rate funds as they enter into next year's budgeting process.

As the CABE representative, Nick shared that board discussions do take place around E-rate, with some districts deciding not to procure connections and purchase hardware through the program because of the requirement to provide matching funds. He suggested that writing an article for the *CABE Journal*, where Doug has previously published Commission findings and recommendations, would help raise board member awareness of what E-rate offers. He also suggested tying the Educational Leader standards to strategic planning, which must include commitments to infrastructure. Michael acknowledged the opportunity cost that comes with investing in infrastructure but encouraged leaders to understand how these commitments provide downstream benefits tied directly to educational gains. Mark echoed this idea, that perhaps those advocating for information technology investments do not necessarily tie what are seen as cost center expenditures to resources that provide the essential conditions for digital learning.

Tom offered a final remark that E-rate poses not only bureaucratic but also timing challenges. Filings in one year may not produce awards that fall in the same fiscal year. For that reason, he encouraged districts and libraries to participate with a long-term mindset, a willingness to commit funding year over year to reap the benefits of E-rate funding.

Mark summarized some of the suggestions, including opportunities to share the findings with local and state elected officials. He also pointed to funding programs in places such as Rhode Island, whereby the state provides the balance of in-kind E-rate funding to encourage participation. He noted the variety of possible conclusions that the final report might include and asked members to come prepared to the next meeting (March 4, 2019) to share their recommendations. Also, if members have more time-sensitive considerations, they should express those in the interim.

Educational Software Hub Sustainability
Mark brought up the topic of how to fund the licensing costs of the Educational Software Hub (LearnPlatform), which provides support to districts and educational technology companies around compliance with Connecticut's data privacy requirements. As of the meeting date (December 3), the State Department of Education had not provided any financial offsets for the Hub. [The Department has since committed funding to support the LearnPlatform licensing.]

Mark reminded Commission members of other approaches, such as asking for CEN member contributions, as John Elsesser had suggested at the September 2018 meeting. John noted that the savings the Hub provides against external legal fees alone would justify districts paying into the service. Mark acknowledged this idea but also noted that without commitments, it would remain difficult to determine the per-member cost. He also shared the idea of charging K – 12 CEN members for the service but that a contracting agreement (e.g., member demand to drive service provision) did not exist for such billing to take place. Ken suggested that vendors might pay for the service, though this approach would mean that many companies would not participate, limiting the scope of products covered by the Hub. Mark closed the discussion by welcoming additional suggestions from the members as the Commission considers sustainability approaches.

Libraries and the Digital Divide

Mark asked Michael to introduce his [Draft Resolution on the Role of Libraries to Combat the Digital Divide](#), a document informed by discussions on the same topic at the September meeting. Michael provided general context for the Resolution, intended to elevate awareness of the role that libraries play, especially entering into the next appropriations cycle. The Resolution points to the content and services that citizens can only get digitally as well as the key role that libraries play in providing that access. Such support comes in the form of Internet-connected computers as well as training and coaching provided by library staff to help local patrons fully leverage these resources.

The document includes two main resolutions: (1) that libraries can and should play the role of providing local access and support to address digital inequities and (2) that the State should acknowledge and support libraries in this role. Michael thanked Ken and Colleen Bailie for their input on the version shared with the members and welcomed feedback from the Commission.

John Elsesser suggested changing the phrase "state public libraries" on page 2 to "Connecticut public libraries," so as not to confuse these institutions with the Connecticut State Library. Colleen agreed, noting the mix of municipal and association libraries throughout the state.

Mark addressed the second resolution and asked for clarification on who or what body should develop the plan to support libraries. Michael suggested that the State, at some level, in partnership with the Commission could develop the plan. Ken expressed concern over the term "plan," which suggests a commitment of personnel and other resources, and asked to change this term to "initiative." He also suggested changing the Resolution not just to address the need to support digital citizenship among "underserved" individuals (page 3) but all citizens. Mark agreed, noting the importance of equipping individuals with the skills and support to make full use of digital content and services. Bill pointed to past funding for equity initiatives such as the American Recovery and Reinvestment Act (ARRA), which funded the Broadband Technology Opportunities Program (BTOP), which led to fiber buildouts across the state.

Scott Shanley agreed with the intent of the Resolution and saw the services provided through local libraries as falling into the purview of the Commission's charge. As a local leader, he acknowledged the key role that libraries play in supporting municipalities. Ken agreed and saw the Resolution as a way to elevate awareness among policy leaders and lawmakers, that learning takes place in libraries, not just in schools. Colleen noted the opportunity of timing, with many new lawmakers and local leaders taking office soon. Michael reiterated the intent behind writing the document, to underscore the role of libraries to ensure the effective use of digital resources beyond just Internet access, addressing the training and support aspects as well. Mark thanked the group

for their input and looked forward to a revised Resolution for consideration at the March 2019 meeting.

Public Comment
Mark welcomed S.B. Chatterjee to share a few remarks with the Commission during the time of public comment. S.B. called attention to the [four-page testimony](#) he distributed, highlighting the promise of developing an educational technology "cluster," based on ideas Doug shared in his April 2018 post on the Connecticut Innovations blog, "[Connecting Connecticut's EdTech Community](#)." S.B. noted that Connecticut has a vibrant set of educational technology firms as well as many strong local school systems. This combination opens opportunities to develop a geographically centered "ecosystem" to advance student achievement through digital learning. He also provided copies of the report, "[Ed Tech U.S. Market Snapshot](#)," published by the Australian Trade and Investment Commission, which points to the opportunities for companies in that country to develop software for the American educational market. He noted that this includes corporate training and adult education as well as K – 12 and higher education. Doug thanked S.B. for his continued engagement with the Commission's work as well as for his research and advocacy in support of a possible innovation cluster. Such programs exist in other parts of the country, and he shared S.B.'s hope that one or more could exist in Connecticut as well.

Scheduled 2019 Meeting Dates
The Commission's scheduled meeting dates for 2019 are as follows:

> Monday, March 4
> Monday, June 3
> Monday, September 9
> Monday, December 2

Adjournment
Before calling for adjournment, Mark acknowledged the possibility of this being his last Commission meeting, given the change in administration, and thanked the members for their ongoing service. He noted the great strides the Commission has made over the last few years to support digital learning at all levels. Several members expressed their gratitude for Mark's commitment to the Commission's work and for the Executive Director position, which has enabled consistent progress and coordination among members, advisory councils, and other state and national organizations.

As Mark entertained a motion to adjourn, Chip offered the first, Bill a second, and the motion passed unanimously with no abstentions. The meeting adjourned at approximately 3:15 PM.

Respectfully submitted,

Douglas Casey
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