

**EDUCATIONAL LEARNING INITIATIVES FOR EXCELLENCE**  
In the 21st Century

## **Proposals for Discussion**

Connecticut State Board of Education  
September 8, 2004



## EDUCATIONAL LEARNING INITIATIVES FOR EXCELLENCE

In the 21st Century

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*We are what we repeatedly do.  
Excellence, then, is not an act, but a habit.*

*– Aristotle*

Excellence also is what we seek to develop in every Connecticut student – and so it must be what we create in each one of us, every educator at every level; excellence focused on helping every child achieve at the highest possible levels.

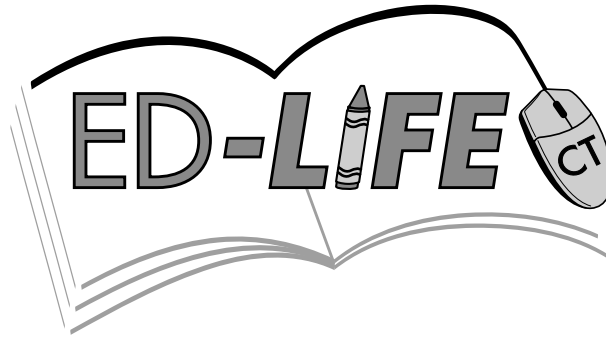
In Connecticut, we have always sought excellence for our students by narrowing the achievement gaps between our highest- and lowest-achieving students while ensuring that the achievement of all our students – including our best students – gets even better. It is time to renew and invigorate this work.

To address seriously the challenge of closing the achievement gaps, we need to take a truly comprehensive approach. That is why, after a full day of discussions with key staff members at its August retreat, the State Board of Education asked me to develop a comprehensive approach in four key areas:

- **Who are we teaching?**
- **What and how are we teaching?**
- **Who is teaching?**
- **How well are we teaching?**

The proposals presented today provide detail, including budget and legislative implications, for the Board's discussion prior to final action and submission to the Office of Policy and Management. Then it will be the task of the Governor and the General Assembly to weigh competing needs and determine which initiatives to fund at what levels.

These proposals seek to develop the habit of excellence among educators who will then develop the habit of excellence in every Connecticut student. What better summary of an educator's mission could there be?



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***Who Are We Teaching?***

For some years now, public schools have accepted the responsibility to teach children from the age of 5 on. However, the research is in and time is well past for public education to fully acknowledge and accept the responsibility to teach not just 5-year-olds for a full day, but 3- and 4-year-olds, too.

We must make sure that every child whose family can't afford preschool has the opportunity to attend – and that the program every child attends is high quality in every way. This means offering experiences and services appropriate for the child's age and stage of development, in partnership with the child's family. Offering a high-quality preschool experience to all who need it is the foundation of a comprehensive approach to closing the achievement gaps.

School personnel alone cannot succeed without family and community support. The best results happen when all three work together – the school, the family and the community in partnership. Family Resource Centers, which provide a wide range of child-care and family-support services from birth, also are extremely effective. Early services can prevent the development of many problems that might keep a child from achieving in school. Initiatives in these areas could provide a solid foundation for many of our youngest learners.

Nor will we neglect the needs of children with mental health problems. Wherever the need, we will seek to meet our responsibility to the whole child – to his or her academic, physical, emotional and psychological well-being. The sooner in a child's life we do this, the better.

The proposals that follow begin to address these needs.



### (1) To serve more preschool children in Education Reference Group I communities

**Connecticut Initiative to Expand Preschool Access.** Research into brain development and early childhood has consistently shown the importance of early, continuous high-quality nurturing and education of young children to their long-term success. Offering a high-quality preschool experience to all who need it is the foundation of a comprehensive approach to closing the achievement gaps. Currently, approximately 18,000 Connecticut children do not have access to preschool. Our data indicate that 3,810 children in ERG I communities (Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, Windham) are in need of preschool services. This initial two-year investment will begin to close the gaps. Half of the 3- and 4-year-olds in ERG I in need of preschool would be served in the first year; all would be served in the second year. A plan will be developed to provide preschool to all 3- and 4-year-olds in priority districts and in severe-need schools in succeeding years.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$12,000,000	\$24,000,000

### (2) To provide facilities so that more preschool children can be served

**Increase school facility reimbursement for preschool to stimulate growth in school-based program participation.** Eighteen Connecticut school districts receive School Readiness Grants to provide preschool services to 3- and 4-year-old children who need them. The first part of this initiative would raise school district facility reimbursement to 95 percent for preschool instruction and program space in these 18 districts. In ERG I towns (Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, Windham), an additional 127 school-based preschool classrooms are needed by the public schools to provide 60 percent of preschool services, which is consistent with the target articulated in the State Board of Education's November 2003 report, *Closing the Achievement Gaps: Removing the Barriers to Preschool in Connecticut*. (The balance is to be provided by private, community-based programs.) In the 11 other School Readiness Grant districts (Ansonia, Bloomfield, Bristol, Danbury, East Hartford, Meriden, Middletown, Norwalk, Putnam, Stamford, West Haven), 113 preschool classrooms are needed for local education agencies to meet 60 percent of the need.

The second part of this initiative would allow all other school districts to receive a 20 percent facility construction bonus for preschool facility development, the total reimbursement not to exceed 80 percent total state support. Recipient districts would be required to maintain full-day preschool enrollment in the school, as specified, for at least 10 years.

The third part of this initiative would use \$2.5 million to leverage \$35 million in Connecticut Health and Education Facilities Authority (CHEFA) financing for private, community-based preschool facilities construction and renovation in the 18 districts receiving School Readiness Grant funds. The leveraged amount will construct about 160 preschool classrooms and/or renovate a large number of facilities in need of such assistance. The estimated 160 private classrooms represent 40 percent of the 400 classrooms needed in School Readiness Grant districts. The 240 public classrooms needed are noted above (127 in ERG I; 113 in the 11 other districts).



**FUNDING TO BE PROVIDED BY CAPITAL BUDGET**

<b>Estimated cost:</b> (First part)	FY 2005-2006 Annualized amounts to be determined based on districts' requests	FY 2006-2007
<b>Estimated cost:</b> (Second part)	FY 2005-2006 Annualized amounts to be determined based on districts' requests	FY 2006-2007
<b>Estimated cost:</b> (Third part)	FY 2005-2006 \$1,250,000	FY 2006-2007 \$1,250,000
<b>[CHEFA Financing]</b>	\$17,500,000	\$17,500,000

**(3) To provide high-quality programs by increasing the skills of preservice and in-service preschool teachers**

***Higher education – Licensure/certification career development: Student tuition support leading to an early childhood education degree.*** Studies consistently show a strong correlation between teacher quality and student attainment, especially in educationally disadvantaged populations. The State Department of Education expects that by 2012 each preschool classroom in the public school system statewide (2,500) will be taught by an appropriately certified teacher, and that high teacher standards, which may include a bachelor of arts degree in child development, will be required of teachers in all state-funded preschool programs. Approximately 4,250 teachers will be needed by 2012 in both school- and community-based preschool settings. This request will provide funding to higher education institutions to serve up to 400 teachers seeking early childhood credentials per year at \$3,000 per teacher.

<b>Estimated cost:</b>	FY 2005-2006 \$1,200,000	FY 2006-2007 \$1,200,000
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***Higher Education – Early childhood education teacher preparation program development.*** This element of the initiative would promote expansion of three existing teacher preparation programs in Connecticut higher education institutions and support the development of innovative programs that are compatible with professionalizing an employed labor force. Strategies must include distance learning, off-campus and satellite learning centers, employment-based credit-granting courses (for example, a supervised practicum), mentorship, coaching and strong articulation agreements between community colleges and four-year institutions. One pilot program will be funded in the first year; the program will be expanded to include two additional programs in the second year.

<b>Estimated cost:</b>	FY 2005-2006 \$1,000,000	FY 2006-2007 \$3,000,000
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**(4) To provide high-quality services, instruction, assessment and evaluation to preschools**

***Preschool behavioral and mental health.*** This initiative seeks to develop statewide capacity to provide the training and intervention necessary to assist preschool children with behavioral difficulties to avoid suspension and to be continuously engaged in the learning process. This proposal will provide the resources needed to fund preschool program access to the Department of Children and Family's Applied Behavioral Health (ABH) program, which does not currently have a secure funding source. In 2003, ABH reported providing behavioral health services and consultation to 1,800 preschool students. School readiness providers report that they refuse access or terminate services to a sizable number of children due to untreated childhood behaviors that make the child a risk to himself or to others in a group setting. In 2002, 280 children were suspended from public school kindergartens and preschool programs due to unmanageable or problematic behavior.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$1,000,000	\$3,000,000

***Student assessment/program evaluation and curriculum development.*** This initiative would provide funding to develop (1) preschool and kindergarten teacher training to assess student readiness for kindergarten based on *Connecticut's Preschool Assessment Framework*; (2) a teacher-referenced, end-of-kindergarten student assessment instrument; (3) annual evaluation of the School Readiness Grant program to measure the program's impact on childhood learning and other standards identified in school readiness legislation; (4) updated state preschool curriculum frameworks and support for preschool and kindergarten teachers around high-quality effective instruction; (5) a system of data collection to report student progress; and (6) parent training designed to teach home-based strategies related to supporting preschool and kindergarten curriculum.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$2,000,000	\$2,000,000

**(5) To stimulate the provision of full-day kindergarten**

***Full-day kindergarten programs.*** This competitive grant would assist school districts in starting up full-day kindergarten programs for students who need them. Grant money could be used for equipment and materials necessary to start full-day kindergartens. Grants will not exceed \$20,000 per classroom for up to 100 classrooms across the state.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$ 2,000,000	\$ 2,000,000

***Kindergarten facilities.*** This action would raise priority school district and severe-need school facility reimbursements to 95 percent for full-day kindergarten programs. In addition, nonpriority school districts will be allowed to receive a 20 percent school construction bonus for the development of full-day kindergarten programs, the total not to exceed 80 percent state support. Recipient districts will be required to maintain full-day kindergarten in the school for at least 10 years.



**FUNDING TO BE PROVIDED BY CAPITAL BUDGET**

<b>Estimated cost:</b> (First part)	FY 2005-2006 Annualized amounts to be determined based on districts' requests	FY 2006-2007
<b>Estimated cost:</b> (Second part)	FY 2005-2006 Annualized amounts to be determined based on districts' requests	FY 2006-2007

**(6) To provide families in Education Reference Group I communities with the necessary services to support the success of their preschool-age children**

***Family Resource Centers: School/Family Collaboration for Student Success.*** Research shows that parent involvement in children's learning is positively related to achievement. Family Resource Centers (FRCs) establish within a community a full continuum of early childhood and family support services that foster the optimal development of the child and the family. Because parents are children's first and most influential teachers, FRCs help support parents in positive parenting skills to give their children a solid foundation for school success. The first year of this initiative would increase current funding of \$100,000 per FRC to the existing 62 family resource centers to \$150,000 per FRC and expand services as noted below. The second year would add 40 new programs at \$150,000 each in ERG I elementary schools. This would create a total of 60 family resource centers in ERG I, providing services in 50 percent of the ERG I elementary schools. These new family resource center funds will accomplish the following:

**1. Build Parents' Capacity to Partner with Schools**

- Expand parent education for parents of infants and toddlers by fully developing the Families in Training Program focusing on language, cognitive, social and motor development of children.
- Expand parent education through adult education offerings to educate parents about the grade-level expectations of kindergarten through Grade 4, and to train or mentor families in facilitating at-home learning that supports student grade-level expectations.

**2. Build Schools' Capacity to Partner with Parents**

- Coordinate Action Teams for school-family-community partnerships in the elementary school in which the FRC is located, to plan and implement a comprehensive program of partnership activities for all six standards of school-family-community partnerships identified by the State Board of Education.

**3. Expand Services in ERG I Schools**

- Provide satellite services from each FRC to a second school in its community that does not have a family resource center on site.



## ***Who Are We Teaching?***

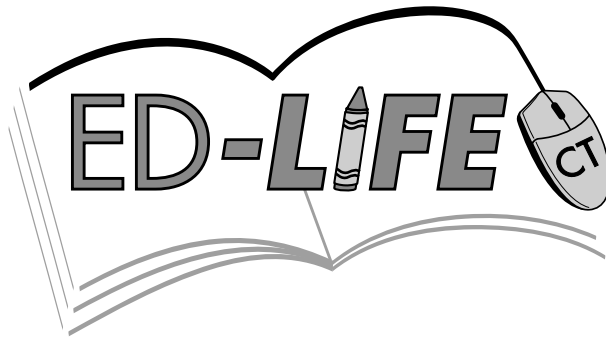
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<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$3,100,000	\$6,000,000

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<b>Grand total estimated cost of early childhood initiatives:</b>	<b>FY 2005-2006 \$41,050,000</b>	<b>FY 2006-2007 \$59,950,000</b>
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***What and How Are We Teaching?***

Today technology is very much a part of the fabric of our world – basic to how we communicate, learn and produce. But let’s admit it: This is not so in the school world. Weaving technology into the fabric of the high school world has to be a priority. The objective of the proposal that follows will be for the computer to become as common a teaching and learning tool as a pencil or a book. Such an initiative will provide teachers with the training necessary to incorporate the use of the laptop into their daily instruction. It will enable youngsters to take the 2008-09 Connecticut Academic Performance Test online in reading and writing with confidence. Further, it will enable graduates to enter the world beyond high school equipped with the basic tools necessary to compete in a service-oriented, technological world.

Once the computer becomes a basic instructional tool for every student, how and what we teach will have been fundamentally changed.

What we teach – the curriculum – is critically important, particularly in Connecticut’s priority districts. Districts cannot be successful unless they implement high-quality, rigorous, uniform curriculum throughout their schools. The best teachers in the world can’t be effective if they are teaching curriculum that is old, out of step or clearly unsuccessful. We must support Connecticut’s priority school districts as they improve their curriculums, working in concert with the State Department of Education and focusing on both proven success and opportunities for innovation.

The innovative ideas of individual teachers across Connecticut also deserve recognition and replication. A return to a Celebration of Excellence of our teachers’ best practices is overdue, and welcome.



### **(1) To integrate the use of laptop computers in instruction in all Connecticut high schools**

***Provide laptop computers on each desk in every ninth and tenth grade English and social studies classroom in Connecticut public schools.*** No tool is more integral to college and university study and the world of work than the computer, and no tool has more instructional potential in the public schools. This initiative will provide teachers with the training and experience necessary to incorporate the use of the laptop into their daily instruction and to prepare their students for the third generation of the Connecticut Academic Performance Test (CAPT), which will be administered online in reading and writing beginning in 2008-09. Most important, it will provide students with a set of technological skills critical to success after graduation from high school. Just as businesses that resisted moving to technology in the 1980s are out of business today, so too we cannot afford to resist equipping our students with the basic tools for success in the 21st century world. Funds will purchase 27,000 laptop computers and 900 security carts, provide for necessary staff members, support professional development and pay for hardware and software upgrades as needed.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$8,590,000	\$13,600,000

### **(2) To provide increased and more rigorous choices for Connecticut high school students**

***Update the 2000 monograph and recommendations on Connecticut's high schools.*** The 2000 monograph *Re-Conceptualizing Connecticut's High Schools: A Blueprint for Continuous Change* called for a dramatic re-making of our high schools, from curriculum and instruction to school culture and organizational climate. Its key recommendations included a call for increased and more rigorous choices for our students from the time they enter high school through their senior year. This initiative will establish a statewide task force for 2005-06 appointed by the State Board of Education to review and update this report and develop recommendations for the Board's consideration as part of its legislative requests for 2006-07.

**No cost to the state**

### **(3) To improve curriculum in Priority School Districts**

***Provide support for the purchase of new curriculum, curriculum materials and training in Connecticut's priority school districts.*** Sound, effective curriculum is critical to the success of instruction. To ensure that such planned, ongoing, systematic, up-to-date, rigorous curriculum is used in our 15 priority school districts, this initiative will establish a state curriculum advisory committee to approve state-funded curriculum and curriculum materials used by these districts. Each year each district would be eligible to receive up to \$250,000 to purchase curriculum, materials and teacher training in the use of the curriculum and materials in one of the following curriculum areas: language arts (reading and writing), mathematics, science and social studies.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$3,750,000	\$3,750,000



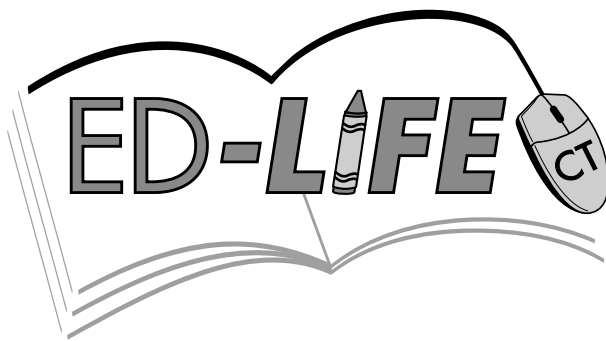
### (4) To stimulate sharing of best practices in instruction

***Celebration of Excellence in Curriculum.*** This program will be designed to identify and disseminate exemplary curriculum projects that are developed by Connecticut classroom teachers and that have been demonstrated to be effective in promoting higher levels of student achievement. Up to 100 grants of \$1000 will be awarded to teachers whose projects meet the selection criteria. The awardees will attend a summer professional development institute to prepare their projects for presentation and dissemination to educators statewide through the CTCurriculum.org website. Funds for this project will cover the grants to teachers, development of the award criteria, summer professional development institutes and conversion of projects to a web-based format for CTCurriculum.org.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$150,000	\$150,000

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<b>Grand total estimated cost of curriculum and instruction initiatives:</b>	<b>FY 2005-2006 \$12,490,000</b>	<b>FY 2006-2007 \$17,500,000</b>
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***Who is Teaching?***

Connecticut has approximately 50,500 full-time public school educators, well more than half of whom are 45 years of age or older. Approximately 42 percent are 50 years of age or older.

While currently there is not an overall shortage of educators statewide, there are problems in attracting and retaining high-quality teachers and administrators in our urban and priority school districts and in particular subject areas – bilingual education, special education, English, mathematics, music, science, speech and language pathology, technology education and world languages. High-quality educators are critical to improving student achievement and reducing the achievement gaps. Our data show a trend toward migration of urban educators to non-urban districts due to differentials in salary (particularly for midcareer teachers) and less favorable working conditions in the cities. The proposals that follow are our attempt to respond to this immediate issue.

To address the impending retirements of the baby boom generation over the next 5 to 10 years, it is essential that a distinguished task force examine all the medium- to long-term factors and develop appropriate recommendations. A proposal for such a task force is included in the pages that follow.



**(1) To encourage an exchange of ideas and techniques among teachers in urban, suburban and rural districts**

*Connecticut Teacher Leadership Exchange Corps.* Eligible teachers would be those who have achieved tenure, have demonstrated excellence in teaching and leadership in their district, and seek to advance best practices in teaching. Urban teachers will have opportunities in non-urban settings and, conversely, teachers in suburban settings will have opportunities in urban districts. This will be a two-year exchange experience, and teachers will be paid the salary they would have received in their home district plus a \$3,000 bonus for each of the two years of the exchange period. These teachers will be entitled to a two-year leave of absence from their home district in order to teach in the exchange district, and may return at the end of the two-year period in the position in which they were previously employed or in a comparable position. The absence will not constitute a break in service for purposes of seniority, tenure or other benefits. Up to 10 teachers per priority school district (15 districts total) plus their exchange teachers (or up to 300 teachers) would be involved each year. Exchange opportunities will begin every other school year starting in 2005-06.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$900,000	\$900,000

**(2) To retain outstanding teachers in priority school districts who teach in designated shortage areas**

*State Incentive Bonuses and Local Multiyear Contracts for Outstanding Teachers in Priority School Districts.* Bonuses will be awarded on a competitive basis by a state-appointed committee of practitioners to teachers in priority school districts who demonstrate that they have promoted student success, as determined by multiple measures. Such measures may include, but not be limited to, attainment of National Board for Professional Teaching Standards certification; documentation of raising student achievement (e.g., student assessments or portfolios, student participation in demanding or accelerated courses and programs or community service, or development of innovative programs that address student growth and development); or documentation of success in preventing student dropouts. Bonuses will be available to approximately 20 percent of priority school district teachers in state-designated shortage areas. Up to 1,000 teachers would be eligible for a two-year bonus of \$3,000 per year and for a two-year contract that would protect them from being subject to termination during that contract due to reductions in teaching force. During 2005-06, the committee of practitioners will be convened to establish selection criteria, develop application procedures and assist in the selection of teachers eligible for the bonus and two-year contract in school year 2006-07.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$0	\$3,000,000



**(3) To attract and retain outstanding teachers in priority school districts**

***Reemployment of Retired Teachers in Priority School Districts.*** The provisions of subsections (a) and (b) of Section 10-183v of the Connecticut General Statutes would be amended to allow former teachers and administrators who are receiving retirement benefits and who demonstrated the ability to increase student achievement or served in leadership roles with a demonstrated ability to successfully lead educators to be reemployed at full salary in priority districts in any teaching or administrative position (not just shortage areas) for up to two school years. These educators would be able to serve in full- or part-time positions without any impact on their retirement benefits except that the current employer will reimburse the Teachers' Retirement Board for the full cost of medical benefits.

**No cost to the state – Legislation only**

**(4) To provide support to new teachers in Education Reference Group (ERG) I districts (Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, Windham)**

***New Teacher Induction Matching Grants for Priority Districts.*** Competitive state grants will be used to improve the support provided to new teachers in ERG I districts during the critical first year of teaching and to evaluate the impact of these increased support systems on retaining new teachers. Allowable uses of funds will include reducing teaching loads for beginning teachers and/or the mentors/coaches supporting beginning teachers in a school or funding "at-large" teachers to cover the classrooms of beginning teachers and/or their mentors/coaches to meet together regularly. Grants of \$60,000 through \$600,000 will be awarded to ERG I districts depending on the number of new teachers.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$4,200,000	\$4,200,000

**(5) To reward teachers for serving as mentors/cooperating teachers**

***Tuition Vouchers for BEST Mentors/Cooperating Teachers.*** Experienced, BEST-trained teachers who support beginning or student teachers would be eligible for a tuition voucher providing 50 percent reimbursement for one graduate-level course per year at any public state university. This program could fund advanced degrees as well as courses to improve the content and pedagogical knowledge of experienced teachers working with novice teachers. Up to 2,200 vouchers worth \$550 per teacher would be awarded annually.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$1,210,000	\$1,210,000



**(6) To attract teachers to serve as principals in priority school districts**

**Principal Leadership Incentive Grants.** This initiative would allow priority districts to compete for grant funding to develop and implement principal aspirant and mentoring programs. Funds could be used to provide salary incentives to certified teachers holding or seeking administrator endorsements, to fund administrator preparation course work or administrative internships in the district, or to provide mentors and professional development to beginning school administrators. Up to 15 one-year grants of \$75,000 would be awarded annually.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$1,125,000	\$1,125,000

**Tuition Reimbursement Program for New Administrators in Priority Districts.** Under a tuition reimbursement piece of this initiative, eligible educators would be 30 individuals (2 per priority district) who are currently enrolled in or who begin a sixth-year program in administration and who – within two years of receiving the administrator endorsement – serve in an administrative role in a priority district. Reimbursement funds of \$4,000 per year for each of 3 years will be paid to the educator, as long as he or she remains employed by the priority school district.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$120,000	\$120,000

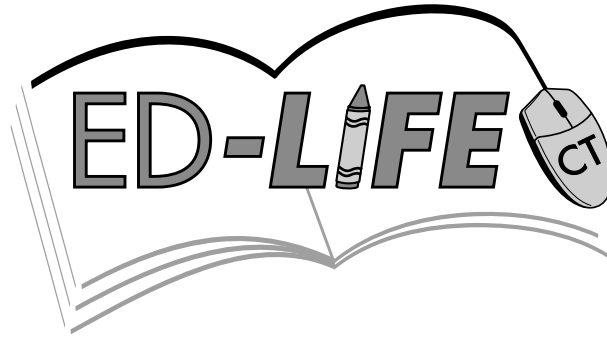
**(7) To make recommendations about how to attract and retain high-quality educators to the teaching profession**

**Distinguished Citizens Task Force on Quality Teachers.** A task force of distinguished citizens should be legislatively appointed and staffed by the State Department of Education. Its charge will be to (1) develop, administer and analyze appropriate survey data of Connecticut's educators; (2) examine current and projected supply and demand data through 2020; and (3) make recommendations regarding how to attract high-quality educators, including administrators, to the teaching profession.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$50,000	\$0

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<b>Grand total estimated cost of teacher/administrator initiatives:</b>	<b>FY 2005-2006</b>	<b>FY 2006-2007</b>
	<b>\$7,605,000</b>	<b>\$10,555,000</b>



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***How Well Are We Teaching?***

To understand how well we are teaching – and then to make sound decisions based on that understanding – we need comprehensive, consistent, trustworthy, secure data that are easy for students, parents, teachers and administrators to access and understand. We need state-of-the-art data warehousing and analysis. This will jumpstart implementation of our commitment to making important data-based decisions for both students and teachers. We'll use data – accurate, meaningful, user-friendly, timely data – to inform decisions about student learning and teacher instruction. This is a complex project, critical for a true understanding of how well we are teaching our students.

We also need to assess and evaluate the achievement of special populations in ways we never have before. These populations include preschool students, English-language learners and students with special education needs. If we genuinely believe that all students can achieve at high levels, then we must rigorously evaluate the programs serving special populations and the achievement of these students. We must, and will, find appropriate assessments that are different from – but not less rigorous than – assessments of other students.

Through these proposals, we will reaffirm our commitment to providing high-quality, timely assessments that test important, reasonable and challenging skills for *all* of our students.





### **(1) To expand and enhance the State Department of Education's use of technology to support student and teacher success**

**State Department of Education Network Enterprise.** Five projects make up this integrated effort to document student achievement, support the state's Educator Continuum from recruitment through career development, support curriculum development and dissemination and archive critical data.

#### **Project I - Enterprise Education Directory**

Provide a framework of secure access to the CSDE Network for local school administrators and staff. The Enterprise Directory provides the foundation for the CT Education Portal and will facilitate e-mail, unique student IDs, data reporting, curriculum sharing and online assessment.

#### **Project II – Unique Student ID**

Develop a web-based application to assign and maintain a unique and consistent ID for all Connecticut PK-12 public school students.

#### **Project III – Teacher Certification**

The existing CSDE systems used to manage the educator certification process are antiquated and costly to maintain. The proposed certification system will serve as an interactive database that would fully support educators through the lifecycle of their state certification. From recruitment to initial training to induction-year support to professional development to career development, the certification application should directly support Connecticut's Educator Continuum.

#### **Project IV – CTCurriculum.org**

The CTCurriculum.org website will produce educational tools such as model curriculum, performance tasks, rubrics and student work to support classroom instruction and student learning extended outside the classroom.

#### **Project V – Data Warehousing**

A data warehouse will be developed to archive student data, school and district reporting data, and state curriculum and assessment information.

<b>Estimated cost:</b>	FY 2005-2006	FY 2006-2007
	\$ 2,500,000	\$ 4,000,000



### (2) To more adequately assess the achievement of special populations

*Improve the assessment of the skills of Spanish-speaking high school students during their first three years in schools in the United States: Develop Spanish forms of the third generation of the Connecticut Academic Performance Test (CAPT).* This initiative will allow the State Department of Education to develop, pilot and prepare to administer CAPT assessments to Spanish-speaking tenth graders beginning in 2008-09, the first year of the third generation of the CAPT. The goal is to effectively assess the skills of Spanish-speaking students who have recently come here by removing the obstacle of limited English proficiency in the technical language of mathematics and science and in the higher levels of inferential and evaluative skills needed to successfully complete the reading and writing portions of the CAPT.

<b>Estimated cost:</b>	<b>FY 2005-2006</b>	<b>FY 2006-2007</b>
	\$ 470,000	\$ 940,000

*Special education (federally funded).* This initiative will allow us to review our assessment system as it applies to students with disabilities enrolled in special education and reconfigure it. We will develop an alternate assessment for students with special needs which will be aligned with their grade-level content, as required by the No Child Left Behind Act (NCLB). We have submitted a grant proposal to the Office of Special Education Programs in the U.S Department of Education in the amount of \$409,000 for this effort. If we do not receive the grant from the Office of Special Education Programs, it will be funded by the federal assessment development dollars provided to us by the U.S. Department of Education.

**No cost to the state**

*Preschool (see "Who Are We Teaching?" – item 4, page 4).*

**No cost to the state**

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<b>Grand total estimated cost of assessment and data initiatives:</b>	<b>FY 2005-2006</b>	<b>FY 2006-2007</b>
	<b>\$ 2,970,000</b>	<b>\$ 4,940,000</b>