



Annual Report of the Connecticut Commission for Educational Technology

Calendar Year 2025

Submitted in Accordance with CGS § 61a, Sec. 4d-80(c)(8)

Hartford, Connecticut

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2025 Year in Review

The use of technology for learning continues to evolve rapidly, and 2025 brought significant changes at the federal and state levels. The Commission for Educational Technology (Commission) continued to make progress on the State Educational Technology Plan, which intentionally aligns with the National Education Technology Plan and the [State Digital Equity Plan](#).

District use of online solutions to support credit accumulation and expand course catalogs continued to grow. The Commission's [landscape study](#) reflects district needs, including teacher training, sustainable licensing models, and statewide data to implement effective, student-centered online learning environments. Expanding access to high-quality learning materials continues to advance through [GoOpenCT.org](#), the Commission's open education portal. The site enables schools and universities to manage institutional and student learning costs while promoting collaboration in developing high-quality, open-access textbooks and curricula.

See [Technology-Enabled Learning](#), page 12

Sustaining technology investments remains an area of focus. The Commission convened a statewide working group that identified several areas of potential cost savings, where districts invest tens of millions annually, including student information systems (SIS) and computers. Forthcoming requests for proposals and reverse auctions will improve pricing transparency and reduce costs.

See [Technology Sustainability](#), page 19

The Commission continues to support leaders and institutions in the effective use of artificial intelligence (AI) across all aspects of education, including classroom instruction, policy, privacy, school climate, operations, leadership, and decision-making.

See AI Guidance at www.CT.gov/AlforSchools

The Commission developed and leads efforts to implement Connecticut's Digital Opportunity Plan. The federal termination of the Digital Equity Program in 2025 significantly constrains the pace and scope of progress. Nevertheless, the Commission and its partners continue to champion efforts in this area.

See [Digital Equity](#), page 17

2025 Impact

85%

Districts using online courses to help students graduate and take classes not offered locally.

→ See [Online Courseware Study](#), page 12

46,331
Visitors

Tens of thousands of educators leveraged the Commission's open education site, [GoOpenCT.org](#), to access free, high-quality digital learning materials.

→ See [Open Education Resources](#), page 13

-\$29M

Federal funding cut to train residents in the use of AI and other technologies for education, workforce development, health, and civic engagement.

→ See [Digital Equity](#), page 17

\$25M

Estimated annual costs for school software and computers the Commission will address in 2026.

→ See [Sustainability](#), page 19

\$7M⁺

Savings since 2017 launch of the Commission's Educational Software Hub – estimated 50,000 staff hours to comply with Connecticut's data privacy law.

→ See [Data Privacy and Security](#), page 21

\$43M

Value of the researchIT service from the CT State Library, available to residents at a State cost of \$1.5M.

→ See [researchIT CT](#), page 28

Background

The Connecticut Commission for Educational Technology was established in 2000 by [Public Act 00-187](#) to serve as the State’s principal advisor on educational technology. This document summarizes the Commission’s progress in attaining its [statewide technology goals](#) during the past calendar year, in accordance with its governing statute ([CGS § 4d-80](#)). The report informs and provides recommendations to the joint standing committee of the General Assembly, which has cognizance of matters relating to education, appropriations, and the budgets of state agencies, the State Board of Education, and the Board of Governors of Higher Education. Readers accessing this report online may use the embedded links to view minutes, watch recorded meetings, and review publications.

Membership

Name and Position	Representing or Appointed By
Mark Raymond, CIO, Commission Chair	Department of Administrative Services
Haleh Ghaemolsabahi, Interim Associate Vice President and Acting CIO	University of Connecticut
Douglas Casey, Executive Director	Commission for Educational Technology
Colleen Bailie, Director, West Haven Public Library	CT Library Association
Nick Caruso, Associate Executive Director for Field Services and Technology	CT Association of Boards of Education
Burt Cohen, Staff Attorney, State Broadband Policy and Program Coordinator	Office of Consumer Counsel
Charles Dumais, Executive Director, Cooperative Educational Services	Office of the Governor
Vacant	Minority Leader of the House
John Elsesser, Town Manager, Town of Coventry	CT Council of Small Towns
Tony Salvatore, Co-President, Connecticut Federation of School Administrators	Speaker of the House
Irene Parisi, Chief Academic Officer	CT State Department of Education

Name and Position	Representing or Appointed By
Carrie McGowan, Mathematics Facilitator, Savin Rock School, West Haven Public Schools	American Federation of Teachers – Connecticut
Jenny Lussier, Library Media Specialist, Region 13 Public Schools	CT Association of Public School Librarians
Carol Quinn Toomey, Managing Director – Connecticut Public Service, Accenture	President Pro Tem of the Senate
Jennifer Widness, President	CT Conference of Independent Colleges
Deborah Schander, State Librarian	CT State Library
Josh Smith, Superintendent, Region 15 Public Schools	CT Association of Public School Superintendents
Bart Stanco, Vice President, Gartner	Office of the Governor
Ryan Aylesworth, Town Manager, Town of Mansfield	CT Conference of Municipalities
Toni Boucher, First Selectman, Town of Wilton	Minority Leader of the Senate
Chinma Uche, Math and Computer Science Teacher, CREC Academy of Aerospace and Engineering	Connecticut Education Association
Grace Suh, Chief of Staff, Office of Workforce Strategy	Department of Economic and Community Development
Holly Williams, Section Director, Education and Workforce Development	Office of Policy and Management
Michael Mundrane, Interim Chief Information Officer	Connecticut State Colleges and Universities

During 2025, four new members joined the Commission. The State Department of Education (CSDE) Chief Academic Officer, Irene Parisi, began serving in the seat that Chief Performance Officer Ajit Gopalakrishnan held. The American Federation of Teachers tapped Carrie McGowan, a Math Facilitator in West Haven, to replace Michelle Wyskiel. Jenny Lussier, the past president of the Connecticut Association of Public School Librarians, now represents that organization in place of Barbara Johnson. The Connecticut State Colleges and Universities (CSCU) appointed past



Commission member and CSCU Interim CIO Michael Mundrane, following the retirement of Scott Zak from the position at CSCU.

The vacancy left by Tom Dillon's departure from the Commission in late 2024 remains unfilled by the Minority Leader of the House.

Leadership

Mark Raymond, the State's Chief Information Officer (CIO), continues his service as Chair of the Commission. Douglas Casey serves as the Commission's Executive Director and is responsible for planning and activities as described on the Websites of the Connecticut General Assembly ([Chapter 61a](#)) and Commission (www.CT.gov/CTEdTech).

Advisory Councils

The Commission benefits from the insights of nearly 30 members of its two Advisory Councils. Seven Commission members, alternates, and other subject matter experts from across the state serve on these Advisory Councils, representing a broad diversity of constituents to help guide the Commission's priorities and programs.

In September, the Commission approved the renaming of one advisory group as the AI and Digital Learning Advisory Council, given the group's increasing focus on artificial intelligence (AI) and its acknowledgment of its members as key state advisors in AI. Advisory members are as follows:

AI and Digital Learning Advisory Council

- Nick Caruso (Co-Chair)* – Associate Executive Director for Field Services and Technology, Connecticut Association of Boards of Education (CABE)
- Josh Smith (Co-Chair)* – Superintendent, Region 15 Public Schools
- Jonathan Costa – Executive Director, EdAdvance
- Andy DePalma – Director of Technology, EASTCONN
- Cathie Drury – Director of Technology, Coventry Public Schools
- Josh Elliott – Director of Educational Technology, Fairfield University Graduate School of Education and Allied Professions
- Shaune Gilbert – Data Manager, ReadyCT
- Jody Goeler – Senior Staff Associate for Policy Services, CABE
- Tom Goldenberg – Founder, Commandiv

- Kristin Hempel – Adult & Community Programs Director, EASTCONN
- Barbara Johnson – Director of Technology, Colchester Public Schools
- Clint Kennedy – Director of Technology, Groton Public Schools
- Dawn La Valle* – Director, Division of Library Development, CT State Library
- Tom Lonsdale – Director of Educational Technology, Goodwin Magnet Schools
- James Mindek – Director of Technology & Operations, Connecticut Technical High School System (CTECS)
- Irene Parisi* – Chief Academic Officer, CSDE
- Karen Skudlarek – IT Accessibility Coordinator, UCONN
- Chinma Uche* – Computer Science Teacher, CREC Academy of Aerospace and Engineering

Infrastructure Advisory Council

- Colleen Bailie* (Co-Chair) – Library Director, West Haven Public Library
- Kerri Kearney (Co-Chair) – IT Director, Manchester Public Schools
- Joe Campbell – Educational Technology Consultant, CTECS
- George Claffey – CIO, Central Connecticut State University
- Burt Cohen* – Staff Attorney and State Broadband Policy and Program Coordinator, Office of Consumer Counsel
- Ryan Kocsondy – Director, Connecticut Education Network (CEN)
- Sam Nanayakkara – Campus Technology Administrative Lead, CT State Community College - Tunxis
- Sabina Sitaru – Associate Director – Innovation Product Manager, Pratt & Whitney
- Rick Widlansky – System Manager, Libraries Online (LION)
- Rob Wilson – Senior Systems Administrator, Goodwin University

*Also served as a Commission member or alternate.

Meetings

The dates and topics of the Commission and Advisory Council meetings appear below. Minutes and materials are available on the Commission's website at www.CT.gov/EdTech.

Commission Meetings

Monday, March 3	
<ul style="list-style-type: none"> State Model Curriculum 2024 Annual Report 	<ul style="list-style-type: none"> Digital Opportunity
Meeting Materials	Video Archive
Monday, June 2	
<ul style="list-style-type: none"> Digital Citizenship Curriculum Federal Funding for School Technology 	<ul style="list-style-type: none"> Sustaining School Technology
Meeting Materials	Video Archive
Monday, September 8	
<ul style="list-style-type: none"> Online Courseware Study State Digital Opportunity Efforts 	<ul style="list-style-type: none"> Artificial Intelligence in Learning and the Workforce
Meeting Materials	Video Archive
Monday, December 1	
<ul style="list-style-type: none"> Training and Policy in Artificial Intelligence 	<ul style="list-style-type: none"> Software and Hardware Purchasing Efficiencies
Meeting Materials	Video Archive [TBD]

Advisory Council Meetings

AI and Digital Learning Advisory Council

Thursday, January 30

- Online and Remote Learning Study
- Digital Learning and AI

[Meeting Minutes](#)

Wednesday, April 30

- Digital Opportunity Competitive Grant
- Federal Funding

[Meeting Minutes](#)

Wednesday, July 9

- Revised Policy Guidance to Support Innovation

[Meeting Minutes](#)

Wednesday, October 8

- Commission Outreach and Awareness
- School AI Guidance

[Meeting Minutes](#)

Infrastructure Advisory Council

Friday, January 31

- Community Wireless Program
- Cost Avoidance

[Meeting Minutes](#)

Friday, April 25

- Cost Savings and Avoidance

[Meeting Minutes](#)

Wednesday, July 9

- Federal Funding and Legislation
- Community Wireless

[Meeting Minutes](#)

Monday, October 6

- Digital Opportunity Initiatives
- State and Federal Funding

[Meeting Minutes](#)

State Educational Technology Plan

The Commission designs and stewards Connecticut's State Education Technology Plan. The Commission's Vision Statement continues to guide its strategic plans:

*THAT EVERY LEARNER AND EDUCATOR IN CONNECTICUT BENEFITS FROM THE FULL
POTENTIAL OF TECHNOLOGY TO SUPPORT PERSONALIZED AND IMPACTFUL
TEACHING, LEARNING, RESEARCH, AND ADVANCEMENT.*

To support that vision, the following Mission Statement defines the strategies and activities of the Commission:

**DESIGN, STEWARD, AND PROMOTE POLICY, PROGRAMS, INSIGHTS, AND RESOURCES THAT SUPPORT
THE EFFECTIVE USE OF TECHNOLOGY FOR ALL LEARNERS AND EDUCATIONAL ORGANIZATIONS IN
CONNECTICUT.**

The 2024 – 28 plan exists as a downloadable, [print-friendly PDF](#) as well as an [interactive Web page](#) (www.CT.gov/EdTechPlan). The plan's goals fall under five categories:

- 1) Technology-Enabled Learning: The tools and processes to accelerate, scale, and personalize learning
- 2) Digital Equity: Affordable devices, connections, training, support, and services to provide learning and advancement opportunities
- 3) Competencies: The skills and mindsets that students, educators, and leaders need to use technology effectively in education
- 4) Sustainability: The programs and policies necessary to ensure that institutions can address the technology-related costs of education
- 5) Data Privacy and Security: The infrastructure, tools, and behaviors necessary to protect against the misuse of personal and educational data and information

Within each category are initiatives that continue the work of the prior state education technology plan and map to the [National Education Technology Plan](#) as well as the Commission's Digital Equity Plan (www.CT.gov/DigitalEquity). The following sections provide updates on initiatives the Commission undertook in 2025, by category.

Technology-Enabled Learning

Expand Online Learning Opportunities

Digital systems and pedagogy can accelerate, scale, and personalize learning at all levels. The first two goals of the State Educational Technology Plan aim to expand access to high-quality, online learning resources for students. These initiatives will maximize the potential impact of such systems to benefit students, educators, and families.

Goals

- Goal 1.1: Facilitate the adoption of best practices in the design and delivery of online learning opportunities that augment the foundation of in-person learning by expanding student choice and widening access to courses.
- Goal 1.2: Highlight existing and promising programs among Connecticut schools that expand learning opportunities while ensuring student safety.

Outcomes and Impact

In 2025, Director Casey conducted a study, [Online Courseware: Survey Results, Expert Interviews, and Analysis](#), to identify the challenges and opportunities in the use of digital courses. Survey responses from more than a third of all districts, as well as in-depth interviews, indicate that 85 percent of districts use some online services that support credit accumulation, expand local catalog offerings, and accommodate busy schedules. District capacity constraints, diverse student needs, and expanding technology availability make online courseware especially promising. The study reflects school leaders' insights into the uses, challenges, and opportunities that these tools afford. Other key findings include the following:

- Teacher capacity: Student success in online learning depends on strong educator support, which can be strengthened through statewide PD, certification, union collaboration, and shared resources for smaller districts.



- Platform costs: High licensing fees limit access to online learning platforms, but statewide or regional bulk purchasing can lower costs.
- Data and insights: Collecting statewide data on online courses and using GoOpenCT.org to share curriculum can improve access and decision-making.
- Collaboration: Expanding Regional Educational Service Centers (RESCs) and statewide networks for sharing best practices can reduce educator isolation and strengthen the use of online courseware platforms for student achievement.

Open Education Resources

Goals 1.3 – 1.5 of the State Education Technology Plan address the expansion of efforts around open education resources (OER). The



Commission pledged Connecticut as a “Go Open” state in 2019 (see www.CT.gov/OER), a commitment to ensure high-quality instructional materials are available to all learners. This work supports the Commission’s statutory charge of “providing access for all public schools, public libraries, and libraries at institutions of higher education to a core set of online, full-text resources” [[CGS § 4d-80\(c\)\(2\)\(c\)](#)].

The Commission launched the State OER portal, www.GoOpenCT.org, in 2021 and has seen strong adoption from both the higher education and K – 12 communities. That site allows all educators in the state to search for standards-aligned textbooks, courses, lesson plans, and other instructional materials by grade band, subject, and a host of other criteria. The portal also offers a rich set of authoring and collaboration tools for school teachers, professors, and other educators. The updates below speak to the following OER-related goals for 2025:

Goals

- Goal 1.3: Encourage the use of OER as well as low or no-cost commercial materials at all grade levels to reduce financial barriers to high-quality instructional and learning materials.
- Goal 1.4: Host the GoOpenCT.org OER repository to allow schools, universities, libraries, and other institutions the ability to co-create and use OER.

- Goal 1.5: Pursue resources to enable pilot or statewide training on the effective use of OER.

Outcomes and Impact

The Commission undertook efforts in 2025 that resulted in a number of positive outcomes in support of Goals 1.3 – 1.5:

- Adoption and Use: Key partnerships in 2025 continue to drive visitorship and use of GoOpenCT. At the K–12 level, creation and publication of state model curriculum (see GoOpenCT.org/hubs/CTStateCurriculum) has driven significant increases in user registrations and visitation. The “Connecticut K–12 Model Curricula” and “CT Curriculum Leader Fellowship” cohorts represent two of the most popular groups leveraging the site. Key engagement measures include the following:
 - Total Visitors: 46,331 (74 percent increase over 2025)
 - Registered Members: 2,027 (19 percent increase over 2025 totals)

Visitors continue to view and leverage content only. Only three new resources were published in 2025, down from 26 in the prior year. The promise of “open education” includes the ability of educators to co-create learning materials, rather than simply downloading them. Each of the 2,000+ members can use, remix, or repurpose the materials for their instructional needs. Group and other collaboration features enable educators to work across classrooms, departments, and institutions to co-create high-quality, standards-aligned instructional materials.

Within higher education, the OER Coordinating Council (created through Public Act 19-117) continues to lead statewide efforts in OER adoption. Under the leadership of Patrick Carr, the CSCU Program Manager for Library Consortium Operations, the Council has received modest funding for the 2025 – 26 budget year to offer micro-grants awarded to professors to create and vet open learning materials. Program Manager Carr engages with an active community of professors and academic librarians to hold an annual higher education OER conference. He and Director Casey also help organize the

regional Northeast OER Summit, planned for March 2026.

To support content creation and adoption among all visitors and members, Director Casey has facilitated regular planning meetings with the GoOpenCT platform provider, the Institute for the Study of Knowledge Management in Education (ISKME). Monthly planning sessions with ISKME product experts and the CSDE and OER Coordinating Council members have led to the design and implementation of new content hubs and features. These efforts will continue in 2026.

- **GoOpenCT Hosting:** The Commission will continue to host and manage the site, available to all educators in Connecticut since 2021. As noted above, the site has seen significant increases in visitors and registered users. There has been a small increase in the total number of courses, units, textbooks, and other learning materials, up by just 5 total from the prior year.
- **Plans for 2026:** To address the lack of content creation by local school districts – and the cost-saving and collaboration benefits that doing so would provide – Chief Parisi and Director Casey will research the barriers to engagement and adoption. The CSDE-sponsored Curriculum Fellows program should also increase awareness among educators on the value of creating and using open materials. Within the higher education community, the OER Coordinating Council grant program is expected to lead to increased OER availability and help model open education pedagogy.

Educational Technology Efficacy

One of the central questions around technology use is, “Does it improve learning outcomes?” The answer depends on a number of factors, including whether students and teachers engage with instructional software with fidelity (i.e., used at the frequency shown by research to have a positive effect); access to technology outside of schools; and an accounting of other factors that can influence outcomes. In 2025, the Commission leveraged research-based approaches to address this question.

Goal

- Goal 1.6: Encourage use of research-based educational software through the design and implementation of rapid-cycle evaluations.

Outcomes and Impact

The Commission received a grant award to use rapid-cycle evaluation (RCE) methods to identify the impact of educational technology in learning. Through the Council of Chief State School Officers (CCSSO), the Ballmer Group has provided a first round of investments into this work. The Commission is partnering with Instructure to conduct RCE trials through June 2026.

Leadership teams from more than 20 local education agencies attended informational sessions the Commission hosted, and subsequent interviews with each prospective district narrowed participants to eight (8):

- Berlin
- Brookfield
- Darien
- New Milford
- North Branford
- North Stonington
- Norwalk
- Weston

A team of learning scientists from Instructure will assess student achievement data from participating districts before and after the use of whichever learning tools each chooses to assess. Most participating districts have interest in determining the impact of reading intervention programs on student performance in both local common assessments as well as the state Connecticut Mastery Test.

Even a lack of correlation between the use of instructional tools and student outcomes will have value, helping districts identify better learning approaches for students. Especially given the constrained resources of time and funding, focusing on what works for student learning will remain an essential goal of public education. In 2026, the Commission will apply through a second wave of funding from the Ballmer Group to scale this work. Even non-participating districts will have the chance to

learn the process for conducting RCE trials to assist in decision-making and help control the cost of instructional materials.

Digital Equity

No other initiative saw greater changes in 2025 than the Digital Equity program. Despite congressional funding being committed to all 50 states and territories to begin efforts to expand access to technology for all residents, the program was unexpectedly defunded by the federal administration in May 2025. Rationale offered in the May 9 termination letter characterized the federal Digital Equity program as “unconstitutional, and grants issued pursuant to it were created with, and administered using, impermissible and unconstitutional racial preferences.”

Under the Digital Equity Program, DAS was poised to invest \$17M as part of the federal program’s Capacity phase to address the following objectives.

Goals

- Goal 2.1: Expand access to affordable, high-speed broadband and devices.
- Goal 2.2: Identify, promote, and provide investments into digital navigation and other training to support resident learning and support needs.
- Goal 2.3: Provide best practices and resources that assist agencies and providers to serve residents online.



Prior to the termination of awards through the Digital Equity Program, a partnership led by Capital Workforce Partners was poised to receive \$12M to expand access to computers as well as technology training and support in central Connecticut. Combined, these awards represent \$29M to help all Connecticut residents leverage current and emerging technologies such as artificial intelligence for job searches, workforce development, telehealth, learning, and civic engagement.

Outcomes and Impact

By this spring, the Commission had forged strategic partnerships with the United Way, the RESC Alliance, and other community-based organizations to launch key components of the Digital Equity Plan:

- **Digital Navigator Pilots:** Located in Hartford and Torrington, these programs would have addressed the most significant aspect of the digital divide in Connecticut: training and support. The pilots would have rapidly served the needs of some of the state's most needy residents and collected data to inform the design of the Commission's competitive grant program.
- **Competitive Grant Program:** This initiative would help establish new programming and expand existing resources across the state. Local, trusted organizations such as libraries, neighborhood revitalization zones, and places of faith were encouraged to apply for funds to train their neighbors on the effective use of technology. By spring 2025, the Commission had conducted awareness briefings of the forthcoming funding opportunity and completed all program guidance and application materials.
- **Digital Equity Collaboratives:** Director Casey and Program Manager Lauren Thompson had partnered with the Regional Education Service Centers (RESCs) – which collectively serve every city and town in Connecticut – to expand access to technology training. Each RESC was to support educational and community-based organizations to advance digital skill development through current programming and new initiatives.
- **Curriculum:** To accelerate the availability of high-quality training for residents in need of digital skill development, the Commission was poised to make learning materials available to any organization looking to support residents in the use of technology.
- **Asset Map:** Through this effort, residents could have found local resources to help them get online, acquire a computer, and enroll in training programs that strengthen their digital skills. In partnership with the United Way, the Commission would have leveraged the 211 hotline and Web site (www.211CT.org) to get connected to the technology resources and support they need.

Regardless of funding streams to help Connecticut residents use technology effectively, needs to support digital opportunity exist. The Commission will continue

to champion efforts to ensure all Connecticut residents have the opportunity to engage fully in today's digital world. The significant research that led to the development of the State Digital Equity Plan last year highlights disparities in access, most significantly among people living in financially distressed communities as well as those living with disabilities, older adults, and veterans. Last year the National Telecommunications and Information Administration (NTIA) acknowledged the need to address these inequities and accepted the plan with no changes. This validation of Connecticut's plan underscores the documented needs in our state and the approaches the Commission and its partners will continue to pursue until all people in Connecticut have the opportunity to use technology for advancement across work, learning, health, and civic engagement.

Sustainability

Findings from the Commission's report, [2024 K – 12 Technology Staffing and Devices](#), underscores the critical dependency that schools have on digital tools for teaching and learning. Beyond the K – 12 world, the breadth and depth of technology use in libraries, universities, and adult learning environments increase every year. Especially with the end of pandemic relief funding this past year, the Commission has prioritized efforts to ensure the sustainability of digital learning resources. The following goals have guided the Commission's work on this topic.

Goals

- Goal 4.1: Assess technology increases and costs within schools and districts.
- Goal 4.2: Provide guidance on technology investment best practices and efficiencies, including the use of federal and state programs.
- Goal 4.3: Leverage collective input of schools on ed tech effectiveness to explore cooperative purchasing.

Outcomes and Impact

With both the Technology Staffing and Devices report as well as the May 2024 [Technology Sustainability Guidance](#) as context, the Commission explored ways to support schools and libraries to contain instructional and operational technology investments. In the winter, Director Casey welcomed volunteers from eight school districts to identify areas of opportunity. The group met several times to share

technology budgets with the goal of identifying products or services that they could procure in volume at a lower cost.

One key insight from this group is that districts vary in their approaches to tracking investments in learning technologies. Some include digital instructional tools that appear in the “Technology” budget line items, while others place these under “Instructional Materials” or other cost categories. Therefore, assessing the total annual spend on technology depends on how local schools categorize these investments.

Following a detailed analysis of hardware, software, and services investments across districts, the working group highlighted two areas of potential cost savings: student information system (SIS) licensing and computers. The scale of these investments statewide remains significant. Our public schools enroll more than half a million students, and more than 100,000 attend non-public institutions. A conservative estimate of costs per year for student information system licenses is \$10M. And schools continue to purchase computers for students, especially at the middle and high school levels. That puts estimates of annual computer investments (assuming a five-year refresh cycle and a \$250 price point) at more than \$13M.

The DAS Procurement team has assisted the Commission in developing a request for proposals (RFP) for SIS services. Director Casey enlisted school technology leaders representing a diversity of communities to help with the design of the RFP documents. Responses due in the winter of 2026 will lead to the sharing of transparent pricing for licenses and value-added services. Achieving this goal will empower district leaders to make informed decisions about their investments in critical data-collection and reporting systems.

Director Casey continues to work with district leaders to refine requirements for a common “build” of student and staff computers. The DAS Procurement team has again provided key guidance in these efforts, with the expected launch of a reverse auction in the spring of 2026. Clear pricing for schools, libraries, and universities on computers designed for education will reduce the indirect costs of purchasing. Even more significant should be unit cost reductions based on volume purchases. The 2026 Annual Report will include details on both the SIS and computer purchase initiatives.

Data Privacy and Security

The quickly expanding use of AI in education underscores the need to balance innovation with best practices in protecting student data and information. The Commission continues to support both public school leaders and instructional technology providers in complying with state and federal statutes. As background, Connecticut’s student data privacy law (see [Connecticut General Statutes §§ 10-234aa – dd](#)) requires school districts and software developers to follow best practices in student data collection and sharing. The Commission’s research, advocacy, and programming have improved efficiencies and knowledge sharing in this area.

Goals

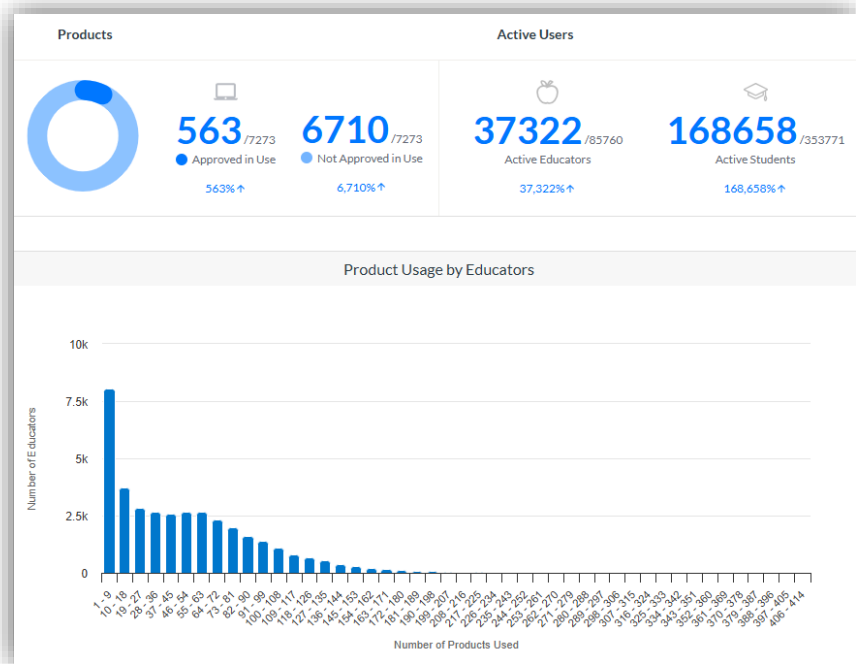
- Goal 5.1: Provide continued guidance and best practices for institutions to protect and steward student and other sensitive data and avoid bias through the use of instructional, operational, and decision-support systems. Includes best practices in the transparency of machine learning processes and data sets in operational and decision-support systems.
- Goal 5.3: Encourage review and potential revisions to Connecticut data privacy legislation based on the Data Privacy Task Force recommendations.

Outcomes and Impact

Privacy Best Practices and Compliance

The Commission streamlines compliance for districts and educational providers through a statewide library of instructional apps (ctedtech.app.learnplatform.com). Open to any registered visitor, the site enables members to search for products designed for educational use, read and write peer reviews, and view their pledge of compliance with Connecticut’s data privacy law.

Use of the LearnPlatform library provides an estimated \$1M annually in cost avoidance in the form of time savings for staff. Not calculated in that total are legal and paralegal hourly costs avoided through the streamlining of compliance and negotiation of terms.



In addition to the efficiencies that the LearnPlatform solution provides, nearly half of all districts take advantage of the free inventory tool. Through an anonymous collection of usage data, schools gain insights into the educational software their teachers and students use.

Usage data from the past year from 75 districts, 37,322 educators, and 168,658 students (one-third of all public-school students in Connecticut) shows a total of 6,710 software products in use, among which 563 are listed as compliant with Connecticut student data privacy laws. The total educational software “footprint” is likely much larger than this total, given that they represent just a portion of public school teachers and students. The totals serve as reminders of the need to ensure the protection of student information as schools continue to leverage technology for personalized learning.

Advocating for Schools

The Commission leverages a network of state and national contacts to communicate the concerns of schools in using technology for learning. In late 2024, the student information system PowerSchool reported a major data breach. Attackers accessed data from an estimated 62M students nationwide. In Connecticut, approximately 70 percent of public school districts use PowerSchool, which manages the data of more than 400,000 students. The breach also impacted the records of graduated (matriculated) students.

The Commission engaged with district administrators as well as PowerSchool leadership to help share the above details and steps the provider was taking to rectify the situation, prevent another incident, and provide identity protection services to affected individuals. Chair Raymond and Director Casey served in advisory roles with Attorney General Tong's office and provided guidance to districts in complying with Connecticut's breach notification statute ([Sec. 36a-701b](#)).

Regarding another major provider of services to Connecticut schools and universities, the Commission hosted two information sessions with the Google Education team in 2025. More than 200 district leaders attended these sessions, where they could submit questions and learn how Google was balancing privacy protections with innovations in its product roadmap. As context, Google products represent the top six (6) most used apps in the state and comprise eight (8) of the top ten (10) instructional software titles overall.

Communications and Outreach

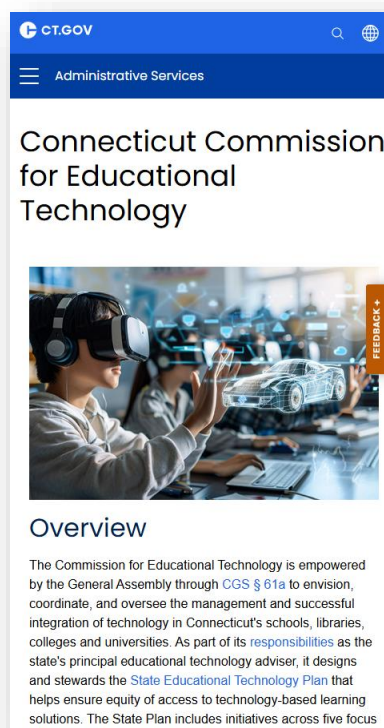
To raise awareness of its work and gather feedback from a diverse set of constituents, the Commission leverages several online media channels, including the Commission’s website, postings via LinkedIn, and e-mail listserv. Director Casey continues to present at state and national events, produce research and publications, submit news to educational media outlets, and participate actively in several [professional and advocacy groups](#). The following sections provide highlights of these communication and outreach efforts.

Online Media

- Web: The Commission’s Web site, www.CT.gov/EdTech, continues to support the educational community. Director Casey continues to update the site to provide details around the 2024 – 29 State Educational Technology Plan.

He also developed an exhaustive [archive of research and publications](#) from the US Department of Education’s Office of Educational Technology (OET). The new federal administration closed OET and removed from ED.gov all these materials, including the National Educational Technology Plan. Other states and educational organizations now leverage the Connecticut archive for reference and strategic planning.

- Statewide Listserv: Since 2016 the Commission has hosted a statewide e-mail listserv to share research, best practices, and announcements with the K – 12 education community. The list now has more than 500 members, including technology leaders from nearly every Connecticut public and private school. Topics shared include legislative updates, digital learning approaches, and time-sensitive security alerts. Technology leaders indicate that the service provides a powerful way to communicate quickly with peers statewide.



Presentations

Director Casey shared the Commission’s work statewide and nationally. The following list summarizes these presentations.

Organizer – Audience	Topic(s)	Date
Sacred Heart University	Technology in K - 12 Education	Jan 11
CT Administrative Services	DAS Town Hall: Digital Opportunity	Jan 22
CT General Assembly	Energy and Technology Committee Hearing	Feb 4
Governor's Workforce Council	Digital Opportunity and Workforce Development	Feb 6
C.E.S.	State Educational Technology Plan	Mar 25
Norwalk Public Schools	Presentation to District AI Committee	Apr 21
United States Congress	Connecticut Congressional Delegation Policy and Funding Updates	May 5
CEN	CEN Member Conference: AI and Digital Opportunity	May 8
Office of Senator Richard Blumenthal	Press Conference on Digital Equity Program Cancellation	Jun 16
eRepublic	Digital Government Summit: Accessibility	Sep 4
Libraries for Digital Equity	Digital Inclusion Week: State Digital Opportunity Plan	Oct 7
SETDA	Leadership Summit: Assessing Effectiveness of Education Technology	Nov 3
SETDA	Leadership Summit: Inter-State Panel (Ballmer Group)	Nov 5
RESC Alliance	State AI Collaborative: State AI Policy	Dec 5

Media Coverage

Outreach campaigns and publishing opportunities promoted the Commission's work and resulted in coverage across several media channels this year. The following list includes stories, interviews, and publications highlighting the Commission's impact.

Outlet – Publisher	Title	Date
STATESCOOP	Connecticut's CIO has 'unique' role heading edtech commission	Jan 2
STATESCOOP	How Connecticut's CIO helps 'needy' schools	Jan 2
 BENTON INSTITUTE for BROADBAND & SOCIETY	Every Connecticuter Connected With Capacity Funds	Jan 14
 SETDA	Universal Connectivity Report	Jan 14
 EdSurge	School Districts Lost Federal Funds. Will Students Lose Digital Access?	Feb 11
 SETDA	SETDA Releases the EdTech Quality Indicators Procurement Guide	Feb 12
eSCHOOL NEWS	Only 27 percent of states to sustain K-12 digital access as federal programs end	Feb 19
 CDT CENTER FOR DEMOCRACY & TECHNOLOGY	Looking Back at AI Guidance Across State Education Agencies and Looking Forward	Apr 15
 BENTON INSTITUTE for BROADBAND & SOCIETY	Threats to Digital Equity Act Programs Will Leave Veterans Disconnected	Apr 29
 wshu Public Radio	CT officials say cuts to federal digital equity programs will hurt residents	Jun 17
 CT NEWS JUNKIE BECAUSE YOU NEED IT. BAD.	'Mean-Spirited and Stupid' – Blumenthal, Local Leaders Decry Trump's Broadband Grant Cuts	Jun 17
 CT NEWS JUNKIE BECAUSE YOU NEED IT. BAD.	Agencies Tout Policy Gains In Early Childhood, Special Education, Housing	Jun 18
 the ct mirror	CT loses \$20M as Trump cuts digital equity programs	Jun 24

Professional and Advocacy Groups

To garner support for Commission initiatives, deepen understanding of constituent needs, and identify funding opportunities, Director Casey actively participates in the following state and national groups:

- Connecticut Association of Public School Superintendents (CAPSS) Technology Committee: Provide monthly Commission updates to state superintendents
- Council of Chief State School Officers (CCSSO) Digital Excellence Steering Committee: Engage as part of the core planning team to identify and share best practices and develop guidance to state leaders on ensuring equitable access to digital learning through broadband, devices, and skill development
- State Educational Technology Directors Association (SETDA) Board of Directors: Served as 2021 – 22 Chairman of the Board of national affinity group that develops and advocates best practices in digital learning
- State Interagency Council for Ending the Achievement Gap: Represent the Department of Administrative Services in statewide efforts to align programs and resources that enable all learners to succeed
- United Nations Educational, Scientific, and Cultural Organization (UNESCO) Broadband Commission – Data for Learning Working Group: Establish international guidance and standards on the effective and ethical use of data in education

Connecticut State Library

researchIT CT

As part of the Connecticut Education Network and administered by the Connecticut State Library (CSL), researchIT CT (<https://researchitct.org>)



provides all Connecticut students, faculty, and residents with online access to essential library and information resources. The researchIT CT service offers a core level of information resources, including secured access to licensed databases, and is available to every resident in Connecticut. These resources support efforts by the Division of Library Development (DLD) around the seven literacies: Digital Literacy, Health Literacy, Financial Literacy, Legal Literacy, Civic/Social Literacy, Basic Literacy, and Early Literacy. In addition, college students and faculty have access to specialized research information. The researchIT CT service also includes a collection of downloadable eAudios and eBooks (eGO CT) for access on mobile devices such as smartphones and tablets. This service is available to academic, K – 12, and public libraries.

The CSL continues to provide easy database access to patrons in 2025. In response to the pandemic and the remote learning challenge it presented, The DLD worked with database vendors to provide remote access to researchIT databases without requiring library card authentication. EBSCO created a list of links that can be used by patrons and students who don't have a library card. This means of access remains in effect and it also serves as a backup to sites that have trouble accessing the new user interface rolled out in 2023 and 2024 from EBSCO.

Additionally, The CSL utilized federal Library Services and Technology Act (LSTA) funds to extend access to EBSCO's *Learning Express Workforce Solutions including Job and Career Accelerator* for public libraries in CT to run through June 30, 2026.

Goals of researchIT CT are as follows:

- Ensure universal access to a core level of library and information resources for every resident of Connecticut through their public library, school, and college and from home
- Provide necessary information resources to every school in Connecticut so that all students are prepared to function in an information society
- Provide information resources to the increasing number of students taking advantage of online courses at Connecticut's colleges and universities
- Support the information needs of all Connecticut residents

Budget

In the spring of 2019, the DLD coordinated a Request for Proposal (RFP) process for the databases that comprise researchIT CT. After three years of stable pricing, the resulting proposals included some price increases that pushed the cost to maintain all the current offerings beyond the DLD budget. This fiscal year saw an increase in the budget for the Connecticut Digital Library to accommodate cost increases and inflation. The current agreement with EBSCO and ProQuest keeps the subscription in effect until June 30, 2028.

Annual Savings / Cost Avoidance (FY 2024)

The value of all researchIT CT databases to local communities exceeds \$43 million in one year, while the cost to provide those databases is \$1.3 million. This represents a cost avoidance of nearly \$42 million. For more details, see the following publication:

[Cost Benefit: What researchIT CT Saves the State's Libraries and Municipalities](#)

Usage (FY 2025)

For researchIT CT's licensed full-text databases, there were a total of 2,249,145 page views (a measure of when search results are viewed), with 464,817 or 21% from public library patrons; 148,170 or 7% from school library patrons; and 1,636,158 or 72% from academic library patrons. In addition, public libraries viewed CLS collections in Ancestry.com 10,012,044 times in FY 2025.

findIT CT

findIT CT, Connecticut's statewide library catalog, contains the holdings of 336 libraries in Connecticut, with more libraries able to be added on an ongoing basis. As of July 1, 2025, findIT CT contained more than 21 million records and 19 million items. In FY2025 it had more than 1.5 million visits and close to 6.7 million page views.



requestIT CT

requestIT CT, the statewide interlibrary loan service in findIT CT, began in September 2017, and as of July 2025, 132 libraries in Connecticut participated in the service. Librarians can easily place requests on behalf of patrons, update requests, and track the status of requests as they make their way through the interlibrary loan process. Participating libraries filled 14,406 interlibrary loan requests during FY2025 using the fulfillment system.



eGO and the Palace Project App

eGO CT is a project through which the CSL acquires digital content such as eBooks and eAudio and makes it available to users statewide primarily through an app. Library users can download the app and use it to easily discover, check out, and read or listen to digital content, such as eBooks and eAudio. The app is designed to display content that is available in the statewide CLS collection as well as content from local library collections.

Launched to the public in March 2022, The Palace Project App makes it possible for Connecticut public library users to access eBook titles from their individual public library, from a parent regional library system, from the Palace Open Bookshelf, Palace Marketplace, and Axis 360 collection, all in one intuitive, easy-to-use mobile app for iOS or Android. As of July 2024, there are 164 public libraries and 20 academic sites



that are live in the app and sharing it with their patrons. The service includes downloadable audiobooks as well as eBooks.

The eGO Community Share program was launched in 2022. This project is aimed at K – 12 schools as part of the eGO CT program. The goal is to allow for easier access for students to the CSL eBook collection. The project is being accomplished with LSTA funds in partnership with Baker and Taylor. As of July 2025, there are 200 school sites participating.

Content

As of July 2025, the eAudio and eBook collection includes the following:

- Baker & Taylor Axis 360: 10,276 items
- Palace Marketplace & Biblioboard: 12,451 items
- Palace Open Bookshelf: 31,288 eBooks

Usage (FY 2025)

Because the digital collections are available through a self-service model, CSL staff have no role in the circulation process and are responsible only for collection development and licensing. Usage statistics show that there was a total of 44,551 checkouts as part of the eGO CT program, and 38,434 were from the CSL collection.