

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
December 3, 2008

WHEREAS, the Office of Policy and Management (OPM) has instructed agencies, including the State Department of Education (SDE), to prepare 10 percent reduction options on their 2009-10 current services budgets; and

WHEREAS, over 92% of the approximately \$2.8 billion current services budget of the State Department of Education consists of grants to local municipalities and school districts, the largest of which is the Education Cost Sharing (ECS) grant; and

WHEREAS, the Connecticut Technical High School System (CTHSS) represents the next largest portion of the SDE budget, at just under 5%, and OPM has specifically directed the Department to identify budget reduction options of at least \$3 - \$5 million in the budget of the CTHSS; and

WHEREAS, in light of the high percentage of the SDE budget represented by funds designated for local districts and municipalities, it is impossible to identify cuts of the required magnitude without reducing those funds, which we recognize to be nothing more than a transfer of the fiscal crisis from the State to local districts and municipalities that will not be able to make up the lost funds without curtailing their support for education; and

WHEREAS, the State Board of Education also recognizes the extraordinary fiscal problems faced by the State and the difficult choices faced by the Governor and the General Assembly; and

WHEREAS, the State Board of Education believes that the SDE and the State Board are duty-bound both to comply with OPM's directive and to advise the Governor and the General Assembly that the identified budget reduction options will be harmful to the educational interests of the State, to its economic future, and to the well-being of its children, whose growth and need for an appropriate, challenging education will not pause until the economy recovers;

NOW, THEREFORE, BE IT RESOLVED

That the State Board of Education, pursuant to the directive from the Office of Policy and Management, accepts the submission of the Budget Reduction Options for Fiscal Year 2010 and approves the Budget Expansion Options for Fiscal Years 2010 and 2011, if sufficient funds are available, and directs the Commissioner to take the necessary action; and be it further

RESOLVED, that the State Board of Education directs the Commissioner to inform the Office of Policy and Management, the Governor, and the General Assembly of the Board's firm belief that education is the basic infrastructure on which the future rests, and that cutting aid for education should be the last budget option considered; and be it further

RESOLVED, that the State Board of Education directs the Commissioner to inform the Office of Policy and Management, the Governor, and the General Assembly that while the Board believes the recommended suspension of operations at J.M. Wright Technical High School is the least harmful option for effecting reductions of the requested magnitude in the budget of the CTHSS, implementing that option will, during the period of the suspension, deprive students in the Stamford area of a promising alternative high school model that has been received with considerable enthusiasm in the Stamford community; and be it further

RESOLVED, that the State Board of Education directs the Commissioner to inform the Office of Policy and Management, the Governor, and the General Assembly that it believes that if cuts are implemented in ECS and other forms of aid to local districts and municipalities, which the State Board urges not be done, it is essential to maintaining the integrity of the State's commitment to the equal protection principle embodied and enforced in the Connecticut Supreme Court's opinion in Horton v. Meskill that those cuts be applied on a per student basis, not as a uniform percentage cut in the amount of aid flowing to each district or municipality.

Approved by a vote of 7:0 this third day of December, Two Thousand Eight.

Signed: by Mark K. McQuillan December 5, 2008
Mark K. McQuillan, Secretary

V.A.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

SEE AMENDED RESOLUTION

TO BE PROPOSED:

December 3, 2008

RESOLVED, That the State Board of Education, pursuant to the directive from the Office of Policy and Management, approves the submission of the Budget Reduction Options for Fiscal Year 2010 and the Budget Expansion Options for Fiscal Years 2010 and 2011, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this third day of December, Two Thousand Eight.

Signed: _____
Mark K. McQuillan, Secretary

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Budget Reduction and Expansion Options for Fiscal Years 2010 and 2011

The Office of Policy and Management (OPM) has instructed agencies to prepare 10 percent reduction options on their 2009-10 current services requests. In our case, that would equal \$283.54 million. Unlike past biennial requests, OPM has inextricably linked the reduction and expansion options. Below is an excerpt from Secretary Genuario's September 5, 2008, instructions.

No such requests, which outline the concept of the expansion option, should be submitted to the Secretary until after your agency has complied with the requirement to submit reduction options. If your reduction option submittal is made prior to the deadline of October 14th, you may submit a proposed expansion request, in written form, to the Secretary. All such requests shall be reviewed in relation to the quality of your agency reduction option submittal and the overall condition of the projected state budget. Once approval to submit is obtained, additional information regarding your option submittal will be provided.

It is important to understand the composition of the Department's appropriation before explaining the reduction options.

	2008-09 Adjusted <u>Appropriation</u>	Percent <u>of Total</u>
Grants	\$2,476,312,726	92.51%
CT Technical High School System (CTHSS)	133,053,909	4.97%
Education Program Support	44,328,426	1.65%
State Leadership and Services	<u>23,203,418</u>	<u>0.87%</u>
Agency Total	\$2,676,898,479	100.00%

Given that over 97 percent of our appropriation is in the form of direct education aid to school districts and municipalities and the operation of the Connecticut Technical High School System, deep cuts to education aid are unavoidable under any 10 percent reduction scenario. Furthermore, the bulk of state support has historically been directed to those districts with the lowest wealth and the highest student need. Below is the distribution of 2007-08 state grant payments, excluding school construction, summarized by District Reference Group (DRG).

<u>DRG</u>	<u>Number of School Districts</u>	<u>October 2007 Student Enrollment</u>	<u>Enrollment Percent of Total</u>	<u>2007-08 State Grant Payments</u>	<u>State Grant Percent of Total</u>	<u>State Grant per Pupil</u>
A	9	30,327	5.57%	\$ 20,674,947	0.92%	\$ 682
B	21	100,187	18.41%	118,661,299	5.28%	1,184
C	30	39,588	7.27%	115,489,774	5.14%	2,917
D	24	87,435	16.06%	216,009,045	9.61%	2,471
E	34	24,982	4.59%	99,194,999	4.42%	3,971
F	17	30,433	5.59%	148,449,685	6.61%	4,878
G	15	66,661	12.25%	334,885,212	14.90%	5,024
H	9	66,165	12.16%	296,421,704	13.19%	4,480
I	<u>7</u>	<u>98,487</u>	<u>18.10%</u>	<u>897,275,453</u>	<u>39.93%</u>	<u>9,111</u>
Totals	166	544,265	100.00%	\$2,247,062,118	100.00%	\$4,129

Clearly, there is no easy or painless method for providing reduction options totaling 10 percent of the Department's budget without significantly harming the education of Connecticut's children and impacting the municipal tax burden.

However, I do believe the Department can put forward approximately \$53 million of specific reduction options detailed on Attachments A and B (pages 4 and 5, respectively). While the preference would be to leave all of these grants and program supports untouched, it does provide OPM with offsets to possibly support our ultimate expansion requests. (See Attachments A and C, pages 4 and 12, respectively).

Below is a summary of changes to the reduction and expansion options since your discussion on November 5 and subsequent Budget Workshop on November 17:

Reductions:

	<u>Previous Amount</u>	<u>Revised Amount</u>
School to Career	\$218,239	0
Adult Education Action/GED	\$272,289	0
Paraprofessional Development	\$151,325	0
CTHSS	\$5.6 to \$8.0 million	\$8.0 million
Additional Options	\$237.6 million	\$230.3 million

Expansions:

	<u>Previous Amount</u>	<u>Revised Amount</u>
Non-Sheff Magnets	\$ 8,700,000	\$7,050,000
ELL Interventions	4,140,000	1,650,000
Restoration of Early Reading Success	20,700,000	0
Secondary School Reform	7,238,003	281,000
Certification	250,000	50,000

The expansion options reflect the direction the Department of Education would like to move. However, both the Department and the State Board recognize the potentially dire economic conditions facing the State now and through the next biennium.

Prepared by _____
Brian Mahoney, Chief Financial Officer
Division of Finance and Internal Operations

December 3, 2008

**Connecticut State Department of Education
Proposed 2009-2011 Biennial Reduction and Expansion Options**

<u>Reductions</u>		<u>Expansions</u>	
	<u>2009-10</u>		
Eliminate Selected Grants Under \$750,000*		Sheff	
Youth Service Bureau Enhancement	631,600	Hartford Magnet Operating Grant	3,200,000
Young Adult Learners	510,500	CREC Magnet Operating Grant	11,930,000
Young Parents Program	234,146	Magnet Transportation Grant	3,468,000
After School Enhancements	153,150	OPEN Choice Attendance Grant	4,103,000
Connecticut Public Television	153,150	One Consultant Position	100,000
Grants Subtotal	\$1,682,546	Sheff Subtotals	\$22,801,000
Eliminate Selected Education Support Programs (ESP) Under \$600,000*		Revised Magnet Formula (Non-Sheff)	
Best Practices	510,500	Regional (RESC) Magnet Operating Grant	7,050,000
Connecticut Science Center	510,500	Magnet Transportation Grant	2,800,000
Primary Mental Health	500,290	Non-Sheff Magnet Subtotals	\$9,850,000
Connecticut Pre-Engineering Program	408,400		
Reach Out and Read	153,150	Accountability	
School Readiness Staff Bonuses	153,150	ELL Interventions	1,650,000
Institutes for Educators	138,768	Two Direct Service Positions	200,000
Readers as Leaders	66,365	Accountability Subtotals	\$1,850,000
Connecticut Writing Project	61,260		
ESP Subtotal	\$2,502,383	CTHSS	
Continuation of Grant Caps		Trade Supplies	500,000
Public Transportation	29,628,756	Plant Operations	675,000
Nonpublic Transportation	541,105	Sheff Collaborative	150,000
Adult Education	1,602,655	Federal to State Transfer	100,000
Health Services	1,084,725	CTHSS Subtotals	\$1,425,000
RESC Leases	533,200		
Continuation of Caps Subtotal	\$33,390,441	Secondary School Reform	
Grant Reductions		Model Curricula and Professional Development	250,000
School Readiness	7,000,000	PSAT Support	31,000
Omnibus	700,000	Secondary School Reform Subtotals	\$281,000
Grant Reductions Subtotal	\$7,700,000		
Connecticut Technical High School System (CTHSS)		Certification	
Suspend Operation of J.M. Wright	<u>\$8,000,000</u>	Higher Education Accreditation	50,000
Reduction Options Subtotal	\$53,275,370		
Additional Reduction Option Balance	\$230,264,630	SDE Administration	
Potential Options		FRC Position (Grant Set Aside)	No Cost
A. Reduce ECS Grant by 11.94%	\$230,264,630	ELL Position (Grant Set Aside)	No Cost
B. Reduce ECS Grant by 5.97% and	\$115,132,315	Federal to State Transfer Three Positions	300,000
	\$115,132,315	SDE Administration Subtotals	\$300,000
C. Reduce all other grants by 18.22%	\$230,264,630		
	\$230,264,630	Expansion Options Totals	\$36,557,000
Reduction Options Total	\$283,540,000		
		Expansion Options Totals	\$40,035,400

* Noted below are the grants under \$750,000 and education support programs under \$600,000 that were excluded from the reduction options.

School to Career Opportunities is a state match for the federal Perkins grant.
Adult Education and/or GED is the only source of funding for the development, administration and scoring of the GED examinations.

Paraprofessional Development supports a full-time position and statewide professional development activities.

Reduction Options for Fiscal Year 2010

Eliminate Selected Grants Under \$750,000

Youth Service Bureau Enhancement

This grant supplements the Youth Service Bureau Grant (\$3,035,606) and provides funds to 100 districts based on the population of the towns served. The grants range from \$3,300 to \$10,000.

Young Adult Learners

This competitive grant funds new and unique methods of educating young adults in the Adult Education Program. In 2007-08, nine districts received grants that ranged from \$33,333 to \$70,000.

Young Parents Program

Grants of approximately \$16,400 are provided to 14 districts to assist with the establishment or maintenance of education programs for students who are parents. The programs may also include a day-care component.

After School Enhancements

Funds are provided to the Connecticut After School Network to help support after school programs in local and regional school districts, municipalities and not-for-profit organizations.

Connecticut Public Television (CPTV)

Funds are provided to support the operation of CPTV.

Reductions – Eliminate Selected Grants under \$750,000:

Youth Service Bureau Enhancement	\$ 631,600
Young Adult Learners	510,500
Young Parents Program	234,146
After School Enhancements	153,150
Connecticut Public Television	<u>153,150</u>
	\$1,682,546

Eliminate Selected Education Support Programs Under \$600,000

Best Practices

Through the State Education Resource Center (SERC), these funds add support for the *Connecticut Vanguard Schools Initiative* designed to build a statewide network of schools highlighting evidence-based practices and strategies. Successful schools that serve as model school improvement sites are identified. Each identified school receives an award for

discretionary use for three years to continue implementing Best Practices, and additional funds are used to share Best Practices with a school in need of improvement.

Connecticut Science Center (CSC)

CSC is a virtual science center currently being built in Hartford. CSC is inspired by hands-on science and technology that brings science to school districts throughout Connecticut in mobile classrooms that take students beyond their traditional coursework. CSC will be equipped with exhibit galleries, classrooms, laboratories and theatres.

Primary Mental Health

This project is an early intervention effort that enhances the school adjustment of over 1,200 of Connecticut's students (K-3) in approximately 25 districts. Grants range from \$14,200 to \$25,000. School-based teams, including teachers, mental health professionals, families, child associates and principals, identify at-risk children for adjustment problems through a screening process that, subsequently, informs individualized intervention goals.

Connecticut Pre-Engineering Program (CPEP)

CPEP was designed and implemented to address the growing need to identify, inspire and ignite the desire of under-represented youths to pursue careers in Engineering. CPEP has grown to represent 11 school districts, 35 schools and directly touching the lives of over 800 students each year. In order to better align the programs/curriculum, a broader lens was adopted by including the full breadth of Science, Technology, Engineering and Math (STEM) activities. CPEP distinguishes itself from other after-school programs in its focus on designing and implementing extraordinary hands-on experiences that ignite the intellectual curiosity of students. STEM-related projects channel the intellectual curiosity into the potential pursuit of STEM-related career choices.

Reach Out and Read

This program promotes early literacy in pediatric exam rooms by giving new books to children and advice to parents about the importance of reading aloud. The Connecticut Chapter of the American Academy of Pediatrics implements this project. Within the past six months, Reach Out and Read has been active in 35 sites with nearly 30,000 books given to children 6 months to 5 years of age during their well child visits.

School Readiness Staff Bonuses

These funds came through the Department and were given to Connecticut Charts-A-Course. These funds support early childhood teacher educational bonuses to individuals who make commitments to teach in school readiness programs and/or current teaching staff who acquire new qualifications of an associate or bachelor's degree.

Institutes for Educators

These funds originated as part of the Educator Enhancement Act of 1986 to support the required professional development and continuing education units. Currently, four statewide professional organizations (Connecticut Association of Schools, Connecticut Association of Boards of Education, Connecticut Association of Public School Superintendents and the Connecticut Association for Supervision and Curriculum Development) are funded to provide professional development opportunities to education leaders and teachers.

Readers as Leaders

Readers as Leaders, a program that is part of the nonprofit, Hartford-based Everybody Wins! Connecticut, Inc., annually receives state grant monies, typically totaling \$65,000, to improve

student literacy. Readers as Leaders recruits, trains and recognizes middle school student volunteers who promote respect for academic performance. The middle school students are provided with team-building and leadership skills, taught the importance of giving back to the community, and serve as leaders and role models. The middle school participants are matched one-on-one with kindergarten students to whom they read once a week.

Connecticut Writing Project

The Fairfield University-based Connecticut Writing Project (CWP), an affiliate of the National Writing Project, annually receives state grant monies, typically totaling \$60,000, to improve student literacy. The CWP-Fairfield University offers a rich assortment of programs, including nationally recognized speakers on reading, writing and learning issues; institutes for urban teachers; institutes for young writers; and writers’ retreats. The CWP-Fairfield University has worked with hundreds of teachers in kindergarten through higher education and hundreds of students in Grades 6 through 12 to improve student literacy.

Reductions – Eliminate Selected Education Support Programs under \$600,000:

Best Practices	\$ 510,500
Connecticut Science Center	510,500
Primary Mental Health	500,290
Connecticut Pre-Engineering Program	408,400
Reach Out and Read	153,150
School Readiness Staff Bonuses	153,150
Institutes for Educators	138,768
Readers as Leaders	66,365
Connecticut Writing Project	<u>61,260</u>
	\$2,502,383

Continuation of Grant Caps

There are a number of grants which, under current law, will no longer be subject to ratable reductions to stay within the available appropriation. Under current services, we were allowed to request increases to the appropriations in order to fully fund these grants. Given the likelihood that these grants will not remain uncapped, we can recommend that the caps remain, provide 2.1 percent increases in accordance with the current services instructions, and still realize more than \$33 million in savings.

Prior to the initiation of caps in 2002-03, the district or RESC received some percentage of its eligible expenditures for the programs listed below. The percentage was based on the reimbursement scale and town wealth rank. The poorest district receives the highest rate of reimbursement, while the wealthiest town receives the lowest.

Below is a table summarizing the projected impact of the grant caps.

	<u>State Support % Range</u>	<u>2009-10 Estimated Grant Impact of Grant Caps</u>	<u>2009-10 Estimated Percent Impact of Grant Caps</u>
Public Transportation	0 – 60%	\$29.63 million	38%
Nonpublic Transportation	0 – 60 %	0.54 million	12%
Adult Education	0 – 65%	1.60 million	7%
Health Services	10 – 90%	1.08 million	18%
RESC Leases	20 – 80%	0.53 million	39%

Under current law, the grant caps expired on June 30, 2008. While the caps have clearly had a negative impact on municipal aid, it is expected that the caps will be continued at least through the next biennium given the current financial conditions and the projected deficits for the next biennium.

Reductions – Continuation of Grant Caps:

Public Transportation	\$29,628,756
Nonpublic Transportation	541,105
Adult Education	1,602,655
Health Services	1,084,725
RESC Leases	<u>533,200</u>
	\$33,390,441

Grant Reductions

In addition to eliminating grants, there are two grant accounts where additional savings can be realized:

School Readiness

This grant funds readiness seats for 3- and 4-year-olds in the 19 current and former priority school districts. By the end of this fiscal year, it is anticipated that there will be 9,750 available seats. In our 2009-2011 biennial current services request, for each year, the Department sought \$7 million to add up to 1,000 new slots. The 2009-10 total request was \$77,964,296. However, there is concern given the state economy, that the state may not be able to sustain this level of growth as we enter the next biennium. The elimination of these funds would still allow the state to sustain the current level of service during these financially challenging times.

Omnibus

This grant funds three distinct areas: Healthy Foods, the Department of Mental Health and Addiction Services (DMHAS), and the state match for federal nutrition programs. Over the last several years, the Department has experienced surpluses in this account, specifically in the Healthy Foods and DMHAS portions. Reducing this account by \$700,000 would have no grant impact.

Reductions – Grant Reductions:

School Readiness	\$7,000,000
Omnibus	<u>700,000</u>
	\$7,700,000

Connecticut Technical High School System (CTHSS) Reductions

Suspend Operation of J.M. Wright Technical High School in Stamford

For the past 25 years, student enrollment at J.M. Wright Technical High School has generally been in decline. (See chart on the following page.) In 1984, there were over 700 students; today's enrollment is 224 (a 68.5 percent decrease). Since 2002, enrollment has declined by nearly 47 percent.

We are faced with the challenge of a redesign of J.M. Wright that will attract students from the greater Stamford area through quality programs offering rewarding career opportunities. Given this challenge, operations at J.M. Wright would be suspended at the end of the 2008-09 school year. Pending availability of funding, renovation could commence in 2011. Forty million dollars is currently authorized for construction. Latest estimates indicate that an additional \$50.2 million will be required. It is our intent to request these additional construction funds in this year's School Building Priority List.

Beginning with the 2011-2013 biennium, it is hoped that the school could reopen through a phased-in approach allowing for proper planning time for introducing new trades. Under the latest redesign plan, three new career trades would be introduced over time: facilities management, business management and media productions.

The suspension of operations at J.M. Wright would initially result in the return of 224 students to Stamford and surrounding school districts and the potential layoff of fifteen part-time employees and 54 full-time employees.

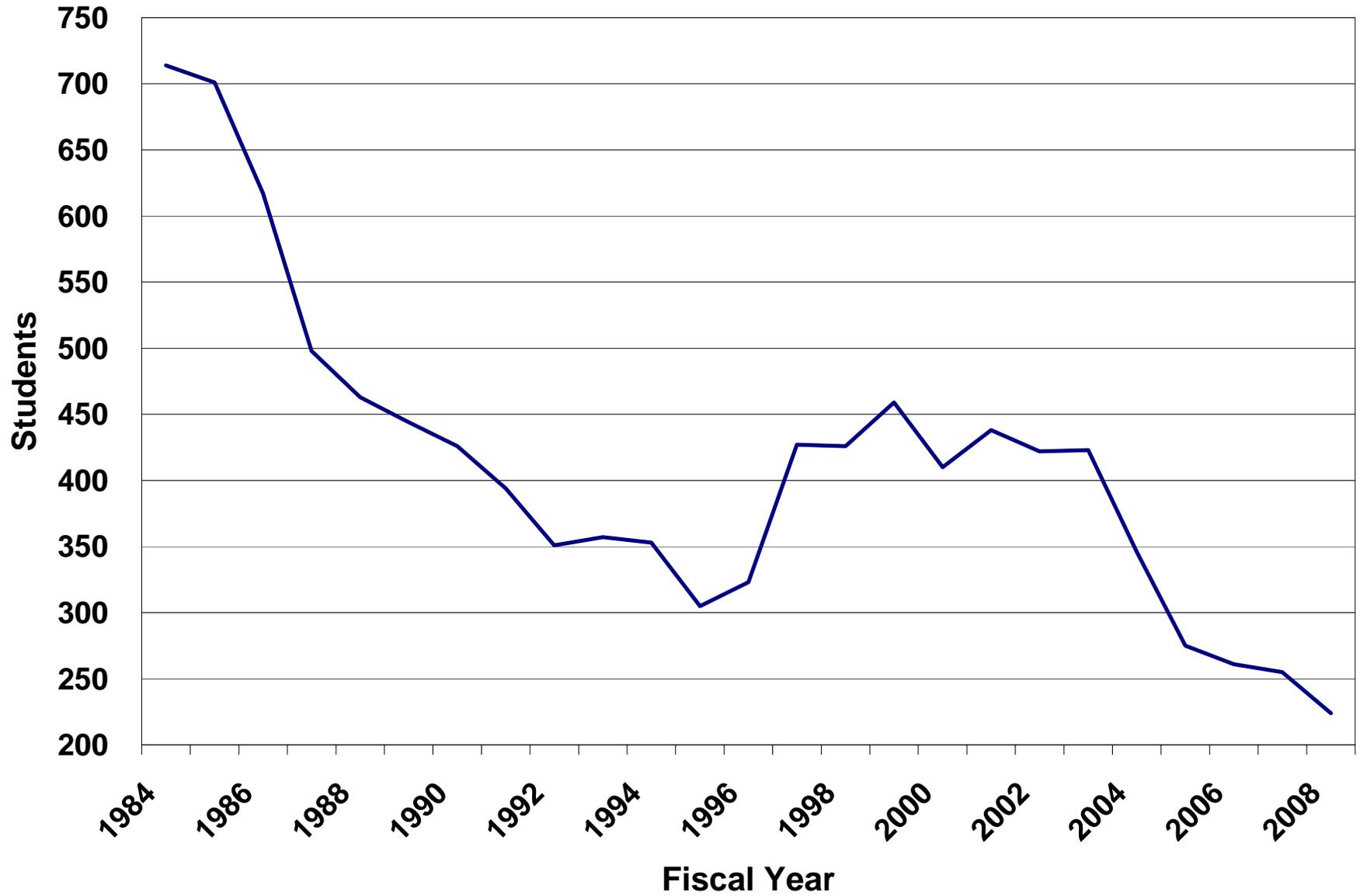
Agency Savings	\$5,000,000
State Health Care Savings	<u>3,000,000</u>

Reductions – CTHSS: \$8,000,000

Additional Options

The options referenced above would yield approximately \$53 million in reductions. In terms of the remaining \$230.3 million in reductions required to achieve 10 percent, the State Board of Education cannot recommend any scenario under which a \$230.3 million reduction can be achieved without significant harm to the education of Connecticut's children. We instead provide OPM with the following three options for review:

J.M. Wright Enrollment History 1984 to Present



- a \$413 per resident student decrease in the Education Cost Sharing (ECS) grant, resulting in an 11.94 percent statewide reduction in ECS revenue;
- a \$423 per resident student decrease applied to the state’s categorical general fund grants, including, but not limited to, Priority School District, School Readiness, Pupil Transportation, Excess Costs-Student Based, Adult Education, Vocational Agriculture, Charter Schools, Magnet Schools and State School Breakfast, resulting in a 36.44 percent statewide reduction in general fund grants.
- a \$206 per resident student decrease in the ECS grant, resulting in a 5.97 percent statewide reduction; and a \$212 per resident student decrease in the categorical general fund grants noted above, resulting in an 18.22 percent statewide reduction in general fund grants.

Fiscal Year 2010 Reduction Options Summary

Eliminate Selected Grants Under \$750,000	\$ 1,682,546
Eliminate Selected Education Support Programs	
Under \$600,000	2,502,383
Continuation of Grant Caps	33,390,441
Grant Reductions	7,700,000
CTHSS	<u>8,000,000</u>
 Subtotal	 \$ 53,275,370
 Additional Options	 \$230,264,630
 Required Amount for 10 Percent Reduction Options:	 \$283,540,000

Expansion Options for Fiscal Years 2010 and 2011

Sheff

Hartford / CREC Magnet Operating Grants

District-operated (host) magnet schools presently receive \$3,000 for each resident student and \$6,730 for each out-of-district student. Most RESC-operated (regional) magnet schools receive \$7,620 per student. The current funding formula has proven to be problematic for both the Hartford and CREC magnets. The host formula provides a financial disincentive for the Hartford magnets to move towards a 50-50 participation ratio between the Hartford and suburban students that is necessary to achieve the desegregation standard in the schools. The regional funding formula has proven to be insufficient for a number of years, as CREC continually find its schools in the position of requiring supplemental state grants above what the formula provides.

The proposed operating formula would, on a biennial basis, tie the per pupil grants to the state average of Net Current Expenditures per Pupil (NCEP). NCEP reflects public elementary and secondary expenditures supported by local, state and federal revenues but excludes debt service, tuition revenue and mandated pupil transportation.

Hartford (Host) Magnets: These schools would receive 1.10 percent of the average NCEP for every out-of-district student. Resident students would no longer generate a per pupil grant but they would also not be subject to the 25 percent reduction to the resident student count in the Education Cost Sharing (ECS) grant. In addition, as host magnets, there would be no tuition charge for the out-of-district student.

CREC (Regional) Magnets: These schools would receive 88 percent of the average NCEP for every student. Any operating costs in excess of the state grant would be fully borne by the participating towns in the form of tuition.

Below is a summary of the proposed per pupil magnet school operating grant increases:

	Host Magnet Resident Students	Host Magnet Non-Resident Students	Regional Magnets
2008-09	\$3,000	\$6,730	\$7,620
Current Law:			
2009-10	\$3,000	\$7,440	\$8,180
2010-11	\$3,000	\$8,158	\$8,741
Proposed:			
2009-10	\$0	\$13,054	\$10,443
2010-11	\$0	\$13,054	\$10,433

Magnet Transportation Grant

The State currently reimburses districts and RESCs up to \$1,300 per pupil for out-of-district magnet school transportation. This \$1,300 rate has been in place since 2000-01 and no longer reflects the true costs of magnet school transportation. The per pupil grant should closer reflect the realities of today’s transportation costs. The proposed per pupil magnet school transportation grant for 2009-10 is \$2,500. For 2010-11, the proposal is \$3,000 per pupil.

OPEN Choice Attendance Grant

Participating districts currently receive a base grant of \$2,500 for each OPEN Choice student. In addition, \$500,000 is prorated to those districts where at least ten Choice students attend the same school. For the last several years, the number of Hartford-area OPEN Choice students has remained around 1,100. Under the terms of the current Stipulated Agreement, it is imperative to begin to increase Hartford-area Choice participation, eventually to as many as 3,000 students. In order to achieve this, increased funding will be necessary.

Base Grant: There is recognition that participation in OPEN Choice entails a variety of administrative, professional development, academic and student support costs at the receiving district level. Under this proposal, each participating district would receive a flat grant to help support these costs. Depending on the level of participation, the base grants would range from \$35,000 to \$75,000.

Attendance Grant: Over the course of the 2009-2011 biennium, the per pupil grant would increase from the current \$2,500 level. The proposed per pupil grant rate would be a function of the participation level in terms of the percent of OPEN Choice students relative to total district enrollment.

<u>Participation Level</u>	<u>Grant Per Pupil 2009-10</u>	<u>Grant Per Pupil 2010-11</u>
Less than 2%	\$3,000	\$3,500
Between 2% and 3%	\$4,000	\$5,000
3% or greater	\$6,000	\$7,000

One Consultant Position

The Department is requesting a new consultant position to work jointly with the Sheff Office and the Bureau of Research, Evaluation and Student Assessment to develop and implement a uniform system of data collection, analysis and reporting in order to 1) enhance communication and reporting of data between stakeholders to increase program effectiveness; 2) measure the effectiveness of strategies outlined in the Comprehensive Management Plan; and 3) measure progress toward performance benchmarks and goals outlined in the Stipulation with regard to the numbers of Hartford-resident minority students educated in quality reduced-isolation settings.

Expansions – Sheff:

	<u>2009-10</u>	<u>2010-11</u>
Hartford Magnet Operating Grant	\$ 3,200,000	\$ 3,150,000
CREC Magnet Operating Grant	11,930,000	10,300,000
Magnet Transportation Grant	3,468,000	6,613,000
OPEN Choice Attendance Grant	4,103,000	6,239,500
One Consultant Position	<u>100,000</u>	<u>100,000</u>
	\$22,801,000	\$26,402,500

Revised Magnet Formula (Non-Sheff Magnet Schools)

Regional Magnet Operating Grant

For regional (RESC) magnet schools, please refer to the Sheff magnet operating proposal. The Department is recommending no changes to the host magnet formula.

Magnet Transportation Grant

While the \$1,300 per pupil rate requires an increase to keep pace with actual costs, these costs have been lower outside the Hartford area. The expansion proposal for non-Sheff magnet school transportation is \$1,800 per pupil for 2009-10 and \$2,000 per pupil for 2010-11.

Expansions – Non-Sheff Magnet Schools:

	<u>2009-10</u>	<u>2010-11</u>
Regional Magnet Operating Grant	\$7,050,000	\$ 6,000,000
Magnet Transportation Grant	<u>2,800,000</u>	<u>4,200,000</u>
	\$9,850,000	\$10,200,000

Accountability

English Language Learner (ELL) Interventions

When a school has 20 or more native language speakers of the same language in one building, it is required to provide a bilingual program pursuant to Section 10-17f of the Connecticut General Statutes. In the 2007-08 school year, 29.1 percent of all ELL students were enrolled in a bilingual education program. Over the last four years, the number of ELL students in a bilingual program declined 3.8 percent, even though the total number of ELL students increased 6.9 percent. Students may receive bilingual education for a maximum of 30 months, and those who complete this without attaining English mastery must receive Language Transition Support Services (LTSS). In the 2007-08 school year, 19.3 percent of all ELL students received LTSS, up from 17.2 percent in 2003. Over the last four years, as more stringent ELL exit standards have been implemented, the number of students receiving LTSS increased by 20.1 percent.

Nearly two-thirds of all ELL students are either enrolled in an English as a Second Language (ESL) program or are receiving other English language support services. Since the 2004-05 school year, the number of these students grew at a slightly higher rate than for all ELL students (7.5 percent vs. 6.9 percent). For the first time, Title III of NCLB provides federal funding for

ESL programs that had been supported solely with local funds. During the last four years, the number of students whose parents refused language support services grew the fastest (46.1 percent). In the 2007-08 school year, one in every four students' parents refused language support services.

<u>ELL Program</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>Change 2004- 2007</u>
Bilingual program	9,033	8,852	9,494	8,685	-3.8%
Language transition support services	4,801	5,681	5,609	5,768	20.1%
ESL or other type of English language support services	13,513	14,139	13,951	14,529	7.5%
Parent refused all English support services	<u>614</u>	<u>877</u>	<u>865</u>	<u>897</u>	<u>46.1%</u>
Totals	27,961	29,549	29,919	29,879	6.9%

There is a need to develop and implement a statewide system of professional development and on-site technical assistance to train mainstream teachers to provide appropriate and differentiated instruction to ELLs in mainstream classes. In this budget, it is anticipated that with the requested funding, an initial effort to increase the provision of coordinated and systematic services to these students can be accomplished. While the funding is not sufficient to fully implement a statewide system of professional development and on-site technical assistance, it would provide for the development of the framework for additional services.

Two Direct Service Positions

The Bureau of Accountability, Compliance and Monitoring (BACM) presently has 5.5 full-time equivalent staff. The bureau is working intensively with 15 districts identified as needing improvement at the whole district level for three or more years. Included in these districts are 227 schools that have not made adequate yearly progress. This work requires school and district on-site instructional assessments, development of school and district improvement plans, approval of district plans by the State Board of Education, ongoing provision of training and technical assistance to support implementation of the plan, monthly monitoring of the implementation of the District Improvement Plan, and bi-annual reporting on the progress of the plans. The BACM also directs ECS set-aside funds to support the implementation of the plans.

In addition, the BACM is expanding intervention to seven additional districts that have been identified for three or more years for subgroups of students. These districts will undergo a facilitated on-line instructional assessment, revision of their District Improvement Plan, and provision of training and technical assistance to support the plan.

The BACM needs to extend assessment and intervention to all districts identified as in need of improvement regardless of the level and as a preventative intervention to districts not yet in need of improvement. The bureau is also looking to integrate monitoring activities for districts that are out of compliance for Title III services for English Language Learners, Title II standards for highly-qualified teachers, and districts out of compliance for meeting certification requirements. The bureau already is responsible for compliance monitoring for the Office for Civil Rights (OCR).

The Department requests two additional positions for 2009-10.

Expansions – Accountability:

	<u>2009-10</u>	<u>2010-11</u>
ELL Interventions	\$1,650,000	\$1,100,000
Two Direct Service Positions	<u>200,000</u>	<u>200,000</u>
	\$1,850,000	\$1,300,000

Connecticut Technical High School System (CTHSS)

Trade Supplies

The CTHSS continues to experience the need for additional trade supplies. The primary funding source for trade supplies is the Other Expense account that also supports special education services, professional development, non-fuel and utility fixed costs, legal fees, technology licenses/services, athletic trainers, and numerous other cost centers. Consequently, minimal funding is left for educational trade supplies such as wood, steel and plumbing materials. The schools continually solicit donations from area vendors and contractors in order to provide quality trade/technology instruction required in our curriculum.

Plant Operations

Another significant burden on the Other Expense account is the cost of maintenance services and repairs. Maintenance must be performed regularly on elevators, generators, air compressors, life safety systems, production vehicles and critical HVAC and air handling units. Clearly, without this funding, plant operations are impaired and impact the health and safety of our students and staff.

Several schools, including A.I. Prince, Howell Cheney, Henry Abbott, E.C. Goodwin, and W.F. Kaynor, have undergone significant school construction expansion projects. In each of these facilities, new state-of-the-art environmental systems have been installed and require regular preventative maintenance to comply with equipment warranties and ensure the systems are operating at capacity. The preventative maintenance includes replacement of air filters and belts and hoses.

Based on current cost projections, an additional \$75,000 per facility is required to adequately maintain critical operating systems and protect the state's investment in the equipment. Even though these are annual costs, the request addresses nine schools in 2009-10 and the remaining eight schools in 2010-11.

Sheff Collaborative

A.I. Prince and Howell Cheney are required to support implementation of the Sheff court order. To that end, both schools are participating in the state's Sheff Collaborative to reduce racial, ethnic and economic isolation and promote multicultural understanding to students from the Greater Hartford Region. A.I. Prince will be offering a new Music and Theater trade/technology and advanced manufacturing, while Howell Cheney will be offering a new TV and Film Production trade/technology.

This collaborative requires two new instructor positions for A.I. Prince and one new instructor position for Howell Cheney for fiscal year 2010.

Additionally, for fiscal year 2011, as a result of renovation and expansion of the facility, it is anticipated that A.I. Prince will attract more students from the Hartford region and will require the three additional academic (English, Math and Science) instructor positions in order to better address the Sheff decision.

Transfer of Federally-Funded Positions

The CTHSS employs two full-time federally-funded education consultants to provide intensive support and technical assistance to staff and students in special education programs throughout the district.

Under Section 611 of the Individuals with Disabilities Education Act (IDEA), administrative costs are limited to 10 percent of the district's eligible entitlement. Based on anticipated collective bargaining increases for fiscal years 2010 and 2011, at least one of these positions must be moved to the general fund in order to comply with this federally-required administrative cap.

Because the CTHSS is currently not eligible for a state special education grant, I am requesting the transfer of one federally-funded special education position from federal to state personal services funds.

Expansions – CTHSS:

	<u>2009-10</u>	<u>2010-11</u>
Trade Supplies	\$ 500,000	\$ 500,000
Plant Operations	675,000	600,000
Sheff Collaborative	150,000	300,000
Federal to State Transfer	<u>100,000</u>	<u>100,000</u>
	\$1,425,000	\$1,500,000

Secondary School Reform

Model Curricula and Professional Development

The Department will develop model curricula and sample formative assessments for the required core courses in the high school plan. These include Algebra I*, Geometry*, Algebra II, Probability and Statistics, Biology*, English I and II*, U.S. History* and Civics. The purpose of these model curricula is to ensure common standards and consistency in the content of core courses throughout the state. A local district may choose to use its own curriculum, but the State will provide the final exams that must be used for the core courses (designated by an asterisk).

Selected expert teachers will participate in the development of the designated model curricula, formative assessments, sample lessons and final exams for the designated courses. The State will provide training programs for middle and high school mentors/advisors that will provide the instruction and guidance required by the Student Success Plan. Superintendents, principals and curriculum specialists must lead these professional development efforts forward.

A Request for Proposals will be issued in each year of the biennium to develop one model curriculum from among the required core courses.

PSAT Support

Taking the PSAT is an essential initial step in the process of applying to college. The percentage of Grade 10 and 11 students who take the PSAT annually varies dramatically across the state's District Reference Groups (DRGs), with large percentages of students from the affluent communities taking the test and relatively small percentages from the less affluent communities. To equalize the opportunity, the State will provide resources so that Grade 10 and 11 students in DRGs H and I can take the PSAT.

Expansions – Secondary School Reform:

	<u>2009-10</u>	<u>2010-11</u>
Model Curricula and Professional Development	\$250,000	\$250,000
PSAT Support	<u>31,000</u>	<u>32,900</u>
	\$281,000	\$282,900

Certification

Higher Education Accreditation

The \$50,000 budget request is for the accreditation of teacher preparation programs. The Department is mandated to approve the 17 Institutions of Higher Education who offer teacher preparation programs and the multiple alternate routes to certification. In order to implement this mandate, a small amount of money is needed to train visiting team members and chairs, and training for institutions of higher education on developing assessments to effectively determine teacher candidate outcomes.

Expansions – Certification:

	<u>2009-10</u>	<u>2010-11</u>
Higher Education Accreditation	\$50,000	\$50,000

State Department of Education (SDE) Administration

Family Resource Center (FRC) Grant Position

There are currently 62 FRC program sites in 42 communities with no state funding to support program management, which includes development, implementation, and monitoring of fiscal compliance of grant funds; conducting on-site monitoring visits and program performance reviews at each of the FRC schools; acting as the liaison between the FRCs, school districts, and the Department of Education; identifying, collecting, analyzing, and reporting data as required to assess program performance; and providing professional development and technical assistance. Additionally, statute now requires the Department, within available appropriations, to provide a longitudinal study of FRCs every three years.

The allowance of providing \$100,000 out of the current appropriation would provide a minimal level of fiscal authority to the Department to effectively provide ongoing and sustainable administrative program management, as well as meeting the statutory requirements in program evaluation.

Bilingual Grant (ELL) Position

The Department currently has only one consultant, who is federally funded, to address the needs of the 30,000 ELL students in Connecticut. Additionally, this position is also responsible for managing both the state bilingual grant and the federal Title III grant. Given that this subgroup of students continues to show large achievement gaps, the Department is requesting \$100,000 out of the state bilingual grant appropriation for an additional position. The additional position will enable the Department to ensure compliance with state requirements as mandated by NCLB legislation and to develop professional development modules for mainstream teachers and coordinate the provision of technical assistance activities in general education classrooms to differentiate the instruction for ELLs.

Transfer of Federally-Funded Positions

As a result of a 63.5 percent reduction in the Reading First grant and the elimination of the Innovative Program Strategies grant, the Department requests that three federally-funded positions be transferred to state personal service funds.

Expansions – SDE Administration:

	<u>2009-10</u>	<u>2010-11</u>
Family Resource Center Position	No Cost	No Cost
Bilingual (ELL) Position	No Cost	No Cost
Federal to State Transfer – Three Positions	<u>\$300,000</u>	<u>\$300,000</u>
	\$300,000	\$300,000

Fiscal Years 2010 and 2011 Expansion Options Summary

	<u>2009-10</u>	<u>2010-11</u>
Sheff	\$22,801,000	\$26,402,500
Non-Sheff Magnet Schools	9,850,000	10,200,000
Accountability	1,850,000	1,300,000
Connecticut Technical High School System	1,425,000	1,500,000
Secondary School Reform	281,000	282,900
Certification	50,000	50,000
State Department of Education Administration	<u>300,000</u>	<u>300,000</u>
Expansion Options Total	\$36,557,000	\$40,035,400