Application for Initial Funding under the State Fiscal Stabilization Fund Program

CFDA Numbers: 84.394 (Education Stabilization Fund) and 84.397 (Government Services Fund)

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U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0690
Expiration Date: 9/30/2009

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0690. The time required to complete this information collection is estimated to average 17 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the initial 67 percent of the State's allocation under the State Fiscal Stabilization Fund (Stabilization) program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet. *(Part 1 of the Application)*
- Assurances that the State will commit to advancing education reform in four specific areas:
  (1) Achieving equity in teacher distribution;
  (2) Improving collection and use of data;
  (3) Enhancing the quality of standards and assessments; and
  (4) Supporting struggling schools. *(Part 2 of the Application)*
- Confirmation that the initial baseline data identified in Appendix B of the application is acceptable for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provides assurances, or submission of alternative initial baseline data. *(Part 3 of the Application)*
- The following maintenance-of-effort (MOE) information:
  (1) An assurance that the State will comply with the Stabilization program MOE requirements;
  (2) If applicable, an assurance that the State meets or will meet the eligibility criterion for a waiver of those requirements; and
  (3) MOE baseline data. *(Part 4 of the Application)*
- A description of how the State intends to use the funds allocated under:
  (1) The Education Stabilization Fund – CFDA No. 84.394; and
  (2) The Government Services Fund – CFDA No. 84.397. *(Part 5 of the Application)*
- Accountability, transparency, and reporting assurances. *(Part 6 of the Application)*
- Other assurances and certifications. *(Part 7 of the Application)*

APPENDICES TO THE APPLICATION

- Appendix A – State Allocation Data
- Appendix B – Instructions for Part 3: Initial Baseline Data for Education Reform Assurances
- Appendix C – Instructions for Part 4: Maintenance of Effort
- Appendix D – Instructions for Part 5: State Uses of Funds
- Appendix E – Application Checklist and Submission Information

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STATE FISCAL STABILIZATION FUND APPLICATION

PART 1: APPLICATION COVER SHEET
(CFDA Nos. 84.394 and 84.397)

Legal Name of Applicant (Office of the Governor): M. Jodi Rell	Applicant's Mailing Address: Executive Chambers State Capitol Hartford, CT 06106
State Contact for the Education Stabilization Fund (CFDA No. 84.394) Name:Robert Genuario Position and Office:Secretary, Office of Policy And Management Contact's Mailing Address: 450 Capitol Avenue Hartford, CT 06106 Telephone:860-418-6500 Fax:860-418-6487 E-mail address: Robert.genuario@ct.gov	State Contact for the Government Services Fund (CFDA No. 84.397) SAME *(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)* Name: Position and Office: Contact's Mailing Address: Telephone: Fax: E-mail address:
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): M. Jodi Rell	Telephone: (860)566-4840
Signature of Governor or Authorized Representative of the Governor:	Date:

Recommended Statement of Support from the Chief State School Officer *(Optional)*: The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Dr. Mark K. McQuillan	Telephone: (860)713-6500
Signature of the Chief State School Officer:	Date:

Form Approved OMB Number: 1810-0690; Expiration Date: 9/30/2009

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PART 2: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

(1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)

(2) The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)

(3) The State will –

(3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)); (*Improving Assessments Assurance*)

(3.2) Comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; (*Inclusion Assurance*) and

(3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. (*Improving Standards Assurance*)

(4) The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections. (*Supporting Struggling Schools Assurance*)

Governor or Authorized Representative of the Governor (Printed Name): Governor M. Jodi Rell	
Signature:	Date:

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PART 3: INITIAL BASELINE DATA FOR EDUCATION REFORM ASSURANCES

SPECIAL NOTES:

- In completing this portion of the application, please refer to Appendix B – Instructions for Part 3: Initial Baseline Data for Education Reform Assurances.
- The data described in Appendix B for two of the education reform assurances in Part 2 of the application – the Improving Assessments Assurance and the Improving Standards Assurance – are the most current available baseline data for these areas. Thus, the Department is not inviting States to submit additional information with respect to these two assurances.
- The Governor or his/her authorized representative should confirm whether the initial baseline data sources described in Appendix B for the four assurances referenced below – Achieving Equity in Teacher Distribution; Improving Collection and Use of Data; Improving State Academic Content and Student Achievement Standards; and Supporting Struggling Schools – reflect the State's current status with respect to these assurances. A State that confirms the use of these initial baseline data sources does not have to submit additional baseline data with this application. If a State elects not to use the identified data sources for one or more of these four assurances, it must submit other initial baseline data for that assurance.

The Governor or his/her authorized representative confirms that the data sources that are currently available to the Department and described in Appendix B are a reasonable reflection of the current status of the State with respect to the following education reform assurances that he/she provided in Part 2 of the Application *(check only those assurances for which the State accepts the data described in Appendix B)*:

___X ____Achieving Equity in Teacher Distribution Assurance.

___X__ Improving Collection and Use of Data Assurance.

___X ___ Improving Standards Assurance.

___ X ___ Supporting Struggling Schools Assurance.

Governor or Authorized Representative of the Governor (Printed Name):	
Governor M. Jodi Rell	
Signature:	Date:

PART 4, SECTION A: MAINTENANCE-OF-EFFORT (MOE) ASSURANCE

SPECIAL NOTES:

- In completing Part 4 of the application, please refer to Appendix C – Instructions for Part 4: Maintenance of Effort.
- The Governor or his/her authorized representative should check only those MOE requirements that he or she anticipates the State will meet. If the Governor or his/her authorized representative anticipates that the State will be unable to meet one or more of the requirements, he or she must sign the additional waiver assurance in Part 4, Section B.
- For the purpose of determining MOE, State support for public institutions of higher education (IHEs) must not include support for capital projects or for research and development or tuition and fees paid by students.

The Governor or his/her authorized representative assures the following *(check appropriate assurances that apply)*:

___X____ In FY 2009, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

___X____ In FY 2010, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

___X____ In FY 2011, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

___X____ In FY 2009, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

___X___ In FY 2010, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

___X____ In FY 2011, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

---OR---

_____ To the best of his/her knowledge and based on the best available data, the State will be unable to meet any of the above-referenced maintenance-of-effort requirements.

Governor or Authorized Representative of the Governor (Printed Name):	
Governor M. Jodi Rell	
Signature:	Date:

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STATE OF CT DOES NOT NEED TO ASK FOR AN MOE WAIVER-THIS PAGE NOT NEEDED

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PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA

SPECIAL NOTES:

- A State has some flexibility in determining the "levels of State support" for MOE purposes. For example, for the purpose of the elementary and secondary education MOE requirements, a State may use the level of support that the State provides through its primary elementary and secondary funding formulae, or it may use other relevant data. *See* Appendix C – Instructions for Part 4: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

   FY 2006 $____1,619,662,393_____

   FY 2009* $____1,889,182,288_____

   FY 2010* $____1,619,662,393_____

   FY 2011* $___ 1,619,662,393_____

   (* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

   FY 2006 $___565,538,477_____

   FY 2009* $___665,651,849_____

   FY 2010* $___698,847,703_____

   FY 2011* $___701,943,386_____

   (* Provide data to the extent that data are currently available.)

3. **<u>Additional Submission Requirements: In an attachment to the application –</u>**

   (a) <u>Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -</u>

   (b) <u>Identify and describe the data sources used in determining the levels of State support for public IHEs.</u>

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PART 5, SECTION A: STATE USES OF THE EDUCATION STABILIZATION FUND

SPECIAL NOTES:

- Section A of Part 5 requests data on the Education Stabilization Fund (CFDA No. 84.394). In completing this portion of the application, please refer to Appendix D – Instructions for Part 5: State Uses of Funds.
- At a later date, the Department will collect data on the levels of State support for elementary, secondary, and postsecondary education in FY 2011.
- These data may differ from the data in the levels of support for maintenance-of-effort purposes. *See* instructions in Appendix D.
- The term "postsecondary education" refers to public IHEs.

1. Levels of State Support for Elementary, Secondary, and Postsecondary Education

Provide the following data on the levels of State support for elementary, secondary, and postsecondary education:

(a) Level of State support for elementary and secondary education in FY 2008 provided through the State's primary elementary and secondary education funding formulae $ 1,809,212,288

(b) Level of State support for public IHEs in FY 2008 $ 656,149,622

(c) Level of State support for elementary and secondary education in FY 2009 provided through the State's primary elementary and secondary education funding formulae $ 1,889,182,288

(d) Level of State support for public IHEs in FY 2009 $ 665,651,849

(e) Level of State support for elementary and secondary education in FY 2010 provided through the State's primary elementary and secondary education funding formulae $ 1,619,662,393

(f) Level of State support for public IHEs in FY 2010 $ 698,847,703

Additional Information: Did the State, prior to October 1, 2008, approve formula increases to support elementary and secondary education in FY 2010 or 2011, or to phase in State equity and adequacy adjustments?*

☐ Yes X No

* *See* Appendix D Worksheets for further guidance on how such increases affect a State's "use of funds" calculations.

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2. State's Primary Education Funding Formulae

Additional Submission Requirement: In an attachment to the application, identify and describe each of the State's primary elementary and secondary education funding formulae that were used in determining the calculations provided above for the levels of State support for elementary and secondary education.

3. Data on State Support for Postsecondary Education

Additional Submission Requirement: In an attachment to the application, identify and describe the specific State data sources that were used in determining the calculations provided above for the levels of State support for public IHEs.

4. Restoration Amounts

Based on the Worksheets included in Appendix D, calculate and provide the amount of Education Stabilization funds that the State will use to restore the levels of State support for elementary, secondary, and postsecondary education in FYs 2009 and 2010. As explained in the Instructions in Appendix D, a State must determine the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2009 before determining the amount of funds available to restore the levels of such support in FY 2010.

SPECIAL NOTES:

- At a later date, the Department will collect data on the amount of funds, if any, that remain available to (1) restore the levels of State support for elementary, secondary, and postsecondary education in FY 2011, and (2) award subgrants to local educational agencies (LEAs) based on their proportionate shares of funding under Part A of Title I of the ESEA.
- The calculations for these data must be based on the State's total Education Stabilization Fund allocation as reflected in Appendix A and not on the State's initial Education Stabilization Fund award.
- Although the State must follow the Instructions in Appendix D, in order to determine the amount of funds that LEAs and IHEs will receive under the program (i.e., the "restoration amounts"), the Governor has discretion in determining when to release these funds to LEAs and IHEs.

(a) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2009 $_____0_____

(b) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2009 $_____0_____

Restoration Amounts (continued)

(c) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2010 $_ 269,519,895

(d) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2010 $_____0_____

(e) Amount of funds, if any, remaining after restoring State support for elementary, secondary, and postsecondary education in FY 2009 and FY 2010 $ 173,731,960_ +$95,787,935
(Government Services Fund)

5. Process for Awarding Funds to Public IHEs

Additional Submission Requirement: In an attachment to the application, describe the process that the State will use to determine the amount of funding that individual public IHEs will receive from the funds that the State sets aside to restore the levels of State support for these institutions.

NOT APPLICABLE

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PART 5, SECTION B: STATE USES OF THE GOVERNMENT SERVICES FUND

SPECIAL NOTES:

- Section B of Part 5 requests data on the Government Services Fund (CFDA No. 84.397).
- In this section, provide preliminary estimates of the percentage of the Government Services Fund that the State intends to spend under various broad categories (to the extent such estimates are available). The total percentages in the chart should equal 100 percent.
- To the extent such estimates are available, the estimated percentages must be based on the State's total Government Services Fund allocation and not on the State's initial Government Services Fund award.

Uses of the Government Services Fund

Category	**Estimated Percentage of Funds to Be Used**
Public Safety	
Elementary and secondary education (excluding modernization, renovation, or repair of public school facilities)	97.2%
Public IHEs (excluding modernization, renovation, or repair of IHEs)	
Modernization, renovation, or repair of public school facilities	
Modernization, renovation, or repair of IHEs	
Medicaid	
Public assistance	
Transportation	
Other (please describe) Education data collection and analysis	2.8%
Undetermined	
TOTAL	100%

<u>CT Plans to use 97.2% of this funding to restore its main education grant in FY 2011.</u>

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PART 6: ACCOUNTABILITY, TRANSPARENCY, AND REPORTING ASSURANCES

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Stabilization program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
    - the uses of funds within the State;
    - how the State distributed the funds it received;
    - the number of jobs that the Governor estimates were saved or created with the funds;
    - tax increases that the Governor estimates were averted because of the funds;
    - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and children with disabilities;
    - the tuition and fee increases for in-State students imposed by public IHEs and a description of any actions taken by the State to limit the increases;
    - the extent to which public IHEs maintained, increased, or decreased enrollment of in-State students, including those students eligible for Pell Grants or other need-based financial aid; and
    - a description of each modernization, renovation or repair project funded, including the amounts awarded and project costs. (ARRA Division A, Section 14008)

- The State will cooperate with any Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps. (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any Inspector General examination of records under the program. (ARRA Division A, Section 1515)

Governor or Authorized Representative of the Governor (Printed Name): Governor M. Jodi Rell	
Signature:	Date:

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PART 7: OTHER ASSURANCES AND CERTIFICATIONS

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (ARRA Division A, Section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
  The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

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- The State and other entities will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Governmentwide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): Governor M. Jodi Rell	
Signature:	Date:

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Appendices to the

Application for Initial Funding under the

State Fiscal Stabilization Fund Program

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APPENDIX E

APPLICATION CHECKLIST AND SUBMISSION INFORMATION

Please use the following checklist to confirm that your application is complete:

Part 1: Application Cover Sheet

- ❑ Is all of the requested information included on the Cover Sheet?
- ❑ **SIGNATURE REQUIRED –** Has the Governor or his/her authorized representative signed the Cover Sheet?
- ❑ **SIGNATURE OPTIONAL –** Has the Chief State School Officer confirmed that the State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program?

Part 2: Education Reform Assurances

- ❑ **SIGNATURE REQUIRED –** Has the Governor or his/her authorized representative signed the Education Reform Assurances?

Part 3: Initial Baseline Data for Education Reform Assurances

- ❑ Has the State confirmed the Education Reform Assurances for which the State is accepting the identified data sources?

  NOTE: The State must provide other initial baseline data for any assurance for which the State elects not to use the identified data sources.

- ❑ **SIGNATURE REQUIRED –** Has the Governor or his/her authorized representative signed the initial baseline data confirmation page?

Part 4, Section A: Maintenance-of-Effort (MOE) Assurance

- ❑ Has the State indicated which of the listed MOE requirements the Governor or his/her authorized representative anticipates that the State will meet?
- ❑ **SIGNATURE REQUIRED –** Has the Governor or his/her authorized representative signed the MOE Assurance?

Part 4, Section B: Maintenance-of-Effort Waiver Assurance

NOTE: This assurance must be signed if the Governor or his/her authorized representative anticipates that the State will be unable to meet one or more of the MOE requirements listed in Part 4, Section A.

- ❑ **SIGNATURE REQUIRED –** Where applicable, has the Governor or his/her authorized representative signed the MOE Waiver Assurance?

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Part 4, Section C: Maintenance-of-Effort Baseline Data

- ❑ Has the State provided data on the levels of State support for elementary and secondary education?
- ❑ Has the State provided data on the levels of State support for public institutions of higher education (IHEs)?
- ❑ Has the State identified and described the data sources used in determining the levels of State support for elementary and secondary education?
- ❑ Has the State identified and described the data sources used in determining the levels of State support for public IHEs?

Part 5, Section A: State Uses of the Education Stabilization Fund

- ❑ Has the State provided data on the levels of State support, through the State's primary elementary and secondary education formulae, for elementary and secondary education?
- ❑ Has the State provided data on the levels of State support for public IHEs?
- ❑ Has the State indicated whether or not, prior to October 1, 2008, the State approved formula increases or equity and adequacy adjustments?
- ❑ Has the State identified and described the primary elementary and secondary education funding formulae that were used in determining the levels of State support for elementary and secondary education?
- ❑ Has the State identified and described the specific data sources that were used in determining the levels of State support for public IHEs?
- ❑ Has the State provided data on the amount of the State's total Education Stabilization Fund allocation that will be used to restore State support for elementary and secondary education and public IHEs?
- ❑ Has the State described the process that it will use to determine the amount of funding that individual public IHEs will receive from the funds that the State sets aside to restore the levels of State support for these institutions?

Part 5, Section B: State Uses of the Government Services Fund

- ❑ Has the State provided preliminary estimates of the percentage of the Government Services Fund that the State intends to use under the listed categories?

Part 6: Accountability, Transparency, and Reporting Assurances

- ❑ **SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the Accountability, Transparency, and Reporting Assurances?

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Part 7: Other Assurances and Certifications

- ❑ **SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the Other Assurances and Certifications?

SUBMISSION INFORMATION

Please submit your application to the Department as follows:

1. E-mail an electronic version of your application in .PDF (Portable Document) format to Stabilizationfundapplication@ed.gov and

2. Mail the original and two copies of your application by express mail service through the U.S. Postal Service or through a commercial carrier to the following address:

   Dr. Joseph C. Conaty
   Director, Academic Improvement and Teacher Quality Programs
   Office of Elementary and Secondary Education
   U.S. Department of Education
   400 Maryland Avenue, S.W., Room 3E314
   Washington, D.C. 20202

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Attachment 1- Data Sources for State support of elementary and secondary education and public Institutions of Higher Education.

For Fiscal Years 2006 and 2008, the actual expenditures for the Education Cost Sharing (ECS) grant, the state's main formula grant to Local Education Agencies, have been used. The source of data is the published Office of the State Comptroller's Annual *Comptroller's Report*. The data used for FY 2009 is the entitlement for ECS, which was appropriated in Public Act 07-1, June Special Session, for the biennium ending on June 30, 2009. For FY 2010 and FY 2011, the ECS entitlement is from the Appropriations Committee Budget of April 2009, as amended.

A description (Office of Legislative Research, Lohman, 2007) of the ECS grant formula follows:

The ECS formula has a basic three-part structure. That formula multiplies three factors: (1) a base aid ratio of each town's wealth to a designated state guaranteed wealth level (GWL), (2) the foundation, and (3) the number of each town's resident students adjusted for educational and economic need ("need students"). A per-student bonus is added for towns that are part of regional school districts.

Formula Factors

Foundation. The ECS foundation is $ 9,687. The foundation is the level of weighted per-student spending ECS grants help towns achieve.

State Guaranteed Wealth Level (GWL). The ECS formula is designed to allow towns to tax themselves to raise a portion of the foundation based on an equalized tax burden, with the state making up any difference between what a town can raise and the foundation, up to the state guaranteed wealth level. The GWL is 75% above the wealth of the median town (1. 75 times the median town wealth). A higher GWL increases the state's share of total education funding.

Base Aid Ratio and Minimum Grant. The base aid ratio (or percentage) represents the relationship between each town's wealth (measured by equalized grand list adjusted for income) and the state GWL. To avoid having towns whose wealth is higher than the GWL get no state aid, the ECS formula establishes a minimum base aid ratio. This minimum is 0. 09 for most towns and 0. 13 for the 20 school districts with highest concentrations of low-income students.

"Need Students. " By law, the ECS formula weights student counts for educational and economic need. It does so by increasing a town's resident student counts for students in certain categories to yield a "need student" count. These factors include:

1. Weighting for limited-English-proficient (LEP) students not participating in bilingual education programs at 15%.

2. Weighting for low-income students at 33% based on children eligible for federal Title I education aid as of each October 1.

For Fiscal Years 2006 and 2008, the actual agency expenditures for the Institutions of Higher Education have been used. In Connecticut, these include:

1) The University of Connecticut
2) The University of Connecticut Medical Center (academic portions only)
3) Connecticut State University
4) Connecticut Community Colleges

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5) Charter Oak State College

The source of data is the published Office of the State Comptroller's Annual *Comptroller's Report*. The data used for FY 2009 is the entitlement for ECS, which was appropriated in Public Act 07-1, June Special Session, for the biennium ending on June 30, 2009. For FY 2010 and FY 2011, the funding shown is from the Appropriations Committee Budget of April 2009, as amended. Funding for the University of Connecticut clinical practices and hospital are not included in these figures.

DRAFT

Attachment

State Department of Education

Timeline and Summary of ECS Budget Options

September 5, 2008	Robert L. Genuario issued a memo regarding budget options, which stated that all agencies were required to submit reduction options totaling 10 percent of their 2009- 10 current services budget request. For the Department of Education, this amounts to $283.54 million. **Attachment A**
October 21, 2008	A State Board of Education Budget Workshop was held and a report detailing budget reduction options was prepared. **Attachment B** An excerpt from the report states, "ECS comprises nearly 70 percent of our appropriation. There is no realistic approach to achieving a 10 percent reduction without a significant impact to ECS. For the purposes of this discussion, with the savings achieved from the above items (other than ECS), we would still need to reduce the 2009-10 ECS grant by $237.6 million, a 12.3 percent cut."
November 5, 2008	The Budget Reduction and Expansion Options for Fiscal Years 2010 and 2011 were discussed at the State Board of Education meeting. **Attachment C**
November 17, 2008	A State Board of Education Budget and Legislation Workshop was held. SDE recommended reduction to ECS of $237,622,777. **Attachment D**
December 3, 2008	The State Board of Education approved the submission of the Department's 10 percent budget reduction options for fiscal year 2010. **Attachment E**
December 5, 2008	SDE Commissioner McQuillan memorandum to OPM Secretary Genuario transmitting the Board approved budget reduction options, including a potential ECS grant reduction of 11.94% amounting to $230,264,630 for FY 2009/2010, along with details. **Attachment E**
January, 2009	Governor Rell recalls speaking with Congressman Courtney about the stimulus bill. They specifically spoke about the education stabilization money. She recalls that the Congressman told her that there would be a maintenance of effort requirement in order to qualify for the stabilization funding. The Governor, therefore, made sure that her proposed budget reflected level funding for education in anticipation of this requirement.
February 4, 2009	Governor Rell issues her proposed Budget for FY 2010 – FY 2011 Biennium. ECS is budgeted at approximately $1.9 billion for each year of the biennium. The revenues that support the budget appropriations include $718 million dollars in anticipated federal revenue labeled "Stabilization." The budget assumed that $359 million would be received in each year of the biennium. Governor Rell proposed that all of the federal stabilization funds be allocated to ECS. If the $718 million is subtracted from the $1.9 billion, the level of State funding for ECS for each of the fiscal years in the biennium is approximately $1.182 billion. **Attachment F**

February 17, 2009	President Obama signs the American Recovery and Reinvestment Act of 2009 (ARRA) into law.
February, 2009	The Office of Fiscal Analysis, the legislature's budget office, published a Supplemental Analysis of the Governor's FY 10-11 Budget. The analysis includes the following: "Although the federal legislation passed after the Governor issued her budget message, her recommended budget anticipated the receipt of federal revenue from both enhanced matching Medicaid funds and revenue from the Fiscal Stabilization Fund contained in ARRA. The Governor's recommended budget anticipated receiving these funds in FY 09, FY 10 and FY 11. The Governor's [budget] estimated these revenues prior to the final passage of the ARRA."
April, 2009	Connecticut will receive approximately $ 539 million in stabilization funds instead of the $ 718 million assumed in the Governor's budget. The figures listed in the State's application for stabilization funds were adjusted from the figures listed in the Governor's proposed budget in order to accurately reflect the level of federal stabilization funding.
May, 2009	The General Assembly has not yet enacted a budget for the 2010-2011 biennium.

STATE OF CONNECTICUT

OFFICE OF POLICY AND MANAGEMENT

ATTACHMENT A

Date: September 5, 2008

To: All Agency Heads

From: Robert L. Genuario, Secretary
Office of Policy and Management

Re: **Budget Options – Note changes to process**

OVERVIEW

On July 25th, Governor Rell initiated the process for her FY2010-FY2011 Biennial Budget submission to the General Assembly in February. In reference to the national economic climate, Governor Rell stated in her letter to agency heads "There is no doubt that our financial situation will require considerable belt-tightening this year and in the upcoming biennium." As evidenced by the Governor's decision to initiate allotment rescissions at the start of this fiscal year in order to address the FY'09 shortfall, it is vitally important that you take these words to heart.

Despite the national economic downturn, unlike many of our neighboring states, Connecticut was fortunate to have ended the last fiscal year with a small surplus and with $1.38 billion in the Budget Reserve Fund. As you know, we began the new fiscal year with a projected deficit approaching $150 million and allotment rescissions were implemented in the first quarter. OPM will be closely monitoring the situation in the weeks and months ahead for signs of further trouble. The enacted rescissions did not exhaust the Governor's authority under CGS 4-85 and it is possible that additional rescissions will have to be implemented if our projections for the fiscal year worsen.

The Office of Fiscal Analysis has recently estimated the potential for General Fund current services budget gaps of over $725 million in FY'10 and $1 billion in FY'11. Without corrective action, taken together these two shortfalls would completely drain the Budget Reserve or Rainy Day Fund of its current $1.38 billion balance, and still require an additional $400 million of spending cuts and/or revenue increases to get into balance. A number of factors contribute to the projected gap between revenues and expenditures in the next biennium. In addition to revenue streams that are slowing down or in some cases actually declining, the FY'09 budget that was passed by the General Assembly relied heavily on one-time revenues and spending that was "pre-funded" in that it utilized surplus from prior years. Since these one-time items are not expected to be available in future years, this creates further problems for the next biennium. Lastly, the unbudgeted costs of implementing legislation that was passed in previous legislative sessions further contribute to the gaps.

Given this background, it will be difficult if not impossible to provide funding for all of the items that will be requested in the agency current services budgets. In her July 25th letter to agency heads, Governor Rell stated "Until such times as economic conditions improve, my goal is to consolidate our gains and become more efficient and effective

with taxpayer dollars." These words should guide your thought process in terms of developing budget options for the biennium. Natural or current services growth in revenue is no longer expected to cover current services growth in expenditures. Reducing unnecessary or lower priority spending in order to preserve higher priority programs is essential.

We are initiating this process earlier than we have in past years in recognition of the difficult nature of this assignment. Governor Rell is relying upon your full cooperation in putting forth your best ideas for streamlining operations, prioritizing programs and reducing unnecessary expenditures in your agency. To this end, a series of meetings will be scheduled with Governor Rell, OPM staff and selected agencies to review and discuss their budget submittals. These meetings are scheduled to begin in mid-October after your reduction, re-allocation and revenue options have been submitted. Agency heads should be prepared to discuss all components of their submittals in the context of their statutory mandates and agency priorities.

Reduction Options

In order to insure that the Governor has a complete set of alternatives that will allow her to shape policy decisions to reflect her priorities and remain within available revenues, agencies are required to submit reduction options totaling **10%** of their 2009-10 current services budget request. Agencies should begin by identifying their highest priorities and the programs necessary to support these. Programs and activities that fall outside of these areas should be given serious consideration in your reduction options review process. Agencies should also look at issues of efficiency and effectiveness during this process. Is there a more efficient way to deliver these services? Are the services provided effective in addressing the program's goals? What are the goals? How do we measure results? Can the agency demonstrate the effectiveness of the program? <u>It is strongly recommended that you involve your OPM budget analyst in your internal review process</u>.

In preparing your reduction option submittal, I would also like you and your staff to give thought to any potential mergers and program consolidations that might merit consideration at this time. If, in your discussions, areas of potential savings are identified in other state agencies, I would ask that you contact Deputy Secretary Mike Cicchetti at 418-6501 or the Executive Budget Officer John Bacewicz at 418-6444, so that the appropriate budget analyst is contacted for the necessary follow-up to occur.

Reallocation Options

Reallocation options provide an opportunity for an agency to propose shifting resources between programs in order to address higher priority needs. These options are "zero-based" in nature. An agency that has identified a need to shift resources between programs in this manner should submit a reallocation option. Reallocating agency resources to offset the potential loss of federal funds would be appropriate.

Revenue Options

Agencies are encouraged to submit revenue options where the cost/benefit is clearly beneficial to the state. Please be aware that appropriations made to secure additional revenue still count toward the expenditure cap.

Expansion Options
As in the past, no expansion options involving either the operating or capital budgets, including the pickup of federal funds, should be submitted unless prior approval of the concept has been received from the Secretary or Deputy Secretary of OPM.

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.

Expansion options that will require a capital outlay should be accompanied by a companion capital budget option request. Requests for state match funding to access federal funding for a new or expanded program will be considered under the expansion options process.

SUBMISSION

Agencies are to submit their reduction, re-allocation and revenue option packages to OPM by October 14, 2008. The submittal should include: one original and two additional hard copies of the Agency Summary and the individual FY 2009-10 or FY 2010-11 Requested Options (including backup documentation and proposed legislation). Additionally, agencies are to provide a complete copy of their submission to the Office of Fiscal Analysis. Additional information will be provided at a later date regarding the deadline for any expansion options.

xc: Fiscal Officers

ATTACHMENT B

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Budget Workshop

The Office of Policy and Management (OPM) has instructed agencies to prepare 10 percent reduction options. 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.

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. In preparation for the budget workshop, please find attached a draft of the agency's 2009-2011 biennial reduction and expansion items.

Reduction Options

Eliminating Grants

Given that the elimination of any grant will create ripples with the Legislature and grant constituents, the Department and the State Board of Education will be called upon to explain why these particular grants were eliminated. I believe that the best strategy is to eliminate all grants under a specific value. The elimination, therefore, is not personal, but simply a function of size. Smaller grants by their nature have far less impact on improving education. As a starting point in our discussions, I would ask the Board to consider eliminating all grants below $750,000.

Eliminating Education Support Programs

The same logic of eliminating grants would be employed to eliminate education support programs. In this case, I would ask the Board to consider eliminating all such programs that are less than $600,000.

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 unlikelihood that these grants will 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 $30 million in savings.

Grant Reductions

In addition to eliminating grants, there are grant accounts that traditionally have had surpluses. In these situations, we can generate reductions without any impact in those grant areas.

Education Cost Sharing (ECS) Grant

ECS comprises nearly 70 percent of our appropriation. There is no realistic approach to achieving a 10 percent reduction without a significant impact to ECS. For the purposes of this discussion, with the savings achieved from the above items, we would still need to reduce the 2009-10 ECS grant by $237.6 million, a 12.3 percent cut.

Expansion Options

The attachment also summarizes our most current proposal for expansion in the next biennium. The items are listed in priority order and will be discussed in greater detail at the workshop.

Prepared by _____

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

October 21, 2008

October 21, 2008

DRAFT

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

Reductions

	2009-10	2010-11
Eliminate Grants Under $750,000		
Youth Service Bureau Enhancement	631,600	631,600
Young Adult Learners	510,500	517,647
Young Parents Program	234,146	237,424
School-to-Work Opportunities	218,239	221,294
After School Enhancements	153,150	155,294
Connecticut Public Television	153,150	155,294
Grants Subtotals	**$1,900,785**	**$1,918,553**
Eliminate Education Program Support (EPS) Under $600,000		
Best Practices	510,500	517,647
Connecticut Science Center	510,500	517,647
Primary Mental Health	500,290	507,294
Connecticut Pre-Engineering Program	408,400	414,118
Adult Education Action / GED	272,289	276,101
Reach Out and Read	153,150	155,294
School Readiness Staff Bonuses	153,150	155,294
Paraprofessional Development	151,325	152,290
Institutes for Educators	138,768	140,711
Readers as Leaders	66,365	67,294
Connecticut Writing Project	61,260	62,118
EPS Subtotals	**$2,925,997**	**$2,965,808**
Continuation of Grant Caps		
Public Transportation	29,628,756	34,043,159
Nonpublic Transportation	541,105	484,000
Adult Education	1,602,655	1,834,566
Health Services	1,084,725	1,306,471
RESC Leases	533,200	531,765
Continuation of Caps Subtotals	**$33,390,441**	**$38,199,961**
Grant Reductions		
School Readiness	7,000,000	7,000,000
Omnibus	700,000	700,000
Grant Reductions Subtotals	**$7,700,000**	**$7,700,000**
Adjustments to Education Cost Sharing (ECS)		
0.2% Adjustment for ELL	3,800,000	3,800,000
Balancing Adjustment	233,822,777	0
ECS Subtotals	**$237,622,777**	**$3,800,000**
Totals	$283,540,000	$54,584,322

Expansions

	2009-10	2010-11
Sheff		
Magnet Operating	15,130,000	13,450,000
Magnet Transportation	3,468,000	6,613,000
OPEN Choice Attendance	4,103,000	6,239,500
One Consultant Position	100,000	100,000
Sheff Subtotals	**$22,801,000**	**$26,402,500**
Revised Magnet Formula (Non-Sheff)		
Operating	8,700,000	7,100,000
Transportation	2,800,000	4,200,000
Magnet Subtotals	**$11,500,000**	**$11,300,000**
Accountability		
ELL Interventions	4,140,000	4,140,000
Two Direct Service Positions	200,000	206,000
One Paraprofessional Position	151,325	152,290
Accountability Subtotals	**$4,491,325**	**$4,498,290**
Restoration of Early Reading Success (Includes Family Lit)	**$20,700,000**	**$24,700,000**
CTHSS		
Trade Supplies	500,000	500,000
JM Wright	358,000	250,000
Construction-Related New Staff	120,000	337,000
Federal to State	100,000	100,000
CTHSS Subtotals	**$1,078,000**	**$1,187,000**
Secondary School Reform		
Student Success Plans	440,000	475,000
Student Support and Remediation	2,592,000	4,320,000
Model Curricula and Professional Development	3,080,000	1,120,000
Capstone Experience	195,000	210,000
Middle School Connectivity	700,000	700,000
New Technology Professional Development	0	2,225,000
PSAT Support	31,003	32,863
Five Direct Service Positions	$450,000	$463,500
Secondary School Reform Subtotals	**$7,488,003**	**$9,546,363**
Certification		
Cross Certification Among States	200,000	200,000
Higher Education Accreditation	50,000	50,000
Certification Subtotals	**$250,000**	**$250,000**
SDE Administration		
FRC Position (Grant Set Aside)	No Cost	No Cost
ELL Position (Grant Set Aside)	No Cost	No Cost
Administration of GED Funding	272,289	276,101
SDE Administration Subtotals	**$272,289**	**$276,101**
Federal to State - Three Central Office Positions	**$300,000**	**$300,000**
Totals	$68,880,617	$78,460,254

Budget Workshop
October 21, 2008

Reduction Options

Eliminate Grants under $750,000

Youth Service Bureau Enhancement ($631,600)
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 ($510,500)
This competitive grant funds new and unique methods of educating young adults in the Adult Education Program. In 2007-08, the grants ranged from $33,333 to $70,000.

Young Parents Program ($234,146)
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.

School-to-Work Opportunities ($218,239)
Through this grant, CREC assists the priority school districts in the development and implementation of programs leading to a Connecticut career certificate.

After School Enhancements ($153,150)
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) ($153,150)
Funds are provided to support the operation of CPTV.

Eliminate Education Program Support under $600,000

Best Practices ($510,500)
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) ($510,500)
CSC is a virtual science center located in Hartford. CSC is inspired by hands-on science and technology that brings science to school districts throughout Connecticut in moving classrooms that take students beyond their traditional coursework. CSC will be equipped with exhibit galleries, classrooms, laboratories and theatres.

Primary Mental Health Project ($500,290)
This project is an early intervention effort that enhances the school adjustment of over 1,200 of Connecticut's students (K-3) in 25-30 school districts. 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 (CPEP) ($408,400)
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 activities.

Reach Out and Read ($153,150)
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 ($153,150)
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.

Paraprofessional Development ($151,325)
These funds support an education consultant position in the agency to provide for the expanded professional development of paraprofessionals.

Institutes for Educators ($138,768)
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 ($66,365)
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 ($61,260)
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.

Continuation of Grant Caps

There are a series of reimbursements that, since 2002-03, have been subject to ratable reduction to stay within the available appropriation: Public and Nonpublic Transportation, Adult Education, Health Services and RESC Leases. Prior to the initiation of caps, for each of these grants, the district or RESC received some percentage of its eligible expenditures. 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.

	State Support % Range	2009-10 Estimated Grant Impact of Grant Caps	2009-10 Estimated Percent Impact of Grant Caps
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 expire on June 30, 2008. While the caps have clearly had a negative impact on municipal aid, given the current financial conditions and the projected deficits for the next biennium, it is expected that the caps will be continued at least through the next biennium.

Grant Reductions

School Readiness ($7,000,000)
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 allow the state to sustain the current level of service.

Omnibus ($700,000)
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.

Adjustments to Education Cost Sharing (ECS) ($237,622,777)

Given that ECS comprises nearly 70 percent of our general fund operations, there is no realistic approach to achieving a 10 percent reduction without a significant impact to ECS. In addition to reducing ECS by $3.8 million in order to direct these funds for English language learner interventions, an additional $233.8 million reduction would be required, in conjunction with the above options, to achieve a 10 percent reduction. A $237.6 million reduction to ECS represents 12.3 percent of our 2009-10 request.

For Discussion Only

ATTACHMENT C

V.B.

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.

As we begin to examine areas for potential reduction, it is important to understand the composition of the Department's appropriation:

	2008-09 Adjusted Appropriation	Percent of Total
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	23,203,418	0.87%
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).

DRG	Number of School Districts	October 2007 Student Enrollment	Enrollment Percent of Total	2007-08 State Grant Payments	State Grant Percent of Total	State Grant per Pupil
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	7	98,487	18.10%	897,275,453	39.93%	9,111
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 $46 million of specific reduction options detailed on Attachments A and B (pages 3 and 4, 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 3 and 10, respectively).

Prepared by B. Mahoney

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

November 5, 2008

November 5, 2008

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

Reductions

	2009-10	2010-11
Eliminate Grants Under $750,000		
Youth Service Bureau Enhancement	631,600	631,600
Young Adult Learners	510,500	517,647
Young Parents Program	234,146	237,424
School-to-Career Opportunities	218,239	221,294
After School Enhancements	153,150	155,294
Connecticut Public Television	153,150	155,294
Grants Subtotals	**$1,900,785**	**$1,918,553**
Eliminate Education Support Programs (ESP) Under $600,000		
Best Practices	510,500	517,647
Connecticut Science Center	510,500	517,647
Primary Mental Health	500,290	507,294
Connecticut Pre-Engineering Program	408,400	414,118
Adult Education Action / GED	272,289	276,101
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Paraprofessional Development	151,325	152,290
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Continuation of Grant Caps		
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Health Services	1,084,725	1,306,471
RESC Leases	533,200	531,765
Continuation of Caps Subtotals	**$33,390,441**	**$38,199,961**
Grant Reductions		
School Readiness	7,000,000	7,000,000
Omnibus	700,000	700,000
Grant Reductions Subtotals	**$7,700,000**	**$7,700,000**
Reduction Options Subtotal	**$45,917,223**	**$50,784,322**
Additional Reduction Option Balance	**$237,622,777**	
Potential Options:		
A. Reduce ECS Grant by 12.3%	**$237,622,777**	
B. Reduce ECS Grant by 6.15% and	**$118,811,389**	
Reduce all other grants by 18.81%	**$118,811,388**	
C. Reduce all other grants by 37.62%	**$237,622,777**	
Totals	**$283,540,000**	**$50,784,322**

Expansions

	2009-10	2010-11
Sheff		
Magnet Operating	15,130,000	13,450,000
Magnet Transportation	3,468,000	6,613,000
OPEN Choice Attendance	4,103,000	6,239,500
One Consultant Position	100,000	100,000
Sheff Subtotals	**$22,801,000**	**$26,402,500**
Revised Magnet Formula (Non-Sheff)		
Operating	8,700,000	7,100,000
Transportation	2,800,000	4,200,000
Non-Sheff Magnet Subtotals	**$11,500,000**	**$11,300,000**
Accountability		
ELL Interventions	4,140,000	4,140,000
Two Direct Service Positions	200,000	206,000
One Paraprofessional Position	151,325	152,290
Accountability Subtotals	**$4,491,325**	**$4,498,290**
Restoration of Early Reading Success (Includes Family Lit)	**$20,700,000**	**$24,700,000**
CTHSS		
Trade Supplies	500,000	500,000
Plant Operations	675,000	600,000
Sheff Collaborative	150,000	300,000
Federal to State Transfer	100,000	100,000
CTHSS Subtotals	**$1,425,000**	**$1,500,000**
Secondary School Reform		
Student Success Plans	440,000	475,000
Student Support and Remediation	2,592,000	4,320,000
Model Curricula and Professional Development	3,080,000	1,120,000
Capstone Experience	195,000	210,000
Middle School Connectivity	700,000	700,000
New Technology Professional Development	0	2,225,000
PSAT Support	31,003	32,863
Five Direct Service Positions	$200,000	$463,500
Secondary School Reform Subtotals	**$7,238,003**	**$9,546,363**
Certification		
Cross Certification Among States	200,000	200,000
Higher Education Accreditation	50,000	50,000
Certification Subtotals	**$250,000**	**$250,000**
SDE Administration		
FRC Position (Grant Set Aside)	No Cost	No Cost
ELL Position (Grant Set Aside)	No Cost	No Cost
Administration of GED Funding	272,289	276,101
SDE Administration Subtotals	**$272,289**	**$276,101**
Federal to State - Three Central Office Positions	**$300,000**	**$300,000**
Totals	**$68,977,617**	**$78,773,254**

Attachment A

Attachment B

Reduction Options for Fiscal Year 2010

Eliminate Grants Under $750,000

Given that the elimination of any grant will create ripples with the Legislature and grant constituents, the Department and the State Board of Education will be called upon to explain why these particular grants were eliminated. I believe that the best strategy is to eliminate all grants under a specific value. The elimination, therefore, is not personal, but simply a function of size. Smaller grants by their nature have far less impact on improving education. As a starting point, I would ask the Board to consider eliminating all grants below $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.

School-to-Career Opportunities
Through this grant, the Capitol Region Education Council (CREC) assists the priority school districts in the development and implementation of programs leading to a Connecticut Career Certificate.

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 Grants under $750,000:

Youth Service Bureau Enhancement	$ 631,600
Young Adult Learners	510,500
Young Parents Program	234,146
School-to-Career Opportunities	218,239
After School Enhancements	153,150
Connecticut Public Television	153,150
	$1,900,785

Eliminate Education Support Programs Under $600,000

The same logic of eliminating grants would be employed to eliminate education support programs. In this case, I would ask the Board to consider eliminating all such programs that are less than $600,000.

Best Practices
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 Project
This project is an early intervention effort that enhances the school adjustment of over 1,200 of Connecticut's students (K-3) in 25-30 school districts. 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 (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.

Adult Education Action/GED
This program allows the Department to implement Section 10-5 of the Connecticut General Statutes that states the Commissioner of Education shall, in accordance with such section, issue a state high school diploma to any person who successfully completes an examination approved by the Commissioner. The GED test is the approved examination, and these funds pay for the leasing, scheduling and scoring of the GED tests in Connecticut.

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.

Paraprofessional Development
These funds support an education consultant position in the agency to provide for the expanded professional development of paraprofessionals.

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 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
Adult Education Action/GED	272,289
Reach Out and Read	153,150
School Readiness Staff Bonuses	153,150
Paraprofessional Development	151,325
Institutes for Educators	138,768
Readers as Leaders	66,365
Connecticut Writing Project	61,260
	$2,925,997

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.

	State Support % Range	2009-10 Estimated Grant Impact of Grant Caps	2009-10 Estimated Percent Impact of Grant Caps
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	533,200
	$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	700,000
	$7,700,000

Additional Options

The options referenced above would yield approximately $46 million in reductions. In terms of the remaining $237.6 million in reductions required to achieve 10 percent, the State Board of Education cannot recommend any scenario under which a $237.6 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:

- a $237.6 million reduction in the ECS grant, which would result in a 12.3 percent reduction in ECS revenue;

- a $237.6 million reduction applied proportionately 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. Because these grants total over $631.7 million, each would have to be reduced by 37.62 percent; or

- a $118.8 million (6.15 percent) reduction in ECS and a $118.8 million (18.81 percent) reduction in the categorical general fund grants.

Fiscal Year 2010 Reduction Options Summary

Eliminate Grants Under $750,000	$ 1,900,785
Eliminate Education Support Programs Under $600,000	2,925,997
Continuation of Grant Caps	33,390,441
Grant Reductions	7,700,000
Subtotal	$ 45,917,223
Additional Options	237,622,777
Reduction Options Total	$283,540,000

Attachment C

Expansion Options for Fiscal Years 2010 and 2011

Sheff

On July 9, 1996, the Connecticut State Supreme Court held that the public school students in the City of Hartford attended schools that were racially, ethnically, and economically isolated in violation of the Connecticut Constitution, and urged the State to take prompt steps to seek to remedy the violation. Measures taken since that time, including those provided for in the Phase I Stipulation of 2003, have failed to make significant progress towards reducing the racial, ethnic, and economic isolation of Hartford's resident minority public school students.

With the July 1, 2007, expiration of the Phase I Stipulation, the State and the plaintiffs entered into an agreement known as the Phase II Stipulation and Order, which was approved by the Court on June 11, 2008. The Phase II term shall be from the date of its execution to June 30, 2013, and may extend to include school year 2013-14.

The goal of Phase II is, by Year 5 of the Stipulation, to meet at least 80 percent of Hartford-minority students' demand for a reduced-isolation setting. If this level is not attained, the State will not be in breach of the agreement if a minimum of 41 percent or approximately 9,400 of Hartford-resident minority students are in a reduced-isolation setting by Year 5.

Implementation of Phase II is to be accomplished through the creation and implementation of a Comprehensive Management Plan (CMP) and creation of a Regional School Choice Office (RSCO):

The CMP *"must set out a connected series of goals, implementation methods, and measurements of success; centralize authority and accountability; ensure coordination of key facets of desegregation, including transportation, recruitment, and student support; provide strategic targets for evaluating progress; and evaluate and address education funding needs throughout the Region"*. It will frame and direct state and local efforts in the Hartford Region necessary to increase and sustain the numbers of Hartford-resident minority students in reduced-isolation educational settings and move us in a thoughtful and deliberate way toward meeting the demand of Hartford-resident minority students seeking placement in such settings.

As of May 30, 2008, the State opened and funds a RSCO that facilitates collaborative efforts between the State, the Hartford Public Schools and the Capitol Region Education Council (CREC) to promulgate and support Sheff II goals. To support the functions of the office, the State has contracted for a five-year period, beginning May 30, 2008, directly with CREC and the Hartford Public Schools for their services in the RSCO office. In addition, a process is under way to hire an Executive Director for RSCO, who will coordinate on the State's behalf the day-to-day activities of the office. The Sheff Plaintiffs have selected a representative to serve as a participant in the planning responsibilities of the RSCO and a member of the State Department of Education - Sheff Office is also assigned on a part-time basis to the RSCO.

The Expansion Options outlined below are designed to allow the Department to implement the Comprehensive Management Plan and meet the goals of the Stipulated Agreement.

Magnet Operating

Presently, district-operated (host) magnet schools 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

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 participation level in terms of the percent of OPEN Choice students relative to total district enrollment:

Participation Level	Grant Per Pupil 2009-10	Grant Per Pupil 2010-11
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:

	2009-10	2010-11
Magnet Operating	$15,130,000	$13,450,000
Magnet Transportation	3,468,000	6,613,000
OPEN Choice Attendance	4,103,000	6,239,500
One Consultant Position	100,000	100,000
	$22,801,000	$26,402,500

Revised Magnet Formula (Non-Sheff Magnet Schools)

Magnet Operating Grant
Please refer to the Sheff magnet operating proposal.

Magnet Transportation
While the $1,300 per pupil rate requires an increase to keep pace with actual costs, these costs are 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:

	2009-10	2010-11
Magnet Operating	$ 8,700,000	$ 7,100,000
Magnet Transportation	2,800,000	4,200,000
	$11,500,000	$11,300,000

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 half 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.

ELL Program	2004-05	2005-06	2006-07	2007-08	Change 2004-2007
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	614	877	865	897	46.1%
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. The pool of qualified bilingual and ESL teachers also needs to be increased. Much grant work needs to be done with Title III and bilingual grants and services to ELL students in nonpublic schools. Therefore, the agency needs additional consultants to monitor and coordinate these activities for maximum benefit.

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.

One Paraprofessional Position and Related Professional Development Activities

Section 10-155j of the Connecticut General Statutes requires that the Department promote and encourage professional development activities for school paraprofessionals with instructional responsibilities. The Department will report and make recommendations to the joint standing

committee of the General Assembly and shall establish an advisory council to advise at least quarterly, the Commissioner or his designee, of the needs for such training and the effectiveness of the content and delivery of existing training. The funds originally set aside to implement this legislation included funding for a consultant to oversee and coordinate these efforts.

Expansions – Accountability:

	2009-10	2010-11
ELL Interventions	$4,140,000	$4,140,000
Two Direct Service Positions	200,000	206,000
One Paraprofessional Position and Related Professional Development Activities	151,325	152,290
	$4,491,325	$4,498,290

Restoration of Early Reading Success (includes Family Literacy)

The purpose of the Early Reading Success (ERS) grant program is to provide high-quality literacy instruction for all students in Kindergarten through Grade 3, inclusive, in the priority school districts. The funds were primarily used for extensive early intervention reading programs, including after-school and summer programs, for students identified as being at risk for failing to read by the end of the first grade, and students in Grades 1 through 3, inclusive, who are not reading at grade level. Funding for this program was eliminated in the 2008-09 budget, and the Department needs to re-establish these funds. They are vital for continued staffing of reading specialists and literacy coaches in the priority school districts, where reading scores are the lowest. The Department used the Results Based Accountability (RBA) template to provide data and proposed program changes to the legislature during the 2008 legislative session. The changes ensure increased accountability and intervention with priority school districts that do not demonstrate progress in reading achievement. Recognizing the importance of families as children's first teachers and as key partners in helping children to become strong readers, this funding will also include family literacy strategies.

Programs similar to Even Start help break the cycle of poverty and illiteracy by improving the educational opportunities of families most in need by combining early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. It is the only program in the state that requires parents and children to enroll together in all program components and measures learning gains for both the parents and children.

Expansions – Restoration of Early Reading Success:

2009-10	2010-11
$20,700,00	$24,700,000

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:

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

Secondary School Reform

Student Success Plans

Student Success Plans (SSPs) are tools that integrate the best features of individual education plans and "advisor-advisee" programs that have been initiated in thousands of middle and high schools nationwide. Each student's success plan begins in Grade 6 and continues to develop with the student as he or she works to meet high school graduation requirements. SSPs support mentors/advisors in the process of assisting students in exploring careers, setting goals for academic and personal growth, creating and compiling samples of best work from the middle and high school years, and providing opportunities for students to reflect on what they are doing well and on areas that need improvement.

Student Support and Remediation

Principals and teachers who carefully monitor and discuss student performance are able to identify in a more timely fashion those at risk and prescribe thoughtful interventions based on the individual needs of students. These interventions might include students getting extra time with a classroom teacher, meeting with tutors during or after school, or receiving targeted computer-based instruction. Summer school and weekend programs designed to support the individual student could be an additional option. Above all, it is important that at-risk students be identified early; that the individual needs of each are matched with an appropriate, personal intervention; and that every student be closely monitored by the SSP advisor.

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.

Capstone Experience

The end product of each student's school experience is a "capstone" project culminating in a product that integrates many, if not all, of the essential skills acquired over a student's seven-year history in secondary school. Each student will complete this project as one of the requirements for high school graduation. Students have several choices for completing the capstone experience – from developing a portfolio of best work, to completing a set of experiments organized around one or more scientific problems, doing community service, or working as an intern in a local business. The options are varied, but firmly anchored to both the SSP and the Grade 8 portfolio or project. All capstone requirements will include research, written and presentation components, and the SSP and the advisor/mentor will play critical roles in helping each student adjust as necessary and complete the capstone experience successfully.

Middle School Connectivity

To improve student access to high-quality instructional opportunities, the remaining 65-70 middle schools in the state having less than adequate connectivity to the Connecticut Education Network (CEN) need to be connected or upgraded in order to provide fiber connections to the schools to access the Internet. On average, connections will cost approximately $40,000 per school building. This would total up to $2,800,000 and provide 20 years of connectivity. Over a four-year period, this would be approximately $700,000 per year.

New Technology Professional Development

Technology is an important learning tool for students in the classroom and in documenting the Student's Success Plan from Grades 6 through 12. The use of standard computer-based applications for practicing skills, gathering and analyzing information, producing a variety of products, conducting research on the Internet, and developing portfolios of best work are integral to the learning process for each student. By using these technology applications, students will develop the necessary critical and creative thinking, problem-solving and communication skills so important for the 21st century. Technology is integral to the development of the Grade 8 portfolio or demonstration project and the capstone experience at the high school. All middle schools need to be connected to the CEN to support learning.

Teachers will need to use technology for several purposes. They will access student performance data provided by the state's and district's data warehouses to make data-driven decisions to improve teaching and learning. Teachers will use the newest interactive applications for sharing units of study, lesson plans, student work, and online conversations about student performance. The use of technology tools to advance learning must be an integral part of professional development programs at the pre-service, school, district, regional and state levels.

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.

Five Direct Service Positions
During the course of the biennium, five additional staff will be necessary to serve the participating districts and provide technical support and best practices for educating secondary school students and specialists in the areas of secondary education, middle school education, English language learners and special education. We are requesting two consultant positions for 2009-10 and two additional consultants and clerical support in 2010-11.

Expansions – Secondary School Reform:

	2009-10	2010-11
Student Success Plans	$ 440,000	$ 475,000
Student Support and Remediation	2,592,000	4,320,000
Model Curricula and Professional Development	3,080,000	1,120,000
Capstone Experience	195,000	210,000
Middle School Connectivity	700,000	700,000
New Technology Professional Development	0	2,225,000
PSAT Support	31,003	32,863
Five Direct Service Positions	200,000	463,500
	$7,238,003	$9,546,363

Certification

Cross Certification Among States
The $200,000 budget request is to work with Massachusetts and New York to equate their Pearson-developed tests with our Educational Testing Service (ETS)-adopted teacher assessments. Once accomplished, this would allow us to accept the Massachusetts and New York test scores for teachers moving into Connecticut from Massachusetts and New York who wish to become certified in Connecticut. Individuals completing teacher preparation programs in Connecticut would still be required to pass our State Board-adopted ETS exams in order to be certified.

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:

	2009-10	2010-11
Cross Certification Among States	$200,000	$200,000
Higher Education Accreditation	50,000	50,000
	$250,000	$250,000

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.

Administration of GED Funding

This program allows the Department to implement Section 10-5 of the Connecticut General Statutes that states the Commissioner of Education shall, in accordance with such section, issue a state high school diploma to any person who successfully completes an examination approved by the Commissioner. The GED test is the approved examination, and these funds pay for the leasing, scheduling and scoring of the GED tests in Connecticut.

Expansions – SDE Administration:

	2009-10	2010-11
Family Resource Center Position	No Cost	No Cost
Bilingual (ELL) Position	No Cost	No Cost
Administration of GED Funding	$272,289	$276,101
	$272,289	$276,101

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 – Transfer of Federally-Funded Positions:

2009-10	2010-11
$300,000	$300,000

Fiscal Years 2010 and 2011 Expansion Options Summary

	2009-10	2010-11
Sheff	$ 22,801,000	$ 26,402,500
Non-Sheff Magnet Schools	11,500,000	11,300,000
Accountability	4,491,325	4,498,290
Restoration of Early Reading Success	20,700,000	24,700,000
Connecticut Technical High School System	1,425,000	1,500,000
Secondary School Reform	7,238,003	9,546,363
Certification	250,000	250,000
State Department of Education Administration	272,289	276,101
Transfer of Federally-Funded Positions	300,000	300,000
Expansion Options Total	$68,977,617	$78,773,254

ATTACHMENT D

III.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Budget Reduction Options for Fiscal Years 2010 and 2011

In preparation for discussion at the Budget and Legislation Workshop, enclosed please find the following materials for your review:

Budget summary of the Department's latest reduction option recommendations

Descriptions of the impacted programs

Listed below are the reduction option changes since your meeting on November 5, 2008:

Item	Previous Amount	Revised Amount
School to Career	$218,239	0
Adult Education Action/GED	$272,289	0
Paraprofessional Development	$151,325	0
CTHSS	0	$5.6 to $8 million

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

November 17, 2008

III.

Reductions	Adjusted Appropriation 2009	Current Services Request 2010	SDE Recommended Reduction 2010	SDE Recommended Reduction 2011	SBE Recommended Reduction 2010	SBE Recommended Reduction 2011	Notes
Eliminate Grants							
YSB Enhancement	625,000	631,600	631,600	631,600			TANF Match
Young Adult Learners	500,000	510,500	510,500	517,647			
Young Parents Program	229,300	234,146	234,146	237,424			TANF Match
School-to-Career Opportunities	213,750	218,239	0	0			Perkins Match
After School Enhancements	142,500	153,150	153,150	155,294			
CPTV	142,500	153,150	153,150	155,294			
Subtotal	**$1,853,050**	**$1,900,785**	**$1,682,546**	**$1,697,259**			
Eliminate Support Programs							
Best Practices	475,000	510,500	510,500	517,647			
Connecticut Science Center	475,000	510,500	510,500	517,647			
Primary Mental Health	465,500	500,290	500,290	507,294			
CT Pre-Engineering	380,000	408,400	408,400	414,118			
Adult Education Action/GED	253,355	272,289	0	0			
Reach Out and Read	142,500	153,150	153,150	155,294			
School Readiness Staff Bonus	142,500	153,150	153,150	155,294			
Paraprofessional Development	142,500	151,325	0	0			
Institutes for Educators	129,118	138,768	138,768	140,711			
Readers as Leaders	61,750	66,365	66,365	67,294			
Connecticut Writing Project	57,000	61,260	61,260	62,118			
Subtotal	**$2,742,223**	**$2,925,997**	**$2,502,383**	**$2,537,417**			
Grant Cap Continuations							
Public Transportation	47,964,000	78,600,000	29,628,756	34,043,159			
Nonpublic Transportation	3,995,000	4,620,000	541,105	484,000			
Adult Education	20,596,400	22,631,579	1,602,655	1,834,566			
Health Services	4,775,000	5,960,000	1,084,725	1,306,471			
RESC Leases	800,000	1,350,000	533,200	531,765			
Subtotal	**$78,130,400**	**$113,161,579**	**$33,390,441**	**$38,199,961**			
Grant Reductions							
School Readiness Formula	76,338,972	77,964,296	7,000,000	7,000,000			TANF Match
Omnibus	7,548,146	8,044,315	700,000	700,000			
Subtotal	**$83,887,118**	**$86,008,611**	**$7,700,000**	**$7,700,000**			

Reductions	Adjusted Appropriation 2009	Current Services Request 2010	SDE Recommended Reduction 2010	SDE Recommended Reduction 2011	SBE Recommended Reduction 2010	SBE Recommended Reduction 2011	Notes
Other Reductions							
Education Cost Sharing (ECS)	1,889,182,288	1,928,855,116	237,622,777	N/A			
Other Grants	584,757,638	674,677,410	237,622,777	N/A			
ECS/Other Grants	237,622,777		237,622,777	N/A			
Technical High Schools	131,303,757	149,782,406					
Option 1							
Eliminate all Adult Education Programs by 2011. (LPN program would only continue if fully supported through increased tuition (no state funds).			5,600,000	5,300,000			
Option 2							
Close J.M. Wright			8,000,000	8,000,000			
Subtotal	**$131,303,757**	**$149,782,406**					

III.

Reduction Options for Fiscal Year 2010

Eliminate 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.

School-to-Career Opportunities
Through this grant, the **Capitol Region Education Council** (CREC) assists the priority school districts in the development and implementation of programs leading to a Connecticut Career Certificate. This grant represents a state match for the federal Perkins grant.

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 Grants under $750,000:

Youth Service Bureau Enhancement	$ 631,600
Young Adult Learners	510,500
Young Parents Program	234,146
School-to-Career Opportunities	0
After School Enhancements	153,150
Connecticut Public Television	153,150
	$1,682,546

Eliminate 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 Project

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 (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.

Adult Education Action/GED

This program allows the Department to implement Section 10-5 of the Connecticut General Statutes that states the Commissioner of Education shall, in accordance with such section, issue a state high school diploma to any person who successfully completes an examination approved by the Commissioner. The GED test is the approved examination, and these funds pay for the leasing, scheduling and scoring of the GED tests in Connecticut.

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.

Paraprofessional Development
These funds support an education consultant position in the agency to provide for the expanded professional development of paraprofessionals.

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 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
Adult Education Action/GED	0
Reach Out and Read	153,150
School Readiness Staff Bonuses	153,150
Paraprofessional Development	0
Institutes for Educators	138,768
Readers as Leaders	66,365
Connecticut Writing Project	61,260
	$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.

	State Support % Range	2009-10 Estimated Grant Impact of Grant Caps	2009-10 Estimated Percent Impact of Grant Caps
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	533,200
	$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	700,000
	$7,700,000

Additional Options

The options referenced above would yield approximately $46 million in reductions. In terms of the remaining $237.6 million in reductions required to achieve 10 percent, the State Board of Education cannot recommend any scenario under which a $237.6 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:

- a $237.6 million reduction in the Education Cost Sharing (ECS) grant, which would result in a 12.3 percent reduction in ECS revenue;
- a $237.6 million reduction applied proportionately 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. Because these grants total over $631.7 million, each would have to be reduced by 37.62 percent; or
- a $118.8 million (6.15 percent) reduction in ECS and a $118.8 million (18.81 percent) reduction in the categorical general fund grants.

Below is an analysis, summarized by District Reference Group (DRG), of the impact of reducing the ECS grant and other grants by $237.6 million.

Option A – Other Reduction Applied to the ECS Grant

DRG	Number of Towns	2008-09 ECS Grant Per Resident Student	Share of 2009-10 ECS Under Current Services	Simulated 2009-10 ECS Reduction	Simulated 2009-10 ECS Reduction per Resident Student
A	8	$ 360	0.58%	$ 1,378,212	$ 45
B	21	944	5.00	11,881,139	119
C	33	2,564	5.42	12,879,155	323
D	24	2,169	10.16	24,142,474	273
E	36	3,241	4.85	11,524,705	408
F	16	4,363	7.28	17,298,938	548
G	15	4,272	15.84	37,639,448	537
H	9	3,280	12.26	29,132,552	413
I	7	7,411	38.61	91,746,154	932
	169	$3,387	100.00%	$237,622,777	$426

Option B – Other Reduction Applied to All Other Grants (excluding ECS)

DRG	Number of Districts	2007-08 Other Grants per Student	Share of 2007-08 Other Grants	Simulated 2009-10 Other Grants Reduction	Simulated 2009-10 Other Grants Reduction per Resident Student
A	9	$ 324	2.25%	$ 5,341,237	$ 176
B	21	276	6.32	15,027,466	150
C	30	434	3.93	9,334,536	236
D	24	370	7.40	17,576,218	201
E	34	456	2.61	6,198,801	248
F	17	541	3.77	8,958,186	294
G	15	709	10.81	25,686,210	385
H	9	1,132	17.14	40,717,870	615
I	7	2,031	45.78	108,782,253	1,105
	166	$ 803	100.01%	$237,622,777	$ 437

Option C – Other Reduction Applied Equally to ECS and All Other Grants

DRG	Number of Districts	Simulated 2009-10 Other Grants Reduction	Share of Simulated 2009-10 ECS/Other Grants Reduction	Simulated 2009-10 ECS/Other Grants Reduction per Student
A	9	$ 3,359,725	1.41%	$ 111
B	21	13,454,303	5.66	134
C	30	11,106,846	4.67	281
D	24	20,859,346	8.78	239
E	34	8,861,754	3.73	355
F	17	13,128,562	5.53	431
G	15	31,662,829	13.32	475
H	9	34,925,211	14.70	528
I	7	100,264,201	42.19	1,018
	166	$237,622,777	99.99%	$ 437

Connecticut Technical High School System (CTHSS) Reductions

The Department's approach to examining potential areas of reduction was predicated on the legislative mission to provide a quality high school education that ensures both student academic success and trade/technology mastery. The provision of adult programs is not mandated nor have these programs been self-sufficient.

Option 1 - Eliminate all Adult Education Programs by Fiscal Year 2011

Under this reduction option, the CTHSS would close all of its adult education programs by July 1, 2010.

Beginning in July 2009, the CTHSS would close two surgical tech. programs (Hamden/ Hartford), two dental assistant programs (Hartford/Willimantic), one dental lab program (Hamden), and a medical assistant program (Milford). In addition, all adult apprentice, extension and bilingual courses would be eliminated, thus the part-time adult education supervisors and intermittent clerical positions would not be needed.

The current class of licensed practical nurses (LPN) will complete training in December 2009. Closing this program in January 2010 would save the agency approximately $1.7 million in fiscal year 2010 and an additional $2.3 million in fiscal year 2011.

The current aviation class commenced in September 2008 and will complete their program in June 2010. Therefore, the agency would save $1.0 million in fiscal year 2011 by closing the two aviation programs at Stratford and Danielson/Hartford by June 30, 2010.

Assuming all health care benefits cease for dismissed employees on July 1, 2009, additional savings to the state would result. Using a 60 percent assessment rate, the state would save an additional $2.1 million bringing the total savings to approximately $5.6 million in fiscal year 2010. Total savings would exceed $5.3 million in fiscal year 2011.

Agency savings – Fiscal Year 2010 - $3.5 million Agency savings – Fiscal year 2011 - $3.3 million State health care savings – Fiscal Year 2010 - $2.1 million State health care savings – Fiscal year 2011 - $2.0 million Total savings – Fiscal Year 2010 - $5.6 million Total savings – Fiscal Year 2011 - $5.3 million

An itemized list is provided below:

a. Licensed Practical Nurse (LPN) - $1.7 million (FY 2010)/$2.3 million (FY 2011)
b. Eliminate adult bilingual courses - $650,000
c. Close Aviation programs at H.H. Ellis and Stratford - $0 (FY 2010)/$1,000,000 (FY 11)
d. Eliminate adult supervisors, instructors (apprentice/extension) and clerical - $450,000
e. Close Dental programs at A.I. Prince and Windham - $265,000
f. Close Surgical Tech. program at Eli Whitney and A.I. Prince - $215,000
g. Close Medical Assistant program at Platt - $150,000
h. Close Dental Lab program at Eli Whitney - $100,000

Under this option, the LPN programs could continue but without state funding. In other words, tuition would have to increase to the point that this program is self sufficient.

Option 2 - Close J.M. Wright Technical High School – Stamford

The CTHSS is currently pursuing funding for three new educational clusters - Career Trades, Financial Management, and Entertainment for J.M. Wright Technical High School. If funds are not available to implement the new educational clusters — the school would no longer be viable due to low enrollment and the extremely high cost per student.

This option would 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 – Fiscal Year 2010 - $5 million State health care savings – Fiscal Year 2010 - $3 million Total savings – Fiscal Year 2010 - $8 million

As displayed in the chart below, closing all of the CTHSS adult programs would result in the layoff of at least 64 full-time staff, 236 intermittent part-time staff, and the number of students directly impacted would be in excess of 3,500.

Adult Education Staffing and Student Count

Program	Full-Time Staff	Part-Time Staff	Total Staff	Number of Students (as of 10/1/08)
LPN	51	10	61	405
Bilingual	0	46	46	600
Aviation	6	2	8	51
Apprentice/Extension Supervisors, Instructors, and Clerical	0	175	175	2,400
Dental Assistant	2	2	4	25
Surgical Tech.	3	0	3	31
Medical Assistant	1	1	2	14
Dental Lab.	1	0	1	10
Totals	64	236	300	3,536

Fiscal Year 2010 Reduction Options Summary

Eliminate Grants Under $750,000	$ 1,682,546
Eliminate Education Support Programs Under $600,000	2,502,383
Continuation of Grant Caps	33,390,441
Grant Reductions	7,700,000
Subtotal	$ 45,917,223
CTHSS	$5 to $8 million
Additional Options	$237,622,777

Required Amount for 10 Percent Reduction Options: $283,540,000

STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

ATTACHMENT E

TO: Robert L. Genuario, Secretary
Office of Policy and Management

FROM: Mark K. McQuillan
Commissioner of Education

DATE: December 5, 2008

SUBJECT: Budget Reduction and Expansion Options

This will confirm that the State Board of Education, at its December 3, 2008, meeting, approved the submission of the Department of Education's 10 percent budget reduction options for fiscal year 2010 and budget expansion options for fiscal years 2010 and 2011. Enclosed are the signed resolution and report detailing the options.

Please contact Brian Mahoney at 713-6464 if you have any questions.

MKM:kk
Enclosures
cc: Brian Mahoney
John Bacewicz
Kathy Guay
Leah Grenier

V.A.

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: _____
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 Appropriation	Percent of Total
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	23,203,418	0.87%
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).

DRG	Number of School Districts	October 2007 Student Enrollment	Enrollment Percent of Total	2007-08 State Grant Payments	State Grant Percent of Total	State Grant per Pupil
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	7	98,487	18.10%	897,275,453	39.93%	9,111
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:

	Previous Amount	Revised Amount
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:

	Previous Amount	Revised Amount
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 B Mahoney

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

Reductions

	2009-10
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	153,150
Grants Subtotal	$1,682,546
Eliminate Selected Education Support Programs (ESP) 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	61,260
ESP Subtotal	$2,502,383
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	533,200
Continuation of Caps Subtotal	$33,390,441
Grant Reductions	
School Readiness	7,000,000
Omnibus	700,000
Grant Reductions Subtotal	$7,700,000
Connecticut Technical High School System (CTHSS)	
Suspend Operation of J.M. Wright	$8,000,000
Reduction Options Subtotal	$53,275,370
Additional Reduction Option Balance	$230,264,630
Potential Options:	
A. Reduce ECS Grant by 11.94%	$230,264,630
B. Reduce ECS Grant by 5.97% and	$115,132,315
Reduce all other grants by 18.22%	$115,132,315
C. Reduce all other grants by 36.44%	$230,264,630
Reduction Options Total	$283,540,000

Expansions

	2009-10	2010-11
Sheff		
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	100,000	100,000
Sheff Subtotals	$22,801,000	$26,402,500
Revised Magnet Formula (Non-Sheff)		
Regional (RESC) Magnet Operating Grant	7,050,000	6,000,000
Magnet Transportation Grant	2,800,000	4,200,000
Non-Sheff Magnet Subtotals	$9,850,000	$10,200,000
Accountability		
ELL Interventions	1,650,000	1,100,000
Two Direct Service Positions	200,000	200,000
Accountability Subtotals	$1,850,000	$1,300,000
CTHSS		
Trade Supplies	500,000	500,000
Plant Operations	675,000	600,000
Sheff Collaborative	150,000	300,000
Federal to State Transfer	100,000	100,000
CTHSS Subtotals	$1,425,000	$1,500,000
Secondary School Reform		
Model Curricula and Professional Development	250,000	250,000
PSAT Support	31,000	32,900
Secondary School Reform Subtotals	$281,000	$282,900
Certification		
Higher Education Accreditation	50,000	50,000
SDE Administration		
FRC Position (Grant Set Aside)	No Cost	No Cost
ELL Position (Grant Set Aside)	No Cost	No Cost
Federal to State Transfer Three Positions	300,000	300,000
SDE Administration Subtotals	$300,000	$300,000
Expansion Options Totals	$36,557,000	$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 Action/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.

Attachment A

Attachment B

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	153,150
	$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	61,260
	$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.

	State Support % Range	2009-10 Estimated Grant Impact of Grant Caps	2009-10 Estimated Percent Impact of Grant Caps
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	533,200
	$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	700,000
	$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.

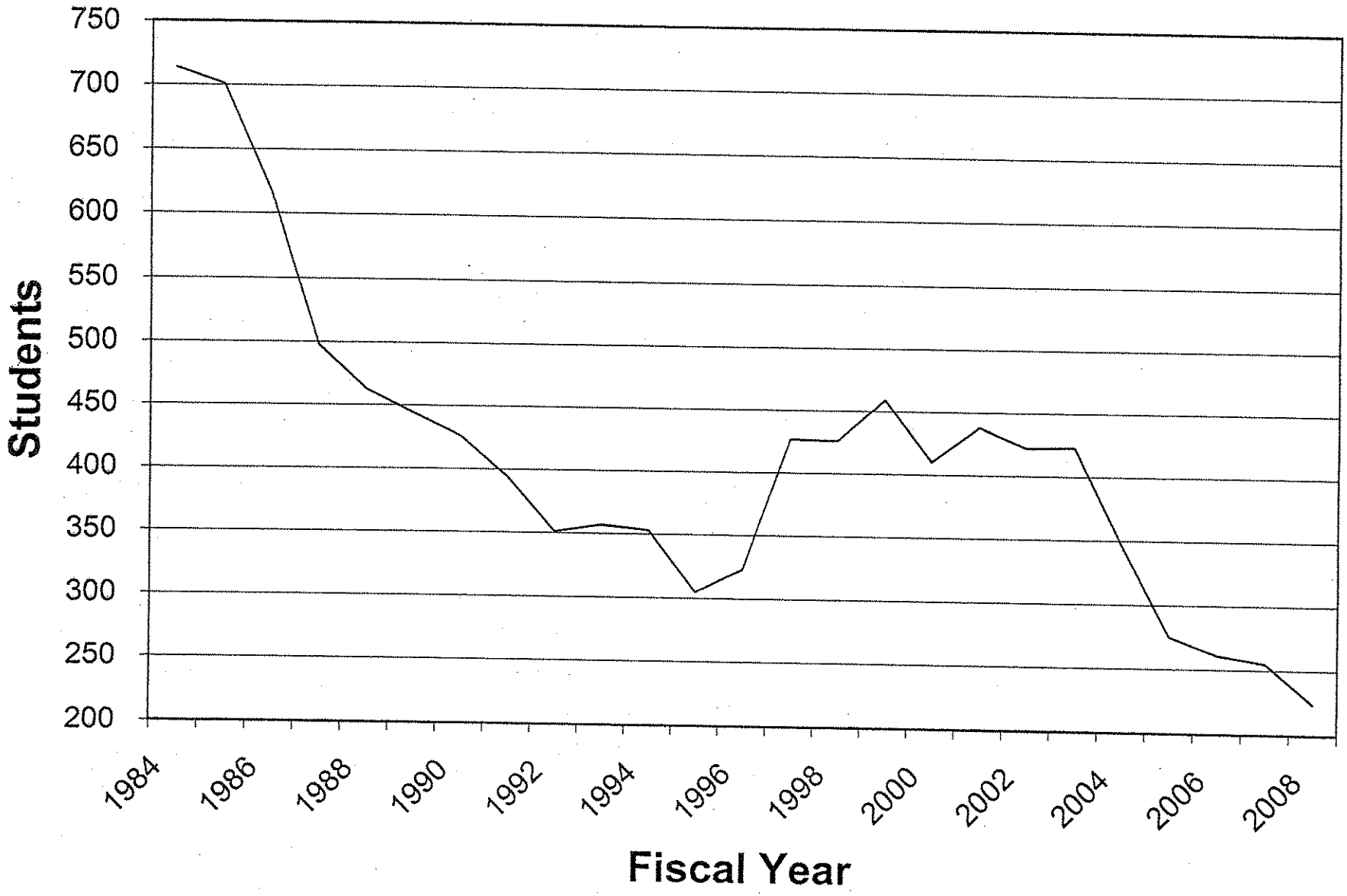
The suspension of operations at J.M. Wright would initially result in the return of 224 students to Stamford and surrounding school districts and the potential layoff of fifteen part-time employees and 54 full-time employees.

Agency Savings	$5,000,000
State Health Care Savings	3,000,000
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	8,000,000
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.

Participation Level	Grant Per Pupil 2009-10	Grant Per Pupil 2010-11
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:

	2009-10	2010-11
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	100,000	100,000
	$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:

	2009-10	2010-11
Regional Magnet Operating Grant	$7,050,000	$ 6,000,000
Magnet Transportation Grant	2,800,000	4,200,000
	$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.

ELL Program	2004-05	2005-06	2006-07	2007-08	Change 2004-2007
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	614	877	865	897	46.1%
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:

	2009-10	2010-11
ELL Interventions	$1,650,000	$1,100,000
Two Direct Service Positions	200,000	200,000
	$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:

	2009-10	2010-11
Trade Supplies	$ 500,000	$ 500,000
Plant Operations	675,000	600,000
Sheff Collaborative	150,000	300,000
Federal to State Transfer	100,000	100,000
	$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:

	2009-10	2010-11
Model Curricula and Professional Development	$250,000	$250,000
PSAT Support	31,000	32,900
	$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:

	2009-10	2010-11
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:

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

Fiscal Years 2010 and 2011 Expansion Options Summary

	2009-10	2010-11
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	300,000	300,000
Expansion Options Total	$36,557,000	$40,035,400

Attachment F

American Recovery and Reinvestment Act of 2009
Projected Federal Revenue
(In Millions)

	Assumed in Governor's Budget				Latest Estimate per ARRA of 2009				Above/(Below) Governor's Budget			
	FY2009	FY2010	FY2011	Total	FY2009	FY2010	FY2011	Total	FY2009	FY2010	FY2011	Total
Medicaid	$ 357.2	$614.9	$318.7	$1,290.8	$ 379.3	$ 617.4	$ 320.0	$ 1,316.7	$ 22.1	$ 2.5	$ 1.3	$ 25.9
Title IV-E	3.6	4.8	2.4	10.8	4.5	6.1	3.0	13.6	0.9	1.3	0.6	2.8
Stabililzation		359.0	359.0	718.0		543.6	-	543.6	-	184.6	(359.0)	(174.4)
	$ 360.8	$978.7	$680.1	$2,019.6	$ 383.8	$ 1,167.1	$ 323.0	$ 1,873.9	$ 23.0	$ 188.4	$ (357.1)	$ (145.7)