

PA10-151

HB5490

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**JOINT
STANDING
COMMITTEE
HEARINGS**

**EDUCATION
PART 4
1011 - 1360**

2010

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terms of the balance of power of various institutions.

REP. BARTLETT: Thank you, sir.

Thank you, Mr. Chair.

SENATOR GAFFEY: Thank you, Representative.

Any further questions for Superintendent Adamowski?

Seeing none, thank you very much --

STEVEN ADAMOWSKI: -- Thank you.

SENATOR GAFFEY: -- Superintendent Adamowski.

Mayor Curry?

MELANIE CURRY: Thank you, Mr. Chairman -- both chairmans.

Good afternoon, Chairman Fleischmann and Gaffey and Education Committee members. It's been a long time since I sat here. It's nice to see so many familiar faces.

I come before you this afternoon -- House Bill 5490, AN ACT CONCERNING THE MINIMUM BUDGET REQUIREMENT.

The frustration level at the town level is -- is extremely high because we have continually balanced our budgets on the town side as opposed to the educational side. As those of you who served with me when I was here, you know I have been a strong educational proponent. I find it very difficult to come before you today and say that the minimum budget requirement is so onerous at this point, we need relief on the town side.

My present budget has just passed. It contains a 6.8 percent increase in taxes. Education is funded, fully funded, at the level it was in '08/'09 because of the legislation that you passed in September.

A couple of weeks ago, I testified in the Appropriations Committee, and I quoted Senator Gaffey in his response to Senator Boucher when she asked him if there would be a minimum budget requirement in June of '09. And his comment, at that point, Senator, was that there would not be. He and I later discussed it and -- as you'll see referenced in my testimony, there are two reports that he sent me in relation to the minimum budget requirement that caused me to consider my position. And understand -- have a better understanding of his position in relation to the MBR.

One of them, the first one that he sent me, confirmed that I was right -- which I love that, Senator, thank you. The second one he sent me all dealt with the MOE. And, in relation to that, the federal government does require that you -- that we have the minimum -- MOE stands for maintenance of effort -- in the relation to the IDEA Program or Title I programs, or we would lose in East Hartford, alone, about 12 and a half million dollars, if we didn't have that.

So while I encourage you to do something in relation to the minimum budget requirement, I would like you to keep in mind that we, of course, would not want to impact the federal dollars coming to us. So I understand where you're coming from, but we pass on 100 percent of all money that you give us for education, 100 percent goes to education.

What I'm asking for is to look at the money that the town itself puts towards education. I like your bill and the idea of taking \$200 for students that are no longer there, no longer in a magnet school or a charter school, no longer a part of the school system and allowing us to adjust our budgets accordingly. In relation to that -- \$2000, I believe it was per student, and I appreciate that consideration.

Also in this bill, it deals at the end of the bill with East Hartford, and it's a -- it's more or less a technical change to a change that you made last year for East Hartford. In relation to the fact that we passed on a 100 percent of what you say you're going to give us and then every year when it was adjusted, looking back to a mistake that happened years ago in the system, our amount was adjusted and we were losing up to a half a million and more each year so thank you for that consideration.

SENATOR GAFFEY: Thank you, Mayor Curry.

Any questions for Mayor Curry?

Representative Bartlett.

REP. BARTLETT: Thank you, Mr. Chair.

I'm not sure I'm quite understanding this. So a municipality has the ability to, on their own, cut their education budget.

MELANIE CURRY: No, we don't.

REP. BARTLETT: I mean, in terms of how much going forward. There's a -- there's a requirement, right now, that you can't go below a certain amount that -- that's like cumulative. I don't know what the formula is. But, I mean, if you're -- if you're -- I guess if you're just

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at that the bare minimum, you can't. But if -- I -- I represent a couple of communities that are much higher or more than that minimum. So, within that they can cut and some do that. Some municipalities do that. But what you're testifying is that you want to be able to go below what the bare minimum is now?

MELANIE CURRY: In September of last year in special session, you passed a bill that said, I had to appropriate for '10, '11 and -- from '09/'10 and '10/'11, the same amount that we appropriated in '08/'09.

REP. BARTLETT: Right.

MELANIE CURRY: That means, I have to spend the same amount on education this year that I spent in '08/'09, even if I had 200 less students in the system.

REP. BARTLETT: But there may be some school systems that have more students than that because we haven't done a count, for instance, 2008. So they -- in many ways feel like they're not getting enough money from the state. So I'm just concerned about allowing to go down going forward when there could feasibly be more students in the system than less. I mean, perhaps, in East Hartford, there's less, but my concern is statewide that that -- that may not be -- that may not be the case.

MELANIE CURRY: Good point. It may not be the case. Although, I think last year or the year before was a leveling off of students throughout the state of the population -- of the school population. There may be towns that do experience --

REP. BARTLETT: I appreciate it. I think that your testimony's at least raising, I think, a level

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of concern that we're saying, we're flat funding and we're not doing our census counts, which you know we have a provision in one of the bill that talks about -- a little bit about that but, you know, I think, it's somewhat dangerous to start meddling with it when we're dealing with such old counts, one way or the other, to tell you the truth. I think we need to do our count but thank you for --

MELANIE CURRY: An accurate count.

REP. BARTLETT: Yes, an accurate count.

SENATOR GAFFEY: Representative?

REP. GENGA: Thank you, Senator Gaffey.

And, thank you, Mayor Curry, for your testimony.

I'd like to add this bill allows communities to do that, and it doesn't affect communities, at all, if they don't allow that.

Take an example, if a community has got a grand list increase and has held its costs, then, obviously, they can afford it. But a community whose grand list goes down, revenues go down, cuts staff, make changes to services, reduce services, should have the ability to be held accountable in terms of their community when -- when the State has said, We're going to have stimulus funds -- whatever the SPF funds are called -- stabilization funds, which we're going to use to support our share of ECS.

In East Hartford's case, \$5.9 million came from the stimulus funds to balance the number of the previous year for ECS. However, the community didn't have that opportunity, didn't have that leeway. And what is suggested in this bill

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that they have the opportunity to do that.

If you're looking at next year and you believe the numbers, \$3 billion, and that's just a conservative estimate, what's the State going to do? The money's not there? What's the local community going to do if the money's not there?

I'm a teacher -- and still consider myself, even though I retired because I still do a little bit -- and the first thing I say to myself with students in this program we have after school, they got to eat before they can study. And we provide a little bit of refreshments for them, and I think with this type of a bill, we're saying the same thing.

Thank you.

SENATOR GAFFEY: Thank you, Representative.

Anything further?

Senator Stillman.

The Chair would just ask members that the purpose of this is to ask questions to people testifying so will you please have questions. Thank you.

SENATOR STILLMAN: Thank you, sir. I appreciate that.

Thank you, Mr. Chairman.

Good to see you again, Mayor.

MELANIE CURRY: Senator.

SENATOR STILLMAN: In -- in terms of this particular bill with the minimum -- the MBR portion, are

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you finding that you are -- you have fewer students because the population of the town has decreased, or is it because they're going to different schools, or is that not an issue for you?

MELANIE CURRY: We do have about 900 kids in magnet and charter schools. However, our population, as a whole, has decreased.

SENATOR STILLMAN: Thank you.

I think -- I think that's what the purpose of this language is. I know that in Eastern Connecticut, we seem to have -- we have that as well and what happens is communities are fined, and then they have to find some more money when they didn't need it to begin with. So it's onerous to the taxpayer so -- but it does not mean that students are -- don't have the necessary funds to be educated. I assume that's the situation in East Hartford?

MELANIE CURRY: Correct, correct. I'm sure my board of ed chairman and probably the entire board would disagree with me, but -- on my position, but, yes, that's accurate.

SENATOR STILLMAN: Thank you very much, Mr. Chairman.

SENATOR GAFFEY: Thank you, Senator.

Thank you very much, Mayor, for being here today. I appreciate it.

MELANIE CURRY: Thank you, Senator.

SENATOR GAFFEY: Good to see you here again.

MELANIE CURRY: Thank you.

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Please proceed.

Is Valeria Barbier here?

Okay. You'll go next okay?

JONATHAN LUIZ: Senator Gaffey, Representative Fleischmann, members of the committee, thank you for this opportunity to speak on behalf of House Bill 5490.

My name is Jonathan Luiz. I'm the town administrator of the Town of Columbia. I'd like to speak specifically to Section 1D.

(Inaudible.)

SENATOR GAFFEY: Please proceed, sir, sorry.

JONATHAN LUIZ: Thank you.

I'd like to speak specifically on Section 1D, which addresses those districts that have experienced reductions in student populations. The Town of Columbia has a -- is one of those districts that has experienced student reductions over the years.

Just to give you an idea of the Town of Columbia, we have a K through 8 school, which presently has a student population of about 559 students. Since the Fiscal Year 2000/2001, the Town has lost 28 percent of its student population to that K through 9 school. And since Fiscal Year '05/'06, we've lost 14 percent. And those numbers are projected to decrease at least over the next five years as well.

In Fiscal Year '09/'10, this current year, the Board of Education was allotted by the Town, approximate, 1 percent reduction in its overall

budget for expenditures. And that's paralleled with a, approximate, 3 percent reduction in the student population. Without language like Section 1D in the House Bill, which I'm referring or speaking about -- I'm sorry -- Columbia stands to be penalized if it doesn't fund its Board of Education in the same amount as it did for fiscal year '08'09.

And so the language in there does allow for reductions to be allowed in the amount of \$2,000 for each student that would -- that would be absent. When you compare numbers from one previous -- one fiscal year to the previous. In this case, it's Fiscal Year '09/'10 to Fiscal Year '08/'09.

And so I'm here to say that I think on behalf of the Columbia Board of Selectmen that number is too small, \$2,000 for each student. Obviously, it costs more to educate a child on a per-pupil basis than \$2,000. And we're in a situation now, where if that was increased, let's say, \$10,000, even \$5,000, Columbia would be able to avoid paying any ECS or avoid being penalized rather in future fiscal years with respect withholding ECS payments.

And so I -- I ask on behalf of the Columbia Board of Selectmen that that figure of \$2,000 be considered for an increase.

SENATOR GAFFEY: Very timely conclusion.

Thank you very much for your testimony.

Are there questions from the members?

Chairman Fleischmann.

REP. FLEISCHMANN: Just a quick question.

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I appreciate your support of the concept. You raised a concern about whether the \$2,000 figure was appropriate.

We know that while the cost of educating a student is far more than that, marginal costs are different than overall cost.

So that you have a class had 25 students and now its only got 24 students that the change in cost is not \$10,000 that it's something closer to \$2,000. So we've heard that from experts in the field.

Just interested to get your response to that.

JONATHAN LUIZ: Well, I can only speak -- I understand that. Thank you for that comment. I can only speak about the Town of Columbia. If we had a 3 percent reduction of population and we've -- in student population in Fiscal Year '09/'10 and in Columbia's case that's resulted in a overall 1 percent reduction in the budget compared to Fiscal Year '08/'09.

Still, if we had a reduction of 19 students at \$2,000 a student that doesn't cover our cost. It certainly helps. So I understand your point but speaking Columbia's point of view, it would be nice to have that figure raised.

REP. FLEISCHMANN: Thank you.

SENATOR GAFFEY: Thank you, Chairman Fleischmann.

Any further questions?

Thank you and good to see with Senator Prague.

Thank you, Senator.

SENATOR PRAGUE: Thank you.

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safeguards in place to protect students' and teachers' privacy?

We know that teacher effectiveness needs to be measured by multiple factors that not only include student data on academic growth but also on social and behavioral growth. We know that important parts of teacher effectiveness are school environment, professional development, peer review and available resources. Student growth is not just the result of one teacher's activities but a reflection of other teachers, family, community support, school climate and strong leadership.

So we, therefore, recommend that a task force be formed that can clarify some of these issues on how the data will be used, how it will inform teacher effectiveness in regards to this expansion of the state data system.

Thank you.

REP. FLEISCHMANN: Thank you for that very clear and concise testimony.

Are there comments, questions from members of the committee?

If not, thank you very much for your time

CAROLE CLIFFORD: Thank you.

REP. FLEISCHMANN: Next up is Mark Waxenberg to be followed by Mike Sharpe.

MARK WAXENBERG: Good evening, Representative Fleischmann, Senator Gaffey.

My name is Mark Waxenberg, director of Government Relations for the Connecticut Education Association.

HB5487 HB5490
HB5493 SB438

So I testify also in strong support for House Bill 5493, which would help us to, as a state, have in place a sustainable way of funding high performing charter schools. And I'd like to note that I am a proud graduate of public schools myself and that I believe that in my own case it truly was having access to an incredibly well prepar -- an excellent preparation that allowed me then to go on and study at some of the most rigorous institutions in our country. And so it is precisely that that I believe and that my organization believes should be the opportunity of every Connecticut child. And so I thank you very much for your consideration. And I ask that this committee consider passing both of those -- both of those bills.

SENATOR GAFFEY: Thank you very much for your testimony.

Members of the Committee, questions?

I appreciate your time, thank you.

Kachina Walsh-Weaver, followed by Stephen Tracy followed by Joe Cirsuolo.

KACHINA WALSH-WEAVER: Good evening, Senator Gaffey, Members of the Committee. I'm Kachina Walsh-Weaver. I'm with the Connecticut Conference of Municipalities. I certainly appreciate all the testimony that you've heard today on various different issues, and I'm here to just kind of remind you of the fiscal impact that some of these issues would have on local governments and how they can ef -- how -- are they -- how they are struggling to pay for current services already.

Raised House Bill 5490, AN ACT CONCERNING MINIMUM BUDGET REQUIREMENT, is an attempt to

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address the predicament local governments are finding themselves in trying to meet the minimum budget requirements while funding enrollment -- while funding and enrollments may be changing. While this proposal is a step in the right direction, we would certainly hope that the committee would go a little bit farther in providing relief.

Similar to what was already done for this year in Public Act 09-1 of the June Special Session, we're asking that the statutes be amended to allow municipalities to amend approved budgets to account for federal ARRA money that might go directly to local boards of education.

The Secondary School Reform proposal, 5489, is certainly an excellent idea, however, we have great concern that without state or federal funding, this bill would be yet another unfunded mandate placed on local government and it could potentially be an enormous one.

SENATOR GAFFEY: So if we write it that it's subject to receiving the federal funds, you have no problem with it?

KACHINA WALSH-WEAVER: I would think that as long as the federal funds --

SENATOR GAFFEY: If the bill says.

KACHINA WALSH-WEAVER: -- I thought the -- my recollection of the bill is that it says, if federal funds are received, it starts on one date, and if federal funds are not received, it would start on another date.

SENATOR GAFFEY: Right. So we have to get the federal funds in order for it to start?

KACHINA WALSH-WEAVER: At all.

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between the ages of 13 and 16.

I urge you to examine the data above and consider what it means for the lives of Connecticut residents. Please pass an act concerning secondary school reform with the requirement of a full credit of comprehensive health education. It's only with accurate and comprehensive knowledge that our students can protect themselves by making healthy and informed decisions. Thank you.

SENATOR GAFFEY: Allison, thank you for your testimony.

Any questions from members? Thank you very much.

ALLISON MACINNES: Thank you.

SENATOR GAFFEY: David Calchera. I didn't mean to skip over you, David, my eyes are betraying me as I look at this list.

DAVID CALCHERA: (Inaudible) for a long time, Senator.

Senator Gaffey, members of the committee, thank you. My name is David Calchera. I'm representing the Connecticut Association of Public School Superintendents as their public policy director -- that CEA group I think that that was referred to before.

First, thank you all for being here as long as you have and listening to the variety of opinions that we bring to you. You've heard from Joe Cirasuolo, our executive director. We've heard from a number of superintendents. We'll hear from more, and I will not go over that ground and will beat the buzzer for you.

SB440
HB5490

There are really two points or two pieces of legislation that I'd like to touch on that I think have not been touched on sufficiently. One is an ACT CONCERNING SCHOOL DISTRICTS AND TEACHER PERFORMANCE PROGRAMS, and what I would like to say about that is that there's no more critical factor in student learning than having an effective teacher. And there is no more critical factor in extended student learning than having a series of effective teachers guided by an effective principal as an instructional leader. Superintendents are ultimately responsible for what happens in your school systems. They're responsible for the hiring, supervision and, ultimately, held responsible for the success or failure of a system. By tracking -- by continuing to track and identify the producers of the teachers and principals who we hire, that is, the preparation institutions it will give superintendents the head start in knowing where we should be looking for our best and most effective teachers and will also, I think, assist the preparation institutions in helping provide them feedback in their own preparation and how teachers are coming out prepared to teach. So we very much support 4 -- that section of 440.

SB440

I will not say very much about the minimum budget requirement. It's been raised several times, pro and con, and by the dialogue and certainly the questions that the Committee has asked, I don't need to say anything more except that I would only add on behalf of our organization that we have consistently, since September, asked the Governor and leadership to take a broad look at educational funding. We think the minimum budget requirement issue that's raised really is only a system of a long overdue review of the entire system of not only educational funding but also the revenue side.

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as well.

Certainly, we need to reduce -- we need to act more efficiently in public schools. We need to look for opportunities to do what we do in a more effective manner. But at the end of the day, there needs to be a balance between looking at the entire system of revenue as well as formula. Thanks for your attention.

SENATOR GAFFEY: David, thank you very much for your testimony.

Members, care to ask questions of David? Thank you. Appreciate it.

DAVID CHALERA: Okay. Thanks.

SENATOR GAFFEY: I'll see you on Friday.

DAVID CHALERA: Yeah.

SENATOR GAFFEY: Okay. Shirley Ford?

SHIRLEY FORD: Good afternoon to you, after a long -- extremely long day.

My name is Shirley Ford, and I'm a parent and I'm a founding parent of the Parent Revolution and responsible for getting the bill passed in California. I, myself, was down on the ground meeting the parents where they were, going in and out of homes. Getting the feel of what parents thought about having power in their schools.

And I just want to say to you that the parent trigger is about one simple thing, and that's giving parents real power. I've heard a lot of things in this room today, and it's a true statement. From California to Connecticut, we have the very same issues. We have the very

HB5493

TESTIMONY OF THE
**CONNECTICUT COALITION
 FOR *JUSTICE*
 IN EDUCATION FUNDING**
 TO THE
EDUCATION COMMITTEE

March 15, 2010

The Connecticut Coalition for Justice in Education Funding appreciates this opportunity to submit written comments pertaining to various bills raised before the Education Committee during this short legislative session.

SB 438 — An Act Concerning Charter Schools and Open Choice Program Funding.

At issue is the proposed removal, in Section 1(a), line 4, of the phrase "within available appropriations." Even assuming that the removal of this caveat would have no practical effect on present or future appropriations for charter schools — inasmuch as responsible budgeting requires that expenditures always be made within available appropriations — the symbolic "in your face" quality of removing this phrase reeks of special-interest legislation. The removal of the clause would be seriously unfair to every other educational program and all governmental and nongovernmental programs that steadfastly serve the common good of the people of Connecticut and which almost annually must come before this legislature to seek funding for the maintenance, even the sheer continued existence, of programs that deliver vital services to huge segments of this state's population. All these programs and agencies are subject to "available appropriations." Charter school funding or expansion should not be treated any differently. Nor should hopes for scoring all 40 points pertaining to charter schools, out of a maximum total of 500 points, on the state's next ARRA/Race to the Top application be allowed to dictate preferential treatment for these schools above all other appropriations or policy proposals now before the legislature.

HB5489

HB5490

HB5491

HB5492

HB5493

With reference to Section 3(g), beginning on line 264, the proposed increases in state grants to receiving districts for Open Choice students is a major step forward in easing the fiscal burden on receiving districts. Nevertheless, even the proposed \$2500, \$6000, and \$9000 levels fall short of funding all the essential support services that the receiving districts necessarily must to appropriately accommodate the extra learning needs of most Open Choice students.

HB 5487 — An Act Concerning the Open Choice Program.

A \$3000 state grant to receiving districts for each Open Choice student is clearly better than the current \$2500. However, in terms of the actual educational costs incurred by receiving districts,

the \$500 difference is of minimal significance. The funding levels contained in SB 438 would go much farther in helping to ease the cost to receiving districts and are therefore much more likely to result in the voluntary opening of additional Open Choice slots in suburban districts.

HB 5489 — An Act Concerning Secondary School Reform.

The increased high school graduation requirements proposed in this bill should all be made contingent on the state's provision of adequate and equitable funding for its public schools, not merely on any hoped-for receipt of ARRA/Race to the Top or other federal or private-sector funding. Indeed, the state's recent unsuccessful application would not have resulted in sufficient funding to accomplish all that was committed to in that application — and it certainly would not have made much impact in overcoming the many years of gross underfunding that has ravaged our most struggling school districts (unless, of course, privatization of “failing” districts and/or their schools was the implicit goal).

HB 5490 — An Act Concerning the Minimum Budget Requirement.

With reference to Sec. 1(d), lines 38-43, it is not possible to estimate the potential impact on school districts of the proposed MBR reduction inasmuch as the Department of Education's website has not been updated to provide relevant enrollment data for FY09, let alone for FY10. (The same time lag pertains to other education data that are important to transparency of government and have heretofore routinely been provided on its website in a relatively timely fashion, including essential fiscal information.) Nor has the Department ever made available data showing which municipalities retained a portion of ECS aid before passing on the funds to their districts, and in what amounts and percentages, subsequent to the passage of Public Act 09-1. Until all such data are made publicly available by the Department, no further action should be taken on this bill.

That nearly all Connecticut communities are now “fiscally stressed” is a given. That cities and towns seek this rather modest measure of relief from the MBR for FY10 and FY11 can thus be well understood in these tough budget times. Yet to lessen local contributions for municipalities whose school districts are the most academically challenged and resource-starved — thanks to the state's decades-long failure to adequately and equitably fund the public schools — seems fundamentally counterproductive. A fair solution: The state should make up the difference in lost local aid due to MBR relief for all those school districts, including Priority Districts and others, who have one or more schools listed as being “In Need of Improvement” on the state's most recent NCLB report.

HB 5491 — An Act Concerning Certain School District Reforms To Reduce the Achievement Gap in Connecticut.

Given the extensive length of this bill and the number of different provisions it includes, comments here will only highlight those sections that were found to be the most objectionable:

- Sec. 1(g)(1-4), lines 152-201 — Most parents are unlikely to have an informed grasp of the technical details or fiscal ramifications of whatever intervention model their petition recommends, let alone understand the multitude of other impacts such action would have



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Subject: S.B. 438, S.B. 440, H.B. 5490, H.B. 5491, H.B. 5493

3/15/10

Dear Members of the Education Committee,

The following are the positions of the Connecticut Association of Public School Superintendents (CAPSS) on five bills that are on the agenda of the Education Committee's public hearing on 3/15/10.

S.B. 438 - An Act Concerning Charter Schools and Open Choice Program Funding

CAPSS supports the major increase in per pupil Open Choice Program Funding that is called for by this bill. We regard Open Choice as an effective means for breaking down public school student racial isolation but for the Program to have the appeal that it needs to have to exert a significant impact, school districts who receive students from other districts need to receive more in per pupil funding than is presently the case. The reason for this is twofold. First, some students who are received from other districts have program needs that cost more than the present per-pupil allotment. Second, if districts are to make available a significant number of slots for students from other districts, the receiving districts will need to increase teaching staff thus incurring a cost that is most of the time not covered by the present per-pupil allotment.

H.B. 5490 - An Act Concerning the Minimum Budget Requirement

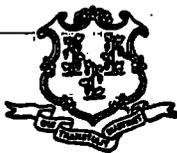
CAPSS favors the retention in place of what has been for many years the Minimum Budget Requirement (MBR) because the alteration of only one facet of the state's system for funding public schooling outside of a comprehensive review of the entire system will not only not solve basic problems but will also make that more difficult the solving of those problems. The more that we engage in a patchwork approach to solving educational funding issues, the more we make more problematic the review of an entire system which has serious dysfunctions. The time has come for a thorough review of the entire system both in terms of the spending side and the revenue side. Simply adjusting and/or eliminating the MBR falls far short of doing what needs to be done.

H.B. 5491 - An Act Concerning Certain School District Reforms to Reduce the Achievement Gap in Connecticut

This bill contains two provisions that are difficult to reconcile under one legislative purpose.

1. CAPSS supports the inclusion of student learning data as a factor in the evaluation of public school teachers and principals. The most basic purpose of schooling is to teach students what they need to know

Albertus Magnus College, Connecticut College, Fairfield University, Goodwin College,
 Mitchell College, Quinnipiac University, Rensselaer at Hartford, Sacred Heart University, Saint Joseph College, St. Vincent's College,
 Trinity College, University of Bridgeport, University of Hartford, University of New Haven, Wesleyan University, Yale University



CONNECTICUT STATE BOARD OF EDUCATION
MARK K. MCQUILLAN
COMMISSIONER



Education Committee
March 15, 2010

Testimony of Mark K. McQuillan, Commission of Education

ON

Raised Bills 438, 439, 440, 442, 5487, 5489, 5490, 5491, 5492, and 5493

HB 5488

Thank you for the opportunity to come before you today to speak on a variety of important issues, especially as they relate to our state's application for Phase II of the Race to the Top Grant application. On Thursday, March 4th, Connecticut was disappointed to learn that it had not been selected as one of the 16 states chosen to be finalists in the Phase 1 competition for Race to the Top funding. Despite this setback, Connecticut is still very much in the running for Phase 2 and a number of the bills being heard today will support our application.

Secondary School Reform and Online Coursework

In particular, HB 5489, An Act Concerning Secondary School Reform, seeks to amend the current high school graduation requirements proposed as a part of the Connecticut Plan-- the Secondary School Reform plan adopted by the State Board of Education. This proposal compliments the state's Race to the Top application which requires all districts who sign on as a participating district to begin taking the necessary steps to implement the Connecticut Plan so that the full set of revised graduation requirements proposed in this bill will be fully implemented by the class of 2018.

While the Department strongly supports HB 5489 as proposed, it recognizes that districts across the state are concerned about any new mandates at this difficult time. As such, the Department would recommend revising HB 5489 to mirror what is being proposed in our Race to the Top application, which involves phasing in the Connecticut Plan in two parts over a period of eight years. In Part I, districts will work with the Department and external partners (SERC, the RESC Alliance, CAPSS, CAS, CABE, CEA, AFT and higher education) to implement the initial or foundational work needed to effectuate the changes called for in the Plan, including the hiring of additional mathematics and science teachers, in anticipation of the new core curriculum. In Part II, participating districts will complete the work needed to staff their schools and prepare teachers for implementing the full set of graduation requirements for the class of 2018—students who are now in 4th grade.

The Department believes it is crucial to move the Connecticut Plan forward if Connecticut wants to continue to be a leader in education and expects to build the educated workforce its economy

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to the Top application, due June 1st. The new evaluation system described above will have to be implemented across the state before this data can be gathered and reported.

HB 5487: AN ACT CONCERNING THE OPEN CHOICE PROGRAM

The Department supports the proposal in this bill which seeks to increase the per pupil grant for students participating in the OPEN Choice program from \$2,500 to \$3,000. As mentioned previously, OPEN Choice plays a crucial role in the Department's plan to meet the goals of the stipulated agreement in Sheff v. O'Neill. We have concerns, however, that this slight increase will only have a limited effect in the Sheff region unless the Commissioner is granted the authority to require participation in the OPEN Choice program, based on the district's capacity to accept additional students.

HB 5488: AN ACT CONCERNING THE STUDY OF INTERDISTRICT EDUCATION PROGRAMS

The Department would require additional information as to the parameters of this study. Of note, this proposal appears to overlap with Section 22 of Public Act 09-6 of the September Special Session, which requires the department to create a comprehensive magnet school plan by January 1, 2011. In addition, the State Board of Education recently adopted a resolution to convene an Ad Hoc Committee which has been charged with reviewing the funding structure of all public school choice programs including "interdistrict education programs."

HB 5489: AN ACT CONCERNING SECONDARY SCHOOL REFORM

The Department supports this bill but understands that some revisions may need to be made, as delineated above.

In addition, we have some concerns about Section 3 of this bill which places a cap on the number of credits a student can earn in adult education. By explicitly delineating that a student enrolled in a full-time program of study may participate in up to two adult education courses a year, we are concerned that this proposal may have the reverse effect from that which was intended (to limit the amount of coursework a student can take in adult education). This provision is not a crucial component of the Department's Secondary School Reform plan and would recommend it be removed from this bill.

HB 5490: AN ACT CONCERNING THE MINIMUM BUDGET REQUIREMENT

The Department has concerns with Section 1 of this bill which allows a town to reduce its budgeted appropriation for education for the 2010-2011 school year to account for a declining student population. The current minimum budget requirement (MBR) only requires districts to flat fund education for this fiscal year and next, at the 2008-2009 fiscal year levels. Given standard inflation rates, this alone amounts to a cut in the resources being provided for education this year and next. While the MBR's predecessor the Minimum Expenditure Requirement (MER) did provide for declining students it was only as an offset against ECS grant increases. The Department cautions that allowing for additional cuts due to declining enrollment coupled with no increases to ECS will further impact the services being provided in education across the state.

The Department supports section 2 of this bill.

HB 5491: AN ACT CONCERNING CERTAIN SCHOOL DISTRICT REFORMS TO REDUCE THE ACHIEVEMENT GAP IN CONNECTICUT

Calchera

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MEMORANDUM

To: Education Committee, Connecticut General Assembly

From: David J Calchera, Director Public Policy, CAPSS

Date: March 15, 2010

Subject: S.B. 440 AAC School District and Teacher Performance Programs;
H.B. 5490 AAC The Minimum Budget Requirement

Good afternoon Senator Gaffey, Representative Fleischman and members of the Committee. My name is David Calchera and I am representing the Connecticut Association of Public School Administrators (CAPSS) as their Director of Public Policy.

Our Executive Director, Joseph Cirusuolo and a number of our member Superintendents will be providing testimony on a number of Bills today; I will limit my comments to 440 and 5490.

There is no more important factor in student learning than having an effective teacher; preferably a series of effective teachers collaborating in a school that is guided by an effective principal as instructional leader. While other proposed Bills seek to establish a correlation between high performing students and effective principals and teachers, Bill 440 attempts a correlation between effective teachers and principals and their preparing institutions.

Superintendents of Schools are ultimately responsible for the performance of their districts. As consumers of teacher preparation institutions, it would be helpful for us to have an idea of the quality of that preparation, at least as measured by the effectiveness of their graduates in our classrooms.

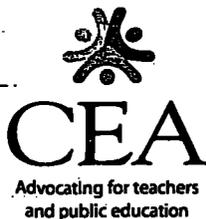
House Bill 5490 attempts to reduce ECS grant amounts to districts experiencing reductions in student populations. CAPSS' position is that the entire framework of education funding, including funding to magnet, choice and charter programs, is in need of review and revision, including sources of revenue as well as the formula. This Bill addresses a small piece of that formula and should not be applied without a review of the entire process.

Thank you for your time.

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HEARINGS**

**EDUCATION
PART 5
1361 - 1711**

2010



Testimony of
Mark Waxenberg, Director Government Relations
Connecticut Education Association

Before the

Education Committee

Re: H.B. #5487 'An Act Concerning the Open Choice Program'

H.B. #5490 'An Act Concerning the Minimum Budget Requirement'

H.B. #5493 'An Act Concerning Strategic Planning in state Education Policy and Charter School Funding'

S.B. #438 'An Act Concerning Charter Schools and Open Choice Program Funding'

March 15, 2010

Senator Gaffey and Representative Fleischmann, my name is Mark Waxenberg and I am the Director of Government Relations for the Connecticut Education Association. I am here to comment on H.B. #5487 'An Act Concerning the Open Choice Program', H.B. #5490 'An Act Concerning the Minimum Budget Requirement', H.B. #5493 'An Act Concerning Strategic Planning in state Education Policy and Charter School Funding', and S.B. #438 'An Act Concerning Charter Schools and Open Choice Program Funding'.

Rather than going bill by bill, I would like to state that the Connecticut Education Association supports the many choice programs in our state today, but, has serious reservations about the bills before you. The bills regarding charter schools are being promoted by ConnCAN a Charter School Advocacy Group and Achievement First, a Charter School Management Organization operating four schools in Connecticut. Simply stated, they are seeking millions of dollars for these schools, which educates less than 1% of the student public school population in Connecticut. They have made and are making claims about the necessity for such charter school funding in our state but my attachments I and attachments II dispute those claims.

Attachment I is an examination of ConnCAN's claims regarding Race To The Top. Robert Bifulco, who was the only school funding expert used in the Governor's ECS Task Force 3 years ago, states in his ConnCAN analysis "The budget of ConnCAN is fundamentally an advocacy piece that is designed to promote a specific view of Charter Schools, and does not help policy makers or the public think carefully about what a Charter School Program should be trying to achieve and how best to achieve it."

Connecticut Education Association

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Attachment II is my presentation before the State Board of Education regarding similar if not the same issues before you today. If you examine my appendices you can see the growth of charters in Connecticut over the years and the per pupil funding as well. The bottom line is that this legislation is asking for millions, if not tens of millions of state and local tax dollars to go to less than 1% of the public school student population in Connecticut under the guise of Race To The Top and that's not true. We can not support such a cost shift of tax dollars.

The second issue that is before you relates to the MBR (Minimum Budget Requirement). The difficulty with this proposal is that it flies in the face of Connecticut's Supreme Court case that was heard April 22, 2008 on Education Funding with the decision yet to be released. Upon examining the oral transcripts I found it very interesting that in response to education funding questions from the Justices, the State relied on existing funding methodologies provided by the State. Therefore, any modification of the MBR would undermine the State's case before the Connecticut Supreme Court.

I strongly believe if you were to examine the transcripts you too would come to the conclusion that altering the MBR statute at this time, would not be in the best interest of the State.

In summation, the bills before you deal with very weighty issues that should not be passed without modifications and further scrutiny.



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ConnCAN Can't Support its Claims

March 10, 2010

Brief provides one-sided arguments for change in Connecticut's charter school law

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Robert Bifulco – (315) 443-3144; rbifulco@syr.edu

EAST LANSING, Mi., (March 10, 2010) – A recently released issue brief argues that lifting the charter school cap and increasing funding for charters would raise low-income student achievement in Connecticut. A new Think Twice analysis of brief finds that it is one-sided, ignores relevant research on charter schools and offers no evidence to support its claim.

The brief, published by the Connecticut Coalition for Achievement Now (ConnCAN), *Connecticut's Charter School Law and Race to the Top*, was reviewed for the Think Twice think tank review project by Syracuse University professor Robert Bifulco.

In his review, Bifulco explains that the brief is fundamentally an advocacy piece that is "designed to promote a specific view of charter schools, and does not help policymakers or the public think carefully about what a charter school program should be trying to achieve and how best to achieve it."

The ConnCAN issue brief claims that "charter schools have demonstrated sustained success, especially among low-income students" and calls those schools "an essential part of closing Connecticut's achievement gap." The brief advocates lifting the Connecticut charter school cap and creating a funding mechanism that pays charter schools the same per pupil rate as that pupil's home school district.

Though Bifulco praises the brief for pointing to funding questions that may deserve attention, he identifies several major shortcomings. The brief fails, for instance, to use any peer-reviewed, empirical research on charter schools, even though such research is ample and relevant. Additionally, Bifulco observes that simply lifting the charter school enrollment cap across the board, as the ConnCAN brief recommends, ignores the fact that charters can already exceed the cap in Connecticut—but only *if* they demonstrate a record of student achievement. Changing that law to allow expansion for charters that do not have such a record may not, as the ConnCAN brief contends, place the state in a better position to receive *Race to the Top* dollars.

Overall, the brief is described by the reviewer as providing "a rather one-sided and incomplete analysis of the issues at stake."

Find Robert Bifulco's review as well as a link to the ConnCan issue brief at:
<http://www.greatlakescenter.org>

About The Think Twice Project

The Think Twice project provides the public, policy makers and the press with timely, academically sound reviews of selected think tank publications. It is a collaboration of the Education Policy Studies Laboratory at Arizona State University and the Education and the Public Interest Center at the University of Colorado at Boulder and is funded by the Great Lakes Center for Education Research and Practice.

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DOCUMENT REVIEWED:	"Connecticut's Charter School Law and Race to the Top"
AUTHOR:	Tori Tusheit
PUBLISHER/THINK TANK:	Connecticut Coalition for Achievement Now (ConnCan)
DOCUMENT RELEASE DATE:	February 2010
REVIEW DATE:	March 10, 2010
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Summary of Review

The issue brief entitled "Connecticut's Charter School Law & Race to the Top" by the Connecticut Coalition for Achievement Now (ConnCAN) recommends changes to the state's charter school law that it argues would improve funding equity and are essential to closing the state's achievement gaps. The brief's specific proposals deserve careful attention, particularly its recommendation to tie charter school funding levels to student needs. The brief, however, offers no evidence for the claim that expanding charter schools would raise the achievement of low-income students, and it presents one-sided arguments for its policy positions that ignore important considerations. The brief does not provide the thoughtful discussion of the state's educational goals and how charter schools might further these goals needed to improve charter school policy.

Review

I. INTRODUCTION

The Obama administration's Race to the Top grant competition pushes states to adopt policies that encourage the development of high-quality charter schools. This push has forced state policymakers to reexamine their charter school laws. An issue brief recently released by the Connecticut Coalition for Achievement Now (ConnCan), titled *Connecticut's Charter School Law and Race to the Top* and authored by Tori Tuscheit, illustrates the type of issues that are being considered.¹

This review briefly summarizes the recommendations made in the ConnCan brief and considers critically the rationales offered to support them. I do not offer, and indeed do not have, a position on whether or not Connecticut ought to adopt the proposed policy changes. Rather, the purpose of the review is to highlight the claims made, assess the quality of evidence used to support those claims, and raise considerations not adequately discussed in the brief.

II. FINDINGS AND CONCLUSIONS OF THE REPORT

The brief asserts that Connecticut's "charter schools have demonstrated sustained success, especially among low-income students" (p. 6), and it suggests that they are "an essential part of closing Connecticut's achievement gap" (p. 11). It identifies aspects of Connecticut's current charter school law that it argues have restricted the growth of charter schools in the state, created funding inequities, and wasted resources. It recommends lifting the current cap that limits charter schools to 300 students and instituting a "money follows students" funding me-

chanism whereby districts would send charter schools an amount equal to the district's per-pupil expenditure for each resident student that the charter school enrolls. These changes, the brief suggests, would help to close achievement gaps between high- and low-income students, improve school funding equity, eliminate waste, and make Connecticut more competitive for federal Race to the Top grant dollars.

III. THE REPORT'S RATIONALE FOR ITS FINDINGS AND CONCLUSIONS

To support the claim that charter schools have demonstrated sustained success among low-income students, the brief relies primarily on the percentage of African American students in a school achieving "at or above goal" on statewide tests as its measure of success.² Specifically, it highlights that the percentage of African Americans in charter middle schools who meet this standard is above the statewide average, and that three of the top 10 middle schools in the state on this measure are charter schools. The brief also points to the fact that one charter school saw a larger increase in the percentage of students scoring at or above goal between 2008 and 2009 than any other school (p. 6).³

The argument that the recommended changes to the state's charter school law will help to close achievement gaps relies heavily on the claim that charter schools are especially effective at improving the achievement of low-income students. Specifically, the brief argues that eliminating the cap on the size of charter schools will allow more low-income students to attend high-performing schools. It also argues that because charter school funding depends on an annual appropriation by the state legislature,

the current law creates uncertainty that discourages the opening of new charter schools—schools that presumably would help the state's neediest students.

In addition to the criticism of funding charter schools through an annual line-item appropriation, the brief takes issue with two other aspects of Connecticut's charter school funding system. According to the report, charter schools receive only 75% as much funding per pupil as the districts where they are located. Part of the reason for the discrepancy is that charter school funding is pegged to statewide averages, and is not adjusted for fact that many charter schools serve disproportionate numbers of low-income students, which the report argues is inequitable. Also, the state is currently responsible for all charter school funding, and charter school enrollments do not necessarily result in reduced state aid payments for district schools, which the report argues amounts to a wasteful, double-funding of charter school students. Under the funding system recommended in the brief, the district where the student resides would send charter schools an amount equal to its own average per-pupil expenditure, which would have two purported benefits: improve funding equity and eliminate the double funding of charter school students.

Finally, the report argues that these changes to its charter school law would make Connecticut more competitive for the federal Race to the Top grant program, which awards points for ensuring favorable conditions for high-performing charter schools.

IV. THE REPORT'S USE OF RESEARCH LITERATURE

The brief does not make use of existing research on charter school performance or charter school funding. There are no refer-

ences to peer-reviewed research, even though ample research is relevant, including a large literature that addresses charter school performance and several studies that discuss the difficult issues raised by efforts to compare charter school and traditional public school funding.⁴

V. REVIEW OF THE VALIDITY OF THE FINDINGS AND CONCLUSIONS

The percentage of African-American students in charter schools achieving "at goal" does not tell us anything about how successful Connecticut charter schools have been at improving the performance of low-income students or even African American students; nor does the fact that a particular charter school saw an unusually large change in the percent of students achieving "at goal." The reason is simple. The percentage of charter school students scoring at some level tells us nothing about what those students would have achieved in traditional public schools, and thus does not tell us whether charter schools "have made impressive progress in increasing achievement among the state's neediest students" (p. 9). Examining changes in the percentage of students who are scoring above some standard is not any more useful. Because most charter schools are substantially smaller than traditional public schools, they are much more likely to see large, year-to-year changes in the percentage of students in any category simply due to random variation.⁵

Having a large percentage of students scoring at or above goal is certainly not a bad thing. It just does not tell us anything about how effective charter schools are at improving the performance of low-income students. Studies that have made serious attempts to answer this question provide little reason to believe that charter schools are consistently more effective than traditional public

schools or that expansion of the number of charter schools will do much to decrease achievement gaps between low-income and high-income students.⁶

Of course, just as some traditional public schools are particularly effective at improving the achievement of low-income students, it is likely that some charter schools will be similarly effective. The brief is correct that limiting enrollments at such charter schools may prevent some needy students from accessing a high-quality education. The Connecticut charter school law, however, specifically allows schools with demonstrated records of student achievement to expand beyond the statutory limit of 300 students, and a quick look at the school profiles produced by the Connecticut State Department of Education indicates that at least 5 of the 17 charter schools in the state have been allowed to exceed the 300-student cap.⁷ There may be good reasons to remove the enrollment cap on other charter schools. The point here is that if the goal is to improve the achievement of low-income students for the least cost, it makes some sense to target additional classroom seats, and the attendant resources, to those charter schools that have demonstrated high levels of achievement—the current state policy.

Comparing resource levels in charter and traditional public schools is fraught with challenges. Traditional public school districts often provide in-kind services to charter schools or their students, and charter schools may not be responsible for providing the full range of services provided by traditional public school districts. The brief provides no indication of how it was determined that charter schools end up with only 75% of per-pupil funding that districts receive, or how, if at all, this comparison accounts for in-kind services or differences in service responsibilities. Policymakers should

not draw strong conclusions from such simplistic comparisons.

Nevertheless, if a state is going to allow students to enroll in charter schools, it should ensure that those schools have sufficient funding to provide educational programming commensurate with student needs. Thus, the argument that charter schools that serve disproportionate shares of low-income students should receive high levels of funding has merit. Tying charter school funding levels to the average per-pupil funding in the sending district, however, may not achieve this goal. Due to local fiscal constraints, some districts might spend less than other districts with similar student populations or less than is needed to raise student achievement to acceptable standards. In this case, the proposed funding policy would merely pass inequities in the system for funding traditional public schools along to charter schools. Also, the level of need among students in a charter school might not match the average level of need in the districts where the charter school students reside. In fact, tying charter school funding levels to the district average might provide charter schools incentives to serve relatively low-need students. Thus, although the funding proposal recommended in this brief might well represent an improvement in the current charter school law, it may not go far enough towards tying funding levels to student needs.

If the primary goal of a charter school law is to create competition between charter schools and traditional public school districts, then the proposal to shift responsibility for making charter school payments to districts may make sense. Such a policy change, however, could create significant revenue losses for districts, and studies of how such revenue losses might influence service delivery are needed to understand the full implications of such a change. Just

as importantly, fostering competition between schools is only one of several alternative rationales for charter school programs. For instance, some advocate for charter school programs on the grounds that they allow educators to experiment with new practices and foster innovation. The benefits of such experimentation, however, accrue statewide, which suggests the burdens of financing charter schools should be shared statewide. Or, if the state wants to encourage cooperation among charter schools and traditional public school districts, it might want to limit the fiscal impacts of charter school enrollments on traditional public schools. Thus, the wisdom of a "money follows the child" funding mechanism depends on the purposes a charter school law is trying to achieve.

Finally, the Race to the Top competition will indeed consider whether a state ensures successful conditions for high-performing charters. Whether the changes recommended in this brief will improve Connecticut's chances in this competition depends on how federal guidelines are interpreted. For instance, will a policy that limits enrollment growth to charter schools that demonstrate high levels of achievement (the existing policy) be seen as inhibiting or encouraging the creation of high-performing charter schools? Only the federal officials charged with making those decisions can answer that question. More importantly, however, decisions about charter school policy should be based on judgments about how best to promote a state's educational goals, and states should be wary about adopting policies solely for the purpose of winning this one grant competition.

VI. USEFULNESS OF THE REPORT FOR GUIDANCE OF POLICY AND PRACTICE

Charter school laws vary widely from state to state, and the details of a state's law almost certainly influence the number and types of charter schools that emerge. Thus, the details deserve careful attention. This brief is to be commended for calling attention to some of these details, and for offering a set of viable policy recommendations. The specific proposals, particularly the proposal to link charter school funding to student needs, deserve serious attention.

Like far too many advocacy pieces, however, the brief is designed to promote a specific view of charter schools, and it does not help policymakers or the public think carefully about what a charter school program should be trying to achieve and how best to achieve it. A more useful brief would begin with the goals of a charter school program, or of school choice programs more generally; these might include the following: expanding choice and empowering parents, fostering innovation, promoting racial or economic integration, raising achievement, creating competition among schools for students and resources, increasing school efficiency, or establishing alternative forms of accountability. Next, it would discuss how the policy proposals offered here might promote certain of these objectives but perhaps undermine others, and would thereby clarify what is at stake in making decisions on these policy details. In comparison with that type of discussion, this brief provides a rather one-sided and incomplete analysis of the issues at stake.

Notes & References

- ¹ Truscheit, T. (2010, February). *Connecticut's Charter School Law and Race to the Top*. New Haven: Connecticut Coalition for Achievement Now (ConnCAN). Retrieved March 2, 2010, from <http://www.conncan.org/learn/research/public-charter-schools/connecticuts-charter-school-law-race-top>.
- ² The "goal" standard is defined by the Connecticut State Department of Education as the knowledge, skills and critical thinking ability that are reasonable to expect of students within their grade level, and is a higher standard of achievement than the state's "proficiency" standard. See Truscheit, T. (2010, January). *The state of Connecticut public education: A 2009-2010 report card for our state's public schools and public policies*. New Haven: ConnCAN.
- ³ These facts are drawn from another ConnCan report, Truscheit, T. (2010, January). *The state of Connecticut public education: A 2009-2010 report card for our state's public schools and public policies*. New Haven: ConnCAN.
- ⁴ For a review of these literatures see Bifulco, R. & Bulkley, K. (2008). Charter schools. In Ladd, H.F. and Fiske, E.B. (Eds.), *Handbook of Research in Education Finance and Policy* (pp. 425-446). New York, Routledge.
- For further discussion of the challenges involved in comparing resources in charter and traditional public schools see Belfield, C. (2008, March). *Funding formulas, school choice, and inherent incentives*. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved March 1, 2010 from <http://epicpolicy.org/files/CHOICE-05-Belfield2.pdf>.
- ⁵ Kane, T. J. & Staiger, D.O. (2002, fall). The promise and pitfalls of using imprecise school accountability measures. *Journal of Economic Perspectives*, 16(4), 91-114.
- ⁶ For a recent review see Bifulco, R. & Bulkley, K. (2008). Charter schools. In Ladd, H.F. and Fiske, E.B. (Eds.), *Handbook of Research in Education Finance and Policy* (pp. 425-446). New York, Routledge.
- ⁷ School Profiles (n.d.) Connecticut State Department of Education. Retrieved March 2, 2010, from <http://www.csde.state.ct.us/public/cedar/profiles/index.htm>.

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**Testimony of
Mark Waxenberg, Director Government Relations
Connecticut Education Association**

**Before the
State Board of Education**

Agenda Item XI D

December 2, 2009

Good morning, Chairman Taylor, Commissioner McQuillan, and other members of the Board. My name is Mark Waxenberg from the Connecticut Education Association (CEA).

The context for my remarks begins in 1996 when CEA embraced the reform potential of charter schools. We supported the 1996 law and quickly got down to the business of establishing the first unionized charter school in the state, Integrated Day Charter School in Norwich. CEA also has pioneered another reform approach known as CommPACT schools.

I am here to comment on item XI D. It contains four proposals around charter schools that would overhaul state law on charter schools and rattle the very foundations of education funding. These are enormous issues with enormous consequences.

In our view, three of the four proposals offer nothing in the way of realistic or responsible options. Only one – revision of the local school model – offers a glimmer of promise. But we hasten to add that we have serious concerns about that proposal, too.

At the risk of stating the obvious, let me say that complete and comprehensive information is essential to the discussion you are having today. In that spirit, I have nine attachments to my testimony: #1—all sources of funding for individual charter schools; #2, #3, #4, 5—detail of the dramatic growth of charter schools; #6—charter schools in need of improvement; #7—loss of school funding if proposal #2 before the State Board were to be enacted; #8—State Auditor of Public Accounts document on improvements in accountability needed for charter schools; and #9—brochure providing an overview of the CommPACT school model.

I will now comment on each specific proposal beginning with a note about educational policy and legislative history. When charters were conceived, policymakers studied how to put charter schools and public schools on equal financial footing. Elected policymakers decided it was in the public interest for the state to fund charters at the student “foundation level” established in the Education Cost Sharing (ECS) grant. That critical policy decision appears to be ignored in today’s State Board material.

Instead, the material prepared for the State Board today by State Department of Education (SDE) staff introduces a new concept in talking about parity between traditional schools and charter schools – named “average adjusted net per pupil expenditure.” We question why the staff had to try and come up with a new concept to compare expenditures between traditional schools and charter schools. We only have to look at Attachment #1 to see that per-pupil expenditures in an overwhelming majority of charter schools already surpass the \$10,306 parity target identified by staff in the material presented to the State Board.

Proposal #1 takes that per-pupil expenditure and increases it by \$1,000 per student in all the charter schools in the state. This would cost the state more than \$5 million, raising the total state budget allocation for charters to more than \$50 million, and, with growth, might approach a \$100 million price tag in the future.

There is another reality that you need to keep front and center in your board discussions: Under current law, charter schools do not pay for transportation, special education costs, and nursing services. These costs are all borne by the city/town in which the charter is located.

Proposal #2 expects local school districts to take over the fiscal responsibility for charters now borne by the state. This cost shifting would create huge financial hardships for local school districts. Attachment #7 details local costs for the 75 districts – from urban to rural – that have 10 or more students attending charters. You can see that districts immediately would lose more than \$17 million dollars from their local budgets – school budgets that thousands and thousands of schoolchildren depend on for quality education. In subsequent years, the situation would get even worse. We cannot expect to place the lion’s share of responsibility for charters on the shoulders of local taxpayers.

Proposal #3 is where CEA finds a glimmer of promise. But it dims when we read the references to independent governing bodies and contractors managing our schools. These are strong words for privatization of our public schools, and they concern us deeply.

Proposal #4 is confusing at its best, and dangerous at its worst. The proposal seeks to remove phrases and wording that are consistent with other important education statutes. It raises a long list of issues connected with accountability and statutory safeguards. These are the same kind of issues that the state auditors raise in my attachment #7.

In closing, a comment about the general tone of the proposals. They seem to assume that traditional public schools are adequately funded. There is abundant evidence that this is not true. Let us also not forget that there will be a 14 percent hole in the ECS program once the federal stimulus funds evaporate. That is \$541 million over two years – more than half a billion dollars that will have to be found in the state budget for Connecticut’s local public schools.

CEA would never underestimate the value of charter schools as laboratories of innovation. At the same time, we also must be mindful of solutions – systemic reform that can be nurtured in all local school districts – that promote high-quality education for all of the students in our state. We ask you to do the same. Thank you for this opportunity to share our thoughts with you.

Charter School Expenditure Analysis 2008-2009

SDE E0001C

School	Total State/Federal Grants	Contributions	Regular In-Kind from District	Special Ed. In-kind from District	Misc. Income	Interest Income	Loans	Other Income	Retained Income	Total	PPE
Park City	\$2,035,102	\$0	\$41,292	\$0	\$0	\$0	\$0	\$0	\$0	\$2,076,394	\$9,270
Highville	\$2,939,379	\$0	\$0	\$0	\$0	\$9,537	\$0	\$0	\$0	\$2,948,916	\$9,830
Odyssey	\$1,748,890	\$1,150	\$0	\$92,301	\$1,649	\$0	\$0	\$0	\$0	\$1,843,990	\$10,360
Side by Side	\$2,398,023	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,398,023	\$10,472
New Beginnings	\$3,793,945	\$1,294	\$0	\$63,000	\$7,211	\$6,764	\$0	\$13,300	\$0	\$3,885,514	\$10,853
Elm City	\$5,318,106	\$726,021	\$0	\$0	\$0	\$6,684	\$0	\$0	\$0	\$6,050,811	\$11,888
AF, Bridgeport	\$1,753,445	\$208,834	\$0	\$0	\$0	\$5,904	\$0	\$0	\$0	\$1,968,183	\$12,301
AF, Hartford	\$824,798	\$2,382,093	\$0	\$0	\$3,232	\$607	\$0	\$0	\$0	\$3,210,130	\$12,302
Asylum Hill	\$1,339,800	\$220	\$0	\$0	\$0	\$0	\$0	\$336,395	\$0	\$1,676,415	\$12,327
Explorations	\$867,655	\$6,205	\$0	\$0	\$180,873	\$230	\$0	\$0	\$0	\$1,054,963	\$12,411
Jumoke	\$4,888,583	\$911	\$0	\$0	\$123,175	\$2,198	\$0	\$137,022	\$0	\$5,151,889	\$12,505
Integrated Day	\$4,007,233	\$3,870	\$0	\$17,721	\$27,030	\$8,925	\$0	\$235,410	\$543	\$4,300,732	\$13,033
Common Ground	\$1,882,314	\$25,400	\$0	\$0	\$10,171	\$1,051	\$0	\$87,586	\$59,985	\$2,066,507	\$13,332
Bridge Academy	\$3,217,348	\$23,594	\$209,921	\$0	\$53,435	\$0	\$0	\$0	\$0	\$3,504,298	\$13,375
Amistad	\$6,598,334	\$2,186,345	\$0	\$0	\$58,612	\$22,901	\$0	\$0	\$0	\$8,866,192	\$13,832
ISAAC	\$2,667,238	\$61,182	\$0	\$0	\$0	\$0	\$0	\$309,491	\$0	\$3,043,911	\$16,125
Stamford Academy	\$1,287,392	\$273,410	\$980,219	\$116,049	\$1,582	\$5,660	\$0	\$117,355	\$32,252	\$2,813,919	\$21,480
Trailblazers	\$1,565,657	\$517,858	\$788,842	\$95,080	7,439	\$8,492	\$0	\$0	\$270,352	\$3,210	\$21,692
Totals	\$49,133,242	\$6,418,387	\$2,020,274	\$384,151	74,409	\$78,953	\$0	\$1,236,559	\$363,132	\$60,114,507	\$12,260

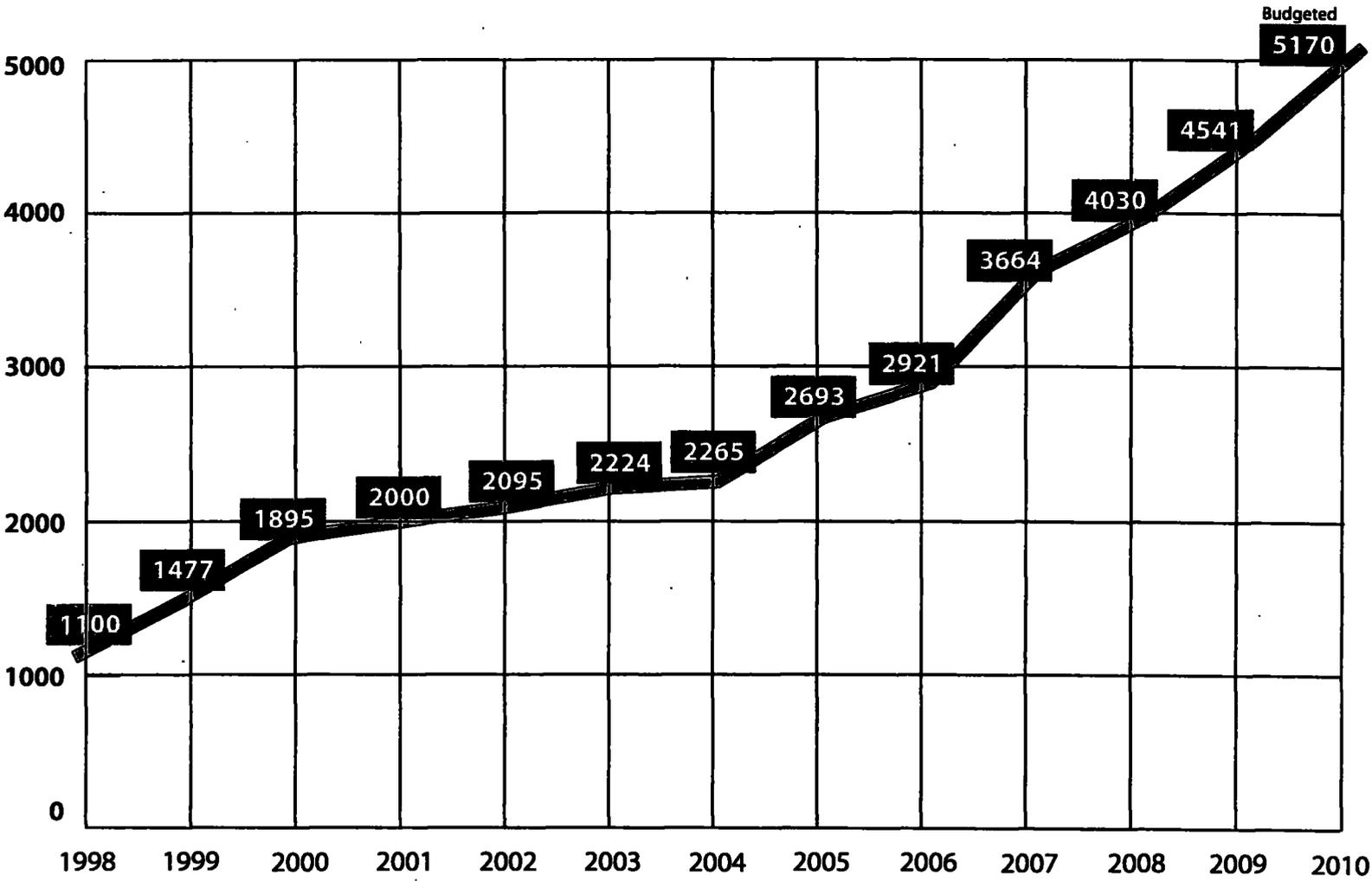
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Connecticut Charter School Data 1997-1998 to 2009-2010

Year	Number of State Charter Schools	Enrollment Total	State Per-pupil Grant	Total Appropriation
1997-1998	10	1,100	\$6,000	\$6,600,000
1998-1999	13	1,477	\$6,500	\$9,600,500
1999-2000	14	1,895	\$6,500	\$12,317,500
2000-2001	14	2,000	\$7,000	\$14,000,000
2001-2002	13	2,095	\$7,000	\$14,665,000
2002-2003	13	2,224	\$7,000	\$15,568,000
2003-2004	12	2,265	\$7,250	\$16,421,250
2004-2005	14	2,693	\$7,360	\$19,820,480
2005-2006	14	2,921	\$7,625	\$22,448,000
2006-2007	16	3,664	\$8,000	\$29,832,500
2007-2008	16	4,030	\$8,650	\$34,880,000
2008-2009	18	4,541	\$9,300	\$41,654,000
2009-2010	18	5,170	\$9,300	\$48,081,000

From the Connecticut State Department of Education

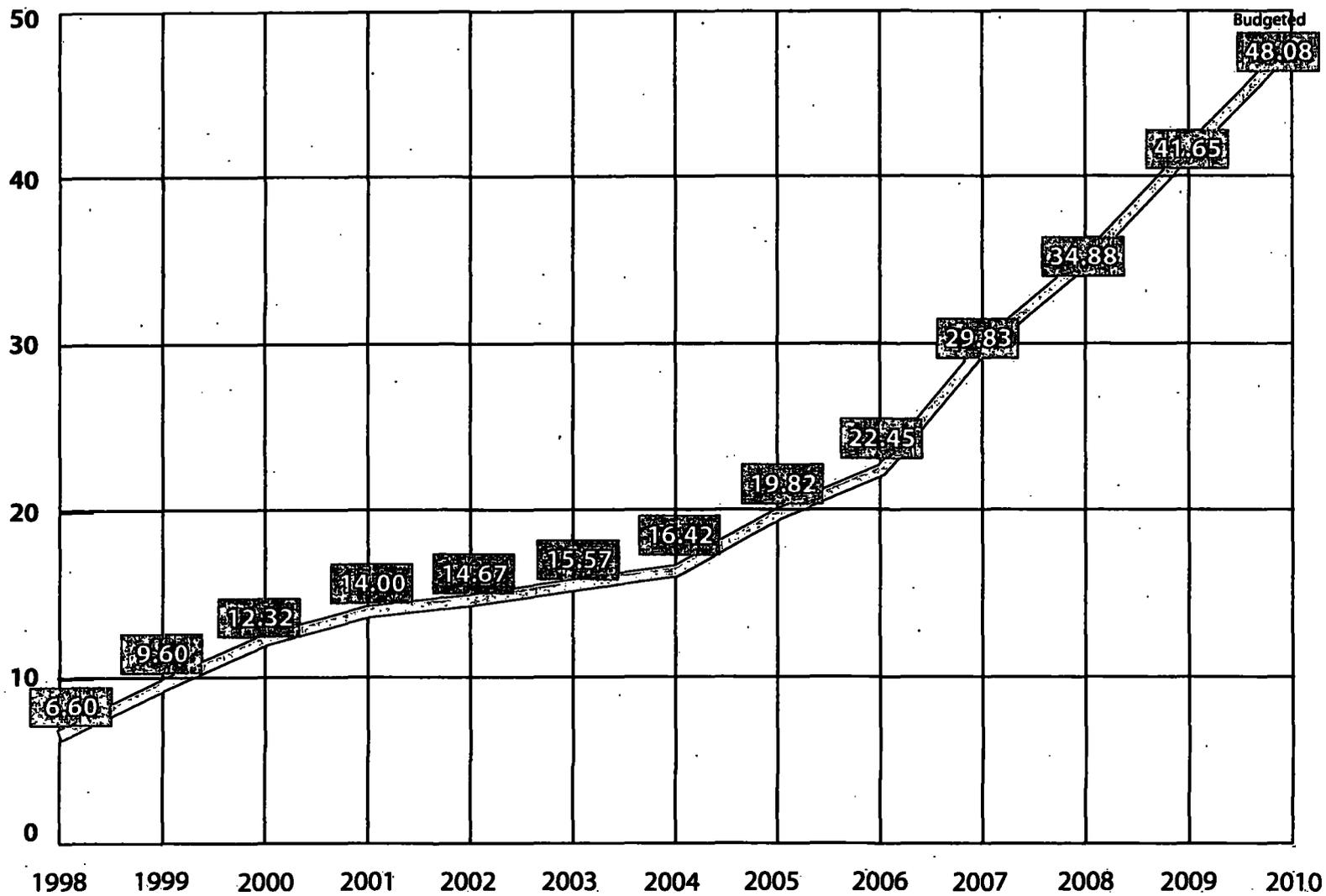
Connecticut Charter School Student Enrollment 1998-2010 (Budgeted)



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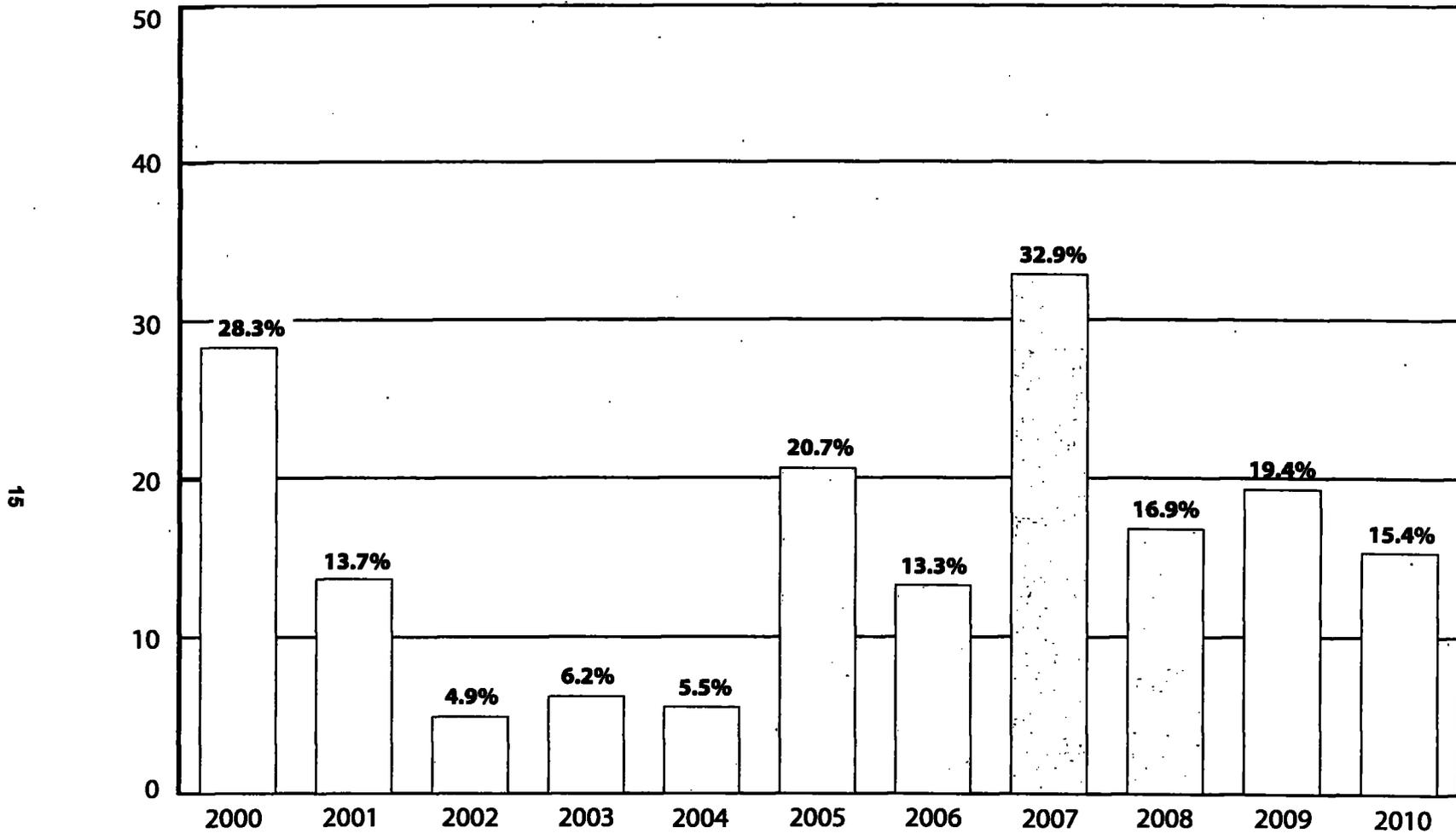
Source: State Department of Education

Connecticut Charter School Funding 1998-2010 (Budgeted)



Source: State Department of Education

Annual Percentage Increase in Charter School Appropriations in Connecticut FY 2000-2010



Source: State Department of Education

2008-2009
Connecticut Public Charter Schools
Status Per No Child Left Behind and
Connecticut's K-12 Accountability System based on
State Department of Education Data

Elementary/Middle Charter Schools in need of improvement	
Achievement First, Bridgeport	
Bridge Academy	
Park City Prep	
Jumoke Academy	
Side by Side Community School	
Trail Blazers Academy	
Elementary/Middle Charter Schools not making AYP	
Achievement First, Hartford Academy	
Achievement First, Bridgeport	
Bridge Academy	
Park City Prep	
Jumoke Academy	
Odyssey Community	
Norwich Integrated Day	
Side by Side Community School	
High School Charters in need of improvement	
Stamford Academy	
Bridge Academy	
High School Charters not making AYP	
Stamford Academy	
Explorations	
Bridge Academy	

Summary

There are fourteen Elementary/Middle Charter Schools in Connecticut. Six (42.9%) are listed as in need of improvement compared to only 36.9% of Connecticut's public Elementary/Middle schools. Also, of the fourteen Elementary/Middle Charter Schools in Connecticut, eight, or 64% did not make Annual Yearly Progress (AYP), compared to only 41.5% of the public Elementary/Middle schools.

There are five Charter High Schools in Connecticut. Two of these schools in Connecticut or (40%) are listed in need of improvement, compared to only 29.9% of Connecticut public high schools. Also, of the five Charter High Schools in Connecticut, three, or (60%) did not make AYP, compared to only 38.5% of public high schools.

**Charter School Proposal
Before
State Board of Education**

Proposal #2

"Increase the per pupil grant for state charter schools to comparable statewide average per pupil rate (which would exclude special education costs)."

Approximately 75 local school districts would be adversely affected financially under this proposal.

Below are cities/towns that have more than 10 students attending charter schools and the financial impact on those cities/towns, based on data from State Department of Education.

Town	Cost
Montville	\$66,242
Preston	\$70,224
Vernon	\$77,392
Waterford	\$98,700
Winchester	\$107,247
Torrington	\$119,900
West Haven	\$167,544
Groton	\$188,224
Stratford	\$190,775
West Hartford	\$243,544
Windsor	\$291,537
East Hartford	\$364,656
New London	\$426,268
Bloomfield	\$430,612
Hamden	\$727,592
Manchester	\$810,235
Hartford	\$1,150,058
Norwich	\$1,271,850
Norwalk	\$1,983,260
Stamford	\$2,389,736
Bridgeport	\$2,896,398
New Haven	\$3,745,665

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Agency Response: "We agree with this finding. The Department is currently contracting the development of a new teacher certification system that will reconcile revenues to certificates issued. The Department will reconcile its Adult Education Accountability Reports for attendance and tuition to the revenue reports for the same activity."

Emerging Issues – Charter Schools:

Charter schools are public nonsectarian schools organized as nonprofit corporations. They are operated independently of local or regional boards of education. Charters are granted by the State Board of Education. As of the report date, there were 16 charter schools in operation in the State. That number is expected to grow in the future.

Most of the charter schools in the State perform the administrative and program functions associated with their operations. In response to the increasing demands for providing educational services within the constraints of existing budgets, charter schools are exploring new ways to acquire the subject matter expertise to operate while at the same time reducing costs. To date two charter schools have opted to employ the same management service organization in order to address those demands and constraints. The Department has been supportive and involved with the charter schools and management service organizations as they implement these new working relationships.

The management service organization charges the charter schools a service fee to provide such services as but not limited to: development of core curricula, budget preparation, recruiting, start-up management and fundraising. The charter schools benefit by this arrangement in that they have access to subject matter professionals without having to bear the full cost of those professionals. As the number of charter schools expands, it becomes increasingly likely that the use and number of management service organizations will expand with them.

However, there are certain emerging issues associated with this relatively new type of business relationship. The Department's policies and procedures need to be updated to reflect these emerging issues. Accordingly, we make the following recommendations:

Charter School Governance and Independence:

Criteria: Section 10-66aa(1)(D) of the Connecticut General Statutes defines a charter school as a public, nonsectarian school which operates independently of any local or regional board of education in accordance with the terms of its charter. Further, no member or employee of a governing council of a charter school shall have a personal or financial interest in the assets, real or personal, of the school.

Condition: Our review of the composition of the governing boards ("boards") for two charter schools and their management service organization found that several board members served on two or more of the boards.

Auditors of Public Accounts

It was also noted that several employees had been paid by both the management service organization and one of the charter schools.

There is currently no policy prohibiting charter schools and management organizations from sharing board members and/or management level employees.

Effect: Either in appearance and/or practice, the ability of charter schools to "operate independently" is compromised by the sharing of board members and employees. Decisions made for the collective good of the management service organization and the associated entities, may not be in the best interests of an individual charter school.

Cause: The Department has not established a formal policy and monitoring procedures to prevent and/or detect the presence of interlocking board members and the sharing of management level employees by charter schools and their management service organizations. It was noted that the Department had taken steps to address this matter, however no formal policy with respect to this emerging issue has been generated to date.

Recommendation: The Department should establish a formal policy that prohibits charter schools and their management service organizations from sharing board members and management level employees. The policy should be distributed to all charter schools. In addition, the Department should establish monitoring procedures designed to periodically test for the presence of shared board members and management level employees by charter schools and their management service organizations. (See Recommendation 13.)

Agency Response: "The State Department of Education agrees in part with this recommendation. We agree that a board member serving on a management service organization that provides services to a charter school precludes such board member from simultaneously serving on the charter school governing board which retains the management organization. We do not believe that a similar policy concerning management level employees is warranted at this time. However, the Department will revise the ED001(C) to monitor for related party management issues and the financial impact of sharing management level employees."

Calculation of Service Fee Rates by Management Service Organizations:

Criteria: Pursuant to Section 10-66ee(c)(1) of the Connecticut General Statutes, "the State shall pay in accordance with this subsection, to the fiscal authority for a State charter school, for the fiscal year ending June 30, 2006, seven thousand six hundred twenty-five dollars for each student enrolled in such school, and for each fiscal year

Auditor of Public Accounts

thereafter, eight thousand dollars for each student enrolled in such school."

Condition:

With respect to the service fees charged by the management service organization for services rendered to the two charter schools, our review noted the following:

- The Department has not yet developed a policy with respect to the application and use of service fees by charter school management service organizations.
- The service agreement does not specifically identify the direct and indirect costs that have been factored into the service fee rate.
- Some of the services listed in the agreements in exchange for the service fee appear to be one time or intermittent in nature.
- The Department has not reviewed the cost analysis and supporting documentation used by the management service organization to calculate the service fee rate charged to the two charter schools.

Effect:

There is an indeterminate risk that the service fee rate charged by the management service organization may recover costs from the charter schools in excess of the services provided. As noted above, charter school funding and the service fees charged by the management service organization are both based upon enrollment.

By extension, the State is also at risk of making grant payments to the charter schools for administrative and program services not fully rendered by the management service organization.

It is possible that the service fee rate in effect does not sufficiently recover the costs associated with the services performed by the management service organization on behalf of its client charter schools. Such a determination could have a bearing on the quality of services provided by the management service organization for its client charter schools.

Cause:

The use of a management service organization by the charter schools is a relatively new business arrangement. As such, the Department has not had the opportunity to develop policy with respect to the application and use of service fees.

Recommendation:

The Department should develop a policy with respect to the methodology used by management service organizations to calculate service fee rates. The policy should be distributed to all charter schools. At a minimum, the policy should provide guidance on how

Auditors of Public Accounts

service fee rates should be calculated and what constitutes allowable costs. In addition, the Department should establish monitoring procedures designed to periodically test the service fee rates charged by management service organizations to determine if the rates are properly calculated and supported. (See Recommendation 14.)

Agency Response: "The State Department of Education agrees in part with the recommendation. The Department will explore the basis for management fees charged to charter schools through an examination of management service organization agreements. The Department will review the services performed and the fee paid for such services. Based upon this analysis, the Department will evaluate the need to establish policies and develop monitoring procedures as considered necessary."

Fund Transfers between Charter Schools and Management Service Organizations:

Criteria: Section 10-66aa(1)(D) of the Connecticut General Statutes defines a charter school as a public, nonsectarian school which operates independently of any local or regional board of education in accordance with the terms of its charter.

Section 10-66ee(e) of the Connecticut General Statutes states that, "Notwithstanding any provision of the general statutes to the contrary, if at the end of a fiscal year amounts received by a State charter school, pursuant to subdivision (1) of subsection (c) of this section, are unexpended, the charter school, (1) may use, for the expenses of the charter school for the following fiscal year, up to ten per cent of such amounts, and (2) may (A) create a reserve fund to finance a specific capital or equipment purchase or another specified project as may be approved by the commissioner, and (B) deposit into such fund up to five per cent of such amounts."

Condition: The financial information for two charter schools and their management service organization for 2005 and 2006 properly disclosed several non-interest bearing advances among the related parties:

One non-interest bearing transfer in fiscal year 2005 in the amount of \$90,000 was between the two charter schools affiliated with the management service organization; another transfer in fiscal year 2006 in the amount of \$369,354 was between the charter school and the management service organization.

Our review found that there are several emerging issues associated with monetary transfers between these affiliated non-profit organizations:

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- While there may be a collective benefit in terms of minimizing the costs associated with cash management for the affiliated group of non-profits, such transfers may not be in the financial or operational interest of an individual charter school and its students.
- The transferor surrenders direct control over the transferred funds and relinquishes the potential investment income from those funds.
- The Department has no policy allowing or prohibiting unsecured, non-interest bearing advances to affiliated non-profit organizations.
- Charter schools are limited by law in the use of excess funds received from the State grant. There are no existing Departmental monitoring procedures to determine the composition of the transferred amounts among affiliated organizations.

Effect:

Charter schools that make unsecured, non-interest bearing loans to affiliated organizations subject themselves to additional financial and operational risk. A default in the "loan" by one organization could have a negative, cascading effect on the other affiliated organizations.

Further, in the absence of monitoring procedures, it is possible that the transferred amounts could include State or Federal grant funds in violation of applicable laws.

Cause:

The use of management service organizations by charter schools is a relatively new type of business relationship. By extension, the transfer of funds among the affiliated organizations is a relatively new type of transaction. Currently, there is no Departmental policy allowing or prohibiting unsecured, non-interest bearing transfers among charter schools and their management service organizations.

There are no monitoring procedures in place to determine whether the transfers included State or Federal grant funds.

Recommendation:

The Department should develop a policy with respect to unsecured, non-interest bearing transfers between charter schools and their management service organizations. The policy should be distributed to all charter schools. At a minimum, the policy should prohibit the use of State and Federal grant funds for such purposes. The policy should describe the conditions under which such transfers are allowable, require the approval of the charter schools' board of directors and require that the transfers be properly secured and

Auditors of Public Accounts

interest bearing. (See Recommendation 15.)

Agency Response: "The State Department of Education agrees in part with this recommendation. The Department will formalize a policy to prohibit the use of State and Federal grant funds with respect to unsecured, non-interest bearing transfers between charter schools and management service organizations. Concerning transfers of non-State or Federal funds, the Department will monitor such transfers and evaluate the need for developing a more comprehensive policy and related procedures."



CommPACT Schools, a five-year school reform program headed by the University of Connecticut's Neag School of Education, is off to an encouraging start as it tackles one of the nation's most urgent educational problems – the achievement gaps that find children of poverty and color lagging behind their other classmates in Connecticut are among the largest in the nation.

In an urban school landscape littered with failed and often fleeting experiments, CommPACT is designed for the long haul, backed by the research expertise of a major university and supported by a coalition of organizations representing teachers, principals and superintendents.

In addition to UConn's Neag School, CommPACT founders include the Connecticut Federation of School Administrators, the Connecticut Education Association, the American Federation of Teachers – Connecticut, the Connecticut Association of Public School Superintendents and the Connecticut Association of Urban Superintendents.

Beginning in the fall of 2008 and for five years, the CommPACT model is being piloted in eight schools in Connecticut's poorest cities and is expected to impact approximately 17,000 K-12 students.

The name CommPACT symbolizes the commitment required by the partners within each school including community members, parents, administrators, children, and teachers. This collective effort marks a radical shift from the top-down operations common to most school systems.

CommPACT Schools Cohort (2008-2013) includes:

Bridgeport: Barnum School and Longfellow School

Hartford: M.D. Fox

New Haven: Davis St. School and Hill Central

New London: Shoreline Academy

Waterbury: Washington Elementary School and West Side Middle School



Founding Partners:

American Federation of Teachers, CT

*Connecticut Association of Urban
School Superintendents*

*Connecticut Association of Public
School Superintendents*

Connecticut Education Association

*Connecticut Federation of
School Administrators*

*Neag School of Education,
University of Connecticut*

CommPACT Schools FAQs

- 1. What are CommPACT Schools?** CommPACT Schools are existing public schools that remain accountable to their school districts while being granted increased flexibility in governance, budgeting and curriculum. A partnership of school district administrators, school representatives, teachers, community leaders, and parents shares in the decision-making. Supported by the University of Connecticut's Neag School of Education and its Institute for Urban School Improvement, CommPACT Schools work collaboratively with experts in education to enhance student learning.
- 2. What are the benefits of reorganizing as a CommPACT School?** CommPACT Schools create an empowering and trusting work environment for teachers and administrators. This accomplishes two things which, together, create better student learning conditions:

 - * A greater sense of shared vision, mission and ownership enhances the teaching and learning experience. Teachers and administrators are integral to the CommPACT Schools' development, planning and decision-making structures.
 - * A better ability to attract and retain highly-qualified teachers—especially in the urban areas where CommPACT schools have been established. Research has shown that the attraction and retention of teachers is linked to whether teachers are able to share in the school-level decisions that affect the students they teach.
- 3. How does a CommPACT School become established?** In 2008, the first cohort of CommPACT Schools was selected from schools that applied to participate in the program. As part of the application process, 90 percent at each school had to agree to become a CommPACT School. In addition, the school administrators, superintendents, and local unions had to agree to support the school as a CommPACT School. Under guidance from UConn staff, the schools spent six months preparing the application and securing the stakeholders' support. Eight schools were selected by the executive board of the CommPACT Schools Partners, which includes the presidents or executive directors of the Connecticut Education Association (CEA), Connecticut Federation of Teachers (AFT-CT), Connecticut Association of Public School Superintendents (CAPSS), Connecticut Federation of School Administrators, and dean of the Neag School of Education at UConn. The first cohort of eight schools began work in the fall of 2008. Seven of the eight schools were on the NCLB watch list regarding AYP.
- 4. What is the Neag School of Education's role in the CommPACT Schools initiative?** By partnering with higher education, the CommPACT Schools are strongly connected to a resource for research-based practices. The Neag School's Institute for Urban School Improvement serves as the independent support center for the CommPACT Schools, providing expertise in data-gathering and analysis, priority-setting, and designing professional development to support research-based practices. The Institute for Urban School Improvement assigns site developers who provide on-site coaching and support.
- 5. How are children selected to attend a CommPACT School—won't CommPACT Schools just attract the best students?** CommPACT Schools operate under existing local school attendance policies, drawing students as they would have before achieving CommPACT status.
- 6. What do CommPACT Schools cost the district?** CommPACT Schools are reorganized public schools and, therefore, are not duplicative of existing services. Apart from the initial reorganization cost of releasing teachers for planning and start-up, a school that reorganizes as a CommPACT School does not cost the district any additional funds. CommPACT Schools are given the same budget they would have received as a traditional public school. Key to CommPACT Schools is that those who are closest to the students are empowered to make decisions about how best to tailor the budget with the goal of improving student learning.
- 7. How is the CommPACT Schools' outside support funded?** Funding of the CommPACT Schools initiative takes a team effort. Using privately-raised funds, UConn's Neag School of Education provided financial support during the first year of operation for necessary planning, for a series of informational meetings at each potential school site, and for the school application and selection processes.

- Working collaboratively as a team, the partners worked with the Connecticut General Assembly to allocate \$480,000 to the Neag School's Institute for Urban School Improvement to fund the implementation and day-to-day operation of the CommPACT Schools initiative.
- With a \$250,000 award, The NEA Foundation is funding the Neag School's evaluation of the CommPACT Schools initiative. The NEA Foundation offers programs and grants that support educators' efforts to close achievement gaps and increase student achievement.
- Other private support includes: Near and Far Foundation - \$10,000, JP Morgan Chase - \$25,000 and the Fairfield County Community Foundation - \$20,000.

8. What is the role of the school district in a CommPACT School? The school district is an active partner with its CommPACT Schools and agrees to support the increased autonomy of the school site, participate as a resource to the school, and support public reporting of each CommPACT School's performance and operation assessments.

9. How are the teachers unions involved? The teachers unions are active partners in the life of the CommPACT School. AFT-CT and CEA were key founders of the CommPACT Schools initiative. The unions are an integral part of the decision-making and governance process at both the local school level and state level. Meeting the needs of all students requires that we engage the expertise and professionalism of union members and their leaders as resources for school improvement.

10. How do CommPACT Schools coexist with collective bargaining agreements? Teachers working in CommPACT Schools are covered under collective bargaining agreements, particularly those agreements that pertain to salary. However, teachers in a CommPACT School may agree to alter parts of their collective bargaining agreement relating to day-to-day working conditions if they believe it will improve student learning. Such flexibility has been proven to increase efficiency and, most important, to increase collaboration in schools by better utilizing the distribution of time and human resources.

11. Why is this reform different from past school reforms? Generally speaking, public school reform efforts in the past have been neither systemic nor organic. The CommPACT School model is organic because the impetus to reorganize as a CommPACT School comes from teachers and administrators working together. Without expressed mutual interest, no reorganization can occur. This model is also systemic because it fundamentally changes the governance and decision-making structures that affect student learning most directly.

12. What does the term "evidence-based practice" mean when used in the context of CommPACT Schools? Evidence-based practice refers to school practices that research has shown to be effective in addressing a particular challenge in a particular context. Much of the education practice now in use by most schools has limited research to support its efficacy. Additionally, many research-based practices do not examine the specific context in which the intervention is effective or the conditions necessary for successful implementation. In CommPACT Schools, processes are put in place to ensure that practices are both research-based and proven effective for a school's particular condition. Essential to CommPACT Schools is that the leadership teams identify which research-based practices will work best in their particular school, with their particular students.

13. Are CommPACT Schools charter schools? No. The current charter schools in Connecticut operate under state charters and accept students through a lottery. In contrast, CommPACT schools operate within a local town or city school district and take all students within a specific local school attendance area. It is important to note that CommPACT schools were initiated by teachers unions and that shared decision-making is a hallmark of these new schools. This shared decision-making is supported by research-based, student improvement strategies.

14. Are CommPACT Schools magnet schools? No. CommPACT Schools take existing schools and convert them to schools that employ evidence-based practices in all aspects of school operation including governance, budget, and curriculum.

**Service Fee Analysis
Of
Achievement First Schools
2008-2009
EDGOIC Analysis of Achievement First (AF) Charter Schools**

School	State Department of Education Grant	Service Fee to Achievement First	Percentage of Grant
Amistad	\$5,961,300.00	\$476,904.00	8.0%
Achievement First Bridgeport	\$1,488,000.00	\$148,800.00	10.0%
Achievement First Hartford	\$492,900.00	\$237,150.00	48.1%
Elm City	\$4,733,700.00	\$364,572.00	7.7%
Total	\$12,675,900.00	\$1,227,426.00	9.68%

The only other Charter School in Connecticut that pays a management fee is Charter School for Young Children on Asylum Hill. It pays, \$80,450 to Capitol Region Education Council, or 6.4% of the state grant.

4
 MELODY A. CURREY
 MAYOR

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OFFICE OF THE MAYOR

Education Committee Public Hearing
 March 15, 2010

Testimony on: Raised Bill 5490 (LCO 2156)
 An Act Concerning the Minimum Budget Requirement

Good afternoon, Chairman Fleishman and Gaffey and Education Committee Members.

I come before you this afternoon to discuss Raised Bill 5490 – the MBR bill. The frustration level of many towns is that we have been supporting education over the years at the expense of the town side of the budget. We still have to pick up garbage, maintain public safety through Fire and Police Departments and run the remained of Town Hall on what is left on the “Town side of our budget. Education is approximately 55% of East Hartford’s entire budget. We have always passed on 100% of the money we receive from the state. 43% of the School Boards Budget is State funded in 10/11. That is a decrease from previous years due to the ARRA money we received. With the ARRA money and the ECS funds we are flat funded for 09/10 and 10/11 for education from the state.

A couple of weeks ago I testified in Appropriations that you, Senator Gaffey had answered Senator Boucher on the Senate floor that there would be no MBR in this budget but then in September’s special session a MBR was passed. This committed all towns to spending the same amount of dollars in 09/10 and 10/11 that they did in 08/09. This made it mandatory that we add \$3.5 Million that we cut on the Town of East Hartford’s side of the budget for 09/10. We did this mid year in January of 2010.

Since that time I want to thank you Senator Gaffey for sending me OFA report 0141 and 0151. The first report confirmed that my position was correct. You did not have to establish a MBR to accept the ARRA funds. However 0151 Report does confirm that if we do not continue with a MOE we put at risk our Title 1 funds and our IDEA funds.

So while I support the bill before you on MBR, I think we should get clarification from the Federal Government that we could proceed with this and not impact those funds. It would seem to me that if a school system had less children residing in their town and not at magnet schools or charter schools, we should be able to lower the Minimum Budget Requirement.

I also would like to confirm that I strongly support the clarifying language at the end of this bill in relation to East Hartford. Last year, this was addressed but a year was not referenced so that now becomes necessary. I am surprised to find it here and not in a technical revision bill. The inequity we have faced over the years with this has become impossible. Each year to be told we would receive “x” number of dollars and to have it given over to the Board of Education and then have it adjusted by sometimes over half a million, is not a hit we can sustain. The town side of the budget takes the adjustment while the Board receives the full funding. Thank you for your consideration of this and the MBR.

CCM



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THE VOICE OF LOCAL GOVERNMENT

TESTIMONY
 of the
CONNECTICUT CONFERENCE OF MUNICIPALITIES
 to the
EDUCATION COMMITTEE
 March 15, 2010

CCM is Connecticut's statewide association of towns and cities and the voice of local government - your partners in governing Connecticut. Our members represent over 93% of Connecticut's population. We appreciate this opportunity to provide testimony to you on issues of concern to towns and cities.

Raised House Bill 5490 "An Act Concerning the Minimum Budget Requirement"

This bill is an attempt to address the predicament local governments finding themselves in trying to meet the minimum budget requirements (MBR) while funding and enrollment may be changing. While this proposal is a step in the right direction, it does not go far enough to provide the relief local governments need.

The Minimum Budget Requirement, *Section 30 of Public Act 09-6 of the September Special Session*, states:

For the fiscal years ending June 30, 2010, and June 30, 2011, the budgeted appropriation for education shall be no less than the budgeted appropriation for education for the fiscal year ending June 30, 2009, minus any reductions made pursuant to section 19 of public act 09-1 of the June 19 special session.

This mandate means that, no matter what efficiencies can be found in board of education budgets, they cannot be reduced. In an era when every other state and local agency are having their budgets closely examined one entity - boards of education - are beyond scrutiny and beyond savings. Connecticut is facing an enormous budget hole if FY12. Exempting any part of government from being reviewed for efficiencies is a luxury that property taxpayers cannot afford.

The Minimum Budget Requirement must be eliminated for FY 10-11 to allow municipalities to find savings for their property taxpayers. Every community in Connecticut spends more on K-12 public education than they receive from the State.

An alternative, during these perilous economic times, would be to require that municipalities continue to spend more on education than they receive from the State.

In addition, as was already done for this year (PA 09-1, June 19 Special Session, Section 19), municipalities should again be allowed to amend approved budgets to account for federal ARRA funds being paid directly to boards of education. Otherwise some boards will receive 114% of what is allocated by the town because they must finalize their own budgets before knowing what state grant distributions will be and how much they will receive.

##

If you have any questions, please contact Kachina Walsh-Weaver, Senior Legislative Associate of CCM via email kweaver@ccm-ct.org or via phone (203) 498-3026.

CCM



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THE VOICE OF LOCAL GOVERNMENT

TESTIMONY
 of the
CONNECTICUT CONFERENCE OF MUNICIPALITIES
 to the
EDUCATION COMMITTEE

March 15, 2010

CCM is Connecticut's statewide association of towns and cities and the voice of local government - your partners in governing Connecticut. Our members represent over 93% of Connecticut's population. We appreciate this opportunity to provide testimony to you on issues of concern to towns and cities. HB 5490

CCM opposes Raised House Bill 5493 "An Act Concerning Strategic Planning in State Education Policy and Charter School Funding"

Among other things, this bill would take needed education funding from local and regional boards of education by reallocating funding to state charter schools in amounts multiplied by the number of students attending from local districts.

There is a false assumption that the absence of one student from a school results in a reduction in costs for that school district equal to that student's per pupil expenditure. This is not at all accurate - school buildings still must be operated and maintained; school buses must still run their routes; the same classes must still be offered for the remaining students; and the overall administration of the district continues to carry the same burden.

In good fiscal times such a proposal would damage public schools. In today's fiscal environment it would be devastating. It is important to remember that "state charter schools" are created and implemented through a process that local school districts do not govern. Allowing these entities to be created and then reducing education funding to towns and cities to pay for them is creating yet another unfunded state mandate on local governments. Please remember that the Education Cost Sharing grant has been "flat funded" for the current and next fiscal years and the formula has never been fully implemented. The State's share of K-12 public education costs is at 36.8%, the lowest in over a quarter-century. Even worse, in FY 2012 federal stabilization money will be gone and the State will find itself \$271 million below even that level. There has never been a single year increase of \$271 million in ECS funding, which would be necessary in FY 11-12 just to keep funding at FY 08-09 levels.

Towns and cities have also recently suffered a \$100 million cut in state aid in this biennium; the State is currently grappling with a \$500-\$700 million current year deficit; and, in excess of a \$3 billion deficit faces us in the out years. Other areas of State education funding in Connecticut are also falling well behind the need:

Dear Andrew and Marilyn,

As you are aware, Raised Bill 5490 which has been referred to the Education Committee proposes to add an amendment to Section 1(d) to allow municipalities to reduce the MBR threshold by a district's decrease in enrollment calculated at \$2000. per student. Thus, if a district's enrollment declined by 50 students, \$100,000. would be used in the calculation to further reduce the MBR requirement.

This is an irrational premise that a decline in student enrollment would result in the reduction of expenses. Typically, when enrollment declines it is across many grades, it is not at one or two grade levels whereas teachers from that grade level are eliminated. School districts presently reallocate staff based on student enrollment and when feasible reduce personnel as warranted. Furthermore, as you are aware, the ARRA ECS funding component has already impacted the 2009-2010 MBR threshold by reducing it the amount calculated at the 14% reimbursement to Boards of Education.

From my perspective, this is another unfounded attempt to further reduce already austere school budgets that are not meeting the needs of our children. This proposed Bill is not good for kids and I urge you to advocate for the resources needed for our children.

Sincerely,

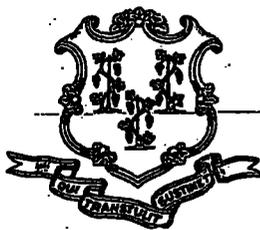
Anthony J. Bivona
Superintendent of Brookfield Public Schools

le beau

SENATOR GARY D. LeBEAU
Third District

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State of Connecticut
SENATE

DEPUTY PRESIDENT PRO TEMPORE

Chair
Commerce Committee

Member
Finance, Revenue & Bonding Committee
Legislative Management Committee
Transportation Committee

March 15th, 2010

Senate Co-Chair Thomas Gaffey
House Co-Chair Representative Andrew Fleischmann
Education Committee
300 Capitol Avenue
Hartford, CT 06106

Dear Chairs, Vice Chairs, Ranking Members and Members of the Education Committee:

Testimony in Support of: HB-5490, An Act Concerning the Minimum Budget Requirement.

Good afternoon, I want to thank Co-Chairs Gaffey and Fleischmann, Vice Chairs Fonfara and Reynolds, Ranking Members Caligiuri and Giuliano, as well as distinguished members of the Education Committee for the opportunity to testify on behalf of HB-5490, An Act Concerning the Minimum Budget Requirement.

This legislation fixes inequities in education funding and assists in restoring fairness to East Hartford and other communities in our state.

These goals are accomplished by allowing school districts whose student population has declined to reduce budgeted appropriations for education purposes of the minimum budget requirement. Further, the legislation fixes a problem with the equalization aid grant for East Hartford.

Thank you again for you affording me the opportunity to speak before the Committee on this matter and in advance for your consideration of this important legislation.

Respectfully submitted,

Gary LeBeau
State Senator, 3rd District

Subject: TESTIMONY RE: HB 5490- AN ACT CONCERNING THE MINIMUM BUDGET REQUIREMENT

Dear Chris,

I would very much appreciate this testimony being presented to the education committee.

Re: Bill 5490,

As First Selectman of Eastford CT I would request that you relay a few points concerning Bill 5490, and MBR in particular to the committee. Eastford is a small rural town of 1,800 persons with an annual budget of 4.8 million, 74% of which is the BOE budget. Without effecting education programs, significant swings in the BOE budget are frequent because of varying numbers of high school students attending our designated high school, Woodstock Academy in any given year, special education costs swings, and other factors. There is no leveling effect in a budget this small. The effect of the preceding without room for adjustment may easily account for 5-10% of the education budget in any given year. MBR requirements force an almost unbearable burden on the town side of the budget which must try to adjust for this, plus rising cost, plus reductions in state revenue, plus additional mandates, (judge of probate, etc.), all in only 25% of the budget. Eastford has four full time employees on the town side. The MBR requirements effect will be a basically unfunded PWs department, road program, and infrastructure.

Basically what I am trying to convey is that while I believe the original intent of not allowing an increase in ECS funding to be used to effectively lower taxes, although practically easy for disingenuous people to circumvent, was not ill intentioned. **HOWEVER, IT IS FISCALLY IRRESPONSIBLE FOR THE STATE TO MANDATE EDUCATION EXPENDITURES WHILE REDUCING REVENUES, WHICH WE ALL KNOW WILL BE A FACT OF LIFE IN THE UPCOMING BUDGETS.**

We CAN fairly and equitably manage our own budgets at the local level if we are simply allowed to do so.

The current mitigation language in the proposed bill is woefully narrow and almost insignificant.

PLEASE -- REPEAL THE MBR REQUIREMENT IMMEDIATELY--LET US DO OUR JOBS.

A sincere thank you,

Allan E. Platt
First Selectman
Eastford, CT

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DEPUTY SPEAKER ALTOBELLO:

Will the Clerk please call Calendar 365.

THE CLERK:

On page 13, Calendar 365, substitute for House Bill Number 5490, AN ACT CONCERNING THE MINIMUM BUDGET REQUIREMENT AND VARIOUS EDUCATION GRANTS, favorable report of the Committee on Appropriations.

DEPUTY SPEAKER ALTOBELLO:

Representative Fleischmann of the 18th, you have the floor, sir.

REP. FLEISCHMANN (18th):

Thank you, Mr. Speaker.

Mr. Speaker, I move acceptance of the joint committee's favorable report and passage of the bill.

DEPUTY SPEAKER ALTOBELLO:

The question is on acceptance and passage.

Please proceed, sir.

REP. FLEISCHMANN (18th):

Yes, Mr. Speaker.

The bill that's now before us essentially does three things. First, it allows towns whose school districts enrolled fewer students in the last fiscal year to make proper adjustments to the dollars that

they're putting into their schools.

Second, it addresses supplemental transportation grants for regional education service centers. And, finally, it makes a technical change regarding ECS, something that we had done last year, didn't do quite right, and this fixes a technical error in what we did last year.

Mr. Speaker, the Clerk is in possession of an amendment, LCO 5687. I ask that he please call and I be given permission to summarize.

DEPUTY SPEAKER ALTOBELLO:

Will the Clerk please call LCO 5687. It shall be designated House Amendment Schedule "A."

THE CLERK:

LCO Number 5687, House "A," offered by
Representatives Fleischmann, Lewis, and Alberts.

DEPUTY SPEAKER ALTOBELLO:

Representative Fleischmann.

REP. FLEISCHMANN (18th):

Mr. Speaker, this amendment now before us does a couple of things. First --

DEPUTY SPEAKER ALTOBELLO:

Representative, one moment, please, while the amendments are distributed. Thank you.

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Representative Fleischmann, please proceed. It's my understanding the amendment has been distributed throughout the floor.

REP. FLEISCHMANN (18th):

Thank you, Mr. Speaker.

Mr. Speaker, the amendment now before us deals with unexpended school readiness dollars, and in one part it allows that towns that had previously received such dollars shall continue to be eligible to receive them. And in another part, it gives the commissioner additional discretion to give those dollars to slots where they may be needed in competitive school readiness districts.

I move adoption.

DEPUTY SPEAKER ALTOBELLO:

Placed before the Chamber is adoption of House "A."

Representative Sawyer of the 55th, you have the floor, madam.

REP. SAWYER (55th):

A question, through you, to the proponent of the amendment.

DEPUTY SPEAKER ALTOBELLO:

Proceed, madam.

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REP. SAWYER (55th):

Mr. Chairman, could you please describe why this amendment was -- is necessary, why these towns were not going to be receiving that money? Through you, Mr. --

DEPUTY SPEAKER ALTOBELLO:

Representative Fleischmann.

REP. FLEISCHMANN (18th):

Through you, Mr. Speaker, every year the State Department of Education does a calculus, that's rather complicated, to determine which 50 towns are on the list. And sometimes a shift of a student or two can move the town on or off the list. And it makes it very difficult for those small towns to budget. So what this amendment does is it makes it so that they will no longer have to worry. They will still continue to be part of the pot of money going forward, through you, Mr. Speaker.

DEPUTY SPEAKER ALTOBELLO:

Representative Sawyer.

REP. SAWYER (55th):

And how big -- Mr. Speaker, through you, how many towns does this affect?

DEPUTY SPEAKER ALTOBELLO:

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Representative Fleischmann.

REP. FLEISCHMANN (18th):

To my knowledge, just one or two.

DEPUTY SPEAKER ALTOBELLO:

Representative Sawyer.

REP. SAWYER (55th):

And through you, Mr. Speaker, is there an increase in the amount of money that we have to put into this particular pot of money to be able to get it to them? Is there an increase because these are additional towns? Through you, Mr. Speaker.

DEPUTY SPEAKER ALTOBELLO:

Representative Fleischmann.

REP. FLEISCHMANN (18th):

Through you, Mr. Speaker, as the language says before us, this is to be done within available appropriations.

DEPUTY SPEAKER ALTOBELLO:

Representative Sawyer.

REP. SAWYER (55th):

I thank the gentleman. Because we had just received it, we hadn't had time to carefully go over those particular points.

When we are looking at this particular program,

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it's very successful. And as the good Representative did mention, what we have is a situation where some of our smallest of towns have a shift. And it doesn't take much to have some students that perhaps move out and would not quite meet that threshold, and yet the next year they could be over it. So I do understand that there is a need for this.

And I would like to thank the Chairman for his work on this, and on behalf of the small towns and the caucus.

Thank you.

DEPUTY SPEAKER ALTOBELLO:

Thank you, madam.

Representative Miner, of the 66th -- no,
Representative Fleischmann, further on House "A?"

If not, I'll try your minds. All those in favor,
please signify by saying aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER ALTOBELLO:

Opposed?

The amendment is carried.

Further on the bill as amended?

If not, staff and guests please return to the

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well of the House. Members take their seats. The machine will be open.

THE CLERK:

The House of Representatives is voting by roll call. Members to the chamber. The House is voting by a roll call. Members to the chamber.

DEPUTY SPEAKER ALTOBELLO:

Have all members voted? Have all members voted?

Please check the board and make sure your vote is properly cast.

If all members voted, the machine will be locked.

Representative Hewett, for what purpose do you rise, sir?

REP. HEWETT (39th):

Mr. Speaker, I wish my vote to be voted in the affirmative.

DEPUTY SPEAKER ALTOBELLO:

Representative Hewett, in the affirmative. So noted.

Representative Morris, of the 140th, for what purpose do you rise, sir?

REP. MORRIS (140th):

Mr. Speaker, I wish my vote to be in the affirmative.

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DEPUTY SPEAKER ALTOBELLO:

Representative Morris, in the affirmative.

Representative Boukus, for what reason do you
rise, madam?

REP. BOUKUS (22nd):

Thank you, Mr. Speaker.

Mr. Speaker, my -- no vote here (inaudible). My
button won't vote.

DEPUTY SPEAKER ALTOBELLO:

I beg your pardon, madam.

REP. BOUKUS (22nd):

And I, in the affirmative.

DEPUTY SPEAKER ALTOBELLO:

Representative Boukus.

REP. BOUKUS (22nd):

Am I back on again, Mr. Speaker? Yes, I wish to
vote in the affirmative.

DEPUTY SPEAKER ALTOBELLO:

Representative Boukus, in the affirmative.

REP. BOUKUS (22nd):

Thank you --

DEPUTY SPEAKER ALTOBELLO:

Representative --

REP. BOUKUS (22nd):

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-- so much.

DEPUTY SPEAKER ALTOBELLO:

-- Kirkley-Bey, of the 5th District.

REP. KIRKLEY-BEY (5TH):

Mr. Speaker, I wish to vote in the affirmative.

Thank you.

DEPUTY SPEAKER ALTOBELLO:

Kirkley-Bey, in the affirmative.

Further?

Representative Hwang.

REP. HWANG (134th):

Thank you. Thank you, Speaker -- Mr. Speaker.

I'd like to be recognized in an affirmative vote, sir.

DEPUTY SPEAKER ALTOBELLO:

Representative Hwang, in the affirmative.

Further? Further?

If not, will the Clerk please take a tally. Will the Clerk please announce the tally.

THE CLERK:

House Bill Number 5490 as amended by House "A."

Total Number Voting 140

Necessary for Passage 71

Those voting Yea 140

Those voting Nay 0

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Those absent and not voting 11

DEPUTY SPEAKER ALTOBELLO:

The bill as amended passes.

Will the Clerk please call Calendar --

Representative Ritter, for what purpose do you rise, madam?

REP. RITTER (38th):

Thank you, Mr. Speaker.

Mr. Speaker, once again today I admit, for the second time, I would ask for a notation. I wish to cast my vote in the affirmative.

DEPUTY SPEAKER ALTOBELLO:

The transcript will so note. Thank you, madam.

Representative Olson, of the 46th, you have the floor, madam.

REP. OLSON (46th):

Good afternoon, Mr. Speaker -- pardon me.

Mr. Speaker, I move for the suspension of the rules for immediate consideration of House Calendar 523.

Thank you.

DEPUTY SPEAKER ALTOBELLO:

Question before the House is suspension of the rules, in order to take up this item.

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Have all members voted? If all members voted, please check your vote. The machine will be locked. The Clerk will call the tally.

THE CLERK:

Motion to pass House Bill 5295 in concurrence with the House.

Total Number of Voting	35
Those voting Yea	27
Those voting Nay	8
Those absent and not voting	1

THE CHAIR:

The bill passes in concurrence with the House.

Senator Looney.

SENATOR LOONEY:

Thank you, Mr. President.

Mr. President, we have an item to place on the consent calendar and we'll mark additional items on cal -
- on Senate Agenda Number 3. Mr. President, under House Bills Favorably Reported, Substitute House Bill 5490, AN ACT CONCERNING THE MINIMUM BUDGET REQUIREMENT IN VARIOUS EDUCATION GRANTS as amended by House Amendment Schedule "A." Mr. President, we move to place that item on the consent calendar.

THE CHAIR:

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Motion to place the item on consent?

SENATOR LOONEY:

Yes, thank you --

THE CHAIR:

Seeing no -- seeing no objections, so ordered, sir.

SENATOR LOONEY:

Thank you, Mr. President.

Mr. President, next item to call is calendar page 12, Calendar 491, House Bill 5246; and the next item to call after that, Mr. President, is back on Agenda 3 and it will be -- will ask to take up Senate Bill 218 but first is calendar page 12, Calendar 491.

THE CHAIR:

Mr. Clerk.

THE CLERK:

Calendar page 12, Calendar Number 491, File 314 and 659, Substitute for House Bill 5246, AN ACT CONCERNING THE PROTECTION OF, AND SERVICES FOR VICTIMS OF DOMESTIC VIOLENCE as amended by House Amendment Schedule "A," favorable report of the Committee on Human Services, Judiciary and Appropriations.

THE CHAIR:

Senator Doyle.

SENATOR DOYLE:

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Seeing no objection, so ordered.

SENATOR LOONEY:

Yes, thank you, Mr. President.

And, Mr. President, calendar page 14, Calendar 514,
House Bill 5426, move to place the item on the consent
calendar.

THE CHAIR:

Seeing no objection, so ordered.

SENATOR LOONEY:

Yes, Mr. President, at this time would call the
consent calendar.

THE CHAIR:

Mr. Clerk, please call for the consent calendar.

THE CLERK:

An immediate roll call vote has been ordered in the
Senate on the consent calendar. Will all Senators please
return to the chamber. An immediate roll call vote has
been ordered in the Senate on the consent calendar. Will
all Senators please return to the chamber.

Mr. President, the items on the Consent Calendar
Number 2:

Calling from agendas first: Agenda 3, Substitute
for House Bill 5208, Substitute for House Bill 5490;

Senate Agenda Number 6, House Bill 5482.

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Calling from Agenda Number 4, Substitute for Senate
Bill 201.

Senate Agenda Number 8, Substitute for House Bill
5398, Substitute for House -- Senate Bill 175, Substitute
for Senate Bill 302.

Returning to the calendar -- beginning on calendar
page 5, Calendar Number 315, House Bill 5264.

Calendar page 6, Calendar 378, Substitute for or --
correction -- House Bill 5197.

Calendar page 8, Calendar -- correction, returning
back to page 5, Calendar 295, Substitute for House Bill
5114 -- correction, not Calendar 295, it's Calendar 294,
House Bill 5391.

Returning to calendar page 6, Calendar Number 378,
House Bill 5197.

Calendar page 8, Calendar Number 440, Substitute for
House Bill 5113. Calendar page 441 -- Calendar 441,
Substitute for House Bill 5109.

Calendar page 9, Calendar 444, House Bill 5500.
Calendar 5 -- 41 --

Calendar page 9, Calendar 444, House Bill 5500;
Calendar 4555, House Bill 5202; Calendar 445, House Bill
5392; Calendar 450, House Bill 5529.

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Calendar page 10, Calendar 461, House Bill 5207;
Calendar 483, House Bill 5244.

Calendar 484, on page 11, House Bill 5383; Calendar
487, House Bill 5220; Calendar 488, House Bill 5297;
Calendar 490, 5425 -- House; Calendar 496, House Bill
5497; Calendar 509, House Bill 5126.

Calendar page 14, Calendar 511, House Bill 5527;
Calendar 514, House Bill 5426; Calendar 516, House Bill
5393.

Calendar page 15, Calendar 520, House Bill 5336;
Calendar 521, House Bill 5424; Calendar 523, House Bill
5223; Calendar 525, House Bill 5255.

Calendar page 16, Calendar 531, House Bill 5004.

Calendar page 17, Calendar 533, House Bill 5436;
Calendar 540, House Bill 5494; Calendar 543, House Bill
5399.

Calendar page 18, Calendar 544, House Bill 5434;
Calendar 547, House Bill 5196; Calendar 548, House Bill
5533; Calendar 549, House Bill 5387; Calendar 550, House
Bill 5471; Calendar 551, House Bill 5413; Calendar 552,
House Bill 5163; Calendar 553, House Bill 5159.

Calendar page 19, Calendar 554, House Bill 5164.

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Calendar page 20, Calendar 556, House Bill 5498;
Calendar 557, House Bill 5270; 559, House Bill 5407; 562,
House Bill 5253; and House Bill -- Calendar 563, House
Bill 5340; Calendar 567, House Bill 5371; and Calendar
573, House Bill 5371.

Mr. President, I believe that completes the items

--
THE CHAIR:

Mr. Clerk, could you please give me on Calendar 567,
do you have 5516, sir?

THE CLERK:

What -- what calendar?

THE CHAIR:

567 on page 22.

THE CLERK:

It's 5516.

THE CHAIR:

Yes, sir. Okay.

Machine's open.

THE CLERK:

An immediate roll call vote has been ordered in the
Senate on the consent calendar. Will all Senators please
return to the chamber. Immediate roll call has been ordered in the Senate on the
consent calendar. Will all Senators please return to the chamber.

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THE CHAIR:

Have all Senators voted? Please check your vote. The machine will be locked. The Clerk will call the tally.

THE CLERK:

Motion is on adoption of Consent Calendar Number 2.

Total number voting	35
Necessary for Adoption	18
Those voting Yea	35
Those voting Nay	0
Those absent and not voting	1

THE CHAIR:

Consent Calendar Number 2 passes.

Senator Looney.

SENATOR LOONEY:

Yes, Mr. President.

Mr. President -- Mr. President, before moving to adjourn, I would like to ensure the entire chamber will wish Laura Stefon, Senator McDonald's aide, my former intern, a happy birthday.

And with that -- and with that, Mr. President, I would move the Senate stand adjourn