

**Committee Name:** Jobs/Economy  
**Co-Chairs:** Fran Pastore & Joe Gianni  
**Date:** December 12, 2018 (FN)

## Summary

The Committee, based on the detailed work of its sub-committees, offers recommendations in three strategic areas for the incoming administration, organized around (1) **accountability in economic development**, (2) **development of talent and the workforce** to meet the needs of Connecticut's business community, and (3) **encouraging an urban renaissance**. We arrived at these recommendations in part based on the research of three subcommittees; their more detailed reports are attached as appendices to this document. To implement these strategic directions and, in turn, create jobs, the Committee further stresses that we must also work toward lifting people out of poverty with a focus on equity; investing in infrastructure, which supports places where growth is most likely to occur; and achieving fiscal stability in cities, which are the state's key centers of innovation.

## Responses to Questions

### 1. How do you propose the Lamont Administration prioritize policy goals in this area, and on what timeframe?

The Committee strongly believes that the Governor-elect must seize the opportunity to take bold steps to prioritize economic development moving from transactional activities and toward a more transformational structure. The following policy goals reflect the highest priorities of the subcommittees and are endorsed by the full Committee:

#### **Accountability & Economic Development Strategy Recommendations:**

- **Create an Innovative Delivery System + Strategy for Growth.** This new structure starts with the appointment of a Secretary-level position ("Secretary of Commerce") that is empowered to oversee all economic development. This action promotes the prominence that Economic Development occupies in the new administration. Accountabilities to the Governor, constituents, and stakeholders include, but are not limited to:
  - Developing a comprehensive, innovation-based, and long-game economic development plan.
  - Evaluating the public/private model structure for all agencies engaged in economic development.
  - Coordinating an interagency "Grow CT Team" (i.e. Housing, Transportation, Education, Environment, and Planning) to work on economic development initiatives when there is overlap.
  - Creating the position of Chief Marketing/Communications Officer under the new Secretary to elevate importance of the CT brand, internal/external communications, and other state initiatives.
- **Bring the Border States to the Table.** Governor-elect Lamont should host a summit with Governors Baker, Cuomo, and Raimondo to raise awareness of our interdependence and commitment to a coordinated collaboration of our collective economic assets and capabilities. Areas for discussion could include, but are not limited to: transportation (high speed rail, freight, tolling); high tech infrastructure (5G); international trade partnerships; regional marketing/promotion; and workforce training/education.

#### **Talent/Workforce Development Recommendations:**

- **Expand What Works to Other Regions and Industry Needs.** Expand the nationally-recognized regional sector partnership entitled the Eastern CT Manufacturing Pipeline Initiative built by 30 regional partners in collaboration with General Dynamics Electric Boat (EB) and Eastern Connecticut Advanced Manufacturing Alliance (EAMA). This partnership, highlighted in the Yale Workforce Study, demonstrates how to improve economic development outcomes and transform communities. The project successfully placed 1,200 unemployed and underemployed applicants through a workforce intermediary (Eastern CT Workforce Investment Board) to bridge the communication gap and create cohesion between the employers, technical high schools, comprehensive high schools, CSCU, and training/workforce programs. A limited expansion of the program is underway; the Committee recommends a full, statewide roll-out in manufacturing and other sectors.



- **Fully Commit to Computer Science.** Following code.org's recommendations, the State should embrace a broad policy framework to provide all students with access to computer and data science education. This measure would require both a new pathway to certify instructors and unlock the backlog of capacity as well as to require computer science to count as a core graduation requirement. Parallel efforts would support certification-based programs, recognizing the viability of non-college pathways to code skill training and workforce development. Additional focus on computer science along with incentives (i.e. loan forgiveness, free transportation) should also be used as talent attraction for professionals, including the recruitment of 18-45 year-olds to settle in Connecticut (deploying the Connecticut Comeback campaign).

#### **Urban Revitalization Recommendations:**

- **Invest in the Metropolitan Markets.** Leverage the effectiveness of the Capital Region Development Authority (CRDA)'s structure, process, and expertise to consider replication of a "CRDA-type" agency (or regional level agencies) to support targeted development. The work of the CRDA to stimulate economic development and new investment, develop and redevelop property to attract and retain businesses, and expand housing development to enhance the economic and cultural vitality in the Hartford area is viewed as a successful model.
- **It's High Time for the High Speed Rail.** Following through on the prior work of the Federal Rail Administration and the Northeast Corridor Commission, the administration should commence discussions with our border states and advance implementation of high-speed New Haven to New York City service, together with high speed links from New Haven to Boston, via Hartford, Storrs and Providence.

#### **2. Which goals are achievable in the first 100 days of the Administration?**

The most vital action the Governor-elect can take in his first 100 days to create/retain/develop jobs is to be **BOLD** on structural reform in economic development and transportation. Businesses want to remain/grow in Connecticut; they just need to be given a reason to believe that structural change is underway creating stability, predictability, and competitiveness. Below are some of the key steps associated with the re-launch of the economic development program.

- Announce structural changes including specific work flow through Secretary, service-delivery mechanisms and "Grow CT Team" (ED/CD, Housing, Planning, OPM, DEEP and Transportation).
- Visit top employers in Connecticut and top recipients of venture capital, in a collaborative approach with local and regional economic developers.
- Kick off economic development strategy with regional economic development workshop events with elected officials, economic development, planning and related professionals, as well as chambers and affiliated organizations. Consolidate recommendations to inform strategy.
- Pause the current update to the DECD website and launch discovery/marketing effort.
- Develop a database of economic development public spending at state, regional and municipal levels and, from there, assess the need to re-allocate and/or raise additional funding.
- Announce micro-, MBE-, small- and women-owned business entrepreneurial assistance "bootcamps" in each region, leveraging the many existing high-quality programs or launching new programs as needed. Use the same model to amplify Skill Up for manufacturing and focus on underserved or disadvantaged populations.
- Make a public commitment to Computer Science (CS) with every K-12 school offering CS programming within two years and increase visibility / promotion of CS workforce training and code camps.

#### **3. Which goals will require legislation to move forward? Which items can be advanced through the actions of the Administration alone? What is the fiscal impact of these legislative or executive actions?**

For recommendations concerning accountability, the Governor-elect is encouraged to use the budget process and administrative mechanisms to re-structure work flow. This would be the case with, for example, creation of the "Grow CT Team". For recommendations concerning workforce development and talent attraction, the



existing regional boards provide a model to improve service delivery. Investment in computer science programs will require extensive (and needed) efforts to change core curriculum, amend teacher certification requirements and identify funding for certificate programs. For recommendations concerning urban revitalization, regional cooperation and regional models are essential. Creation of CRDA-like entities would entail assessment of existing structures in each region and/or state enabling legislation. High-speed intercity passenger rail will entail budget authority as well as permissions from the MTA, FRA and other passenger rail entities. The extension of service east of Hartford to Providence, through Storrs, will require extensive environmental review as well.

**4. Are there specific challenges you can identify with regard to achieving the Lamont Administration's goals, and how would you suggest to address those?**

Cities need to have funds for their budgets and must not be penalized for housing the people and institutions that make them dynamic and useful. Fiscal stability will require a bold effort on the part of the next administration. To address these issues, many conversations have focused on consolidations, shared services and even regional property tax equity zones comprised of the center city, inner ring cities and first ring suburbs, and work to create a balance where the effective mill rates would be about the same. As further described in Appendix 3, some of the key steps that would help equalize and stabilize the fiscal health of center cities include fully-funding the existing PILOT to enable sustainable growth of colleges/universities and other non-profits; a new State PILOT fund to enable the creation of much-needed affordable housing; and funding for brownfield remediation.

**5. Are there any other issues/considerations you would like to highlight with regard to this policy area?**

Connecticut is well-positioned between two of the largest innovation centers in the world. Attracting talent, including the surge of millennials as they reach middle age, includes a wide-variety of strategies. The Committee understands that economic development will be focused in key sectors and in strategic places, such as center cities. These cities also have far higher poverty rates and other socio-economic challenges related to supporting the region's social service needs. Breaking down barriers, by connecting residents to employment, providing supports to low-income families, and collaborating to regionalize service delivery, will help lift people out of poverty and make for a more integrated place that grows together.

In addition to the EAMA, the Committee reviewed highly successful programs which should be considered as part of the broader strategy. The subcommittee reports include a number of these strategies including small business programs as well as specific support to increase the number and capacity of women-owned business.

The Committee endorsed the proposed Infrastructure Bank for transportation and economic development.

The Committee wishes to amplify and restate the need for accountability and strategy together with deeper efforts within state agencies and local communities such that a "ground game" is established whereby the economic development team is well-versed by leadership and organized for success.





**Committee Name: Environment Committee**

**Co-Chairs: Eric Hammerling (CFPA) & Frogard Ryan (TNC)**

**1. How do you propose the Lamont Administration should prioritize the policy goals in this area, and on what timeframe?**

Climate change is the most pressing issue of our time, and sea level rise in the Northeast is occurring faster than the global average. Investments today in emissions reduction and climate resilience will reduce storm damage, pollution, insurance and energy costs, create jobs, and save lives. Protecting land, water, natural resources, and reducing waste all support this goal.

Following are the Environment Committee's top-ranked longer-term environmental priorities:

- Lead the way in designing Carbon pricing that fits Connecticut and the region
- Authorize municipal funding for land conservation, e.g. local buyer's conveyance fee
- Reduce waste by diverting food/organic waste for local composting
- Curb nitrogen pollution in Long Island Sound nearshore waters
- Improve permit, grant/contract, and procurement efficiency/timeliness at DEEP

**2. Which goals are achievable in the first 100 days of the Administration?**

Within the first 100 days, the Governor can announce the following priorities:

- Challenge General Assembly to pass State Water Plan in its current form
- Commitment to phase-out single-use plastics such as plastic bags and styrofoam
- Promote CT's outdoor recreation assets/produce online statewide trails map
- Increase pace of land conservation with DEEP public/private partnership (NY model)
- Help towns use FEMA programs to lower risk/insurance costs in flood-prone areas

**3. Which goals will require legislation to move forward? Which items can be advanced through the actions of the Administration alone? What is the fiscal impact of these legislative or executive actions?**

<b>Legislative Actions</b>	<b>\$ Impact</b>	<b>Executive Actions</b>	<b>\$ Impact</b>
Pass State Water Plan	None	Leadership on Carbon pricing	Staff time
Phase-out single-use plastics	Save \$	Curb nitrogen pollution in LIS	Staff time
Pilot to ↑ pace of land conservation	\$5 mil	↑ permit/contracting efficiency	Save \$
Auth. local buyer's conveyance fee	None	Promote outdoor recreation	\$3-5 mil
		Reduce/compost food waste	Save \$
		↑ wastewater treatment systems	Federal \$

**4. Are there specific challenges you can identify with regard to achieving the Lamont Administration's goals, and how would you suggest to address those?**



*Staff Capacity:* Staff levels at DEEP have decreased by 29% over the past decade, and are projected to go down by another 40% through retirements/departures in the next 4 years. Need to both invest in staff capacity, and make it easier for DEEP to contract with partners to get work done.

*Stop Fund Diversions:* Diversions of “dedicated” funds generated by fees paid by the public – e.g., Community Investment Act, Passport to Parks, Energy Efficiency, and other funds – undermine DEEP’s effectiveness and erode public trust. Political leadership and discipline is necessary.

*Keep Bonding for Priorities:* Bonding is critical for Connecticut to keep pace with investments in Clean Water projects, Park and recreational trail infrastructure, Open Space protection, etc.

*No Rollbacks:* Current attacks on the U.S. Environmental Protection Agency have the potential to reduce air, water, chemical, and other protections. Connecticut must resist these attempts.

*Enforcement Needed:* Environmental laws are only as strong as their enforcement, and DEEP’s enforcement capacity is severely limited. Need for investment in capacity and cross-training.

**5. How will implementation of policy in this area create jobs and spur economic growth?**

- The Regional Greenhouse Gas Initiative (RGGI) has reduced CO<sub>2</sub> emissions, generated \$1.4 billion in economic benefits, and saved \$220 million on energy bills for consumers.
- Outdoor recreation in Connecticut generates \$9 billion in revenues and directly supports 69,000 jobs each year (more than the aerospace/defense industry).
- Connecticut’s state parks and forests attract 9 million visitors, generate over \$1 billion in revenues, and support 9,000 private sector jobs every year.

**6. Are there opportunities for cost savings for CT state government in the context of implementing this policy?**

- Contracting with partners can reduce staff/operational costs while extending capacity.
- Diverting food waste/organics from the waste stream will save CT \$\$ and create jobs.
- Investments in clean air and water save billions of dollars in avoided health costs.

**7. What examples of success from other states, countries, or the private sector in this policy area should the Administration study?**

Several proposals in questions #1 and #2 above have models highlighted in the appendix.

**8. Are there any other issues/considerations you would like to highlight with regard to this policy area?**

This document primarily highlights new initiatives. However, there are several existing programs not mentioned above that are crucial to Connecticut’s environment that we strongly support; e.g., the Council on Environmental Quality; the Long Island Sound Blue Plan; forest, wildlife, and fisheries management programs; and the Governor’s Council on Climate Change.



**Committee Name: Arts, Culture and Tourism**  
**Co-Chairs: Wendy Bury and Stephen Tagliatela**

*Please address the following questions using this template in a memo not exceed 2 pages. You are welcome to submit appendices or other attachments in addition to the memo.*

**1. How do you propose the Lamont Administration should prioritize the policy goals in this area, and on what timeframe?**

The Lamont Administration should prioritize a new vision for arts, culture and tourism (ACT) with a new investment strategy, accountability structure and innovative thinking that will demonstrate ACT is a solution to stimulating economic growth, boosting tourism and making cities and neighborhoods more vibrant and equitable. CT must immediately increase competitiveness with neighboring states by securing increased and sustainable funding through a shift of existing revenue and guaranteed allocations for ACT. Funding for ACT should be focused on statewide tourism marketing for increased tax revenue and new jobs, and operating support for arts and cultural organizations.

**2. Which goals are achievable in the first 100 days of the Administration?**

- **Investment Strategy** Accelerate economic growth by reallocating the lodging tax revenue deposited into the Tourism Fund from 10% to a minimum of 25% annually to restore pre-recession levels (\$31.6M); Define the state funding for arts/culture and statewide tourism marketing investment by allocating 40% for arts/culture and 60% for tourism annually from the Tourism Fund at accelerated level; change the fund to its originally intended name, "Arts, Culture and Tourism Fund" to reflect both local and statewide benefit
- **Cultural Facilities Fund** Announce a Cultural Facilities Fund to provide an economic stimulus that will create construction jobs; support world-class arts and cultural facilities; increase tourism; expand access and education in the arts, humanities, and sciences; and improve the quality of life in cities and towns.
- **Private Sector Investment** Governor as leader to spur private sector investment and public/private partnerships; convene business leaders to establish mutually beneficial (state and corporate) investment goals and lead the charge of acting globally, investing locally to spur public/private partnership.
- **Promote CT** Implement immediate changes to market and promote CT's arts, cultural and tourism assets and open the welcome centers to declare CT is open for business to travelers.
- **Providing Access** Promote and incentivize access to all arts, cultural and tourism assets to improve quality of life and educational opportunities for all.
- **Funding Distribution** Form a task force to re-examine the current system that distributes funds to the arts, culture and tourism community with the goal of ensuring that it maximizes the impact of state funds in support of job creation, economic growth and community vitality.
- **Regional Tourism Marketing** Re-imagine the current model used for marketing the State's regions with the goal of establishing a new innovative model to efficiently and effectively market Connecticut's resources in a manner that is relevant, inclusive, and more meaningful for the diverse entities across CT.

**3. Which goals will require legislation to move forward? Which items can be advanced through the actions of the Administration alone? What is the fiscal impact of these legislative or executive actions?**

**Legislation:** Investment Strategy; Cultural Facilities Fund | **Administration:** Private Sector Investment; Promote CT; Providing Access; Funding Distribution; Regional Tourism Marketing; Prioritize innovation across sectors through creativity and the arts; ensure access to integrated arts education to enhance workforce development



These goals have a minimal impact on state budget because reallocated funds would be offset by new revenue generated. This Policy Committee is willing and offering to have a role in advancing these recommendations.

**4. Are there specific challenges you can identify with regard to achieving the Lamont Administration's goals, and how would you suggest to address those?**

Sustainability and consistency of funding is a challenge because of the state's fiscal issues. With continued decreases in funding to both tourism and arts and culture, the industries have lost confidence and trust in government as a partner and champion. CT has missed out on many opportunities. Require and advance collaborative goals for continuity among state offices, their affiliate councils/committees, and the industries they serve. Prioritize innovation across sectors through creativity and the arts; ensure access to integrated arts education to enhance workforce development to spur economic growth.

**5. How will implementation of policy in this area create jobs and spur economic growth?**

Currently, the tourism industry supports 122,000 jobs and the ROI in state revenue is at least \$12.4M; the nonprofit arts industry supports 23,000 jobs and the ROI in state revenue is at least \$40.5M. With implementation of this policy and the ROI in state revenue will increase to \$145M, creating substantial job and economic growth.

**6. Are there opportunities for cost savings for CT state government in the context of implementing this policy?**

Collaboration, streamlining, and data sharing will identify opportunities for cost savings and modernization.

**7. What examples of success from other states, countries, or the private sector in this policy area should the Administration study?**

Empirical data shows that ACT generates significant return on investment in terms of tax revenues, jobs and quality of life. Surrounding states, including Massachusetts, New York and Rhode Island have consistently increased investment to support statewide tourism marketing and support for arts and cultural institutions. When arts, culture and tourism thrive, CT thrives.

**Investment Strategy** – NY, PA, MN, MA; **Promote CT** – CA, FL, HI; **Private Sector Investment** – NY, **Providing Access** – MA, OR, PA; **Cultural Facilities Fund** – MA

**8. Are there any other issues/considerations you would like to highlight with regard to this policy area?**

Tourism and the arts have enjoyed a long, symbiotic relationship of support; however, the strengths of each industry must be considered and wielded independently. To neglect the strengths of either, or treat them the same, will only weaken the capabilities of Connecticut's strong artistic community and dilute the goals and aspirations of Connecticut tourism.

Governor-elect Lamont proclaimed during his campaign, that, if elected, he would be *Connecticut's biggest cheerleader*. By making the smart business decision to invest in Connecticut's ACT, the new administration can combat many of the economic issues that we face today and lay the groundwork for the state's future. Our state would be well-served to have our new Governor be the lead spokesperson for a new, revitalized commitment to tourism and a champion of arts and culture.



**Committee Name: Agriculture**

**Co-Chairs: Kevin Sullivan and Bonnie Burr**

**1. How do you propose the Lamont Administration should prioritize the policy goals in this area, and on what timeframe?** Connecticut agriculture has tremendous opportunity to significantly grow and expand its impact on the state economy, providing local jobs, and keeping working lands active. A stand-alone Department of Agriculture will be key to this. Extensive work done in 2011-2012 strategically identified priorities necessary to comprehensively develop agriculture in CT. *The Governor's Council for Agricultural Development (GCAD) was a direct result of PA11-189. Hundreds of surveys and interviews conducted in 2012 illustrated what was needed to create a more robust agricultural economic engine. All the issues raised then, remain priorities today.* (See exhibit 1)

The Department of Agriculture (DoAG) should embrace its role in creating conditions for all residents to have access to CT-Grown food and plants. *An independent DoAG which has financial capacity and/or the flexibility to work with all agricultural partners and businesses to extend their reach is a top priority.* Our state is seeing an expanding number and diversity of small farmers growing their business here who are committed to growing food and plants for their communities. Larger farms want to access CT's buying power and are also looking at coming to our state. With transfer of the Regional Market in Hartford away from DoAG, any comprehensive assessment needs to show how to incorporate ag product marketing into integrated economic development plans. *Another priority should be to create a mechanism to identify where and how to collect excess farm products for use by regional and local food banks. Great significance must be placed on maintaining the Community Investment Act* <https://www.ct.gov/doag/cwp/view.asp?q=320938> These funds have been instrumental in creating economic opportunities and must be left intact to continue enhancing agriculture and not used to shore up other programs. (see exhibit 2 for CT Grown action items)

The highest priorities for such a margin tight, regulated business like agriculture is reducing costly business related inputs including labor, energy, transportation, land access, environmental and food safety. Regulatory challenges exist in all of the aforementioned areas. The pervasive "bureaucracy within the bureaucracy" mentality allows divisions within a department to build regulations layer by layer without regard for what other regulations are in their own department or other agencies. Another urgent point needs to be increasing efficiencies and streamlining regulatory processes to be a "business facing" state versus regulatory only.

When we see growth in individual agricultural businesses, one of the primary reasons for success is the state's proximity to 25 million consumers in the New York/Boston corridor that are thriving economically and have a strong demand for locally grown agricultural products. However, these markets can source their agricultural products regionally and nationally so it's imperative CT agricultural businesses remain competitive. Agriculture is a very labor intensive business. If CT's minimum wage is not in line with other states in the northeast and mid-Atlantic regions, CT agricultural businesses will be at a competitive disadvantage. As of this writing in 2018, in the northeast region including 12 states, only NY (at \$10.40) and MA (at \$11.00) have higher minimum wages than CT (at \$10.10). CT is already at the high end of the regional minimum wage scale. *Policy must reflect that the agriculture community will suffer with a minimum wage increase.* (See exhibit 3 for regulatory environment)

There are issues with educating children, aspiring teens, beginning farmers, as well as existing producers. Increasing agricultural literacy will engage children at a young age and help them explore careers in agriculture via high school agri-science. Disparate funding mechanisms in all forms of school choice have put agri-science at a severe disadvantage. While college degree programs exist at UConn and some community colleges, farmers and those interested in sustainable agriculture with plants and animals are looking for short term offerings such as certificate based learning opportunities as well as online courses. Poor funding has hampered development of these educational courses. *Investment must be made in the cost of agricultural education.* (See exhibit 4)



**2. Which goals are achievable in the first 100 days of the Administration?**

1. Reviewing the GCAD surveys and interviews to identify how to bring committees and industry leaders back together and charge them to assign financial implementation costs then take action on all areas versus just advising the DoAG.
2. Inventory all state owned lands to see which have land that can be accessed for production agriculture.
3. Identify and create a listing of all educational programs offered which address interests in agriculture and create a central location for listing these activities so programs are not replicated.
4. Marketing *CT Grown* needs a fresh, invigorated jump start so people understand what buying locally from your neighbor can mean to growing communities.

**3. Which goals will require legislation to move forward? Which items can be advanced through the actions of the Administration alone? What is the fiscal impact of these legislative or executive actions?** Many of the items in the GCAD can be moved forward with commitment from the administration. There is a fiscal impact that will need to be budgeted for, but those numbers are not available and need to be determined.

**4. Are there specific challenges you can identify with regard to achieving the Lamont Administration's goals, and how would you suggest to address those?** Given the broad and inclusive nature of strategizing for the GCAD, issues should be cross walked to see what is common between GCAD and the Lamont policies.

**5. How will implementation of policy in this area create jobs and spur economic growth?** Aggressively reinvigorating the GCAD and utilizing business forward collaborations can turn ag's economic challenges around. In 2010 the USDA Economic Research Service listed CT as having \$211,061,000 in net farm income and in 2017 those numbers dropped to \$84,773,000. Other facts and income data please are found in exhibit 5. You can also follow the USDA /ERS web site and hover/click over CT and then compare rankings by selecting the years you choose to view [https://public.tableau.com/views/Gettoknowyourstate2/State-leveldashboard?amp&:display\\_count=no&:embed=y&:embed=y&:toolbar=no&:toolbar=n&:showVizHome=no](https://public.tableau.com/views/Gettoknowyourstate2/State-leveldashboard?amp&:display_count=no&:embed=y&:embed=y&:toolbar=no&:toolbar=n&:showVizHome=no)

**6. Are there opportunities for cost savings for CT state government in the context of implementing this policy?** There could be many opportunities to explore cost savings if there is a deep dive to see where there are overlapping regulations so multiple agencies are not doing the same thing. For example, redundancy of state inspectors going to farms who may have a commercial kitchen which sells farm processed goods off the farm. Three departments; DOAG, DCP and DPH (which handles food protection oversight of local health departments) will inspect at the farm. Three inspectors going to the farm at three different times, taking valuable time away from the business. Creating efficiencies and streamlining regulations needs to occur as soon as possible.

**7. What examples of success from other states, countries, or the private sector in this policy area should the Administration study?** In Connecticut, food and plant production, including cannabis and hemp, can greatly expand the farm economy if we can extend the growing season, create more space for ag production and be environmentally sustainable. Greenhouse production does all that. *National Geographic* highlighted the Netherlands in an article which illustrates what can be done in a small area like Connecticut with dedicated support from the Department of Agriculture. <https://www.nationalgeographic.com/magazine/2017/09/holland-agriculture-sustainable-farming/>

**8. Are there any other issues/considerations you would like to highlight with regard to this policy area?** All areas of agriculture should be focused on, not just one sector of farming because when all segments are more successful, that lifts everyone. Efficiencies play out with agricultural services and farm supplies and inputs can be lowered. The industry cannot divide itself and should work more collaboratively.



## Digital Strategy Transition Policy Committee: *Governing for Results*

Co-Chairs: David Wilkinson and Joanne Collins Smee

### 1. *How should the Lamont Administration prioritize the policy goals in this area?*

Achieving Governor-Elect Lamont's bold vision in the face of CT's persistent budgetary challenge requires innovation and systems change in state government. To prosper and advance while weathering the storms ahead, CT must become **one of the nation's most cost-efficient, data-informed, results-driven states**.

There are significant, untapped opportunities for the Lamont Administration to create a better, more effective government: one that **generates more value for each public dollar spent** and strengthens state capacity to achieve Gubernatorial priorities across all agencies. Governor Lamont can do so by bringing **private-sector discipline to the mission of government**, advancing proven solutions that enable the state to:

- **Modernize digital delivery.** We use decades-old approaches and tech, undercutting every agency of government, comprising citizen experience, diluting the impact of billions in state spending. Systems routinely underperform despite being delivered behind schedule and over-budget: *Adopt agile private sector approaches, centralize IT, overhaul procurement, attract modern digital talent.*
- **Unleash data to drive results.** From opioid response to job training, CT invests billions to improve lives but it doesn't know how it's performing. Existing state data could tell us, but we don't access it: *Use data to find what works and make it work for more people. Deploy predictive analytics and real-time performance management. Achieve savings by cutting programs data proves ineffective.*
- **Break down silos & be outcome-obsessed.** Our fragmented approach to government costs more but achieves less: *Reduce redundancy, fill cost-driving service gaps, and improve citizen experience through cross-silo collaboration.* CT tends to reward process and compliance over outcomes and impact: *Fund outcomes, not inputs. Link taxpayer dollars with results to show government works, build faith in CT.*

### 2. *Which goals are achievable in the first 100 days of the Administration?*

Set in motion a new digital and performance infrastructure – embedded at OPM and/or the Governor's Office – that would be the Governor's vehicle to create a more effective, data-driven, high impact government.

The Governor could issue an **Executive Memorandum** on digital, results-driven government that would:

- Describe the importance and value proposition of modern, citizen-centered, outcomes-focused, data-enabled, performance in government
- **Establish a Steering Committee** led by senior staff that will develop an actionable plan in 50 days to measurably and systemically improve government performance; **implement an initial digital and performance infrastructure** in government; and develop legislative and administrative concepts for a complete structure to launch in FY20
- **Call on commissioners** to ensure agencies advance data- and results-driven driven approach that puts customer experience first

Following the Executive Committee's plan release, the Governor could issue **Executive Orders** that would:

- Implement relevant initial recommendations of Steering Committee
- Update the charter of the IT Bonding Committee with digital delivery principles
- Create commissioner sub-cabinets to advance gubernatorial cross-silo priorities and proof points

### 3. *Which goals will require legislation? Which executive action? What will be the fiscal impact?*

Launchable without fiscal impact over the second half of FY19. In next biennium modest progress would require \$36MM in FY20 and \$60MM in FY21 (90% in IT/digital delivery). Transformative impact to fully realize the value proposition here may require reaching an annual increased investment of as much as \$300MM (95% IT/digital delivery).



**4. Are there specific challenges to achieving Lamont Administration goals? How to address those?**

These solutions would measurably advance the priorities of all agencies but cannot be solved by individual agency action (misaligned attempts have meant squandered resources and turf issues). CT is decades behind the private sector due to our siloed system and insufficient executive support for elevating these issues to a degree necessary to drive attainable transformation.

**Realizing the significant value of data- and results-driven government will only be achieved if it is a top priority of the Governor and if deputies leading this effort are empowered to identify and remove barriers to achieving a better, more effective government.**

**5. How will implementation of policy in this area create jobs and spur economic growth?**

- State workforce programs will achieve measurably **better employment outcomes** when data insights reveal what works best for whom and when strengthened by cross-agency supports such as child care.
- Reducing regulatory burden through improved digital systems will strengthen businesses.
- As a major IT employer, CT can “be the change it wants to see”, creating **modern digital job specs** for top talent and committing to hire from the **new IT pipeline for under-represented populations**, serving as an anchor of a broader tech talent eco-system.

**6. Are there opportunities for cost savings for CT government in the context of implementing this policy?**

This business-minded approach may generate **hundreds of millions in added value and savings** for the state.<sup>1</sup> While the budgetary political debate is between program cuts or new revenues, this approach offers another tool and a third way: **systemically increasing the value achieved for public dollars** by meaningfully improving the cost effectiveness of CT’s limited resources.

The value proposition of these tools **may rival the scale of any politically plausible new tax revenues or programmatic cuts.**<sup>2</sup> What’s more, with systems up and running, the Lamont Administration would have the data to prove it.

**7. What examples of success from elsewhere should the Administration study?**

Attached resources offer many examples of states adopting agile tech approaches that are **generating millions in value and savings**; are **smarter, more efficient & more responsive** by using data to help solve their biggest challenges; and have proven **greater impact** by working across silos and by funding outcomes rather than inputs.

**8. Are there any other issues/considerations you would like to highlight with regard to this policy area?**

Communications strategy should intermix ‘quick-hit’ proof points valued by the public with longer-term work of systems change. Steady cadence of attainable wins allows for an enduring emphasis on Governor Lamont’s **business-minded approach to progressive governing that can sustain through media cycles**. It will feed faith that larger transformation is possible, continually highlighting the value proposition and its achievability.

By transforming the way government works, CT will be able to take bigger steps forward on the important outcomes – such as **employment, kindergarten readiness, safety, and community vitality** – that residents care about most. With data and evidence readily at hand, a Lamont Administration would be better able to **assert the impact of its leadership** by pointing to where it has achieved clear, measurable results. Progress in advancing this agenda would **position CT as a national leader**. It would give rise to a state that more efficiently manages resources, is more responsive to citizens, and that can weather challenges with greater resilience.

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<sup>1</sup> The Fiscal Commission calls for similar efficiency approaches to save \$1B and to engage an efficiency consultant to do so.

<sup>2</sup> Approx. two-thirds of Connecticut’s non-pension, non-debt obligations are dedicated to health, human services, and education. Achieving 3% efficiency increase on the \$26.5BN in state and federal dollars deployed by CT in these areas would equal \$800MM in value. Obama White House analysis suggested wide deployment of data and evidence solutions could ultimately make governments 10% more efficient at achieving outcomes in these areas with comparable value and savings.





## Quick Start Guide for Updating an Entity Registration

### Helpful Information

#### Viewing Your Entity Record

- If you chose to make your record public, you can view your entity record by going to [www.sam.gov](http://www.sam.gov), selecting Search Records, and searching by your DUNS number or Legal Business Name
- If your record is available in the public search, but expired, you can view it by searching for your entity by DUNS Number or Legal Business Name, selecting the Inactive checkbox, and selecting Apply Filters.
- If you opted out of public search, you will need to log into SAM with the appropriate user account, select Entity Registrations and then Existing Entity Registrations to view your record

#### Before You Start

- When you renew or update your registration, you must review the entire record. Take the time to make sure all the information is accurate and complete.
- If your entity's physical address has changed since you last renewed, make sure to update the address Dun and Bradstreet (D&B) has on file prior to updating the registration in SAM.
- All non-Federal entities must mail an original, signed notarized letter to the Federal Service Desk within 30 days of activation.

### Steps for Updating an Entity Registration

1. Type [www.sam.gov](http://www.sam.gov) in your Internet browser address bar and then log in.
2. On the My SAM page, select Entity Registrations and then Existing Entity Registrations from the sub-navigation menu.
3. Search for the entity you want to update or select the Legal Business Name of the entity the Entity List.
4. Select Update Entity from the Registration Details panel.
  - You may not update a registration in Submitted status. You may only update registrations that are Active, Expired, or a Work in Progress.
5. You may delete a Work in Progress if necessary. This will not affect your Active or Expired entity registration.
6. Select what you would like to update: Purpose of Registration and remaining entity registration. All sections applicable to the registration besides the Purpose of Registration or Point of Contacts only (skip to step 9).
7. Update the Core Data section.
8. Update the Assertions section (not required if registering for Federal Assistance opportunities only).
9. Update the Representations and Certifications section (not required if registering for Federal Assistance opportunities only).
10. Update the Points of Contact section, including optional POCs. You may remove optional POCs if they are no longer relevant.
11. If you qualify as a small business, update your information in SBA's Dynamic Small Business Search (DSBS) or apply for a small business certification via the SBA Supplemental page.
12. Select Submit. Your registration will be reviewed. You will receive an email from SAM.gov when your registration is active.

**Please note:** If your registration update requires IRS or CAGE revalidation, it could take 10-12 business days for it to become active and replace your previous registration.









## Digital Strategy Transition Policy Committee: *The Digital Economy, Tech Jobs, & Economic Growth*

Co-Chairs: Joanne Collins Smee and David Wilkinson

### 1. How do you propose the Lamont Administration should prioritize the policy goals in this area?

- A) Address CT's critical shortage of technology-skilled workers: Invest in **skill development**. Build on-ramps for under-represented populations to enter the well-paying technology sector. Attract and retain top talent.
- B) Create a **digital kick start**: use aggressive, targeted tax relief to attract and grow digital employers.
- C) Develop a **tech public-private partnership initiative** that will attract new companies, coordinate support for startups and "scale ups", and advance job-oriented tech training.

### 2. Which goals are achievable in the first 100 days of the Administration?

#### A) SKILL DEVELOPMENT

The Governor should create a **Digital Economy Taskforce** of agency leaders (DOL, DECD, DSS, OEC, SDE, CSCU) – similar to MA's "Skills Cabinet" – that would work with the private sector to identify critical skills/hiring needs. Such a taskforce could also advance a **spectrum of tech skills opportunities** with following goals:

##### Start early:

- Begin work on a **mandatory Computer Science program for our middle and high schools**. Under-enrollment in CT's higher ed STEM programs can be tracked to the K-12 system. To change that trajectory, we need to get our young people comfortable with tech (and coding specifically) as achievable skills. Fifteen peer states are already acting on this and CT should as well.
- Identify current **tech internship programs** in the state; ask each for a 3 year plan to significantly increase enrollment and placement – and support them to achieve it.

##### Build on-ramps to the digital economy for under-represented populations:

- Overcome the "tuition barrier" for low-income households to enter high-job-placement tech training programs. Pilot in CT existing models to **enable tuition payback after attainment of a higher-paying job**.
- The expense of child care is cited by training institutions as the biggest single barrier to program enrollment. A low-skill, low-pay job qualifies a person for childcare support but tech training does not. Expand the state's Care4Kids program to **fund childcare for high-placement tech programs**, thereby increasing family income and reducing subsidy need. Attract available matching federal funds for these programs.

##### Attract and retain top talent in advanced fields:

- Explore the concept of providing a **tuition forgiveness** program (modeled on NY State's Excelsior Program) for 2- and 4-year state colleges. If you major in an advanced tech-sector field of study and stay in CT to work after graduation for 5 years, the state may reduce or eliminate tuition repayment obligation.
- Pursue the **recommendations of the Commission on Fiscal Sustainability**, including to:
  - Develop a world class STEM campus (running a contest modeled on the Applied Sciences NYC initiative) to attract universities to build a graduate program, facility and capacity in CT.
  - Attract & retain STEM talent by offering a portfolio of tax credits, cash incentives, debt forgiveness.
  - Take steps to solidify CT's emerging status as a global InsurTech Hub.

#### B) DIGITAL KICK START

Create a comprehensive tax incentive program designed to incentivize the rapid deployment of capital to digital employers and the aggressive expansion of digital jobs. **Provide taxation relief that is tied to the number of tech jobs that a company creates in CT.** Expand the current angel investor tax credit. Make tax credits fully fungible across all state tax liabilities. Consider incentives for family offices and others to invest in CT companies, for instance if a trust provides for a CT-based investment preference. Collaborate with municipalities on offer property tax incentives for desirable or high-performing digital employers. **Provide tax relief bonuses for investment in digital employers in Opportunity Zones.**



### **C) TECH PUBLIC-PRIVATE PARTNERSHIPS**

The Lamont Administration should act quickly to capitalize on corporate and employee interest in “giving back”, and the broader sentiment to invest in the state, which the Gov-Elect has helped generate. A new **Public-Private Tech Taskforce** would select and pursue key leverage points to jointly advance the tech economy. It should:

- Coordinate efforts to **attract tech companies**, leveraging Governor Lamont’s success with Infosys.
- Catalyze a “culture of coordination” among (a) state agencies, (b) higher ed, (c) business support organizations and (d) large flagship companies to **create support teams for startups and “scale ups”** to deliver needed support and resources at all stages of the company life cycle – filling key gaps that have been identified by the market and de-risking the allocation of state and stakeholder resources.
- **Set up and co-fund tech training programs in our cities** – recruiting a high-job-placement tech bootcamps with experience in attracting urban candidates. As a major tech employer<sup>1</sup>, the CT state government should lead the way and challenge partners, committing to hire people from this emerging tech pipeline into redeveloped IT positions recommended by the Digital Strategy committee.

All elements of the agenda above should be coordinated under a **Governor’s Tech Czar**. This leader would work closely with the commissioners of DECD, CSCU, and DOL, but would be in a position to focus exclusively on attracting tech companies and advancing tech talent in a way that responsibility for the broad mandate of agency leadership does not allow. The Tech Czar would lead and coordinate the work of both the Public-Private Tech Taskforce and the Digital Economy Taskforce detailed above.

#### **3. Which goals will require legislation? Which executive action? What will be the fiscal impact?**

While many of these solutions could be moved under executive authority, some – in particular those with fiscal implications – would require legislation. A lean approach may cost less than \$1MM while a robust approach may be pursued for tens of millions. Everything on the menu above would cost \$200 million or more this biennium.

#### **4. Are there specific challenges to achieving Lamont Administration goals? How to address those?**

While significantly growing technology jobs and positioning CT as an incubator of new tech is attainable, it is a reach. Success will require support from the Governor and a relentless focus on developing and attracting technology skills and incentivize technology companies, including startups, to make their home in CT.

#### **5. How will implementation of policy in this area create jobs and spur economic growth?**

All CT businesses, not just tech companies, require increasing levels of tech talent. The substantial unmet need for skilled technology professionals continues to grow. CT’s paucity of digital talent is a major barrier to growth. This agenda will create jobs, be an engine for growth, and may spur a halo effect in the broader economy.

#### **6. Are there opportunities for cost savings for CT government in the context of implementing this policy?**

Building on-ramps for underrepresented populations of lower-income backgrounds will not only enhance family economic stability, it may also reduce demand for state subsidies.

#### **7. What examples of success from elsewhere should the Administration study?**

[Chattanooga](#) was the first municipality in the nation to offer large scale internet service a decade ago and tech companies have been relocating there ever since. Waterloo, Canada is another success case. While home to only 500,000 residents, strong educational resources combined with well-coordinated state and community support, have allowed it to rank in the top 25 global hubs of entrepreneurship.

#### **8. Are there any other issues/considerations you would like to highlight with regard to this policy area?**

Image is a problem. With a new Administration comes a chance for a fresh start. CT should develop an intentional marketing strategy to combat an increasing (and unwarranted) negative perception. The administration should invest in strategies that **position CT as a “tech state”** both internally and externally.

State policies designed to increase the availability of **high speed internet, wired or 5G**, should be a priority throughout the state, including in areas where low-income individuals reside.

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<sup>1</sup> CT has approximately 700 IT staff and over 100 unfilled IT positions.



**SubCommittee Name: Digital Strategy / Data Policy and Uses focus area**

**1. How do you propose the Lamont Administration should prioritize the policy goals in this area, and on what timeframe?**

- Walk before you run: The State Data Plan and work on integrated data have laid a good foundation. But they need support. Empowering the Chief Data Officer (CDO) should be a priority. Capacity-building efforts across agencies are needed and should focus on: data literacy among agency staff, removing barriers to data sharing with agency lawyers, and increasing use of existing resources by all, including the state data portal.
- Set the tone with new hires: New hires – commissioners, but also agency data officers or agency lawyers involved in data sharing agreements - need to be measured by their ability to improve/expedite results and performance. Collaboration should be an expectation. Managing data as an asset and data governance (principles, framework, MoUs) should be part of the job description. Agency leads could be a cross-agency committee, leading agency-level challenges around outcomes (ex. talent pipeline, affordable healthcare).
- Communicate: Ensure staff capacity to communicate about how the administration is using data, including in a 'Governor's Challenge.' Use existing cross-agency data to drive online dashboards and reporting (ex. 'Connecticut Talent Pipeline Scorecard'). Prioritize and list questions that are important to the administration and which they would like to see answered in the first 100 days.
- Institutionalize use of data to inform policy: By 2020, launch a state policy center, focused on Research, Evaluation and Insight to deliver analytics and insights mentioned in the Agenda, built with pipeline of talent from previous phases of the vision.

**2. Which goals are achievable in the first 100 days of the Administration?**

Indicate support for the CDO and State Data Plan. Ask legislative leaders to appoint remaining members of state Data Analysis and Technology Advisory (DATA) Board. Agree to act on any recommendations around integrated data from the cross-agency planning effort through Actionable Intelligence for Social Policy. Launch a process to find home for state policy center.

**3. Which goals will require legislation to move forward? Which items can be advanced through the actions of the Administration alone? What is the fiscal impact of these legislative or executive actions?**

We have many distributed pieces of legislation that speak to data policy that will need to be reviewed for sustainability. The above recommendations would involve costs for capacity-building and for communications.

**4. Are there specific challenges you can identify with regard to achieving the Lamont Administration's goals, and how would you suggest to address those?**



This group has lofty ambitions, but we need to be sure we are building on, or looking to create, a solid foundation. The state data plan is not funded and enforcement authority of the CDO is limited. CT has been lax in articulating standards for data collection and use. Data quality limits ability to use state data for any kind of advanced analytics. Technology within agencies is antiquated and inhibits use of data. Technology for cross-agency data sharing is cumbersome and not flexible or scalable. The recommendations above are intended to address these by focusing on data strategy, capacity-building and cross-agency collaboration.

**5. How will implementation of policy in this area create jobs and spur economic growth?**

Better data quality and interoperability facilitates the use of data for performance management. Performance management should create efficiencies and allow program evaluation to find what is working. Longitudinal data allows evaluation of an array of issues on educational performance and to track the impact of major initiatives. Cross-agency data allows identifying and understanding dynamics in the social safety net (ex. frequent flyers, multiple-use households).

**6. Are there opportunities for cost savings for CT state government in the context of implementing this policy?**

There are State Enterprise Assets which are not in use universally that can help save money and delivery services more efficiently (examples include: Enterprise Master Person Index, Enterprise Provider Registry, Relation Registry). Licenses are open to all agencies; collaboration and capacity-building can help encourage use of underused assets.

**7. What examples of success from other states, countries, or the private sector in this policy area should the Administration study?**

Agency staff have already been learning from [examples of integrated data system uses from Actionable Intelligence for Social Policy](#), but should focus on implementation starting in 2019.

Academia leads the way in the realm of government modernization and should be leveraged heavily in this work - institutions like the [Data-Smart City Solutions at Harvard](#) and [NYU's Center for Urban Science & Progress](#).

**8. Are there any other issues/considerations you would like to highlight with regard to this policy area?**

These are covered in the Digital Strategy transition two-pagers.



# **Lamont-Bysiewicz Transition Shared Services Policy Committee Recommendations**

December 18, 2018  
Stonington, Connecticut

## **Policy Goals:**

Reduce the cost of  
local government

BY

Re-aligning public  
services delivery at  
state, regional,  
local level

Reduce CT's  
over-reliance on  
the property tax



## What's At Stake?

### High property taxes:

- Regressive
- Drag on CT Competitiveness & Cost of Living

### Inefficient Delivery of Local Services:

- Unsustainable for local governments
- Unaffordable for state to subsidize

## Economic Growth & Job Creation

Reducing over-reliance on regressive property tax which affects businesses and families (42% of all taxes in CT)

**BY**

Promoting shared services in public service delivery

**AND**

Providing alternative revenue services

**LEADS TO**

Strengthening our economic competitiveness = Economic Growth and Job Creation



## Challenges

- Tradition of local control and lack of county government
- Lack of state leadership and capacity
- Lack of local authority to pursue revenue options other than property tax
- Perceived differences in quality and cost-effectiveness of services especially across cities-suburbs-rural towns

## Strategy

- Reimagine how local and regional services are provided by towns and boards of education
- Use governor's goodwill to promote big change through Governor's Leadership Challenge
- Build on existing tools and structures
- Use data to measure efficiency and incentive performance-based solutions



## Recommendations Address

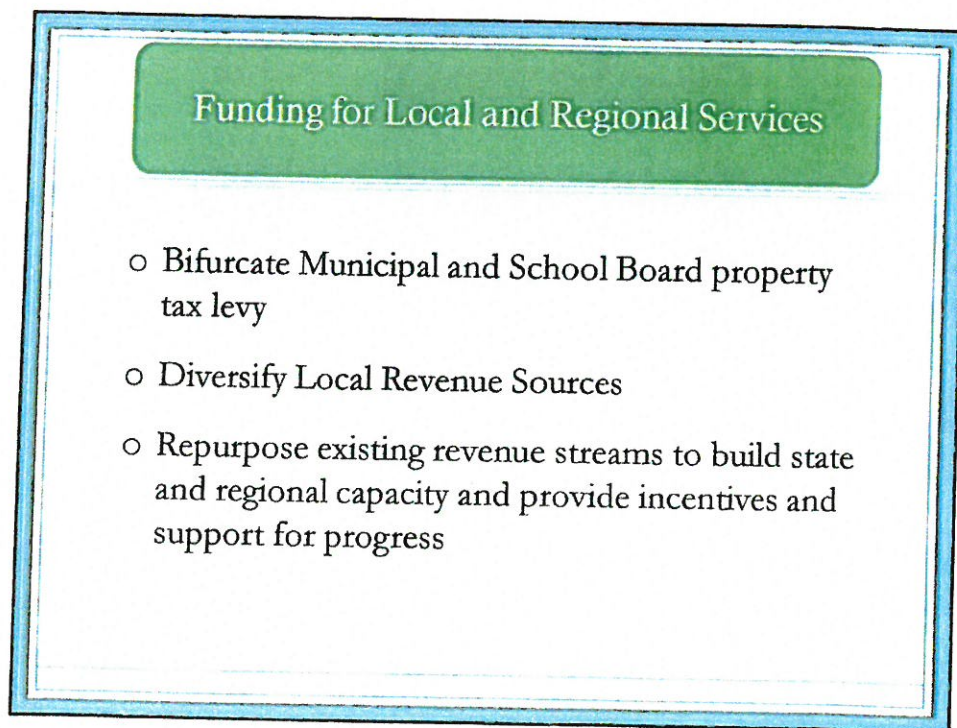
1. Delivery of Local and Regional Services

2. Funding for Local and Regional Services

### Delivery of Local and Regional Services

- Re-tool State Government
  - Staff up OPM's CPIP Division
  - Revive Advisory Council on Intergovernmental Relations (ACIR) as sounding board for new ideas
- Revive Uniform Chart of Accounts (UCOA) to Create Data-driven Performance Standards
- Enhance the Role of Councils of Governments and Regional Education Service Centers







## First 100 Days

- Appoint OPM Undersecretary of Comprehensive Planning and Intergovernmental Policy
- Restructure Advisory Committee on Intergovernmental Relations (ACIR)
- Require use of Uniform Chart of Accounts by all municipalities and school districts
- Require COGs and RESCs to prepare "Readiness Reports"
- Begin process to shift burden of proof for Special Education

## Cost Savings

According to Boston Fed Report – "State Options for Promoting Cost-Efficient Local Government: Regional Consolidation":

"Roughly 20% of local government spending goes to services characterized by demonstrated economies of scale".

Best opportunities: Public Safety Dispatch, Public Health, High-level administrative and financial functions



## Best Practices



### Shared Services Policy Committee

[https://drive.google.com/drive/folders/1yZ7KVrrmnQSbSsPx\\_qQ2fxtneo1C1t52](https://drive.google.com/drive/folders/1yZ7KVrrmnQSbSsPx_qQ2fxtneo1C1t52)

## Governor's Leadership Challenge

Reduce property tax  
burden as a percentage  
of total tax incidence

Set a Marker/Goal to  
reduce property tax  
incidence by 10% in  
order to achieve a more  
competitive standing for  
economic growth and  
job creation









## **Lamont-Bysiewicz Transition: Education Policy Committee Final Memo**

**Co-Chairs:** Fran Rabinowitz and Yvette Melendez

1. **How do you propose the Lamont Administration should prioritize the policy goals in this area, and on what timeframe?** The committee's work aligns with the Governor-Elect's focus on workforce development and economic stimulus while keeping the best interests of public school students at the center. Short and long-term policy recommendations are outlined below. Details of each are provided in this linked [addendum](#) document.
  - **Early Childhood Education/Care Access and Quality:**
    - Raise Care4Kid payment rates and expand access to allow parents to enroll in training.
    - Set aggressive timeline for launch of [Quality Rating and Improvement System \(QRIS\)](#).
    - Conduct an audit on early childhood care access and current level of unmet demand.
  - **Achievement/Opportunity Gap:**
    - Reexamine purpose/role of CSDE/SBE and relationship with RESCs and other partners.
    - Launch development of statewide curricula, inclusive of the technical school system.
    - Develop a statewide STEM education action plan that consolidates previous reports.
    - Create a Math Leadership Institute for school principals.
    - Require that computer science be taught in every high school.
    - Improve state's longitudinal data system to be more timely and user-friendly.
    - Demand greater transparency and accountability for Alliance Districts, Commissioner's Network, charter and magnet school progress/results; codify best practices.
    - Launch CT's "Teach.org" public relations campaign for the teaching profession.
    - Propose changes to out-of-state reciprocity for educator certification.
    - Expand educator preparation pathways and leadership development programs.
    - Shift oversight of Minority Teacher Incentive Program from OHE to the CSDE.
  - **Affordable Higher Education and Career Pathways:**
    - Establish a Governor's Industry, Higher Education, & Career Pathways Council.
    - Create FAFSA data MOU between OHE and CSDE; long-term merge of OHE with CSDE.
    - Launch a low-cost loan and scholarship program through [CHESLA](#) with focus on STEM.
    - Target external funding sources to develop career pathways and training programs.
    - Implement a marketing plan for the CT higher education system.
  - **School Funding and Regionalization:**
    - Commit to funding ECS at the [statutory level](#) for the biennium.
    - Implement a new, comprehensive school funding formula.
    - Create a dedicated state office in OPM focused on securing grant dollars.
    - Promote shared services models for school districts.
    - Establish a minimum school district size to be implemented over time.
    - Require small school districts to internally consolidate or regionally share services.
    - Move to a single, statewide, collaborative contract for an electronic IEP system.
    - Reduce statutory red tape, redundancies, and barriers to educational improvement.
2. **Which goals are achievable in the first 100 days of the Administration?** The goals highlighted in yellow above are achievable within the first 100 days.
3. **Which goals will require legislation to move forward? Which items can be advanced through the actions of the Administration alone? What is the fiscal impact of these legislative or executive actions?** Full funding of ECS requires administrative and legislative action. Legislative





approval is required to expand eligibility for Care4Kids to parents enrolled in training. Most other short-term recommendations do not require legislation to move forward, however the adoption of legislation can help speak to the importance and the urgency of these goals. It can also promote cross-agency collaboration. In terms of fiscal impact, expansion of Care4Kids would cost \$30M (in part offset by SNAP E&T). The added cost of fully funding the ECS formula is \$345M over the current budgeted level of \$2.02B. The statutory funding level for FY20 is \$2,052,556,112 and FY21 is \$2,091,283,543. Other recommendations are cost neutral and could be accomplished through reallocation of existing budget or generation of philanthropic/grant dollars.

4. **Are there specific challenges you can identify with regard to achieving the Lamont Administration's goals, and how would you suggest to address those?** Clearly, the greatest challenge is that there are many competing priorities in the face of limited resources; schools and districts feel overwhelmed by compliance requirements. We recognize the historically political nature of school funding and regionalization. The shortage of talent within the educational system continues to be a concern; though we hope to address this through a number of the proposed recommendations. We believe change can be made in many different areas by streamlining systems and applying creative solutions through partnerships (e.g. the CSDE and the RESC Alliance) and reallocation of funds.
5. **How will implementation of policy in this area create jobs and spur economic growth?** Education is the engine behind driving our economy, and we can't afford not to invest in this. Education has the potential to break the cycle of poverty. Full funding of ECS will increase jobs in public education. A strategic, comprehensive approach to aligning our education system with workforce needs will also directly drive our state's ability to attract and retain talent.
6. **Are there opportunities of cost savings for CT state government in the context of implementing this policy?** If we expand shared services models and incentivize regionalization across the state, there is significant opportunity to realize cost savings. The intentional allocation/reallocation of state education funds will help avoid unnecessary or improperly distributed funds or use of funds. The creation of a dedicated office focused on securing grant funds would be critical as we believe CT has left a significant amount of money on the table, especially at the federal level.
7. **What examples of success from other states, countries, or the private sector in this policy area should the Administration study?** In terms of building connections between education and the workforce, we look to models in TN, CO, MD, and NY. Connecticut has some successful models of shared special education services programs ([FVDC](#), [STRIVE](#)). The Hartford Foundation for Public Giving produced a [report](#) summarizing other states' efforts. CABE produced a [report](#) for the Preston Public Schools that summarizes the use of part-time and shared staff in CT. In terms of launching a standardized curriculum, we look to MA as a model. [RI](#) is also doing exciting work around advancing STEM education and establishing direct ties to the STEM workforce. TN has a [marketing model](#) for higher education. More examples are provided in a [supplemental materials document](#).
8. **Are there any other issues/considerations you would like to highlight with regard to this policy area?** An [immense amount of work](#) has already been done to study and analyze school funding and regionalization opportunities. This work should not be ignored, nor duplicated, but rather consolidated and leveraged to develop achievable goals. One of the state's goals is to reduce racial, economic, and social isolation of students and teachers. To date, the state hasn't been consistent in its commitment to this goal and the state's plan to achieve this goal requires coherence. This requires attention.





## **Lamont-Bysiewicz Transition: Education Policy Addendum**

**Co-Chairs:** Fran Rabinowitz and Yvette Melendez

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### **Education Policy Committee**

#### **Addendum to Final Education Policy Committee Memo**

*The following is an addendum that provides additional detail for each of the Education Policy Committee's proposed policy goals/actions (listed in the same order as the main document). The goals highlighted in yellow are believed to be achievable within the first 100 days.*

#### **Early Childhood Education/Care Access and Quality:**

- **Raise Care4Kid payment rates and expand access to allow parents to enroll in training:** Connecticut has one of the highest, if not the highest, rate of preschool attendance in the country. While more can and should be done to reach the remaining 20% of children who don't attend preschool, the more urgent problem is that there are only 27 licensed infant/toddler spaces for every 100 children under age three. This shortage of licensed childcare prevents parents from working, which contributes to disproportionately high rates of child poverty among children ages birth to three. The new administration should prioritize expanding access to affordable, quality child care, particularly infant/toddler care, through the Care4Kids program. Eligibility for Care4Kids should also be expanded as part of a broader Two-Generation strategy to address poverty, so that parents have access to child care while they are in school or a training program, as well as when they are working. The new administration can increase supply and bring more providers into the market by approving the Office of Early Childhood's pending proposal to increase payment rates for infant and toddler care under the Care4Kids program. Legislative approval will be required to expand eligibility for Care4Kids to parents who are enrolled in school (see [sample "State-Approved Activities" language from Georgia](#) under section 6.8). A \$25 million state investment could leverage an additional \$5 to \$15 million in Federal SNAP Education and Training funds.

- **Set aggressive timeline for launch of Quality Rating and Improvement System (QRIS):**

There is a need to appropriately assess the quality of every early child care/education program that receives public funding. The QRIS provides a universal standard for evaluation of programs statewide.

A full-time position to support QRIS was hired in 2014, and a pilot was implemented in 2017-18. The timeline for full implementation has been extended into the future (a full launch could be as late as 2025). The committee feels strongly that implementation of this system should be made a priority. This would require setting a more aggressive timeline for full launch of QRIS.



- **Conduct an audit on early childhood care access and current level of unmet demand:** A major concern of the committee is that there is a need to better understand access challenges for the existing early child care/education program slots. For example, although there may be School Readiness slots available within a district, the families most in need may not be able to access these slots because of transportation challenges or related issues. There is a general belief that additional preschool slots should be made available. However, an audit would serve to determine the current unmet demand for care so that a more formal, data-informed recommendation can be made on the number of slots needed.

### **Achievement/Opportunity Gap:**

- **Reexamine purpose/role of CSDE/SBE and relationship with RESCs and other partners:**

The overarching structure of the state's education support system, including the role and purpose of the the CT State Department of Education, the State Board of Education, the RESC Alliance, and other educational organizations, needs to be reexamined. Within the first 100 days, the administration should announce a new vision for how these organizations will collaboratively serve the needs of the state through a coordinated approach. A coordinated system would define the roles of each of these organizations in service of districts, schools, and students effectively and efficiency with limited resources. The system would maximize the use of available capacity in each of these organizations for key functions, including professional development, data analysis, auditing, and compliance in order to reduce redundancies and improve the consistency and quality of services and support statewide.

The state education support system should also explore building its capacity to identify, evaluate, disseminate, and support the implementation of evidence-based national and local interventions related to the areas of trauma-informed practice, social/emotional learning restorative justice in schools, expanded school counselor/social worker supports, effective wraparound service models, embedded STEM programming, science enrichment curricula, math remediation, and arts integration.

- **Launch development of statewide curricula, inclusive of the technical school system:** Too many districts are developing curricula independently or are purchasing off-the-shelf products that do not meet an appropriate level of rigor. There should be an effort to develop a statewide curriculum, aligned to all relevant content standards, in order to remove inefficiencies (e.g. curriculum writing time spent at the local level) and to ensure that the curricula being implemented meets high standards. Connecticut should look to MA as an example of establishing a model curricula for all school districts to adopt/build upon. CREC recently modeled a collaborative process to develop and distribute shared curriculum for the [Next Generation Science Standards](#). This effort should include customized curriculum development as it pertains to the [technical education and career system schools](#).

- **Develop a statewide STEM education action plan that consolidates previous reports:**

There have been a number of efforts to study and address needs related to enhancing and promoting STEM education within our state. There is now a need to synthesize and prioritize these studies in order to develop a more explicit action plan that can move STEM education forward as a key strategy in strengthening our academic and professional STEM systems. Such an effort could also highlight the STEM/STEAM efforts already happening in Connecticut schools. Strong models already exists in vocational-technical high schools, agricultural-technical school programs, and STEM-themed magnet schools, in addition to efforts in public schools



across the state. Highlighting these efforts can help explain their value to public and private industry. CT should look to the [RI STEAM Center](#) as an example of a program focused on increasing interest in and advancement of STEM within the state.

- **Create a Math Leadership Institute for school principals:** [Math results for CT students continue to lag](#). The latest statewide assessment (SBAC) indicates that only 43% of grade eight students statewide met standard and only 17-19% of Black and Hispanic students met the state standard. CT is in middle of the pack compared with other states and significantly behind our peer states (see [National Assessment of Educational Progress](#) results). Math remediation rates are also very high for students who go on to college, taking time and money away from students pursuing their career interests. There is a need to increase professional development supports to ensure that all districts, especially those making fewer gains in math, are effectively delivering math instruction and assessment. School leaders play a critical role in this effort, and they often have had less direct exposure to the math content area. A Math Leadership Institute for school principals could be modeled after the [Literacy Leadership Institute](#) currently being run as a partnership between CCER, the CSDE, and CAS. It is also worth looking into a potential partnership with national supports such as [Math for America](#).
- **Require that computer science be taught in every high school.** There is great momentum underway for implementing computer science across all state high schools. [An action plan](#), modeled after the Rhode Island plan, has been provided by Norman Sondheimer from the CS4CT Initiative.
- **Improve state's longitudinal data system to be more timely and user-friendly:** The current [EdSight system](#) provides data on the K-12 system. While this information can be useful, the data is oftentimes outdated or difficult to access or interpret. For instance, the current public data available for School Performance and Profile reports is only as recent as 2016-17. The system can be challenging to navigate, and there are limits on filter functionality in order to review patterns of performance across groups of schools/districts (e.g. all Commissioner's Network Schools).
- **Demand greater transparency and accountability for Alliance Districts, Commissioner's Network, charter and magnet school progress/results; codify best practices.** The committee recommends examining the intended and actual outcomes of the Alliance District and Commissioner's Network funding programs, including whether these investments are designed and implemented in a manner that results in long-term, systemic outcomes. The definition of an Alliance District needs to be revisited. The number of Alliance Districts has become too large to sufficiently manage the program in a way that drives sustainability and results for students. With an effort to fully fund ECS, the state should consider reducing the number of Alliance Districts from the current number of 30+ to between 10 and 12, not withdrawing funding from any of the districts. This will allow for more targeted approaches to intervention and more robust outcome and accountability data. The current funding processes focus more heavily on the approval of use of funds, rather than the auditing of use of funds. Have these programs achieved the results they were designed to achieve? Are the programs sustainable? More robust measures need to be in place to evaluate program outcomes and then codify best practices for the benefit of districts and schools statewide.



- **Launch CT's "Teach.org" public relations campaign for the teaching profession:** Connecticut has developed a [Connecticut.teach.org](http://Connecticut.teach.org) public relations campaign, which is a comprehensive approach to attracting diverse and talented people, both locally and nationally, to the teaching profession in our state. By partnering with [TEACH.org](http://TEACH.org), which is a national organization, Connecticut was able to create a dedicated website ([connecticut.teach.org](http://connecticut.teach.org)), a broad social media campaign, and a series of in-person events, including the creation of a teacher ambassador program. The program is currently funded by a grant from the [Peter and Carmen Lucia Buck Foundation](#), which covers the cost of the platform and a dedicated CT-based project director. While a [press statement](#) was made in October 2018, there is not widespread awareness of this effort.
- **Propose changes to out-of-state reciprocity for educator certification:** It is important to review current regulations that create barriers to minority recruitment efforts for out-of-state teachers. While some progress was made during the 2018 legislative session ([C.G.S. 18-34](#)), we must further eliminate and streamline reciprocity. There is an Interstate Agreement that facilitates reciprocity, however, there is a need to push this further. A larger, longer-term project is to reconsider the [regulations for educator certification](#). These regulations were last updated in 1998 and are outdated and misaligned with the content standards and various roles/responsibilities in our school systems.
- **Expand educator preparation pathways and leadership development programs:** In order to address the ongoing issue of teacher shortage areas (e.g. math, science, special education, bilingual) and challenges with recruitment of a diverse educator workforce, the committee recommends the expanding the alternative-route-to-certification (ARC) programs such as [Relay ARC program](#). This program places an emphasis on recruiting career changers and non-certified staff members who are already working within a school district (e.g. paraeducators and clerical staff).
- **Shift oversight of Minority Teacher Incentive Program from OHE to the CSDE:** Under the current [State Board of Education five-year strategic plan](#), there is a committed focus of the CSDE on diversification of the educator workforce. Currently, [the percentage of educators of color is far from mirroring the percentage of students of color](#) within the public school system. The Minority Teacher Incentive Program was created to recruit candidates of color into the teaching profession. While it lives within the OHE, there is a lack of coherence/alignment with the efforts underway at the CSDE. As well, OHE does very little to promote the program or follow up with candidates. The role of OHE in this work is currently defined in statute, [C.G.S. 10a-168a](#), so this would require a statutory amendment.

#### **Affordable Higher Education and Career Pathways:**

- **Establish a Governor's Industry, Higher Education, & Career Pathways Council:** The Advisory Board would be comprised of senior representatives from the private sector; PK-12 schools/districts; post-secondary educational institutions; nonprofits; and labor. There would be a number of subcommittees, including but not limited to: Financial Services/Insurance, Healthcare, Technology, and Educational Models/Non-profit Partnerships. Industry-specific subcommittees would have representatives of relevant employers.
  - Goals of the Board would be to:



- Identify the common workforce needs and skills gaps of current employees in order to address underemployment and educational/training opportunities;
- Develop continuous, sustainable pipelines for the workforce; and
- Conduct a comparative analysis of best practices within CT and in other states (SC, CO, TN, MD) and make this information publicly available through a centralized website.
- Outcomes of the Board would be to:
  - Develop curricula to integrate and make available, for credit, work-based coursework, including, but not limited to: apprenticeships; coding academies and training bootcamps; dual-enrollment; credentials/associate's degree;
  - Build partnerships with community colleges and four-year colleges to expand and adjust relevant offerings based on need/demand;
  - Study and identify existing high school/post-secondary models that are most effective in order to scale them; and
  - Coordinate and align funding opportunities.

We may also want to consider the [Maine Spark](#) coalition model, which received buy-in from a wide range of stakeholders in order to advance career readiness at a statewide level.

- **Create FAFSA data MOU between OHE and CSDE; long-term merge of OHE with CSDE:** The committee felt that FAFSA (Free Application for Federal Student Aid) completion should be prioritized as a strategy for achieving more affordable higher education. FAFSA completion is a cornerstone of moving toward free college for students within the state, which would allow CT to keep pace and compete with states such as NY ([now providing free college to the middle class](#)) and NJ ([currently moving toward free community college](#)). CT's [FAFSA completion rate](#), while dynamic, fluctuates between is about 36% and 47% for students. By regulation, the federal government sends FAFSA information only to the State Office of Higher Education (OHE); however, this data cannot be linked to students since the student data systems are maintained by the CSDE. Therefore, a first step in increasing completion rates is for the CSDE to have direct access to this data by way of an MOU between OHE and the CSDE. The CSDE can then work directly with school districts to increase FAFSA awareness and completion rates. With an MOU in place, a campaign comprised of the following steps should be implemented:
  - Announce a goal of increasing FAFSA completion rate to 50% within the next academic year.
  - Provide direct technical assistance support focused on FAFSA completion by way of workshops with students and families.
  - As part of this campaign, the CSDE and districts should leverage the [National College Access Network](#), which exists to promote FAFSA completion.
  - Gradually move towards requiring FAFSA completion as part of high school graduation requirements.

Related to this recommendation, the committee propose that there be further consideration given to merging OHE into the CSDE in order to streamline efforts and provide further efficiencies.

- **Launch a low-cost loan and scholarship program through [CHESLA](#) with focus on STEM:** CHESLA (Connecticut Higher Education Supplemental Loan Authority) is targeting STEM,



engaging employers, and increasing awareness of loans and other programs for certificate programs offered by accredited schools. CHESLA will also target applicants for STEM-related jobs, and enhance opportunities for new entrants to the workforce that will address diverse workforce needs. CHESLA's work to further workforce initiatives through participation in various national organizations such as the Strada Education Network focused on new pathways between education and employment.

- **Target external funding sources to develop career pathways and training programs:** Target philanthropic/corporate foundations that have worked successfully with other states to develop career pathways and training programs (e.g. [Lumina Foundation](#), [Nellie Mae Foundation](#), [Year Up](#), Jewish Vocational Services, the [Dalio Foundation](#), [Federal Apprenticeship Grant Program](#), Perkins Funds, and [Workforce Innovation and Opportunity Act](#)). This should be done in coordination with the aforementioned Career Pathways Advisory Board.
- **Implement a marketing plan for the CT higher education system:** We know that a strong economy is predicated on access to education and training opportunities. Our community colleges serve as a pathway to advanced educational opportunities as well as good paying jobs in industries that require advanced skills and training. CT is currently the 4th largest exporter of college-going students. To address this head on, an aggressive marketing campaign should be developed promoting CT's higher education system while setting strategic goals promoting access and statewide degree and certificate completion.

#### **School Funding and Regionalization:**

- **Commit to funding ECS at the [statutory level](#) for the biennium:** Appropriate funding of the state's education system is essential to our state's long-term economic success. For too long, the state's primary grant to municipalities for education has been underfunded. Statutorily, full funding of ECS would be phased-in over 10 years. FY19 is year 1. In the biennium budget, the commitment needs to be adherence to the statute for FY 20 & 21 and providing the funding appropriation to do so. This will send an important message to our state that education is a priority and an essential pillar of the state's economic health and future.
- **Implement a new, comprehensive school funding formula:** The means by which the state distributes education funds to municipalities and choice schools has been political for too long. The state must see the appropriate distribution of these funds as a moral imperative and a strategic means of ensuring that all students will receive a high-quality education and will have the opportunity to contribute positively to our state's economy. To achieve this outcome, the state's funding formula(s) must be fairer, simpler, more predictable, and more efficient. Connecticut's legislature has established more than [10 different funding formulas](#) to determine how much money public schools should receive. These funding formulas must be updated and aligned, using a single funding system with consistent criteria for districts and choice schools. To begin this process, the state must determine the true foundational cost of educating a child in Connecticut. In order to implement a systematic and logical approach to school funding, this base must be updated to reflect the true cost of educating a child, not the cost that CT can currently afford. Extensive work has been done in this area and a comprehensive proposal is presently being developed by the Connecticut Association of Public School Superintendents (CAPSS). We have provided an [annotated appendix](#) of many existing, relevant resources related to school funding.



- **Create a dedicated state office in OPM focused on securing grant dollars:** Accessing federal dollars should be a priority and explicit expectation for the State Department of Education. A first step toward accessing these potential resources is to systematically study where CT is lagging in terms of taking advantage of federal and grant funds. Absent funds to create a dedicated state office in OPM or hire dedicated grant writers at SDE, the department should have access to and support from the extensive grant writing resources and capacity available at the state's institutions of higher education. Further, as a longer-term goal, capacity for grant writing should be built within local school districts to enable them to access additional resources for education.
- **Promote shared services models for school districts:** Extensive work on opportunities for shared services has been completed by past committees and organizations. We have provided an [annotated appendix](#) of many existing, relevant resources related to regionalization. The first step is to assign a team to: review the extensive, existing studies and recommendations related to regionalization; develop a comprehensive plan for reducing costs and improving service to children through regionalization; and execute the plan. In particular, there is opportunity for regionalized services for students with special educational needs. Special education typically cost about 25-30% of a district's overall budget. If we don't begin to contain special education costs, those costs will take over a larger and larger percentage of every district's budget. There are successful examples of regional programs that serve students with special educational needs. These collaboratives have the potential as regional solutions to reduce the cost of special education delivery and increase the quality of the services provided. In many cases, the barrier to these programs getting off the ground is the initial start-up cost, such as the cost of renovating a space for this purpose. Although these costs are proportionally small and are quickly recovered through the program savings, they are a barrier to programs getting started. Low- or no-interest loans should be offered to local school districts to support the site development costs of starting up collaborative special education programs. This proposal can be near to cost neutral depending on implementation specifics. Loan funds could be allocated through bonding or funded through private partnerships. These collaborative special education programs should be flexible and designed to meet the needs of the participating districts. Lessons learned from successful, existing programs suggest that these collaboratives must be well designed; have a clear mission and population; and the budget and tuition should be determined by the participating districts. These programs could potentially be managed by an outside provider if the school districts don't have the capacity or desire to manage the program.
- **Establish a minimum school district size to be implemented over time:** Across the state, the tax base is shrinking and service demands are growing. With more scarce resources and pressure for economies of scale, sustaining the small town governance model is increasingly difficult. The goal is to maintain strong communities and excellent schools, while fostering cooperation across municipalities. To date, simply encouraging these collaborations has not been successful. The committee does not recommend that the state require consolidation, but that it no longer subsidize small school districts with state education funds. The committee recommends that towns that do not meet minimum size requirements be given two years to develop and implement a plan for consolidation. If they do not, the state should gradually withdraw state funding (e.g. reduced by 25% per year).



- **Require small school districts to internally consolidate or regionally share services:** The state should not continue to subsidize small school districts with significant administrative overhead. Currently in Connecticut, there are 28 school districts with a single school but both a principal and a superintendent. These school districts should be expected to consolidate roles internally (such as a superintendent serving in the role of principal) or regionally share district administrators. These consolidations should include, but not be limited to, principals and superintendents. If they choose not to do so, the state should gradually withdraw state funding (e.g. reduced by 25% per year).
- **Move to a single, statewide, collaborative contract for an electronic IEP system:** The state has a common IEP form, which is currently being redesigned. However, districts are contracting separately for electronic management of those forms. Currently, most districts are independently contracting with the same provider: IEP Direct. The state should start by distributing an RFP for a single, statewide, collaborative contract. Districts should be willing to contribute to the cost of this contract, because they are currently paying for the online system and the shared cost would be less than the individual cost. In addition, there is current legislation that requires all districts bill Medicaid (with some exceptions). Having a single electronic IEP system will help with the capitalization of the Medicaid system, because then the state could have a single vendor for Medicaid billing as well. A single online IEP system would also make it significantly easier for the state to audit data related to special education.
- **Reduce statutory red tape, redundancies, and barriers to educational improvement:** A general concern of the committee was that there are an overwhelming number of statutes related to education that burden districts unnecessarily. Some of these statutes even limit expansion of regionalization. The education statutes need to be audited/inventoried, and recommendations made to streamline and/or eliminate barriers and redundancies. New statutes related to education should be carefully vetted for their impact on local school districts, including an extensive and transparent cost/benefit analysis prior to adoption.





## Education Policy Transition Committee: ANNOTATED APPENDIX

*The following annotated list of studies, reports, and recommendations have been provided to demonstrate the wealth of research and analysis that has already been performed by a variety of legislated and appointed committees, stakeholder groups, and researchers around school funding and regionalization.*

### Funding

Resource & Link	Contents	Publication Year
<a href="#">Task Force to Study State Education Funding - Final Report (PDF Version)</a>	The final report for the State of Connecticut's Task Force to Study State Education Funding features recommendations to address problems with the Education Cost Sharing (ECS) grant formula, which distributes the largest share of state education aid to towns, and certain other major state education grants. The final recommendations build on interim recommendations to (1) support efforts to increase and make more predictable ECS funding; (2) update and improve the ECS formula; (3) support equitable funding for school choice programs, including interdistrict magnet schools and regional agriscience technology centers; and (4) explore fairer and more reasonable approaches to funding services for students with special educational needs. Due to the state's budget constraints, the Task Force offered its recommendations without a specific recommendation for more ECS funding.	2013
<a href="#">OFA Fact Sheet: ECS Formula Beginning in FY19</a>	This fact sheet from the Connecticut General Assembly's Office of Fiscal Analysis details the revised Education Cost Sharing formula, which was passed in October 2017 as part of the bipartisan biennial budget and began being implemented in fiscal year 2019. The ECS formula is the formula the state legislature has established to distribute approximately \$2 billion in state education funding to local public school districts. Under the new formula, a	2018



	district's full funding is to be phased in over 10 years.	
<a href="#">OFA Infographic: The ECS Formula</a>	This infographic from the Connecticut General Assembly's Office of Fiscal Analysis illustrates the workings of the revised Education Cost Sharing formula, which was passed in October 2017 as part of the bipartisan biennial budget and began being implemented in fiscal year 2019. The ECS formula is the formula the state legislature has established to distribute approximately \$2 billion in state education funding to local public school districts.	2018
OLR Issue Briefs: Education Cost Sharing Grant Formula <a href="#">November 2018</a> <a href="#">February 2017</a>	These issue briefs from the Connecticut General Assembly's Office of Legislative Research examine the Education Cost Sharing (ECS) grant, its legislative history, and its basic structure.	2017 2018
<a href="#">OLR Research Report: Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools</a>	Research report from the Connecticut General Assembly's nonpartisan Office of Legislative Research that compares Connecticut's laws and funding for four types of public schools: charter schools, interdistrict magnet schools, regional agricultural science and technology education centers ("agri-science centers"), and technical high schools.	2018
<a href="#">2017 Changes to the Education Cost Sharing (ECS) Formula</a>	Research report from the Connecticut General Assembly's nonpartisan Office of Legislative Research that describes the changes made in Conn. Acts 17-2 (June Special Session) to the formula for the Education Cost Sharing (ECS) grant.	2017
<a href="#">Public Education Funding Mechanisms in Other States</a>	This research report from the Connecticut General Assembly's Office of Legislative Research examines funding formulas for public education used by other states, and provides several examples. The report uses research from the Education Commission of the States, a nonpartisan organization created by states to track state policy trends, translate academic research, and provide unbiased evidence about education topics. According to the Commission, there are three primary types of public education funding formulas: (1) foundation programs, (2) resource allocation systems, and (3) a hybrid of the two.	2017



<a href="#"><u>School Finance Reform and the Distribution of Student Achievement</u></a>	This working paper studies the impacts of post-1990 school finance reforms on gaps in spending and achievement between high-income and low-income school districts. The working paper finds reform events—court orders and legislative reforms—led to sharp, immediate, and sustained increases in absolute and relative spending in low-income school districts. Using representative samples from the National Assessment of Educational Progress, the paper also finds reforms caused gradual increases in the relative achievement of students in low-income school districts.	2016
<a href="#"><u>School Funding: Do Poor Kids Get Their Fair Share?</u></a>	This feature article from the Urban Institute examines how states are using school finance formulas to allocate additional state dollars to low-income students who research has shown need additional resources to learn at similar levels to their non-need peers. The Urban Institute feature asks the question "Where is education funding progressive?" and looks at state, local, and federal funding to determine whether or not a state's school finance system is progressive, meaning most of the state's education aid is going to low-income students.	2017
<a href="#"><u>The Property Tax – School Funding Dilemma</u></a>	The report includes a comprehensive review of recent research on both the property tax and school funding, and summarizes case studies of seven states—California, Massachusetts, Michigan, New Hampshire, New Jersey, Ohio, and Texas, the majority of them heavily reliant on property tax revenues to fund schools. One objective of the report is to provide information helpful to state policy makers and others who are grappling with the twin challenges of court mandates regarding school funding and constituent pressure to lower property taxes. Another objective is to correct some common misconceptions through a critical analysis of nine myths regarding school funding litigation, property tax characteristics, and the state role in funding education.	2007
<a href="#"><u>OLR and OFA Research Report: Education Cost Sharing Grants</u></a>	Joint research report from the Connecticut General Assembly's nonpartisan Office of Legislative Research and Office of Fiscal Analysis that provides a history of the Education Cost Sharing (ECS) formula and	2016



	describes how it has worked.	
<a href="#"><u>PreK-12 Public Education: How Massive Underfunding Threatens Connecticut's Social and Economic Future</u></a>	In preparation for the 2016 elections, the Connecticut Conference of Municipalities issued this candidate bulletin detailing flaws in Connecticut's school funding system and why a new formula is needed. In addition to calling for a new school funding formula, the candidate bulletin urges state policymakers to implement changes to how special education is funded.	2016
<a href="#"><u>Improving the Equity and Efficiency of Connecticut's State K-12 Education Funding - A Student-Based Funding Proposal</u></a>	In its 2015 report, the Connecticut Policy Institute offers a detailed proposal for how to reform state education funding in Connecticut. The paper reviews the shortcomings of Connecticut's current funding system and lays out a detailed proposal for replacing this structure with a new funding system centered on students, not educational bureaucracies. The report also discusses how much state educational aid each municipality or district would receive under the proposal, along with the implications of tweaking different aspects of the proposal.	2015
<a href="#"><u>Updating the Cost of Adequacy For Connecticut: An Update of The 2005 Connecticut Adequacy Study</u></a>	An update to the cost-adequacy study that consulting firm Augenblick, Palaich and Associates, Inc. prepared for the Connecticut Coalition for Justice in Education Funding in 2005. The update uses more recent figures to provide an estimate for the cost of providing an "adequate education" to Connecticut's students.	2005
<a href="#"><u>Evaluating Connecticut's Education Cost Sharing Program, School Funding &amp; Educational Resources</u></a>	<p>Report from Dr. Bruce Baker, Rutgers University, and Dr. Robert Bifulco, Syracuse University, examining Connecticut's Education Cost Sharing grant. The report looks at the ECS by:</p> <p>Assessing the ECS grant "relative to conceptions of equity that are well established in the academic literature on school finance."</p> <p>Examining the grant's distribution of state education aid across districts, and then evaluating "the extent to which equal and adequate educational opportunities are provided across school districts and children."</p>	2011



	Exploring disparities in specific programs and services available to students in districts with low resource levels and low outcomes compared to students in districts with high resource levels and high outcomes.	
<a href="#">Problems with Connecticut's Education Cost Sharing Grant</a>	This Connecticut Voices for Children report examines the flaws in Connecticut's ECS formula and the challenges they present to fairly funding public schools. The report calls for Connecticut to align state aid with local need and for lawmakers to create an equitable funding system that will help achieve educational equality.	2011
<a href="#">Connecticut's Comprehensive Statewide Interdistrict Magnet School Plan</a>	In December 2016, as required by Conn. Gen. Statutes ch. 172, § 264l(b)(1), the Connecticut State Department of Education released a comprehensive statewide plan for Connecticut's interdistrict magnet schools. Along with providing an overview of Connecticut's interdistrict magnet schools and examining the State's interdistrict magnet program, the plan, which was submitted to the Connecticut General Assembly, included data and information about the challenges and future of interdistrict magnet schools in Connecticut, and highlighted recommendations for practice, policy, and research.	2016
<a href="#">Regional Educational Service Center (RESC) Special Education Funding Working Group Committee - Draft Recommendations</a>	PA15 5 JSS, Sec 274 established a regional educational service center special education funding working group. The working group was required to: (1) Study the funding provided to and expenditures of regional educational service centers for the provision of special education and related services, including, but not limited to, the sources of special education funds received by regional educational service centers and the ways in which regional educational service centers use such funds to provide special education and related services, and (2) make recommendations regarding how regional educational service centers can access additional special education funding and use such funds more efficiently and in ways that expand the provision of special education services, such as transportation, training and therapeutic services.	2016



## Regionalization

Resource	Contents	Publication Year
<a href="#"><u>K-12 Regionalization in Connecticut: Pros, Cons and Surprises</u></a>	In an effort to get a clearer understanding of the potential educational and community impacts of school and district regionalization, the Hartford Foundation for Public Giving sponsored a comprehensive analysis of the impacts of K-12 regionalization to help inform those efforts. The literature review focuses on what is known about the effects of K-12 regionalization on education expenditures and educational achievement, based on recent empirical studies.	2018
<a href="#"><u>Municipal Opportunities &amp; Regional Efficiencies (MORE) Commission Special Education Select Working Group - Recommendations for Legislative Action</u></a>	The Municipal Opportunities and Regional Efficiencies (MORE) Commission was created by House Speaker J. Brendan Sharkey in 2010 to work on finding solutions to issues that face Connecticut's municipalities. The Special Education Select Working Group was formed as a sub-committee of the MORE Commission in December 2013 with the mission of determining how to provide special education in a more effective manner. The bipartisan group aims to bring together legislators, town and school officials, advocates, and citizens to address critical issues in special education. This document represents the culmination of yearlong efforts to provide the Connecticut General Assembly with a set of working recommendations for legislative action.	2015
<a href="#"><u>URSA &amp; NASA Summary of Regional Efforts</u></a>	A document presented at the University Region Superintendents Association & Northeast Region Superintendents Association legislative breakfast describing examples of cooperative efforts / shared services currently in place in Northeast Connecticut.	2018
<a href="#"><u>Municipal Opportunities &amp; Regional Efficiencies (MORE) Commission Special Education Select Working Group - Recommendations for</u></a>	The Municipal Opportunities and Regional Efficiencies (MORE) Commission was created by House Speaker J. Brendan Sharkey in 2010 to work on finding solutions to issues that face Connecticut's municipalities. The Special Education Select Working Group was formed as a sub-committee of the MORE	2015



<a href="#"><u>Legislative Action</u></a>	Commission in December 2013 with the mission of determining how to provide special education in a more effective manner. The bipartisan group aims to bring together legislators, town and school officials, advocates, and citizens to address critical issues in special education. This document represents the culmination of yearlong efforts to provide the Connecticut General Assembly with a set of working recommendations for legislative action.	
<a href="#"><u>Executive Summary and Recommendations - RESC Alliance Special Education Survey</u></a>	In response to state law, the RESC developed, distributed, and analyzed a survey of special education services and programs provided in the state for the purpose of identifying the need for enhanced or new special education services and programs provided by the RESCs. This document offers a summary of the findings of that survey.	2016
<a href="#"><u>How CREC is poised to help the MORE Commission actualize their recommendations.</u></a>	A document developed by CREC in response to the MORE Commission's recommendations related to special education services.	2016
<a href="#"><u>Preston Superintendent Report</u></a>	CABE produced a report for the Preston Public Schools that summarizes the use of part-time and shared staff in CT	2015
<a href="#"><u>Regional Cooperation Impacting School Districts</u></a>	A policy brief by the Connecticut School Finance Project that outlines the CT statutes that impact a school district's ability to pursue regionalization.	2018
<a href="#"><u>The Research on District Consolidation &amp; Vermont's Recent Efforts</u></a>	This policy brief by the Connecticut School Finance Project provides a summary of the academic research on the benefits and drawbacks of state-led efforts to encourage, or require, school districts with low enrollments or density to consolidate	2017



