

Milo Sheff, et al. v. William A. O'Neill, et al.
Phase II (Draft)
Comprehensive Management Plan
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Sheff Office – Connecticut State Department of Education

Sheff Phase II Comprehensive Management Plan

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Introduction

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

With the July 1, 2007 expiration of the Phase I Stipulation, the State and the plaintiffs entered into an agreement known as the Phase II Stipulation and Order, which was approved by the court on June 11, 2008. The Phase II term shall be from the date of its execution to June 30, 2013. The Phase II term may extend to include school year 2013-14. However, by September 15, 2012, the parties to the stipulation will meet to review the progress made under the stipulation and commence negotiations for a Phase III settlement, the purpose of which shall be to meet the demand for integrated education of Hartford-resident minority students.

The effective implementation of Phase II is to be accomplished by the State through the creation and performance of the strategies identified in a Comprehensive Management Plan (CMP), and with implementation assistance from a newly created Regional School Choice Office (RSCO). The CMP "*must set out a connected series of goals, implementation methods, and measurements of success; centralize authority and accountability; ensure coordination of key facets of desegregation, including transportation, recruitment, and student support; provide strategic targets for evaluating progress; and evaluate and address education funding needs throughout the Region*". It will frame and direct state and local efforts in the Hartford Region necessary to increase and sustain the numbers of Hartford-resident minority students in reduced-isolation educational settings, and move the State in a thoughtful and deliberate way toward meeting the demand of Hartford-resident minority students seeking placement in such settings.

Importantly, it is the State's intention through the implementation of the CMP to create wherever possible the opportunity for continuous PreK-12 or K-12 educational pathways for students and families interested in those programs in the Sheff Region. Opportunities for continuation in voluntary interdistrict programming for a child's entire school career will be developed by examining the themes and pedagogy of existing programming, and exploring and forming natural pathways based on grade configuration, student interest, seat availability, and applicable program preferences. The State will support and has requested new Sheff programming that creates opportunities for feeder patterns that promote continuous educational pathways for students, including those that provide post-secondary education opportunities. Indeed it is expected that Hartford-resident minority school children in the Open Choice program in the Sheff Region will have the ability to attend schools in suburban districts without a break in their educational experience in that district if they so choose.

This Plan Envisions:

- The creation of a variety of high quality, accessible, reduced-isolation educational programming options for Hartford-resident minority students through Open Choice, interdistrict magnet schools, State technical high schools, charter schools, regional vocational agriculture centers and/or interdistrict cooperative grants.
- The development of a comprehensive and coordinated system of program supports, including but not limited to community education and outreach, financing, marketing, transportation, and social and academic supports, designed to ensure the successful participation of Hartford area students, families, schools and school districts in reduced-isolation choice program settings.
- Implementation of an integrated system directed by the State through a Regional School Choice Office comprised of the Hartford Public Schools, the Capitol Region Education Council, the State, and other area stakeholders as appropriate.
- The development of data collection and survey systems to inform the development of programs and supports which will be most effective in achieving State education and integration goals.
- The development of a demand model designed to determine Hartford-resident minority students' demand for reduced-isolation educational settings.
- The development of a system to support integrated education and best practices to improve academic achievement and quality education goals among all Hartford educational programs through training centers and pairing of non-magnet schools with interdistrict programs.
- The creation of a process for the State to accommodate and respond to such demand through the planning and managing of a system of reduced-isolation environments.

Organization of the Document

The Sheff II Stipulation and Proposed Order define performance benchmarks, specifying a percentage of Hartford-resident minority students to be educated in reduced-isolation settings, increasing annually. This CMP outlines objectives and strategies the State intends to employ to accomplish these benchmarks. “Measurements of Success” refer to successful implementation of described strategies; such process measures are in place to ensure fidelity of implementation of the CMP. While ultimate responsibility for meeting the goals of the Stipulation lies with the State certain activities have been contracted for by the State and in such cases a “Responsible Agency” is identified and defines the organization responsible for the implementation of specific activities: the Connecticut State Department of Education (CSDE), the Regional School Choice Office (RSCO), the Capitol Region Education Council (CREC), or Hartford Public Schools (HPS). Progress toward the performance benchmarks will be continuously reviewed. If data indicate that the anticipated progress may not be made, strategies will be revised accordingly.

I. Meeting the Goals of the Phase II Stipulation

A. The goal of this Stipulation is to increase the number of Hartford-resident minority students in a reduced-isolation educational setting, and to move toward meeting the demand of Hartford-resident minority students seeking placement in such settings. The goal is attained by the State if:

1. By Year 5 of this Stipulation, at least 80% of the demand for a reduced-isolation setting is met; or
2. Notwithstanding Part IV.C.1.c of the Stipulation, failure to meet the 80% demand standard, subject to any adjustment pursuant to Part IV.B.4 shall not constitute a material breach if a minimum of 41% of Hartford-resident minority students are in a reduced-isolation setting by Year 5.

B. In accordance with the Stipulation, the goal is to be attained through implementation of the following Voluntary Interdistrict Programs provided they meet the “Desegregation Standard” (as defined below):

- Interdistrict Magnet Schools, including Hartford Host Magnets, Regional Magnet Schools, Suburban Host Magnet Schools, and Incubator Magnet Schools;
- Charter Schools
- CT Technical High Schools
- Regional Agricultural Science and Technology Centers
- Open Choice
- Interdistrict Cooperative Grant Programs (up to a maximum of 3%)

Desegregation Standard – Shall be the lesser of the Sheff Region’s aggregate minority percentage enrollment plus thirty percentage points or seventy-five percent (75%). The Standard shall be calculated for each year of the Stipulation based on that year’s aggregate minority percentage enrollment figures but in no event shall it exceed seventy-five percent.

C. The State is required to provide sufficient resources to plan, develop, open and operate the schools and programs (identified above) necessary to achieve each of the performance benchmarks, which are described below:

Interim Performance Benchmarks:

In accordance with the Stipulation the State is required to attain the following benchmarks for the first two years of the Phase II term:

- 1) In **Year I (2008-09)**, **19%** of Hartford-resident minority students shall be in a reduced-isolation educational setting. This translates into over **3,600** Hartford-resident-minority students attending a reduced-isolation voluntary interdistrict program and **1,500** participating in meaningful part-time interdistrict cooperative programs.
- 2) In **Year 2 (2009-10)**, **27%** of Hartford-resident minority students shall be in a reduced-isolation educational setting. This translates into approximately **5,500** Hartford-resident minority students attending a reduced-isolation voluntary interdistrict program and **1,500** participating in meaningful part-time interdistrict cooperative programs.

Performance Benchmarks Based on Demand:

- 1) Beginning in **Year 3 (2010-11)**, the State shall examine the demand for seats in reduced-isolation settings by Hartford-resident minority students based on the number of Hartford-resident minority applicants for a Voluntary Interdistrict Program for the next school year.

Demand, for the purposes of this stipulation, shall include only the number of those Hartford-resident minority students who apply, via an approved application form, to either (a) Open Choice, or (b) at least three placement choices in a Voluntary Interdistrict Program that meets the Desegregation Standard at the time of application.

- 2) In November of **Year 4 (2011-12)**, the State shall evaluate the number of Hartford-resident minority students on a waitlist for a Voluntary Interdistrict Program to determine the degree to which existing programs and planned new programs meet demand for seats in reduced-isolation settings by Hartford-resident minority students. The Comprehensive School Choice Waitlist shall reflect the aggregate number of Hartford-resident minority students who submit applications for placement in Voluntary Interdistrict Programs that meet the Desegregation Standard at the time of application but are not offered a seat in any such program for that school year. To be included on the Comprehensive School Choice Waitlist the student (1) must not be offered a seat in any such program for that school year, and (2) meet all of the program admission requirements, and (3) have indicated their intent as part of the application process, as defined in the CMP, to be placed on a waitlist if not accepted.

If less than 65% of the demand for seats in reduced-isolation settings by Hartford-resident minority students is met then the State, in consultation with the Regional School Choice Office, shall amend the Comprehensive Management Plan, as described in Part III.B, to plan additional capacity for seats in reduced-isolation settings. *“Met demand” shall be defined as one hundred minus the percentage of Hartford-resident minority students on the waitlist for a Voluntary Interdistrict Program as calculated by dividing the number of Hartford-resident minority students on the waitlist as of November 15th, by the total number of Hartford-resident minority applicants for a Voluntary Interdistrict Program for that school year who apply to either Open Choice or at least three Voluntary Interdistrict Programs that meet the Desegregation Standard.*

- 3) If in November of the **final year (2012-2013)** of Phase II, the State is unable to demonstrate its attainment, through reasonable efforts, of the goal of meeting 80% of demand, the parties shall convene to revisit the Comprehensive Management Plan and to determine what steps are necessary to meet the demand standard by the following year.

Please find below a **projected summary** of where Hartford-minority students may be educated in order to meet the terms of the Stipulation. Summary Table 1 includes projected numbers which will be modified in accordance with data collections during the applicable year.

Table 1

Program	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
Magnet Schools	2,291	3,493	4,907	5,583	5,833
Open Choice	1,123	1,500	1,800	2,200	2,500
Charter Schools	58	90	125	125	125
Career & Technical Prog.	74	210	285	350	795
Total Participation	3,546	5,293	7,117	8,258	9,253
% Participation	16.1%	24%	32.3%	37.4%	41.9%
Interdistrict %	3%	3%	3%	3%	3%
Total % Participation	19.1%	27%.	35.3%	40.4%	44.9%

Guiding Questions Relevant to Meeting the Goals of the Phase II Stipulation*

- To what degree is the State on track to meet the desegregation goals outlined in the stipulation agreement?
- At what rate do special education students and English language learners participate in choice options? Are participating students representative of eligible students?
- Which strategies have not resulted in the anticipated participation rates? Which strategies have resulted in greater than anticipated success?

***Please Note:** The Guiding Question Sections throughout the report are intended to be representative of the types of questions the State will ask in order to determine how successful various strategies have been in assisting the State in meeting the goals of the agreement.

II. Organizational Responsibility for Sheff

(Please see Appendix A for Organization Chart)

State Department of Education - Sheff Office:

To ensure the State meets its obligations under the Phase II Stipulated Agreement, the Commissioner of the State Department of Education created the Sheff Office which is dedicated to the administration, implementation, and oversight of the State's efforts. The Office has a staff of five and operates under the direction and supervision of the Deputy Commissioner. Staff is responsible for the:

- Creation, development and implementation of the Comprehensive Management Plan.
- State's outreach, communication, and education of area stakeholders and policy makers around the role of Sheff in the Hartford Region.
- Planning and development of programs to meet the demand of Hartford-minority students for educational opportunities in a reduced-isolation setting.
- Support, evaluation, monitoring and reporting on the progress of all programs in the Greater Hartford Region devoted to reducing the racial, ethnic and economic isolation of Hartford-resident minority students.
- Continuously review data to inform efforts to generate and accommodate demand for reduced isolation educational settings in the Hartford Region.
- Administration of contracts for activities to be carried out by the Regional School Choice Office.
- Review and approval of Enrollment Management Plans for all Sheff magnet schools, in particular those not in compliance with the desegregation standard.
- Development of legislative and policy initiatives to support the implementation of the Stipulation.

Regional School Choice Office (RSCO):

The State has established and funds a Regional School Choice Office (RSCO). Located at 43 Vernon Street, in Hartford's educational complex known as the Learning Corridor, RSCO facilitates collaborative efforts between the State, the Hartford Public Schools and the Capitol Region Education Council (CREC) to promulgate and support Sheff II goals. The State is in the process of contracting with a person who will function as the Executive Director of RSCO and coordinate on the State's behalf the day-to-day activities of the office. Please note that a representative of the plaintiffs is participating in the process currently underway to find the Director. The Executive Director will report directly to the Deputy Commissioner at the State Department of Education.

To support the operation of the office, the State has contracted for a five-year period, beginning May 30, 2008, directly with CREC and the Hartford Public Schools to provide the following services through the RSCO office:

- Development and implementation of exemplary school models to serve as training centers for teachers and administrators in the Greater Hartford Region;
- Development of a comprehensive marketing and recruiting strategy for all Sheff programming;
- Transportation of Hartford and suburban students who participate in Sheff programs;
- Developing and implementing a common application process for Sheff programming in the Greater Hartford region;

- Developing and implementing a lottery process for Sheff programming in the Greater Hartford region;
- Collection and maintenance of statistics and data regarding demand, enrollment, retention and wait list data for reporting purposes.

The contracts total \$12.5 million over the five-year period. *(Please see Appendix B for copies of contracts.)* The Sheff Plaintiffs have selected a representative to serve as a participant in the planning responsibilities of the RSCO and a member of the State Department of Education - Sheff Office is also assigned on a part-time basis to the RSCO.

Regional School Choice Office – School Choice Information Service Center:

The State has also contracted with both parties for the operation, within the RSCO office, of a School Choice Information Service Center. The Center will be the main vehicle through which the State increases regional awareness of quality school choice options and provides parents easy access to information about the application and enrollment processes. The Center is a critical component of the State’s efforts to engage and educate prospective student and family participants, particularly underserved populations like English language learners and special education or special needs students. Importantly, the Center will utilize bilingual staff, employ flexible scheduling for staff, and partner with community-based agencies and organizations to ensure that the needs of families are met. The Center will be a one-stop location where families can either call or visit to obtain:

- information available in multiple languages regarding the broad spectrum of PreK-12 voluntary interdistrict programming options, including those opportunities for continuous pathways;
- information on transportation available to the various interdistrict programming options;
- assistance with the completion and filing of applications; and
- individual consultation with Parent Intake Specialists about specific voluntary interdistrict programming options.

The charge to the Center is to communicate effectively and continuously with families in the Hartford Region to support their efforts to make informed choices for quality, reduced-isolation interdistrict programming for their children. Particular attention has been placed on outreach to Hartford’s significant Latino population using Spanish media (television, print, radio) and making certain that communications are available in Spanish and English.

As a direct result of working with organizations in Hartford like the Refugee Assistance Center and the Center for Children’s Advocacy, Hartford has identified nine distinct minority groups (Burundian, Bosnians, Ghanaian, Hispanic, Iraqi, Karen, Liberian, Portuguese, and Somali-Bantu) within its borders. In an effort to provide members of these communities with meaningful access to all the voluntary interdistrict program options, Hartford has utilized the resources provided by the State through its RSCO contract to develop a multi-faceted plan for outreach to these constituents. Application materials are available in multiple languages (e.g., Spanish, Karen, Portuguese, Somali and Bantu). Additionally, partnerships with agencies and community-based organizations in Hartford such as Grandparents Raising Grandchildren, Catholic Charities, Hartford Public Schools Welcome Center, Brazilian Alliance, Community Renewal Team, Hispanic Health Council, Department of Children and Families, Sheff Movement, and the Mayor’s Office For Young Children, have allowed the Center and RSCO to reach families, and agencies and organizations that serve Hartford families.

III. Program Development – Meeting Demand

To meet the 19% and 27% goals outlined for the first two years of the Phase II stipulation, the State has focused on the quality and desegregation status of existing interdistrict magnet school programs and expansion of quality Open Choice placements. Connecticut Technical High Schools in the Sheff Region, regional vocational agricultural programs, charter school programs, and additional magnet programming are also options the State will utilize as appropriate to ensure that 80% of Hartford-resident minority student demand is met.

A. Making Existing Magnet Schools Sheff Compliant

On October 1, 2007 two of the twelve Hartford Host Interdistrict Magnet schools—Breakthrough Magnet and Hartford Magnet Middle School—were Sheff compliant. Of the seven CREC magnet schools that accepted Hartford applicants four schools—Greater Hartford Academy of the Arts, Two Rivers Magnet Middle School, Great Path Academy and Greater Hartford Academy of Mathematics and Science—were Sheff compliant. As a result, in 2007 Enrollment Management Plans (EMPs) were required of non-compliant Hartford and CREC Sheff interdistrict magnet schools. Each EMP contained a comprehensive action plan for bringing non-compliant schools into compliance by a specified date. The EMPs included information and data concerning: marketing and recruitment efforts; demographic information for students who applied and accepted placement; enrollment and retention numbers; strategies to engage parents; and an action plan for professional development. Both Hartford and CREC submitted their plans to the department for all schools not meeting the Sheff Desegregation Standard. A list of existing magnet schools and the anticipated numbers of Hartford-resident minority students in reduced-isolation settings can be found below. Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Table 2

Magnet School	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
Hartford:					
Hartford Middle Magnet	304	320	320	320	320
Pathways to Technology	0	0	240	240	240
Sport and Medical Sciences Academy	289	325	325	325	325
University High School of Science and Engineering	0	200	200	240	240
Kinsella Performing Arts Magnet	0	0	462	462	462
Breakthrough Magnet	169	170	170	170	170
Classical Magnet	355	355	355	355	355
Capital Preparatory Magnet	0	150	200	207	207
Noah Webster MicroSociety Magnet	0	300	300	300	300
Sub-total Hartford:	1,117	1,820	2,572	2,619	2,619
CREC					
Two Rivers Magnet Middle School	151	151	151	151	151

Magnet School	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
Greater Hartford Academy of Math and Science (total full and part-time students)	74	150	192	192	192
Greater Hartford Academy of the Arts (total full and part-time students)	94	115	156	160	160
Metropolitan Learning Center	216	216	220	220	220
Montessori Magnet	155	163	163	163	163
Great Path Academy	56	100	150	150	150
East Hartford – Glastonbury Magnet	0	0	0	100	150
University of Hartford (Multiple Intelligences) Magnet	192	205	205	205	205
Sub-total CREC:	938	1,100	1,237	1,341	1,391
East Hartford:					
International Baccalaureate (High School)	23	23	23	23	23
TOTAL MAGNETS	2,078	2,943	3,832	3,983	4,033

Note: Zero (0) in the above chart is entered where an interdistrict magnet school did not or is not expected to meet the Sheff Desegregation Standard for that school year and therefore Hartford-resident minority students enrolled in the school could not be included in the Sheff compliant enrollment count.

After consultation with both Hartford and CREC, the State developed an EMP template for magnet program operators to use to identify the strategies and actions that can produce compliant Sheff programming. The intention is not to record failures, but rather to cultivate and sustain successful learning communities. The EMP process is intended to promote ongoing external (State) and internal (program) review so that successes can be highlighted and shared, and obstacles to success can be identified with meaningful opportunity for remediation using existing resources, or through targeted planning for additional resources.

Beginning with the 2008-09 school year non-compliant program operators submitting an EMP will use the prototype included here as Appendix C. Additionally, the State has determined that each Sheff magnet program operator submitting an EMP for a non-compliant program must conduct periodic assessments of program quality, participant satisfaction, and enrollment demographics. Presently, three times per year enrollment data is reported to the State by schools (in October, January and June.) Therefore, three times per year program operators of non-compliant schools will be required to do more than simply collect and report the numbers. Non-compliant schools will be expected to examine their data relative to: student achievement, participant satisfaction, and student enrollment and retention. Analysis of the data by the collecting school, including the methods and dates of collection, and the resulting action plan must be reported in the EMP. Data analysis will be used to inform programming changes and create an action plan that establishes timelines, measurable objectives and goals for implementing modifications designed to provide higher quality programming, targeted recruitment and retention efforts, and compliance with the Desegregation Standard. EMPs will

receive an annual review by the State Department of Education each fall to determine their effectiveness as measured by the likelihood that the school's student enrollment will meet the Desegregation Standard. Where necessary, program themes and structures will be modified or redesigned to promote Sheff goals and reflect best educational practices. Where EMPs do not result in improved educational programming and Sheff compliance within the stated timeframe, despite efforts by the State and school operators to get the program on track towards meeting the Desegregation Standard, the State may determine that the program is not a viable interdistrict magnet opportunity and de-magnetize the program or take it off line as an interdistrict magnet to facilitate the redesign process. In either case, the cessation of operation as an interdistrict magnet school will result in the loss of interdistrict magnet funding for that school.

Because the State is committed to building and supporting a system of interdistrict magnet schools in the Hartford Region that enrich the lives of the students that attend them and the communities where they are located, beginning in school year 2009-10 all Sheff magnet program operators will be required to submit an EMP. Since both compliant and non-compliant program operators will prepare and file an EMP, this will provide another opportunity for the State to use and share specific information and strategies from successful educational models to assist programs with overcoming challenges. Working in concert with the program operators, the State will continue to provide the human capital, legislative efforts and available resources to ensure high quality, integrated programming with opportunities for continuous educational pathways for all children in the Hartford Region. **Making the existing programs Sheff compliant would provide opportunities for approximately 3,800 (17%) of Hartford-resident minority students to attend school in quality reduced-isolation settings without creating any new schools.**

Existing Magnet Programs Action Plan

Goal: Monitor and evaluate the effectiveness of recruitment and enrollment strategies to attract and retain students, and identify and provide for academic and social supports necessary to establish and maintain Sheff compliant enrollment in quality reduced-isolation educational settings.

Sheff II Stipulation References: III.B.2.f; C.2.d, f-g; D.2.a-c. (Implementation); IV.A.3.(Accountability)

Objective #1: Oversee the work of the Regional School Choice Office through the Capitol Region Education Council to develop, implement, and continuously review a comprehensive and collaborative marketing plan informed by factors that impact recruitment and retention of underrepresented students and staff. (See also *Building Demand & Capacity*.)

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop a system of marketing that develops and targets strategies based on factors such as theme, partnerships and/or the desegregation status of the schools and programs in the Sheff Region.	1. By 12/31/08, a marketing plan will be created based on specific factors including theme and desegregation status of the programs in the Sheff Region. 2. RSCO (CREC)

Objective #2: Review data and information regarding student enrollment patterns and ride times, existing transportation routes, current and projected program needs and costs, and the geographic area comprising the Greater Hartford Region to plan and implement a regional transportation system which encourages and supports the participation of Hartford and suburban students in Sheff programming. (See also *Transportation*.)

Strategy	1. Measurements of Success 2. Responsible Agency
a) Create and implement a plan to pilot a regionalized transportation approach.	1. Pilot will be ready for implementation for the 2009-10 school-year. 2. RSCO
b) Evaluate the success of the pilot and make necessary modifications, based on the evaluation of the pilot program to fully implement a regional transportation strategy.	1. By 10/31/09 complete an evaluation of the success of the pilot program. If pilot is successful begin full implementation of a regional transportation model in the 2010-11 school-year. 2. RSCO

Objective #3: Review and update objectives and strategies for academic and social supports to reflect the results of data collection and analysis of current conditions and experiences in order to support the implementation of strategies with the best chance of success. (See also *Academic and Social Supports*, and *Data Collection and Evaluation*.)

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop and issue a request for proposals directly related to best- and promising practices, and fund programs including extended year, extended day, academic enrichment and other approaches that show the best potential for providing appropriate and adequate academic and social supports to meet the needs of participating students, families and schools.	<ol style="list-style-type: none"> 1. By 3/6/09 and annually, the request for proposals is issued to fund supports for the upcoming school year. 2. CSDE

Guiding Questions Relevant to Existing Magnet Schools

- Do existing interdistrict Magnet Schools in the Sheff Region have a viable strategy for attracting and retaining students in a quality reduced-isolation educational setting?
- Do students participating in interdistrict Magnet Schools in the Sheff Region experience academic success?
- Do students and families feel satisfied with their educational and social experiences in those magnet schools?
- Do students experience more success in some programs than others? If so, why?
- Do all students, including special education students and English Language Learners, have equal opportunities for success in the existing interdistrict magnet schools?

B. Open Choice – Program Expansion and Support:

The Open Choice program allows Hartford-resident minority students to attend public schools in nearby suburban communities. Those same suburban communities may also send children to Hartford if parents choose to participate in a Hartford program. It is expected that Hartford-resident minority school children in the Open Choice program in the Sheff Region will have the ability to attend schools in suburban districts without a break in their educational experience in that district if they so choose. Open Choice is intended to reduce racial, ethnic, and economic isolation, improve student achievement and provide parents with a choice for educational programming. This program is a significant focus of the Sheff II effort and offers the opportunity to advance reduced-isolation goals in quality educational settings using existing programming in most cases. As we look at Sheff Region district enrollments the State will consider the changing demographics of some communities and examine the grade levels where suburban districts report seats for Hartford-resident minority school children. The focus of the Commissioner and the Sheff Office is to raise awareness of Open Choice, increase the scope and level of academic and social supports for participating students, their families, and receiving suburban districts, and thereby encourage Hartford families and suburban communities to significantly increase participation in the program. The critical focus of the strategies proposed

in this Comprehensive Management Plan is the best interests of Hartford-resident minority school children and their families.

In the Hartford Region the program is operated by the Capitol Region Education Council (CREC). For the 2007-08 school year, 1,092 children participated in the program, with one child coming into Hartford and 1,091 children leaving Hartford. Of those 1,091 children 1,080 were children of color. These children went to 27 different suburban communities, 18 of which were in the Sheff Region.

The Commissioner's long-term goal is to increase each suburban district's participation to at least 3% of its student population. This would enable approximately 3,000 additional Hartford-resident minority students to be enrolled in quality reduced-isolation settings. In combination with making the existing magnet programs compliant as described above, this would mean approximately 6,800 (30%) of Hartford's students of color would be able to attend school in reduced-isolation settings. It is important to note that this outcome is without a single new school being created. In fact this result could be bolstered by applying the existing Open Choice construction bonus to appropriate existing, pending and planned school construction projects in the Sheff Region.

Past program history, along with recent outreach to Sheff Region superintendents has indicated that the State can achieve this goal by offering greater levels of academic and financial support (*Please see Academic and Social Supports & Financial Sections*). Another critical component will be the significant expansion of opportunities for pre-school and kindergarten children to enroll in full-day programs in quality suburban programs. Where appropriate, the Commissioner, the Sheff Office and RSCO will seek opportunities to help suburban communities expand their pre-school and kindergarten spaces so they can offer high quality, full-day programming to their own children while increasing their commitment to Open Choice students. In keeping with the State's commitment to provide all children with quality early childhood settings the Sheff office will collaborate with the Early Childhood Education Cabinet and School Readiness offices to determine where space can be expanded in public school settings and funding coordinated to allow a greater number of Hartford and suburban children a quality, integrated preschool experience without a break in their education program.

Open Choice Action Plan

Goal: Increase recruitment, enrollment, achievement and retention of Open Choice students in quality reduced-isolation educational settings that provide pathways for continuous education.

Sheff II Stipulation References: III.B.2.e-j, m, r-t (Implementation)

Objective #1: Collect, analyze, and report data and information relevant to Project Concern/Open Choice participation to inform program expansion.

Strategy	1. Measurements of Success 2. Responsible Agency
<p>a) Collect, analyze and report the following data and attendant costs, where applicable, for Project Concern and/or Open Choice participation:</p> <ul style="list-style-type: none"> • Enrollment • Retention • Educational (e.g., academic, extracurricular, and summer) • Transportation (e.g., regular day, extended day, and extended year or summer opportunities) 	<p>1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform funding and programmatic decision-making.</p> <p>2. CSDE, CREC</p>
<p>b) Examine existing school facilities and pending school construction projects, including existing full-day preschool and kindergarten programming to:</p> <ul style="list-style-type: none"> • determine the functional building capacity of suburban districts in the Sheff Region; • identify projects eligible for an Open Choice construction bonus; and • identify districts where incentives could assist in the expansion of Open Choice opportunities. 	<p>1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform program expansion efforts.</p> <p>2. CSDE</p>
<p>c) Collect, analyze and report student/teacher ratios and class size data for suburban Sheff Region districts.</p>	<p>1. By 11/28/08 and annually, student/teacher ratios are reviewed and made available to inform program expansion efforts.</p> <p>2. CSDE</p>
<p>d) Identify grade levels where seats will become available, then establish minimum numbers for Hartford cohorts, and clear timeframes for enrolling Open Choice students in suburban districts receiving the Open Choice construction bonus.</p>	<p>1. By 3/6/09 and annually thereafter on a date to be determined, potential seats will be identified and timeframes for enrolling Open Choice students will be established.</p> <p>2. CSDE</p>

Strategy	1. Measurements of Success 2. Responsible Agency
<p>e) Establish an action plan for expanding Open Choice capacity by considering factors such as:</p> <ul style="list-style-type: none"> • a district’s enrollment patterns and projections; • prior history of enrolling Open Choice siblings so that families can stay together and enter the program in the same district; • whether seats have been or could be made available for English language learners (ELL); • space usage in schools and the resulting impact on space availability for placements; and • the district’s percentage participation in Project Choice/Open Choice over time. 	<p>1. By 3/6/09, a plan for the 2009-10 school year will be developed, reviewed annually and revised as needed.</p> <p>2. CSDE</p>

Objective #2: Collect, analyze and report data to assess the suitability of suburban districts in the Sheff Region to provide a quality reduced racial isolation educational setting for Hartford-resident minority school children through Open Choice, including the Project Choice Early Beginnings program.

Strategy	1. Measurements of Success 2. Responsible Agency
<p>a) Collect, analyze and report data on the supports necessary to create and maintain quality integrated educational settings in participating schools and districts. For example:</p> <ul style="list-style-type: none"> • types of educational programming available in districts (enrichment and remedial) for district and Open Choice students; • programming and resources for district and Open Choice families; • frequency and content of professional development for staff and teachers; and • State Department of Education academic and social outcome indicators for students (e.g., percentage of Open Choice students taking AP courses and exams, receiving ELL services; attending a four-year college after high school graduation, attendance rates, suspension/expulsion rates, and participation in extended-day, summer and/or extended-year activities.) 	<p>1. By 6/6/09, data will be analyzed and made available to identify supports needed to ensure the successful participation of Hartford minority students in Open Choice.</p> <p>2. CSDE, CREC</p>

Strategy	1. Measurements of Success 2. Responsible Agency
b) Collect, analyze and report student, family, and teacher satisfaction, discipline, retention, attendance and teacher/staff demographic data for each participating district.	1. Data are collected and reported to inform decision making: <ul style="list-style-type: none"> • Satisfaction data: by 12/09 and biennially • Other data: by 1/30/09 and annually 2. CSDE
c) Monitor Open Choice placements to ensure that they do not result in increased racial isolation in schools in the receiving districts.	1. By 1/30/09 and annually, student ethnicity data are collected and analyzed for schools receiving and potentially receiving Open Choice students. 2. CSDE
d) Collect, analyze and report data pertaining to district and teacher needs and satisfaction related to Open Choice to identify existing and potential barriers to implementation of a successful program and to identify districts where students are successful.	1. By 8/1/09 and annually, data will be analyzed and reported to identify professional development needs for staff in districts receiving Open Choice students. 2. CSDE

Objective #3: Develop an action plan which encourages and supports school districts in the successful expansion of Open Choice programming to access continuous Prek-12 or K-12 opportunities.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Hold regular monthly meetings with the Commissioner and the Hartford Area Superintendents, and school board chairs to discuss Sheff II expectations related to sustaining and increasing district and student participation levels in Open Choice as a voluntary strategy to reduce racial isolation in sending and receiving communities.	1. Monthly meetings are held and attended by superintendents and board chairs. 2. CSDE
b) The Regional School Choice Office, in cooperation with CREC's Open Choice Office and the SDE, will develop a targeted marketing plan for boards of education, school districts, families and communities to educate them about the opportunities Open Choice provides for sending and receiving districts.	1. By 1/23/09, the marketing plan is developed. 2. CSDE, RSCO, CREC

Strategy

**1. Measurements of Success
2. Responsible Agency**

- c) Prepare a legislative and funding package, based on accumulated relevant data, to:
- support the expansion, academic success and sustained enrollment of Hartford-resident minority students in quality Open Choice settings; and
 - establish and/or improve accountability requirements for funds disbursed to receiving districts and Regional Education Service Centers.

1. By 8/1/09 and annually, a legislative package will be developed to support the expansion of Open Choice.
2. CSDE

Table 3

Sheff Region Open Choice	Projected Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
Hartford-Resident Minority Students Attending Suburban District Schools	1,123	1,500	1,800	2,200	2,500

Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Guiding Questions Relevant to the Open Choice Program

- Do students participating in Open Choice experience academic success?
- Do students and families feel satisfied with their educational and social experiences?
- Do students experience more success in some programs than others? Why?
- Do all students, including special education students and English Language Learners, have equal opportunities for success?

C. Career and Technical Programs- Expansion and Support

In its efforts to meet the goals of the Stipulation, the State will utilize its **Connecticut Technical High School System (CTHSS)** and **Regional Agricultural Science and Technology programs** in the Sheff Region to expand opportunities for Hartford students.

For the first time in 2008-09 school year, the Connecticut Technical High School System used a collaborative recruiting model between Cheney Technical High School in Manchester and A.I. Prince Technical High School in Hartford. Previously A.I Prince solely recruited students from Hartford Public Schools. The new recruitment model resulted in an unprecedented number of Hartford minority students entering the freshman class for 2008-09 at Cheney Technical High School. With intensive outreach and

recruiting being implemented in the fall 2008, the State’s goal in 2009-10 is for every incoming freshman class at A.I. Prince to be Sheff compliant with the enrollment of at least 46 white children each year. To further attract area students to the technical high schools, new trade programs at A.I. Prince and Cheney in Communications and Music and Theater Production programs will open for fall 2009. The recruitment model will be expanded in the 2009-10 school year with two additional CT Technical High Schools participating in the Sheff effort: Vinal Technical High School in Middletown and E.C. Goodwin Technical High School in New Britain.

To provide incoming ninth grade students with academic and social support, during summer 2008 the CT Technical High School System implemented a trade exploratory program for students in the Greater Hartford Region. The CT Technical High Schools plans to expand the summer academic and leadership programs for the 2009 year to promote retention and increase academic and social success. In the summer of 2009, the expansion will include 7th and 8th grade students in the Greater Hartford Region to increase student and parent awareness as to the educational opportunities provided by the CT Technical High School System.

The Sheff Office has also approached the Regional Agricultural Science and Technology programs in the region about having greater participation in Sheff. This led to the Suffield Board of Education approving a resolution to open up seats for Hartford children beginning in the 2008-09 school year. In the 2009 school year Glastonbury Regional Agricultural Science and Technology program will be approached to further expand the opportunities for Hartford students.

Career and Technical Programs Action Plan

Goal: Increase recruitment, enrollment, achievement and retention of Hartford-resident minority students in quality reduced-isolation educational settings.

Sheff II Stipulation References: III.B.2.e-j, m, r-t (Implementation)

Objective #1: Expand opportunities for Hartford students to attend a Connecticut Technical High School in a quality reduced-isolation educational setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report enrollment and retention data and educational and transportation costs relevant to the CTHSS participation.	1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform program expansion efforts. 2. CSDE, CTHSS

Strategy

1. Measurements of Success

2. Responsible Agency

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|---|--|
| b) Develop a collaborative recruiting model for the CTHS programs in the Hartford Region. | 1. By 12/15/08 and annually, a collaborative recruitment model will be developed and implemented.
2. CTHSS |
| c) Create a focused outreach and recruitment effort for A.I Prince Technical HS in Hartford and Cheney Technical HS in Manchester. | 1. By 9/1/08 focused outreach and recruitment will be implemented for A.I. Prince Technical HS and Cheney Technical HS.
2. CTHSS |
| d) Expand the collaborative recruitment model to include Vinal Technical HS in Middletown and E.C. Goodwin Technical HS in New Britain. | 1. By 12/15/08 the collaborative recruitment model will be expanded to include Vinal Technical HS and E.C. Goodwin Technical HS.
2. CTHSS |
| e) Establish new trade programs at A.I Prince and Cheney Technical High Schools in Communications and Music and Theater Production. | 1. By 9/1/09 the Communications and Music and Theater Production programs will open at A.I Prince and Cheney Technical High Schools.
2. CTHSS |
| f) Expand summer trade exploratory programs for 7 th and 8 th grade students in the Greater Hartford Region. | 1. By 4/29/09 information will be sent to students in the Greater Hartford Region regarding a summer trade exploratory programs.
2. CTHSS |
| g) Expand summer academic and leadership programs for incoming 9 th grade students. | 1. By 7/1/09 summer academic and leadership programs will be offered and implemented for incoming 9 th grade students.
2. CTHSS |

Table 4

Name of the Technical H.S.	Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
A.I. Prince	0	0	0	0	400
Cheney	50	100	150	175	200
Goodwin	0	25	25	25	25
Vinal	0	25	40	60	80
Total	50	150	215	260	705

Note: Zero (0) in the above chart is entered where a CT Technical High School did not or is not expected to meet the Sheff Desegregation standard for that school year and therefore Hartford-resident minority students enrolled in the school could not be included in the Sheff compliant enrollment count. Please note - Data will be modified in accordance with the annual October 1 collection during the applicable year.

Objective #2: Expand opportunities for Hartford students to attend a Regional Agricultural Science and Technology program in a quality reduced-isolation educational setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report enrollment and retention data and educational and transportation costs relevant to participation in the Suffield and Glastonbury Regional Agricultural Science and Technology programs.	1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform program expansion efforts. 2. CSDE
b) Create a focused outreach and recruitment effort for Suffield and Glastonbury Regional Agricultural Science and Technology Programs.	1. By 12/1/08 focused outreach and recruitment will be implemented for Suffield and Glastonbury Regional Agricultural Science and Technology Programs. 2. CSDE

Table 5

Agricultural Science & Technology Programs	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-2011	2011-2012	2012-2013
Suffield	5	20	30	40	40
Glastonbury	20	40	40	50	50
Total	25	60	70	90	90

Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Guiding Questions Relevant to Career and Technical Programs

- Do students participating in Career and Technical Programs experience academic success?
- Do students and families feel satisfied with their educational and social experiences?
- Do students experience more success in some programs than others? Why?
- Do all students, including students in special education and English Language Learners, have equal opportunities for success?

D. New Sheff Magnet & Charter Schools:

The final prong of the State’s efforts to meet the goals of the Stipulation will involve the thoughtful and strategic development of new Sheff interdistrict magnet or charter school programs. As we move to the uncertainty of what level of demand will arise from the “demand model” the state must carefully plan how much additional capacity needs to be built into the system. This is particularly important as suburban enrollments decline and schools are downsized or closed. In those instances it would be more economical for both the districts and the State if those districts absorbed additional Open Choice capacity instead of building new. In overseeing the planning and development of new Sheff magnet or charter school programming, the State intends to focus on high quality programming that has great interest with Hartford and suburban constituencies, and therefore offers the greatest possibility to open and remain Sheff compliant. For example, educational programming connected to higher education is attractive to parents of elementary and secondary students. Similarly Sheff programming sited in or on the border of suburban communities contiguous to Hartford is appealing to eligible students and families because the ride times for many students can be positively impacted, and partnership with one or two strategic suburban districts promotes Sheff compliance.

The State does recognize that to meet the interim goals of the Stipulation and the back-up position of 41% if we are unable to meet the requirements of the demand model, additional choice programming will be required. Therefore, as outlined in the table below, in addition to the reconstituted Montessori at Annie Fisher program, three new interdistrict magnet programs and one State Charter School were opened this year and several more are planned. Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Table 6

New Choice Programs	Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-2011	2011-2012	2012-2013
Mary Hooker Env. Studies – Hartford*	0	0	100	300	300
Annie Fisher – STEM – Hartford*	0	0	100	200	250
Goodwin College - CREC	0	75	125	150	200

New Choice Programs	Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-2011	2011-2012	2012-2013
Allied Health - CREC	0	75	125	150	200
Charter School for Young Children at Asylum Hill	58	90	125	125	125
Montessori at Annie Fisher – Hartford*	45	70	125	150	150
Early Childhood- The Reggio Emilia Magnet School of the Arts - CREC	54	105	150	175	200
Early Childhood – The International Baccalaureate - CREC	60	100	150	175	200
Public Safety Academy - CREC	59	125	200	300	300
Total	276	640	1,200	1,725	1,925

**Currently the redesign and modification of two Hartford Host programs is underway. Annie Fisher Multiple Intelligences Magnet closed as a Multiple Intelligences program at the end of school year 2007-08 and is being reconstituted as two separate interdistrict host magnet schools, one Montessori and the other Science, Technology, Engineering and Math (STEM). On August 25, 2008 the Montessori Magnet School at Annie Fisher opened as an interdistrict magnet school with 102 students, 52 which were Hartford-minority students. STEM at Annie Fisher is scheduled to open as a Sheff compliant interdistrict magnet school in the fall of 2010. The Mary Hooker Environmental Studies Magnet School, which had a minority enrollment of 93% in 2007-08, has ceased operation as an interdistrict magnet program while the curriculum is revamped and a new school building is constructed. It is anticipated that the school will re-open for school year 2010-2011 as a Sheff compliant program.*

New Sheff Magnet & Charter School Action Plan

Goal: Create a process for meeting the need for additional Hartford-resident minority students to be placed reduced-isolation choice programming in order to meet the requirements of the Stipulated Agreement.

Sheff II Stipulation References: III.B.2.k - 1 (Implementation)

Objective #1: Determine annually the State’s compliance with the Stipulated Agreement in regards to the number of Hartford-resident minority students required to be placed in reduced-isolation educational settings.

Strategy	1. Measurement of Success 2. Responsible Agency
b) Utilize data obtained through the common application process, and the October 1 district data filings to determine if the State has met the number of Hartford-resident minority students required by the Stipulation to be educated in reduced-isolation settings.	<ol style="list-style-type: none"> 1. By 11/15/08 and annually thereafter, data will be compiled and analyzed to determine State’s compliance with the Stipulated Agreement. 2. CSDE & RSCO
b) Determine how many, if any, Hartford-resident minority students still need placement in reduced-isolation educational settings for the State to meet its obligations under the Stipulated Agreement.	<ol style="list-style-type: none"> 1. By 11/15/08 and annually thereafter the number of Hartford-minority students still need to be placed in reduced-isolation educational settings. 2. CSDE

Objective #2: Develop additional Sheff compliant interdistrict magnet or charter schools to meet the demands of Hartford-resident minority students for placement in a reduced-isolation educational setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Examine existing school facilities and pending school construction projects to determine the functional building capacity of suburban districts in the Sheff Region.	<ol style="list-style-type: none"> 1. Annually, data will be compiled, analyzed and made available to inform decision-making. 2. CSDE
b) Review locations of existing Sheff magnet and charter schools and their themes. Survey region to determine themes attractive to Hartford and suburban families.	<ol style="list-style-type: none"> 1. Annually, create a portfolio of Sheff choice programming to be updated to reflect current capacity and the demand for additional capacity. 2. CSDE
c) Issue, if necessary, a Request for Proposal for the development of new Sheff interdistrict magnet school and charter school programs.	<ol style="list-style-type: none"> 1. Create new programs that accommodate unmet demand for Hartford-minority students. 2. CSDE

Guiding Questions Relevant to the Development of New Sheff Programming

- What is the current capacity of the State's Sheff program portfolio?
- Is existing capacity sufficient to meet the requirements of the Stipulated Agreement?
- Could capacity be increased in existing programs?
- Where and what type of new programs should be developed to meet the demand of Hartford-minority students?

IV. Supports Necessary for Creating and Sustaining Successful Programs

In an effort to successfully develop and sustain the programs necessary to meet the goals of the Phase II Stipulation the following sections will: 1) detail the supports necessary to the development and expansion of opportunities for successful, continuous quality reduced-isolation school choice programs, and 2) provide for the development of the instruments necessary to measure the success of the State's efforts.

A. Building Demand & Capacity

Goal: Oversee the responsibility of the Regional School Choice to develop, coordinate and implement a comprehensive, collaborative, multi-faceted plan to guide the marketing, recruitment, enrollment, and retention of students in quality reduced-isolation educational settings as follows: 19% for school year 2008-09 (Year 1); 27% for 2009-10 (Year 2); and thereafter as determined by the Comprehensive Management Plan to meet 80% of demand, or place 41% of Hartford-resident minority students in reduced-isolation settings by Year 5.

Sheff II Stipulation References: III. B.1 (Implementation); III.B.2.a-b., n-o, q, u (Implementation)

Objective #1: Collect and analyze data and information related to recruitment, applications, acceptance, enrollment, attrition, retention, demand for seats in reduced-isolation settings, and waiting lists by school and program to increase access to reduced-isolation educational settings for Hartford-resident minority families who choose such settings for their children, especially underrepresented special education and English Language Learner student populations.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report recruitment and enrollment data.	1. By 11/28/08, an initial compilation of historic and relevant data for 1a) through 1c) will be analyzed and used to inform decision-making. 2. RSCO (CREC)
b) Collect, analyze and report achievement data for students participating in choice programs.	
c) Collect, analyze and report satisfaction data from students and families in all schools participating in all choice programs.	1. By 8/1/09 and annually thereafter, data from the most recent school year will be collected, compiled and analyzed from all Sheff programming to inform decision-making for the upcoming school year relative to marketing, recruitment, enrollment, and retention. 2. RSCO (CREC)

Objective #2: Develop the capacity to gather, access, and analyze shared choice program application and placement data between HPS, CREC, and CSDE.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Establish a central database of choice program applicants and placements and assign appropriate staff.	<ol style="list-style-type: none"> 1. By 1/30/09, a central database with appropriately assigned staff will be established. 2. RSCO (CREC)
b) Establish a system and schedule for regular distribution of shared application and placement data and ensure regular access to data to meet the needs of marketing and recruitment in the Sheff Region.	<ol style="list-style-type: none"> 1. By 12/31/08, a system and schedule for regular distribution of shared data and access to this data will be established and made available to inform marketing decisions. 2. RSCO (CREC)
c) Create shared tools to collect data of common interest for the purposes of marketing choice programs, such as surveys and reports.	<ol style="list-style-type: none"> 1. By 12/31/08, shared tools for collecting data will be created and made available. 2. RSCO (CREC)
d) Establish a common application in multiple languages.	<ol style="list-style-type: none"> 1. By 10/31/08, a common application in multiple languages will be developed and piloted. 2. RSCO (CREC)
e) Develop the capacity for linking choice program applications to the State Assigned Student Identifier (SASI).	<ol style="list-style-type: none"> 1. By 1/30/09, RSCO can assign SASI numbers to choice program applicants to examine and address demand. 2. CSDE, RSCO
f) Develop a common practice for maintaining, utilizing and analyzing wait lists.	<ol style="list-style-type: none"> 1. By 11/28/08, common practices for handling wait lists will be established. 2. RSCO (CREC)

Objective #3: Develop, implement, and continuously review a marketing plan for internal and external consumers, informed by factors that impact recruitment and retention especially of underrepresented students and staff.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Establish a Marketing Team that will create a comprehensive, multi-faceted marketing action plan for the Sheff Region.	1. By 10/17/08, Marketing Team members will be identified, the first meeting scheduled, and a calendar of regular meeting dates and timeline for the development of a work plan will be determined. 2. RSCO (CREC)
b) Seek out partnerships, resources, and data from families, agencies and community-based organizations as appropriate to coordinate messaging in the Sheff region.	1a. By 10/30/08, a mechanism for gathering input from external stakeholders will be developed. 1b. Parents/Guardians will demonstrate increased awareness of school choices as measured by feedback from PTO Councils. 1c. Parents/Guardians will demonstrate increased awareness of school choices as measured by their increased attendance at open houses and informational sessions. 1d. Parents/Guardians will demonstrate satisfaction with school choices as measured by written and electronic responses to surveys. 2. RSCO (CREC)
b) Establish school-based recruitment teams in applicable Sheff interdistrict magnet schools, Sheff charter schools, CT Technical High Schools, Regional Agricultural Science & Technology programs contributing to Sheff and Sheff Region Open Choice.	1. By 11/14/08, school-based recruitment teams will be created with a calendar of training and visits determined. 2. RSCO (CREC)
c) Establish a representative advisory group to provide input and perspective related to the marketing plan.	1. By 11/28/08, a marketing advisory group will be established with a calendar of meeting dates determined. 2. RSCO (CREC)

Strategy	1. Measurements of Success 2. Responsible Agency
d) Develop a system of marketing that develops and targets strategies based on factors such as theme, partnerships and/or the desegregation status of the schools and programs in the Sheff Region.	1. By 12/31/08, a marketing plan will be created based on specific factors including theme and desegregation status of the programs in the Sheff Region. 2. RSCO (CREC)
e) Establish and utilize a School Choice Information Service Center housed in the Regional School Choice Office to roll out the comprehensive strategy for marketing, recruitment and outreach to internal and external consumers regarding Sheff programming opportunities.	1. By 1/23/09, the comprehensive strategy and marketing plan will be rolled out through the Regional School Choice Information Service Center. 2. RSCO (CREC)
f) Disseminate the marketing plan and related information and provide resources, direction and training to school-based teams.	1. By 1/23/09, the marketing plan will be disseminated with training to school-based teams. 2. RSCO (CREC)
g) Review and adjust the marketing plan as necessary; develop a cost analysis for plan implementation; and identify issues for incorporation in legislative initiatives to promote compliance with Sheff.	1. By 1/9/09 and annually, marketing plan suggestions and adjustments will be made. 2. RSCO (CREC)

Objective #4: Develop a recruitment plan to create a diverse teaching force in the Sheff Region.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop in cooperation with CREC and incorporating the “Report to the General Assembly, January 2008 on Minority Recruiting Alliance,” initiatives around: Alternate Routes to Certification; Praxis preparation; and pathways to teaching and higher education collaboration.	1. By 2/15/09, minority recruiting initiatives will be developed and implemented in cooperation with CREC, the CSDE, and other partners as appropriate. 2. RSCO (CREC)

Strategy	1. Measurements of Success 2. Responsible Agency
b) Develop a partnership agreement with the CSDE Bureau of Certification and institutions of higher education to increase the pool of teacher applicants specifically candidates of color.	<ol style="list-style-type: none"> 1. By 4/18/09, a partnership agreement with the CSDE Bureau of Certification and higher education will be developed to increase the pool of teacher applicants specifically candidates of color. 2. RSCO (CREC)

Guiding Questions Relevant to Building Demand and Capacity

- Are eligible participants aware of their Sheff Region school choice program options?
- Do they know how to access these options if they are interested in doing so?
- Do they know where to go to get assistance or information if they need it?
- Are targeted marketing/recruitment strategies for underrepresented populations and non-participating districts working? If not, why not?
- Do community stakeholders understand, approve of and support Sheff Region school choice programs?
- Why do some students leave Sheff Region school choice programs, and what would help them want to maintain their participation?

B. Academic and Social Supports

Meeting the goals of the Phase II Stipulation order is dependent upon educating Hartford-resident minority students and white students residing in Sheff Region suburban districts in reduced-isolation educational settings. The need to attract and retain students in such settings requires us to recognize and attend to the academic and social supports students, families, and schools may require in order to ensure that their experiences are of high quality. To that end, the CMP describes below a plan for the development of a comprehensive system of supports.

Embedded in this system of supports will be opportunities to provide more immediate short term solutions as well as programs and services to meet long term goals. For example:

- In response to concerns about outcomes for Open Choice students in their districts, Avon, Farmington, Granby and Simsbury requested and received funding for a Choice Intervention Specialist to provide services to students with intent of improving attendance, academic performance, discipline, and parent involvement. For the last three months of the 2007-08 and the entire 2008-09 school year, CSDE will fund 0.5 FTE of this position, with the districts funding the other 0.5 FTE.
- In order to facilitate a smooth transition for Hartford students attending Cheney Technical High School, CSDE funded a summer program for students accepted into the school as freshmen for the 2008-09 school year. The purpose of the program was

to promote the retention of Hartford students accepted into the program through the provision of academic supports, leadership, and career exploration opportunities.

The outcomes of these programs are to be determined. However, the willingness of the State to engage in a process with stakeholders whereby needs are identified and met in a collaborative manner has been established. This process, hand-in-hand with a deliberate examination of available data on student, family, and staff experiences with Sheff choice programs, will provide the foundation for our system of academic and social supports.

Goal: Establish a process to identify, fund, and implement appropriate and adequate academic and social support services for student and school participants in school choice opportunities to ensure quality integrated education.

Sheff II Stipulation References: IIB1, IIB2c-d, IIB2f-h, IIB2m, IIB2o-p

Objective #1: Collect and analyze data and information related to academic and social supports provided to school choice participants to ensure that strategies with a history of successful outcomes can inform continued efforts.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Existing data and analyses will be collected on past and present programs, studies, initiatives, and partnerships, as available.	<ol style="list-style-type: none"> 1. By 11/28/08, a compilation of data on existing academic and social supports programs will be analyzed and made available to guide decisions about program and service continuation and/or expansion for the 2008-09 and 2009-10 school years. 2. CSDE, RSCO
b) Gather and report information about successful academic and social supports implemented in other settings for potential implementation with Sheff programs.	<ol style="list-style-type: none"> 1. By 11/28/08, a compilation of promising academic and social supports will be made available to guide decisions about the implementation and/or expansion of programs and services. 2. CSDE
c) Review above data and information to determine best- and promising practices	<ol style="list-style-type: none"> 1. By 12/31/08, a review team consisting of CSDE and RSCO staff will examine the above data and information. 2. CSDE, RSCO

Strategy	1. Measurements of Success 2. Responsible Agency
d) Conduct a needs assessment of students and families eligible for and participating in Sheff choice programs to identify and address existing and potential barriers to successful participation.	1. By 1/30/09 and biennially, a report describing the needs of students and families as related to their participation or lack of participation in choice programs will be available to inform the development and implementation of academic and social supports. 2. CSDE
e) Collect and analyze qualitative and quantitative data on the appropriateness and effectiveness of academic and social supports provided to Sheff Choice program participants and their families in order to revise or continue to support the implementation of strategies with the best chance of success.	1a. By 8/1/09, a report including data indicating the effectiveness of 2008-09 school year strategies is available (exclusive of summer programs). 2a. CSDE 1b. By 8/1/10 and annually, a report including data indicating the effectiveness of strategies is available. 2b. CSDE

Objective #2: Document, disseminate, and coordinate best- and promising practices in academic and social supports to provide for the successful participation of students in choice programs.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Create a guidance document describing best and promising practices in supporting students, parents and schools with the goal of successful participation in choice programs. Explicitly define potential roles for both internal and external stakeholders, including students, school staff, parents, business, higher education, and community and faith-based organizations.	1. By 2/27/09, updated biennially, the guidance document will be available and will be used to guide funding decisions and legislative proposals. 2. CSDE

Strategy

1. Measurements of Success

2. Responsible Agency

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| <p>b) Develop a tiered prevention/intervention model of academic and social support services for all students. Disseminate information on the availability of such services to both participating and potential/eligible students and families.</p> <ul style="list-style-type: none">• Include supports for special education students, English Language Learners, and other students with special needs.• Include services provided by neighborhood and community-based organizations, in particular for Open Choice students, to enhance opportunities for participation in programs in the districts in which they attend school. | <p>1. By 2/27/09, the model is developed and will be used to guide future funding decisions and legislative proposals.</p> <p>2. RSCO</p> |
| <p>c) Coordinate the delivery of academic and social support services to reduce fragmentation and duplication of services and to increase effectiveness of efforts.</p> | <p>1. By 2/27/09 and ongoing, delivery of services will be coordinated, using the above model as a framework.</p> <p>2. RSCO, Magnet Schools, CTHSS, Vo-Ag Programs, Open Choice districts</p> |
| <p>d) Prepare a legislative package and funding request for academic and social supports based on data and information collected and analyzed.</p> | <p>1. By 8/1/09 and annually, a legislative package will be developed to support professional development, pairing of schools, and other academic and social supports.</p> <p>2. CSDE</p> |

Objective #3: Based on the analysis of gathered data and information, implement academic and social supports for students and families that support their successful participation in choice programs.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop and issue a request for proposals directly related to data and information analyzed, and fund programs including extended year, extended day, academic enrichment and other approaches that show the best potential for providing appropriate and adequate academic and social supports to meet the needs of participating students, families and schools.	<ol style="list-style-type: none"> 1. By 3/6/09 and annually, the request for proposals is issued to fund supports for the upcoming school year. 2. CSDE
b) Identify existing financial and programmatic resources, including federal entitlement funds (e.g., Title I) and CSDE professional development (e.g., CT Accountability for Learning Initiative), that can be utilized by receiving districts, magnet schools, and charter schools to provide appropriate and adequate academic and social supports to meet the needs of participating students and families.	<ol style="list-style-type: none"> 1. By 1/30/09 and annually, CSDE will create a document describing financial and programmatic resources that could be leveraged for the purposes of providing academic and social supports for Sheff choice programs. 2. CSDE
c) Develop and implement a process for addressing emergent issues, including the needs of special education students and English language learners, with appropriate academic and/or social supports, dependent upon available funding.	<ol style="list-style-type: none"> 1. By 1/18/09 the process is established and communicated with stakeholders. Identification of resources to meet needs as described above. 2. CSDE
d) Provide developmentally appropriate integrated early childhood opportunities for Hartford-resident minority children emphasizing cognitive and social/emotional development. <ul style="list-style-type: none"> • Expand Early Beginnings pre-school and full day kindergarten programs for Open Choice students/children. • Support and enhance early childhood care and education services provided by existing magnet and charter schools, including those opened for the first time in 2008-09. 	<ol style="list-style-type: none"> 1a. By 5/1/09, an increased number of slots for Early Beginnings pre-school and full day kindergarten are identified for the 2009-10 school year, maintained or increased annually. 2a. CSDE, CREC 1b. By 3/6/09 and annually, the request for proposals is issued to fund supports for early childhood programs for the upcoming school year. 2b. CSDE

Objective #4: Based on the analysis of gathered data and information, implement professional development and support for school staff to enable students’ successful participation in choice programs.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop a menu of professional development for staff in choice programs to prepare them to serve racially, linguistically and socio-economically diverse groups of students, including multicultural/diversity training and other modules based on grade configuration of program and identified needs. Such professional development will be provided by high performing magnet schools and other identified high quality providers.	1. By 2/27/09, reviewed and updated annually, a menu of professional development is available for use in school and district planning professional for the upcoming school year related to the identified needs of students, families, and teachers participating in choice programs. 2. CSDE, CREC
b) Identify existing financial and programmatic resources that can be utilized to provide appropriate and adequate supports to meet the needs of participating schools.	1. By 1/30/09 and annually, CSDE will create a document describing financial and programmatic resources that could be leveraged for the purposes of providing academic and social supports for Sheff choice programs. 2. CSDE, RSCO
c) Include in the Action Plan a provision for the pairing of Hartford regular schools, i.e., non-magnet schools with Regional Magnet Schools or Hartford Host Magnet Schools. <ul style="list-style-type: none"> • Such pairing will include shared professional development opportunities for teachers and administrators and enrichment activities for students. • Pairing will be based on a review of existing relationships between schools, geography, and demographic considerations. 	1a. By 4/4/09, pairings will be determined. 2a. HPS, CREC 1b. By 5/29/09, a joint plan describing activities for the upcoming school year will be developed. 2b. HPS, CREC

Guiding Questions Relevant to Academic and Social Supports

- What supports would help students and families feel more satisfied with their educational program?
- Are supports appropriately designed to meet students’ academic needs?
- Are supports provided in an integrated setting to further support the Sheff goals?
- Are adequate and appropriate supports in place to support all students, including special education students, English language learners, and others?

C. Transportation

Goal: Plan and implement a regional transportation system, including sufficient funding mechanisms, which encourages and supports the participation of Hartford and suburban students in Sheff programming.

Sheff II Stipulation References: IIIB2j, IIIB2m

Objective #1: Review data and information regarding existing transportation routes, current program costs, and the geographic area encompassing the districts considered part of the greater Hartford Region.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report existing data on choice program participation patterns, attrition survey data, and the supporting transportation systems.	1. By 12/15/08, a compilation of data on existing and projected choice program participation patterns and current transportation models. 2. RSCO
b) Research best practices, challenges and issues confronted by others around the country who have developed similar interdistrict or regional transportation systems.	1. By 1/1/09, a compilation of promising regional transportation practices at the national level will be made available to inform decision-making. 2. RSCO
c) Contract with a Transportation System Analysis firm to review existing magnet and open choice routes.	1. RFP to be released 12/5/2008. By 2/15/09 contract with a private firm to review existing routes. 2. RSCO
d) Review above data and information to develop an outline of what an effective regional transportation plan may contain. This could include: modifying bell times, creating maximum ride times, dividing Hartford into regions with designated Open Choice attendance districts, etc.	1. By 6/15/09, examine the above data and develop an outline of a regional transportation plan. 2. CSDE & RSCO

Objective #2: Based on the analysis of gathered data and information, create an Action Plan for the development and implementation of a regional transportation system.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Create and implement a plan to pilot a regionalized transportation approach.	<ol style="list-style-type: none"> 1. Pilot will be ready for implementation for the 2009-10 school-year. 2. RSCO
b) Identify and assess the existing financial and programmatic resources that can be utilized to implement the pilot and support ongoing transportation mechanisms.	<ol style="list-style-type: none"> 1. Annually create a document that outlines the ongoing financial and programmatic resources necessary to support a regional transportation system. 2. RSCO & CSDE
c) Prepare a legislative package and funding request to support the Action Plan to a pilot regionalized transportation system.	<ol style="list-style-type: none"> 1. By 1/1/09 develop a financing plan to fund the pilot and fully support ongoing transportation mechanisms. Provide for an annual review of the financing and support structure beginning in August 2009. 2. RSCO & CSDE
d) Evaluate the success of the pilot: for example: were bus times reduced, was system safe & reliable, what was the impact on cost, does system encourage participation in choice programming; does the state's financing mechanism adequately support this new system.	<ol style="list-style-type: none"> 1. By 10/31/09 complete an evaluation of the success of the pilot program. 2. RSCO
e) Make necessary modifications, based on the evaluation of the pilot program to fully implement a regional transportation strategy.	<ol style="list-style-type: none"> 1. If pilot is successful begin full implementation of a regional transportation model in the 2010-11 school-year. 2. RSCO

Guiding Questions Relevant to Transportation

- Has the regional transportation plan successfully minimized ride time and costs?
- Are families satisfied with the transportation system? What are families' preferences with regards to transportation?
- Has the transportation plan resulted in increased participation and satisfaction with choice options, or decreased participation and satisfaction?

D. Legislation, Policy and Funding

Goal: Develop a process for making recommendations to the Commissioner and the State Board of Education regarding legislative and budgetary changes necessary for the ongoing financial and programmatic support of all Sheff Voluntary Interdistrict Programs.

Sheff II Stipulation References: IIIB2m, IIIB2p

Objective #1: Annually review data and information around the voluntary interdistrict programs regarding their success, limitations, and any significant obstacles.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report, annually, data on choice program participation patterns and the supporting financial systems.	1. By May annually, compile data on existing and projected choice program participation patterns and their financing structures. 2. CSDE & RSCO
b) Review, analyze and report collected data and information to develop an outline of programmatic and funding modifications.	1. By July 1 annually, examine the above data and develop an outline of potential programmatic and funding modifications. 2. CSDE & RSCO

Objective #2: Based on the outline developed by CSDE and RSCO, create a package of legislative and budgetary recommendations pertaining to Sheff programs for consideration by the Commissioner and State Board of Education.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop and cost a package of suggested funding and programmatic changes as supported by the data.	1. By July 15 annually, develop draft budgetary and legislative recommendations for Sheff for review by the Commissioner. 2. CSDE & RSCO

Strategy	1. Measurements of Success 2. Responsible Agency
b) Share proposed budgetary and legislative package with the Plaintiffs and the City of Hartford for review and comment.	1. By July 30 annually, share draft budgetary and legislative changes with the Plaintiffs and the City of Hartford. 2. CSDE & RSCO
c) Prepare final package for submission to the Commissioner and the State Board of Education.	1. By September 1 annually, finalize changes and submit to the Commissioner and the State Board of Education. 2. CSDE

E. Data Collection and Evaluation

Goal: Develop and implement a uniform system of data collection, analysis and reporting in order to 1) enhance communication and reporting of data between stakeholders to increase program effectiveness; 2) measure the effectiveness of strategies described in the CMP; and 3) measure progress toward performance benchmarks and goals outlined in the Stipulation with regards to numbers of Hartford-resident minority students educated in quality reduced-isolation settings.

Sheff II Stipulation References: IIIB2a-u

Objective #1: Collect, analyze and report data relevant to:

- i) implementing academic and social supports for students participating in choice programs relevant to this CMP, for the purposes of program planning and evaluation;
- ii) executing a plan for marketing, recruitment and retention of students participating in choice programs relevant to this CMP, for the purposes of supporting and revising strategies as necessary;
- iii) applying cost-effective transportation strategies that support the participation of students in choice programs described in this CMP, for the purposes of continuing or revising strategies as necessary;
- iv) evaluating the successful participation of Hartford-resident minority students in choice programs, for the purposes of providing appropriate supports for participating students and school districts, and determining and sharing best- and promising practices to promote the success of all participating students; and
- v) measuring the performance benchmarks and goals detailed in the stipulation agreement pertaining to the numbers of Hartford-resident minority students in reduced-isolation educational settings.

Strategy	1. Measurements of Success 2. Responsible Agency
<p>a) Collect existing data and analyses, on i-iv stated above, regarding strategies implemented up to and including the 2008-09 school year for the purposes of identifying effective practices for continuation and enhancement.</p> <ul style="list-style-type: none"> • Disaggregate data when possible by student demographic indicators, including race, English language learner status, special education status, gender, and grade level. 	<ol style="list-style-type: none"> 1. By 11/28/08, a compilation of data on existing programs and strategies will be analyzed and made available to inform decision-making. 2. CSDE, RSCO
<p>b) Assemble a data team, to carry out the strategies associated with each objective on i-v stated above, made up of representatives from the following:</p> <ul style="list-style-type: none"> • CSDE Sheff Office • CSDE Bureau of Choice Programs • CSDE Bureau of Student Assessment • CSDE Bureau of Data Collection, Research and Evaluation • RSCO • Others as appropriate 	<ol style="list-style-type: none"> 1. By 10/17/08, data team(s) will be established, and a regular schedule of meetings set. 2. CSDE
<p>c) Determine data needs for i-v stated above, for the purposes of monitoring and evaluating successful implementation.</p> <ul style="list-style-type: none"> • Qualitative and quantitative measures of success will be considered, such as student achievement levels; participation, enrollment and retention rates; student and parent satisfaction; and others as appropriate. • Data will be disaggregated when possible by student demographic indicators, including race, gender, region (i.e., both location of program and student home address), special education, and English language learner status. 	<ol style="list-style-type: none"> 1. Data collection, analysis, and reporting strategies are finalized by 3/6/09. 2. CSDE

Strategy	1. Measurements of Success 2. Responsible Agency
<p>d) Implement appropriate data collection and analysis techniques to support decision-making for i-v stated above related to the enhancement, continuation, modification, or elimination of strategies.</p> <ul style="list-style-type: none"> • Data currently collected by the Department will be identified, and the timelines for collection and verification reviewed to minimize duplication of collection • Data collection methods will include surveys, focus groups, and others as appropriate. 	<p>1. Beginning with the 2009-10 school year and annually, by 11/28 data from the prior school year will be collected, compiled and analyzed.</p> <p>2. CSDE, RSCO</p>

Objective #2: Determine and annually evaluate the capacity of suburban school districts to receive Open Choice students.

Strategy	1. Measurements of Success 2. Responsible Agency
<p>a) Define criteria, in collaboration with the CSDE Bureaus of School Facilities; Data Collection, Research and Evaluation; and Choice Programs, to be used to determine capacity.</p> <ul style="list-style-type: none"> • Communicate criteria to suburban school district superintendents. 	<p>1. By 12/3/08, criteria are determined and communicated to superintendents.</p> <p>2. CSDE</p>
<p>b) Develop appropriate data collection techniques to carry out the objective.</p> <ul style="list-style-type: none"> • Review existing data collection tools for possible modification. • Develop additional tools as needed. • Propose legislation to mandate Hartford Region school district participation in data collection. 	<p>1a. By 6/26/09, data collection techniques identified and tools are developed and/or revised.</p> <p>2a. CSDE</p> <p>1b. By 8/1/09, proposed legislation is drafted.</p> <p>2b. CSDE</p>

Strategy	1. Measurements of Success 2. Responsible Agency
c) Analyze data regarding student achievement, retention rates, family/student satisfaction and other indicators to inform decision-making related to the expansion of the Open Choice program.	<p>1a. By 11/28/08, existing available data are identified and analyzed to inform program expansion for the 2009-10 school year.</p> <p>2a. CSDE, CREC</p> <p>1b. By 12/09 and annually, data are analyzed to inform program expansion for the upcoming school year.</p> <p>2b. CSDE</p>

Objective #3: Measure the desegregation status of interdistrict magnet schools at least annually to ensure that students enrolled in such schools receive educational services in a high quality reduced-isolation setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Review prior years' enrollment and retention patterns to gain knowledge of successful past practices.	<p>1. By 12/08 and annually, enrollment and retention data are collected and reported to inform marketing efforts.</p> <p>2. HPS, CREC, CSDE</p>
b) Monitor current year's application process to ensure that Sheff desegregation standards are met in interdistrict magnet schools.	<p>1. By 3/09 and annually, enrollment data are reviewed to inform action steps, to be outlined in an enrollment management plan, if necessary.</p> <p>2. HPS, CREC, CSDE</p>
c) Analyze data to inform decision-making related to the addition of new interdistrict magnet programs to meet Sheff goals.	<p>1. Data collection, analysis, and reporting strategies are finalized by 3/6/09.</p> <p>2. CSDE</p>

V. Measuring Progress – The Demand Model

Goal: Develop and implement a process for determining demand for each of the voluntary interdistrict programs.

Sheff II Stipulation References: IIB2a, IIB2q

Already underway and to be completed by June 30, 2009, the State in cooperation with RSCO is developing a procedure to be utilized, beginning in school year 2010-11, to determine the demand for each of the voluntary interdistrict programs defined in Section 2 of the Stipulated Agreement. The procedure will include:

1. Calculating the number of Hartford minority applicants to voluntary integrated interdistrict programs that meets the desegregation standard at the time of application.
2. Developing a **comprehensive annual waitlist system that will be universally applied** for recording Hartford-resident minority student applicants who voluntarily apply to interdistrict programs that meet the desegregation standard but are not offered placement in any such program during the application year.
3. Designing and implementing a procedure that identifies families that intend to remain on the waitlist after receiving notice that the applicant has not been placed for the coming school year in a reduced-isolation voluntary interdistrict program.
4. Developing of a process for calculating met demand based upon the above collected data.

Based on an analysis of the demand data received during the 2010-11 school year the State will develop a process for evaluating capacity as compared to demand, and devise a system for responding to the results yielded by the 2010-11 data collection.

As a basis for informing the establishment of the demand procedure the State is taking the following measures during the 2008-09 school year.

1. An online and paper version of a common application, which incorporates all voluntary interdistrict programs, for use for the 2009-10 school-year has been developed in conjunction with the Regional School Choice Office. The application and brochure are in English and Spanish along with five other languages. Hartford and suburban parents are currently applying to the interdistrict programs using this form.
2. The State has contracted with its RSCO partners to develop a unified lottery system across all of the magnet programs with timelines that consider and align with the Open Choice, CT Technical High Schools, and Regional Agricultural Science and Technology programs lottery and placement processes. Discussions are underway to have a system in place for March 2009 to operate the lottery for the 2009-10 school-year. The State is committed to ensuring a process that attracts and includes a pool reflective of Hartford's entire minority student population, including but not limited to special education, bilingual and ELL students. This means all preferences included in the current system will be reconsidered to determine if they might discourage parents from applying.

3. Develop a means of identifying those families that intend to remain on the waitlist after receiving notice that the applicant has not been placed so as to familiarize them with the waitlist process that will be used in year 4 of the stipulated agreement.

Conclusion

The CMP describes a cooperative process that will guide the State, along with its partners, as we “increase the number of Hartford-resident minority students in reduced-isolation educational settings and ...move toward meeting demand of Hartford-resident minority students seeking placement in such settings.” To accomplish this goal, the State has outlined five types of reduced-isolation educational settings in which Hartford-resident minority students may participate:

1. Magnet Schools: increase the number of magnet schools and ensure the desegregation status of new and existing magnet schools
2. Open Choice: expand opportunities in Sheff Region suburban school districts
3. Charter Schools: establish one or more charter schools in the Sheff Region
4. Connecticut Technical High School System: expand opportunities in suburban CTHS programs and ensure desegregation status of CTHS program in Hartford
5. Agricultural Science and Technology Programs: expand opportunities in Sheff Region suburban programs

In addition, programs, services and support systems will be implemented to ensure the successful participation of Hartford-resident minority students in such programs:

1. Building Demand and Capacity: programs will be marketed to increase interest in choice programs in both Hartford and suburban families through public awareness and attention to quality of programming
2. Academic and Social Supports: needs of students and families will be addressed in order to promote student achievement and satisfaction of students, families, and school staff
3. Transportation: barriers to participation will be reduced through the development and implementation of a cost-effective and convenient transportation plan
4. Legislation, Policy and Funding: legislative proposals will be developed to request policy and/or funding to support promising and successful strategies
5. Data Collection and Evaluation: action will be informed by results through purposeful collection, analysis and dissemination of data

The CMP is a living document, to be enhanced and adjusted based on what the Department learns through implementation. Revisions will be informed by data and feedback from school districts, educational program providers, community members and, most importantly, participants. Developed in collaboration with stakeholders, this plan attends not only to the quantifiable targets described in the Phase II Stipulation and Order, but to our shared goal for participating students to experience success in the educational settings that they and their families choose.