

A
Big
YEAR

STATE EDUCATION RESOURCE CENTER

SERC

ANNUAL REPORT 2011-2012



EQUITY. EXCELLENCE. EDUCATION.

A young girl with dark hair and glasses is playing a violin. She is looking down at the instrument with a focused expression. The background is a soft, warm-toned gradient.

A Big Year

STATE EDUCATION RESOURCE CENTER
ANNUAL REPORT 2011-2012

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This page and facing page: Students from the Davis Street Arts and Academics Interdistrict Magnet School Jazz Ensemble in New Haven perform at our 2011 “Connecting Faith, Families & Schools” conference.

LEADERSHIP & POLICY

The historic reforms implemented in 2011-2012 align with our vision at the State Education Resource Center (SERC): equity and excellence in education.

In the context of the significant events throughout the year, SERC is proud of its partnership with the Connecticut State Department of Education (CSDE) and our continual enhancement of the professional development we provide at the school, district, regional, and statewide levels.

We look forward to the potential for expanding our alliances with public and private stakeholders as Connecticut moves toward what Governor Dannel P. Malloy called “a restoration of Connecticut as a model for creating academic excellence for all.”¹

¹Malloy, D. P. Letter to leaders of the Connecticut General Assembly, Dec. 20, 2011.

July 8, 2011 Governor Malloy signs the secondary school reform law, which includes the establishment of Student Success Plans for all Connecticut students in grades 6-12. SERC works quickly to create comprehensive technical assistance and a professional development series for schools and school districts on planning, designing, and implementing the plans.

September 9, 2011 The U.S. Department of Agriculture awards Connecticut a Team Nutrition Grant. SERC subsequently hires a school nutrition consultant who works with CSDE’s nutrition education coordinator to establish the Connecticut Child Nutrition Training Institute. For more on Team Nutrition, see page 9.

September 28, 2011 The U.S. Department of Education awards Connecticut a \$4.6 million State Personnel Development Grant (SPDG). SERC, which wrote the application for the grant, soon begins to coordinate SPDG for the state and helps select the schools in the five cohorts participating in the program. For more on SPDG, see page 8.

TIME LINE ->->->->

STATEWIDE PROFESSIONAL DEVELOPMENT

September 14, 2011 CSDE’s Bureau of Special Education (BSE) holds its annual Back to School meeting for special education administrators statewide, with planning led by BSE’s Michael Tavernier and SERC’s Nicole Hendry. SERC provides a wealth of data and other information and handles logistics and registration.

September 23, 2011 For the fourth year in a row, SERC and the CT Parent Information and Resource Center (CT PIRC) hold a conference on “Connecting Faith, Families & Schools.” Participants from education, community organizations, and the faith community, as well as families, share ideas about working together to promote practices inside and outside of schools that help improve educational outcomes for all students. (For more on the conference and CT PIRC, see page 5.)

November 16, 2011 SERC holds its 16th annual statewide Paraprofessionals as Partners conference, designed to build the skills of paraprofessionals to increase their effectiveness as educational partners with general and special education teachers, administrators, other staff, and families.

December 14, 2011 SERC co-sponsors the conference “School Days to Pay Days: Launching into Adulthood” with Connecticut Ability/the Bureau of Rehabilitation Services (BRS), the Connecticut chapter of APSE (the Association of People Supporting EmploymentFirst), and various state agencies.



LEADERSHIP & POLICY

December 16, 2011 SERC releases a major new report, “Equity in Education: A Transformational Approach,” the first official document outlining our position that confronting equity issues in public education demands a focus on race. SERC distributes the document that day at the Black and Hispanic/Latino Male Forum.

December 16, 2011 SERC releases a new Web site highlighting the equity document: www.ctserc.org/equity.



December 16-19, 2011 Connecticut NPR stations and the New Haven Register run stories on the document. EducationWorld.com publishes excerpts during the winter.

SERC Executive Director Marianne Kirner also announces the establishment of the George A. Coleman Excellence in Equity Award, in honor of the former acting state education commissioner who is a longtime partner of SERC on its approach to equity.

Several news outlets carry the announcement of the award, including national distribution through the Associated Press.

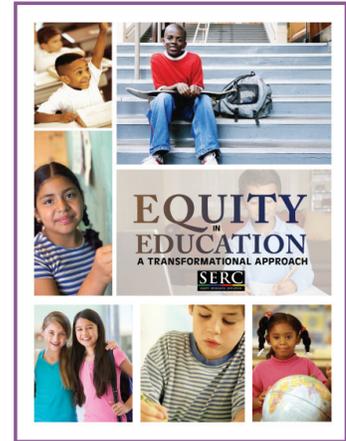


A Big Year

STATEWIDE PROFESSIONAL DEVELOPMENT

December 16, 2011 SERC holds its Black & Hispanic/Latino Male Statewide Forum in partnership with Central Connecticut State University on the CCSU campus in New Britain. The forum of approximately 150 people builds on a series of smaller events SERC has held across Connecticut that has grown to include leaders from other Northeast states. It is designed to renew the commitment to the social, emotional, and academic development and success of Connecticut’s young Black and Hispanic/Latino male students.

The official release of
**“EQUITY IN EDUCATION:
A Transformational Approach”**



“It states that Connecticut cannot continue talking about any achievement gap, or ever really close the gap, without a focus on race.... Our document argues that we need to talk, that race and racism need to be part of the dialogue. And we’re going to continue to talk about it, right here, right now, today.... Let’s get more people talking and more people ready to take action.”

Marianne Kirner
SERC Executive Director
December 16, 2011



SERC Consultant Terry D. Miller (center) joins a panel at the Black and Latino Male Forum.

LEADERSHIP & POLICY

December 2011 - January 2012

Governor Malloy announces his education reform proposal through a December 20 letter to state legislative leaders, CC'd to the SERC executive director and dozens of others. The Governor launches "The Year for Education Reform" through a symposium on January 5, 2012 at Central Connecticut State University featuring U.S. Department of Education Under Secretary Martha J. Kanter and participation by prominent panelists from Connecticut and throughout the country.

SERC staff have key roles in planning for the symposium, working swiftly before and after the holidays to coordinate with CCSU, create invitations and a formal agenda, and handle registration and special accommodations. SERC provides logistical support at the event and posts updates throughout the day on the SERC Facebook page.

January-February 2012 SERC and its partners on SPDG select the first cohort of schools from across the state to participate in the program. SERC officially announces the selected schools in a February 2, 2012 press release. (The second cohort of schools is chosen in June 2012.)

The Waterbury Republican-American publishes a story on its local SPDG schools on February 4, and the Danbury News-Times on February 6, with interviews from SERC. The Norwich Bulletin and The Day of New London also publish announcements.



February 2012 Connecticut pursues a waiver from certain requirements of the Elementary and Secondary Education Act (ESEA, as amended by the No Child Left Behind law). SERC plans and hosts four public information sessions on the waiver facilitated by CSDE officials. CSDE submits the proposal to the U.S. Department of Education late in the month.

April 2012 SERC provides support to the state's Interagency Council for Ending the Achievement Gap for its roundtable discussion on "Linking School and Community Resources for Student Achievement."

May 2012 The Connecticut General Assembly passes the education reform bill, and Governor Malloy signs it into law May 15, 2012. On May 29, 2012, the U.S. Department of Education officially approves Connecticut's ESEA waiver.

STATEWIDE PROFESSIONAL DEVELOPMENT



January 26, 2012 SERC launches a new Web site for its Early Childhood Resource Center: www.ctserc.org/ece.

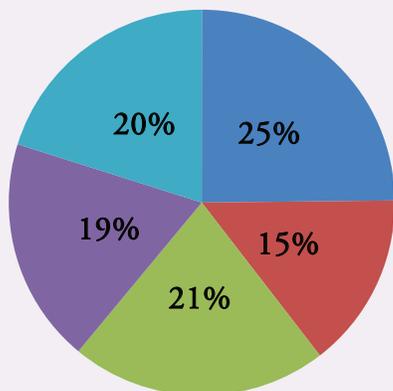
April 11, 2012 SERC holds the 19th annual "Together We Will" Early Childhood Conference that focuses on children ages birth to 5, especially those with developmental delays.

May 11, 2012 SERC holds the conference "Preparing for the Road Ahead: Helping Students Transition to College and Careers," in collaboration with CSDE and AccessAbility Services at Western Connecticut State University.

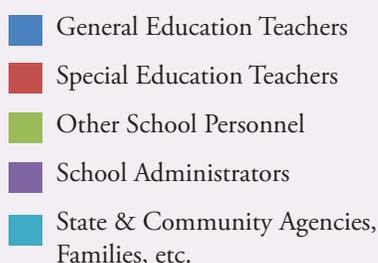
May 17-18, 2012 SERC's Positive Behavioral Interventions and Supports (PBIS) initiative presents at the first annual Northeast PBIS Network Leadership Forum. The forum is held by the University of Connecticut Center for Behavior Education & Research, SERC's partner in training schools in PBIS. For more on PBIS, see page 6.



SERC: BEYOND STATEWIDE



Participants in SERC Statewide Professional Development



SERC offered its first Professional Development Flex Pass in 2001-2012. Participants in the “Core & More” program, which covered the language arts component of the Common Core State Standards and other areas, formed a team from the same school and received a package of “flex passes” to choose from multiple literacy sessions. This allowed the participants to customize their trainings based on their students’ needs as well as their own. The package also included an initial training day, a day of on-site technical assistance, and an evening networking meeting.



SERC’s comprehensive approach to training goes beyond the traditional professional development model of taking theory to practice. We include theory combined with demonstration, combined with practice, combined with feedback, and combined with coaching. Through this combination, educators not only gain knowledge and skills but also transfer their training to the school and classroom, thereby improving student achievement.²

In addition to our statewide programming, SERC professional development encompasses comprehensive job-embedded technical assistance packages to schools and districts; information made available through our Library and through the expertise of our staff; and a variety of workshops, conferences, online seminars and learning modules, and more. We build much of our content around the latest professional learning standards and the Common Core State Standards.

In 2011-2012, SERC served an estimated 27,351 individuals, through professional development in various formats, on-site technical assistance, and patronage of the SERC Library. The total was consistent with the previous year (27,829), with a slight decrease only in the number of Library patrons corresponding with a sharp rise in individuals accessing the resources of the SERC Library online.

An estimated 14,800 individuals attended statewide professional development, provided by open invitation to individuals and teams from anywhere in Connecticut. The categories of individuals participating in this type of professional development remained similar to the previous year (*See chart at left*).

A sample of SERC professional development offerings in 2011-2012:

- ◆ Community-Based Transition Services: A Path to College & Career Readiness
- ◆ Data Walls 101
- ◆ Enhancing Instructional Programs Within Schools: Training in Special Education Administration (*seven full-day sessions throughout the school year*)
- ◆ Understanding and Working with Children Who Have Survived Trauma

²See:

Joyce, B. R. & Showers, B. Student achievement through staff development (3rd ed.). (2002). Alexandria, VA: ASCD.

and

Learning Forward. Standards for professional development.

<http://www.learningforward.org/standards>

CT PIRC: ENGAGING FAMILIES, COMMUNITIES

On September 30, 2011, the five-year period ended for federal grants to state parent information and resource centers. The Connecticut PIRC, which operates under SERC, had access to the federal funds through March 2012. SERC has used existing resources to operate CT PIRC continuously so it can carry on its mission of promoting family engagement in education, a key factor in student success.

CT PIRC highlights: 2011-2012

Engagement involves more than schools and families. CT PIRC began the 2011-2012 school year with its conference “**Connecting Faith, Family & Schools: Partnering for Student Success.**” Many faith-based leaders have participated over the four years CT PIRC has held the conference, knowing they can capitalize on their relationships with families to foster connections with schools.

This focus on building partnerships continued throughout the year. In May 2012, nearly 200 people attended “**School-Family-Community Partnerships: The Key to Ensuring Equity for All Students,**” which CT PIRC held in collaboration with CSDE. Joyce Epstein and Mavis Sanders, nationally recognized researchers, authors, and teachers, shared successful approaches to engaging the families of children in all grade levels, especially those from diverse racial, ethnic, cultural, and linguistic backgrounds.

Other activities to promote family engagement included:

Let’s Talk: As Diversity Grows, So Must We

- a debut series on Latino family engagement and other topics, held at locations across the state

Math and the Books Kids Love

- a free Saturday activity for families and their children in kindergarten through Grade 2

How Welcoming Is Your School?

- training offered throughout the year about conducting walkthrough assessments

This effort recognizes a welcoming school environment as one of the most effective ways to boost family engagement³. In 2011-2012, CT PIRC consultants began training and facilitating “welcoming walkthroughs” for schools under the State Personnel Development Grant. In the years ahead, CT PIRC is increasingly providing this type of training through school-based technical assistance.

School Governance Councils

During 2011-2012, nearly 200 schools statewide were required to have School Governance Councils established under state law. Ingrid M. Canady, a SERC assistant director who oversees CT PIRC, facilitates the School Governance Council State Advisory Group with CSDE’s Judy Carson. CT PIRC coordinated community information forums for the councils throughout the year.

³See, for example:

Hoover-Dempsey, K. V., et al. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, 106(2), 106-130. (Available as of this printing at <http://www.vanderbilt.edu/peabody/family-school/papers/Hoover-Dempsey2005.pdf>)

Mapp, K. L. (2003). Having their say: Parents describe why and how they are engaged in their children’s learning. *The School Community Journal*, 13(1), 35-64. (Available as of this printing at <http://www.adi.org/journal/ss03/Mapp%2035-64.pdf>)



Participants at the Connecting Faith, Family & Schools Conference included SERC Consultant Gerald M. Hairston (*above*), with Agnes Quinones of the CT State Department of Education.



In addition to the individuals served directly through CT PIRC professional development, who are included in the total served through SERC professional development, an estimated 14,584 parents or guardians received resources and indirect services through CT PIRC in the final year of the grant.

These resources, traditionally funded through the PIRC grant, have migrated online. During 2011-2012, CT PIRC re-launched its Web site (www.ctpirc.org) and established an online newsletter.



A FOCUS ON RESULTS

SERC uses Results-Based Accountability (RBA) to drive decision making and prioritize programming and professional development that will impact student learning and achievement.

What did we do?

In 2011-2012, SERC served virtually all 169 Connecticut cities and towns through our on-site technical assistance, workshops, and conferences. We disseminated more than 18,000 professional development catalogs and provided additional resources, some in Spanish, at educational and community events and by request. Our staff, which speaks at least 10 languages and dialects, provided services to a population that reflects the diversity of Connecticut. Here we cite two of our nearly two dozen projects and initiatives, which SERC evaluates annually through the RBA performance measures.

SERC coordinates statewide **Positive Behavioral Interventions and Supports (PBIS)**, a systems approach to achieving social, behavioral, and learning success for all students by examining the school environment and other factors that impact behavior. SERC's PBIS Initiative leads the training in partnership with the University of Connecticut's Center for Behavioral Education and Research and the regional educational service centers participating in the Connecticut PBIS Collaborative.

Through 2011-2012, the number of Connecticut schools trained in PBIS was 286, representing a steady annual increase from the 25 schools trained in 2005-2006. The number of districts trained through 2011-2012 was 64, representing nearly one-third of all Connecticut school districts and three times the number of districts trained in 2005-2006. (*See the chart on the following page.*)

SERC's **Early Intervention Project (EIP)**, which facilitates the implementation of Scientific Research-Based Interventions (SRBI), aims to meet the instructional and behavioral needs of students in the classroom to reduce inappropriate referrals to special education. In 2011-2012, the project reached more than 200 educators representing 17 districts and 44 schools through consultation, core skills training, and on-site technical assistance that amounted to approximately 30 hours of professional development per school team.

How well did we do it?

In 2010-2011, 45 percent of schools in their second year of the PBIS program had implemented PBIS "with fidelity" as measured by the School-wide Evaluation Tool (SET). Implementation rose to

81 percent by their third year, 2011-2012. About one-quarter of Connecticut school districts have committed to scaling up PBIS to the entire district.

Using data from surveys administered before and after the EIP training, SERC found statistically significant changes in participants' attitudes and practices surrounding the EIP process. They became much more likely to agree with statements such as "EIP positively affects school-wide collaboration," agreeing that "all in the school are involved in the early intervention process, not just the EIP core team" and that "our EIP process is designed to close the achievement gap(s) reflected in our school data."

On evaluation measures across SERC initiatives, participants in SERC professional development consistently report satisfaction and usefulness at rates above 90 percent.

Were educators, students, and/or family members better off because of it?

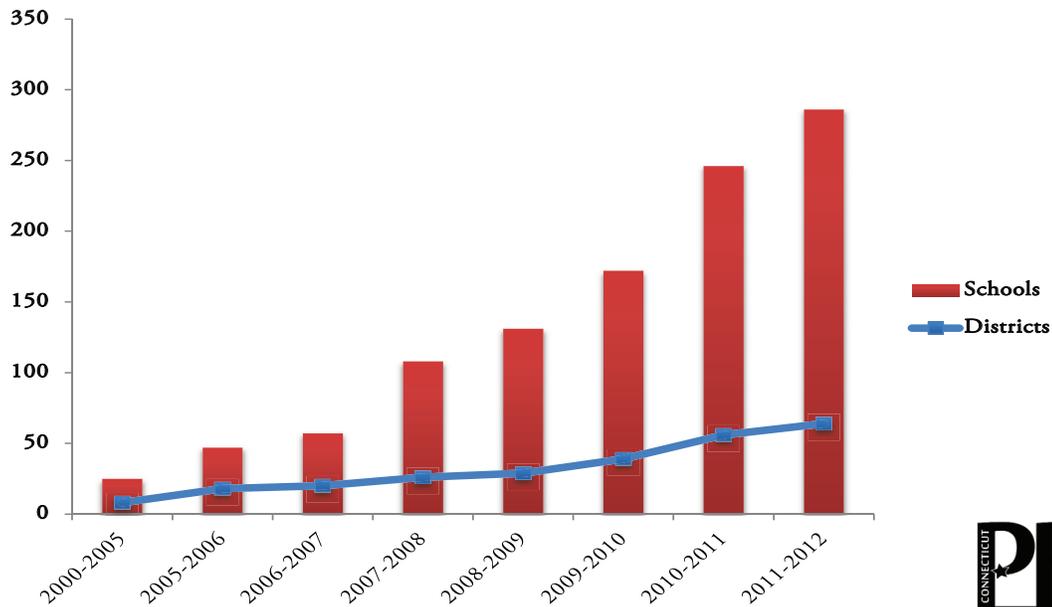
As schools participated in PBIS training, their rates of office referrals for student discipline issues continued to decrease. The change was particularly dramatic for students in grades 6-9; that rate fell from 1.21 per 100 students in 2007-2008 to 0.54 per 100 students in 2011-2012.

The early intervention process is designed to ensure that a student receives the instruction and intervention he needs, when he needs them, rather than being sent to special education later on. This is especially important for students in racial and other groups that are disproportionately—and inappropriately—represented in special education.

To measure whether the EIP training led to a change in practice, SERC implemented a tool called the EIP Phases of Implementation (*see the chart on the following page*). This tool allows school teams to track what they have accomplished and identify specific elements to focus on.

Our data from the tool show the process has become more established in schools with teams that have gone through the training. The more a school uses the process, the more we can expect to see reductions in unnecessary evaluations for special education.

Number of Connecticut Schools Trained in PBIS



Source: Connecticut PBIS (SERC)



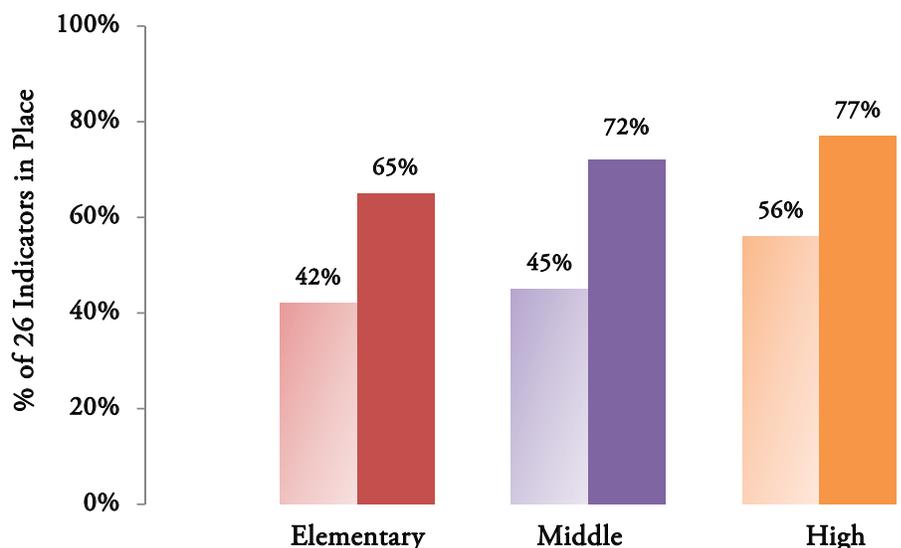
EIP Phases of Implementation

The Phases of Implementation tool measures how school teams participating in SERC's intensive training have implemented the early intervention process. The tool is divided into four sections, and each section consists of three phases: Initiating (represented here), Implementing, and Sustaining, each with indicators that the school is expected to implement. We surveyed the teams before and after the training to measure how many indicators they had in place.

The survey representing the Initiating phase has 26 indicators. After the training, the participants were more likely to implement many of them, such as:

- ◇ Defining equity and its application to team functioning and the decision-making process
- ◇ Defining a strengths-based approach to decision making
- ◇ Identifying a variety of opportunities for students to make meaningful contributions to the decision-making process in culturally responsive ways
- ◇ Monitoring fidelity of implementation yearly using the EIP Phases of Implementation Checklist

EIP Initiating Phase (pre and post-training)



Source: Words & Numbers Research, Inc. Project Evaluation for 2011-2012



Michelle LeBrun-Griffin
SPDG Coordinator, SERC

Developing Multi-Tiered Systems of Interventions and Supports: *CT State Personnel Development Grant*

SERC has helped lead the effort to implement Scientific Research-Based Interventions (SRBI), a comprehensive continuum of academic and behavioral supports reflective of students' diverse needs and strengths. SRBI combines research-based practices with a systems approach to instruction, assessment, and decision making to improve teaching and learning for all students.

After an initial State Personnel Development Grant (SPDG) to support schools modeling the SRBI framework, SERC envisioned an opportunity to help implement a more comprehensive statewide approach. In 2011, under the auspices of the Connecticut State Department of Education, SERC successfully applied for a new SPDG and is now leading the five-year project.

Schools selected for the SPDG join a cohort that participates for three years. In 2011-2012, 20 schools formed the first cohort; the second cohort was formed in June 2012. By the end of the grant, approximately 100 schools will have participated.

The participating schools must approach two challenges simultaneously: (1) increasing reading scores through strategic instruction and (2) reducing discipline problems through positive behavioral interventions and supports. This combined approach aims to eliminate the predictability of achievement gaps between students with disabilities and their nondisabled peers, between students of color and their white peers, and between English language learners and their English-speaking peers.

SERC consultants, in collaboration with the regional educational service centers (RESCs), provide training during the first year and expect the schools to fully implement a multi-tiered system of academic and behavioral supports by the third year. Other partners on the grant include the Connecticut Parent Information and Resource Center, the Connecticut Parent Advocacy Center, the Center for Behavioral Education and Research at the University of Connecticut, and the Connecticut Birth to Three System.



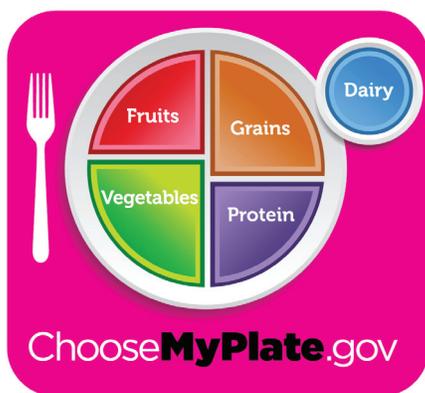


Sarah Bourque
CCNTI Coordinator, SERC

Building a System to Improve Student Health: *CT Child Nutrition Training Grant*

Another successful grant application in 2011-2012 has allowed SERC to expand into new territory. The U.S. Department of Agriculture approved the application from the Connecticut State Department of Education (CSDE) and SERC for a Team Nutrition Grant. As a result, SERC hired a new consultant on its Integrated Student Support Services initiative to specialize in school nutrition.

Teamed with CSDE's Nutrition Education Coordinator, SERC facilitated the planning of a state advisory council charged with guiding the launch of the Connecticut Child Nutrition Training Institute (CCNTI). SERC then helped develop a statewide needs assessment survey of school nutrition programs to identify key topics for training and technical assistance.



SERC's nutrition consultant and other SERC staff helped interview applicants for a professional development cadre for school nutrition programs. The SERC and CSDE nutrition coordinators have trained members of this cadre, who in turn will train food services staff in schools across the state.

Establishing a new project dedicated to nutrition recognizes that student health is a significant influence on learning and achievement. The Team Nutrition Grant runs from September 30, 2011, through

December 31, 2013, and is intended to help schools build capacity in their nutrition programs beyond the life of the grant.

The training will reinforce the importance of the Dietary Guidelines for Americans, equipping the staff with the necessary knowledge to incorporate the guidelines more closely into their school lunch programs. The CCNTI will lead to more of a leadership role in general for food services staff as well as the expansion of nutrition education across the school.

SERC & THE COMMUNITY



April 13, 2012: In honor of the day recognizing “Purple Up! For Military Kids,” SERC Library staff wear purple and display the Library’s collection for military families. *From left:* Diana Whitehill, Cathy Wagner, Carol Sullivan (Assistant Director for Library & Community Programs), Donna-Lee Rulli, Signe Lambertsen, and Lisa Yee.



The SERC Library, which has existed since 1969, has become increasingly virtual. In 2011-2012, the physical Library in Middletown saw 5,669 recorded visitors, about 1,000 fewer than two years earlier. However, the number of searches in the Library’s Illuminar online catalog more than doubled during that time, to 87,243. Fewer than 10,000 of the searches were conducted within the Library.

The Library provided tours for college and university classes as well as webinars and workshops on a variety of education issues. In 2011-2012, an Equity and Social Justice Film Series examined the historical context of race and racism in America and their impact on Connecticut’s racially predictable achievement gap.

Patrons checked out nearly 7,500 items throughout the year, including nearly 2,000 instructional materials and more than 1,700 tests. During National Library Week in April 2012, the Library provided a “Food for Fines” option for patrons to bring in canned or boxed food in lieu of overdue fines and donated the food to the Amazing Grace Food Pantry in Middletown.

Beyond the Library Walls

Library staff and other SERC staff conduct outreach and provide information about SERC at many events in the state. Some of those activities in 2011-2012 were:

- *The 3rd Annual Unity Day, held in downtown Middletown on August 20, 2011, to celebrate*

diversity and unify the community. SERC Library staff set up a booth at the event and provided information to public officials and other members of the public. We also collected donations for the Amazing Grace Food Pantry.

- *The afterschool homework club at the Quinnipiac Terrace public housing development in New Haven.* For its main holiday 2011 charity drive, SERC collected winter clothing and materials such as notebooks and pencil sharpeners for the 34 children in the program. This resulted in 30 wrapped packages of SERC donations presented at the children’s holiday party.
- *Support for military families.* Connecticut Operation: Military Kids sponsored an informational event in Middletown March 22, 2012, to connect military families in the state to resources that can help them. The SERC Library assisted with outreach and was one of the exhibitors, highlighting its collection of “supporting America’s military-connected children” materials about dealing with loss and other issues affecting military families. Staff wore purple on April 13, 2012 to support “Purple Up! For Military Kids.”
- *The 2012 Greater Hartford Walk Now for Autism, held in East Hartford June 3, 2012.* SERC distributed material and a survey on its autism initiative.

SERC & THE COMMUNITY

SERC also collaborates with other agencies and organizations on professional development opportunities. Examples of this collaboration in 2011-2012 include:

- SERC provided support to the daylong symposium “Educational Disparity and Minority Youth,” held at Quinnipiac University on September 16, 2011. Participants included education and corporate leaders and those who cover both realms, such as Edward Lewis, co-founder of Essence magazine and chairman of the board of the Harlem Village Academy.



- SERC staff participated in the 2011 “Spotlight Summit” of Unified Theater, a student-driven initiative that promotes inclusion of students with disabilities through the performing arts. Students who attend the summit are trained in inclusion, team building, leadership, arts accessibility, and other areas. SERC provided logistical support for the October 3, 2011 event, including registration and facilitation.



From left: SERC Consultant Greta Skiles with “Halo”; SERC staff and family at a Fidelco Dog Walk: Cathy Wagner, Linda Zorovich and granddaughter Madison, Carol Hotz, Greta Skiles, Joe Gosselin, Robin Brennan, Dawn Gosselin, Kristy Giacco and sons Max, Sam, and Jake; and SERC Library Associate Renee Thompson with the Library’s “Food for Fines” collection.

SERC staff have contributed to nearly three dozen charities, charity events, and nonprofit organizations. In 2011-2012, SERC also had a canine “mascot.”

In July 2011, Greta Skiles, a SERC consultant on literacy and data-driven decision making, became a “foster mother” to a 9-week-old German shepherd named Halo. Greta had become a volunteer puppy raiser for the Fidelco Guide Dog Foundation, a Bloomfield-based nonprofit organization that breeds, trains, and places German shepherd guide dogs with people who have visual disabilities.

While Greta raised Halo at home, the dog became a constant presence at SERC throughout 2011-2012 from the time she was 11 weeks old to foster her socialization and get her acclimated to an office environment.

In addition, a team of SERC staff and family members, including their dogs, continued to participate in the Fidelco Dog Walk fundraising event.

SERC FINANCIALS

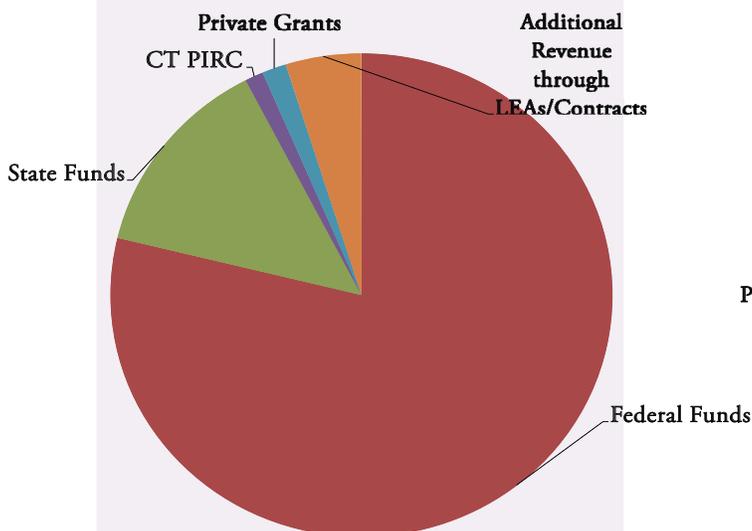
	Year Ending June 30, 2012	Year Ending June 30, 2011	Year Ending June 30, 2010
Funding Sources			
*Federal Funds through CSDE	\$10,630,277	\$9,677,718	\$9,340,944
**State Funds through CSDE	1,831,771	1,518,087	287,509
CT PIRC	159,725+	539,558	688,529
Private Grants	210,039	315,784	53,862
Additional Revenue through LEAs/Contracts	657,128	578,348	496,446
Total Operating Support and Revenue	\$13,488,940	\$12,629,495	\$10,867,290
Expenses, Including 6.75% Indirect Costs to Fiscal Agent			
Personnel	\$6,949,555	\$6,024,506	\$5,654,601
Employee Benefits	1,872,874	1,534,808	1,488,311
Program/Inservice	1,499,047	2,155,263	1,487,311
Other Technical Services	1,600,699	967,812	180,612
Audit	20,000	20,000	20,000
Communications	65,903	77,324	87,809
Travel	19,831	11,816	14,330
Other Professional/Technical Services	481,427	226,212	363,742
Media Supplies	52,987	85,181	57,085
Administrative Supplies	8,039	11,481	6,835
Library	74,176	114,984	90,905
Equipment (Non-Capitalized)	108,839	135,594	101,939
Rent and Other Facility Expenses	102,820	108,583	102,521
Total Operating Expenses	\$12,856,197	\$11,473,564	\$9,656,001

*Unexpended federal funding carries over to the next fiscal year.

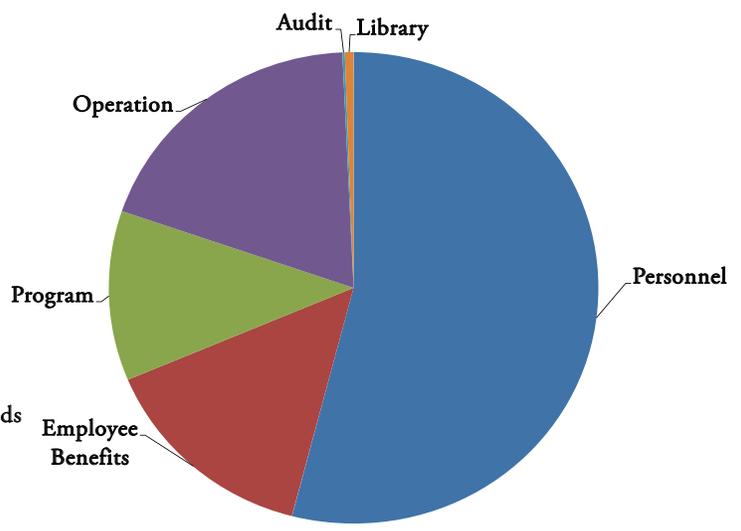
**Unexpended state funding is returned to the state agency.

+ The PIRC grant ended September 30, 2011.

Funding Sources as of 6/30/12



Expenses as of 6/30/12



Mission

We provide resources, professional development, and a centralized library to educators, families, and community members in collaboration with the Connecticut State Department of Education and other public and private partners.

Vision

EQUITY. Excellence. Education.

SERC believes that all students have the right to access opportunities and experiences that reflect and respect their differences and abilities. We are concerned that in Connecticut, educational outcomes for students of color, students who are English language learners, and students with disabilities continue to lag behind outcomes for other students. To help eliminate these achievement gaps, SERC addresses institutionalized racism and other issues of social justice in schools and districts and both models and facilitates equity in education.

Equity. **EXCELLENCE.** Education.

Our professional development and information dissemination are built around best practices that educators apply to their work, highlighting the 21st-century learning skills students need to achieve their life and career goals. To maintain and enhance our own knowledge base, SERC conducts ongoing staff professional development on topics at the forefront of education.

Equity. Excellence. **EDUCATION.**

We want ALL of Connecticut's children and youth to achieve positive personal and professional life outcomes through their educational experience. Since that experience extends far beyond the classroom, we help facilitate strong relationships among schools, agencies, community organizations and businesses, and families—and promote family engagement as a critical component of a child's education.

EQUITY. EXCELLENCE. EDUCATION.
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... and Connecticut districts, schools, educators, family members, students, and faith and community leaders.



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