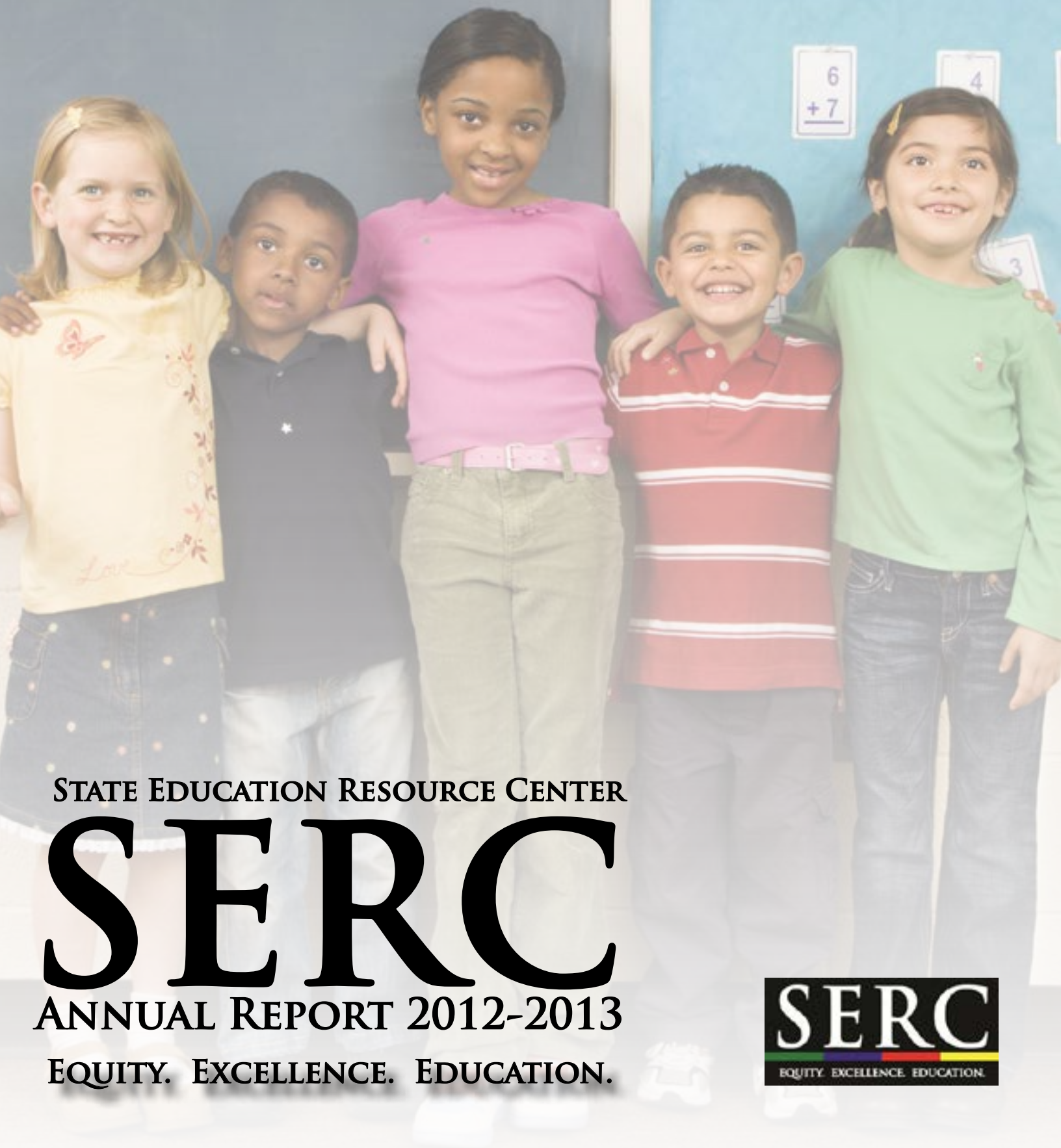


REACHING *All* KIDS



STATE EDUCATION RESOURCE CENTER

SERC

ANNUAL REPORT 2012-2013

EQUITY. EXCELLENCE. EDUCATION.





Marianne Kirner, Ph.D.
Executive Director

Ingrid M. Canady
Associate Director for Program

Assistant Directors
Matthew Dugan, MBA
Technology & Support Services

Alice Henley
Program Development & LEA Services

Kimberly Mearman, Ph.D.
Program Development & Research/Program Evaluation

Wendy Waithe Simmons, Ph.D.
Program Development & Common Core State Standards

Carol Sullivan
Library & Community Programs

Media & Publications Unit
Jeremy Bond
Communication & Publications Coordinator

Thomas Jones
Media Associate/Photographer

Jodylynn Talevi
Media Associate/Graphic Designer

Cortney Troup
Project Manager

REACHING *All* KIDS

STATE EDUCATION RESOURCE CENTER
ANNUAL REPORT 2012-2013

MISSION

The State Education Resource Center (SERC) provides 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 educational opportunities and experiences that reflect and respect their differences and abilities.

Equity. **EXCELLENCE.** Education.
Our professional development and information dissemination are built around evidence-based practices.

Equity. Excellence. **EDUCATION.**
We want ALL of Connecticut's children and youth to achieve positive personal and professional life outcomes through their educational experience.

WHY *We're* HERE

When Connecticut established the Special Education Resource Center in 1969, just one in five children with disabilities nationwide was provided an education in public schools.¹ While many other states actually had laws excluding children with disabilities,² the Bureau of Pupil Personnel/Special Educational Services in the Connecticut State Department of Education (CSDE) celebrated SERC as “a potential new source of help and energy for special education in Connecticut.”³ SERC, according to a Bureau newsletter at the time, would “offer greater opportunities for special educators from throughout the state to become directly involved in producing and introducing innovative ideas.”⁴

In the ensuing decades, SERC’s priorities increasingly reflected all children’s diverse needs. It became clear that many practices would benefit the entire education community, beyond the traditional concept of “special education.” By 2005, the Connecticut General Assembly amended the SERC statute to rename it the State Education Resource Center, signifying a meaningful integration of special education and general education into a single system.

Implicit in SERC’s evolution is our obligation to an educational system of excellence that serves the needs of all children. Achieving these equitable outcomes requires targeted efforts for certain students, including students with disabilities, students of color, students learning English, and struggling readers.



WHO *We* ARE

SERC is guided by five core beliefs and values in its work with educators, families, students, and state agency/community partners. These five core beliefs and values also guide our interaction, collaboration, and communication as a professional learning community.

1 *SERC Beliefs & Values* **LEARNING**

Our mission is to educate and promote growth and change toward improvement and reform, both internally and externally, through continuous reflection.

Our commitment to learning is reflected in our work with the educators, community providers, families, and others we serve. To ensure that our programs and services are of the highest caliber, SERC staff receive ongoing professional development.

Our culture of learning is open and collaborative. We are highly motivated by the power of learning to achieve our vision of educational equity and excellence. Staff are engaged at many levels to ensure diverse perspectives are included in determining how to achieve our vision.

SERC models what we help schools and districts do to serve their students: both providing a shared learning experience and meeting individual learning needs. Staff in every role create personal learning plans tied to SERC goals and values. Like all education settings, SERC is comprised of individuals who are both teachers and learners.

At the end of 2013, 61 percent of SERC staff held a master's-level degree or higher, including 13 staff members with doctorates. Many are currently continuing their higher education.



"I saw how education transformed me, so I felt a responsibility to ensure I was giving students the best."

-Jeffrey Forzani, Consultant,
reflecting on his role as a
teacher prior to joining SERC



Ralph Hernandez, SERC's Workforce Development Coordinator, remembers the first time he experienced a personal learning community similar to SERC's: in his own classroom, as a high school Spanish teacher in the Fairfield Public Schools.

Ralph began giving his students a larger role in guiding their own education. He surveyed them on what engaged them and whether they had any advice for teaching next year's students. He used the results to guide his own practice.

Today, at SERC, Ralph facilitates a professional learning process for continual improvement and measuring effectiveness. This process includes:

- **Continual reflection.**

Does our programming meet the needs of all learners, not just most learners?

- **Alignment.**

What practices, structures, and beliefs and values are we practicing?

- **Impact.**

Did we meet the needs of our participants?

"If we want to increase our impact for children and families, we need to ensure there's clear alignment between professional learning for staff and the needs of children and families in Connecticut."

-Ralph Hernandez,
SERC's Workforce
Development Coordinator



WHO *We* ARE

2 *SERC Beliefs & Values* **EXCELLENCE** *We promote and sustain a passionate culture of high expectations, quality, and accountability.*

SERC both models and facilitates best practice so that everyone we work with—including educators, administrators, and families—can meet that standard of excellence in their work with children. “We have to be flexible and really in tune with what our partners say they need,” says SERC Consultant **Jo-Ellen Wickwire**.

“SERC is constantly in motion. We actively seek new ideas, try them out, debrief, evaluate, and try again. We set the bar high for excellence.”



“The teachers love showing the new practices they’ve learned to use. They get to show how it worked, and whether or not they’re going to keep trying to do it.”

-Heather Dawes, Education Services Specialist

“Excellence” is our vision. We evaluate the effectiveness of our programming through a system of results-based accountability, measuring what we do, how well we do it, and who is better off because of it. We strategically strive for continuous improvement in all we do—in our responsiveness, in the quality of our resources, and in accountability for our programming.

We approach the needs of the field steeped in personal knowledge and experiences with what works in education. The majority of SERC Consultants come to SERC directly from the education field, with careers as teachers, principals, student support services professionals, early childhood professionals, and other key roles. The Consultants also are deeply grounded in the research that serves as the foundation for our work, including adult learning theory, culturally relevant pedagogy and discipline, and more.

To assure continued excellence, SERC uses participant evaluations as a major source of data. For example, *SERC’s Leadership Initiative* works collaboratively with the CSDE and the Connecticut Council of Administrators of Special Education (ConnCASE) to serve administrators and instructional leaders. Led by Thomas Foote, Ed.D., Consultant, and Joseph Johnson, Ph.D., Research and Development Coordinator, the initiative created a uniform evaluation form across all of its professional learning activities to measure participant satisfaction. The evaluations revealed broad satisfaction (above 90 percent) with the programming, and the vast majority of participants reported they could embed the skills they learned in their practice.

WHO *We* ARE

3 *SERC Beliefs & Values* DIVERSITY & EQUITY

We maximize the strengths and contributions of people with differing gifts, talents, styles, and abilities, and provide multiple perspectives.

More than a decade ago, SERC launched a focus on equity with a purposeful concentration on race and structural racism to do our part to help close Connecticut's achievement gaps through our programming and resources. Connecticut's changing demographics required a strategic response from SERC, and we began targeting many of our programs and resources to students of color and students who are learning English in addition to all our programming for students with disabilities.

This effort also involved examining SERC's own infrastructure. Our SERC community now reflects not only the demographics of Connecticut's schools and communities, but also includes individuals with personal experiences reflective of a successful multiracial, multicultural environment. Our diverse staff have offered "fresh and meaningful approaches"* to make us more effective at accomplishing our mission.

Ensuring that SERC's equity beliefs and values are manifested within our organization is a key responsibility of the SERC Equity Transformation Committee. It is comprised of staff with various roles throughout SERC. The committee has investigated equity practices of other workplaces at a state and national level and compared them with SERC's internal practices to determine if they are equitable for different populations (e.g., for individuals of different physical abilities and degrees of mobility). The committee has also designed regular professional learning opportunities for all staff to facilitate everyone's ability to address equity in all aspects of their work.

Our work on racial equity and cultural responsiveness is guided by some of the leading voices in the field, such as Pedro Noguera, Lisa Delpit, Ken Hardy, Jawanza Kunjufu, Sonia Nieto, Geneva Gay, Jeff Duncan-Andrade, Glenn Singleton, Calvin Terrell, and Gary Howard.

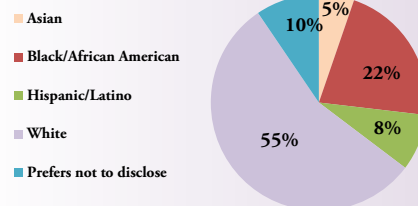
* Quoted from David A. Thomas and Robin J. Ely's paradigm for managing diversity. Their learning-and-effectiveness paradigm calls for "different, important, and competitively relevant knowledge and perspectives about how to actually do work—how to design processes, reach goals, frame tasks, create effective teams, communicate ideas, and lead."

"When I think of our recruitment efforts, I'm energized by the upward trend in candidate diversity. SERC has redoubled efforts to engage diverse candidates by advertising with the Top Ten diversity recruiters like La Voz, CareerBuilder, and IMDiversity. We also have bilingual staff in nearly all roles across SERC, and staff as a whole can speak nearly a dozen languages and dialects."

-Sonja Pasquantonio,
Coordinator of
Human Resources



SERC Staff
(self-identified, as of 12-2013)



"I came to critical consciousness fairly late in my career about the impact of race on the education system. I've since developed a more complex and nuanced perception of the impact of race and racism in all of our institutions. I'm energized to engage with others to effect change in how we 'do school' and how students experience school."

-Kc Nelson-Oliveria,
Consultant



WHO *We* ARE

“I feel that I can thrive in this kind of environment [at SERC]. I like the learning, the collaboration, and the friendships that I’ve made, and the focus on equity and those who are underserved or marginalized. I love all that.”



-Paquita Jarman-Smith,
Consultant

“We don’t work to solve schools’ problems. We’re there to help them accomplish a mission.”

-Gerald Hairston,
Team Coordinator



“Educators will come to me or call me personally when they have a question. We’re not just a face out in the field.”



-Nicole Hendry,
Consultant, who co-coordinates the annual “Back to School” conference for special education directors with the CT State Department of Education

4 *SERC Beliefs & Values* SHARED LEADERSHIP *We generate individual and collective decision-making, risk-taking, and initiative.*

Effective professional learning incorporates the voices of everyone in the room. This might include administrators, teachers, and families in addition to the educational consultants brought in to facilitate.

The unique needs, mission, and vision of these partners drive our training and technical assistance. SERC contributes resources and expertise toward helping our partners achieve their own missions and articulate their visions, from closing achievement gaps in literacy to successfully providing a free appropriate public education to students with disabilities. School or district leadership is accountable for the process, and the entire group at the table has a stake in the outcome.

We model this shared leadership within SERC. Every individual, including the reception and custodial staff, develops a personal learning plan that includes a goal related to SERC’s vision. Everyone also participates in and has an opportunity to lead professional learning communities to address educational inequity.

5 *SERC Beliefs & Values* COMMUNITY *We provide a respectful, collaborative, and trusting environment.*

To fulfill our own mission, SERC partners with professional and community associations, faith-based organizations, and others dedicated to our children’s future. We find that community partnerships are essential to a collaborative approach when working toward equity and excellence in education. In building such partnerships, we focus on building a collective vision, shared leadership, the opportunity to learn from one another, and sharing networks and resources.

Our vision of “Equity. Excellence. Education.” requires a community effort—involving us here at SERC, the towns and schools in which we live and work, and partners throughout Connecticut and beyond. As members of these communities, we have a personal commitment to the success of children and families.

WHAT *We* DO

SERC's approach to the programs and services we provide to educators, families, and the community goes beyond the traditional professional development models. Our statewide or regional professional learning opportunities combine practice, feedback, and coaching. Through this combination, educators and other participants gain knowledge and skills they can transfer to the school and classroom.⁶

Other SERC professional development encompasses comprehensive, job-embedded technical assistance 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.

In 2012-2013,
SERC served:

12,851

individuals in statewide **professional development**

9,862

individuals through **on-site technical assistance** in schools/districts

86,167

visitors to the SERC **Library online**, and another

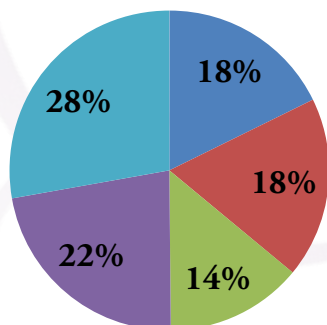
4,080

in person, and

154,829

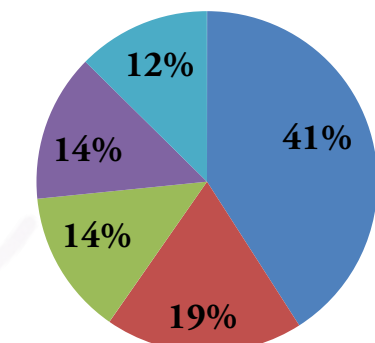
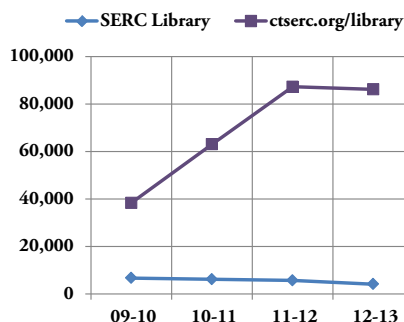
visitors to the SERC **Web site**

267,789 TOTAL



**Statewide
Professional Development
Participants**

- General Education Teachers
- Special Education Teachers
- Other School Personnel
- School Administrators
- State & Community Agencies, Families, etc.



**Job-Embedded In-district
Technical Assistance Participants**



The SERC Library has served as Connecticut's preeminent resource for special education and other educational materials since SERC was founded 45 years ago. The Library provides key components of our programming and professional learning community.



"It is exciting to share the wealth of information that is contained in the Library with educators, professors, graduate and undergraduate students, parents, and others to help educate the children in Connecticut. This excitement pushes the Library staff to constantly look for new and exciting ways to share our resources."



-Donna-Lee Rulli,
Library Systems Administrator



"People are always learning and discovering something new each time they visit our Library. We are really in the business of serving everyone, especially the people who have or work with children. I'm happy to be a part of something that serves a vitally important function in our community."

-Renee Thompson,
Library Associate





Laurel Ledge School of Regional School District 16 was selected as the first SPDG school to receive a **Recognition of Excellence** award. The school is located in Beacon Falls and serves children from Pre-K to Grade 5.



Consolidated School in New Fairfield was the second school to receive a **Recognition of Excellence** award for its implementation efforts, Pre-K to Grade 2.

WHAT *We* DO

HIGH-QUALITY EDUCATION FOR ALL STUDENTS

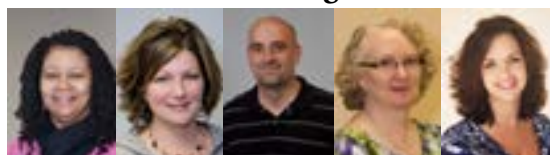
SERC has long been a leader in assisting schools in their efforts to implement a continuum of academic and behavioral supports for all students using Scientific Research-Based Interventions (SRBI). During the 2012-2013 school year, the federal State Personnel Development Grant (SPDG) facilitated the statewide systemic expansion of SRBI coordinated by SERC under the auspices of the CT State Department of Education.

Connecticut's SPDG aims to both improve reading achievement through strategic instruction and reduce discipline referrals through positive behavioral interventions and supports (PBIS). With this comprehensive approach for all children, the participating schools work to target achievement gaps associated with students with disabilities, students of color, and English language learners.

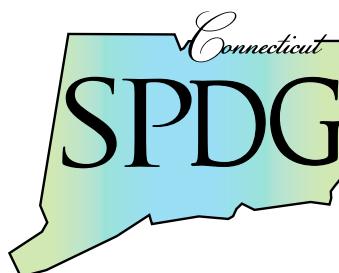
Of the 65 schools participating in SPDG as of September 2013, 40% (26 schools) represent alliance districts—i.e., those with the lowest district performance index (DPI) scores statewide.

By June 2014, outcome data will be available on Cohort 1 schools. Data will include information on the level of implementation of SRBI, improvements in school climate, and increased student performance in reading as a result of targeted instruction.

SERC SPDG Management Team



Monique Coleman Kristy Giacco Greg Glidden Alice Henley Michelle LeBrun-Griffin

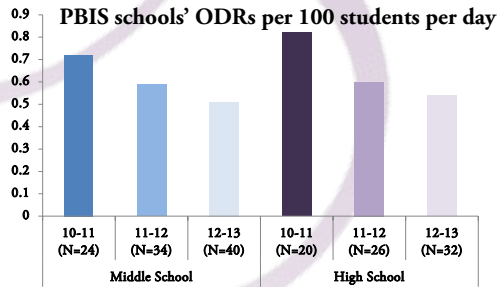


To learn more:
www.ctserc.org/spdg

WHAT *We* DO

HIGH-QUALITY EDUCATION FOR ALL STUDENTS

SERC coordinates PBIS training across the state in partnership with the University of Connecticut's Center for Behavioral Education & Research. As of June 2013, this effort had grown to 316 PBIS schools in 43 percent of Connecticut's school districts. Outcome data are strong. For example, middle and high schools reported a significant decrease in the number of office discipline referrals (ODRs) as they implemented PBIS during the three-year training cycle.



SERC PBIS Team



Dana Gordon-Gannuscio Alice Henley Eben McKnight Terry Miller Sarah-Anne Nicholas Michelle Weaver, J.D.

SERC's Analyzing Literacy Data (ALD) project, which SERC first developed as part of a previous SPDG in 2007, is built around establishing achievable but ambitious literacy goals for students at all levels. It is intended to improve outcomes for the entire group of students as well as students with individualized education programs (IEPs), students who receive free or reduced lunch, students learning English, and students of color.

In 2012-2013, the ALD project led to noticeable gains in literacy achievement regardless of the level from which a student began. Of the 36 data cycles run by the schools, in nearly half of them, students with IEPs made faster progress toward mastering the literacy standards than the student population as a whole. The pre-assessment data had shown clear achievement gaps between students with IEPs and other students. By accelerating the growth of students with disabilities, the schools narrowed those gaps.

SERC Literacy Team



Leticia Garcia Guerra Meg Porcella Wendy Waithe Simmons, Ph.D. Lillie Stuart Janet N.Y. Zarchen



To learn more:
www.ctserc.org/pbis



>> serc.info/drpbis12

Literacy



>> SERC featured the ALD project in its "SERC Works" newsletter:
serc.info/sercworksspring11

WHAT *We* DO

SPOTLIGHT ON RESOURCES: TECHNOLOGY IN EDUCATION

SERC recognizes technology in education (TIE) as a factor in facilitating access by students with disabilities to participate in and progress in the general education curriculum. While assistive technology (AT) might be perceived as intended for students with disabilities, it is part of an evolving structure in which all students have a comparable learning experience. In Universal Design for Learning (UDL), a research-based framework for curricular planning, students of various abilities use similar technologies.

In 2012-2013, SERC produced several resources on TIE for educators and families serving children with a range of needs. Through the development of these resources, facilitated by SERC consultant Smita Worah, Ph.D., schools can better recognize the range of options for assuring student access to AT—often at little or no cost.

SERC also has provided comprehensive on-site technical assistance to help schools implement the AT standards and process outlined in the resources and to use AT in a manner most beneficial to students. This work encompasses both common approaches to meet the needs of all students, exemplified in UDL, and procedures more specific to students with disabilities, including assistive technology teams and IEPs.

In 2012-2013, SERC supported the Connecticut State Department of Education and the CT Birth to Three Program in completing the Connecticut Assistive Technology Guidelines, the first new AT guidelines since 1999. The document offers a framework for educators, families, and others to determine what AT their students might need and how to evaluate the technology's effectiveness. It is designed to help school districts “make informed decisions” about AT, including the need for professional development.

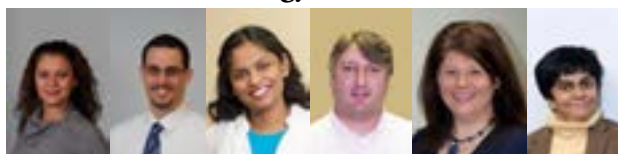
>> serc.info/atguidelines

Other SERC resources on augmentative and alternative communication from recent years include:

- Introduction to Augmentative and Alternative Communication (Web module), 2009
>> serc.info/aacmodule
- A Survey of Augmentative and Alternative Communication (AAC) Services in Connecticut, 2011
>> serc.info/aacsurvey
- Augmentative and Alternative Communication Resource Guide for Teachers, 2010
>> serc.info/aacteachers
- AAC Resource Guide for Families (English and Spanish), 2012
>> serc.info/aacfamilies



SERC Technology in Education Team



| | | | | | |
|-----------------|-----------------------|----------------|-------------------|-------------------------------|--------------------------|
| Linda Adorno | Matt Dugan, MBA | Mary Javaji | Sean Kavanaugh | Kimberly Mearman, Ph.D. | Smita Worah, Ph.D. |
|-----------------|-----------------------|----------------|-------------------|-------------------------------|--------------------------|

If technology facilitates access to general education for students of all abilities, then technology also can be indispensable for accessing the Common Core State Standards (CCSS). Dr. Worah and fellow Consultant Janet N.Y. Zarchen developed an online resource in 2012 that anticipated a big demand for guidance in navigating CCSS for students with disabilities.

The document, “Providing Access to Common Core Language Arts Standards to Students Who Use Augmentative and Alternative Communication, 2012,” has met that demand beyond Connecticut. The Family Center on Technology and Disability in Washington, D.C., has posted a link to SERC’s document on its Web site (fctd.info/resources/5408), and the document has been included in an education-course syllabus at San Francisco State University.



>> serc.info/ccss-la-aac

Finally, SERC published “Technology and Transition: Resource Guide to Creating and Sustaining an AT Team at the High School Level.” The 32-page booklet was the culmination of a three-year contract with the Connecticut Tech Act Project. The booklet chronicles the technical assistance provided to Platt High School in Meriden and describes how educators in any district can enhance outcomes of high school students with disabilities by linking AT with students’ goals for transitioning from high school to college or career.



>> serc.info/athighschool

In 2012-2013, SERC released an online learning module called “Assistive Technology for Families: From Considerations to Implementation” (<http://serc.us/atforfamilies/player.html>). The online presentation demonstrates to families how AT can assist their child inside and outside of school and how to prepare for Planning and Placement Team meetings to include AT.

The module complements a printed guide, previously published, called “A Family Guide to Assistive Technology in Connecticut” (2012).

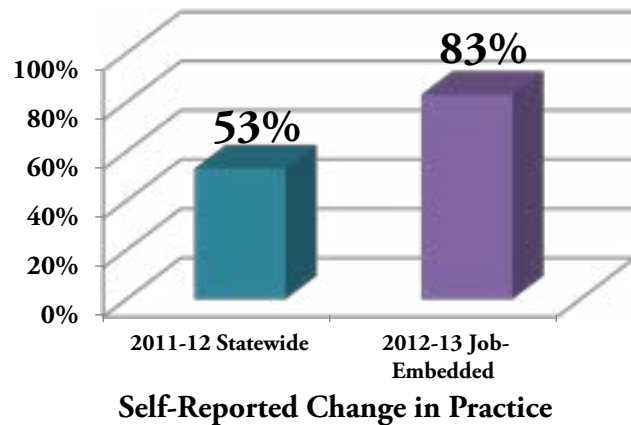
>> serc.info/atfamilies



WHAT *We* DO

SPOTLIGHT ON PROFESSIONAL LEARNING: EARLY CHILDHOOD

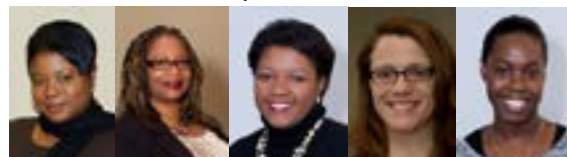
Since its beginnings, SERC has increasingly become a central resource of promising practices in early childhood education. In recent years, the Early Childhood Resource Center at SERC has relied more on job-embedded technical assistance, rather than statewide workshops, to measure changes in teacher practice that resulted from professional development.



In one ongoing 2012-2013 project, 29 early childhood teachers in New Britain participated in training and follow-up coaching on language acquisition and teaching strategies to support children who are English language learners (ELLs). A key component of the training and coaching was a continuous cycle of intentional teaching, which involves a combination of adult-led and child-led learning processes for both planned and unexpected learning opportunities.

In a follow-up interview, 83 percent of participants reported an increase in knowledge of second language acquisition and intentional planning to support children who are ELLs. In addition, 79 percent of participants reported that children who are ELLs made progress due to the use of strategies learned in the training/coaching.

SERC Early Childhood Team



Ashley
Coleman

Paquita
Jarman-
Smith

Wendy
Waithe
Simmons,
Ph.D.

Amy
Watson

Nattaneal
Wilson

EARLY CHILDHOOD CONFERENCE MARKS 20 YEARS

The 20th anniversary of the launch of the CT Birth to Three System was recognized at the 20th annual “Together We Will” early childhood conference in April 2013.



Annual Early Childhood Conference

Together We Will

Learn to Play and Play to Learn

Thursday, April 11, 2013

Crowne Plaza Hotel, Cromwell, CT



Lieutenant Governor Nancy Wyman

Lieutenant Governor Nancy Wyman was honored for her leading role, as a state representative, in passing legislation that created the Birth to Three System in 1993. In accepting her “Making the Difference” award, Lieutenant Governor Wyman in turn paid tribute to the more than 400 early childhood professionals attending the conference.

The Together We Will conferences focus on children ages birth to 5, especially those with developmental delays. These annual conferences are a collaborative effort among many state agencies and organizations, including:

Accreditation Facilitation Project
Association for the Education of Young Children
Birth to Three System
CT Charts-A-Course
CT Parent Advocacy Center
Department of Children and Families
Department of Developmental Services
Department of Education
Department of Public Health
Department of Social Services
Division for Early Childhood/Council for Exceptional Children
Head Start
State Education Resource Center
UMass Donahue Institute



WHAT *We* DO

SPOTLIGHT ON LEADERSHIP FOR EQUITY

“We need someone to give us a chance and have hope.”

- Guillermo Maldonado, high-school student panelist, 2012 Black & Hispanic/Latino Male Statewide Forum



More than 200 students participated in SERC's annual **Youth Empowerment Summit: YES for Diversity** from 18 districts statewide. The summit promotes an understanding of diversity and leadership through greater student voice in education. The adult educators who accompanied the students reported observing the students' "passion and energy," learning "how important it is for [students] to find their voices" and how to "focus on empowering them to make changes."

SERC's vision—Equity. Excellence. Education.—places equity first and foremost in fulfilling our primary mission of professional learning and information dissemination. SERC always builds its professional learning opportunities through an equity lens.

SERC's Black & Hispanic/Latino Male Statewide Forum is designed to facilitate understanding of how supporting the schooling experiences of black and Hispanic/Latino boys helps ALL students and strengthens relationships in the school community.



The 2012-2013 forum featured a panel of students from New Britain High School as well as representatives from host Central Connecticut State University. Other expert guest panelists included educators with whom SERC has partnered on addressing equity in the classroom: Dr. Patricia Law, then-principal of Granby Memorial High School, and Dr. Tracey Wilson, a history teacher at Conard High School in West Hartford.



SERC Consultant Gerald Hairston (third from right) with the New Britain High School student panel at SERC's 2012 Black & Hispanic/Latino Male Statewide Forum, hosted by Central Connecticut State University.

In April 2013, SERC bestowed its first *George A. Coleman Excellence in Equity Award* to Erik Clemons, Executive Director and President of the Connecticut Center for Arts and Technology (ConnCAT). The award recognizes an individual who has worked to ensure that all Connecticut students, especially culturally and linguistically diverse students, are valued and respected in their educational experience.

SERC created the award in honor of Coleman, a former state Commissioner of Education, for his dedication to equity. Mr. Coleman presented the award to Mr. Clemons at SERC's Youth Empowerment Summit.

An April 2013 article in *Principal Leadership*, a journal of the National Association of Secondary School Principals, chronicled SERC's efforts at Conard High School in West Hartford.

According to Peter Cummings, who was principal at the time, 78 percent of Conard students were taking Advanced Placement courses. But Cummings was not satisfied. What about the rest of the students? Why were certain subgroups, such as black girls and Hispanic boys, underrepresented in AP courses?

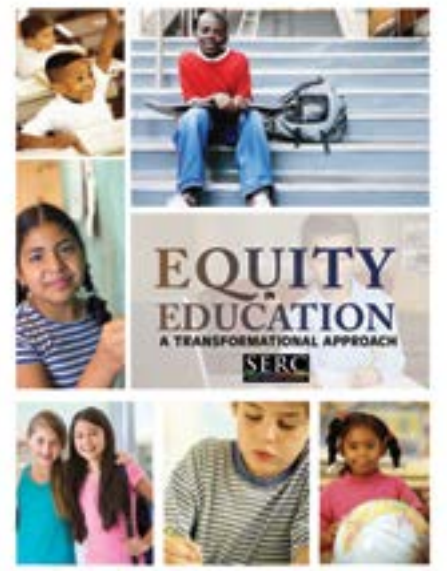
"Our focus is on the 22 percent we did not reach," Cummings says in the article. "We asked SERC to help us examine the structures, processes, procedures, and pieces of school culture that are getting in the way of that 22 percent." SERC's work in culturally relevant pedagogy (CRP) "was a natural place to begin, given our focus on giving students ownership of their own learning."

SERC had already worked in CRP with teacher Tracey Wilson. In its expanded role under Mr. Cummings, SERC had teachers examine how their experiences differ from their students, often because of racial and ethnic identity.

>> The full article is available through SERC's Web site at ctserc.org/pl2013



George A. Coleman and Erik Clemons



Go to www.ctserc.org/equity to read our first document on "Equity in Education" and for more features on SERC's work at Conard High School.

WHAT *We* DO

SPOTLIGHT ON FAMILY AND COMMUNITY ENGAGEMENT

“Starting today, we’re going to publicly recognize people like you. If education and the future of our children are the most important issues for Connecticut, not to mention our country, then you deserve to be on the pedestal we’re putting you on today.”

-Marianne Kirner,
Executive Director, SERC
Parental Involvement Recognition
Awards Ceremony,
November 15, 2012

“I think she sees herself as just being a mom....But we see her as wonderful.”

- Maureen Brummett,
Assistant Superintendent of
Schools in Plainville, on
award recipient Marta Cruz,
as quoted in the New Britain Herald

In 2012-2013, for the first time, SERC and CT PIRC presented Parental Involvement Recognition Awards. Schools and organizations were invited to nominate parents who have made a difference through their continual engagement with their children’s school or community. The effort reflected our philosophy that all families have strengths and have a critical role in students’ success.

When parents are involved, “the families feel more invested in the school and feel a stronger connection to their children’s daily experience,” Dr. Marianne Kirner, Executive Director of SERC and CT PIRC, said at the awards ceremony.

“Teachers and school administrators feel their mission is being supported by those who have the biggest stake in their children’s success,” Dr. Kirner said. “And the kids, seeing their own parents involved in the school, or getting to know their classmates’ parents, are prouder, happier students—and the feeling becomes contagious throughout the school.”

The winners were nominated by principals, volunteer coordinators, and others who attended the ceremony to talk about the contributions the individuals made to their school or community.



The Connecticut Parent Information and Resource Center (CT PIRC) at SERC creates and promotes partnerships among Connecticut’s schools, families, and communities in support of student success.

Some of the work around the state under CT PIRC’s assistance and leadership includes:

- Resources and professional learning for School Governance Councils
- Welcoming Walkthroughs
- Parent Leadership Training Grant

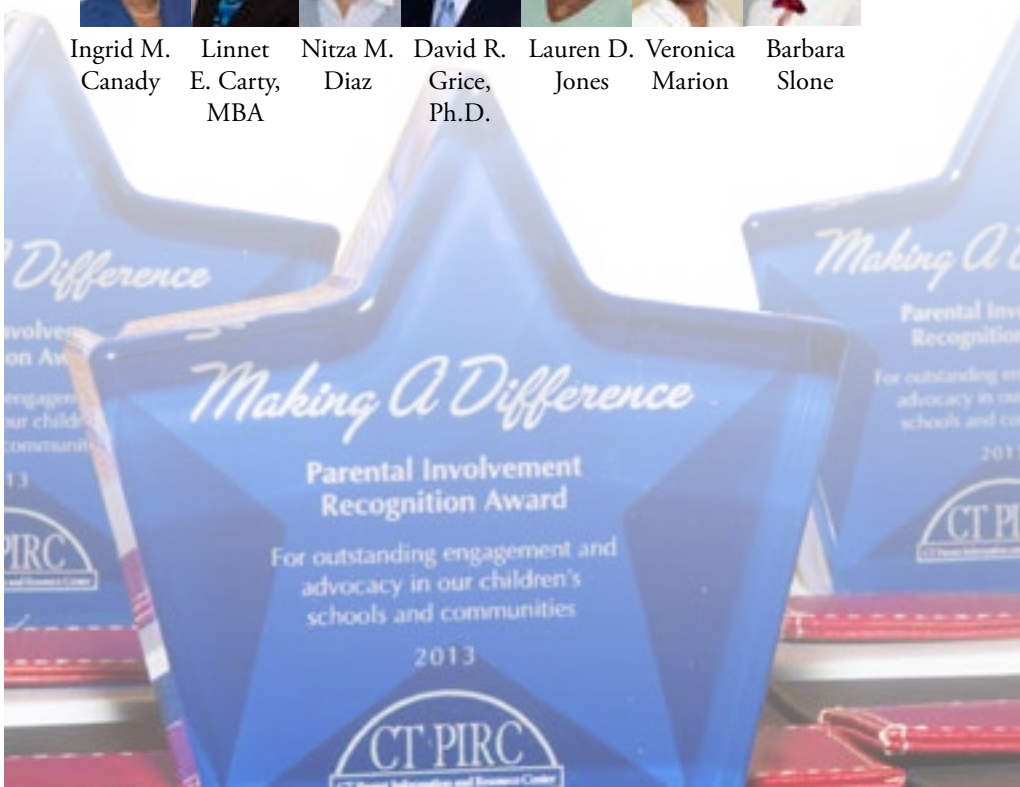
For more:

www.ctpirc.org

SERC CT PIRC Team



| | | | | | | |
|---------------------|-----------------------------|------------------|-----------------------------|--------------------|--------------------|------------------|
| Ingrid M. Canady | Linnert E. Carty, MBA | Nitza M. Diaz | David R. Grice, Ph.D. | Lauren D. Jones | Veronica Marion | Barbara Slone |
|---------------------|-----------------------------|------------------|-----------------------------|--------------------|--------------------|------------------|



WHAT *We* DO

SPOTLIGHT ON THE SERC COMMUNITY



Left: SERC staff Rebecca Guildner and Sally Esposito, J.D., consult at the conference *Preparing for the Road Ahead: Transition to College and Careers* in May 2013 at the University of Connecticut, sponsored by UConn, SERC, and the CT State Department of Education (CSDE)



Above: SERC Consultant Smita Worah, Ph.D., and Assistant Director Matthew Dugan, MBA, present at the Transition conference at UConn

Right: SERC Consultant Anthony Brisson (left) and CSDE Consultant Iris White, right, with Tenisha Baker of East Hartford Schools, the first Paraprofessional of the Year award recipient, at CSDE and SERC's *Paraprofessionals as Partners* conference in November 2012



FOOTNOTES

¹U.S. Department of Education. (2000). History: Twenty-five years of progress in educating children with disabilities through IDEA. U.S. Office of Special Education Programs. Accessed from <http://www2.ed.gov/policy/speced/leg/idea/history.pdf>.

²Ibid.

³Connecticut State Department of Education: Bureau of Pupil Personnel and Special Educational Services. (1969). SERC starts work as new 'nerve center' for special education research, development. *Dialogue*, 1(1). Hartford, CT.

⁴Ibid.

⁵Thomas, D. A., and Ely, R. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, 74(5), 79-90.

⁶*See:* Joyce, B. R. & Showers, B. Student achievement through staff development (3rd ed.). (2002). Alexandria, VA: ASCD. *and* Learning Forward. Standards for professional development. Accessed from <http://www.learningforward.org/standards>.

Funding Sources

| | Year Ending June 30, 2013 | Year Ending June 30, 2012 | Year Ending June 30, 2011 |
|--|------------------------------|------------------------------|------------------------------|
| *Federal Funds through CSDE | \$10,594,144 | \$10,630,277 | \$9,677,718 |
| **State Funds through CSDE | 1,472,235 | 1,831,771 | 1,518,087 |
| ***CT PIRC | | 159,725 | 539,558 |
| Private Grants | 311,501 | 210,039 | 315,784 |
| Additional Revenue through LEAs/Contracts | 398,264 | 657,128 | 578,348 |
| Total Operating Support and Revenue | \$12,776,144 | \$13,488,940 | \$12,629,495 |

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

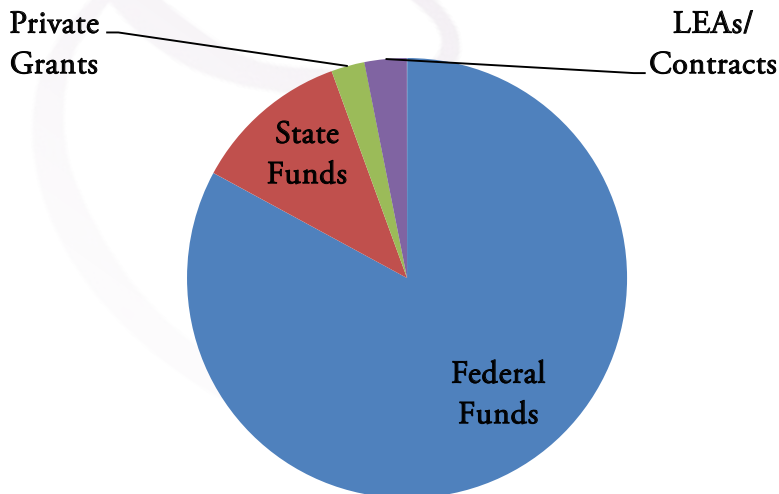
** Unexpended state funding is returned to the state agency.

***Federal funding for the PIRC grant ended March 30, 2012.

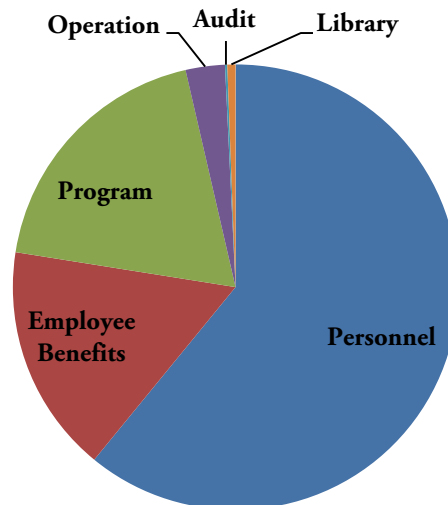
Expenses Including 5.25% (for budgets over \$100,000) or 2% Indirect Costs to Fiscal Agent

| | | | |
|---------------------------------------|---------------------|--------------|--------------|
| Personnel | \$7,340,447 | \$6,949,555 | \$6,024,506 |
| Employee Benefits | 1,997,026 | 1,872,874 | 1,534,808 |
| In-service | 967,684 | 1,499,047 | 2,155,263 |
| Other Professional Technical Services | 627,679 | 1,600,699 | 967,812 |
| Audit | 20,000 | 20,000 | 20,000 |
| Communications | 67,483 | 65,903 | 77,324 |
| Travel | 31,996 | 19,831 | 11,816 |
| Other Purchased Services | 650,381 | 481,427 | 226,212 |
| Media Supplies | 58,511 | 52,987 | 85,181 |
| Administrative Supplies | 3,474 | 8,039 | 11,481 |
| Library | 71,368 | 74,176 | 114,984 |
| Equipment (Non-Capitalized) | 105,725 | 108,839 | 135,594 |
| Rent and Other Facility Expenses | 106,641 | 102,820 | 108,583 |
| Total Operating Expenses | \$12,048,415 | \$12,856,197 | \$11,473,564 |

Funding Sources as of 6/30/13



Expenses as of 6/30/13



Program expenses include in-service activities, other professional technical services, travel, and other purchased services. Operation expenses include communications, media supplies, administrative supplies, equipment (non-capitalized), and rent and other facility expenses.

REACHING *All* KIDS

STATE EDUCATION RESOURCE CENTER
ANNUAL REPORT 2012-2013



*From top:
SERC Research & Development
Coordinator Joseph Johnson*

*SERC Staff Tyrese Bolden, Kristy
Giacco (seated), and Sarah Bourque*

*Associate Director Ingrid M. Canady
with Consultant Janet N.Y. Zarchen (right)*



A Connecticut leader in professional learning