

LND HHD-CV17-S040566S

MILO SHEFF, et al.	:	
	:	SUPERIOR COURT
<i>Plaintiffs</i>	:	COMPLEX LITIGATION
	:	DOCKET AT HARTFORD
v.	:	
	:	
WILLIAM A. O’NEILL, et al.	:	
	:	
<i>Defendants</i>	:	JANUARY 27, 2022

**PERMANENT INJUNCTION**

WHEREAS the Connecticut Supreme Court found that the Connecticut Constitution requires that the State (a) provide substantially equal educational opportunities to Hartford-resident minority students without regard to race or ethnicity, and (b) ensure that those opportunities are available in desegregated settings; and

WHEREAS there remain Hartford-resident students who seek, but do not have access to, a quality educational setting that includes meaningful racial, ethnic, and socioeconomic diversity;

NOW THEREFORE, subject to the Court’s initial conditional approval of this proposed Settlement Agreement, and then subject to approval by the General Assembly and, thereafter, the final approval of this Court, the Court hereby enters a permanent injunction, for a term of ten years from the entry of this judgment, provided that the Court shall have jurisdiction in accordance with the provisions of this Permanent Injunction .

1. The State, through the State Department of Education (“SDE”), shall substantially comply with the commitments and terms of the Comprehensive School Choice Plan (“CCP”), attached hereto, except to the extent that changing or unexpected conditions or opportunities during the period of the injunction may necessitate or permit adjustments to specific plans and proposals as long as such adjustments do not impede the overall goals and material terms of the CCP as referenced in this permanent injunction. The SDE shall provide the Plaintiffs’ Representative, as a participant in RSCO and the RSCO Working Group as outlined in IV.C.13 of the CCP, with notice of such adjustments.

2. This document incorporates the definitions of all terms as set forth in Section II of the CCP. As described in Section 3 below, Plaintiffs may seek relief pursuant to the permanent injunction to address violations of the material terms of the CCP. The material terms of the CCP shall constitute the following:
  - A. Defendants shall meet the Demand of Hartford-resident minority students for an integrated educational experience through a continuum of diverse school choice options with the opportunity for continued enrollment in a choice school through graduation as a priority, and to reassess Demand at specific time intervals as set forth in the CCP to ensure that actual Demand is met pursuant to Commitments in the Section IV.A. entitled “DEMAND” in the CCP.
  - B. Defendants shall utilize and adjust socioeconomic status (“SES”) student assignment protocols to maximize SES diversity in interdistrict magnet schools and Hartford Region Connecticut Technical Educational & Career System (“CTECS”) schools included in the Regional School Choice Office (RSCO) application, in order to increase enrollment of Hartford-resident students in reduced-isolation settings pursuant to Commitment No. 3 in Section IV.A.3 of the CCP without considering race or ethnicity in the assignment of any individual student.
  - C. Defendants shall seek to achieve and maintain the desegregation goal as set forth in Section II.9 of the CCP and seek to afford access to desegregated settings without considering race or ethnicity in the assignment of any individual student.
  - D. Defendants shall plan, coordinate, and fund the cohesive and uniform marketing plan for *Sheff* voluntary interdistrict options to draw a racially and economically diverse applicant pool to all schools within the *Sheff* portfolio and ensure Hartford-resident families are informed of their school choice options in accordance with Commitment No. 4 in Section IV.A.4 of the CCP.
  - E. Defendants shall initiate and follow a new school choice audit process through State Department of Education (“SDE”) leadership teams to evaluate each choice school and program, work with operators to restructure schools, use collaborative efforts to address racial and economic diversity, and implement reformulation to meet SES diversity goals in accordance with Commitment #14 in Section IV.C.14 of the CCP, without considering race or ethnicity in the assignment of any individual student.
  - F. Defendants shall annually make public data on student achievement on standardized tests, attendance, graduation, retention, college-attendance, discipline data (including out of school suspensions and expulsions), and a description of each school’s efforts to ensure culturally relevant curriculum,

disaggregated down by grade, sex, race/ethnicity, sending town, special education, and English Learners.

- G. Notwithstanding the limitations and contingencies in paragraphs 1 and 2, the State, through the SDE, has developed the CCP to provide Choice school placements, as defined in the CCP, to Hartford-resident students for an integrated educational experience and committed to meeting “Demand” for Choice seats for Hartford-resident minority students, as defined by the CCP, in the manner and on the schedule described in the CCP, and shall make reasonable good faith efforts to meet and continue to meet the socioeconomic (SES) goals in the CCP for a reduced-isolation setting as defined in Section II.8 of the CCP by following the general procedures outlined in the CCP, and through that methodology maximize desegregated educational opportunities that increase racial and ethnic diversity as provided in the desegregation goal described in Section II.9 of the CCP, without considering race or ethnicity in the assignment of any individual student. This provision is not subject to adjustment, except with approval of the Court or as provided herein.
- H. The SDE shall substantially follow the procedures in the CCP, with the qualifications described in paragraph 1 above, to seek to ensure that Choice schools meet and continue to meet the SES goals in the CCP, without considering race or ethnicity in the assignment of any individual student, and shall continue to promote the opportunity for Hartford-resident minority students to access magnet schools and technical high schools that provide a desegregated educational environment. In the case of schools that demonstrate a persistent failure to meet the SES goals for reduced isolation setting, the State shall follow the framework set forth in CCP Section IV.C Commitment #14 to either bring schools into compliance with those goals or to terminate their Choice funding and replace them with other Choice schools that do or will comply with SES goals as needed to meet Demand as required by the CCP.
- I. The SDE shall provide an annual update to the Plaintiffs regarding applications, offers, and placements by December 15<sup>th</sup> of each year, to include SES and RI data by Hartford and suburban residents, grade, and school, as well as any assessments of Demand in accordance with the schedule set forth in the CCP. Plaintiffs’ Representative, as a participant in RSCO and the RSCO Working Group, may use his or her access to RSCO data to provide any further information and statistical data to the Plaintiffs. SDE shall provide any such information that has not been otherwise made available or accessible to the Plaintiffs’ Representative upon reasonable request. Plaintiffs may make such use of such information as they deem appropriate.

- J. The SDE shall also provide to the Plaintiffs' counsel information concerning the following:
1. application process, including information sufficient to allow Plaintiffs to assess the State's progress achievements and results in meeting Demand during the prior enrollment year, including, but not limited to the number of applicants, by RSCO school(s) applied to (magnet, OC, and/or CTECS), Hartford/suburban residence, grade, race/ethnicity, and socioeconomic Tier applicants who: received an offer that they accepted; received an offer that they did not accept (disaggregated by administrative and active declines); and did not receive an offer,
  2. student demographics by race/ethnicity, Hartford/suburban residence, and socioeconomic Tier, when available, in each *Sheff* magnet school, Open Choice and CTECS school for current year total enrollment, enrollment by grade, and incoming class by grade, except that SES tier data are available for magnet schools and CTECS schools only and for the incoming class by grade;
  3. RSCO student attrition from the prior school year by grade according to school, race/ethnicity, Hartford/suburban residence, and socioeconomic Tier, to the extent this data is available to SDE from Corrective Action Plans or otherwise;
  4. Each *Sheff* magnet program's extracurricular offerings.
- K. The State will comply with the specifically enumerated financial commitments in (1) VI.A.1.a, 1.c, 1.e, and 1.f in the DEMAND section under Section IV.A, and commitment 5 in the FUNDING section of Section IV.B.5 of the CCP to the extent needed to meet Demand, (2) financial commitments IV.B.6, 7, 8 and 9 in the FUNDING section of Section IV.B of the CCP, and (3) financial commitments IV.C.14 (regarding funding for school reformulation) 15, 19, IV.D.23, and IV.G.35 in the CCP.
- L. To further ensure sustainability, the State will not reduce its statutory per pupil grant to the *Sheff* magnet schools below the per pupil grant amount in effect for the 2021-2022 school year and will pay those magnets an amount equal to at least the amount of the per pupil statutory grant under CGS 10-264l and the tuition in effect for the 2021-2022 school year, whatever that totals, should any legislative action beyond the control of the *Sheff* magnets result in a reduction in (1) the current statutory per pupil grant amount or (2) the ability of an eligible operator to collect tuition at a rate at least equal to the tuition rates established for the 2021-2022 school year pursuant to Section 10-264l(k)(1) and 10-264o of the Connecticut General Statutes in any year during the term of this permanent injunction. Nothing in this Injunction shall prohibit the State from spending or allocating more than is required by this Injunction for any educational purpose or any effort to support school choice.

3. Nothing in this injunction shall be construed as requiring the State to spend more than as necessary to comply with the requirements of subsections 2(K) and 2(L) above, or with other applicable provisions of school finance and school choice statutes and regulations.
  - A. In the event that recommendations for “substantial changes” from the OFA January 14, 2022 Report applicable to the funding of the school choice programs described in the PI and CCP are adopted into law, the Plaintiffs may request a meeting with the State to discuss how the application of such new funding programs may impact the funding of Choice programs set forth in the PI and CCP.
4. If, while this agreement and Order are in effect, Plaintiffs believe that the SDE has violated a material term described above, Plaintiffs’ counsel will provide counsel for SDE, the Attorney General, and Intervenor Hartford with a detailed and specific written notice of the asserted violations of the material terms.
  - A. Plaintiffs’ written notice shall State, with particularity, the factual and legal basis (or bases) for the claim that the SDE is violating material terms of this Order. Upon receipt of Plaintiffs’ notice, the State shall respond in writing within 90 days and shall meet with the Plaintiffs within 60 days of its response. The Parties shall make all reasonable efforts to work together to address and resolve any alleged violations of the material terms in a manner consistent with the goals of the CCP and this Order.
  - B. If the Plaintiffs find the SDE’s response is unsatisfactory, the Plaintiffs may file with the Court in this action a motion to enforce this Order as the Plaintiffs deem appropriate. The Plaintiffs’ motion shall contain detailed and specific allegations of the SDE’s alleged violations of the material terms at issue, including, with particularity, the factual and legal basis or bases for the allegations. The Plaintiffs may seek discovery from the SDE, as appropriate, to substantiate their allegations. SDE may seek discovery from Plaintiffs regarding the basis for their claims and other matters, as appropriate, to substantiate their defenses against Plaintiffs’ claims.
  - C. The Court may adopt a schedule, order discovery, hold an evidentiary hearing, issue orders, and take any other appropriate actions necessary to resolve the Plaintiffs’ motion.
  - D. The court shall rule upon such motion in accordance with applicable law and procedure.
  - E. If litigation regarding a claim of material noncompliance under this paragraph 4 is pending at the end of the ten years of the injunction, the court will have jurisdiction regarding that claim.

5. The Court finds that this Permanent Injunction and Comprehensive School Choice Plan are designed to address the Supreme Court's findings in *Sheff v O'Neill*, 238 Conn. 1 (1996), p. 43, that Conn. Gen. Stat. Sections 10-184 and 10-240, as applied to students in Hartford schools at that time, were unconstitutional.
6. The Court, upon the joint request of the parties, finds that compliance with this Permanent Injunction and Comprehensive School Choice Plan will meet the requirements of the Supreme Court in *Sheff v O'Neill*, 238 Conn. 1 (1996), and therefore ends supervisory jurisdiction over this matter, other than as provided in Paragraph 4 above.
7. During the course of this Order, the parties agree that the Plaintiffs may add additional individual plaintiffs as necessary without objection.

Respectfully submitted,

**PLAINTIFFS**  
**MILO SHEFF, ET AL**



Date: 1/26/2022

Martha Stone  
Center for Children's Advocacy  
65 Elizabeth Street  
Hartford, CT 06105  
Tel: 860-570-5327  
Email: [mstone@cca-ct.org](mailto:mstone@cca-ct.org)



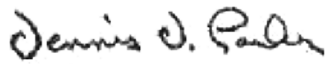
Date: 1/26/2022

Cara McClellan  
NAACP Legal Defense & Education Fund, Inc.  
40 Rector Street, 5<sup>th</sup> Floor  
New York, NY 10006  
Tel.: 212-965-2200  
Email: [cmcclellan@naacpldf.org](mailto:cmcclellan@naacpldf.org)



Date: 1/26/2022

Deuel Ross  
Georgina Catherine Yeomans  
NAACP Legal Defense & Education Fund, Inc.  
700 14<sup>th</sup> Street, NW 6<sup>th</sup> Floor  
Washington, DC 20005  
Email: [dross@naacpldf.org](mailto:dross@naacpldf.org)  
Email: [gyeomans@naacpldf.org](mailto:gyeomans@naacpldf.org)



Date: 1/26/2022

Dennis D. Parker  
National Center for Law and Economic Justice  
275 7<sup>th</sup> Avenue., New York, NY 10001  
New York, NY 10004-3821  
Tel.: 212-633-6967  
Email: [parker@ncej.org](mailto:parker@ncej.org)



Date: 1/26/2022

Sarah Hinger  
American Civil Liberties Union  
125 Broad Street, New York, NY 10004  
Tel.: 212-519-7832  
Email: [shinger@aclu.org](mailto:shinger@aclu.org)

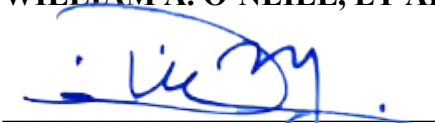


Date: 1/26/2022

Wesley W. Horton  
Scott T. Garosshen  
Horton, Dowd, Bartschi & Levesque, PC  
Attorneys at Law  
90 Gillett Street, Hartford, CT 06105  
Tel.: 860-522-8338  
Email: [whorton@hdblfirm.com](mailto:whorton@hdblfirm.com)  
Email: [sgarosshen@hdblfirm.com](mailto:sgarosshen@hdblfirm.com)

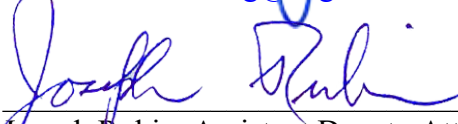
**DEFENDANTS**

**WILLIAM A. O'NEILL, ET AL.,**



Date: 1/26/2022

William Tong, Attorney General  
Email: [william.tong@ct.gov](mailto:william.tong@ct.gov)



Date: 1/26/2022

Joseph Rubin, Assistant Deputy Attorney General  
Email: [joseph.rubin@ct.gov](mailto:joseph.rubin@ct.gov)

Erik T. Lohr, Associate Attorney General  
Darren P. Cunnington, Assistant Attorney General  
Office of the Attorney General  
165 Capitol Avenue, Hartford, CT 06106  
Tel.: 860-808-5318

**INTERVENORS  
CITY OF HARTFORD**

*Howard Rifkin*

Date: 1/26/2022

Howard Rifkin, Esq. Juris No. 026795  
Hartford Corporation Counsel  
550 Main Street, Hartford, CT 06103  
Tel.: 860-757-9700 Email:  
Email: [howard.rifkin@hartford.gov](mailto:howard.rifkin@hartford.gov)

**Signature:**

**Email:** joseph.rubin@ct.gov



# **COMPREHENSIVE SCHOOL CHOICE PLAN (CCP)**

---

**DATED January 27, 2022**

## I. Introduction

*Sheff v. O’Neill* represents more to the state of Connecticut than a longstanding school desegregation case aimed at providing quality, integrated education to Hartford region students. The approach to *Sheff* crafted by the courts, the parties, and the Connecticut legislature – with the assistance and cooperation of local school districts, school operators and, most importantly, the thousands of families and students participating in *Sheff*-driven school choice programs – has become a foundational piece of the state’s educational landscape. The *Sheff* remedy, as required by the Connecticut Constitution to address educational segregation, brings together school communities, families, and students in the Hartford region as independent players on a common team. The *Sheff* remedial efforts assume the existence of a regional ecosystem comprised both of distinctly independent but also uniquely interdependent parts.

Over the years, *Sheff*-related goals – agreed to among the parties – have expanded opportunities for Hartford-resident minority students to attend schools with meaningful racial, ethnic, and socioeconomic diversity. Ultimately, all of these efforts have been designed to address the key findings of the Connecticut Supreme Court in the original *Sheff* ruling: that the Connecticut Constitution requires that the state (a) provide substantially equal educational opportunities to Hartford-resident minority students without regard to race or ethnicity, and (b) ensure that those opportunities are available in desegregated settings.

On January 10, 2020, the parties to the *Sheff* litigation entered a landmark agreement following numerous stipulated agreements since 2003. This Phase IV Stipulation and Order, referred to in this document as “Stipulation IV,” was notable for the consensus reached by the *Sheff* plaintiffs, the City of Hartford, and the state on reducing racial, ethnic and economic isolation for Hartford-resident minority students through a socioeconomic diversity student placement system, and on a host of action steps for the state to take to accelerate opportunities for Hartford-resident students and plan for the long-term, in anticipation of a final agreement that will result in the conclusion of court jurisdiction.

Along with certain operational, fiscal and administrative measures, the state agreed to key initiatives for evolving the *Sheff* mandate through Stipulation IV. Pursuant to those commitments, the state adopted a socioeconomic protocol for school choice placements in 2020-21 and developed the instant Comprehensive School Choice Plan (CCP) in accordance with Stipulation IV, §IX.A, for creating and maintaining a sustainable, predictable and consistent system of integrated education that meets the demand of Hartford-resident students for a reduced-isolation and desegregated educational settings. This CCP is intended as a blueprint to a sustainable system of schools that provide attractive and voluntary choice for families and students, built on the foundation of state constitutional imperatives and the state’s deep investment in maximizing educational opportunities for Hartford-resident minority students that prioritize quality, innovation, trust and mutual respect.

## II. Definitions and Goals

Section III of Stipulation IV sets out definitions to give meaning to the parties' agreement relative to reducing racial, ethnic and economic isolation for Hartford-resident minority students in the *Sheff* Region. For purposes of clarity, the parties articulate the controlling definitions for this CCP and its long-term planning in this Section II pursuant to the goal of reducing isolation of Hartford-resident minority students by maximizing socioeconomic and racial diversity in voluntary interdistrict school programs.

1. Socioeconomic Diversity Goal: As the primary means to reducing isolation and promoting racial, ethnic and economic integration opportunities for Hartford-resident minority students, the state will pursue the goal of enrolling applicants to *Sheff* Interdistrict Magnet Schools and the *Sheff* Connecticut Technical Education and Career System (CTECS) schools (AI Prince Technical High School, EC Goodwin Technical High School, and Howell Cheney Technical High School) to maximize SES diversity, up to a maximum of 60% from Tier A and a minimum of 30% from Tier C for incoming enrollments for each school through the Student Assignment Plan and placement protocols managed by the Regional School Choice System (RSCO).
  - a. Tier A: Tier A is established based on a multitude of SES indicators as determined by RSCO using Census block group and self-report household data. Tier A designates **low** SES for purposes of the Student Assignment Plan and the SES Diversity Goal;
  - b. Tier B: Tier B is established based on a multitude of SES indicators as determined by RSCO using Census block group and self-report household data. Tier B designates **medium** SES for purposes of the Student Assignment Plan and the SES Diversity Goal;
  - c. Tier C: Tier C is established based on a multitude of SES indicators as determined by RSCO using Census block group and self-report household data. Tier C designates **high** SES for purposes of the Student Assignment Plan and the SES Diversity Goal.
  - d. The RSCO may vary the weighting of SES indicators for CTECS schools to ensure a representative distribution of applicants across SES tiers.
2. *Sheff* Voluntary Interdistrict Programs are the instruments to maximize racial, ethnic and economic diversity, including, but not limited to, Interdistrict Magnet Schools, CTECS schools, the Regional Agricultural Science and Technology Education Centers (ASTE), and Open Choice. Through this CCP and state efforts to increase reduced isolation opportunities for Hartford-resident students, the state will continue to pursue alternative and innovative partnerships as instruments to maximize racial, ethnic and economic

diversity. Thus, while the CCP articulates specific plans with specific partners, it contemplates the possible development of new partnership arrangements in the future as part of a sustainable, long-term system.

3. Interdistrict Magnet Schools refer to Hartford Host Magnet Schools, Suburban Host Magnet Schools, and Regional Magnet Schools.
  - a. Hartford Host Magnet Schools are those Interdistrict Magnet Schools that are governed and operated by the Hartford Public School System (“HPS”).
  - b. Suburban Host Magnet Schools are those Interdistrict Magnet Schools that are governed and operated by a school district within the *Sheff* Region other than Hartford, alone or with a third party.
  - c. Regional Magnet Schools are those host and regional Interdistrict Magnet Schools that may be operated by a third party, such as a Regional Educational Service Center, or a consortium of school districts.
4. Connecticut Technical Education and Career System (CTECS) schools refer to certain regional vocational-technical schools that are established and maintained by the state in accordance with Conn. Gen. Stat. §10-95. For purposes of the *Sheff* school choice options, A.I. Prince Technical High School, E.C. Goodwin Technical High School and Howell Cheney Technical High School are those schools within the Greater Hartford Region that are included within school choice programs that assist the state in reducing isolation for Hartford-resident minority students.
5. Regional Agricultural Science and Technology Education (ASTE) programs refer to certain regional agricultural science and technology schools that are established and maintained by local or regional boards of education in accordance with Conn. Gen. Stat. §10-64. Bloomfield, Suffield, and Glastonbury are those Regional ASTE schools within the Greater Hartford Region that are included within school choice programs that assist the state in reducing isolation for Hartford-resident minority students.
6. Open Choice is a voluntary interdistrict transfer program that allows students to transfer between Hartford and the suburban school districts when such transfers contribute to maximizing racial, ethnic and economic diversity. Based on agreement of the parties, Hartford-resident student enrollment in an Open Choice school within the region or in other municipalities provides reduced-isolation and desegregated settings for Hartford-resident students enrolled in such schools.

7. *Sheff* Region: As defined in the original complaint, the *Sheff* Region includes the school districts of Avon, Bloomfield, Canton, East Granby, East Hartford, East Windsor, Ellington, Farmington, Glastonbury, Granby, Hartford, Manchester, Newington, Rocky Hill, Simsbury, South Windsor, Suffield, Vernon, West Hartford, Wethersfield, Windsor, and Windsor Locks. For purposes of this CCP and Stipulation IV, other school districts outside the *Sheff* Region and their resident students may participate in *Sheff*-related school choice programming through RSCO.
8. For purposes of the state’s long-term planning and efforts to create and maintain a sustainable system of integrated education, a “reduced isolation setting” is defined as a school or program with an incoming enrollment that satisfies the Socioeconomic Diversity Goal for Tier A of up to a maximum of 60% incoming enrollment, as set forth in Definition 1, above. The goal of RSCO’s Student Assignment Plan for assigning applicants to *Sheff* Interdistrict Magnet Schools and *Sheff* CTECS schools shall remain the same as set forth in Section III.A of the Phase IV Stipulation to enroll applicants to such schools to maximize SES diversity, up to a maximum of 60% from Tier A and a minimum of 30% from Tier C for incoming enrollments for each school, as those tiers are defined in Definition 1, above.
9. For purposes of long-term planning efforts and goal-setting, the parties recognize the continued educational goal of affording Hartford-resident minority students the opportunity to attend *Sheff* Interdistrict Magnet Schools and Hartford Region technical high schools where the student populations meet the desegregation goal established in the August 7, 2017 Superior Court ruling in the *Sheff v. O’Neill* case. The state will continue to seek to achieve and maintain this desegregation goal at the *Sheff* Interdistrict Magnet Schools, along with the other goals described herein, through the methods and approaches described herein, without ever considering the race or ethnicity of any individual student in making any student assignment decisions.
10. The SES Diversity Goal and desegregation goal are referred to collectively herein as “diversity goals.”
11. Approximately 95% of the Hartford-resident student population identifies as Black/African American and/or Hispanic/Latino. Based on the Hartford-resident demographics and the goal of reducing isolation, a “reduced isolation student” is a student who identifies as White, Asian, American Indian, Alaska Native, Native Hawaiian and/or Other Pacific Islander, or two or more of such races, and does not identify as Black/African American or Hispanic/Latino.

12. For the purposes of this CCP, “minority students” refer to students who are Black and/or Hispanic, Asian, American Indian, Alaska Native, Native Hawaiian or other Pacific Islander.
13. The goal of the CCP is to meet the demand of Hartford-resident minority students for reduced isolation and desegregated settings. For purposes of measuring Demand going forward in this CCP, and as used in this CCP, “Demand” refers to the number of on-time and late Hartford-resident applicants who selected at least one magnet school plus Open Choice and/or CTECS; Open Choice and/or CTECS and no magnet schools; or, if applying to magnet schools only, two magnet schools.<sup>1</sup> The state will seek to meet 100% of Demand but, for purposes of the CCP, will be deemed to have met demand if at least 95% of the applicants included in Demand receive a placement offer based on the calculations indicated in commitment #1 to this CCP on page 10 under Section IV.A.1.<sup>2</sup> The Demand calculation defined in this numbered paragraph 13 and in commitment #1.b below on page 14 under Section IV.A.1.b shall serve as the controlling goal of the CCP.

---

<sup>1</sup> For example, a student applying to one magnet school and Open Choice would be counted toward demand; a student applying to Open Choice only would be counted toward demand; and a student applying to two magnet schools would be counted toward Demand.

<sup>2</sup> For purposes of clarity and by way of example only, using the following data as an example, without suggesting that this particular data is accurate or relevant to future calculations, Met Demand for a reduced isolation setting would be achieved for purposes of the CCP if the state made available 1,800 additional seats for Hartford-resident minority students based on (a) Demand of 6,000 Hartford-resident minority applicants to at least one magnet school plus Open Choice and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if applying to magnet schools only, two magnet schools; (b) 2,100 Hartford-resident minority students on the waitlist in the application year who selected at least one magnet school plus Open Choice and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if applying to magnet schools only, at least two magnet schools, but did not receive a placement offer to a school or district from their application; and (c) a Placement Percentage of at least 95%. In the example, 3,900 applicants received a placement offer out of the 6,000 applicants who make up Demand (as calculated by 6,000 applicants less the 2,100 on the waitlist) and are included as Met Demand. With a Placement Percentage for meeting demand of at least 95%, Met Demand equals 5,700 placement offers (as calculated by Demand of 6,000 multiplied by 95%). That would require only 300 Hartford-resident minority students on the waitlist who selected at least one magnet school plus Open Choice and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if applying to magnet schools only, at least two magnet schools, in the application year but did not receive a placement offer to a school or district from their application. In order to meet Demand under this example, 1,800 additional seats are needed to achieve a Placement Percentage of at least 95% based on the 5,700 seats for Met Demand and 3,900 placement offers already extended to applicants. With these values, Met Demand(5,700)/Demand(6,000) equals the required 95% Placement Percentage. This example is for illustration purposes and is not meant to suggest that it reflects actual demand at any time. Commitment #1 below sets forth the schedule for assessing Demand, beginning with an assessment for informational purposes in 2023-24, and later assessments in 2025-26, 2028-29, and 2031-32 when the state expects to meet Demand at the entry grades and non-entry grades, respectively.

14. For purposes of estimating historical demand for long-term planning purposes going forward, the Plaintiffs' calculations show historical "unmet demand" of 3,298 seats for Hartford-resident minority students, including 1,470 for entry grades and 1,828 for non-entry grades, based on the three-year average from 2017-18, 2018-19 and 2019-20 historical data. This number will function as a guiding principle in this CCP for working toward the goal of affording Hartford-resident minority students interested in an educational opportunity in reduced-isolation and desegregated settings, access to such settings. The SDE's current expansion plan set forth in this CCP considers Plaintiff's calculations and seeks to fully meet Demand as defined in the CCP within the timeframe stated in the CCP.
  
15. Plaintiffs' Representative: RSCO shall continue to allow a Plaintiffs' Representative, to be selected by the plaintiffs, to participate in the planning and implementation by RSCO of the activities authorized by this CCP. The Plaintiffs' Representative shall not have any decision-making authority or veto power over decisions made by SDE. The Plaintiffs' Representative shall have administrative access to the ongoing applicant pool data, by school, and other RSCO Management Reports, through the RSCO application database during the period of this CCP, subject to SDE suppression policies (to protect the identifying details of individual students and families) and confidentiality requirements under state and federal laws. The state shall have no financial responsibility for funding the cost of continuing a Plaintiffs' Representative position.
  - a. The SDE shall direct any concerns regarding the Plaintiffs' Representative's participation in RSCO to Plaintiffs' counsel and may request the designation of a new representative based on such concerns where reasonable efforts to correct the concerns have not been successful. Plaintiffs' counsel shall consider such concerns and meet with the SDE to attempt to resolve them.

### **III. Executive Summary**

This CCP is designed as both a look forward and a work plan to a future for *Sheff* remedial implementation based on the substantial successes achieved to date and the challenges that have made themselves known in seeking to meet programmatic goals over the course of the last 25 years of implementation. With some interruption of implementation structures imposed by the unforeseen COVID-19 pandemic, the state continues to assess and work toward implementation of the comprehensive strategies and commitments set forth in the January 10, 2020 Stipulation IV of the parties. Despite the challenges of the current health crisis, however, the state implemented the key terms of Stipulation IV and, through this CCP, in cooperation with

the other parties, developed the framework for a long-term roadmap for remedial success for now and in the future.

The next generation of *Sheff* requires forward thinking, innovation, and strong planning. The state commitments contained in this document encompass that broad perspective and articulate bold next steps to a future for Hartford-resident students that satisfies the state's obligations under the Connecticut Supreme Court mandate and empowers families to make informed choices about their child's education. In mapping this future course, the voluntary nature of the *Sheff* programs presents a unique variable. With voluntary choice at the heart of the solution, the keys to plan success include (1) maximizing the quality and magnetism of the school choice offerings and the expansion of such offerings, (2) ensuring social, emotional and academic supports are in place to create welcoming environments for students and families coming to new schools in communities other than where they reside, and ensuring convenient and reliable transportation to get to those schools, and (3) offering programming and extra-curricular opportunities on par with options in the sending districts.

The fundamental goal of this CCP remains consistent with prior stipulations and the Connecticut Supreme Court decision – to increase quality, integrated educational opportunities for Hartford-resident minority students and advance the state's compelling state interest in the racial, ethnic, and economic desegregation of schools in the *Sheff* Region. However, the value of integrated education extends beyond a state obligation arising from a Connecticut Supreme Court decision and offers Connecticut students, among other benefits: (1) the opportunity to develop meaningful relationships with people with different racial and ethnic backgrounds, reducing racial bias and stereotypes and promoting the desire to seek out integrated settings later in life; and (2) the opportunity to learn cooperatively alongside others with different perspectives and different backgrounds, which prepares students for the global world, and promotes creativity, and important critical thinking and problem-solving skills.

The parties agree that magnet schools and other voluntary interdistrict choice options are critical structures for broadening students' educational opportunities in diverse settings and have served as the foundational framework of the *Sheff* system. The next phase of the *Sheff* initiative will strengthen this core framework and expand on the existing structures to afford new and meaningful opportunities for integrated experiences through innovative and sustainable partnerships.

A critical strategy in the roadmap for the future is to ensure a successful core school choice portfolio that affords diverse, high quality educational experiences for those who wish to choose an integrated setting. Pursuant to that strategy, the *Sheff* system is built on the goal of providing appealing and meaningful access to diverse and quality integrated educational opportunities. As a starting point, this CCP integrates the following key ingredients for creating



attractive and appealing voluntary interdistrict options as the foundation for the core school choice portfolio:

- **Attractive 21<sup>st</sup> Century Magnet Themes:** Appealing magnet themes that are targeted toward the interests and needs of students and families are an essential ingredient for magnet schools to be truly “magnetic.” Theme-based curriculum must provide meaningful connections between the overall theme and the student experience.
- **Appealing Extras:** Sports and clubs, extracurricular activities, before and after school care, and other “extras” that families may find in their home districts are fundamental to the appeal of choice school programs for many students and families. These “extras” are important considerations in family decision-making and round out the educational experience for students, especially at the higher grade levels. Such “extras” should not be limited to the particular theme of the magnet but should incorporate opportunities to expand interests and experiences beyond the magnet theme.
- **High Quality Education:** Quality and challenging educational offerings are a basic ingredient to attract families to choice schools as an alternative to their home district option.
- **Marketing, Community Engagement and Communication:** It is essential that the state provide parents and guardians with adequate school choice information – in user-friendly modalities – to ensure that they are well informed as to their available choices and to reduce barriers to RSCO school options. As a fundamental corollary to this goal, it is necessary to develop relationships with families, community organizations, operators and other stakeholders to engage meaningful stakeholder input and reach underserved populations.
- **Reflection and Data Collection:** It is important to engage in continuous study to assess the quality of choice programming and understand, to the extent possible, information access and family decision-making. A few of the more critical questions to consider through meaningful analysis include: (1) assessing the performance and achievement of students enrolled in choice options as compared to home district opportunities and other considerations of academic learning, such as graduation rates and regular attendance; (2) determining the reasons behind family decisions to opt more for some magnet schools than others, choose certain choice programs and not others, apply for a school/program but decline an offer, or choose not to participate in choice programs; (3) assessing the reasons for attrition from choice schools and students transferring among choice schools or programs; (4) assessing the diversity of teaching and administrative staff relative to the student population, promoting the racial and ethnic diversity of teachers and staff, and ensuring school-wide support for teaching development and growth; and (5) reviewing indicators of school culture to

ensure school environments are safe, inclusive and academically-oriented through such factors as attendance, exclusionary discipline, bullying, and other related metrics.

- **Structural Supports and Resources:** To sustain the existing and expanding school choice options in reduced-isolation and desegregated settings, long-term planning must employ economic efficiencies to ensure that the state has adequate resources to sustain and expand capacity, manage a comprehensive school transportation effort in ways that are supportive of broad diversity goals, offer additional opportunities and partnerships for students seeking innovative options for integrative learning experiences, and consider family access challenges, including family accessibility to schools through public transportation and existing commuter patterns between towns related to work location. Likewise, the operational office must have sufficient staff and expertise to support and move forward *Sheff*-related strategies.

With these fundamental factors in mind, the state, through the SDE, commits to the key actions in Section IV to meet the demand of Hartford-resident minority students for an integrated educational experience through a sustainable system of choice educational options in the Greater Hartford Region. These commitments comprise the roadmap to the state’s long-term plan, subject to reassessment and update in 2023-24 after assessment of Demand, and every three to four years thereafter in order to adjust to unexpected impacts on enrollment and plan implementation from Covid-19 and other significant circumstances affecting education.

#### **IV. State Commitments**

A. DEMAND – Meeting the demand of Hartford-resident minority students who want an integrated educational experience is the central commitment of the state’s long-term plan. This section outlines the key components to meeting Demand using the formula calculation as defined herein.

1. To meet the demand of Hartford-resident minority students for an integrated educational experience through an uninterrupted continuum of diverse school choice options focused on access at the entry grades and continued enrollment through high school graduation. For purposes of this commitment, the parties have identified opportunities for filling additional Magnet School and Technical High School seats, beyond current capacity, and incentivizing Open Choice expansion. A full summary of these opportunities can be found in Attachment 1, Attachment 2, Attachment 3 and Attachment CCP Summaries. The amount of the available physical capacity that is necessary to meet Demand will be based on the Demand formula calculation.
  - a. By the 2023-24 school year, to the extent needed to meet Demand for entry grades in 2025-26 and non-entry grades in 2028-29 and subject to compliance

consideration for SES diversity, the state has the potential physical capacity to add up to approximately 783 additional seats above the 2020-21 enrollment for Hartford-resident students in choice program opportunities. (See Table 1 below, Row J). To the extent needed to meet Demand and subject to compliance considerations for SES diversity, the potential capacity will increase to 1,863 additional seats for Hartford-resident students over 2020-21 enrollments by the 2025-26 school year, and to 2,737 seats for Hartford-resident students over 2020-21 enrollments by the 2028-29 school year, with capacity adjustments made across programs based on changing circumstances and as needed to meet Demand. (See CCP Summaries, Tab Estimated Seats Summary FY29; see Table 1 below, Row J). The locations of the specific seats in specific schools or programs are subject to operator agreement.

- Beginning in FY22, to the extent needed to meet Demand, the SDE will implement the Expansion Proposal, which adds up to approximately 345 seats for Hartford-resident students by the 2023-24 school year, 762 by 2025-26 and 882 by 2028-29 over 2020-21 Hartford-resident enrollments. (See Attachment 1 and CCP Summaries; see Table 1 below, Row B). These seat references are components of the seat figures under IV.A.1.a above.
- Beginning in FY22, the SDE will facilitate magnet reformulation strategies and adjust placement protocols to support increased enrollment based on magnet grant capacity by school year 2025-26. Magnet grant capacity refers to budgeted magnet enrollment in the current biennium based on enrollment projections from fiscal year 2021. Based on reformulation efforts, to the extent needed to meet Demand and subject to SES diversity compliance considerations, the state will provide funding for operators to increase Hartford-resident enrollment by up to approximately 156 students within existing magnet grant capacity by 2023-24 and up to approximately 333 students by 2025-26, by enrolling to budgeted capacity and increasing Hartford-resident enrollment to 50% of total school enrollment. (See Attachment 2 and Table 1 below, Row C). These seat references are components of the seat figures under IV.A.1.a above.
  - Schools with sufficiently diverse applicant pools to meet the diversity goals will increase enrollment of Hartford-resident students to 50% of total school enrollment within budgeted enrollment.
- Beginning in FY23, to the extent needed to meet Demand and considering SES diversity compliance standards, the SDE will facilitate magnet

reformulation strategies and adjust placement protocols to support increased enrollment using physical building capacity at 50% Hartford enrollment through a phased-in approach, provided Demand so requires, to add an estimated 62 additional Hartford seats over 2020-21 enrollment by 2023-24, 283 additional Hartford seats over 2020-21 enrollment by 2025-26, and 500 additional Hartford seats over 2020-21 enrollment by 2028-29. (See Attachment 2 and Attachment CCP Summaries; see Table 1 below, Row E). These seat references are components of the seat figures under IV.A.1.a above. Pending successful reformulation at magnet schools not yet meeting diversity goals and to the extent needed to meet Demand, the SDE has the potential to increase enrollment to physical building capacity beyond the increases in the expansions to physical capacity specified above to add an additional estimated 145 Hartford-resident students by 2025-26, and 492 seats by 2028-29 over 2020-21 enrollments, for a total of 992 seats by 2028-29. (See CCP Summaries and Table 1 below, Row D and F). If the reformulation is not successful, the state shall redirect resources from such schools to provide a similar number of seats at other choice schools as necessary to meet Demand.

- Building capacity is based on surveys completed by each magnet operator in 2019 with SDE providing oversight and uniform standards.
  - Filling additional seats within existing physical capacity is dependent on successfully reformulating these schools in order to make them attractive enough to attract a population of students compliant with SES diversity goals as indicated in Section II.8 above.
- Beginning in FY23, to the extent necessary to meet Demand, the SDE shall facilitate Open Choice expansion incentives to increase enrollment of Hartford-resident students in Open Choice schools with the expectation of increasing seats by approximately 200 students by the 2023-24 school year, and the goal of increasing seats by at least 50 seats per year and more, net of attrition, for a goal of at least 300 seats by 2025-26 and 450 by 2028-29 . (See Attachment 3 and Table 1 below, Row G). These seat references are components of the seat figures under IV.A.1.a above.
- Beginning in FY23, to the extent needed to meet Demand, the SDE will collaborate with CTECS to adjust student assignment protocols to enroll to physical capacity, with the goal of enrolling at least 30% of the incoming 9<sup>th</sup> grade enrollments from Hartford at E.G. Goodwin Technical High School and Howell Cheney Technical High School, subject to SES

compliance. Based on the foregoing and to the extent needed to meet Demand, Hartford-resident enrollment among the three Hartford Region technical high schools has the potential to increase by approximately 20 additional Hartford-resident students over 2021-22 enrollments by 2023-24, 40 additional Hartford-resident students over 2021-22 enrollments by 2025-26, and 80 additional Hartford-resident students over 2021-22 enrollments by 2028-29. (See Table 1 below, Row H). These seat references are components of the seat figures under IV.A.1.a above.

- The following table provides a summary of the potential capacity across choice programs articulated in this commitment #1 and throughout the CCP to meet Demand as defined herein:

**Table 1: Estimated Potential Additional Seats available if needed to meet demand**

Row Label	Program	Number of Hartford Seats by 2023-24 Over 2020-21 (FY24)	Number of Hartford Seats by 2025-26 Over 2020-21 (FY26)	Number of Hartford Seats by 2028-29 Over 2020-21 (FY29)	Row Notes	
A	Magnet	Total Magnet Estimate* (includes Magnet Expansion, 50-50 Enrollment to Grant Capacity at select schools, and 50-50 Enrollment to Physical Capacity at select schools)	693	1,378	1,715	Row B+C+E
B	Magnet	Expansion (Attachment 1)+	345	762	882	
C	Magnet	50-50 Enrollment to Grant Capacity at select schools (Attachment 2)+	156	333	333	
D	Magnet	50-50 Enrollment to Physical Capacity Total (Attachment 2)+ <b>Excluded from Total Magnet Estimate</b>	62	428	992	
E	Magnet	50-50 Enrollment to Physical Capacity at select schools (Attachment 2)+* (in schools with likelihood of compliance) <b>Included in Total Magnet Estimate and 50-50 Enrollment to Physical Capacity Total above</b>	62	283	500	Included in Row D Above

Row Label	Program	Number of Hartford Seats by 2023-24 Over 2020-21 (FY24)	Number of Hartford Seats by 2025-26 Over 2020-21 (FY26)	Number of Hartford Seats by 2028-29 Over 2020-21 (FY29)	Row Notes	
F	Magnet	50-50 Enrollment to Physical Capacity Potential (Attachment 2)+ (potential based on successful reformulation and demand) <b>Excluded from Total Magnet Estimate; included in 50-50 Enrollment to Physical Capacity Total above</b>	145	492	Included in Row D Above	
G	Open Choice**		200	300	450	
H	CTECS		20	40	80	
I	Total Seats*		783	1,718	2,245	Row A+G+H
J	Total Seats Plus Additional Potential to Meet Demand		783	1,863	2,737	Row I+F

+Subject to compliance progress and operator agreement.

\*Magnet Estimate and Total Seats for 2023-24 includes 62 seats from expanding to physical capacity, 2025-26 includes 283 seats from expanding to physical capacity, and 2028-29 includes 500 seats from expanding to physical capacity. These values are included in the 50-50 Expansion to Physical Capacity Total numbers.

\*\*Open Choice includes a projected increase of 50 seats per year, net of attrition, beginning in 2024-25, based on increased per-student funding and cohort incentives, along with efforts to improve students' experience and reduce attrition.

\*\*\*Figures are not equivalent to totals represented in Attachments 1, 2 and 3 of the CCP, but represent a subset of those figures, which the parties agree could, if necessary, be allocated for additional placements to meet demand.

\*\*\*\* The above table references capacity that is readily available to meet demand per formula calculation.

\*\*\*\*\*Approximately 492 Additional Magnet Seats, for which there is physical capacity could be filled by 2028-29 as represented in Row F of the Table above, if needed to meet demand, and subject to operator agreement and successful reformulation of the relevant magnet schools.

- b. Beginning in March of the 2023-24 school year, using the 2022-2023, 2021-2022, and 2020-2021 application and placement data, and again in March of the 2024-25 school year using application and placement data from the three prior years, the SDE will assess progress in meeting the Demand of Hartford-resident

minority students for an integrated educational experience for informational purposes and adjust capacity plans to meet any shortfalls based on that assessment in preparation for the assessment in 2025-26.

- Demand assessment is based on an iterative process of scheduled reassessments to provide regular feedback on demand relative to capacity to direct expansion and inform growth to meet Demand.
- “Demand” is defined to include on-time and late Hartford-resident minority applicants who selected at least one magnet school plus Open Choice and/or CTECS; Open Choice and/or CTECS and no magnet schools; or, if applying to magnet schools only, at least two magnet schools.
- For purposes of assessing progress in meeting Demand, the state will calculate “Met Demand” as Demand minus the number of Hartford-resident minority students on the waitlist who selected at least one magnet school plus Open Choice and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if applying to magnet schools only, at least two magnet schools, in an application year but did not receive a placement offer to a school or district from their application. An applicant’s acceptance of a placement offer constitutes Met Demand for purposes of the Met Demand calculation, irrespective of whether the school or district was included on the application.
- The assessment of Demand and Met Demand will be made in three distinct calculations: (1) entry-grade applicants only; (2) non-entry-grade applicants only; and (3) all applicants, including both entry- and non-entry-grade applicants.
  - Entry grades include Pk3, Pk4, KG, 6 and 9.
  - Non-entry grades include 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>.
- For purposes of assessing whether the state has met Demand, the state will calculate the placement rate as a “Placement Percentage” of Hartford-resident minority applicants who received an offer to attend a choice program school by dividing (1) Met Demand by (2) Demand.
- The state restates its goal of meeting 100% of Demand for an integrated education. At the time of any assessment of Met Demand, beginning in 2025-26 and again in 2028-29 and 2031-32 for purposes of the CCP and permanent injunction, the state will be deemed to have met Demand if the Placement Percentage for Hartford-resident minority applicants who applied to at least one magnet school plus the Open Choice program and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if

applying to magnet schools only, at least two magnet schools, is 95% or greater in either (1) the year of the Met Demand assessment, or (2) across the three-year rolling average to include the year of the Met Demand assessment and the two prior application years.

- c. By the 2025-26 school year [Year 5], the state expects to meet entry-grade Demand based on the 2023-24 assessment.
  - The state will be deemed to have Met Demand at the entry grades if the Placement Percentage for Hartford-resident minority entry-grade applicants who applied to at least one magnet school plus the Open Choice program and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if applying to magnet schools only, at least two magnet schools is at least 95% in either (1) 2025-26 based on October 1 data; or (2) as an average across a 3-year time period, including the years 2023-24 through 2025-26 based on October 1 data of the applicable year.
  - Based on historical application data, the state expects to meet Demand at the entry grades by 2025-26 but will adjust capacity plans for the 2028-29 school year to meet any shortfalls. (See Attachment 4 for historical data on the unmet Demand of Hartford-resident students at the entry grade).
- d. Beginning in March of the 2026-27 school year [Year 6] using the most recent application and placement data, the SDE will annually assess progress in meeting the Demand of Hartford-resident minority students for an integrated educational experience for informational purposes and adjust capacity plans to meet any shortfalls based on that assessment.
- e. By the 2028-29 school year [Year 8], the state expects to meet non-entry grade Demand from the 2026-27 assessment.
  - The state will be deemed to have Met Demand at the non-entry grades if the Placement Percentage for Hartford-resident minority non-entry-grade applicants who applied to at least one magnet school plus the Open Choice program and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if applying to magnet schools only, at least two magnet schools is at least 95% in either (1) 2028-29 based on October 1 data; or (2) as an average across a 3-year time period, including the years 2026-27 through 2028-29 based on October 1 data of the applicable year.
  - Based on historical application data, the state expects to meet Demand at the non-entry grades by 2028-29 but will adjust capacity plans for the 2031-32 school year to meet any shortfalls based on annual assessments of the state's progress toward meeting Demand for informational purposes. (See Attachment 4 for historical data on the unmet demand of Hartford-resident students at the non-entry grades).



- f. By the 2031-32 school year and every three years thereafter, the state will reassess progress in meeting Demand of Hartford-resident minority students for an integrated experience using the most recent application and placement data and adjust capacity plans for the following school years to meet any shortfalls based on the assessment over the 3-year period between assessments, to the extent necessary to meet Demand.
- The state will be deemed to have Met Demand if the Placement Percentage for Hartford-resident minority applicants who applied to at least one magnet school plus the Open Choice program and/or CTECS, Open Choice and/or CTECS and no magnet schools, or, if applying to magnet schools only, at least two magnet schools is 95% or greater in either (1) the year of assessment based on October 1 data, or (2) across the three-year rolling average to include the year of assessment and the two prior application years based on October 1 data of the applicable year.
- g. The following table provides a summary of the schedule for assessing Met Demand as articulated in this commitment #1 and throughout the CCP, and for purposes of the permanent injunction:

**Table 2**

<u>Assessment Year</u>	<u>Met Demand Assessment</u>
2023-24	Informational Purposes
2024-25	Informational Purposes
2025-26	State expects to meet entry grade Demand
2026-27	Informational Purposes
2027-28	Informational Purposes
2028-29	State expects to meet entry and non-entry grade Demand
2029-30 and on annual basis up to 2031-32 assessment	Informational Purposes
2031-32 and every 3 years thereafter	State expects to meet Demand

2. To create and maintain a sustainable, predictable and consistent system of integrated education opportunities within the Greater Hartford Region.
- a. The SDE will employ magnet school reformulation and consider feeder school patterns and innovation strategies described in this CCP document to establish a core school choice portfolio of diverse interdistrict opportunities.
  - b. The SDE will establish a RSCO Working Group as the primary informational mechanism for planning the overall *Sheff* ecosystem to: (1) forecast enrollment;

(2) assess existing choice options within the *Sheff* system based on academic and extracurricular programming, transportation considerations, town participation rates, pathways, grade configuration, access to high demand themes, and geography; (3) recommend retheming and reformulation based on popular themes, school history, partnership opportunities, pathways, participation rates in surrounding towns, student demand, extracurricular considerations, and choice options within the overall *Sheff* system; (4) identify and implement opportunities to increase access to extracurricular options through collaborations between and among schools, including neighborhood schools, and operators; (5) develop cohesive planning for expansion and innovation within the entire *Sheff* system as a whole, considering any potential factors that might limit or drive down demand; (6) develop recommendations for increasing the enrollment of suburban students in Hartford-based schools via Open Choice or magnets through, for example, targeted parental outreach to the businesses and offices who employ suburban parents who are commuting into Hartford; (7) review the evaluation of the Housing Voucher pilot as set forth in commitment # 22 in Section IV.D.22; and (8) evaluate the effectiveness of the additional support incentives for the Open Choice Program set forth in commitment # 9 in Section IV.B.9 and take such action as the state deems appropriate.

3. To utilize and adjust SES assignment protocols to maximize SES diversity in interdistrict magnet schools and CTECS schools in order to increase enrollment of Hartford-resident students in reduced isolation and desegregated settings.
  - a. The SDE will engage the RSCO Working Group to recommend adjustments to the SES assignment protocols to (a) maximize SES and racial diversity, without ever considering the race or ethnicity of any students in determining offers or assignments to school placements; and (b) increase enrollment of Hartford-resident students.
  - b. The SDE will retain final decision-making over any adjustments to the SES assignment protocols with the goal of maximizing SES diversity.
  - c. The SDE will retain full control over the application and student assignment process for the three CTECS technical high schools included in the *Sheff* choice options to achieve the goals contained in this CCP. The RSCO may vary the weighting of SES indicators for CTECS schools to ensure a representative distribution of applicants across SES tiers.
  
4. To coordinate a cohesive and uniform marketing plan for *Sheff* voluntary interdistrict options to draw a diverse applicant pool to all schools within the *Sheff* portfolio and ensure Hartford-resident families are informed of their school choice options.

- a. The SDE shall include simple informational language on applicable RSCO websites to inform families of the CCP’s goal of meeting Demand and include the advantages of applying to at least two magnet schools and/or Open Choice or a CTECS school relative to planning for Demand.

B. FUNDING – Meeting the Demand of Hartford-resident minority students for an integrated educational experience through a sustainable system of diverse educational options is an essential commitment of the state’s long-term plan. This section outlines the state’s key funding commitments to meeting Demand and creating a sustainable system of integrated education. The parties agree that the seat totals and funding reflected below will be operationalized as necessary to meet Demand as defined in commitment #1.b of Section IV.A.1.b of this CCP. Any appropriations required to implement the policies contained herein are subject to legislative authorization.

5. The state recognizes that additional capacity in the magnet school system is available and therefore commits to continuing the existing fiscal commitment and expanding it as necessary to meet Demand by Hartford-resident minority students for a reduced isolation educational setting as defined in this CCP.
  - a. In order to facilitate the effort to meet unmet Demand, the state has recognized a variety of sources of available capacity within the current school choice system, as summarized in Attachment 1, Attachment 2, Attachment 3, and Attachment CCP Summaries to this CCP and as represented in the DEMAND and FUNDING sections in Sections IV.A and B of this CCP.
  - b. The state will provide additional funding for additional choice seats and adjust seat capacity among schools and programs as necessary to meet Demand.
  - c. To the extent Demand exceeds the capacity outlined in Table 1 above, the state commits to meeting Demand.
  - d. To the extent needed to meet Demand, the SDE will implement the Expansion Proposal in Attachment 1, which adds 1,997 seats (including 1,002 for Hartford) through 2031-32. (See Attachment 1). By 2023-24, to the extent needed to meet Demand in 2025-26 and 2028-29, the SDE anticipates enrolling approximately 345 Hartford-resident students through implementation of the expansion proposals, and, to the extent necessary to meet Demand, adding another estimated 287 Hartford-residents seats by 2025-26 equaling a total potential of 762 additional Hartford seats by 2025-26 through the expansion proposal. (See Table 1, Row B). The location of specific seats in specific schools or programs will be subject to operator agreement.
  - e. The state will maintain operating and transportation grants to increase enrollment to magnet grant capacity, beginning in FY22, to the extent needed to meet

Demand, on a schedule that aligns with reformulation efforts for a sustainable system of integrated educational experiences with the potential to increase enrollment by approximately 156 Hartford-resident students by FY24 and by approximately 333 by FY26 by enrolling to existing grant capacity and increasing Hartford-resident enrollment to 50% of total school enrollment . (See Attachment 2 and Table 1, Row C).

- Existing grant capacity refers to budgeted operating and transportation grants within current appropriations from enrollment projections in FY21.
  - Schools with diverse applicant pools will increase enrollment of Hartford-resident students to 50% of total school enrollment within budgeted enrollment. The location of specific seats in specific schools or programs will be subject to operator agreement.
- f. The state will provide operating and transportation grants to increase enrollment to physical/building capacity in *Sheff* Interdistrict Magnet Schools, beginning in FY23, to the extent needed to meet Demand, on a schedule that aligns with reformulation efforts for a sustainable system of integrated educational experiences over an 8 to 10-year period. To the extent needed to meet Demand and subject to compliance considerations for SES diversity, enrolling to physical capacity has the potential to increase enrollment of up to approximately 428 Hartford-resident students over 2020-21 Hartford-resident magnet school enrollment by school year 2025-26 and 992 Hartford-resident students over 2020-21 Hartford-resident magnet school enrollment by school year 2028-29 through a phase-in of enrollment to capacity at 50% Hartford enrollment, with the goal of adding 283 Hartford-resident seats over 2020-21 Hartford-resident magnet school enrollments by 2025-26, and 500 seats over 2020-21 Hartford-resident magnet school enrollments by 2028-29, subject to consideration of the diversity of the applicant pool at each applicable school and operator agreement. (See Attachment 2 and Table 1, Row D and E). The SDE shall adjust capacity across and within schools and programs as necessary to meet Demand.
- Building capacity is based on surveys completed by each magnet operator in 2019.
  - Enrolling to physical capacity, to the extent needed to meet Demand, assumes satisfactory progress in SDE’s judgment toward successful reformulation of schools to meet SES diversity compliance standards.
- g. Through OC incentives identified below in commitment #9, the state will support increased enrollment of Hartford-resident students in Open Choice schools by approximately 200 students by the 2023-24 school year and 300 students by the 2025-26 school year as a goal and as necessary to meet Demand, at an estimated cost of \$4,500,000 for the additional 300 students by 2025-26, to include a

maximum attendance grant of \$10,000 per pupil based on an increase of \$2,000 per pupil, a \$750,000 bonus for increasing enrollment by 20% over the prior school year, and a \$750,000 bonus for increasing enrollment of Hartford-resident students at the entry grades of the receiving district over the prior year in cohort groupings of at least 5 students at an individual school. (See Attachment 3). To the extent necessary to meet Demand, the SDE estimates an increase of 50 additional Hartford-resident student enrollments in Open Choice per year, net of attrition, based on the incentives set forth in this CCP for a goal of 450 additional enrollments by 2028-29 and more. (See Table 1, Row G).

6. To continue the existing fiscal commitment and expand it as necessary to support administrative, operational, and marketing costs required to create and maintain a sustainable system of integrated educational opportunities for Hartford-resident students.
  - a. The SDE will maintain marketing contracts with an outside vendor in order to support and enhance RSCO's marketing activities and promote choice education opportunities in the *Sheff* Region.
  - b. The SDE will maintain application and placement software to simplify and enhance the application and placement processes for purposes of increasing the rate of application and acceptances through a user-friendly, multi-platform system.
  - c. The SDE will redesign the Parent Information Center to enhance bilingual support and application assistance services to families interested in school choice options.
  - d. The state will provide annual grants to *Sheff* choice schools to facilitate marketing and outreach, reduce attrition and promote acceptances among families to choice programs, in the minimum amounts indicated below. To the extent additional operational partners and schools develop through implementation of the CCP over time, the state will provide a reasonable amount of funding to such partners and schools in its allocation of marketing support, as determined by SDE, based on the structure of the partnership/school.
    - Marketing funding for interdistrict magnet schools in the amount of \$150,000 to CREC, \$150,000 to HPS, \$40,000 to Goodwin, \$20,000 to Bloomfield schools, and \$10,000 to East Hartford.
    - \$120,000 marketing funding to CREC for the Open Choice program.
    - \$50,000 marketing funding for the three CTECS technical high schools in the Greater Hartford Region.
  - e. The state will continue transportation grants to facilitate participation in school choice programs throughout the Greater Hartford Region and will share the outcome of the transportation studies in commitment #33 in Section IV.E.33 to

inform legislation of an adjusted per pupil transportation grant to reflect the actual costs of transportation to support participation in the *Sheff* system.

7. To provide funding for incentive grants for school theme and program reformulation pursuant to a formal school choice audit process based on recommendations from the RSCO Working Group and the RSCO audit team.
  - a. The state will make available grants from \$100,000 up to a maximum of \$2,000,000 for eligible schools from commitment #14 of IV.C.14 within a total state commitment of \$12,600,000, spread evenly over 3 years through FY25, based on cost estimates using an average per school cost of \$300,000 for eligible schools from Group 2 and an average per school cost of \$800,000 for eligible schools from Group 3, to reformulate school programming for purposes of increasing applicant pools and meeting diversity goals based on recommendations from the audit team, RSCO Working Group, and magnet theme consultant.
  - b. For schools with historical challenges to meeting diversity goals, the state will make available grants of up to \$150,000 for eligible schools that demonstrate increased diversity in their applicant pools by increasing the number of high socioeconomic applicants in their first choice applicant pool to at least 30% within the reformulation period to promote compliance with SES goals.
  - c. The state will enter a two-year contract with a magnet-theme consultant or consulting group for magnet theme and quality school consulting services as a key component to reformulation efforts in an amount up to \$300,000 for two years of consulting services, spread evenly over FY23 and FY24. The consultant or consulting group shall have specific expertise related to developing magnet themes designed to meet diversity goals.
  
8. To provide funding support for extracurricular programming for all magnet schools to round-out students' academic experiences and promote interest in magnet school options. Extracurricular programs are an important part of providing high quality, integrated school options that meet diversity goals and, accordingly, SDE is committed to maintaining and expanding extracurricular opportunities at the magnet schools.
  - a. The state will make funding available, on a phased-in basis over a two-year period, of up to \$300,000 for all schools within a total state commitment of \$7,800,000, spread over 2 years through FY24, based on an average per school cost of \$200,000, to establish new extracurricular opportunities at magnet schools to keep on pace with opportunities in students' home districts and to maintain those programs going forward. Additionally, although not arising out of or directly tied to the CCP, the SDE is in the process of considering the possible utilization of ARP-ESSER state-level set-asides to support extracurricular

- enrichment programming for educational advancement and social-emotional learning, in accordance with federal law, an ancillary benefit of which, if effectuated, would be the enhancement of such initiatives in the magnet schools.
- b. Any funding support provided for extracurricular programming will be based on an application process and comprehensive survey of each school's extracurricular offerings and shall be distributed at times and in amounts based on SDE's sole discretion.
  - c. For informational purposes, the SDE will develop a survey for magnet schools to administer to their school communities regarding participation and interest in extracurricular programming and report their results back to the SDE.
9. To continue the existing fiscal commitment and increase it as necessary for incentive grants for Open Choice expansion and social-emotional/family engagement supports.
- a. The state will increase Open Choice academic and social support funding by \$150,000 in FY22 to support activities directed at family engagement during the summer to promote acceptances in districts with low Open Choice acceptance rates and provide such funding on an annual basis for this purpose.
  - b. Beginning in FY23, the state will increase Open Choice participation grants by \$2,000 per pupil over the applicable per pupil rate pursuant to Section 10-266aa(g)(2) of the Connecticut General Statutes (CGS) for all Open Choice districts in the Greater Hartford Region, including Hartford Public Schools (HPS) for Open Choice participation by suburban-resident students..
  - c. Beginning in FY23, the state will incentivize Open Choice enrollment at the entry grades PK4, KG, 6<sup>th</sup> and 9<sup>th</sup> and entry grades of schools within the receiving district in student-groups of at least 5 students in the same school within the district through an Open Choice enrollment grant of \$750,000 per fiscal year at up to \$5,000 per student, payable based on the October 1 enrollment count, to be shared among the Open Choice districts in the Greater Hartford Region, including Hartford Public Schools, for enrolling 5 or more additional students at Pk4, KG, 6<sup>th</sup>, 9<sup>th</sup> grade, or entry grades of schools within the receiving districts, in the same school within the district over the prior fiscal year.
  - d. Beginning in FY22, the state will provide Open Choice academic and social support funding of \$150,000 per fiscal year to support action plans directed at enhancing the educational environment for Open Choice students.
  - e. Open Choice funding will continue for four educational advocates/family engagement specialists to provide academic, social and emotional support to Hartford-resident families enrolled in Open Choice districts, at a cost of approximately \$400,000 per year. For sustainability purposes, the State shall extend this \$400,000 grant program for the duration of this agreement.

- f. Beginning in FY23, an Open Choice bonus enrollment grant of \$750,000 per fiscal year, payable based on the October 1 enrollment count, will be shared among Open Choice districts in the Greater Hartford Region, including Hartford Public Schools, that increase enrollment of Open Choice students in the district by at least 20% over actual enrollment of such students based on the October 1 PSIS data in the prior school year, up to a maximum of \$5,000 per student.
10. To provide data-based input and informed feedback for OFA’s independent modeling of education funding pursuant to Section 373 of Public Act 21-2 of the June Special Session to support the legislature’s effort to identify a progressive and appropriate alternative funding structures for choice programs.
- a. The state will provide input to OFA based on feedback from operators and districts.
  - b. The state will use the OFA January 14, 2022 Report as an informational tool to examine the next steps for reformulating the funding structure for choice programs.
11. To provide additional fiscal supports as outlined in the CCP and as necessary to support and expand a sustainable system of integrated educational opportunities for Hartford-resident students.
- C. SCHOOL REFORMULATION – The state will employ reformulation and innovation strategies described in these commitments to establish a core school choice portfolio of diverse interdistrict opportunities and to create a sustainable, predictable and consistent system of integrated education opportunities within the Greater Hartford Region and to meet Demand. A working group team and auditing process will serve as the planning framework for enrollment planning, reformulation, program expansion/innovation, and protocol adjustments.
12. To reformulate existing school choice options to support a core school choice portfolio of diverse interdistrict opportunities in order to meet Demand with the following driving goals for strategic planning:
- a. Magnet schools will offer 21<sup>st</sup> century, attractive, unique and varied educational magnet themes that align with theme preferences of applicants, higher education partners, workforce leaders, and educational experts.
  - b. Magnet schools will ensure fidelity to the magnet theme and ensure all aspects of a magnet school’s program are oriented faithfully around the school’s magnet theme and that teachers are well supported in incorporating the theme into their day-to-day instruction.



- c. Magnet schools will be located in attractive facilities that are well-equipped to provide unique educational and extracurricular opportunities.
  - d. Extracurricular offerings will expand beyond theme-related options to promote different interests and skill-development in magnet students.
  - e. Magnet school themes will be clearly communicated to families.
  - f. Magnet schools will be easily accessed and afford ample opportunity to participate in sports and other extracurricular activities.
  - g. Magnet schools will provide strong leadership and a demonstrably high-quality teaching and professional staff, with the expectation that all teachers and staff will be trained on the mission and vision of the school.
  - h. Magnet schools will seek feedback and respond to input from a racially diverse group of students and families through a collaborative decision-making process.
  - i. Magnet school staff will be well-trained in providing engaging, culturally sensitive and rigorous academic and emotional supports to enrolled students.
  - j. Families will have access to a pathway continuum of school choice educational options with guaranteed enrollment through graduation for Hartford-resident students once admitted to Open Choice.
  - k. Magnet schools will strive to employ a diverse educational staff who are trained in working with families from diverse backgrounds.
13. To establish a RSCO Working Group, beginning in January of 2022, to meet once per month or more, as needed, as the core planning framework for the consistent and sustainable progress of the *Sheff* ecosystem through enrollment forecasting, reformulation, program expansion and innovation, and adjustment to the placement protocols to advance diversity goals.
- a. The RSCO Working Group will be led by the SDE and consist of at least one representative from Hartford, CREC, Goodwin, any future operators, the Plaintiffs' Representative, and appropriate experts as available.
    - Representatives may change with variations in the group's focus and include other operators, Open Choice districts and other partners at various times during the planning process.
    - The state will retain all final decision-making authority but will document its consideration of key recommendations of the Working Group.
  - b. Beginning in January of 2022 through April 2022, the working group will collaborate on enrollment planning and analyze enrollment projections for entry and non-entry grades over the next ten-year period for planning to meet Demand.
    - Using enrollment projections, the working group will recommend expansions and school reformulation to meet Demand at the entry grades based on high demand themes, pathway continuums, distribution of

themes and school options relative to town participation rates, transportation considerations, and other relevant considerations to the cohesive planning for expansion and innovation within the entire *Sheff* system as a whole.

- The Working Group will share recommendations with the SDE audit teams described in commitment #14 in IV.C.14 to inform reformulation planning.
  - The RSCO Working Group will support the state’s planning to create and maintain a sustainable system of integrated educational options and will consider the distribution of grade configurations and themes in each quadrant of the *Sheff* Region (as marked on Attachment 5) and Hartford residential zones in reformulation recommendations, with the goal of achieving equitable access to magnet school opportunities in each quadrant of the region with participation rates as a factor in the analysis. See Attachment 5 for the existing geographic distribution of magnet themes and grades in the Greater Hartford Region as a planning point for reformulation.
- c. Beginning in June of 2022, the Working Group will identify and schedule meetings with potential innovation partners, such as businesses, and higher education institutions to advance reformulation concepts for consideration and potential development for retheming and/or expansion.
  - d. The Working Group will engage extensive data analyses for outreach strategies and protocol adjustments to meet diversity goals at each school within the *Sheff* portfolio.
  - e. The Working Group will collaborate to identify strategic recommendations for extracurricular programming at each magnet school to ensure theme consistency, equitable opportunities for families, reasonable transportation, and school appeal, and consider options for cross-school, operator and program cooperatives.
  - f. The Plaintiffs Representative, as a member of the Working Group and RSCO, will provide updates to the plaintiffs on progress with the terms of the CCP.
  - g. SDE shall consider the advice and services of plaintiffs’ consultant, at no cost to the state, for the purposes of providing research-based recommendations and recommendations based on experiences of other districts around the country in implementing their desegregation plans.
14. To initiate a new school choice audit process through SDE leadership teams to evaluate each choice school and program, work with operators to restructure schools, use collaborative efforts to address diversity, and provide necessary funding to support reformulation strategies.

- a. A RSCO team will visit every magnet school during 2021-22 through the beginning of 2022-23 to create a baseline for audit plans and identify schools for reformulation based on the school's history in attracting a diverse applicant pool and other metrics from disaggregated data analyses.
- b. SDE will form audit teams to audit every magnet school on a three to five-year schedule, depending on school groupings identified through the initial visits during 2021-22 and 2022-23. The state will retain all final decision-making authority.
- c. Group 1 – The audit team will review magnet schools with diverse and consistent school enrollment on a staggered five-year schedule, beginning at the end of the 2022-23 school year. (See Attachment 6 for a preliminary list of schools within Group 1 based on 2020-21 data, subject to change based on updated data).
- d. Group 2 – The audit team will review magnet schools on the margins in their enrollment diversity and consistency in implementing the mission of the magnet school in 2022-23 and on a continued staggered schedule thereafter of at least every 3-4 years based on the outcome of the audit review. (See Attachment 7 for a preliminary list of schools within Group 2 based on 2020-21 data, subject to change based on updated data).
  - Group 2 schools may be paired with a magnet coach with expertise in diverse magnet schools and meeting diversity goals to support reformulation of the magnet program, to include possible retheming, extracurricular development, and other restructuring and enhancement to the program as detailed in the Audit Plan.
  - The Audit Plan will establish a timetable and benchmarks for progress in meeting diversity goals and other priorities articulated in the Plan.
  - Group 2 schools will submit regular data points on achievement, growth, teacher recruitment, extracurricular programming, theme development, marketing/outreach activities, and application demographics during the revision process for assessment on progress in meeting *Sheff* diversity goals in accordance with the schedule set by the Audit Plan.
  - If a school does not evidence demonstrable progress in the diversity of the applicant pool and enrollment numbers as required by the Audit Plan, the Audit Team will reaudit the school in accordance with the process as a Group 3 school.
- e. Group 3 – The audit team will review all magnet schools with persistent challenges to meeting diversity and enrollment goals and develop a three-year reformulation strategy in the Audit Plan by September 1, 2023. (See Attachment 8 for a preliminary list of schools within Group 3 based on 2020-21 data, subject to change based on updated data).

- Group 3 schools will be paired with a magnet coach with expertise in diverse magnet schools and meeting diversity goals to support reformulation of the magnet program, to include possible retheming, extracurricular development, and other significant restructuring to the program as detailed in the Audit Plan. Support will also be provided for school leadership.
  - The Audit Plan will establish a timetable and benchmarks for progress in meeting diversity goals and other priorities articulated in the Plan.
  - Group 3 schools will submit regular data points on achievement, growth, teacher recruitment, extracurricular programming, theme development, marketing/outreach activities, and application demographics during the revision process for assessment on progress in meeting *Sheff* diversity goals in accordance with the schedule set by the Audit Plan.
  - If a school does not evidence demonstrable progress in the diversity of the applicant pool and enrollment numbers, after adoption and implementation of the reformulation strategy and assistance of a magnet coach, within the three-year timeframe, as determined by the SDE in collaboration with the Working Group, the SDE will begin the process of removing the magnet school from the overall *Sheff* portfolio and redirect resources to other expansion option/options based on assessment of Demand at the time.
  - Consistent with applicant feedback and 21<sup>st</sup> Century workforce demands, Two River/Civic Leadership will retheme to a STEAM theme, focused on computer technology in 2022-23 as the first reformulation plan. (See Attachment 1 for expansion plan for Two Rivers and Civic Leadership; see Attachment 9 for historical survey data on applicants' theme preferences).
- f. School reformulation will follow a phased-in schedule determined collaboratively between SDE and the respective operators/schools with funding typically available as a one-time cost, from \$100,000 up to a maximum of \$2,000,000 for eligible schools within a total state commitment of \$12,600,000, spread evenly over 3 years through FY25, as indicated in commitment #7 above in IV.B.7. SDE will distribute this funding at times and in amounts in its sole discretion, while considering recommendations from the Working Group.
- g. RSCO will use survey feedback from applicants for early retheming strategies and solicit additional feedback and input from applicants and school leaders to identify high demand themes and extracurricular options.
- As a reference point, the state will use historical survey data from applicants. Those data consistently identify STEM, Arts, Computer Technology, Montessori, Character Development, and Medical

Sciences/Global Health as highest demand themes. (See Attachment 9 for historical survey data on theme preferences).

15. To engage magnet coaches to work with designated schools on reformulation strategies through a two-year contract for magnet-theme consulting services of up to \$300,000, spread evenly over FY23 and FY24.
  - a. The state will engage magnet coaches, through an outside consultant, in collaboration with the respective operators/schools to work with Group 2 and Group 3 schools on reformulation plans and strategies to attract a diverse applicant pool.
16. To prioritize “pathways” for every magnet school through theme, grade, and other related connections to ensure opportunity for a school choice continuum.
  - a. The RSCO Working Group will survey all pathways across magnet schools and identify opportunities for enhanced pathway options, including cross-operator and program strategies.
  - b. Each operator will communicate with their enrolled students to identify pathway options to the family on a school-by-school basis and advise them to select their favored pathway option as their first choice on the RSCO application.
17. To develop and implement strategies to promote alignment of HPS strategic initiatives with *Sheff* desegregation initiatives through meetings with HPS leadership, at least twice per year.
18. To collaborate with HPS to potentially use existing underutilized HPS facility capacity for expansion of choice programming opportunities based on enrollment changes in Hartford and to provide support to HPS in the planning process, including the enhancement of educational opportunities in neighborhood schools.
  - a. For planning purposes, beginning with FY23, and annually thereafter, the HPS shall provide SDE with any updated enrollment projections and trendlines related to enrollment projections to ensure maximum coordination between the maintenance effort and expansion plans described in this CCP and the future facilities planning of the HPS; and further, the HPS shall, during FY23, notify the SDE of the timetable HPS will follow to initiate its Board review of future utilization of facilities.
19. To prioritize extracurricular programming across all magnet schools in an effort to ensure access to appealing after and/or before school options for choice students with appropriate funding, as necessary, and transportation services.

- a. Access to athletic and extracurricular activities is consistently ranked among the top 3 reasons that families apply to a choice option in family surveys (Attachment 10), therefore, the state will work with operators and the CIAC to facilitate access to sports options and other meaningful extracurricular activities at each magnet school in the *Sheff* portfolio.
- b. Access to sports options at high school magnets by the 2023-24 school year will be a RSCO priority.
- c. Beginning in November of 2021, the state began collaborating with the CIAC to identify and implement options to increase access to athletic options for choice students, including the possibility of participating in sports in home districts if the choice school does not afford access to certain sports options at the school.
- d. Beginning in January of 2022, the state will survey all middle and high school magnets to identify interscholastic, intramural, cooperative, and club sports available at each school.
- e. Beginning in January of 2022, the SDE will collaborate with the RSCO Working Group and magnet operators to identify athletic options at middle and high school magnets with the goal of affording access to one or more interscholastic sports teams, one or more cooperative interscholastic sports teams depending on numbers of interested students at each school by sport, and teams of one, two and three for individual sport options.
- f. The state will make funding available of up to \$400,000 for eligible schools within a total state commitment of \$6,800,000 based on a cost of \$400,000 across an estimated 17 magnet schools currently without athletics or in need of expanded athletics, over a three-year period, through FY25, spread evenly over FY23, FY24, and FY25, to support development of athletic programming at middle and high school magnets in the *Sheff* Region.
- g. This funding will be distributed at times and in amounts determined by the SDE in its sole discretion.
- h. Access to a range of meaningful and theme-consistent extracurricular activities at all magnet schools by the 2023-24 school year will be a RSCO priority.
- i. Beginning in January of 2022, the SDE will survey all magnet programs to identify the extracurricular activities available at each school.
- j. Beginning in March of 2022, the SDE will collaborate with the RSCO Working Group and magnet operators to develop plans for meaningful extracurricular activities at each school, including, but not limited to theme-consistent extracurricular activities at each magnet school.
- k. The state will make funding available of up to \$300,000 for eligible schools within a state commitment of \$7,800,000, spread evenly over 2 years through

FY24, as indicated in commitment #8 in IV.B.8 to support development of extracurricular programming at magnet schools in the *Sheff* Region.

1. This funding will be distributed at times and in amounts determined by the SDE in its sole discretion.
20. To pair magnet school leadership and staff for mentorship, theme and curriculum development, marketing strategies and best practices, and equity planning.
    - a. The SDE and RSCO Working Group will identify pairing opportunities between magnet schools within operator groups and across operators for purposes of sharing training practices in the methods of quality integrated education.
  21. To inform families and community organizations in the Greater Hartford Region about the state's commitment to creating a sustainable system of integrated education and the terms of the CCP, the SDE shall host at least one public forum in 2022 to educate families and community organizations on the CCP, in accessible and general terms, and the benefits of racial, ethnic and socioeconomic diversity and inclusion in education.
- D. PROGRAM EXPANSION – The state will develop and implement innovative collaborations and expansion opportunities described in these commitments to expand the core school choice portfolio of diverse interdistrict opportunities and support a sustainable, predictable and consistent system of integrated education opportunities within the Greater Hartford Region and meet demand.
22. To prioritize Open Choice expansion and support programming designed to attend to the social, academic and emotional needs of incoming Open Choice students.
    - a. The Open Choice Vouchers Program, pursuant to Special Act 21-26 of the June Special Session, will be made available to participants in the Open Choice program and used as the basis for expanded educational opportunities by replacing any Open Choice seats reallocated through the Voucher Program to a new Hartford-resident student applicant to Open Choice.
    - b. Beginning in September of 2021, SDE began meeting with the Department of Housing (DOH) to support the effective implementation of the pilot Voucher Program in accordance with SA 21-26 and provide data to identify potential participants in the pilot program.
    - c. RSCO will meet with Open Communities Alliance and other housing-related organizations to evaluate the Voucher Program and expand on its successes, as determined by those collaborations and the pilot evaluation required by SA 21-26.

- d. The SDE will collaborate with the DOH on implementation of the program and provide input to DOH's evaluation of the pilot. In accordance with SA 21-16, the evaluation shall include: (a) a summary of program implementation, including efforts to inform and educate families about the program, recruit landlords and provide search assistance and counseling; (b) assessment of program utilization rates, waiting list numbers, and the racial, ethnic and household composition and income demographics of the program participants and those on the waiting list; and (3) recommendations regarding future implementation and potential extension of the pilot program.
- e. The state will make available grant incentives and support interventions as set forth above in commitment #9 in IV.B.9 to ensure that Open Choice students are appropriately welcomed and supported in Open Choice schools.
- f. In 2022, the state will provide guidance to Open Choice Districts and sending boards of education on the requirements for Special Education supports and reimbursements in accordance with Connecticut law.
- g. The state shall collaborate with Superintendents in the *Sheff* Region through meetings at least twice per year as referenced in commitment #37 in IV.G.37 and individual contact, as appropriate, to encourage districts and boards of education to increase the number of declared seats in entry and non-entry grades over and above the previous year. In February of 2022, the RSCO Director shall convene one such meeting in collaboration with CREC to provide information on the incentives contained in this CCP and encourage increased participation to maximize access to those incentives.
- h. The SDE continues to advocate for increased Open Choice participation among districts on a voluntary basis, and believes periodic gatherings of the type referenced herein are the ideal means of obtaining an understanding of district concerns, addressing student needs and ultimately promoting program expansion.
- i. The state will revise the Academic and Social Support Grant for the 2022-23 school year to streamline the process for CREC and district applicants and build in performance metrics to incentivize retention, student and family engagement, educational advancement, graduation rates, and other accountability metrics.
- j. The state is in the process of completing a Request for Proposal for transportation administration and will develop a revised policy for late bus transportation to support opportunities to participate in extracurricular programming and Open Choice activities.
- k. The state will survey Open Choice districts regarding student participation in weekend and summer extracurricular activities to determine the demand for transportation services and, to the extent reasonable demand exists, shall develop a policy for providing appropriate transportation.



23. To expand opportunities in magnet school programming to meet Demand and advance state educational priorities.
- a. Beginning in FY22, the SDE will implement the Expansion Proposal, which adds up to approximately 1,002 seats for Hartford-resident students as needed to meet Demand. (See Attachment 1).
  - b. The SDE shall explore inclusion of a new Mandarin pathway as a possible reformulation strategy at a magnet school (other than Dwight-Bellizzi) to appeal to suburban resident students if educationally appropriate and consistent with reformulation strategies.
  - c. Among the program expansions, HPS will phase-in a dual language magnet program at Dwight-Bellizzi Dual Language Academy, beginning in 2022-23 at the prekindergarten grade level.
    - The SDE will support HPS’s phase-in of the magnet program through a targeted marketing campaign to appeal to suburban resident students during the 2021-22 application cycle for the 2022-23 school year, including creating a marketing video for the program.
    - Initial implementation of the magnet phase-in will progress as a pilot program for the first three years of implementation, including 2022-23 through 2024-25, starting with Pk4 in year 1, Kindergarten in year 2, and grade 1 in year 3. If the magnet program does not meet the SES diversity goals, as set forth in Section II.8 of this CCP, by the third year in 2024-25, the school will continue as an Open Choice option and resources for magnet programming will be redirected to a new expansion option.
24. To develop and implement innovative collaborations, partnerships and pairings in both educational and extracurricular programming among choice programs and between district and choice schools to expand access to integrated experiences.
- a. This can be carried out using existing staff resources, although additional funding may be necessary to develop and sustain innovative collaborations.
  - b. The SDE will prioritize early college credit and job training for partnership and pairing opportunities.
  - c. The SDE will engage community partners to assist with program development and implementation of new and innovative integrative programming options through educational and extracurricular experiences.
  - d. Beginning in February of 2022 and throughout the 2021-22 school year, the SDE will schedule meeting with alternative partners, including higher education institutions within the Greater Hartford Region, private schools, state and community agencies, and other thought partners for innovation and expansion.

- e. The SDE and RSCO Working Group will identify pairings between *Sheff* magnet schools for the purposes of identifying opportunities to partner in programming experiences.
25. To leverage virtual educational access for purposes of pairing neighborhood and magnet school programs for integrated experiences and expanding access to advanced and college-level classes among choice programs.
- a. Beginning in March of 2022, the SDE will survey all high school magnet programs to identify advanced and college-level classes available at each school.
  - b. Based on the SDE's survey, the RSCO Working Group will identify pairings between magnet school programs to increase access to advanced and college-level classes for interdistrict magnet students beginning in the 2022-23 school year consistent with remote learning guidance from the SDE.
  - c. The SDE and RSCO Working Group will identify pairings between *Sheff* magnet schools and Hartford neighborhood schools for the purposes of identifying opportunities to partner in programming experiences and engaging non-magnet neighborhood schools in the *Sheff* remedy.
26. In accordance with the state's ARP-ESSER plan, federal ESSER funding will be used to support Enrichment Programming designed specifically to address academic, social and emotional shortfalls that arose from the Covid-19 pandemic and that predictably have impacted the region's economically challenged families and students most dramatically.
- E. ASSESSMENT AND EVALUATION – The state will regularly engage data assessment and analyses as a core component of its long-term planning for ongoing feedback and informational input for planning, adjustments and progress to the school choice system to meet Demand and support a sustainable, predictable and consistent system of integrated education opportunities within the Greater Hartford Region.
27. To reassess Demand (as defined in commitment #1 in IV.A.1.b) at specific time intervals and make appropriate adjustments to expansion initiatives based on such reassessment in accordance with commitment #1 in IV.A.1.
28. To regularly assess application pools by school, grade, town, and sending school to inform outreach strategies and simulate and implement adjustments to placement protocols to maximize SES diversity at individual schools and across the choice system.
- a. SDE will simulate protocol scenarios on an annual basis, and regularly share such simulations on a confidential basis with the RSCO Working Group, to identify adjustments to placement protocols to maximize SES diversity at the school level

and across the choice system. SDE will retain final decision-making authority on placement protocols.

- b. RSCO will adjust marketing and outreach efforts based on outcomes of application analyses before the close of the on-time application, and after, to recruit late applicants to schools, especially those in need of additional applications.
  - c. RSCO does provide and will provide operators/schools with access to applicant data to drive individual school marketing and outreach efforts.
29. To continually (annually) review and disaggregate data by sending town to identify any trends and disparities around achievement, attendance, discipline, special education, English Learners, and, where necessary, to engage interdepartmental teams within SDE for technical support intervention.
- a. SDE will provide disaggregated data, as available, to audit teams, school-level administrators and operators for corrective action planning and utilize associated metrics for reformulation planning.
  - b. SDE will provide public access to disaggregated data through EdSight Public as soon as possible, with an expected release no later than the spring of 2022, with annual updates as a part of SDE achievement reporting.
30. To identify physical capacity in interdistrict magnet schools for purposes of increasing magnet enrollment using existing facility space.
- a. Completed through survey of magnet operators.
31. To consult with DAS on its analysis of building and school closures, when completed, and survey the Open Choice districts, especially those with the highest rates of applications through the RSCO School Choice application regarding anticipated district enrollments, facility closures, new construction plans, monetary and other incentives, and facility/resource capacity as the basis for a strategic plan to increase Open Choice participation, with a targeted completion of September 1, 2022.
- a. Beginning in September of 2021, RSCO surveyed high demand Open Choice districts regarding physical and resource capacity, if any, for purposes of expanding Open Choice opportunities.
32. To assess applicant and acceptance data and identify underrepresented populations and target regions for marketing and outreach.
- a. RSCO will continue satellite offices and train staff to help families fill out applications, provide stipends for satellite staff, as appropriate, and establish regular office hours, including evenings and weekends during application periods.

- b. RSCO will develop collaborative relationships with community organizations located in the zip codes of underrepresented populations for purposes of outreach to underrepresented populations based on data analyses.
  - c. RSCO will continue its targeted marketing and outreach programs to assist magnet schools in meeting diversity goals.
33. To reassess the *Sheff* transportation program, through an outside consultant, to ensure that present practices do not inadvertently create significant disincentives for participation in choice programs.
- a. In 2022, SDE will retain an outside consultant to study the impact of transportation on choice programming and family decision-making and make recommendations to address such impacts while maintaining fiscal efficiencies and funding predictability in the administration of the *Sheff* transportation system.
  - b. Based on the outcome of the study regarding the impact of transportation on family decision-making, the SDE will retain an outside consultant in 2024 to provide recommendations to maximize transportation efficiencies and costs while ensuring continued participation in choice programming.
  - c. As set forth in commitment #6 in IV.B.6.e, the SDE will share the outcome of the transportation studies to inform legislation of an adjusted per pupil transportation grant to reflect the actual costs of transportation to support participation in the *Sheff* system.

F. SDE STRUCTURAL CHANGES – The state will facilitate implementation of the CCP and RSCO work through the addition of full-time RSCO staff.

34. To establish two FTE positions within RSCO to facilitate collaborations with school choice operators and various stakeholders, and lead marketing and outreach activities to community organizations and families in the Greater Hartford Region.
- a. The SDE will establish a new leadership support position within RSCO with a broad portfolio of responsibilities that prioritizes oversight of communications with operators, school district officials and parent/student constituents. SDE will apply its established hiring practices to meet Affirmative Action goals and fill the position with a candidate who is familiar with and supportive of integrated education and will educate families, the public, and educator staff on the value and benefits of a diverse educational environment.
    - Along with the RSCO Director, this new position will be responsible for establishing a formal structure for soliciting regular input and feedback from Hartford region stakeholders concerning ongoing *Sheff* initiatives.

- b. SDE will hire an Education Consultant within RSCO as a liaison and central contact point for marketing and communications, with a specific focus on community outreach.

G. QUALITATIVE ENHANCEMENTS – The state will implement the qualitative enhancements contained in these commitments to facilitate implementation of the CCP and enhance the delivery of integrated education in the Greater Hartford Region.

35. To provide and fund centralized inclusion programming for all magnet schools, Open Choice schools and Hartford Region technical high schools to promote inclusion and cultural awareness in choice programs.

- a. SDE will contract with an outside consultant in an amount not to exceed \$500,000 to provide inclusion programming and professional development over a 2 to 3-year period for all magnet schools, Open Choice schools and Hartford Region technical high schools included in the *Sheff* portfolio of choice programs.
- b. SDE will consider to what extent it can leverage federal ESSER funding for inclusion programming to be completed by September of 2024, in accordance with federal law.
- c. Support grants will be available to choice schools for continued inclusion programming and additional inclusion supports, as necessary, through the contracting party up to a maximum of \$100,000 per fiscal year in the aggregate.

36. To make best efforts to increase the numbers of minority school administrators, teachers and staff to levels that reflect the region as a whole.

- a. The SDE intends to achieve this goal through participation in the following initiatives:
  - 1. Minority Teacher Recruitment Policy Oversight Council. This group, created pursuant to C.G.S. Section 10-156bb, is charged with advising the Commissioner on various strategies to increase the number of minority teachers in Connecticut schools. SDE will include a RSCO representative in the Council’s meetings and other activities to learn the strategies that schools and districts throughout the state are already implementing in an effort to achieve this important goal. This staff member in turn would work directly with the *Sheff* schools as part of the technical assistance process in an effort to increase the numbers of minority educators who work in choice program schools.
  - 2. Minority Candidate Certification, Retention and Residency Year Program. Created through 2021 legislation, this program applies to minority candidates employed by a school district as a paraprofessional or associate

instructor to serve in a ten-month position in a school district that would otherwise require professional certification. Candidates receive intensive supervision during the residency program and may be hired as full-time certified staff at the conclusion of the program.

- The SDE shall incentivize participation for all operators through additional recruitment funds that would be conditioned on program participation. In 2022-23, the first year that the program is in operation, non-Alliance District operators that participate in the program shall receive a grant in the amount of \$100,000. In subsequent years through 2024-25, funding for both Alliance Districts and non-Alliance Districts would be based on the number of minority candidates that each operator hires to work at a school within the *Sheff* portfolio. Funding would be allocated proportionally to operators based on a grant amount of \$500,000 in 2023-24 and \$500,000 in 2024-25.
3. Next-Generation Educators. Implemented for the first time in November 2020, in this program undergraduate teacher candidates from underrepresented groups and in subject shortage areas work directly in participating school districts. Once in the program, teacher candidates work directly in the classroom and are provided with mentors from organizations such as BLAC (Black Leaders and Administrators Consortium) and CALAS (Connecticut Association of Latino Administrators and Superintendents).
    - The SDE proposes to create a partnership with a participating higher education institution for magnet and Open Choice schools in the *Sheff* portfolio where Black and Latino educators are underrepresented. In doing so, such schools will benefit from the presence of a diverse corps of future educators, while creating the potential for these students to obtain full-time employment in the district following successful completion of the program.
  4. CREC's Alternate Route to Certification (ARC) Program for Elementary Education. This is a residency program for elementary education with a specific focus on recruiting candidates of color from the greater Hartford area to serve in CREC schools during their training under the supervision of a master teacher. The SDE shall work with CREC to explore the development of a pipeline within which minority candidates in the ARC program would be eligible for full-time employment with CREC as teachers at schools within the *Sheff* portfolio.

5. Alliance District Teacher Loan Subsidy Program. Enacted during the 2021 session through Public Act 21-62 (Sec. 3), this program is intended to subsidize the interest rates on certain student loans for teachers employed in an Alliance District. The SDE hopes that this program will serve to increase the number of qualified minority educators employed in all Alliance Districts, including those that operate schools in the *Sheff* portfolio.
  
37. To engage with Open Choice district leaders on a regular basis, at least twice per year, as part of reformulating Open Choice and addressing challenges to expansion, with a focus on marketing, communication, the educational environment, and student support systems.
  - a. SDE will request that CREC and district leaders explore creating an alumni advisory group of Open Choice participants to advise on marketing and communicating about the program and report recommendations to the SDE.
  
38. To coordinate periodic cross-operator/program convocations for professional development specifically relevant to diversity and integrated education.
  - a. Focus will be on targeted professional development for teachers, administrators and support staff in cultural responsiveness and identifying new and different means of fostering frequent positive interactions amongst students from diverse backgrounds while in school.
  - b. Professional development activities will focus on each school and district's disciplinary policies and practices.
    - Each Open Choice district's disciplinary codes, policies and practices will be reviewed along with disaggregated data tracking suspensions and expulsions.
    - SDE will review with operators any policy or practice adjustments deemed to be necessary to address any racial/ethnic disparities in discipline.
  
39. To review RSCO's digital and print media marketing materials, in collaboration with S&C Marketing, or other marketing vendor, to ensure that the materials are user-friendly and accessible, with particular attention to ensuring that parents and students understand what "pathways" and "priorities" are, how pathways and priorities work, and the role they play in the school selection process.
  
40. To continue virtual and in-person outreach to families, with specific focus on outreach to underrepresented populations and target block groups for diversity goals.

- a. RSCO will conduct three in-person fairs per year, to the extent appropriate given safety protocols and positivity rates, and continue its virtual fair website to expand access opportunities for families.
  - b. Beginning in September of 2021 and thereafter, in-person community outreach will be a priority with a focus on underrepresented populations and consistent attendance at community events. Parent Information Center and satellite staff will continue to be available in-person for application assistance, consistent with safety protocols, on periodic evenings and weekends during the on-time application period and RSCO will publicize when and where such application assistance is available.
  - c. By November 30 of each year, RSCO will complete a list for outreach to community organizations and a list of proposed community events for in-person attendance.
41. To provide opportunities to place Hartford resident students in *Sheff* Voluntary Interdistrict Programs after October 1 of each school year.
- a. RSCO will follow the Student Assignment Plan to place on-time applicants in available seats in the *Sheff* Interdistrict Magnet Schools, *Sheff* CTECS schools and Open Choice Programs with attention to applicants' school choice order in the school year for which the respective lottery applies as follows: (a) October 1 for Interdistrict Magnet Schools, (b) and an extended period through December 1 for Open Choice programs and Hartford Region CTECS Schools.
- h. **TERMINATE COURT JURISDICTION** – The state will rely on the commitments contained in this CCP to meet demand and create a sustainable system of integrated education in support of ending Court jurisdiction.
42. Based upon the State's good faith efforts and compliance with the commitments outlined in this agreement, the parties agree to ask the Court to end Court jurisdiction, in the manner and to the extent described in the Permanent Injunction, based on the aforementioned state commitments.



CCP Expansion Plans - Attachment 1

21-Jan	Operator		East Hartford	CREC	CREC	CREC	CREC	CREC	CREC	Goodwin	Goodwin	Hartford	Hartford	Goodwin	Goodwin	Total
	School		CIBA	Civic Leadership and Two Rivers Middle School	Ana Grace Academy of the Arts Elementary School	Aerospace Elementary	Glastonbury-East Hartford Magnet	International Magnet School	University of Hartford Magnet School	Half-time Dual Enrollment Magnet	CTRA	Dwight Bellizzi	Hartford Prek	Early Literacy	Technical High School	
Expected Seat Expansion	Total		23	360	40	20	60	20	40	45	9	760	100	300	220	1,997
	Hartford		12	180	20	10	30	10	20	25	5	380	50	150	110	1,002
Projected Costs	2021-22	Cost	\$496,408.30		\$262,040						\$131,868	\$167,500	\$142,150			\$1,199,966.30
		Total Seats	6		20						9	10	20			65
		Hartford Seats	3		10						5		10			28
	2022-23	Cost	\$600,298.30	\$1,925,844	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$135,057	\$131,868	\$284,300	\$426,450			\$5,862,177.30
		Total Seats	12	147	40	20	60	20	40	15	9	40	60			463
		Hartford Seats	6	73	20	10	30	10	20	7	5	20	30			231
	2023-24	Cost	\$704,188.30	\$3,131,264	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$254,514	\$131,868	\$976,900	\$710,750			\$8,267,844.30
		Total Seats	18	232	40	20	60	20	40	30	9	120	100			689
		Hartford Seats	9	116	20	10	30	10	20	15	5	60	50			345
	2024-25	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$1,669,500	\$710,750	\$1,965,300	\$1,611,720	\$13,903,834.00
		Total Seats	23	360	40	20	60	20	40	45	9	200	100	150	110	1177
		Hartford Seats	12	180	20	10	30	10	20	25	5	100	50	75	55	592
	2025-26	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$2,362,100	\$710,750	\$3,930,600	\$3,223,440	\$18,173,454.00
		Total Seats	23	360	40	20	60	20	40	45	9	280	100	300	220	1517
		Hartford Seats	12	180	20	10	30	10	20	25	5	140	50	150	110	762
	2026-27	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$3,054,700	\$710,750	\$3,930,600	\$3,223,440	\$18,866,054.00
		Total Seats	23	360	40	20	60	20	40	45	9	360	100	300	220	1597
		Hartford Seats	12	180	20	10	30	10	20	25	5	180	50	150	110	802
	2027-28	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$3,747,300	\$710,750	\$3,930,600	\$3,223,440	\$19,558,654.00
		Total Seats	23	360	40	20	60	20	40	45	9	440	100	300	220	1677
		Hartford Seats	12	180	20	10	30	10	20	25	5	220	50	150	110	842
	2028-29	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$4,439,900	\$710,750	\$3,930,600	\$3,223,440	\$20,251,254.00
		Total Seats	23	360	40	20	60	20	40	45	9	520	100	300	220	1757
		Hartford Seats	12	180	20	10	30	10	20	25	5	260	50	150	110	882
2029-30	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$5,132,500	\$710,750	\$3,930,600	\$3,223,440	\$20,943,854.00	
	Total Seats	23	360	40	20	60	20	40	45	9	600	100	300	220	1837	
	Hartford Seats	12	180	20	10	30	10	20	25	5	300	50	150	110	922	
2030-31 And Ongoing	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$5,825,100	\$710,750	\$3,930,600	\$3,223,440	\$21,636,454.00	
	Total Seats	23	360	40	20	60	20	40	45	9	680	100	300	220	1917	
	Hartford Seats	12	180	20	10	30	10	20	25	5	340	50	150	110	962	
2031-32 And Ongoing	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$6,517,700	\$710,750	\$3,930,600	\$3,223,440	\$22,329,054.00	
	Total Seats	23	360	40	20	60	20	40	45	9	760	100	300	220	1997	
	Hartford Seats	12	180	20	10	30	10	20	25	5	380	50	150	110	1002	

CCP Expansion Plans - Attachment 1

21-Jan	Operator		East Hartford	CREC	CREC	CREC	CREC	CREC	CREC	Goodwin	Goodwin	Hartford	Hartford	Goodwin	Goodwin	Total
	School		CIBA	Civic Leadership and Two Rivers Middle School	Ana Grace Academy of the Arts Elementary School	Aerospace Elementary	Glastonbury-East Hartford Magnet	International Magnet School	University of Hartford Magnet School	Half-time Dual Enrollment Magnet	CTRA	Dwight Bellizzi	Hartford Prek	Early Literacy	Technical High School	
<b>Proposal Summary</b>			<p>The proposal seeks to (1) increase enrollment to capacity, and (2) develop cooperative arrangements between the Connecticut IB Academy (CIBA) and three local colleges and universities: University of Saint Joseph (USJ), Trinity College, and the University of Connecticut to offer Early College experiences with college credit to CIBA's 11th and 12th grade students. The UConn partnership will offer classes targeted to 11th and 12th grade students interested in exploring a career as an educator or in sports management and will enable students to earn 3 UCONN credits free of charge for successful completion of each course. UCONN will accept juniors into its Summer LEAD (Leadership, Enrichment, Access, and Diversity) Program for underrepresented students who are also first-generation college students. The partnerships with USJ and Trinity College (pending formal approval) will allow high school students to participate in a variety of experiences, both on campus and at CIBA in one of three categories: College Readiness; Leadership and Mentorship Activities; and Civic Engagement, Social Innovation, &amp; Action. Programs include campus tours and summer programming to support college connections.</p> <p>The proposal revamps the two school, programs to a STEAM program with a direct pathway continuum between Two Rivers and Civic Leadership. The theme will have a heavy focus on engineering and technology. CREC has partnered with AMAZON, Google and Microsoft for the theme expansion/shift.</p>	<p><b>Need CREC approval to move forward in 2022-23:</b> CREC added 1 prek3/prek4 combined classroom for 2021-22 to accommodate families who received offers based on the wrong applying grade. They are proposing to add another 20 seats as a combined classroom in 2022-23.</p>	<p><b>Need CREC approval to move forward in 2022-23:</b> CREC is proposing to add 1 prek3/prek4 combined classroom for 2022-23.</p>	<p><b>Need CREC approval to move forward in 2022-23:</b> CREC is proposing to add 3 prek3/prek4 combined classrooms for 2022-23.</p>	<p><b>Need CREC approval to move forward in 2022-23:</b> CREC is proposing to add 1 prek3/prek4 combined classroom for 2022-23.</p>	<p><b>New Expansion that needs CREC approval to move forward in 2022-23:</b> CREC is proposing to add 2 prek3/prek4 combined classrooms for 2022-23.</p>	<p><b>Moved to 2022-23 as starting year:</b> Hartford and suburban resident high school students would participate in on-line and in-person college level classes through Goodwin's Early College Advanced Manufacturing Center on a half-time basis for over 450 hours per academic year. Over the academic year, including a 2 week summer prep program, students will earn 21 college credits.</p>	<p>Add 9 seats over CAP to accommodate all pathway students from Two Rivers in 9th grade.</p>	<p><b>This project will start in 2022-23 with Pk4:</b> HPS updated its proposal to phase in Dwight Bellizzi Dual Language Academy (DBDLA) as a magnet through the development of a Pk4-8 Dual Language Immersion school over the term of the project. The Dual Language Immersion program will build students' bilingualism and biliteracy in English and Spanish. The program will operate as a school-within-a-school in its early years, growing to a whole-school Dual Language Immersion magnet school serving 760 Pk-8 students by the 2031-2032 school year.</p>	<p>HPS is proposing to add two additional prek classrooms for 2022-23 and direct pathways from each of the two school locations into two HPS magnet schools to be identified through collaboration with SDE; Hartford PK Magnet students co-located with Global Communications would direct pathway into one HPS Magnet School (based on a data drive and weighing compliance) and, Hartford PK Magnet students co-located at Burns Latino Academy would direct pathway into one HPS Magnet School (based on a data drive and weighing compliance). This would benefit each receiving school and offer Hartford resident students an increased opportunity for school placement in a reduced isolation setting. <b>New Expansion:</b> HPS added 1 prek3/prek4 combined classroom for 2021-22 to accommodate families who received offers based on the wrong applying grade.</p>	<p>Early Literacy program fills 300 seats of the earmarked TBD in the original proposal. The program will begin in 2024-25 and phase-in over 2 years.</p>	<p>Technical school program will fill 220 seats of the earmarked TBD in the original proposal. The program will begin in 2024-25 and phase-in over 2 years.</p>		

**CCP Attachment 2**

21-Jan

Expansion Within Physical Capacity (Excludes Expansion Proposals)			
Additional Seats			Cost
	Hartford	Non-Hartford	Total (through 2027-28 at 992 added Hartford seats with accompanying Suburban seats for compliance)
RESC Magnets	599	423	\$10,734,546
Hartford Magnets	866	658	\$3,603,039
Other District Magnets	3	15	\$106,520
<b>Total</b>	<b>1,456</b>	<b>1,085</b>	<b>\$14,444,105</b>

Note: These data include increased enrollment to physical building capacity at 80% capacity and shifts to 50-50 Hartford to Suburban enrollment. Total Hartford + Suburban enrollment increases may exceed total physical capacity based on existing enrollments greater than 80% capacity.

Expansion Within Grant Capacity at Schools with Diverse Applicant Pools			
Additional Seats Available			Cost
	Hartford	Non-Hartford	Total (Budgeted) Includes Grant and Transportation
RESC Magnets	284	38	\$1,948,716
Hartford Magnets	3		
Other District Magnets	47		\$588,710
<b>Total</b>	<b>334</b>	<b>38</b>	<b>\$2,537,426</b>

Note: These data represent expansion up to budgeted enrollment and increases in enrollment of Hartford-resident students within budgeted enrollment to 50% of total enrollment at schools with diverse applicant pools to support the shift in enrollment and maintain SES compliance. This does NOT include all expansion to budgeted enrollment (Hartford and suburban). That figure is indicated below in the Total Additional Grant Spaces Available column.

Enrollment/Capacity Summary Stats (Excludes Expansion Proposal Enrollments)						
Physical Capacity (Hartford and Suburban)	Additional Hartford Enrollment	Running Total - Additional Hartford Enrollment	Additional Physical Spaces Available for Hartford Enrollment	Grant Capacity Hartford Enrollment at Schools with Diverse Applicant Pools	Running Total - Grant Capacity	Total Grant Spaces Available (Hartford and Suburban)
FY 22						
FY 23	5			63		
FY 24	57	62		93	156	
FY25	125	187		106	262	
FY26	242	429		73	333	
FY27	297	726				
FY28	267	993				
Total	993		463	335		551

Note: The Grant Capacity column represents expansion up to budgeted enrollment and increases in enrollment of Hartford-resident students within budgeted enrollment to 50% of total enrollment at schools with diverse applicant pools to support the shift in enrollment and maintain SES compliance. Total additional enrollments (suburban and Hartford) across all schools within budgeted enrollments is indicated in the Total Grant Spaces Available column.

Note 2: Numbers may vary by a few students due to rounding.



Attachment 2		ANALYSIS OF CAPACITY FOR CCP: SHEFF MAGNET SCHOOLS (Grant Capacity at 50-50 Enrollment)																				ESTIMATED																
																						21-Jan-2022																
		1	2				3	4	5	6	7	8			9	10	11	12		13	14										15	16	17	18	19	20	21	22
		FY21 Enrollment							FY22 Grant Capacity					Add'l Enrollments Based on Capacity		Add'l Hartford Enrollments																						
Operator	School Name	Final Planned Grade Range	Building Capacity	FY21 Hartford	FY21 Suburban/Non-Hartford	FY21 In-District	FY21 Total Enrl	FY21 Potential Physical Enrollment Capacity (column 1-5)	FY22 Hartford	FY22 Suburban/Non-Hartford	FY22 In-District	FY22 Total Enrl	FY22 Total Enrl Grant Capacity	Potential Unused Grant Capacity (Physical space for seats and funded) (column 11 - Enrl used for Cap)	FY22 Potential Additional Physical Capacity over Grant Capacity (Additional physical space over Column 12 but no funding)	Additional Hartford Students to Reach 50-50 (70-30 for Host Magnets) Within Grant Capacity (using FY21 H enr)* Includes increases in Hartford enrollments in columns 16-20 at schools with diverse applicant pools to support 50% enrollment minimum (schools in yellow)										Cost of Added Hartford Enrl within Grant Capacity from column 14 (within appropriation) Includes cost for added students to reach cap at schools in columns 16-20 that are under the cap	Transportation Costs from Added Hartford Enrl (14) Includes cost to transport added students to reach cap at schools in columns 16-20 that are under the cap											
Hartford	STEM Magnet at Fisher School	K - 8	395	188	155	188	343	52	174	192	174	366	192	37	15	(14)																						
Hartford	University High School of Science and Engineering	9 - 12	432	210	221	210	431	1	213	219	213	432	219	(2)	1	3										3												
Hartford	Webster Micro Society Magnet School	P3 - 8	750	301	342	301	643	107	280	380	280	660	380	38	69	(21)																						
<b>Hartford Total</b>			<b>10,361</b>	<b>4,145</b>	<b>4,311</b>	<b>4,145</b>	<b>8,456</b>	<b>1,905</b>	<b>4,024</b>	<b>4,884</b>	<b>4,024</b>	<b>8,908</b>	<b>4,884</b>	<b>573</b>	<b>1,227</b>	<b>(121)</b>										<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>								
CREC	Academy of Aerospace and Engineering	6 - 12	883	401	384		785	98	338	402		740	740	(45)	98	(31)																						
CREC	Academy of Aerospace and Engineering Elementary	P3 - 5	700	235	289		524	176	287	310		597	597	73	103	64	10									15	15	17	17		\$777,596	\$292,000	School is under cap (See column 12)					
CREC	Academy of Science and Innovation	6 - 12	893	332	461		793	100	291	487		778	778	(15)	100	57										19	19	19										
CREC	Ana Grace Academy of the Arts Elementary School*	P3 - 5	516	253	230		483	33	229	271		500	500	17	16	(3)																						
CREC	Discovery Academy	P3 - 5	596	244	278		522	74	220	280		500	500	(22)	74	6										6												
CREC	Glastonbury/East Hartford Magnet School	P3 - 5	527	175	290		465	62	110	341		451	451	(14)	62	51										17	17	17										
CREC	Greater Hartford Academy of the Arts High School - Full Time	9 - 12	816	234	209		443	373	226	224		450	450	7	366	(9)																						
CREC	Greater Hartford Academy of the Arts Magnet Middle	6 - 8	395	182	167		349	46	179	158		337	337	(12)	46	(14)																						
CREC	International Magnet School for Global Citizenship	P3 - 5	543	220	276		496	47	207	261		468	468	(28)	47	14										7	7											
CREC	Metropolitan Learning Ctr for Global and International Studies	6 - 12	806	284	439		723	83	182	549		731	731	8	75	82																						
CREC	Montessori Magnet School	P3 - 6	418	186	172		358	60	164	190		354	354	(4)	60	(9)																						
CREC	Museum Academy	P3 - 5	596	256	265		521	75	238	237		475	475	(46)	75	(19)																						
CREC	PSA Civic Leadership High School#	9 - 12	700	199	220		419	281	216	242		458	458	39	242	30																						
CREC	Reggio Magnet School of the Arts	P3 - 5	591	257	255		512	79	200	255		455	455	(57)	79	(30)																						
CREC	Two Rivers Magnet Middle School#	6 - 8	757	321	355		676	81	143	511		654	654	(22)	81	6																						
CREC	University of Hartford Magnet School	P3 - 5	546	232	246		478	68	187	270		457	457	(21)	68	(4)																						
<b>CREC Total</b>			<b>10,283</b>	<b>4,011</b>	<b>4,536</b>		<b>8,547</b>	<b>1,736</b>	<b>3,417</b>	<b>4,988</b>		<b>8,405</b>	<b>8,405</b>	<b>(142)</b>	<b>1,592</b>	<b>191</b>	<b>10</b>								<b>45</b>	<b>58</b>	<b>53</b>	<b>36</b>										

Attachment 2 ANALYSIS OF CAPACITY FOR CCP: SHEFF MAGNET SCHOOLS (Grant Capacity at 50-50 Enrollment)																						ESTIMATED																
																						21-Jan-2022																
		1	2				3	4	5	6	7	8			9	10	11	12		13	14										15	16	17	18	19	20	21	22
Operator	School Name	Final Planned Grade Range	Building Capacity	FY21 Enrollment				FY21 Potential Physical Enrollment Capacity (column 1-5)	FY22 Hartford	FY22 Grant Capacity				FY22 Total Enrl Grant Capacity	Add'l Enrollments Based on Capacity		Add'l Hartford Enrollments										Cost of Added Hartford Enrl within Grant Capacity from column 14 (within appropriation) <b>Includes cost for added students to reach cap at schools in columns 16-20 that are under the cap</b>	Transportation Costs from Added Hartford Enrl (14) <b>Includes cost to transport added students to reach cap at schools in columns 16-20 that are under the cap</b>										
				FY21 Hartford	FY21 Suburban/Non Hartford	FY21 In-District	FY21 Total Enrl		FY22 Suburban/Non- Hartford	FY22 In-District	FY22 Total Enrl		Potential Unused Grant Capacity (Physical space for seats and funded) (column 11 - Enrl used for Cap)	FY22 Potential Additional Physical Capacity over Grant Capacity (Additional physical space over Column 12 but no funding)	Additional Hartford Students to Reach 50-50 (70-30 for Host Magnets) Within Grant Capacity (using FY21 H enrl)* <b>Includes increases in Hartford enrollments in columns 16-20 at schools with diverse applicant pools to support 50% enrollment minimum (schools in yellow)</b>																							
Goodwin	Connecticut River Academy*	9 - 12	727	265	268	533	194	295	296		591	591	58	136	31	28												15	16	\$617,816	\$232,000	School is under cap (See column 12)						
Goodwin	Riverside Magnet School at Goodwin College	P3 - 5	516	178	300	478	38	227	253		480	480	2	36	62														20	21	21	\$21,304	\$8,000	School is under cap (See column 12)				
<b>Goodwin Total</b>			<b>1,243</b>	<b>443</b>	<b>568</b>	<b>1,011</b>	<b>232</b>	<b>522</b>	<b>549</b>		<b>1,071</b>	<b>1,071</b>	<b>60</b>	<b>172</b>	<b>93</b>	<b>28</b>												<b>20</b>	<b>36</b>	<b>37</b>	<b>\$1,869,426</b>	<b>\$668,000</b>						
<b>All Schools Total</b>			<b>22,645</b>	<b>8,761</b>	<b>9,695</b>	<b>18,697</b>	<b>3,948</b>	<b>8,103</b>	<b>10,783</b>		<b>19,127</b>	<b>14,862</b>	<b>551</b>	<b>2,405</b>	<b>333</b>	<b>37</b>												<b>63</b>	<b>93</b>	<b>106</b>	<b>73</b>							
<b>Adjusted Total with Expansion Proposals</b>			<b>22,645</b>	<b>8,761</b>	<b>9,695</b>	<b>18,697</b>	<b>3,948</b>	<b>8,103</b>	<b>10,783</b>		<b>10,783</b>	<b>14,862</b>	<b>551</b>	<b>1,924</b>																								
<b>2023-24 Increase to Hartford Enrl</b>																																						
<b>2025-26 Increase to Hartford Enrl</b>																																						
Phase IV Stipulation Expansions																																						
- Aerospace Elementary added 42 prek in 2020-21 and 11 prek in 2021-22 and each year thereafter, subject to funding by the GA.																																						
- Goodwin CT River Academy added 50 6th graders in 2020-21 and 2021-22 and again in 2022-23, subject to funding by the GA.																																						
- Hartford Prek added 20 prek in 2020-21.																																						
- Breakthrough Magnet School, North relocated to the Martin Luther King building in 2020 with expanded capacity to 400.																																						

\*\*50-50 estimates within existing cap for HPS schools is not 50-50 but reflects additional Hartford enrollment estimates based on Hartford "cap" enrollment less Hartford actual enrollment

Attachment 2															ESTIMATED																								
ANALYSIS OF CAPACITY FOR CCP- SHEFF MAGNET SCHOOLS (Within Physical Capacity)															21-Jan-2022																								
															1	2	3	4	5	6	7	8	9	10	11	12	13	15	16	17	18	19	20	21	22	23	24	25	
															FY21 Enrollment					FY22 Grant Capacity					Add'l Enrollments Based					Add'l Hartford Enrollments									
Operator	School Name	Final Planned Grade Range	Building Capacity	FY21 Hartford	FY21 Suburban/Non-Hartford	FY21 In-District	FY21 Total Enrl	FY21 Potential Physical Enrollment Capacity (column 1-5)	FY22 Hartford	FY22 Suburban/Non-Hartford	FY22 In-District	FY22 Total Enrl	FY22 Total Enrl Grant Capacity	Potential Unused Grant Capacity (Physical space for seats and funded) (column 11 - Enrl used for Cap)	FY22 Potential Additional Physical Capacity over Grant Capacity (Additional physical space over Column 12 but no funding)	Additional Hartford Students Over Grant Capacity to Reach 50-50 (70-30 for Host Magnets) Within Building Capacity (using FY21 H enrl)										Notes													
															Total Add'l Hartford Students (Totals at 80% Capacity)	Total Add'l Suburban Students (Totals at 80% Capacity)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	Additional Cost Over Grant Capacity to Reach 50-50 Enrl (70-30 for Host Magnets) Within Building Capacity (using FY21 H enrollment)	Additional Cost Over Grant Capacity to Reach 50-50 Enrl (70-30 for Host Magnets) Within Building Capacity (using FY21 H enrollment)														
Bloomfield	Global Experience Magnet School	6 - 12	225	51	84	57	192	33	41	120	57	218	161	26	7	2	17							2						\$93,205	\$74,564								
Bloomfield	Wintonbury Early Childhood Magnet School	P3 - P4	325	67	130	112	309	16	52	158	112	322	210	13	3	1	2			1										\$39,945	\$31,956								
<b>Bloomfield Total</b>			<b>550</b>	<b>118</b>	<b>214</b>	<b>169</b>	<b>501</b>	<b>49</b>	<b>93</b>	<b>278</b>	<b>169</b>	<b>540</b>	<b>371</b>	<b>39</b>	<b>8</b>	<b>2</b>	<b>15</b>			<b>1</b>	<b>0</b>									<b>\$106,520</b>									
East Hartford	Connecticut IB Academy*#	9 - 12	208	44	66	72	182	26	47	84	72	203	131	21	5	2														\$398,245	\$398,245								
<b>East Hartford Total</b>			<b>208</b>	<b>44</b>	<b>66</b>	<b>72</b>	<b>182</b>	<b>26</b>	<b>47</b>	<b>84</b>	<b>72</b>	<b>203</b>	<b>131</b>	<b>21</b>	<b>4</b>	<b>1</b>															<b>\$398,245</b>								
Hartford	Betances Early Reading Lab Magnet School	P3 - 5	420	220	218	220	438	(18)	190	170	190	360	170	(48)	(18)	(1)	1													\$652,435	\$652,435								
Hartford	Betances STEM Magnet School#	5 - 8	420	111	118	111	229	191	156	181	156	337	181	63	128	54	92								18	18	18		\$386,135	\$308,908									
Hartford	Breakthrough Magnet School, North	P3 - 5	400	159	185	159	344	56	111	172	111	283	172	(13)	56	89	15			5	10	15	21	22				\$372,820	\$298,256										
Hartford	Breakthrough Magnet School, South	P3 - 8	370	158	183	158	341	29	152	208	152	360	208	25	4	33	2					10	10	13				(\$306,245)	(\$244,996)	Reflects reduced suburban enrollment for 50-50 balance									
Hartford	Capital Preparatory Magnet School	P3 - 12	700	325	339	325	664	36	264	366	264	630	366	27	9	86	11											21	21	22	(\$213,040)	(\$170,432)	Reflects reduced suburban enrollment for 50-50 balance						
Hartford	Classical Magnet School#	6 - 12	770	216	236	216	452	318	278	385	278	663	385	149	169	107	149												21	22	22	\$0	\$0						
Hartford	Environmental Sciences Magnet at Hooker School	P4 - 8	660	289	284	289	573	87	282	329	282	611	329	45	42	48	46												12	12	12	\$13,315	\$10,652						
Hartford	Great Path Academy at MCC	9 - 12	325	143	166	143	309	16	80	192	80	272	192	26	(10)	83	(4)												10	20	21	21	(\$392,793)	(\$314,234)	Reflects reduced suburban enrollment for 50-50 balance				
Hartford	Hartford Magnet Trinity College Academy	6 - 12	1,130	517	511	517	1,028	102	507	517	507	1,024	517	6	96	58	54												19	19	20	\$639,120	\$511,296						
Hartford	Hartford PreKindergarten Magnet School*#	P3 - P4	200	86	94	86	180	20	87	110	87	197	110	16	4	13	6															\$710,750	(\$106,520)						
Hartford	Kinsella Magnet School of Performing Arts#	P4 - 12	1,140	356	357	356	713	427	369	544	369	913	544	187	240	201	213												10	10	20	20	\$346,190	\$276,952					
Hartford	Montessori Magnet at Batchelder School (prvstly Moylan)	P3 - 6	723	191	182	191	373	350	160	175	160	335	175	(7)	350	202	180			11	11								20	45	45	\$2,483,248	\$1,986,598						
Hartford	Montessori Magnet at Fisher School	P3 - 8	355	178	182	178	360	(5)	166	170	166	336	170	(12)	(5)	2	(2)			2											\$133,150	\$133,150							
Hartford	Pathways Academy of Technology and Design Sport and Medical Sciences Academy	9 - 12	421	199	229	199	428	(7)	215	206	215	421	206	(23)	(7)	15	(15)												5	5	5	\$106,520	\$106,520						
Hartford	STEM Magnet at Fisher School	6 - 12	750	298	309	298	607	143	340	368	340	708	368	59	84	35	66												8	8	9	\$93,205	\$74,564						
Hartford	University High School of Science and Engineering	K - 8	395	188	155	188	343	52	174	192	174	366	192	37	15	24	43												8	8	8	\$73,233	\$58,586						
Hartford	Webster Micro Society Magnet School	P3 - 8	750	301	342	301	643	107	280	380	280	660	380	38	69	95	33													5	10	19	19	(\$66,575)	(\$53,260)	Reflects reduced suburban enrollment for 50-50 balance			
<b>Hartford Total</b>			<b>10,361</b>	<b>4,145</b>	<b>4,311</b>	<b>4,145</b>	<b>8,456</b>	<b>1,905</b>	<b>4,024</b>	<b>4,884</b>	<b>4,024</b>	<b>8,908</b>	<b>4,884</b>	<b>573</b>	<b>982</b>	<b>916</b>	<b>708</b>			<b>4</b>	<b>17</b>	<b>65</b>	<b>165</b>	<b>202</b>	<b>188</b>				<b>\$4,991,523</b>	<b>\$3,496,519</b>									
CREC	Academy of Aerospace and Engineering	6 - 12	883	401	384		785	98	338	402		740	740	(45)	98	41	72														\$1,043,896	\$835,117							



Attachment 2																	ESTIMATED																								
ANALYSIS OF CAPACITY FOR CCP- SHEFF MAGNET SCHOOLS (Within Physical Capacity)																	21-Jan-2022																								
																	1	2	3	4	5	6	7	8	9	10	11	12	13	15	16	17	18	19	20	21	22	23	24	25	
																	FY21 Enrollment				FY22 Grant Capacity				Add'l Enrollments Based		Add'l Hartford Enrollments														
Operator	School Name	Final Planned Grade Range	Building Capacity	FY21 Hartford	FY21 Suburban/Non-Hartford	FY21 In-District	FY21 Total Enrl	FY21 Total Enrl	FY21 Potential Physical Enrollment Capacity (column 1-5)	FY22 Hartford	FY22 Suburban/Non-Hartford	FY22 In-District	FY22 Total Enrl	FY22 Total Enrl Grant Capacity	Potential Unused Grant Capacity (Physical space for seats and funded) (column 11 - Enrl used for Cap)	FY22 Potential Additional Physical Capacity over Grant Capacity (Additional physical space over Column 12 but no funding)	Additional Hartford Students Over Grant Capacity to Reach 50-50 (70-30 for Host Magnets) Within Building Capacity (using FY21 H enr)															Additional Cost Over Grant Capacity to Reach 50-50 Enrl (70-30 for Host Magnets) Within Building Capacity (using FY21 H enrollment)	Additional Cost Over Grant Capacity to Reach 50-50 Enrl (70-30 for Host Magnets) Within Building Capacity at 80% Capacity (using FY21 H enrollment)	Notes							
CREC	Academy of Aerospace and Engineering Elementary	P3 - 5	700	235	289		524	176	287	310		597	597	73	103	52	52			10 Hartford Pk in expansion proposal							10	10	10	\$1,156,268	\$977,314										
CREC	Academy of Science and Innovation	6 - 12	893	332	461		793	100	291	487		778	778	(15)	100	115	58			5	10	10	25	25				\$1,065,200	\$852,160												
CREC	Ana Grace Academy of the Arts Elementary School*	P3 - 5	516	253	230		483	33	229	271		500	500	17	16	5	8	new building - included in expansion proposal										\$523,000	\$523,000												
CREC	Discovery Academy	P3 - 5	596	244	278		522	74	220	280		500	500	(22)	74	54	48			15	15	15	9				\$788,248	\$630,598													
CREC	Glastonbury/East Hartford Magnet School	P3 - 5	527	175	290		465	62	110	341		451	451	(14)	62	89	38	covered in expansion										\$784,500	\$784,500												
CREC	Greater Hartford Academy of the Arts High School - Full Time	9 - 12	816	234	209		443	373	226	224		450	450	7	366	174	183	leased space (expansion is subject to space limits from lease)										\$3,898,632	\$3,118,906												
CREC	Greater Hartford Academy of the Arts Magnet Middle	6 - 8	395	182	167		349	46	179	158		337	337	(12)	46	16	31			5	5	6						\$489,992	\$391,994												
CREC	International Magnet School for Global Citizenship	P3 - 5	543	220	276		496	47	207	261		468	468	(28)	47	52	(5)	covered in expansion										\$261,500	\$261,500												
CREC	Metropolitan Learning Ctr for Global and International Studies	6 - 12	806	284	439		723	83	182	549		731	731	8	75	119	38				10	20	20	20				\$798,900	\$639,120												
CREC	Montessori Magnet School	P3 - 6	418	186	172		358	60	164	190		354	354	(4)	60	23	32			5	5	5	5	3				\$639,120	\$511,296												
CREC	Museum Academy	P3 - 5	596	256	265		521	75	238	237		475	475	(46)	75	42	33				10	10	10	12				\$798,900	\$639,120												
CREC	PSA Civic Leadership High School#	9 - 12	700	199	220		419	281	216	242		458	458	39	242	121	121	covered in expansion										\$4,699,740	\$4,699,740	includes Two Rivers											
CREC	Reggio Magnet School of the Arts	P3 - 5	591	257	255		512	79	200	255		455	455	(57)	79	39	68			10	10	10	9				\$841,508	\$673,206													
CREC	Two Rivers Magnet Middle School#	6 - 8	757	321	355		676	81	143	511		654	654	(22)	81	58	52	covered in expansion										\$4,699,740	\$4,699,740	includes Civic Leadership											
CREC	University of Hartford Magnet School	P3 - 5	546	232	246		478	68	187	270		457	457	(21)	68	41	45	covered in expansion										\$523,000	\$523,000												
<b>CREC Total</b>			<b>10,283</b>	<b>4,011</b>	<b>4,536</b>		<b>8,547</b>	<b>1,736</b>	<b>3,417</b>	<b>4,988</b>		<b>8,405</b>	<b>8,405</b>	<b>(142)</b>	<b>1,274</b>	<b>830</b>	<b>697</b>			<b>0</b>	<b>40</b>	<b>60</b>	<b>77</b>	<b>72</b>	<b>56</b>		<b>\$18,312,404</b>	<b>\$16,060,571</b>													



Attachment 2

Expansion Details Based - Total Numbers reflect 80%
Bolded schools and numbers included in 2023-24, 2025-26
Year 22-23
<b>Montessori at Fisher-2</b>
<b>University High-3</b>
<b>Wintonbury-1</b>
By Year 23-24 (plus 62; 77 at 80%)
<b>Breakthrough North-5</b>
<b>Montessori at Bachedler-11</b>
<b>Webster-5</b>
<b>Aerospace-10</b>
<b>ASI-5</b>
<b>Discovery-15</b>
<b>GHAA Middle-5</b>
<b>CREC Montessori-5</b>
<b>Reggio-10</b>
Year 24-25
<b>Breakthrough North-10</b>
Breakthrough South-10
Env Sc at Hooker-12
Great Path-10
Kinsella-10
<b>Montessori at Batchelder-11</b>
STEM at Fisher-8
<b>Webster-10</b>
<b>Aerospace-10</b>
<b>ASI-10</b>
<b>Discovery-15</b>
<b>GHAA Middle-5</b>
Global Studies-10
<b>CREC Montessori-5</b>
Museum-10
<b>Reggio-10</b>
By Year 25-26 (plus 283)
Global Experience-2
Betances STEM-18
<b>Breakthrough North-15</b>
Breakthrough South-10
Capital Prep-21
Classical-21
Env Sc at Hooker-12
Great Path-20
HMTCA-19
Kinsella-10
<b>Montessori at Batchelder-20</b>
Pathways Academy of Tech & Design-5
Sport & Medical Science-8
STEM at Fisher-8
<b>Webster-19</b>
<b>Aerospace-10</b>
<b>Aerospace Elem-10</b>
<b>ASI-10</b>
<b>Discovery-15</b>
<b>GHAA Middle-6</b>
Global Studies-20
<b>CREC Montessori-5</b>
Museum-10
<b>Reggio-10</b>
<b>Aerospace Elem – 10</b>
Additional Seats 2026-27 through 2028-29 (plus 233)
Betances STEM-36
<b>Breakthrough North-43</b>
Breakthrough South-13
Capital Prep-43
Classical-44
Env Sc at Hooker-24
Great Path-42
HMTCA-39
Kinsella-40
<b>Montessori at Batchelder-45</b>
Montessori at Batchelder-45 (second addition of 45 as potential)
Pathways Academy of Tech & Design-10
Sport & Medical Science-17
STEM at Fisher-8
<b>Webster-38</b>
<b>Aerospace-11</b>
<b>Aerospace Elementary-20</b>
<b>ASI-50</b>
<b>Discovery-9</b>
Global Studies-40
<b>CREC Montessori-8</b>
Museum-22
<b>Reggio-9</b>
CTRA-40
Riverside-18





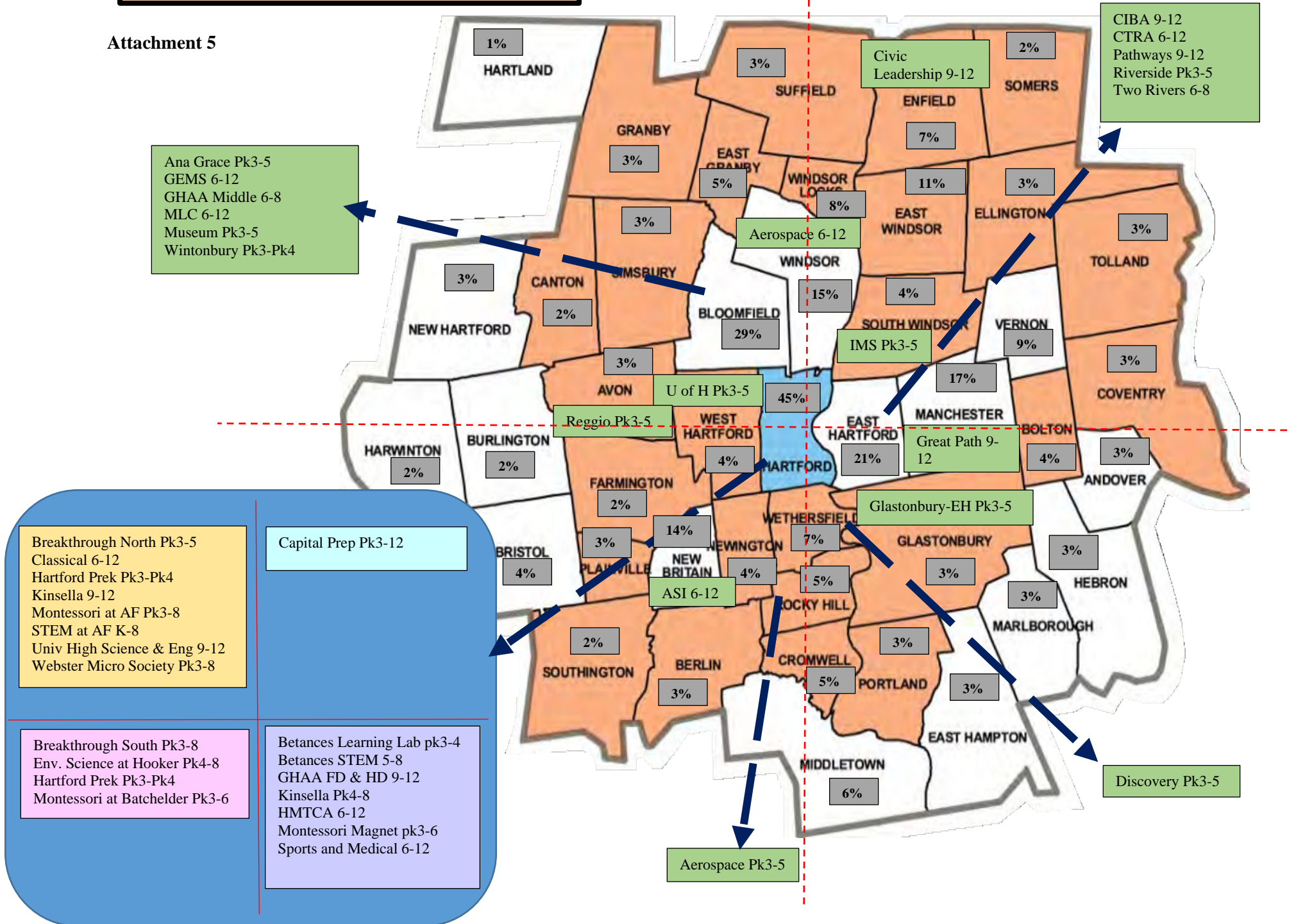






# Sheff Magnet Schools and Grades Served

## Attachment 5









## Attachment 6

Group 1 Schools: Group 1 Schools include 17 magnet schools that met the SES diversity goal relative to low socioeconomic status (less than 60% tier A), are on track to enroll at least 30% tier C (high socioeconomic status) for 2021-22, and attract a diverse applicant pool. Groupings are subject to change based on updated data.

**Audit Plan:** All schools in Group 1 will complete the Magnet School Audit Process on a staggered 5-year schedule, as scheduled by RSCO. Beginning at the end of the 2022-23 school year, the RSCO Director and support team will meet with every Group 1 school's administrators and staff to discuss a range of guiding questions aimed at ensuring ongoing compliance with *Sheff* diversity goals.

### Group 1 Schools for Magnet Audit Based on October 1, 2020 Incoming Enrollment Data

School	Magnet Theme	Grades	Operator	% Tier A (low SES)	% Tier C (high SES)
Academy of Aerospace and Engineering	STEM	6-12	CREC	42%	31%
Academy of Aerospace and Engineering Elem	STEM	PreK3-5	CREC	42%	40%
Discovery Academy	STEM	PreK3-5	CREC	43%	32%
Glastonbury/East Hartford Magnet School	STEM	PreK3-5	CREC	45%	25%
International Global School for Magnet Citizenship	International Baccalaureate (IB)	PreK3-5	CREC	34%	33%
CREC Montessori Magnet School	Montessori	PreK3-6	CREC	42%	28%
Reggio Magnet School of the Arts	Reggio Emilia	PreK3-5	CREC	41%	29%
Wintonbury Early Childhood Magnet	Early Childhood	PK3-PK4	Bloomfield	18%	57%
Connecticut IB Academy	IB	9-12	E. Hartford	25%	32%

<b>School</b>	<b>Magnet Theme</b>	<b>Grades</b>	<b>Operator</b>	<b>% Tier A (low SES)</b>	<b>% Tier C (high SES)</b>
Betances Learning Lab	Early Reading	PreK3-4	Hartford	37%	32%
Breakthrough Magnet School, North	Character Education	PreK3-5	Hartford	33%	25%
Hartford Prekindergarten Magnet School	STREAM	PreK3 & PreK4	Hartford	47%	25%
Montessori Magnet at Batchelder	Montessori	PreK3-6	Hartford	42%	30%
Montessori Magnet at Fisher	Montessori	PreK3-8	Hartford	33%	34%
STEM Magnet at Annie Fisher	STEM	K-8	Hartford	33%	39%
University High School of Science & Engineering	STEM	9-12	Hartford	51%	26%
Webster MicroSociety Magnet	Micro Society	PreK3-8	Hartford	38%	28%

## Attachment 7

Group 2 Schools: Group 2 Schools include 10 magnet schools that met the SES diversity goal relative to low socioeconomic status (less than 60% tier A), and, in some cases, enrolled at least 30% tier C (high socioeconomic status) for 2020-21 and/or are on track to do so in 2021-22, but did not attract strong diversity in the applicant pool. These schools are below or on the margins of the SES diversity goal. Groupings are subject to change based on updated data.

**Audit Plan:** All schools in Group 2 will complete the Magnet School Audit Process on a staggered schedule in 2021-22 and 2022-23, as scheduled by RSCO, with a continued staggered schedule thereafter of at least every 3 to 4 years. By the end of the 2022-23 school year, the RSCO Director and support team will meet with every Group 2 school's administrators and staff to discuss a range of guiding questions aimed at exploring reasons for trends in non-compliance with diversity goals, and at identifying appropriate curative action steps for immediate implementation. RSCO will work with Group 2 schools, as needed, in retaining a Magnet School Coach, who will assist in completion of the Magnet School Audit, for implementation of the Team's reformulation strategies for the 2022-23 through 2024-25 school year as articulated in the Audit Plan. The Audit Plan may include a range of reformulation strategies, including retheming, extracurricular development, and other restructuring to the program.

**Post-Plan Assessment:** Group 2 schools will submit regular data points on achievement, growth, teacher recruitment, extracurricular programming, theme development, marketing/outreach activities, and application demographics during the revision process for assessment on progress in meeting *Sheff* diversity goals in accordance with the schedule set in the Audit Plan. The Audit Plan will establish a timetable and benchmarks for progress in meeting diversity goals and other priorities articulated in the Plan. If a school does not evidence demonstrable progress in the diversity of the applicant pool and enrollment numbers as required by the Audit Plan, the Audit Team will reaudit the school in accordance with the process as a Group 3 school.

### Group 2 Schools for Magnet Audit Based on October 1, 2020 Incoming Enrollment Data

School	Magnet Theme	Grades	Operator	% Tier A (low SES)	% Tier C (high SES)
Ana Grace Academy of the Arts	Arts	PreK3-5	CREC	40%	32%
Academy of Science and Innovation	STEM	6-9	CREC	43%	21%
Greater Hartford Acad. of the Arts Middle	Arts	6-8	CREC	53%	28%

<b>School</b>	<b>Magnet Theme</b>	<b>Grades</b>	<b>Operator</b>	<b>% Tier A (low SES)</b>	<b>% Tier C (high SES)</b>
Greater Hartford Acad. of the Arts HS--Full Day	Arts	9-12	CREC	47%	31%
Museum Academy	Museum Studies	PreK3-5	CREC	30%	30%
University of Hartford Magnet	Multiple Intelligences	PreK3-5	CREC	45%	29%
Connecticut River Academy at Goodwin U.	Early College, Advanced Manufacturing & Environmental Studies	6-12	Goodwin	47%	25%
Riverside Magnet at Goodwin College	Reggio Emilia	PreK3-5	Goodwin	40%	25%
Breakthrough Magnet School, South	Character Educ.	PreK3-8	Hartford	50%	26%
Environmental Sciences Magnet at Hooker	Environmental Sciences	PreK4-8	Hartford	41%	30%

## Attachment 8

Group 3 Schools: Group 3 Schools include 12 magnet schools that met the SES diversity goal relative to low socioeconomic status (less than 60% tier A), but did not achieve at least 30% tier C (high socioeconomic status) for 2020-21 or in preliminary results for 2021-22, and consistently do not attract strong diversity in the applicant pool. Groupings are subject to change based on updated data.

**Audit Plan:** All schools in Group 3 will complete the Magnet School Audit Process on a staggered schedule in 2021-22 and 2022-23, as scheduled by RSCO, with all school audits completed by September 1, 2023. By the end of the 2022-23 school year, the RSCO Director and support team will meet with every Group 3 school's administrators and staff to discuss a range of guiding questions aimed at exploring reasons for trends in non-compliance with diversity goals, and at identifying appropriate curative action steps for immediate implementation. RSCO will work with each Group 3 school in retaining a Magnet School Coach for each school, who will assist in completion of the Magnet School Audit by September 1, 2023, for implementation of the Team's recommendations through a three-year reformulation plan, including possible retheming, extracurricular development, and other significant restructuring to the school program.

**Post-Plan Assessment:** Group 3 schools will submit regular data points on achievement, growth, teacher recruitment, extracurricular programming, theme development, marketing/outreach activities, and application demographics during the revision process for assessment on progress in meeting *Sheff* diversity goals in accordance with the three-year reformulation plan articulated in the Audit Plan. The Audit Plan will establish a timetable and benchmarks for progress. If a school does not evidence demonstrable progress in the diversity of the applicant pool and enrollment numbers, after adoption and implementation of the reformulation strategy and assistance of a magnet coach, within the three-year timeframe, the SDE will begin the process of removing the magnet school from the overall *Sheff* portfolio and redirect resources to an expansion options/options based on assessment of demand at the time.

### Group 3 Schools for Magnet Audit Based on October 1, 2020 Incoming Enrollment Data

School	Magnet Theme	Grades	Operator	% Tier A (low SES)	% Tier C (high SES)
Civic Leadership High School	Public Service	9-12	CREC	50%	10%
MLC for Global and Int'l Studies	IB	6-12	CREC	37%	24%
Two Rivers Magnet Middle School	STEM	6-8	CREC	46%	14%
Betances STEM Magnet School	STEM	5-8	Hartford	56%	11%

<b>School</b>	<b>Magnet Theme</b>	<b>Grades</b>	<b>Operator</b>	<b>% Tier A (low SES)</b>	<b>% Tier C (high SES)</b>
Capital Preparatory Magnet School	Social Justice	PreK3-12	Hartford	47%	21%
Classical Magnet School	College Prep	9-12	Hartford	53%	10%
Great Path at MCC	College Prep	9-12	Hartford	44%	21%
Hartford Magnet Trinity College Academy	Arts & Sciences	6-12	Hartford	47%	23%
Kinsella Magnet School of Performing Arts	Performing Arts	9-12	Hartford	52%	15%
Pathways Academy of Technology and Design	Technology	9-12	Hartford	55%	21%
Sports and Medical Sciences Academy	Sports and Medical Sciences	6-12	Hartford	50%	18%
Global Experience Magnet School	Global Studies & World Travel	6-12	Bloomfield	46%	28%



**RSCO Lottery 2019-20 for the School Year 2020-21**

Rank	Theme 1	Totals		
		Hartford	Suburban	Totals
1	Science, Technology, Engineering, & Math (STEM)	1642	4320	5962
2	Arts	1095	1787	2882
3	Character Development	403	706	1109
4	Technical High Schools	360	684	1044
5	Montessori	340	620	960
6	Computer Technology: AI, VR, Robotics, Coding	243	374	617
7	Medical Sciences/Global Health	228	325	553
8	Dual Languages	243	297	540
9	International Global Studies	111	308	419
10	International Baccalaureate (IB)/College Prep	108	282	390
11	Social Justice	138	174	312
12	Environmental Sciences	111	193	304
Total		5022	10070	15092

Rank	Theme 2	Totals		
		Hartford	Suburban	Totals
1	Science, Technology, Engineering, & Math (STEM)	690	1460	2150
2	Arts	643	1276	1919
3	Character Development	563	1147	1710
4	Computer Technology: AI, VR, Robotics, Coding	453	1203	1656
5	Dual Languages	382	598	980
6	Medical Sciences/Global Health	267	633	900
7	Montessori	218	563	781
8	Environmental Sciences	216	413	629
9	International Global Studies	154	449	603
10	Social Justice	185	290	475
11	International Baccalaureate (IB)/College Prep	145	284	429
12	Technical High Schools	170	220	390
Total		4086	8536	12622

Rank	Theme 3	Totals		
		Hartford	Suburban	Totals
1	Character Development	563	1132	1695
2	Computer Technology: AI, VR, Robotics, Coding	454	1086	1540
3	Science, Technology, Engineering, & Math (STEM)	404	827	1231
4	Arts	352	821	1173
5	Medical Sciences/Global Health	356	700	1056
6	Dual Languages	333	635	968
7	Environmental Sciences	303	604	907
8	International Global Studies	204	471	675
9	Montessori	200	441	641
10	Social Justice	235	373	608
11	Technical High Schools	193	348	541
12	International Baccalaureate (IB)/College Prep	163	353	516
Total		3760	7791	11551

## RSCO Lottery 2018-19 for the School Year 2019-20

Rank	Theme 1	Totals		
		Hartford	Suburban	Totals
1	Science, Technology, Engineering, & Math (STEM)	2048	5533	7581
2	Arts	1190	2180	3370
3	Montessori	594	961	1555
4	Technical High Schools	432	831	1263
5	Character Development	418	805	1223
6	Computer Technology: AI, VR, Robotics, Coding	246	502	748
7	Medical Sciences/Global Health	256	390	646
8	Dual Languages	261	316	577
9	International Global Studies	128	366	494
10	International Baccalaureate (IB)/College Prep	126	348	474
11	Environmental Sciences	128	214	342
12	Social Justice	120	183	303
	<b>Total</b>	<b>5947</b>	<b>12629</b>	<b>18576</b>

Rank	Theme 2	Totals		
		Hartford	Suburban	Totals
1	Science, Technology, Engineering, & Math (STEM)	946	2046	2992
2	Arts	898	1695	2593
3	Computer Technology: AI, VR, Robotics, Coding	590	1766	2356
4	Character Development	637	1380	2017
5	Medical Sciences/Global Health	434	970	1404
6	Dual Languages	487	891	1378
7	Montessori	360	794	1154
8	International Global Studies	198	461	659
9	Environmental Sciences	207	449	656
10	Social Justice	217	396	613
11	International Baccalaureate (IB)/College Prep	157	375	532
12	Technical High Schools	234	265	499
	<b>Total</b>	<b>5365</b>	<b>11488</b>	<b>16853</b>

Rank	Theme 3	Totals		
		Hartford	Suburban	Totals
1	Character Development	643	1444	2087
2	Computer Technology: AI, VR, Robotics, Coding	623	1449	2072
3	Arts	584	1177	1761
4	Science, Technology, Engineering, & Math (STEM)	572	1151	1723
5	Medical Sciences/Global Health	454	1001	1455
6	Dual Languages	428	897	1325
7	Environmental Sciences	387	769	1156
8	Montessori	294	723	1017
9	International Global Studies	279	653	932
10	Technical High Schools	298	549	847
11	Social Justice	339	500	839
12	International Baccalaureate (IB)/College Prep	218	467	685
	<b>Total</b>	<b>5119</b>	<b>10780</b>	<b>15899</b>

## RSCO Lottery 2017-18 for the School Year 2018-19

Rank	Theme 1	Totals		
		Hartford	Suburban	Totals
1	Science, Technology, Engineering, & Math (STEM)	1664	5081	6745
2	Arts	1089	1967	3056
3	Montessori	470	793	1263
4	Character Development	353	700	1053
5	Computer Technology: AI, VR, Robotics, Coding	292	506	798
6	Medical Sciences/Global Health	253	410	663
7	Dual Languages	233	325	558
8	International Baccalaureate (IB)/College Prep	161	350	511
9	International Global Studies	116	305	421
10	Environmental Sciences	151	206	357
11	Social Justice	135	161	296
	<b>Total</b>	<b>4917</b>	<b>10804</b>	<b>15721</b>

Rank	Theme 2	Totals		
		Hartford	Suburban	Totals
1	Science, Technology, Engineering, & Math (STEM)	782	1775	2557
2	Computer Technology: AI, VR, Robotics, Coding	535	1652	2187
3	Arts	665	1348	2013
4	Character Development	514	1119	1633
5	Medical Sciences/Global Health	401	909	1310
6	Dual Languages	392	685	1077
7	Montessori	261	698	959
8	Environmental Sciences	199	476	675
9	International Global Studies	185	468	653
10	Social Justice	209	322	531
11	International Baccalaureate (IB)/College Prep	156	343	499
	<b>Total</b>	<b>4299</b>	<b>9795</b>	<b>14094</b>

Rank	Theme 3	Totals		
		Hartford	Suburban	Totals
1	Computer Technology: AI, VR, Robotics, Coding	575	1394	1969
2	Character Development	553	1247	1800
3	Arts	474	998	1472
4	Medical Sciences/Global Health	440	1016	1456
5	Science, Technology, Engineering, & Math (STEM)	432	869	1301
6	Environmental Sciences	355	788	1143
7	Dual Languages	329	693	1022
8	International Global Studies	242	620	862
9	Montessori	200	556	756
10	International Baccalaureate (IB)/College Prep	230	498	728
11	Social Justice	257	439	696
	<b>Total</b>	<b>4087</b>	<b>9118</b>	<b>13205</b>

## RSCO Lottery 2019-20 for the School Year 2020-21

Rank	Reason 1	Totals		
		Hartford	Suburban	Totals
1	I am looking for a school that is stronger academically.	1805	3825	5630
2	I am looking for a school with a theme.	711	1337	2048
3	I want my child to have greater access to athletic or other extracurricular opportunities.	532	684	1216
4	I am looking for a more racially/ethnically mixed school.	275	741	1016
5	I have other children enrolled in CTECS, magnets and/or Open Choice.	364	545	909
6	I am looking for a school that is closer to home.	380	366	746
7	I am looking for an alternative to my local school. If you selected this, please tell us why:	134	564	698
8	I am looking for a school with better facilities.	243	338	581
9	I want affordable PK education.	80	483	563
10	I am looking for a school where the student body is more geographically and/or economically mixed.	163	371	534
11	I have a relative or friend who participated in Magnets.	142	366	508
12	I have a relative or friend who participated in Open Choice.	98	171	269
13	I have a relative or friend who participated in CTECS.	44	135	179
14	I am looking for a school that is closer to work.	48	123	171
<b>Total</b>		<b>5019</b>	<b>10049</b>	<b>15068</b>

Rank	Reason 2	Totals		
		Hartford	Suburban	Totals
1	I am looking for a school that is stronger academically.	839	1632	2471
2	I want my child to have greater access to athletic or other extracurricular opportunities.	589	1009	1598
3	I am looking for a school with a theme.	408	1046	1454
4	I am looking for a school with better facilities.	458	880	1338
5	I am looking for a more racially/ethnically mixed school.	386	924	1310
6	I am looking for a school where the student body is more geographically and/or economically mixed.	273	784	1057
7	I am looking for a school that is closer to home.	372	433	805
8	I have a relative or friend who participated in Magnets.	187	572	759
9	I want affordable PK education.	144	444	588
10	I am looking for an alternative to my local school. If you selected this, please tell us why:	100	408	508
11	I have other children enrolled in CTECS, magnets and/or Open Choice.	181	291	472
12	I have a relative or friend who participated in Open Choice.	162	228	390
13	I am looking for a school that is closer to work.	86	249	335
14	I have a relative or friend who participated in CTECS.	55	136	191
<b>Total</b>		<b>4240</b>	<b>9036</b>	<b>13276</b>

## RSCO Lottery 2018-19 for the School Year 2019-20

Rank	Reason 1	Totals		
		Hartford	Suburban	Totals
1	I am looking for a school that is stronger academically.	2207	5286	7493
2	I am looking for a school with a theme.	641	1463	2104
3	I want my child to have greater access to athletic or other extracurricular opportunities.	594	770	1364
4	I have other children enrolled in CTECS, magnets and/or Open Choice.	543	719	1262
5	I am looking for a more racially/ethnically mixed school.	281	778	1059
6	I want affordable PK education.	201	814	1015
7	I am looking for a school that is closer to home.	463	354	817
8	I am looking for an alternative to my local school. If you selected this, please tell us why:	127	686	813
9	I am looking for a school with better facilities.	258	434	692
10	I am looking for a school where the student body is more geographically and/or economically mixed.	183	416	599
11	I have a relative or friend who participated in Magnets.	186	396	582
12	I have a relative or friend who participated in Open Choice.	172	241	413
13	I have a relative or friend who participated in CTECS.	42	142	184
14	I am looking for a school that is closer to work.	50	101	151
	<b>Total</b>	<b>5948</b>	<b>12600</b>	<b>18548</b>

Rank	Reason 2	Totals		
		Hartford	Suburban	Totals
1	I am looking for a school that is stronger academically.	1103	2166	3269
2	I want my child to have greater access to athletic or other extracurricular opportunities.	840	1395	2235
3	I am looking for a school with a theme.	494	1313	1807
4	I am looking for a school with better facilities.	575	1160	1735
5	I am looking for a more racially/ethnically mixed school.	425	1141	1566
6	I am looking for a school where the student body is more geographically and/or economically mixed.	329	918	1247
7	I have a relative or friend who participated in Magnets.	258	745	1003
8	I am looking for a school that is closer to home.	392	489	881
9	I want affordable PK education.	207	659	866
10	I am looking for an alternative to my local school. If you selected this, please tell us why:	131	576	707
11	I have a relative or friend who participated in Open Choice.	242	428	670
12	I have other children enrolled in CTECS, magnets and/or Open Choice.	295	371	666
13	I am looking for a school that is closer to work.	99	239	338
14	I have a relative or friend who participated in CTECS.	71	217	288
	<b>Total</b>	<b>5461</b>	<b>11817</b>	<b>17278</b>

Rank	Reason 3	Totals		
		Hartford	Suburban	Totals
1	I want my child to have greater access to athletic or other extracurricular opportunities.	920	1648	2568
2	I am looking for a school with better facilities.	782	1590	2372
3	I am looking for a school that is stronger academically.	632	1124	1756
4	I am looking for a school where the student body is more geographically and/or economically mixed.	419	1063	1482
5	I am looking for a school with a theme.	395	1033	1428
6	I have a relative or friend who participated in Magnets.	319	938	1257
7	I am looking for a more racially/ethnically mixed school.	362	883	1245
8	I want affordable PK education.	217	652	869
9	I am looking for a school that is closer to home.	369	430	799
10	I have a relative or friend who participated in Open Choice.	261	500	761
11	I am looking for an alternative to my local school. If you selected this, please tell us why:	137	505	642
12	I have other children enrolled in CTECS, magnets and/or Open Choice.	167	229	396
13	I am looking for a school that is closer to work.	121	261	382
14	I have a relative or friend who participated in CTECS.	83	270	353
	<b>Total</b>	<b>5184</b>	<b>11126</b>	<b>16310</b>

**RSCO Lottery 2017-18 for the School Year 2018-19**

Rank	Reason 1	Totals		
		Hartford	Suburban	Totals
1	I am looking for a school that is stronger academically.	1979	4858	6837
2	I am looking for a school with a theme.	527	1164	1691
3	I have other children enrolled in magnets and/or Open Choice.	534	729	1263
4	I want my child to have greater access to athletic or other extracurricular opportunities.	460	579	1039
5	I want affordable PK education.	138	846	984
6	I am looking for a more racially/ethnically mixed school.	202	544	746
7	I am looking for an alternative to my local school. If you selected this, please tell us why:	134	554	688
8	I am looking for a school that is closer to home.	339	216	555
9	I am looking for a school with better facilities.	189	323	512
10	I have a relative or friend who participated in Magnets.	146	354	500
11	I am looking for a school where the student body is more geographically and/or economically mixed.	116	336	452
12	I have a relative or friend who participated in Open Choice.	122	184	306
13	I am looking for a school that is closer to work.	27	72	99
	<b>Total</b>	<b>4913</b>	<b>10759</b>	<b>15672</b>

Rank	Reason 2	Totals		
		Hartford	Suburban	Totals
1	I am looking for a school that is stronger academically.	842	1730	2572
2	I want my child to have greater access to athletic or other extracurricular opportunities.	730	1223	1953
3	I am looking for a school with better facilities.	550	1059	1609
4	I am looking for a school with a theme.	368	1079	1447
5	I am looking for a more racially/ethnically mixed school.	315	975	1290
6	I am looking for a school where the student body is more geographically and/or economically mixed.	264	765	1029
7	I have a relative or friend who participated in Magnets.	232	740	972
8	I want affordable PK education.	168	645	813
9	I am looking for a school that is closer to home.	308	374	682
10	I have other children enrolled in magnets and/or Open Choice.	265	401	666
11	I am looking for an alternative to my local school. If you selected this, please tell us why:	126	522	648

12	I have a relative or friend who participated in Open Choice.	197	347	544
13	I am looking for a school that is closer to work.	68	185	253
	<b>Total</b>	<b>4433</b>	<b>10045</b>	<b>14478</b>

Rank	Reason 3	Totals		
		Hartford	Suburban	Totals
1	I want my child to have greater access to athletic or other extracurricular opportunities.	789	1383	2172
2	I am looking for a school with better facilities.	640	1337	1977
3	I am looking for a school that is stronger academically.	491	896	1387
4	I am looking for a school where the student body is more geographically and/or economically mixed.	312	932	1244
5	I am looking for a school with a theme.	316	848	1164
6	I am looking for a more racially/ethnically mixed school.	337	808	1145
7	I have a relative or friend who participated in Magnets.	266	876	1142
8	I want affordable PK education.	133	592	725
9	I have a relative or friend who participated in Open Choice.	227	455	682
10	I am looking for a school that is closer to home.	262	286	548
11	I am looking for an alternative to my local school. If you selected this, please tell us why:	114	405	519
12	I have other children enrolled in magnets and/or Open Choice.	190	229	419
13	I am looking for a school that is closer to work.	89	220	309
	<b>Total</b>	<b>4166</b>	<b>9267</b>	<b>13433</b>

# CCP Summaries

21-Jan	Operator		East Hartford	CREC	CREC	CREC	CREC	CREC	CREC	Goodwin	Goodwin	Hartford	Hartford	Goodwin	Goodwin	Total
	School	CIBA		Civic Leadership and Two Rivers Middle School	Ana Grace Academy of the Arts Elementary School	Aerospace Elementary	Glastonbury-East Hartford Magnet	International Magnet School	University of Hartford Magnet School	Half-time Dual Enrollment Magnet	CTRA	Dwight Bellizzi	Hartford Prek	Early Literacy	Technical High School	
Expected Seat Expansion	Total		23	360	40	20	60	20	40	45	9	760	100	300	220	1,997
	Hartford		12	180	20	10	30	10	20	25	5	380	50	150	110	1,002
Projected Costs	2021-22	Cost	\$496,408.30		\$262,040						\$131,868	\$167,500	\$142,150			\$1,199,966.30
		Total Seats	6		20						9	10	20			65
		Hartford Seats	3		10						5		10			28
	2022-23	Cost	\$600,298.30	\$1,925,844	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$135,057	\$131,868	\$284,300	\$426,450			\$5,862,177.30
		Total Seats	12	147	40	20	60	20	40	15	9	40	60			463
		Hartford Seats	6	73	20	10	30	10	20	7	5	20	30			231
	2023-24	Cost	\$704,188.30	\$3,131,264	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$254,514	\$131,868	\$976,900	\$710,750			\$8,267,844.30
		Total Seats	18	232	40	20	60	20	40	30	9	120	100			689
		Hartford Seats	9	116	20	10	30	10	20	15	5	60	50			345
	2024-25	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$1,669,500	\$710,750	\$1,965,300	\$1,611,720	\$13,903,834.00
		Total Seats	23	360	40	20	60	20	40	45	9	200	100	150	110	1177
		Hartford Seats	12	180	20	10	30	10	20	25	5	100	50	75	55	592
	2025-26	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$2,362,100	\$710,750	\$3,930,600	\$3,223,440	\$18,173,454.00
		Total Seats	23	360	40	20	60	20	40	45	9	280	100	300	220	1517
		Hartford Seats	12	180	20	10	30	10	20	25	5	140	50	150	110	762
	2026-27	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$3,054,700	\$710,750	\$3,930,600	\$3,223,440	\$18,866,054.00
		Total Seats	23	360	40	20	60	20	40	45	9	360	100	300	220	1597
		Hartford Seats	12	180	20	10	30	10	20	25	5	180	50	150	110	802
	2027-28	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$3,747,300	\$710,750	\$3,930,600	\$3,223,440	\$19,558,654.00
		Total Seats	23	360	40	20	60	20	40	45	9	440	100	300	220	1677
		Hartford Seats	12	180	20	10	30	10	20	25	5	220	50	150	110	842
	2028-29	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$4,439,900	\$710,750	\$3,930,600	\$3,223,440	\$20,251,254.00
		Total Seats	23	360	40	20	60	20	40	45	9	520	100	300	220	1757
		Hartford Seats	12	180	20	10	30	10	20	25	5	260	50	150	110	882
	2029-30	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$5,132,500	\$710,750	\$3,930,600	\$3,223,440	\$20,943,854.00
		Total Seats	23	360	40	20	60	20	40	45	9	600	100	300	220	1837
		Hartford Seats	12	180	20	10	30	10	20	25	5	300	50	150	110	922
2030-31 And Ongoing	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$5,825,100	\$710,750	\$3,930,600	\$3,223,440	\$21,636,454.00	
	Total Seats	23	360	40	20	60	20	40	45	9	680	100	300	220	1917	
	Hartford Seats	12	180	20	10	30	10	20	25	5	340	50	150	110	962	
2031-32 And Ongoing	Cost	\$398,245.00	\$4,699,720	\$524,080	\$262,040	\$786,120	\$262,040	\$524,080	\$358,371	\$131,868	\$6,517,700	\$710,750	\$3,930,600	\$3,223,440	\$22,329,054.00	
	Total Seats	23	360	40	20	60	20	40	45	9	760	100	300	220	1997	
	Hartford Seats	12	180	20	10	30	10	20	25	5	380	50	150	110	1002	



CCP Summaries

Expansion Proposal Summary

<b>Added Hartford Seats 2022-23 (FY23)</b>	<b>Added Hartford Seats 2023-24 (FY24)</b>	<b>Added Hartford Seats 2024-25 (FY25)</b>	<b>Added Hartford Seats 2025-26 (FY26)</b>	<b>Added Hartford Seats 2026-27 (FY27)</b>	<b>Added Hartford Seats 2027-28 (FY28)</b>	<b>Added Hartford Seats 2028-29 (FY29)</b>	<b>Added Hartford Seats 2029-30 (FY30)</b>	<b>Added Hartford Seats 2030-31 (FY31)</b>	<b>Added Hartford Seats 2031-32 (FY32)</b>
231	345	592	762	802	842	882	922	962	1,002

CCP Summaries

Estimated Additional Seats

Row Label	Program	Number of Hartford Seats by 2023-24 Over 2020-21 (FY24)	Number of Hartford Seats by 2025-26 Over 2020-21 (FY26)	Number of Hartford Seats by 2028-29 Over 2020-21 (FY29)	Row Notes
A	Total Magnet Estimate* (includes Magnet Expansion, 50-50 Enrollment to Grant Capacity at select schools, and 50-50 Enrollment to Physical Capacity at select schools)	563	1,378	1,715	Row B+C+E
B	Expansion (Attachment 1)+	345	762	882	
C	50-50 Enrollment to Grant Capacity at select schools (Attachment 2)+	156	333	333	
D	50-50 Enrollment to Physical Capacity Total (Attachment 2)+ <b>Excluded from Total Magnet Estimate</b>	62	428	992	
E	50-50 Enrollment to Physical Capacity at select schools (Attachment 2)+* (in schools with likelihood of compliance) <b>Included in Total Magnet Estimate and 50-50 Enrollment to Physical Capacity Total above</b>	62	283	500	Included in Row D Above
F	50-50 Enrollment to Physical Capacity Potential (Attachment 2)+ (potential based on successful reformulation and demand) <b>Excluded from Total Magnet Estimate; included in 50-50 Enrollment to Physical Capacity Total above</b>		145	492	Included in Row D Above
G	Open Choice**	200	300	450	
H	CTECS	20	40	80	
I	Total Seats*	783	1,718	2,245	Row A+G+H
J	Total with Additional Potential to Meet Demand	783	1,863	2,737	Row I+F

+Subject to compliance progress and operator agreement.

\*Magnet Estimate and Total Seats for 2023-24 includes 62 seats from expanding to physical capacity, 2025-26 includes 283 seats from expanding to physical capacity, and 2028-29 includes 500 seats from expanding to physical capacity. These values are included in the 50-50 Expansion to Physical Capacity Total numbers.

\*\*Open Choice includes a projected increase of 50 seats per year, net of attrition, beginning in 2024-25, based on increased per-student funding and cohort incentives, along with efforts to improve students' experience and reduce attrition.

CCP Summaries

**OC Incentives Summary**

<b>Incentive</b>	<b>FY 22</b>	<b>FY 23</b>	<b>FY24</b>
Summer Family Engagement Grant	\$150,000	\$150,000	\$150,000
<b>Increase to Per Pupil Attendance Grant</b> at goal of 300 added students in FY24	\$0	\$2,000 per pupil (applies to all OC districts)*	\$2,000 per pupil (applies to all OC districts)*
Educational Advocates	\$400,000	\$400,000	\$400,000
20% Enrollment Bonus	\$0	\$750,000 shared among all districts	\$750,000 shared among all districts
<b>Entry Grade Cohort Enrollment Bonus</b>	\$0	\$750,000 shared among OC districts for cohorts of 5 students at Pk4, K, 9 and entry grades of schools within the receiving districts	\$750,000 shared among OC districts for cohorts of 5 students at Pk4, K, 9 and entry grades of schools within the receiving districts
Education Enhancement Grant	\$150,000	\$150,000	\$150,000

\*Requires legislation to add to participation grant

Consultant Funding - CCP Summaries

<b>Consultant</b>	<b>FY 22</b>	<b>FY 23</b>	<b>FY 24</b>
Magnet Coaches		\$150,000	\$150,000
Transportation Studies*	\$50,000	\$50,000	\$100,000

\*First transportation study is planned for 2022 and will likely include a payment schedule over FY22 and FY23.

CCP Summaries

School	Total School Enrollment 2021-22		Projections for CCP by 2028-29					Projected Add'l Hartford Enrollments
	Total Hartford Students	Total Students	Incoming Hartford 2021	Incoming 9th Grade	Capacity 9th Grade	Hartford Goal		
A. I. Prince Technical High School	507	786	121	206	250	50%	125	4
E. C. Goodwin Technical High School	59	684	21	192	203	30%	61	40
Howell Cheney Technical High School	71	661	25	195	200	30%	60	35
								79

## CCP Summaries

Total Numbers for 50-50 Expansion to Physical Capacity reflect 80% building use  
Data from Attachment 2, Tab 3

Bolded schools and numbers included in 2023-24, 2025-26 and 2028-29 projections

Year 22-23

**Montessori at Fisher-2**

**University High-3**

**Wintonbury-1**

By Year 23-24 (plus 62; 77 at 80%)

**Breakthrough North-5**

**Montessori at Bachedler-11**

**Webster-5**

**Aerospace-10**

**ASI-5**

**Discovery-15**

**GHA Middle-5**

**CREC Montessori-5**

**Reggio-10**

Year 24-25

**Breakthrough North-10**

Breakthrough South-10

Env Sc at Hooker-12

Great Path-10

Kinsella-10

**Montessori at Batchelder-11**

STEM at Fisher-8

**Webster-10**

**Aerospace-10**

**ASI-10**

**Discovery-15**

**GHA Middle-5**

Global Studies-10

**CREC Montessori-5**

Museum-10

**Reggio-10**

By Year 25-26 (plus 283)

Global Experience-2

Betances STEM-18

**Breakthrough North-15**

Breakthrough South-10

Capital Prep-21

Classical-21

Env Sc at Hooker-12

Great Path-20

HMTCA-19

Kinsella-10

**Montessori at Batchelder-20**

Pathways Academy of Tech & Design-5

Sport & Medical Science-8

STEM at Fisher-8

**Webster-19**

**Aerospace-10**

**Aerospace Elem-10**

**ASI-10**

**Discovery-15**

**GHA Middle-6**

Global Studies-20

**CREC Montessori-5**

Museum-10

**Reggio-10**

**Aerospace Elem – 10**

Additional Seats 2026-27 through 2028-29 (plus 233)

Betances STEM-36

**Breakthrough North-43**

Breakthrough South-13

Capital Prep-43

Classical-44

Env Sc at Hooker-24

Great Path-42

HMTCA-39

Kinsella-40

**Montessori at Batchelder-45**

Montessori at Batchelder-45 (second addition of 45 as potential)

Pathways Academy of Tech & Design-10

Sport & Medical Science-17

STEM at Fisher-8

**Webster-38**

**Aerospace-11**

**Aerospace Elementary-20**

**ASI-50**

**Discovery-9**

Global Studies-40

**CREC Montessori-8**

Museum-22

**Reggio-9**

CTRA-40

Riverside-18