



Western Connecticut
Leadership

A Program of



Education Day Session October 15, 2018

Goals and Objectives

Goal: To provide participants with an overview of the issues affecting the current system of education in this region in order to deepen their understanding and ability to be informed local advocates.

Objectives:

- ❖ To instill an understanding of the challenges and opportunities facing institutions, teachers, and students, as well as the initiatives to address them.
- ❖ To better understand the issue of equity relating to education in Connecticut and the impact of the current funding structures on achievement at all levels.
- ❖ To provide insights into the role of technology in changing the way teaching and learning is accomplished.
- ❖ To offer a broad introduction to the options in our region's system for post-secondary education.

Important Session Information

Session Leaders

Patrice Gans, WCL '17
Patricia McKinley, WCL '17

Advisor

Bilal Tajildeen, Program Coordinator, *Connecticut Community Foundation*

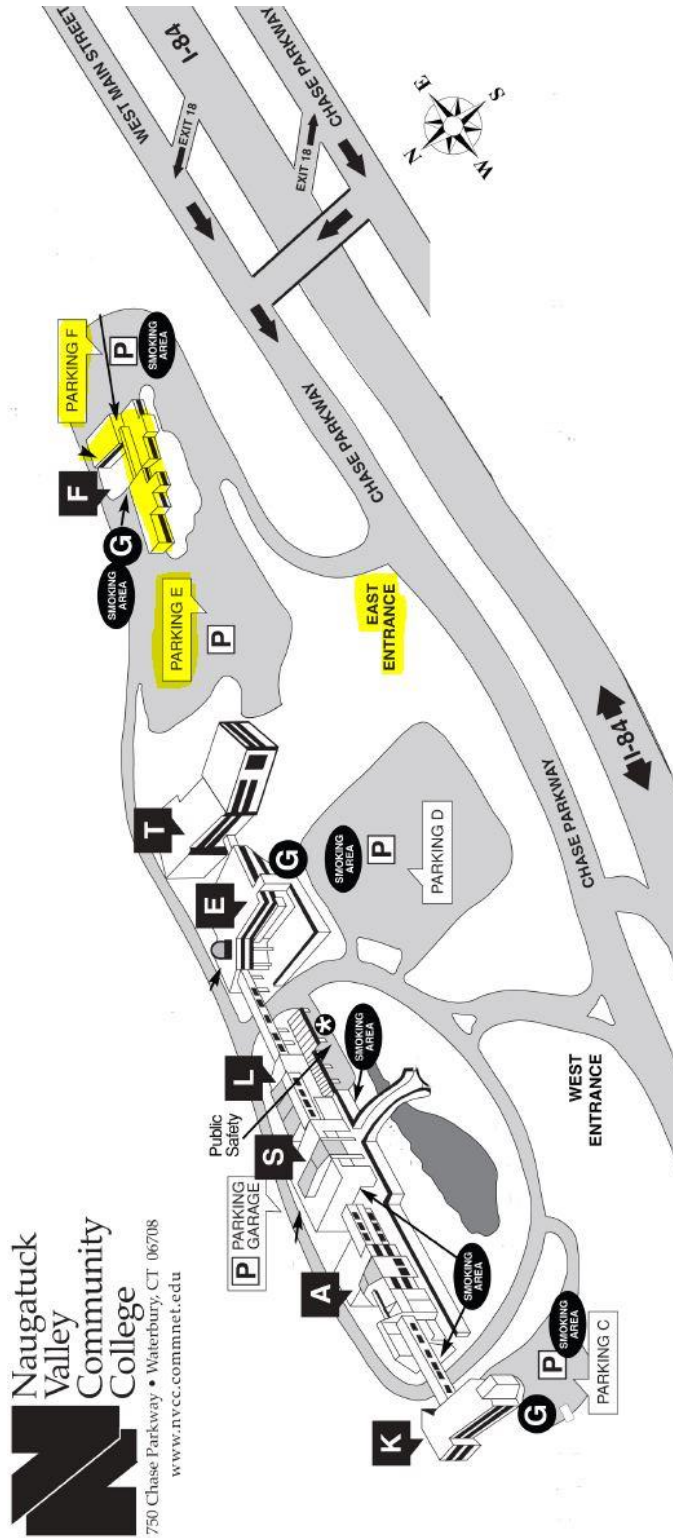
Venues

**Community Room, Founder's Hall
Naugatuck Valley Community College**
1460 West Main Street, Waterbury, CT 06708
[Map link](#)

Parking

Founder's Hall-Center for Health Science is located off Chase Parkway. Use the East Entrance of Naugatuck Valley Community College, follow signs for Founder's Hall, and keep right. Parking is available on both sides of Founder's Hall (see parking lots F and E pictured on the map on page 2).

Campus Map



Agenda

- 8:15 Arrival and Light Breakfast
- 8:45 **Welcome**
Patrice Gans, WCL '17 and Pat McKinley, WCL '17
- 8:50 **State of Education in CT: Insights into the Past and Future**
Jonathan Costa, Assistant Executive Director, *EdAdvance*
- 9:30 **Role of Naugatuck Valley Community College in Higher Education**
Daisy Cocco De Filippis, President, *Naugatuck Valley Community College*
- 10:00 Break
- 10:15 **Initiatives in Improving School Readiness**
Karen Rainville, School Readiness Liaison, *Waterbury Schools*
Abbie Calo, Child Development Center Director, *Naugatuck Valley Community College*
- 10:45 **Campus Walk and Tour of Child Development Center**
- 11:45 Lunch prepared and served by Culinary Club students
- 12:30 **Equity & Economics: The State of Public Education in Connecticut**
Erica Hayes, Director of Community Engagement, *Connecticut School Finance Project*
- 1:30 Break
- 1:45 **Teaching and Learning in a Technology-Driven Age**
Matthew Worwood, Co-Founder and Director, *Class of 2032 Project: Schooling a Digital Culture*
- 2:30 **Dot and Dash: Using Robotics to Teach 21st Century Skills**
Patrice Gans, President and Executive Director, *Random Hacks of Kindness, Jr.*
- 3:15 **Session Day Wrap Up and Foundation Bite**
Bilal Tajildeen, Program Coordinator, *Connecticut Community Foundation*
- 3:30 **Preview of Civic Engagement Day**

Speaker Biographies

Patrice Gans, WCL '17

President and Executive Director, *Random Hacks of Kindness, Jr.*

Patrice Gans is the founder and executive director of Random Hacks of Kindness Junior, a non-profit organization that provides 4th – 8th grade students an opportunity to collaborate with computer science mentors and community subject matter experts to prototype innovative technical solutions for local non-profit organizations' real-world challenges.

Prior to launching of Random Hacks of Kindness Junior, Gans taught computer science at Fraser Woods Montessori School in Newtown, CT. She has served on the board of directors of the Computer Science Teachers Association as their national K-8 representative and has written numerous blog entries about her experiences teaching computer science at the elementary and middle school level. Patrice is passionate about exposing students to coding and computer science concepts as early as possible and has taught age-appropriate computational skills using Scratch and App Inventor.

Contact info: reeseigans@gmail.com, <http://rhokjr.org/>

Pat McKinley, WCL '17

Pat McKinley, a life-long learner, has been in and around education for most of her life, as either a student, college administrator, advocate and/or governing body member. A Cheshire resident for 36 years, her particular educational interest is the support, advancement and leadership opportunities for women of every age. In addition to serving on the governing board of the University of Hartford and as a regional alumnae admissions representative for Union College, Pat has served in strategic volunteer roles for many area non-profit organizations, including United Way of Greater Waterbury, Connecticut Women's Hall of Fame, Wellmore Behavioral Health, Waterbury Hospital, Connecticut Community Foundation, and Mercy Housing & Shelter Corporation. She has been a long time member of a writing team for small group reflections on Scripture, published by the Archdiocese of Hartford, and is active in her local parish as well as the Cheshire Democratic Town Committee. Pat is a doting and supportive aunt to her 15 nieces and nephews, enjoys gardening, musical theatre and good conversation. Pat is a graduate of Mercy High School (Middletown, CT) and credits her primary education to the Sisters of Mercy. Pat holds degrees from Hartford College for Women (A.A. Liberal Arts), Union College (B.A., American Studies) and Harvard Graduate School of Education (Ed.M., Administration, Planning & Social Policy.)

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Jonathan Costa

Assistant Executive Director, *EdAdvance*

Jonathan P. Costa, Sr. is the Assistant Executive Director of *EdAdvance*, a regional education service center based in Litchfield, Connecticut. A former public and private school social studies teacher, educational consultant and businessman, Costa's current responsibilities include supervision of the highly regarded Skills21 program and the delivery of all professional development and consulting interventions on behalf of the agency throughout the tri-state area. Through his 35 years of service, he has provided close support for strategic and technology planning in dozens of districts, guided all manner of instructional improvements, as well as consulted on the promotion, identification, definition, instruction and assessment of 21st century skills. He is a frequent speaker at regional and national conferences and his writings have appeared in publications as varied as *Educational Leadership* and *Runner's World*. He is the author of the 2012 Corwin Press book, *Digital Learning for All, Now!*

Contact info: costa@edadvantage.org, edadvantage.org

Daisy Cocco De Filippis

President, *Naugatuck Valley Community College*

Dr. De Filippis has been the President of Naugatuck Valley Community College since 2008. The hallmark of her presidency is a shared vision of community, student-centeredness, collaboration and civic engagement. Under her guidance, student retention has steadily risen, enrollment has, and graduation awards have grown. During her presidency, NVCC has been nationally recognized for many achievements. In 2017, NVCC was selected as one of only 150 community colleges nationally invited to apply for the fifth biennial \$1 million Aspen Prize for Community College Excellence, the signature recognition of high achievement and performance in America's community colleges. Also in 2017, NVCC was ranked #38 nationwide in Washington Monthly's "Best Colleges for Adult Learners- 2 Year Colleges." The ranking, part of a larger college guide, is based on the contribution to the public good that colleges make in three broad categories: social mobility, research and service.

Prior to coming to NVCC, Dr. De Filippis served as provost and senior vice president for academic affairs at Eugenio Maria de Hostos Community College of the City University of New York (CUNY). She holds a Ph.D. in Spanish language and a M. Phil. in Spanish literature from the Graduate School and University Center of CUNY, an M.A. in Spanish literature and a B.A. in Spanish and English literatures from Queens College, CUNY. A published author and literary critic, her scholarly work is recognized internationally as pioneering the field of Dominican women studies and Dominican authors in the U.S. In 2016, she was awarded an Honorary Doctorate in the Humanities by the University of Santo Domingo in recognition of her contributions to Dominican, Caribbean and Dominican Diaspora literature. In 2017, President De Filippis was honored by Eugenio María de Hostos Community College as the Educator of the Year at their annual Scholarship Benefit. In 2018, she was inducted as a member of the Connecticut's Immigrant Heritage Hall of Fame.

President De Filippis serves on the Connecticut Technical High School System Board, the Prospect Waterbury Local Advisory Board, the advisory board of the Dominican Studies Institute at City College, CUNY and on the Board of the Dominican Studies Association. She is a regular panelist at the Higher Education Resource Services (HERS) Wellesley Conference where she provides leadership and career advice to approximately sixty women each spring. President De Filippis recently completed nine-year terms of service on the Board of Directors for the Waterbury Regional Chamber of Commerce and the United Way of Greater Waterbury.

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Karen Rainville

School Readiness Liaison, City of Waterbury

In her role as School Readiness Liaison, Karen Rainville is responsible for the coordination, program evaluation and administration of the School Readiness Grant and serves as liaison between the local School Readiness Council and the Office of Early Childhood. Prior to this position, Karen was the Executive Director of Bridge to Success Community Partnership and the Connecticut Association for the Education of Young Children. In her position, she supports early childhood work at the local level in her community and at the State level with legislative appointments to the Connecticut Early Childhood Cabinet and the Head Start State Advisory Council. Karen holds a Bachelor's Degree in Elementary Education with a P-6 endorsement from Eastern Connecticut State University and a Master's Degree in Educational Leadership from Central Connecticut State University. Karen lives in Meriden with her husband, Roger, and son, Ryan.

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Abbie Calo

Child Development Center Director, *Naugatuck Valley Community College*

Abbie Calo is the Director of the Child Development Center laboratory school at Naugatuck Valley Community College. She earned her Bachelor of Fine Arts degree in Ceramics from the University of Hartford and obtained her Pre-K-12 certification in Art Education from Southern Connecticut State University. In 2012 she earned her Master of Arts degree in Early Childhood Education and Early Childhood Special Education from Saint Joseph College. Abbie began working at Naugatuck Valley Community College in 2004 as an art specialist or Atelierista, a School Readiness classroom teacher, and model teacher and guide for the student teachers before becoming Acting Director in 2012. Abbie also holds a Connecticut Director's Credential and Certification Early Childhood Administration.

Abbie is a member of the North American Reggio Emilia Alliance, the National Association for the Education of Young Children, and the National Coalition for Campus Children's Centers. She also serves as a member of the Child Development Center Family Advisory Council, as an adjunct faculty member for the Early Childhood Education Department and as the representative for NVCC's Early Childhood Education Department on the Waterbury School Readiness Council. Her

interests lie in the Reggio Emilia Approach to early childhood education and the use of the arts as a vehicle for children's expression and education.

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Erika Hayes

Director of Community Engagement, *Connecticut School Finance Project*

Erika Haynes brings to the Connecticut School Finance Project more than a decade of community leadership, parent engagement, and experience navigating the state's public school systems. A longtime resident of Willimantic, Conn., Erika is a former member of the Windham Town Council and has served as both a community representative on the Windham School Readiness Council and as a board member for the Windham Parent Network.

As a proud mother of four, Erika has experienced the gamut of Connecticut's public school systems. In addition to homeschooling for a period of time, her children have attended local public schools and magnet schools. The journey of her children through school, and her unique experiences as both a community leader and parent, have fueled her passion for working with communities to support their students and schools.

Erika's commitment to education and community is demonstrated through her past work assisting parents and guardians through special education Planning and Placement Teams and her founding of the Windham chapter of Blessings in a Backpack, a program that sends food home to roughly 500 Windham-area children each weekend. Erika holds a Master of Education degree in Early Childhood Education from the University of Hartford and a Bachelor of General Studies degree from Eastern Connecticut State University. From 2000-2016, she also served as an adjunct professor at The Hartt School at the University of Hartford, where she led the nonprofit component for Performance Arts Management and Music Management majors.

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Matthew Worwood

Co-Founder and Director, *Class of 2032 Project: Schooling a Digital Culture*

Matthew Worwood is the co-founder and director of the Class of 2032 Project. He is also an Apple Distinguished Educator and serves as Associate Director of Digital Media and Design at the University of Connecticut. Formally, a Digital Media Specialist at EdAdvance, Matthew has worked on a variety of statewide education initiatives in digital media.

Matthew's recent work includes writing and directing *Class of 2032: Schooling for a Digital Culture*, and working with Xennial Digital to create the Class of 2032 mobile app. Matthew also serves as an Executive Board member of the EverWonder Children's Museum in Newtown CT, blogs at DadsforCreativity.com and is a doctoral student at John Hopkins University.

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Bilal Tajildeen

Program Coordinator, *Connecticut Community Foundation*

A lifelong Waterbury resident, Bilal joined the Foundation's staff in 2017. He works primarily in two focus areas: youth development and grassroots initiatives. His responsibilities include grantmaking, facilitating community conversations, and listening to the needs, desires and hopes of Waterbury residents.

Prior to the Foundation, Bilal worked as a marketing and development manager for a Waterbury theatre. He also worked as an assistant antiquarian bookseller in Waterbury, aiding in the cataloguing and processing of books, ephemera, and art in the areas of Americana, poetry and letters. In his off hours, Bilal is pursuing a thesis-track master's degree in English at Central Connecticut State University. There, he continues the work he started at the University of Connecticut during his undergraduate studies by focusing, primarily, on queer theory, LGBTQ literature and literary theory.

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Opportunities for further exploration and/or engagement

Connecticut Students Continue To Make Strides In AP Test Scores

WNPR's coverage of rising Advanced Placement test scores in Connecticut. The article suggests that not all students enrolled in AP classes take the AP exam implying that scores may be inflated.

<http://www.wnpr.org/post/connecticut-students-continue-make-strides-ap-test-scores>

Digital Learning for All, Now: A School Leader's Guide for 1:1 on a Budget

1st Edition, March 1, 2012, by Jonathan P. Costa

High Needs, Minority Students Show Better Gains In Test Scores Than State Averages

Hartford Courant report indicates that students of color who are "high needs" showed highest improvement across the state.

<http://www.courant.com/education/hc-smarter-balanced-test-scores-released-20180905-story.html>

The Inevitable: Understanding the 12 Technological Forces That Will Shape Our Future

Paperback – June 6, 2017, by Kevin Kelly

Massachusetts is Like Connecticut, But Does a Better Job Educating the Poor

CT Mirror's first of three stories illustrating the challenges Connecticut faces in educating all residents <https://ctmirror.org/2017/12/11/massachusetts-is-like-us-but-does-a-better-job-educating-the-poor/>

More about Dot and Dash

- **Engage Young Minds in Coding with Dash and Dot.**
Forbes's article explaining the new coding trend and how it operates in the classroom <https://www.forbes.com/sites/curtissilver/2015/08/29/coding-with-dash-and-dot/#76667c29b5e4>
- **Background information and educational curriculum**
<https://www.makewonder.com/>

Problems with Education in Connecticut

From our philanthropic colleagues at the Community Foundation for Greater New Haven and the Perrin Family Foundation

<https://www.cfgnh.org/About/NewsEvents/ViewArticle/tabid/96/ArticleId/55/Problems-with-Education-in-Connecticut.aspx>

Helpful Education Definitions

Achievement gap: The difference in the performance between each ESEA subgroup (as defined in this document) within a participating LEA or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA.

Charter Schools: A publicly funded independent school established by teachers, parents, or community groups under the terms of a charter with a local or national authority.

College- and career-ready graduation requirements: Minimum high school graduation expectations that include rigorous, robust, and well-rounded curriculum aligned with college- and career-ready standards.

College- and career-ready standards: Content standards for kindergarten through 12th grade that build towards college- and career-ready graduation requirements by the time of high school graduation.

College enrollment: The enrollment in college of students who graduate from high school and who enroll in an institution of higher education within 16 months of graduation.

Core educational assurance areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Educators: All education professionals and paraprofessionals working in participating schools, including principals or other heads of a school, teachers, other professional instructional staff, pupil support services staff, other administrators, and paraprofessionals.

Graduation rate: The four-year or extended-year adjusted cohort graduation rate

High-needs students: Students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools, who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.

Local educational agency: A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district.

Low-performing schools: Schools that are in the bottom 10% of performance in the State, or who have significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESEA or graduation rates.

Magnet Schools: A public school offering special instruction and programs not available elsewhere, designed to attract a more diverse student body from throughout a school district.

On-track indicator: A measure, available at a time sufficiently early to allow for intervention, of a single student characteristic, or a composite of multiple characteristics, that is both predictive of student success and comprehensive of students who succeed.

Personalized learning plan: A formal document, available in digital and other formats both in and out of school to students, parents, and teachers, that, at a minimum: establishes student learning goals based on academic and career objectives and personal interests; sequences content and skill development to achieve those learning goals and ensure that a student can graduate on-time college- and career-ready.

School leadership team: A team that is composed of the principal or other head of a school, teachers and other educators, and, as applicable, other school employees, parents, students, and other community members, and leads the implementation of improvement and other initiatives at the school. In cases where statute or local policy, including collective bargaining agreements, call for such a body, that body shall serve the school leadership team for the purpose of this program.

Student attendance: During the regular school year, the average percentage of days that students are present for school. Students should not be considered present for excused absences, unexcused absences, or any period of time that they are out of their regularly assigned classrooms due to discipline measures (i.e., in- or out-of-school suspension).

Student Growth: The change in student achievement for an individual student between two or more points in time, for grades and subjects.

Student-level data: Demographic, performance, and other information that pertains to a single student but cannot be attributed to a specific student.

Student performance data: Information about the academic progress of a single student, such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information.

Superintendent evaluation: Rigorous, transparent, and fair annual evaluation for the LEA superintendent that provides an assessment of performance and encourages professional growth. This evaluation rating should reflect (1) the feedback of many stakeholders, including but not limited to educators, principals, and parents; and (2) student outcomes performance in order to provide a detailed and accurate picture of the superintendent's performance.

Teacher attendance: During the regular school year, the average percentage of days that teachers are present when they would otherwise be expected to be teaching students in an assigned class. Teachers should not be considered present for days taken for sick leave and/or personal leave. Personal leave includes voluntary absences for reasons other than sick leave.

Teacher evaluation system: System that: (1) will be used for continual improvement of instruction; (2) meaningfully differentiates performance using at least three performance levels; (3) uses multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students, and other measures of professional practice; (4) evaluates teachers on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.

Turnaround strategy: Could include turnaround model, restart model, school closure, or transformational model.