

Education Committee of the Connecticut General Assembly

Dear members:

I am encouraging your passage of Bill No. 425: An Act Concerning the State Education Resource Center. This proposed bill defines the State Education Resource Center's (SERC) future governance structure, purpose and potential as a quasi-public agency. Primarily, SERC has assisted local and regional boards of education, the Department of Education, state and local charter schools, the technical high school system, school readiness programs and other educational entities and providers with programs and activities that promote educational excellence.

As a former state Education Consultant and Department of Education Bureau Chief, covering areas associated with Early Childhood, Social Services, Health, Nutrition, Family Services and Adult Education, I experienced firsthand and frequently SERC's knowledge, expertise, resource capability and most importantly, its responsiveness. In my professional years with the Department of Education, I worked with SERC on numerous initiatives generated by new legislation, State Board of Education policies, state and local data driven needs, and school district requests. The training projects were numerous but most memorable were SERC's skillful training sessions on: using strategies to teach students with learning disabilities; developing the language and literacy development of young children; implementing Scientific Researched Based Interventions; establishing effective School Governance Councils; utilizing Positive Behavioral Interventions and Supports; and reducing dropout rates in Connecticut School Districts. In each instance, SERC's solid reputation to capably deliver high quality professional development opportunities for educators and parents was on display.

SERC's deserved reputation is grounded in its professional and support staff who possess strong intellectual curiosity, initiative, and organization skills all of which are coupled with skillful teaching and presentation abilities. It is critical that going forward, Connecticut's educational professionals continue to have access to SERC where its governance structure has integrity and capability to continuing offering the array of activity and expertise critical to those who work on behalf of Connecticut's children and youth.

Sincerely,

A handwritten signature in black ink that reads "Paul F. Flinter". The signature is written in a cursive, flowing style.

Paul F. Flinter Ph.D.