



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Attendance & Engagement Community of Practice

April 21, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC



Welcome & Introductions



Who's here today?

Please share in chat:

- name, role, district or school



Attendance & Engagement Work Group

Jay Brown Education Consultant
Special Education, CSDE

Judy Carson, Education Consultant
Family Engagement, CSDE

Kari Sullivan Custer, Education
Consultant
Attendance & Engagement, CSDE

Megan Alubicki Flick, Education
Consultant
English Learners, CSDE

Lauren D. Johns, Project Specialist
SERC

Dr. Gladys Labas, Director
Language and Equity, CSDE

Amanda Pickett, Education
Consultant
School Climate, CSDE

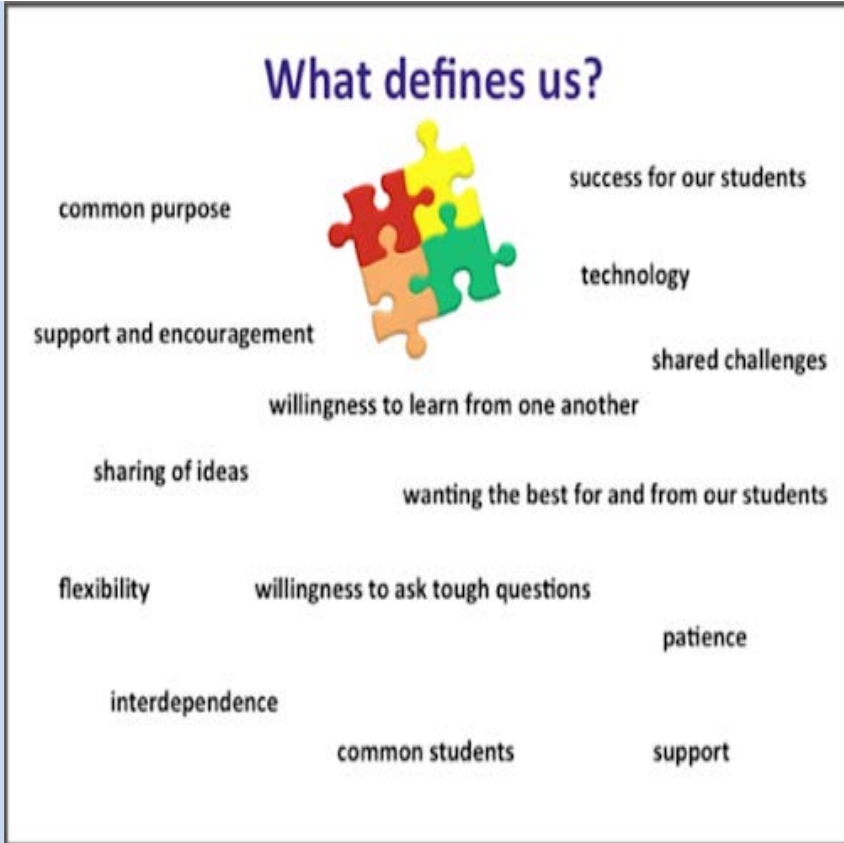
Stephen Proffitt, Director for
Special Education Programs and
Instructional Design, SERC

Louis Tallarita, Education
Consultant Homeless Education
and McKinney-Vento, CSDE



Why a Community of Practice?

Communities of practice are *systems of collective critical inquiry and reflection* focused on building a shared identity and collective intelligence garnered over time.



AGENDA

- 1. Welcome & Introductions (5 min)**
Stephen Proffitt, Director for Special Education Programs and Instructional Design, SERC
- 2. Agenda, Updates & Context for the Meeting (10 min)**
Kari Sullivan Custer, Education Consultant, Attendance & Engagement, CSDE
- 3. Summer and Afterschool Programming: Opportunities, Resources and Innovation (10 min)**
Shelby Pons, Education Consultant, CSDE
- 4. District Innovation Strategies (10 min)**
Dan Dziedzic, Teacher and Afterschool Coordinator, Bristol Public Schools
- 5. Evaluation of 2021 Summer Enrichment Programs (10 min)**
John Scianimanico, Director of Special Projects, CSDE
- 6. Break Out: (20 minute) and Report out (15 min)**
Stephen Proffitt
- 7. Get Connected! Attendance Awareness Campaign 2022, Attendance Works (5 min)**
Kari Sullivan Custer
- 8. Closing (5 min)**
Kari Sullivan Custer



What's New at CSDE



Track Data Early and Often...

Data is Only a Click Away!

2020-21 Chronic Absence Rates

- State
- District
- School
- Student groups (ELs, SWDs, Grade, F/R Meals)

February 2022 Attendance Data

- [Attendance Rates for State and Districts, Student Groups by tab \(.xlsx\)](#)
- [Chronic Absence Rates and Remote Attendance Information for State and Districts, Student Groups by tab \(.xlsx\)](#)
- [Attendance Rates for Schools \(.xlsx\)](#)

<https://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html>



Protocol Tool for Examining Monthly Attendance

At the February 17, 2022, Attendance & Engagement Community of Practice, CSDE Chief Performance Officer, demonstrated how to use the [Protocol for Examining Monthly Attendance](#).

Downloads available:

- [PowerPoint Slides](#)
- [Recording](#)
- [Protocol Tool](#)





Reflection Practice: An Opportunity for Learning

Wednesday, May 4
1:30 - 3:00 p.m.

Post-visit reflection is an essential PTHV practice. Group debrief sessions are valuable; they extend the post-visit reflection practice by creating a safe space for participants to engage in productive, transparent dialogue. This structured session will allow home visit practitioners to build self-awareness systematically, capture lessons learned, consolidate learning, and inform future actions. Participants will be refreshed on the model, share effective implementation strategies, and celebrate successes. Additionally, debrief sessions provide the opportunity for home visit practitioners to explore how PTHVs have changed their mindsets about students and families and how they might change or adapt their home visit practice and classroom instruction.

Join us for this free,
90-minute session, facilitated
by PTHV that will support
your home visit efforts.

[Register Now](#)



A Network for Education



For additional information please visit the CT Family School Partnerships Website: www.ct-fsp.org
Contact: Betsy LeBorjous at bleborjous@crec.org OR Mary Lou Molloy at mmolloy@crec.org

This training is funded by the USDE statewide Family Engagement Center Grant. There is no fee to attend this training. Priority will be given to Alliance School Districts and to National Network of Partnership Schools in CT.





SCHOOL-BASED MENTORING SHOWCASE: Strengthening Resilience & Engagement

05.26.22 • 12:30 PM - 4:30 PM • Virtual Conference



Registration Now Open!

Kari,

Registration is now open for the 2022 School-Based Mentoring Showcase!

Join us for this free virtual conference, and learn about the history and latest advancements in school-based mentoring.

We are proud to welcome Dr. Susan Weinberger, the founder of school-based mentoring, as our keynote speaker!

Where: **Zoom**

When: **May 26, 2022 // 12:30 p.m. - 4:30 p.m.**

Keynote Speaker



Dr. Susan Weinberger

President, Mentor Consulting Group

What You'll Learn

- Trends within school-based mentoring
 - New models and approaches
 - Information and strategies for collaborating with schools
 - **More information and a full event program will be released in the coming days.**
-

Summer and Afterschool Programming Opportunities, Resources and Innovation







Press Releases >

Speeches >

Subscribe to News Updates >

Search the Governor's Office

by Keyword



Press Releases



STATE OF CONNECTICUT

GOVERNOR NED LAMONT

04/19/2022

Governor Lamont Announces \$8 Million To Continue Connecticut's Successful Summer Enrichment Program in 2022

Launched in Response to COVID-19 Pandemic, Program Keeps Students Engaged During the Summer Months

(HARTFORD, CT) - Governor Ned Lamont and Connecticut Education Commissioner Charlene Russell-Tucker today announced that the Connecticut State Department of Education is dedicating \$8 million of federal American Rescue Plan funding to continue the state's highly successful [Summer Enrichment Program](#) in 2022.

Launched last year in response to the impacts of the COVID-19 pandemic, the grant program was created to help connect students during the summer months to high-quality enrichment opportunities, including at summer camps, childcare centers, and other similar programs, with a priority for those in towns and communities that were most disproportionately impacted by the pandemic. It is funded using a portion of the state's share of the federal Elementary and Secondary School Emergency Relief Fund.

"The pandemic has created a challenging situation for many students, and it is a priority of mine to ensure that Connecticut has opportunities during the summer months to keep students engaged between academic years," **Governor Lamont said.** "I don't want any student to fall behind because they did not have access to high-quality summer enrichment opportunities, and I am glad that we can continue this successful program into another year thanks to the sustained federal funding championed by Connecticut's Congressional delegation."





Why Plan for Summer Now



[View video!](#)



DISCOVERSUMMER.ORG



Discover Summer Program Submission Form: <https://bit.ly/3uSq8l0>



COVID-19's Devastating Impact on Learning Loss

- Children fell far behind in school during the first year of the pandemic and have not caught up
- Math and reading levels were all lower than normal
- Shortfalls were largest for Black and Hispanic students and students in schools with high poverty rates

Source: [NWEA](#)





RESOURCES TO CHECK OUT



Building Resilience in Youth Through Summer Experiences



The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement



Shaping Summertime Experiences



2022 Summer Learning Toolkit – Michigan



Helping Students in Troubling Times



RESOURCES TO CHECK OUT



Summer Learning Recruitment Guide



Out-of-School Time (OST) Leader's Guide to Equitable Hiring and Staff Development Practices



InPlay Informational Flyer



Wallace Summer Planning Toolkit



USING DATA TO MAKE DECISIONS

NSLA's *Community Indicators of Effective Summer Learning Systems* identifies six key domains for summer system building:

1. Shared Vision and Citywide Coordination
2. Engaged Leadership
3. Data Management System
4. Continuous Quality Improvement
5. Sustainable Resources
6. Marketing and Communications



Federal and State Funding Resources

- **Summer Enrichment Program Grants (Expansion and Innovation)**
- **ESSER After School Grants (Enhancement, Expansion and Innovation)**
- 21st Center Community Learning Center Grant
- State After School Grant
- ESSER Funding
- Priority School District Extended School Hour Grant
- Priority School District Summer Grant
- Neighborhood Youth Center Grant
- Family Resource Center Grant





Broad Distinctions Between Summer School vs. Summer Learning

Summer School	Summer Learning
<ul style="list-style-type: none">• Remedial Education	<ul style="list-style-type: none">• New and Accelerated Learning
<ul style="list-style-type: none">• Punitive and Boring	<ul style="list-style-type: none">• Exciting, Engaging, Experiential
<ul style="list-style-type: none">• School building based	<ul style="list-style-type: none">• Variety of Settings
<ul style="list-style-type: none">• Academic only focus	<ul style="list-style-type: none">• Combines Academics, Health, Enrichment, SEL
<ul style="list-style-type: none">• Mandatory only for some students	<ul style="list-style-type: none">• Voluntary and Open to all
<ul style="list-style-type: none">• Adults decide all	<ul style="list-style-type: none">• Student Voice, Choice, and Leadership
<ul style="list-style-type: none">• Feels no different than school	<ul style="list-style-type: none">• Unique and Special Experience & Culture

Innovation in After School and Summer Programs

Student agency is achieved through activities that are meaningful and relevant to learners driven by their interests and often self-initiated with appropriate guidance from adults.

Tasks like paying attention, engaging in focused practice, and taking in critical feedback require real effort.

As a result, motivation, or the willingness to start, put in mental effort, and persist is vital if learners are to engage in challenging cognitive tasks.



Designing Innovative Programs

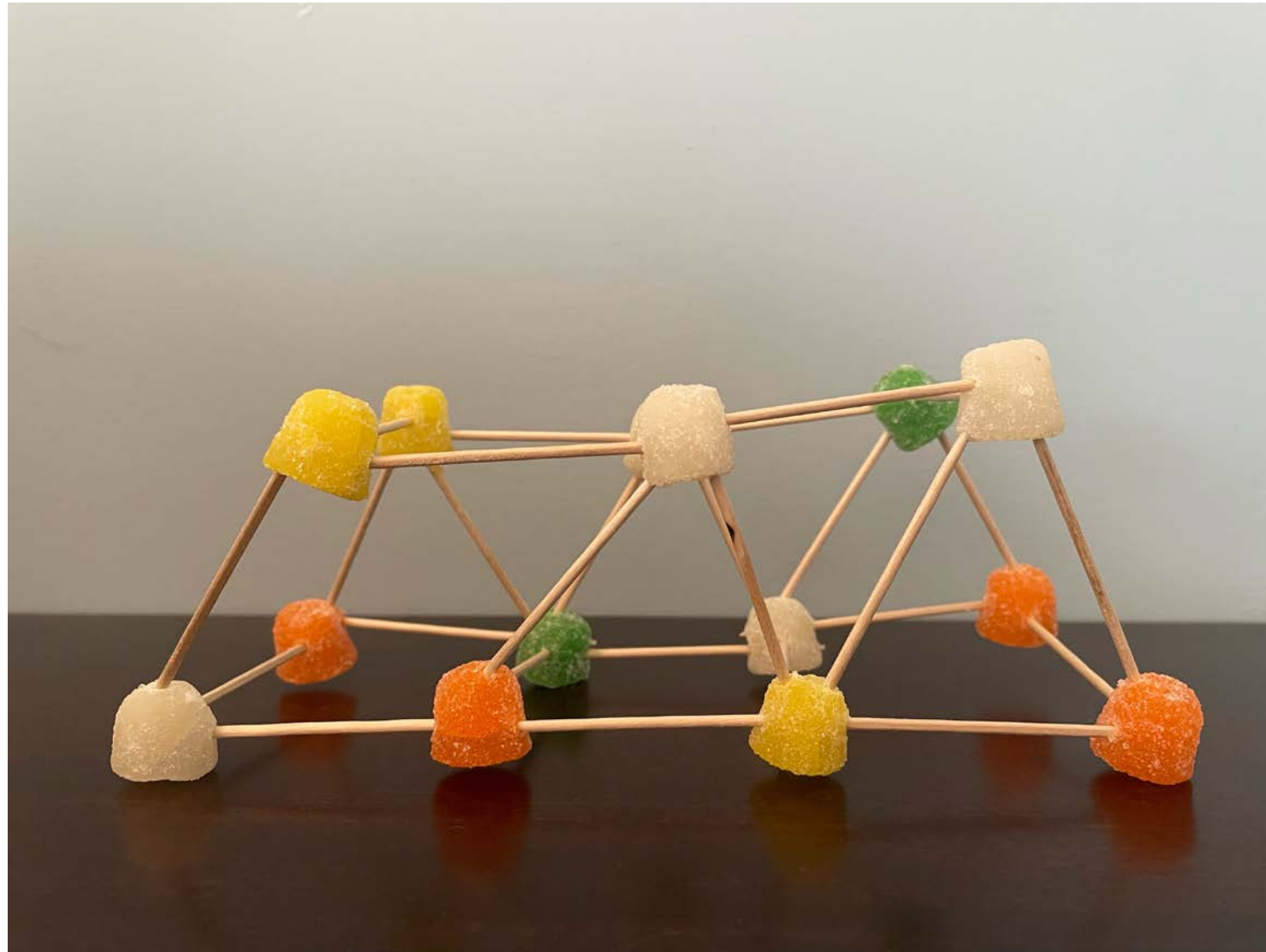
Research has found that various factors influence a learner's motivation, and when present, can support learning and development. There are four factors to keep in mind when designing innovative programs:

1. Whether or not the learner finds value in the learning, relationships, or the process;
2. The extent to which the learner feels self-efficacy or a belief in his or her ability to complete the learning tasks;
3. The learner's sense of control over the process and outcomes of learning; and
4. The extent to which the learner is in a constructive emotional state while learning.



District Innovation Strategies: Bristol Public Schools





District Innovation Strategies

Dan Dziedzic, Teacher and Afterschool Coordinator
Bristol Public Schools

Evaluation of 2021 Summer Enrichment Programs





Summer Enrichment 2021

Evaluation Results

Connecticut COVID-19 Education
Research Collaborative
(CCERC)



2021 Summer Enrichment Program: Fast Facts

38,542 students

210 Expansion Grant Sites

69,782 students at 25 Innovation Grant Sites

25 Innovation Grant sites

95 students

Median # students served at all sites

112%

Average enrollment over planned

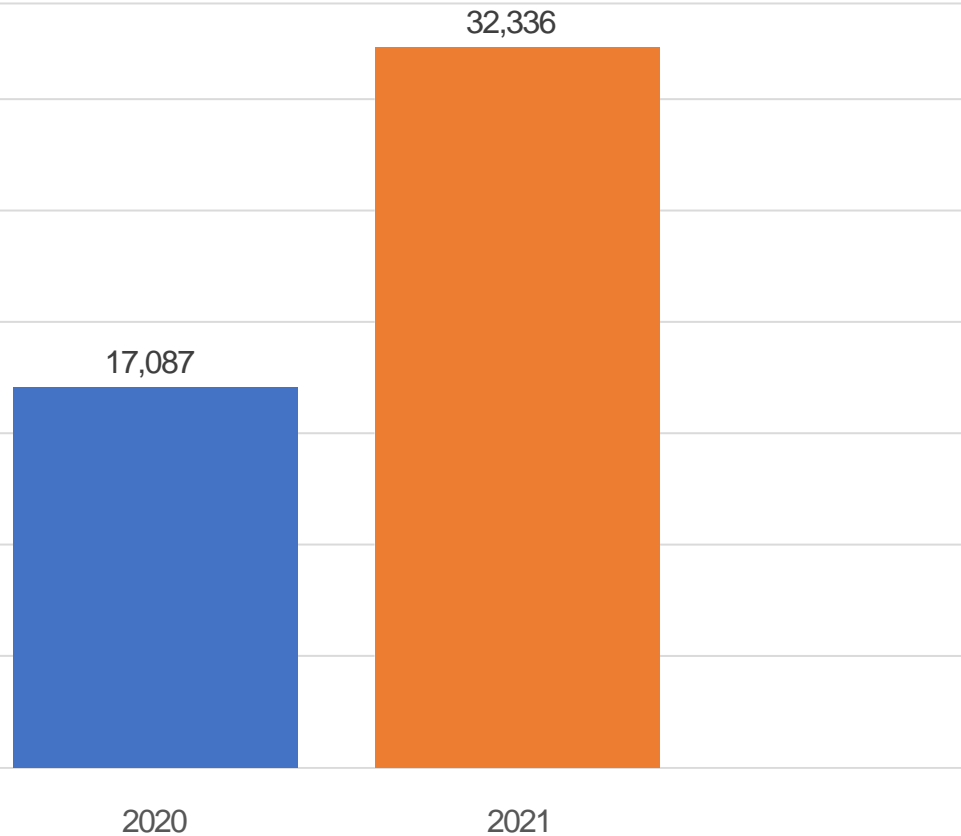
56%

Students on a scholarship or fee waiver



2021 Camp Enrollment and Attendance

Increase in Enrollment Among 121 Camps Reporting Enrollment in 2020 and 2021*



Attendance Rates Among Camps

Attendance Rate	Number	Percent
90%-100%	137	63.7
80%-90%	55	25.6
70%-80%	15	7
60%-70%	5	2.3
50%-60%	1	0.5
Total	213	99.1

Common Reasons for Missed Attendance

Reason	Number	Percent
Family funds	12	5.6
Family work obligations	41	19.1
Student work obligations	16	7.4
Family vacations	140	65.1
COVID-related	87	40.5
Unknown reasons	83	38.6
Other:	58	27
Total	215	



Student Survey Responses

- Grants allowed for the creation of new activities and extending them to more students
- Camps ranged widely by theme (e.g., STEM, sports, arts) and activities (e.g., field trips, outdoor events)

Q9: How much did you like these parts of the summer program?	A lot!	Somewhat	Not very much	(Not part of camp)
Free time	81.7%	14.6%	3.8%	4.6%
Field trips	75.6%	18.1%	6.3%	36.8%
Counselors, teachers, and adults	75.0%	21.8%	3.2%	1.2%
Outdoor activities	70.6%	24.6%	4.9%	3.9%
Sports	63.9%	23.9%	12.2%	8.2%
Food, drink, and snacks	62.5%	27.8%	9.7%	3.6%
Arts & Crafts	52.3%	32.7%	15.0%	6.9%
Computer or Technology activities	48.9%	34.1%	17.0%	36.4%
Acting, Music, or Dance activities	42.1%	31.9%	26.0%	28.8%
Learning activities (math, reading, or science)	35.5%	34.1%	30.5%	30.3%

Some Student & Staff Quotes

- Camp Support of Students' Socio-Emotional Well-being
 - *"We have open discussions about things that bother us."* (high school student, arts-based camp)
 - *"Students were more open with friendships...more excited to spend time with different peers... (and formed) normalizing friendships with each other."* (staff member, skills building camp)
- Camp Preparation for Return to School
 - *"Waking up early...going from 8 - 3, all day prepares me to go back [to school]."* (elementary student, arts-based camp)
 - *"If anything [the camp] made me less excited about it. This is an environment that I would like to learn in and I know that my school is just not that."* (high school student, STEM camp)



Read the report: [FinalReportCCERCSummerEnrichment2021.pdf \(ct.gov\)](#)

CONNECTICUT STATE DEPARTMENT OF EDUCATION



2022 Summer Enrichment Update

2022 Summer Enrichment Program launched this week!

- Connecticut is committing another \$8M to fund high-quality and engaging summer camps, child care centers, and other programs this summer.
- Two grant options available:
 - Expansion Grant: Up to \$75,000 for camps to expand existing programs or create new ones to serve students who would otherwise not have access to summer camp.
 - Innovation Grant: Between \$75,000 to \$250,000 for camps that can serve Connecticut children at scale (150+ children) and provide bold and innovative summer programming for a minimum of 80 hours over the course of the summer.
- Key Dates:
 - Informational webinar on April 25 @ 11:00AM
 - Applications close May 10th
- Learn more at <https://portal.ct.gov/SDE/COVID19/AccelerateCT/Summer-Enrichment>



Break Out Sessions



Small Group Discussions



Discussion

Share the summer planning at your school district, (e.g., what is being planned, what is still in development, what funding sources are you using.)

Brainstorm ideas for innovative programming for the groups grade levels.

Small Group Options:

- Elementary School
- Middle School
- High School
- Central Office

Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Explore differences of opinion
- Create space for everyone to speak (and use the chat to express ideas)
- Use the Jamboard for notes!
- Person whose last name is closest to A helps facilitates.
- Person whose last name is closest to Z takes notes and reports out!

Report Out

For your small group, share and highlight

Share one or two innovative ideas shared in your break-out session.

- Elementary School
- Middle School
- High School
- Central Office



Attendance Awareness Campaign 2022

Showing Up Matters for R.E.A.L.



Showing Up Matters for R.E.A.L.

A Toolkit for Communicating with Students and Families

April 2022

- > Build **R**outines
- > Increase **E**ngagement
- > Provide **A**ccess to Resources
- > Support **L**earning



May 19th
Hedy Chang





Key Resource: Attendance Awareness Website

- ✓ Download our free social media materials and share with local districts
- ✓ Proclaim September Attendance Awareness Month building off our sample proclamation
- ✓ Join our listserv: 34,000+ members



PROMOTE THE CAMPAIGN



Sign up for updates:

www.awareness.attendanceworks.org

KEEP IN TOUCH!

Kari Sullivan Custer, CSDE

Kari.Sullivan@ct.gov

860-807-2041

Stephen Proffitt, SERC

proffitt@ctserc.org

860-632-1485, ext. 322

