



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Talk Tuesdays

Student Attendance, Engagement, and Support Series

February 7, 2023

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

# Today's Agenda

## **Welcome**

Stephen Proffitt and Christine Kuehlewind, State Education Resource Center (SERC)

## **What's New at CSDE and Partners**

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

## **Learner Engagement and Attendance Program (LEAP)**

Caroline Calhoun, Professional Learning Specialist & LEAP Coordinator; EdAdvance

Francisco Baires, Education Service Specialist for Family Engagement; CREC Resource Group

Latasha Easterling-Turnquest M.Ed, Chief of Family Partnerships & Student Engagement; Manchester H.S.

## **Upcoming Attendance & Engagement Meetings**

Christine Kuehlewind, SERC



# What's New at CSDE

**February 2, 2023**

- [Governor Lamont Launches New Round of School Security Grants](#)
- [Honoring Black History and Heritage PD Playlist](#)
- [February is CTE Month](#)

**January 26, 2023**

- [Commission on Human Rights and Opportunities Kids Court 2023](#)

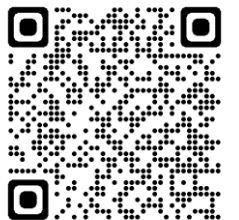
**January 23, 2023**

- [Special Education Excess Cost Grant \(SEECG\) and One-Time Data Collection for Special Education Costs](#)

**January 19, 2023**

- [CSDE's Ground-Breaking Research Collaborative Issues New Report Showing Positive Effects of Home Visits on Student Attendance](#)
- [OPTIONAL: Customizable Alternative Income Form Template for Districts Not Collecting School Meals Applications](#)

[Superintendent's Digest  
\(ct.gov\)](#)

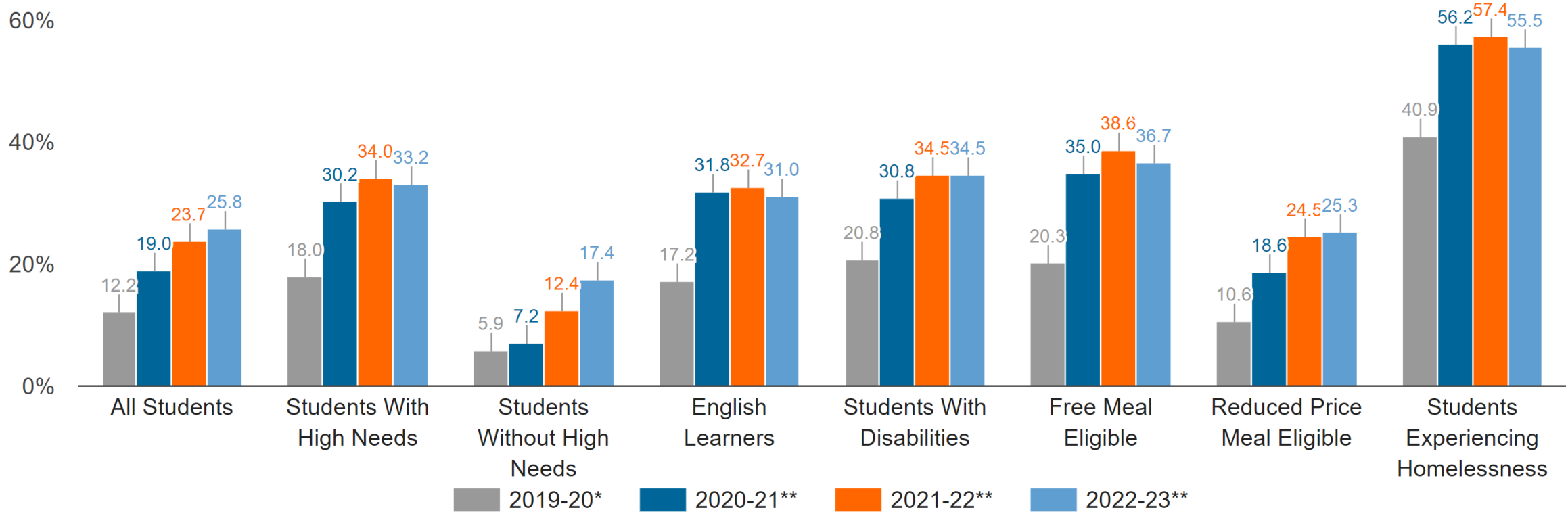




# Chronic Absence Trend Data 2019-20 to December 2022



Percentage of Students Chronically Absent by Student Group (YTD as of December 2022 compared to 2021-22, 2020-2021, and 2019-20)



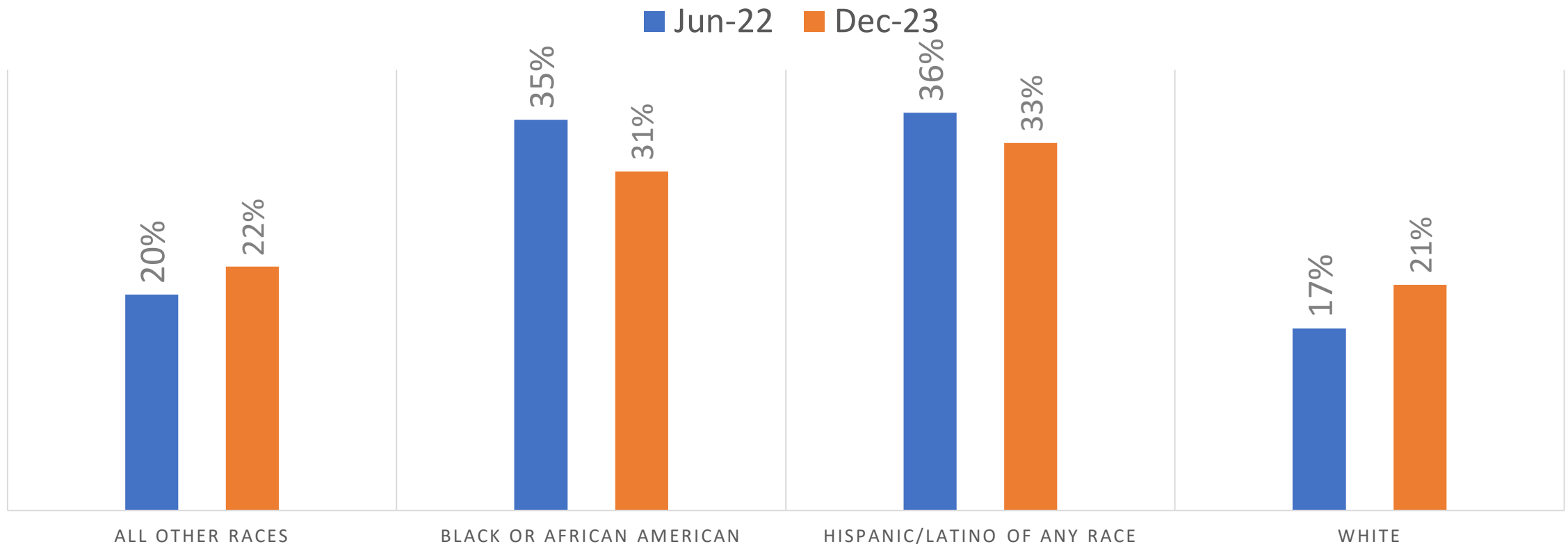
\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.



# Chronic Absence Rates by Race/Ethnicity

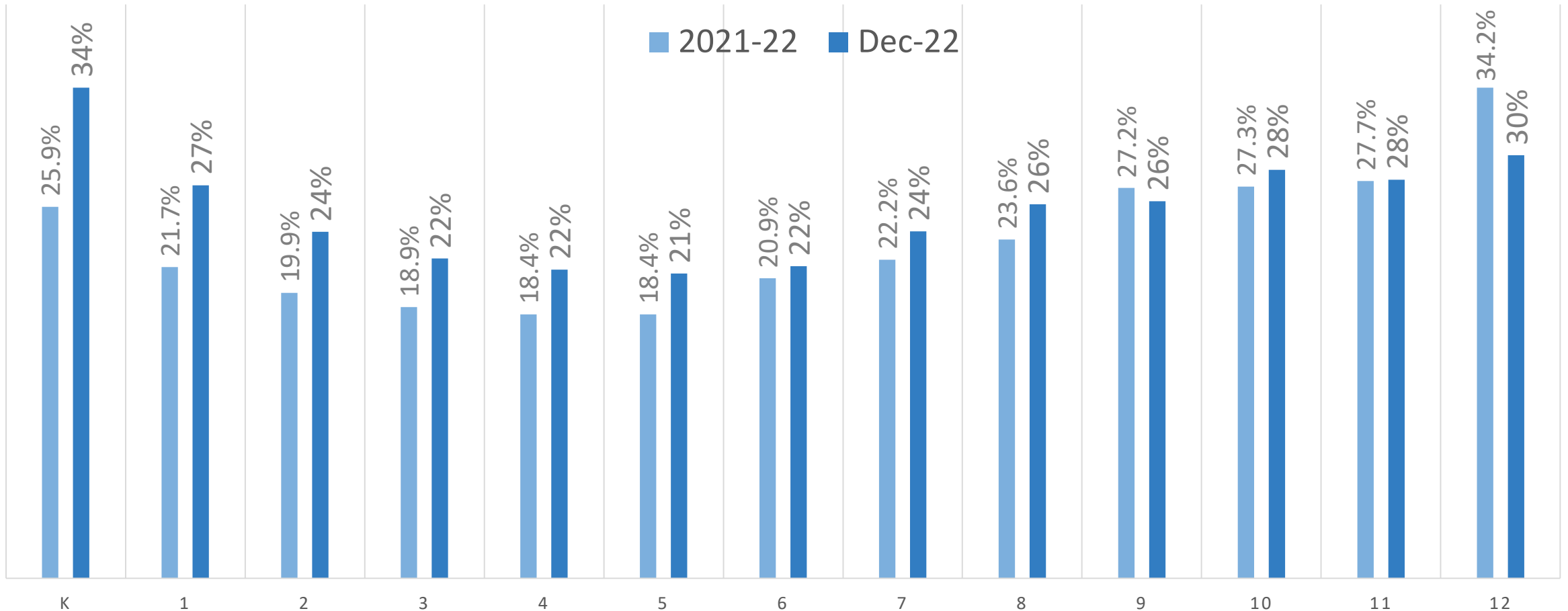


## CHRONIC ABSENCE BY RACE/ETHNICITY SY 2021-22 VERSUS DEC 2022





# What percentage of students in each grade were chronically absent last month (12/2022) compared to end of last year (2021-22)?



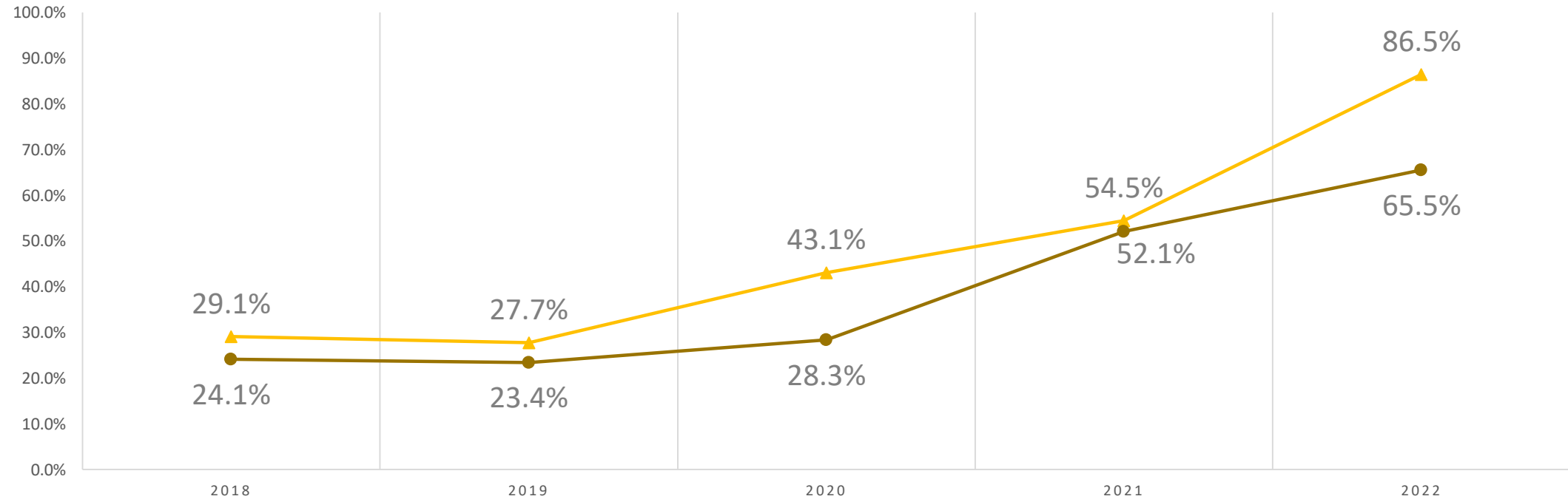
Source: CT EdSight, [Supporting Student Participation \(ct.gov\)](https://www.ct.gov/edsight) Monthly Attendance Reports



# PERCENTAGE OF DISTRICTS & SCHOOLS REQUIRED TO HAVE ATTENDANCE TEAMS 2018 TO 2022



▲ % of Districts (10% or higher)      ● % of Schools (15% or higher)





# ATTENDANCE E-LEARNING SERIES WITH ATTENDANCE WORKS



## Session 1:

# Whole School Engagement Strategies for Reducing Student Absenteeism



CT E-Learning Professional Learning Series

January 23, 2023

Session 1 - January 23, 2023

- [Recording of Session 1 - Whole School Strategies](#)
- [Presentation Slides](#)
- [Outline and Link to Resources](#)



**Talk Tuesday**

**Learner Engagement and Attendance Program (LEAP)**



**Caroline Calhoun**

*Professional Learning Specialist & LEAP Coordinator  
EdAdvance*

**Francisco Baires**

*Education Service Specialist for Family Engagement  
CREC Resource Group*

# Learner Engagement and Attendance Program (LEAP)

## Background & Context



- ❖ Urgent need to address chronic absenteeism
  - large number of students who were chronically absent and disengaged from school due to COVID-19
- ❖ Understand and address barriers to attendance
  - Economic, technology for remote learning, physical health, emotional wellness, and basic needs, (e.g., counseling, clothing, food, housing).
- ❖ Expand capacities and people power to reach families
- ❖ Leverage assets of community-based organizations
- ❖ Need common and sustained approach

# Learner Engagement and Attendance Program (LEAP)



## Background & Context

- ❖ LEAP is a research-based model designed in partnership between the CSDE, the RESC Alliance, Attendance Works, and the Parent Teacher Home Visit model.
- ❖ \$10 million of federal recovery funds from the Governor's Office supported 15 districts.
- ❖ LEAP is a Tier 2 intervention to support students experiencing chronic absenteeism.
- ❖ LEAP is a relational home visiting model focused on building trusting relationships with families.
- ❖ Home visitors can be district/school staff or community-based organization personnel.
- ❖ Students at-risk of or already chronically absent and disengaged from school are identified for home visits by the school.
- ❖ Home visitors maintain visit logs to identify common barriers and needs of families.

# Learner Engagement and Attendance Program (LEAP)

## Guiding Principles



- ❖ LEAP's mission is to build **trusting relationships** with families to ultimately positively impact students' engagement and attendance.
- ❖ LEAP is a **collaborative** and **flexible** endeavor between families, districts, RESCs, and CSDE. **Connection and support** are key to success.
- ❖ LEAP home visitors are trained through the CT Home Visit Hub.
  - The gold standard for home visits is that they occur **in person** by a **pair of trained** home visitors.

# Learner Engagement and Attendance Program (LEAP)

## Home Visits



- ❖ LEAP home visits are targeted supports for students and families who are disengaged from school.
- ❖ Home visits are scheduled opportunities to go to the family's home to have a conversation focused on families' strengths and capabilities, as well as their aspirations for their child.
- ❖ Relationships come first—*before* talking about grades, behavior, or attendance.
- ❖ Families receive multiple home visits that support building relationships over time.

# Learner Engagement and Attendance Program LEAP Evaluation



Conducted by the Center for Connecticut Education Research Collaboration  
(CCERC)

[CCERC Report: An Evaluation of the Effectiveness of Home Visits for Re-Engaging Students Who Were Chronically Absent in the Era of Covid-19](#)

*This research shows that when implemented with fidelity, the LEAP model has a positive impact on students and families.*

# Learner Engagement and Attendance Program LEAP Evaluation



- ❖ This mixed-methods evaluation analyzed **quantitative** data from 8,690 students across 15 districts spanning K-12 education and incorporated **qualitative** interview data from 108 participating district leaders, home visitors, and families, making it the **largest and most robust study** of a home visit program ever conducted.
- ❖ The largely **positive findings** of the evaluation are directly related to the research-based **guiding design principles** of the program.

# Learner Engagement and Attendance Program LEAP Evaluation



- ❖ The objective quantitative results from all 15 participating LEAP districts show that Connecticut's home visit program is clearly effective, leading to an average increase in attendance rates of nearly 15 percentage points for families visited during the 2021-22 school year in the 6 months that followed.



# Learner Engagement and Attendance Program LEAP Evaluation



- ❖ Students receiving 1 or more LEAP home visits showed a significant increase in attendance rates.
- ❖ LEAP home visits had a particularly positive effect at the middle and high school levels.

# Learner Engagement and Attendance Program LEAP

## Evaluation



- ❖ 8,700 CT students received at least one LEAP home visit
- ❖ Families and their home visitors noted 8 main benefits of LEAP:
  - improved family-school relationships
  - increased student attendance
  - increased student engagement
  - increased student achievement
  - increased feelings of belonging
  - increased access to resources
  - increased expectations of accountability
  - greater gratitude and appreciation

# Learner Engagement and Attendance Program LEAP

## Evaluation



- ❖ Families and their home visitors noted 6 themes that contributed to the success of LEAP:
  - personalized, dynamic support dependent on family's needs
  - continued training and support for the home visitors
  - a process of collaboration
  - home visitor fluency in the language used in the family home
  - commitment to establishing connections with families
  - collaborative advocacy for students

# Learner Engagement and Attendance Program LEAP

## Making Headlines



- ❖ [Education Week](#): This State Set Up a Program to Reduce Chronic Absences. It Worked.
- ❖ [CT Examiner](#): *Chronic School Absenteeism Shows Sharp Decline After Home Visitation Program*
- ❖ [WFSB.com](#): *Home Visits Helped Improve Student Attendance in Schools, New Report Says*
- ❖ [WTNH.com](#): *New Study Shows Connecticut Educators Visiting Students Decreased Chronic Absenteeism*
- ❖ [CTPUBLIC.org](#): *Researchers Say In-home Visits Boost School Attendance for Chronically Absent Students*

# Learner Engagement and Attendance Program LEAP

## Year Two



- ❖ As LEAP year one rolls into year two and we continue supporting identified LEAP districts, we are simultaneously and intentionally broadening our scope of work to encompass non-LEAP districts as they tackle attendance issues.
- ❖ How can we help?

# Learner Engagement and Attendance Program LEAP

## Year Two



- ❖ Reach out for more information; we are here to help with your attendance needs!
- ❖ Francisco Baires [fbaires@crec.org](mailto:fbaires@crec.org)
- ❖ Caroline Calhoun [calhoun@edadvance.org](mailto:calhoun@edadvance.org)



# Manchester Public Schools Office of Partnership & Engagement



Presented by  
**Latasha Easterling-Turnquest M.Ed**  
Chief of Family Partnerships &  
Student Engagement





# WHO AM I ?

You lack nothing.  
use what I gave you.  
- God





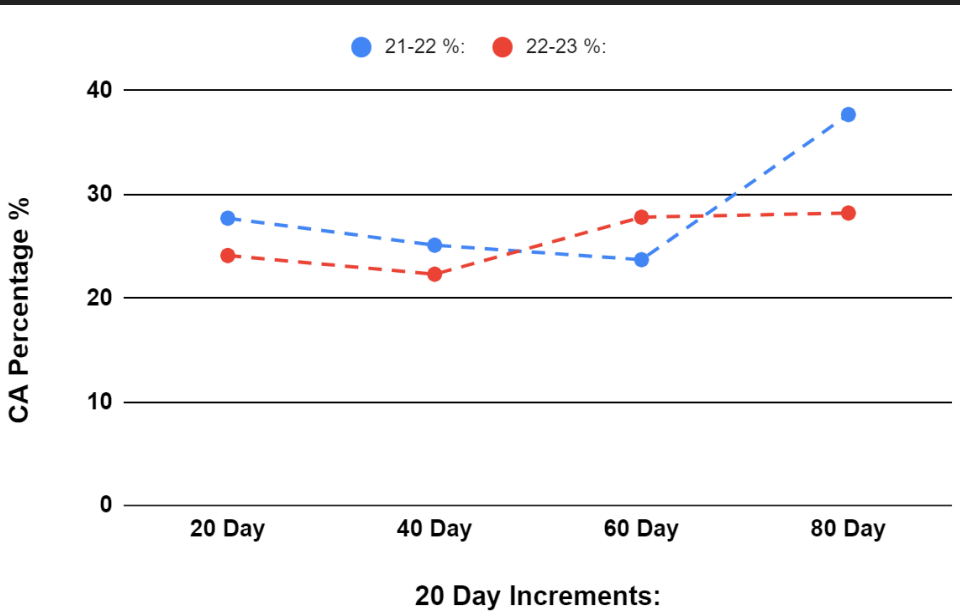
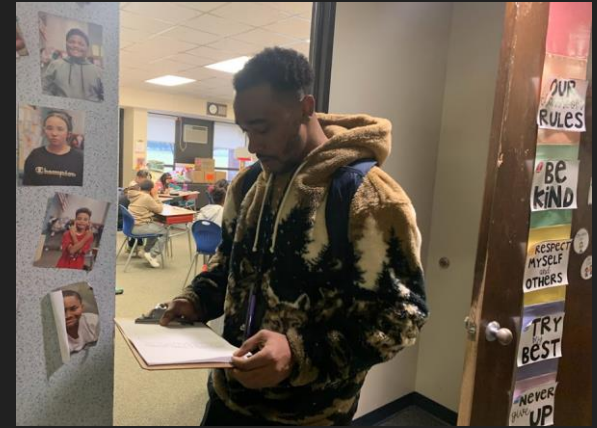


# Intentionality & Capacity





# Data



## CA % by Grade Level:

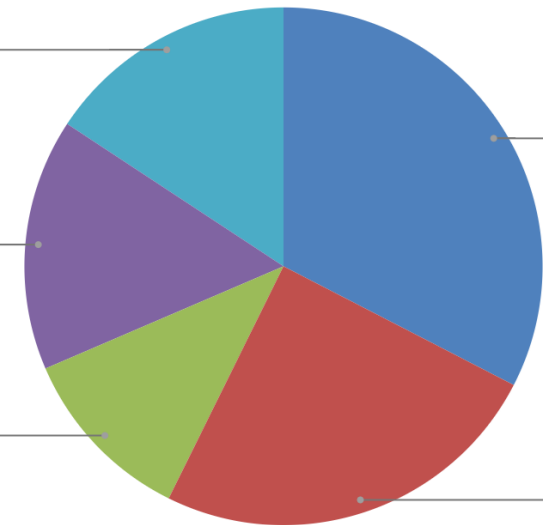
**Fourth Grade**  
15.7%

**Third Grade**  
15.7%

**Second Grade**  
11.2%

**Kindergarten**  
32.6%

**First Grade**  
24.7%





# Built Teams & Used Current Structures



*happy holidays*



OFFICE OF FAMILY PARTNERSHIP & STUDENT ENGAGEMENT | DECEMBER | 2022



# Upcoming Attendance & Engagement Meetings

## Talk Tuesdays 2022-23 School Year

- Winter sessions will continue to focus on *strategies that worked in 2021-22* and feature districts that improved attendance across the district, in a school, particular grade or group of students.
- **February 21<sup>st</sup>**
- **March 7<sup>th</sup>**
- **March 21<sup>st</sup>**



# KEEP IN TOUCH!

**Kari Sullivan Custer, CSDE**

[Kari.Sullivan@ct.gov](mailto:Kari.Sullivan@ct.gov)

860-807-2041

**Christine Kuehlewind, SERC**

[Kuehlewind@ctserc.org](mailto:Kuehlewind@ctserc.org)

860-632-1485, ext. 371

**Stephen Proffitt, SERC**

[proffitt@ctserc.org](mailto:proffitt@ctserc.org)

860-632-1485, ext. 322

