



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

March 21, 2023

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

Today's Agenda

Welcome

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

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Jay Brown, Bureau of Special Education Consultant (Academic Office), CSDE

Hartford Public Schools: Attendance, Culture and Engagement Summer Work Plans

Corinne Barney, Irene Rietze and Gerardo Heredia

2023-2024 Summer Enrichment Grant

John Scianimanico, Director of Special Projects, CSDE

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



What's New at CSDE

March 17, 2023

- [Rollout of Diversity Training: A Guide for Hiring and Recruiting Diverse Educators](#)

March 16, 2023

- [Charter Schools Best Practices Annual Report 2021-22](#)
- [Department of State's Exchange Visitor Secondary School Program](#)

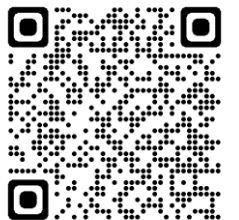
March 14, 2023

- [Summer Enrichment Grant Program](#)
- [School Mental Health Specialist \(SMHS\) Grant](#)
- [Designate Your Postsecondary Readiness Lead\(s\)](#)
- [Evidence-based, Scientifically based, Culturally Responsive Literacy Curriculum Models, Programs and Professional Learning](#)

March 9, 2023

- [For Superintendent Action: CSDE African American/Black and Puerto Rican/Latino Audit Survey](#)
- [CSDE Certification Webinar for Human Resources Staff](#)
- [Connecticut's K-3 Literacy Strategy](#)

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

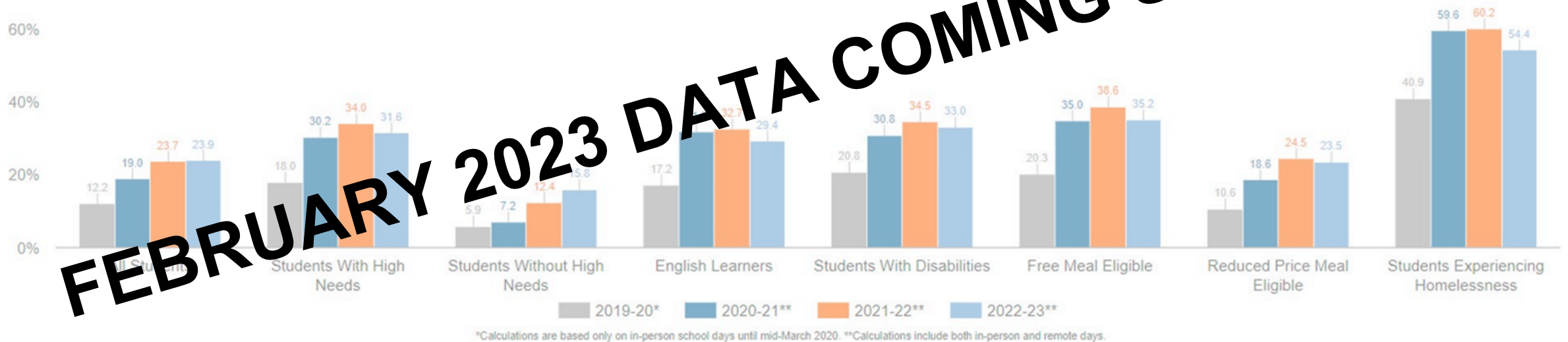




Chronic Absence Trend Data 2019-20 to January 2023



Percentage of Students Chronically Absent by Student Group (YTD as of January 2023 compared to 2021-22, 2020-2021, and 2019-20)



FEBRUARY 2023 DATA COMING SOON!

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

Current Data Files

- [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 \(.xlsx\)](#)



U.S. DEPARTMENT OF EDUCATION PRESENTS:

How Family Engagement Can Improve Student Engagement and Attendance

WEBINAR

March 28, 2023

1:00-2:30 PM ET



National webinar features Connecticut's Learner Engagement and Attendance Program (LEAP)

- o Hedy Chang, Executive Director, Attendance Works
- o Kate Pechacek, National Senior Director of Impact Solutions, TalkingPoints
- o Gina Martinez-Keddy, Executive Director, Parent Teacher Home Visits (PTHV)
- o Todd Rogers, Professor of Public Policy at the Harvard Kennedy School of Government
- o Kari Sullivan Custer, CT State Attendance Lead, Connecticut State Department of Education
- o Susan Fergusson, Assistant Superintendent of Schools, Torrington Public Schools (CT)
- o Mercedes Williams, Director of Communications and Stakeholder Engagement, Pittsburgh Public Schools

School and district attendees will walk away with knowledge about what funding is available to improve attendance and student engagement, and what evidence-based resources and practices can help them accomplish these goals.

[Register: How Family Engagement Can Improve Student Engagement and Attendance Registration, Tue, Mar 28, 2023 at 1:00 PM | Eventbrite](#)



Connecticut Program on Reducing Student Absenteeism Featured as National Best Practice



Press Releases



STATE OF CONNECTICUT
GOVERNOR NED LAMONT

03/03/2023

Governor Lamont and Commissioner Russell-Tucker Announce Connecticut Program on Reducing Student Absenteeism Featured as National Best Practice



CHARLENE RUSSELL-TUCKER
Commissioner
Connecticut State Department of Education

[Governor Lamont and Commissioner Russell-Tucker Announce Connecticut Program on Reducing Student Absenteeism Featured as National Best Practice](#)

"I'm proud that Connecticut's education recovery initiatives are being featured as a best practice on a national level," **Governor Lamont said**. "The positive impact LEAP has had on reducing student absenteeism is why my budget proposal for the next two years includes additional funding to sustain and grow this program. We know that chronic absenteeism can have a lasting impact on a student's academic success, so it's important that we continue to take proactive and innovative steps to reduce it."

Governor Ned Lamont, March 3, 2023

"We are thrilled that Connecticut's Learner Engagement and Attendance Program is being recognized as a national best practice," **Commissioner Russell-Tucker said**. "Our evaluation has demonstrated that LEAP resulted in increased attendance in districts where the intervention model was implemented. The success of LEAP is due to the close collaboration on design and implementation with our local school districts, the RESC Alliance, professional expertise and support from Attendance Works, and of course, our home visitors. We thank them for their ongoing partnership. This video from the Collaborative for Student Success is a wonderful way to showcase LEAP and the importance of partnerships and, most importantly, building strong relationships between families and schools to improve student outcomes."

Charlene Russell-Tucker, Education Commissioner, March 3, 2023

WATCH: [Video from the Collaborative for Student Success on Connecticut's LEAP initiative](#)

[Download the LEAP Evaluation and read about its success and lessons learned.](#)

Guidance for Connecticut School Districts: Enrollment Process and Practice At-a-Glance Overview



Documents which may be *required* prior to *enrollment* to determine eligibility to attend school in the district

- Documents pertaining to residency in the district and student's age
- Current apartment or home lease agreement, a mortgage document, property tax record, rent receipt, homeowners' insurance
- Current utility, cable, home or cell phone bill, or insurance correspondence
- Current proof of government benefits or other government correspondence showing an address
- A current Connecticut driver's license, automobile registration, or automobile insurance

Documents which may be *required...* *after* determining eligibility to attend school but *prior* to beginning classes

- Immunization and health assessment records

Documents/data which may be *requested* any time after enrollment

Any data necessary to comply with federal or state data collection requirements or other legal responsibilities, as well as to assist the district in properly educating its students. This may include but is not limited to demographic data and/or English proficiency status

CONNECTICUT STATE DEPARTMENT OF EDUCATION

The recently [reissued Residency Verification Guidance](#) is posted on the [PSIS helpsite](#). There is also a section on [Enrollment and Enrollment Processes & Practices](#) which contains useful documents regarding Student Registration and Enrollment requirements.

Spring Attendance Slump

Spring Dip Resources for Schools and Districts

- > Send families a letter reminding them that instruction continues before and after the spring break.
- > Download our [handout with activities](#) that can encourage students to attend, participate and strengthen relationships.
- > Work with students and families to create or update a Student Attendance Success Plan.
- > The Edwards-Knox Central School planned a month of spirit activities and drawings to boost attendance during the pandemic. Read our [blog post](#) about their Month of Earning and Learning.
- > Download [Sprinting through Spring](#), a calendar of sample daily spirit activities, that can be adapted for any month. Add or revise the activities to suit your school community and grade levels.



Avoiding the Spring Dip

Daily attendance often plummets before and following spring break. Educators can plan ahead and offer activities to encourage attendance and participation, whether school is in person, remote or hybrid. Ask families and students for ideas and help. Local community groups often will provide coordination, volunteers and financial supports.

Choose from the following ideas that are most suitable for your school community and grade levels. Most of these activities can be adjusted so they are streamed online or available to students and families over a computer or phone!

1. **Spirit week:** Engage students through activities (academic or non-academic) and themed days where students dress up as a hero or draw a picture of themselves as the hero. Download our [Sprinting Through Spring calendar](#) with sample activities ([on this page](#)).
2. **Spring education events:** Such as [Read Across America Day](#), Million Word Challenge, Pi Day or Earth Day.
3. **Outdoor field day:** Get students and staff moving! Older students can be trained to lead movement or mindfulness activities.
4. **Pop up Saturday festivals:** Involve different area schools – a good use of community partnerships.
5. **Multicultural day or a world music dance party:** Invite students to share from their own cultures or from an area of the world they are interested in.
6. **Shows and showcases:** Hold in-person performances, spotlight activities, or showcase upcoming summer or afterschool expanded learning programs.
7. **Field trips:** Organize opportunities to learn outside the classroom by visiting zoos, planetariums or local farms. Ensure policies are inclusive so that all students can participate. Or plan online field trips, using [zoo webcams](#), locating astronomical features via a [virtual planetarium](#), or delving into biomes with The Nature Conservancy.
8. **Breakfast bunch:** Arrange for a small group of students to have breakfast with the principal or selected favorite administrators or teachers.
9. **College and career spirit:** Take pictures of students in graduation robes. Younger students draw a picture of their future and share online.
10. **For next year:** Create a mentor program and assign 5th-grade buddies to kindergarten students to prepare them for 1st grade, or arrange 5th and 6th grade buddies for next year's middle schoolers.

Caring Activities

1. **Basic needs:** Provide personal items (hygiene) or free fruit in classrooms several times a week. Invite families to pick up extra groceries the day before spring break.
2. **Appreciation days:** Everyone thanks a particular type of person, (parents/caregivers, teachers, custodial staff, students, etc.).

For more ideas visit our webpage: <https://www.attendanceworks.org/resources/spring-attendance-slump/>

Revised March, 2022

www.attendanceworks.org

Learn More about the Spring Dip

- > How does attendance typically change over the course of a school year? This "heartbeat" chart showing daily attendance changes over the course of a school year was created by the Center for New York City Affairs with an interactive tool.
- > TASC and ExpandED Schools developed [Avoiding the Attendance Slump: Strategies to Maximize Learning Time in June – A Resource Guide](#), for schools in New York. The guide provides insight into the drop in attendance and strategies to increase learning time and attendance.

School Attendance
can dip in the spring

Make a plan and
address the **#springslump!**



#SchoolEveryday



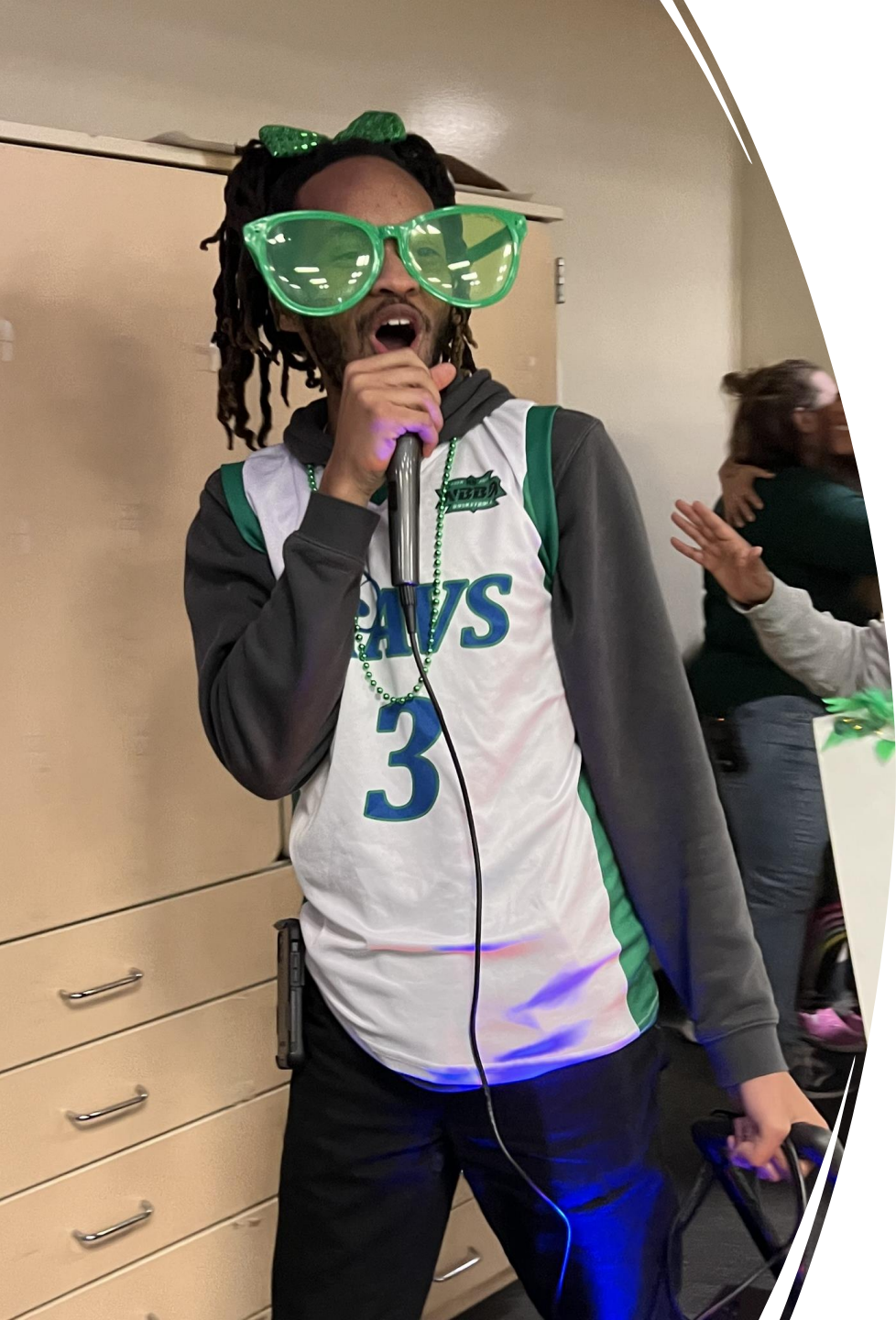
Download social media materials to spread the word about the Spring Attendance Dip!

Download Messages

Download Image



[Spring Attendance Slump - Attendance Works](#)



Shout Outs!

- New Haven Public Schools: Kicks off a 3 part E-Learning Series for secondary attendance teams with a focus on beating the spring slump!
- Connecticut Technical Education and Career System (CTECS) partners with EdAdvance, CREC, and CSDE for a series on systemic solutions for addressing attendance.
- Manchester Public Schools celebrates the 4th graders at Waddell Elementary School for their AttenDANCE with a parade and other celebrations. Watch video with the LEAP Student Engagement Specialists. [MPS SES' March Madness AttenDance](#) Also watch - [SES Attendance Awareness Video](#)



<https://youtu.be/t0sjS5VlbIE>



Hartford Public Schools

Attendance, Culture and Engagement Summer Work Plans

Corinne Barney, Irene Rietze and Gerardo Heredia



Agenda



- District ACE Team
- Brights Spots- Summer Work Exemplars
 - Sanchez
 - Naylor
 - McDonough
 - Milner
 - UHSE
- Action Planning
 - Review Current Data
 - Use Exemplars to begin summer planning



Goals for Quarter 3



Next steps for Quarter 3 include the following continued practices:

- 100% of attendance taken on time
- Continuation of MTSS plans for Tier 3 over several years with progress monitoring
- Addition or continuation of MTSS plans for Tier 2 students who ended last year at Tier 2 (depending on caseload)
- Roll out of new family outreach page with PL for ALL staff
- Shift ACE Team focus to TIER 2 students; TIER 3 becomes Summer Work Planning
- Summer Work plans to include re-engagement of Tier 3 Students
 - Get into every 5th and 8th grade class (what do you need to know about middle/high school?)
 - 9th grade focus group (What do you WISH you knew before high school?)
 - Recovery option before re-entering high school (alternative summer programs)
- Pilot Disengagement Protocol at Bulkeley High School
- Planning for Updated Mentoring Protocol



Quarter 3 Actions

- Bright Spots Protocol
- Shift thinking to Tier 2 students and 16+ become summer work
- Review Bright Spots data to identify patterns and trends
- Use data from Bright Spots to craft 23-24 Big Rocks and Theory of Action
- Data analysis to determine focus groups to hit ESSR targets

22-23 ACE Big Rocks

- 100% attendance taken on time weekly
- Outreach logs completed by ALL staff communicating with families with reason for absence
- Root Cause and Intervention alignment for ALL Tier 2 and 3 students
- MTSS plans for Tier 3 students (starting with chronic over several years) in PowerSchool
- All medical paperwork is completed and scanned into PowerSchool

Exemplars



Bright Spots Protocol

- Sanchez
- Naylor
- McDonough
- UHSE
- Milner

What did you do to make it successful?

Admin changes - new attendance lead (teacher)
Set goals (attendance on time/MISS/Tier 2)
Updated mentor protocol
Magnet grant to enhance programs - esports connected to ACE
Recruitment videos
Collaboration between both admins (AP makes it fun)
Principal as leader
Summer work plans (Tier 3 groups/MISS to 20+ families/new family outreach/EA kids on 1st day)
Assigned staff w/ welcoming families/clear communication on ACE to ALL families
Community Partners @ Back to School event
Welcome Back letter w/ ACE focus and steps
Monitoring of implementation and next steps
ACE team discussed how we/what we can do to get at parents differently
created own letter to prevent absences to go to parents
scheduled weekly home visits and on-going
Focus on 'Dip' months and two week challenges
ACE team plans ahead
Rocky's Hero club w/ Tier 2 and 3
Team buy-in and support (calls, letters, home visits)
Family information session (mid-year check-in)
Team building activities, so everyone has buy-in and shares the work
Sticking to the plan

What did you do to engage others as collaborators' and leaders?

Celebrating staff as ACE models
Re-established culture and climate
Met weekly in Sept and Oct
Created a protocol with roles and responsibilities (grade level/Role)
Focus on 9th grade and engagement
Timeline - ACE milestones
Meeting w/ families to discuss barriers → align interventions
Community partners as resources
Team buy-in through shared leadership
Use of school vans to support transportation
Previous ACE learning and adjustment of assignments
ACE team met during summer
Root causes to dig deeper and assign interventions
Data tracker w/ clear roles and responsibilities
Shared work: Teacher expectations are clear around log on parentsquare and coding
Monthly incentives; stop instruction and make school fun
Summer work plan (post cards, home visits, use of data to support strategic outreach)
Clear systems and protocols in place and monitored to get work done
SES as ACE co-lead and continued weekly meetings even when admin is out
Norming around school wide ACE expectations
Weekly updates/communication to ALL staff (Listen to teachers so they have buy-in)
Behavior and attendance have separate incentives

Summer Work Plans



Rationale: Based on the data, schools that had thorough summer work plans reduced their CA Rates by over 10%

- Review your data
 - Identify your Tier 3 students
 - EdSight Secure for students “new” to the district/school
 - Look at patterns and school trends
 - What grade levels do you need to prioritize? Who do you need to share the data with for transition grades? (Kinder, 5th and 8th grades)
- Action Plan
 - Identify your team's roles and responsibilities
 - What is your communication plan to families of Tier 3 students
 - Plan outreach, home visits, phone calls, postcards
 - Plan for student barriers and interventions
 - Do you need to create a data tracker to monitor summer work plans?
 - Is there a system that needs to be created and monitored?
- Link to Action Plan: [Summer Work Plans](#)
- Link to MTSS Summer Work Plan: [Naylor Summer MTSS Plan](#)

2023-2024 Summer Enrichment Grant



Important notes before we begin

- This is a two-year grant program, with funding available for Summer 2023 and Summer 2024. Camps will be able to apply for two awards to cover these two summer periods.
- Funding for Year 2 (Summer 2024) will be conditional upon successful completion of all grant requirements in Year 1. Applicants intending to only provide programming for one summer (either 2023 or 2024, but not both) should not apply.
- LEAs that received under \$1M in ARP ESSER funding are eligible to apply. Otherwise, they are welcome to apply with another LEA , municipal program, or other eligible entity.
- All grant applications must be submitted **online**. Applications can be found at <https://portal.ct.gov/SDE/COVID19/AccelerateCT/Summer-Enrichment>. Applications are due by April 3, 2023 at 5:00 PM.
- For any questions not answered, including those that arise during the application process, please email SDE.SummerEnrichment@ct.gov.



Grant Award Options

Expansion Grants

- Funding to expand existing programs or create new programs to serve students who would otherwise not have access to summer camp or programs.
- Awards will total up to \$50,000 per site. Programs with multiple sites may submit one application per site per year.

Innovation Grants

- Funding for organizations that can serve Connecticut children at scale, provide extensive learning opportunities that blend educational and enrichment components, and remove financial and other types of barriers that have typically precluded participation.
- Awards will range from \$50,001-\$150,000 per program site per year. A maximum of one application per program will be accepted.
- Additional requirements:
 - Program must serve a minimum of 150 individual students over the course of each summer program period;
 - Program must provide at least 80 hours of programming;
 - Program must describe how it will serve the state's goal of providing novel and innovative summer programming to Connecticut students.



One application - either an Expansion or Innovation Grant - per site is allowed.

Eligible Activities and Spending

Eligible Grant Activities

Applicants must commit to using the funding in at least one of the following ways:

- Serve additional children or youth through existing or new programming;
- Subsidize enrollment costs for program participants; and/or
- Provide transportation for program participants.

Ineligible Spending Categories

- Student stipends, vouchers paid directly to families/students, gift cards/certificates given directly to families/students, or other cash benefits directly to families/students
- Mortgage, maintenance, major hardware and software upgrades, utility costs, and other indirect costs
- Executive salaries, benefits of individuals who are not employees of the applicant or engaged partners, or expenditures related to state or local teacher or faculty unions or associations

Eligible Spending Categories

- Hire additional staff, counselors, lifeguards, behavioral specialists or other necessary personnel to serve more students (including [CTREAP portal](#) account)
- Rent for a larger facility in order to serve additional students
- Subsidize the costs of expanded hours or weeks that students participate in camp programming
- Subsidize or waive enrollment costs for students, particularly those eligible for free or reduced-price school meals
- Cover activity and other supply costs necessary for camp programming (i.e. arts and crafts, t-shirts, field trips, ticket fees, etc.)
- Provide food, snacks, and water for students
- Cover transportation costs for students

Application Questions (1/2)

- Why does your program need this summer enrichment grant funding over the next two summer periods? Describe the students served, age levels, and particular need in this community/group of students.
- Describe the camp activities and how your program will provide novel and innovative experiences that foster curiosity, generate excitement among campers, and/or promote cross-cultural understanding.
- What outcomes does your program aspire for students to achieve by participating in your program? What research or evidence does your program draw on to highlight the impact of the program on these outcomes?
- Provide detail on program logistics, including: start and end dates; operational hours; facilities; transportation plan; and how meals and snacks will be handled.
- Describe how your program intends to adequately staff all programming and operations, especially if your program is serving more students this summer, while meeting the required staff-to-student ratios outlined in this RFP.



Application Questions (2/2)

- Describe the staff training and behavioral supports your program will provide to assure the social, emotional, mental, and physical health of students.
- Describe how your program is partnering with school districts, community organizations, and other entities during the summer and into the 2023-24 school year to ensure students are prepared for and enthusiastic about returning to school in the fall.
- Describe how program participants will be recruited. Provide any evidence of demand from families for children to attend your camp.
- **Provide a budget and a budget narrative with specific detail on how the grant funding would be spent in Summer 2023 ONLY. If applicable, include any other sources of additional funding, including in-kind resources such as facilities, that your program will use to sustain itself for the next two summers. Camps that are requesting a CTREAP portal must budget \$208 to cover the costs of the account.**



Budget Categories

100 Personal Services - Employee Salary

- All eligible staff personnel, hours worked, hourly wage

200 Personal Services - Employee Benefits

- All eligible staff benefits, including unemployment, health care, FICA, etc.

300 Purchased Professional and Technical Services

- Any outside contractors, vendors, or other services brought to the camp site to provide summer enrichment programming to students

400 Purchased Property Services

- Any relevant and necessary upgrades to the camp in order to accommodate more children (*note, we do not fund capital improvement projects, maintenance costs, or other indirect costs*)

500 Other Purchased Services

- Includes funding reserved for scholarships, snacks/food, transportation costs

600 Supplies

- T-shirts, art supplies, sports equipment, etc.



High-Quality Budget

Budget Code	Description of Funded Activity	Cost
100 Personal Services – Employee Salary	<ol style="list-style-type: none"> 2 full-time Summer Camp Staff at \$14 per hour, for a total of 320 hours over the 8 week span, totaling \$8,960 1 full-time Summer Camp Director at \$20 per hour, for a total of 320 hours over the 8 week span, totaling \$6,400 CT REAP portal, \$208 	\$15,568
200 Personal Services – Employee Benefits	<ol style="list-style-type: none"> Social Security: \$15,568 x 6.2%, totaling \$965.22 Unemployment Insurance: \$15,568 x 8.3%, totaling \$1,292.14 Workers Compensation Insurance: \$15,568 x 3.2%, totaling \$499.18 	\$2,756
300 Purchased Professional and Technical Services	<ol style="list-style-type: none"> 5 round trip bus rides from camp to field trip location @ \$700/trip 	\$3500
400 Purchased Property Services	N/A	\$0
500 Other Purchased Services	<ol style="list-style-type: none"> 27 Full Summer Scholarships x 8 weeks of camp x \$310 per week = \$66,960. <p>This funding will be used to cover direct staffing costs, as well as food and meals and camp supplies, for these campers:</p> <ol style="list-style-type: none"> Camp Director - 1 x 40 hours x \$32.70 x 8 weeks = \$10,464 Assistant Camp Director - 1 x 40 hours x \$25.50 x 8 weeks = \$8,160 Age Group Directors - 1 x 40 hours x \$23.25 x 8 weeks = \$7,440 Age Group Supervisors - 1 x 40 hours x \$18.00 x 8 weeks = \$5,760 Aquatics Director - 1 x 40 hours x \$18.00 x 8 weeks = \$5,760 Camp Counselors - 4 counselors x \$15 x 40 hours x 8 weeks = \$19,200 Daily snacks and hot lunch - \$250 per students x 27 kids = \$6,750 Camp Supplies (Art Supplies, Sports Equipment) = \$3,426 	\$66,960
600 Supplies	<ol style="list-style-type: none"> Camper T-Shirts = \$10 per shirt x 2 shirts per camper x 27 campers = \$540 4 Chess Sets @ \$31.00/ea = \$124.00 10 Connect Four Games @ \$10.00/ea = \$100.00 3 @ \$100.00 Board Scrabble Game = \$300.00 	\$1,064
800 Miscellaneous	DO NOT PUT ANYTHING IN THIS CATEGORY	\$0
Total		\$89,848

Low-Quality Budget

Budget Code	Description of Funded Activity	Cost
100 Personal Services – Employee Salary	Staffing	\$15,568
200 Personal Services – Employee Benefits	FICA, etc.	\$2,719
300 Purchased Professional and Technical Services	Buses	\$3,500
400 Purchased Property Services	N/A	
500 Other Purchased Services	27 Full Summer Scholarships	\$66,960
600 Supplies	Games, supplies, t-shirts	\$1,064
800 Miscellaneous	Miscellaneous, indirect costs	\$10,000
Total		\$99,811



Reminders and Questions

- Applications are due by April 3, 2023 at 5:00 PM. No applications will be accepted after this time.
- Applications must be submitted online; do not send in applications via email. Retain a copy of your application responses!
- Applicants will be notified of decision by May 1, 2023.
- More information can be found on the CSDE website; additional questions may be sent to SDE.SummerEnrichment@ct.gov.
- Read the Application Overview Document carefully, including the Checklist.



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.
- **April 4th**
- **April 18th**
- **May 2nd**
- **May 16th**



KEEP IN TOUCH!

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