

INTERAGENCY COUNCIL FOR ENDING THE ACHIEVEMENT GAP

September 22, 2021

Virtual Meeting

1:00 to 3:00 p.m.



OPENING REMARKS & ROLL CALL

The Honorable Susan Bysiewicz, Lieutenant Governor
State of Connecticut

Member Agencies

Roll Call – Kari Sullivan, State Department of Education

- Connecticut State Colleges and Universities
- Department of Administrative Services
- Department of Children and Families
- Department of Economic and Community Development
- Department of Housing
- Department of Public Health
- Department of Social Services
- Judicial Branch
- Office of Early Childhood
- Office of Policy and Management
- State Department of Education

Agenda

- I. **Opening Remarks & Roll Call**
The Honorable Susan Bysiewicz
Lieutenant Governor, State of Connecticut
- II. **Acceptance of Minutes and Follow-up from Last Meeting Discussion**
- III. **Guest Speaker: Summer Programming and the Role of Time**
Erica Forti, Superintendent, East Haven Public Schools
- IV. **Agencies' Response to Achievement Gap Task Force (AGTF) Master Plan**
 - Inside the Schoolhouse
 - Role of Time in Closing the Achievement Gap
 - Narrow the High-End Opportunity Gap – Find the Missing Advanced Placement Students
 - Inside State Government
 - Students in State Care
- V. **Next Steps**
- VI. **Closing/Meeting Adjourned**

Acceptance of Minutes and Follow Up from Last Meeting

Topic	Notes

Guest Speaker: Summer Programming and the Role of Time

*Erica Forti, Superintendent
East Haven Public Schools*



“In summer 2020, my district, like all others, found itself in the midst of the COVID-19 catastrophe.

We used the crisis to adopt an approach we had been discussing for years: block scheduling.

What appealed to us about the practice is that it frees up time for hands-on learning and collaboration, while affording deeper levels of teaching and learning with fewer interruptions.”

Erica Forti, *Education Week*, July 2021

[The Pandemic Forced My District to Make One Big Change Worth Keeping \(Opinion\)](https://www.edweek.org/education/ericaforti-the-pandemic-forced-my-district-to-make-one-big-change-worth-keeping-opinion/2021/07/20)
([edweek.org](https://www.edweek.org))

East Haven Public Schools



Exploring

Empowering

Achieving

TIME

It is only as good as how you strategically manage the key variables that impact how well it is used.

- Data
- Developing Staff Capacity
- Leadership Supervision and Evaluation
- Engaging Students and Families
- Materials and Resources



FINDING THE TIME

- **Standard School Day**
 - How do we maximize the time we already have?
- **Extend School Day by 30 Minutes**
 - How do we individualize to challenge, accelerate, or intervene?
- **Before and After School**
 - How do we partner to enrich as a meaningful extension of the school day?
- **Summer School**
 - How do we engage beyond the school year to close academic gaps and address learning loss?



Summer School

How do we engage beyond the school year to close academic gaps and address learning loss?

- **Priority Standards**
 - focused teaching and learning
 - mapping to lesson scope and sequence
 - preparing for next grade level
- **Pre and Post Assessment**
 - monitor growth and progress
- **Attendance AND Engagement**



Extending the School Day by 30 Minutes

How do we individualize to enrich, accelerate, and intervene?

- WIN - What Individuals Need
 - specific to each student's need
 - focused on high leverage skills
- Matching Staff to Student Need
- Data
 - monitor growth, adjust focus
 - change strategies
 - re-group



Standard School Day

How do we maximize the time we already have?

- Transitions
- Integrated Learning
 - PE, Art, Music, Recess, Snack, Lunch
- Planning & Preparation
 - Clear learning objectives
 - instructional delivery
- Scheduling
 - block schedule



Before and After School

How do we partner to enrich as a meaningful extension of the school day?

- Partnering
 - town, YMCA, EHPS
- Extension of the School Day
 - enrichment
 - developing relationships
 - building self efficacy



QUESTIONS?



In building trusting, positive relationships
All individuals can learn
All individuals have value
All individuals have an ethical responsibility
In fiscal responsibility and fair allocation
In safe and positive learning environments
In respecting our diversity



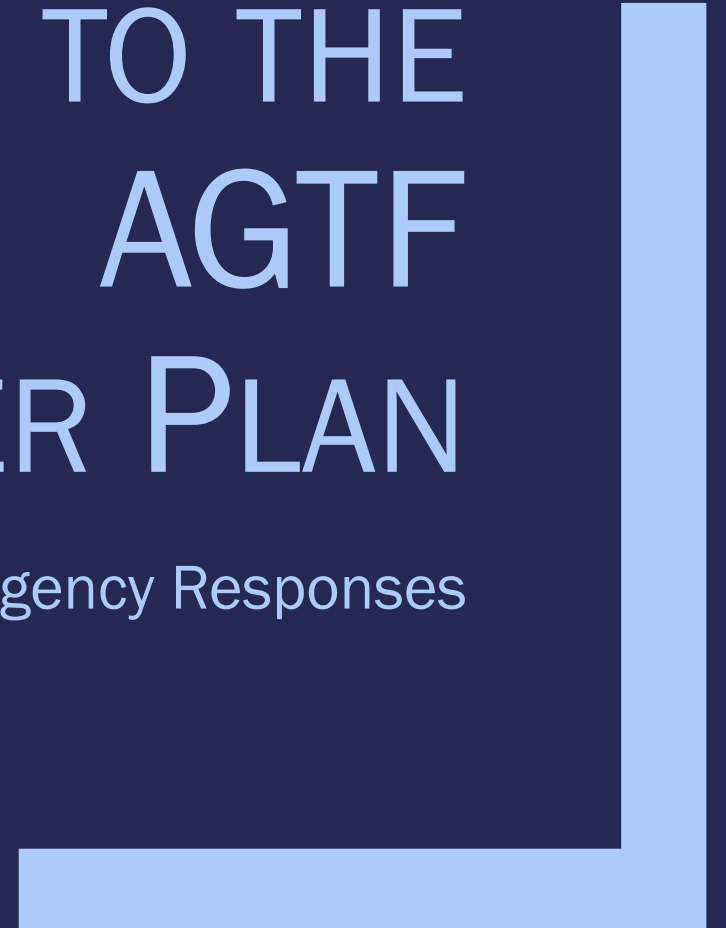
Exploring

Empowering

Achieving

AGENCIES' RESPONSE TO THE AGTF MASTER PLAN

Review of Agency Responses



Inside the Schoolhouse

Role of Time in Closing the Achievement Gap

Results Statement –Time will be maximized as a resource, for all students, to optimize their mastery of skills and content.

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Response to Overall Results Statement	JUD	<ul style="list-style-type: none">The Branch contracts for a summer enrichment program in the state juvenile detention centers. The goal of this six week program is to prevent 'slippage' in educational learning that occurs during the summer months, while expanding and enhancing educational enrichment and remediation. Each residential treatment program (REGIONS) contracted for by the Branch also provides a summer enrichment program for youth in their care.	
Response to Overall Results Statement	DAS	<ul style="list-style-type: none">Ensuring students have digital learning skills works in tandem with other Commission initiatives, especially its research and recommendations in Personalized Learning. See the report, "Charting New Frontiers in Student-Centered Learning," in partnership with CAPSS, November 2017.	

Inside the Schoolhouse

Role of Time in Closing the Achievement Gap

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>The Achievement Gap Task Force will lead in sharing best practices, research, and outcome data to help build statewide understanding, dialogue and direction for expanded learning time, both within the classroom and school year and outside. Participants, at a minimum, should include state legislators, SDE officials, union, community, and business leaders, Boards of Education, Superintendents, and Connecticut's TIME Collaborative.</p>	<p>SDE</p>	<p>Summer Enrichment Grants</p> <ul style="list-style-type: none"> AccelerateCT Task Force assisted with the design and development of the Summer Enrichment Grant application CSDE surveyed camps halfway through the summer in mid-July*, and at that time over 57,000 students had already enrolled in or participated in summer enrichment programming: <ul style="list-style-type: none"> Expansion Grants: 39,990 Innovation Grants: 27,253 <p>* at this time, the majority of camps were still enrolling, and Innovation grantees such as the CT Science Center and the Beardsley Zoo (which had free admission through September 6th) reported hundreds of visitors every day</p> <ul style="list-style-type: none"> SDE is in the process of evaluating camps, including camp visits, working with the Connecticut COVID-19 Education Research Collaborative (CCERC). The data collected will aid in generating the final number of students served, provide a comparison to numbers of kids attending camps years prior, and inform future grant/programming decisions. <p>Assessment data shows the importance of the quality of time in learning: CSDE: 2020-2021 Assessment Data Shows the Positive Effects of In-Person Learning Over Hybrid and Remote Models</p> <p>After School Programs 21st Century Community Learning Center Grants (federal) Expanded School Building Hours Program Investments going forward Districts – innovative use of time New London – full-year calendar for K and Grade 1 – on a different schedule (starting this year) Mastery-based learning and role of time</p>	

Inside the Schoolhouse

Role of Time in Closing the Achievement Gap

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
The SDE shall offer policy guidance in developing a statewide framework to support time and learning innovations at the district and school levels.	SDE	<ul style="list-style-type: none">• Federal application process – identifying innovations that can be shared across the system.• Attendance tracking of remote learning days is a daily construct vs. measured by amount of work completed and/or mastery?	

Inside the Schoolhouse

Role of Time in Closing the Achievement Gap

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Support for School Improvement Grant (SIG) efforts to increase learning time: NCTL works directly with state education agency (SEA) leaders to develop guidelines for districts and schools to effectively increase learning time.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • The Connecticut State Department of Education Evidence-Based Practice Guides were created (and continue to be created and updated) to help inform school and district decision-making regarding instructional and student support programming and to optimize the use of local, state, and federal school improvement funds. • Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1-3) to support them. • Each of the 9 evidence based practice guides (listed below in blue) also includes a dedicated section to Extended Learning. <ol style="list-style-type: none"> 1. Climate and Culture 2. Early Learning 3. English Language Proficiency 4. Equity-Driven Leadership 5. Mathematics 6. On-Track Graduation 7. Reading 8. Science 9. Student/Family/Community Engagement <p style="text-align: right; color: red;">Response continues on next slide</p>	

Inside the Schoolhouse

Role of Time in Closing the Achievement Gap

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Support for School Improvement Grant (SIG) efforts to increase learning time: NCTL works directly with state education agency (SEA) leaders to develop guidelines for districts and schools to effectively increase learning time.</p> <p><i>Continued from previous slide</i></p>	<p>SDE</p>	<p>Examples of school-based School Improvement Grant efforts:</p> <ul style="list-style-type: none"> <p>Dunbar School, Bridgeport Public Schools An afternoon intervention program services scholars in grades K-8 through small group instruction. 3x/week for 1.5 hours a day.</p> <p>Brennan Rogers, New Haven Public Schools Provides tutors to support Tier 3 literacy instruction and a before/after school program to support literacy/math.</p> <p>North Branford Intermediate School, North Branford Extended learning opportunities to increase opportunities for personalized learning for all students. Identifying/recruiting students that will benefit from extended learning through benchmarking and Smarter Balance data and teacher input. Based on enrollment and needs, provides after-school extended learning opportunities, staffing, (e.g.,- additional Reading Specialist services, scheduling and resources, (e.g., Fountas and Pinnell and Illustrative Mathematics), goals, continual progress monitoring and fluidity of enrollment.</p> <p>West Side Middle School, Waterbury After-school and summer programs provide additional instruction for students in mathematics and English language arts. The afterschool program will run three eight-week session for 90 minutes a day, three days a week.</p> 	

Inside the Schoolhouse

Role of Time in Closing the Achievement Gap

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>OPM and SDE shall offer guidance and support to SEA leaders on using federal resources to increase learning time, including Race to the Top, supplemental education services (SES), and 21st Century Community Learning Center/strong.</p>	<p>SDE</p>	<ul style="list-style-type: none"> In 2015, SDE awarded over \$800,000 in federal grants for expanded learning time in low-performing, high-poverty schools. Seven schools – three in Meriden, two in New London, and one each in Windham and East Hartford – received grants to add 300 or more hours of instruction through a longer school day, longer week, or longer school year. These grants were given for two years. The purpose of the 21st Century Community Learning Center Expanded Learning Time (21st CCLC ELT) Grant Program funding is to expand learning time by 300 or more hours through a longer school day, week and/or year for addressing school wide priorities for all students. Priorities include rigorous academics, differentiated supports, frequent data analysis, targeted teacher development, engaging enrichment and an enhanced school culture. This delivery model includes schools partnering with community agencies to provide student supports Each of the seven school/community partnerships that received an award used the funds to carry out a broad array of activities that align to the schools instructional priority and advance student achievement. Examples include: time for additional core academic instruction including English, mathematics, science, and social studies; individualized academic intervention or acceleration based on an ongoing analysis of student achievement data (e.g., remedial education activities and academic enrichment learning programs); programming that provides limited English proficient student supports to emphasize language skills; engaging enrichment programming such as art and music education activities, technology education, health and wellness programming and programming that supports the development of a strong school culture of high expectations and academic achievement; programs that promote community and parental involvement; and programming that allows teachers and partnering staff to meet regularly for professional learning focused on improving instruction and data analysis to improve academic achievement and student engagement." 	

Inside the Schoolhouse

Role of Time in Closing the Achievement Gap

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Briefings on research in time and learning shall be presented to education and policy leaders, including state legislators, Department of Education officials, and union, community, and business leaders.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • The 2020-21 State Summative Assessment results reveal that students who learned in-person lost the least ground academically while those who learned in hybrid or remote models showed substantially weaker achievement and growth. • CSDE's research in partnership with Attendance Works during 2020-21 reveals that early chronic absenteeism predicts later absenteeism across different learning models. • CSDE's 2018 report, Voices from the Field: Factors Influencing Academic Growth, identifies six factors other than time (e.g., culture/climate, targeted curriculum, small data, responsive professional learning, etc.) that contribute to strong academic growth among all learners including those with high needs. • CSDE's 2020 graduation reports offer insights from several districts on factors that contribute to increased four-year and extended year graduation rates among all learners including those with high needs. 	
<p>Written proposals on time and learning innovations, based on national and state research, shall be integrated into state's application for federal funds or waivers.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • See earlier response on use of federal 21st CCLC ELT grants. 	

Inside the Schoolhouse

Narrow the High-End Opportunity Gap — Find the Missing Advanced Placement Students

Results statement: Low income and Black and Hispanic students will enroll in and pass advanced placement courses.

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Overall response to policy recommendation provided by SDE	SDE	<ul style="list-style-type: none">• This goal has been broadened to focus on ensuring that students participate and succeed in rigorous coursework that prepares them for success in college and careers post high school. These may be Advanced Placement, International Baccalaureate, or dual enrollment courses offered in partnership with Connecticut’s colleges and universities.<ul style="list-style-type: none">• This inclusive, holistic approach is memorialized in Indicators 5 and 6 of Connecticut’s Next Generation Accountability System.• For the past eight years, the CSDE has sent letters directly to students with potential to succeed in rigorous courses. The identified students can be accessed by authorized district/school personnel through EdSight Secure.• The CSDE has subsidized the full cost of AP exams for students from low-income families. <p>Connecticut’s efforts are recognized nationally by the Education Strategy Group. Connecticut students lead the national in AP performance and show noticeable increases among students from low-income families, and black and Hispanic students.</p>	

Inside the Schoolhouse

Narrow the High-End Opportunity Gap — Find the Missing Advanced Placement Students

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Automatically enroll students who score proficient on state exams and allow for an opt out. Build supports and train teachers for advanced placement classes.	SDE	<ul style="list-style-type: none">• Public Act 21-199 requires boards of education to adopt a new challenging curriculum policy that aligns with CSDE guidance and includes (1) criteria for identifying grade eight and nine students who may enroll in an advanced course or program and (2) the requirement that these students have an academic plan that allows them to enroll in one or more advanced courses and earn college credit or gain career readiness skills.	

Inside the Schoolhouse

Narrow the High-End Opportunity Gap — Find the Missing Advanced Placement Students

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Provide higher level learning opportunities for all students. Prepare all students for AP course work.	SDE	<ul style="list-style-type: none">See Public Act 21-199 (challenging curriculum policy)	
Require schools to examine data on advanced placement enrollment patterns and strategize what needs to be done to close the opportunity gap.	SDE	<ul style="list-style-type: none">Districts utilize data through College Board, IB, and EdSight Secure to examine and close opportunity gaps.	

Inside the Schoolhouse

Narrow the High-End Opportunity Gap — Find the Missing Advanced Placement Students

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Assure that students know about accessing advanced placement courses, what the benefits are, and how to sign up.	SDE	<ul style="list-style-type: none"> For eight years, the CSDE has sent letters directly to students who had the potential to succeed in rigorous courses like dual enrollment classes offered by colleges and universities, the College Board’s Advanced Placement courses, or the International Baccalaureate program. It encourages them to take those courses, and outlines the benefits of taking such courses. In 2021, CSDE expanded its methodology for identifying students and sent communications to students and their parents. 	
Include the preparation gap in long term strategy and build rigorous course as the norm.	SDE	<ul style="list-style-type: none"> Participation and success in rigorous coursework are indicators in the accountability system. College and Career Readiness is the outcome measure in Connecticut’s Early Indication Tool modeling for Grades 10-12 students. These data are also available educators through EdSight Secure. 	

Inside the Schoolhouse

Narrow the High-End Opportunity Gap — Find the Missing Advanced Placement Students

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Build a culture of high expectation, find missing students in advanced placement classes and determine professional development and staff supports to make this possible.</p>	<p>SDE</p>	<ul style="list-style-type: none"> The list of students receiving letters from the CSDE is provided to authorized users in school districts through EdSight Secure 	
<p>Require all high schools to offer a minimum number of advanced placement classes and provide the necessary supports.</p>	<p>SDE</p>	<ul style="list-style-type: none"> Districts have increased their offerings of either AP, IB, or dual enrollment courses in partnerships with Connecticut's colleges and universities. 	

Inside the Schoolhouse

Narrow the High-End Opportunity Gap — Find the Missing Advanced Placement Students

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Identify model schools that are closing the high end opportunity gap for others to learn from.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Four school districts were profiled in the CSDE’s Learn Together Grow Together platform which highlights innovative district practices in several areas. See <ul style="list-style-type: none"> • Bristol Expands College Readiness Options • Enfield Expands College and Career Readiness Opportunities • Meriden Increasing Expectations and Supports for All • Middletown Expands AP Participation 	

Inside State Government

Students in State Care

Results Statement – Students in state care will meet goal in school performance.

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Response to overall Results Statement	DCF	<ul style="list-style-type: none"> • More than 4,000 children are in the custody or supervised care of the State of Connecticut. These are the most vulnerable children as they are no longer with their families, have been uprooted and often feel a missing context and community. • CT DCF's Education Division has been the vanguard amongst child welfare agencies in improving education services and addressing the achievement gap for children in foster care with the establishment of the Education Consultant and Educational Specialist positions in their Regional Education Services (RES). RES staff serve students on the caseloads of social workers in DCF regional offices. This twelve-member team (two per region) regularly interface with local education agencies, regional educational service centers, Approved Private Special Education Programs, Surrogate Parents, public and private educational agencies including CT State Department of Education (CSDE) relative to the DCF Commissioner's statutory responsibility "to provide or arrange for the provision of suitable education for every child under his/her supervision, either in public school, special education programs, private schools, work/training programs, institutions or facilities." 	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Response to overall Results Statement	DCF	<ul style="list-style-type: none"> <li data-bbox="886 396 1584 768">• The Department of Children and Families conducted an extensive revision of the federally mandated Multidisciplinary Evaluation (MDE). Each child coming into care has their needs assessed within thirty days of coming into care. The revised developmental/educational section contains standardized screening measures across educational domains that provide valid and reliable scores which are beneficial in understanding a child's needs and strengths. <li data-bbox="886 811 1584 1139">• This information is often shared with local educational agencies (LEAs) who are responsible for the educational programming for a child in DCF care. As a primary referral source under the Individuals with Disabilities Education Act (IDEA) DCF makes formal referrals for evaluation for special education based upon the documented evidence of a possible disability as may be screened in the MDE. 	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Response to overall Results Statement	DCF	<ul style="list-style-type: none">• Since federal and state legislation was passed in 2008 and 2010 respectively, children placed by DCF into out-of-home care have the right to be maintained in their school of origin, or the school they were attending prior to DCF care. It has been known that school mobility negatively impacts not only achievement but also a child's social emotional functioning in school. DCF has met this need proactively by contracting with a statewide provider to ensure that children whose best interest educational school placement decision is to remain in their school of origin be timely and efficient. Ensuring the educational stability for children in DCF protects the achievement and overall school functioning for this often-transient population of student.• Changing schools can be disruptive to students' progress in many ways, particularly when those changes occur during the school year or when there are multiple school moves throughout students' educational careers. School moves not only disrupt the continuity of educational instruction, but they also may cause significant social and emotional stress as children may lose relationships with peers and supportive adults.	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Response to overall Results Statement	JUD	<ul style="list-style-type: none"> Connecticut legislative changes transferred post adjudicatory supervision and oversight responsibilities to the Branch in July 2018. Secure REGIONS treatment programs in Bridgeport and Hartford as well as a network of contracted staff secure REGIONS treatment programs service youth placed by the Court on Probation with Placement. Students receive an on-site education program provided by the local education authority (LEA) or the approved private special education program. The Branch has supported children and families to address achievement gap issues during COVID-19 in the following ways: The Judicial Branch, Court Supported Services Division (JBCSSD), has collaborated with the education programs in the state detention centers during the COVID-19 school closure to implement distance learning through hard copy work packets and/or technology and to ensure students received credit for work completed. Students benefited from being able to interact with teachers through daily phone calls to ask questions, stay motivated, and obtain help with their schoolwork. 	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Response to overall Results Statement	JUD	<ul style="list-style-type: none"> Discussions are taking place for the 20/21 school year to explore what devices, technology enhancements, and learning platform (Google classroom) require implementation for distance learning. JBCSSD and the education providers in the detention facilities are collaborating with the Center for Educational Excellence in Alternative Settings (CEEAS) to determine best practices in bringing technology to students. Students and their families stay connected through daily phone calls and implementation of remote visitation procedures (e.g., virtual visits). Through the hard work and coordination efforts of the education provider (Dom us) and facility staff in piecing together all school credits earned, one student in the Hartford REGIONS treatment program was able to graduate from high school. This was a proud moment for this student, his family, staff and the Branch. 	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Response to overall Results Statement	JUD	<ul style="list-style-type: none"><li data-bbox="899 376 1564 668">• The Judicial Branch is a sitting member on the Juvenile Justice Planning and Oversight Committee (JJPOC). We are presently working through the JJPOC Education Subcommittee to develop draft recommendations regarding the Department of Children and Families role in providing administrative oversight of education for students in congregate care facilities.<li data-bbox="899 711 1564 1076">• The Branch has released a Request for Proposal (RFP) for the use of Tablets in the detention centers and contracted REGIONS programs. The Branch's goal is to provide a Tablet to each youth so that they may utilize content to supplement and reinforce education content taught in the classroom, participate in post-secondary education (as applicable) and vocational opportunities, and enjoy leisure reading and entertainment.	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>The Interagency Council should monitor the implementation with fidelity of the Raise the Grade Pilot Program in the pilot cities, with a plan toward using data and lessons learned from the pilot to bring the Raise the Grade Program to scale.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Raise the Grade Pilot Program ended in 2015, however, state agencies continue to collaborate and improve learning conditions for targeted students. • SDE has created a list of district-based juvenile justice liaisons/re-entry coordinators in districts with at least 6,000 students to ensure the timely exchange of student educational records to and from juvenile justice facilities; ensured credit for work performed in juvenile justice facilities is applied to district progress when the student returns to the home district; liaison contact information shared with JUD and DCF. 	
<p>DCF, in consultation with SDE should focus on embedding best practices in the pilot cities, which should serve as demonstration sites.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • See above response. 	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>State agencies must continue to effectively coordinate to track, share and report achievement data to ensure that children in state care in the pilot cities and throughout the state do not fall through the cracks of our educational system.</p>	<p>JUD</p>	<ul style="list-style-type: none"> JBCSSD and SDE renewed a data exchange Memorandum of Agreement in January 2020. The purpose of the MOA is twofold: to allow for receipt of individual student school information that will assist JBCSSD staff in developing a customized educational plan for students involved in the court system, and allow aggregate data exchange between agencies. 	
<p>The state must require quality, transparency and accountability from alternative school programs” administered by public schools as well as private educational programs that are run by the state or state contractors.</p>	<p>SDE</p>	<ul style="list-style-type: none"> SDE developed the Guidelines for Alternative Education Settings and Standards for Educational Opportunities for Students Who Have Been Expelled. The department also convenes a recurring community of practice for alternative education programs (AEP) and conducts school visits. SDE will continue with the development and implementation of the Attendance Project with six AEP sites. 	

Inside State Government

Students in State Care

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>DCF should create a smaller ratio between foster students and teachers devoted to their school success in the DCF Education Division.</p>	<p>DCF</p>	<ul style="list-style-type: none">A new administrative unit within DCF will oversee the education of children who have entered into the justice system and are detained in facilities run by CSSD and DOC. DCF will ensure proper communication and the timely transfer of credits and records between the education systems in the facilities and the child's LEA. DCF will collect evidence-based data to track the academic achievement of the students and hold the systems accountable for providing the appropriate education to the students.	

Next Steps

- **2021 Meeting Schedule** (all meetings will be held from 1 to 3 p.m.)
 - *December 15, 2021*
- **2022 Meeting Schedule** (all meetings will be held from 1 to 3 p.m.)
 - *Friday, March 11, 2022*
 - *Tuesday, June 7, 2022*
 - *Friday, September 16, 2022*
 - *Tuesday, December 13, 2022*
- Meeting follow-up, as may be applicable

Closure/Meeting Adjourned

