



# North Hartford Ascend Pipeline

Funded by the U.S. Department of Education

August 23, 2023



North Hartford  
Ascend Pipeline



This meeting is being recorded and the recording will be posted on the Connecticut Children's website.

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Por favor recuerde seleccionar su lenguaje en el globo de la parte inferior de su pantalla para interpretación Desde su celular, toque los 3 puntos y seleccione su lenguaje.

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Please remember to select your language on the globe at the bottom of your screen for simultaneous interpretation. From your cell phone, touch the 3 dots and select your language.

# Incentive

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# Agenda

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- Welcome
- Ascend Community Representatives
- Ascend Overview
- Discussion: School Attendance
- Next Steps and Closing Remarks

# Discussion Guidelines

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- Everyone deserves to be heard.
  - Online: Turn your camera on (we would love to see you), and keep your mic muted unless you're speaking.
  - Don't be afraid to use the chat!
- Listen and respond respectfully.
- Let's stay on topic— time is limited, so let's value each other's time.
- Successful dialogue is the responsibility of all participants.

# Ascend Community Representatives



## BECOME A **COMMUNITY REPRESENTATIVE!**

for the  
**North Hartford  
Ascend Pipeline**



If you are passionate about bringing positive change to the North End of Hartford and creating opportunities for children and families, please apply to be a Community Representative for the North Hartford Ascend Pipeline (Ascend). Ascend is a network of community organizations, residents, providers, and local businesses dedicated to creating pathways for children and families to thrive. Let's elevate community and resident voices!

### As a Community Representative, you will:

- Serve as a voice for North End residents
- Participate in transparent conversations about Ascend goals
- Serve as a connection between Ascend and the community
- Provide input on the special needs, interests, and opportunities for residents and families in North Hartford
- Represent Ascend at formal and informal meetings
- Receive a stipend for your participation

### Qualifications:

- Committed to making positive, tangible change in the North End of Hartford
- Must have significant ties to the community such as, but not limited to live, work, business owner, church etc.
- Ages 18+
- Cannot be an elected official (Town Council, Legislator, etc.) or in an appointed position in the City of Hartford

Applications are now open to become a Community Representative.

Apply to join the:

- Community & Family Workgroup
- Data & Evaluation Workgroup
- Family Navigation Workgroup
- Partner Engagement Workgroup
- Leadership Team

Serve as a voice for North End residents, and receive a stipend for your participation.

Applications due Friday, September 8th.

<https://forms.gle/tW2to91GgkcXWdWE7>



To apply for the position, click this link or scan the QR code. If you would like to learn more about the North Hartford Ascend Pipeline, visit our website here.



# North Hartford Ascend Pipeline

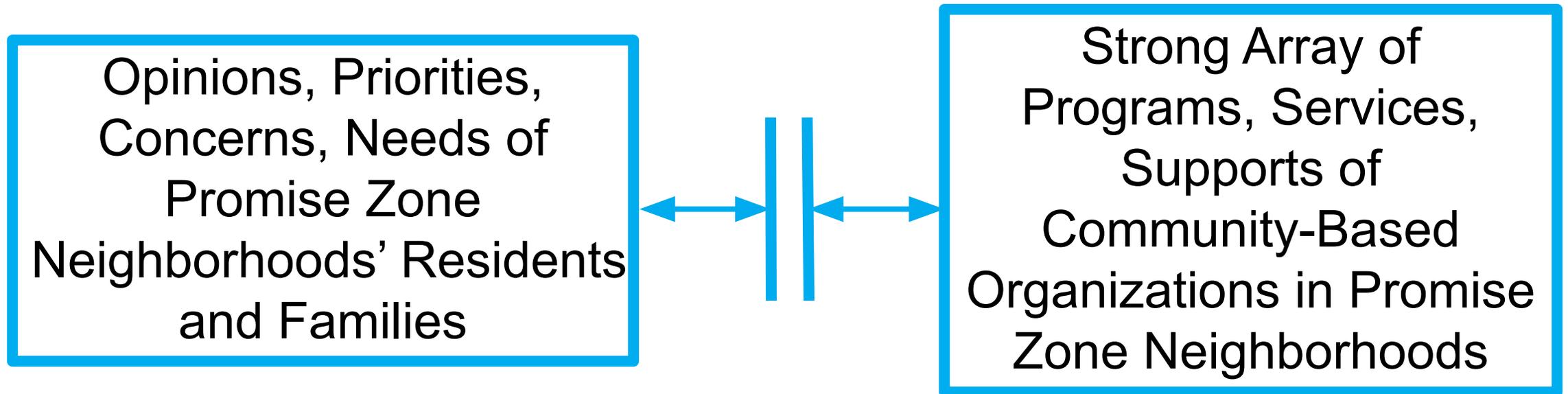
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## Purpose

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To collaboratively build an integrated and coordinated pipeline of services and supports that helps children and families reach their full potential.

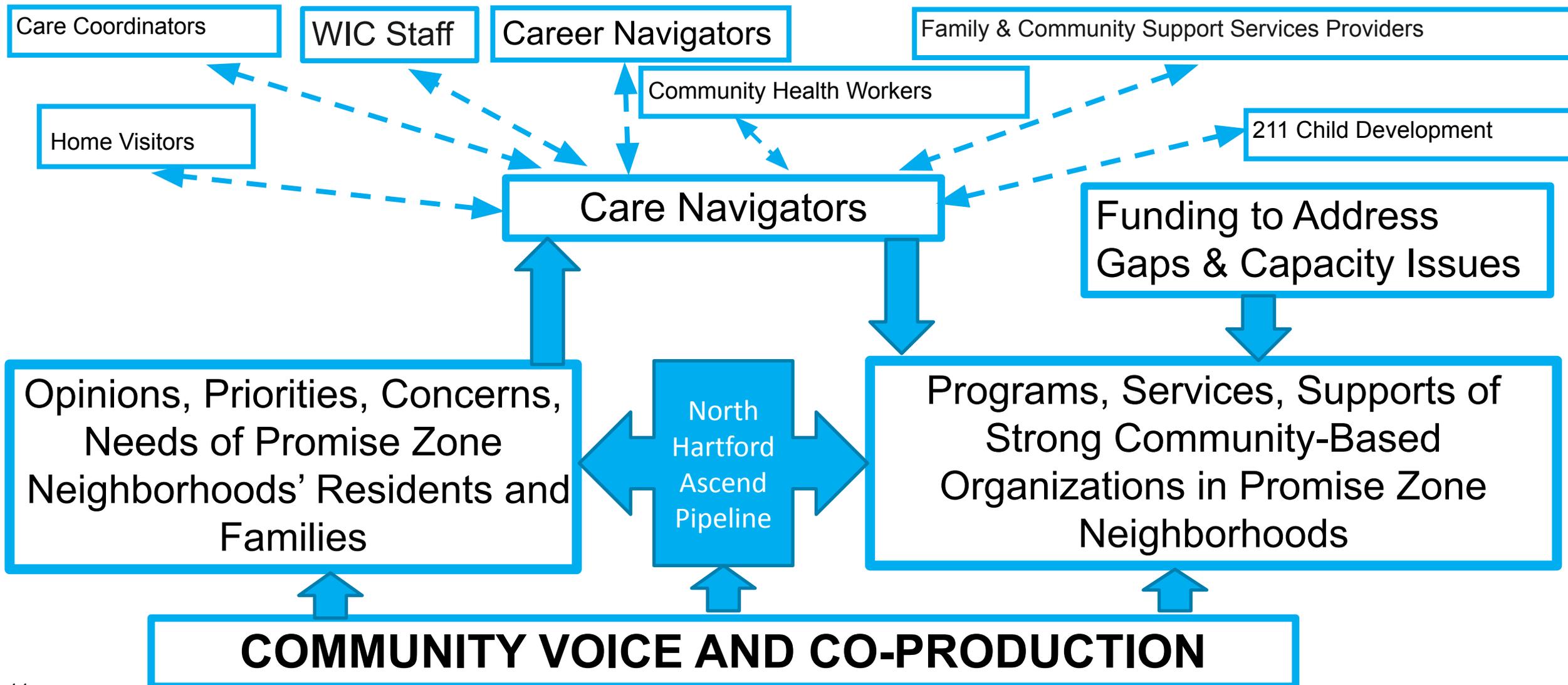
# Current State



# Ideal State-Ascend System Building



North Hartford  
Ascend Pipeline



# U.S. DOE Promise Neighborhood Program Results

Students. . . .

Enter kindergarten ready to succeed in school.

Are proficient in Math and English Language Arts.

Successfully transition from middle to high school.

Graduate from high school.

Obtain post-secondary degrees, certifications, or credentials.

Are supported by families and communities in their learning.

Are healthy.

Feel safe at school and in the community.

Live in stable communities.

Have access to 21<sup>st</sup> century learning tools.

# Student Attendance

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**Kari Sullivan Custer**  
State Education Consultant for  
Attendance and LEAP  
CT State Department of Education

- 1. Introductions & Overview**
- 2. The Language of Student Attendance**
- 3. Attendance Data Trends**
  - **In Connecticut**
  - **In the Hartford Public Schools**
  - **In Promise Neighborhood Schools**
- 4. Discussion in Small Groups**
  - **Community Opportunities to Impact Attendance**
- 5. Looking ahead to September**
  - **Community Partners' roles and actions**

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# Introductions

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Center for Social Research (CSR) at the University of Hartford: **Wes Younts, Ph.D.**  
Associate Professor of Sociology and Criminal Justice & Director of CSR

Hartford Public Schools (HPS): **Bethany Silver, Ph.D.**  
Chief Performance Officer

Connecticut State Department of Education: **Kari Sullivan Custer**  
State Education Consultant for Attendance

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# The Language of Student Attendance



## Attendance

A student is ["in attendance"](#) if present for at least half of the instructional school day (e.g., at school, field trips, individualized learning plan, approved remote learning program.) A student is "absent" if not present for at least half of their scheduled instructional day (e.g., at school, field trips, individualized learning plan, approved remote learning program.)

**Chronic Absence** – measures lost time of learning (all absences)

The total number of absences, at any time during a school year, is equal to or greater than 10 percent of the total numbers of days a student is enrolled during such school year. (Number of days missed divided by number of days in membership.)

**Truant** – includes only unexcused absences.

A student is determined to be truant if they have 4 unexcused absences from school in any one month or 10 unexcused absences from school in any school year. Referrals are no longer made to the courts for truancy.



# The Language of Student Attendance



## **Average Daily Attendance (ADA)**

ADA is a school-level measure not a student-level indicator. It shows average number of students that were in school each day, not which specific students are at risk due to chronic poor attendance.

## **Attendance Teams**

State law requires that any district with a chronic absence rate higher than 10% or with a school having a chronic absence rate greater than 15% must have a district attendance review team. It also requires that any school with a chronic absence rate greater than 10% must have a school attendance review team.

## **Mental Health Wellness Days**

Students in Kindergarten through Grade 12 have the opportunity to be absent from school for up to two (non-consecutive) mental health wellness days during the school year. These days count toward chronic absenteeism because it is lost time of learning.

## **Attendance Tiers**

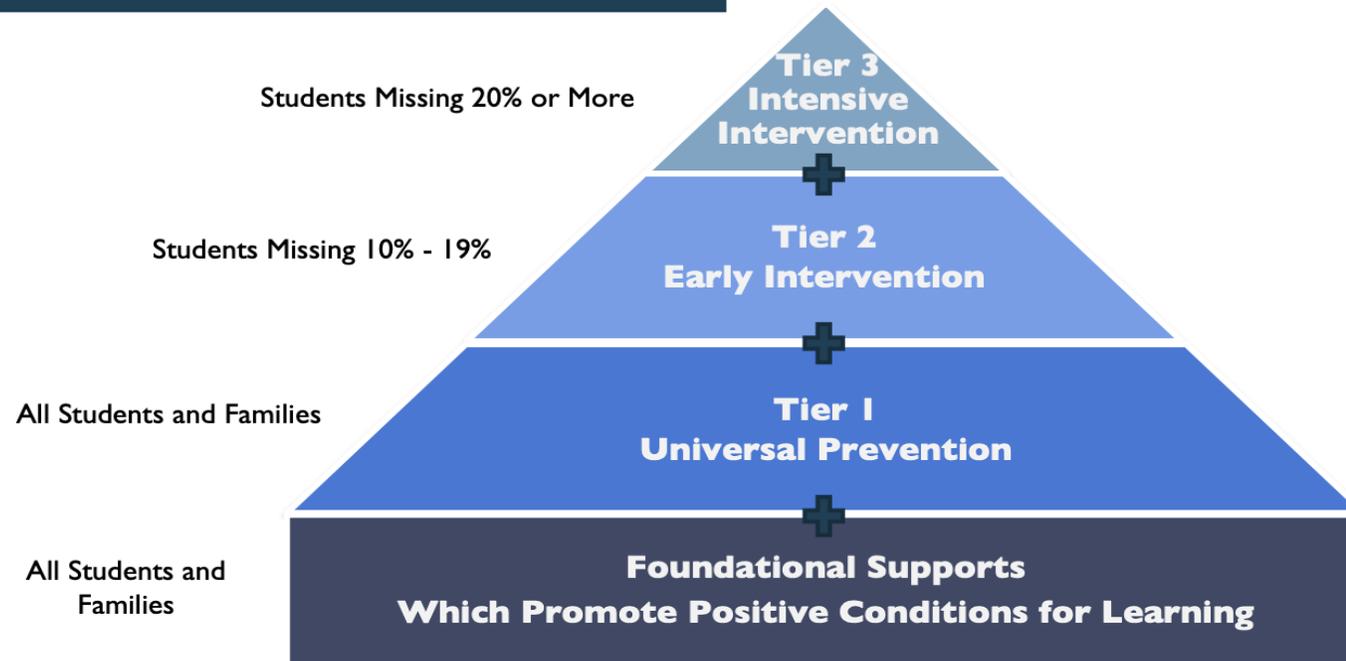
A range of prevention to intervention strategies that support all students. Support varies depending on the percentage of days school students have missed.



# Multi-tiered System of Support



## Multi-tiered System of Support for Attendance



<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

[www.attendanceworks.org](http://www.attendanceworks.org)

# HPS Attendance Tiers



## 2023-2024 ATTENDANCE TIERS CHART – 181 DAYS OF SCHOOL

### DAYS ABSENT BY TIER



MONTH	TOTAL SCHOOL DAYS	POSITIVE ATTENDANCE		CHRONIC ABSENTEEISM	
		TIER 1a	TIER 1b	TIER 2	TIER 3
		“On Track” Encourage	“At Risk” Check In	“Off Track” Recover	“Disconnected” Reengage
AUGUST	3	0	0	0	1+
SEPTEMBER	23	0	1-2	3-4	5+
OCTOBER	44	1	2-4	5-8	9+
NOVEMBER	63	1-2	3-6	7-12	13+
DECEMBER	79	1-3	4-7	8-15	16+
JANUARY	99	1-4	5-9	10-18	19+
FEBRUARY	114	1-4	5-11	12-18	19+
MARCH	134	1-5	6-13	14-18	19+
APRIL	151	1-6	7-15	16-18	19+
MAY	173	1-7	8-17	18	19+
JUNE	181	1-7	8-17	18	19+

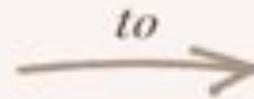


# Moving to Supportive Relationships



## *Mindset Shift*

TRUANCY



CHRONIC  
ABSENTEEISM

punitive



supportive

working **on** a family



working **with** a family

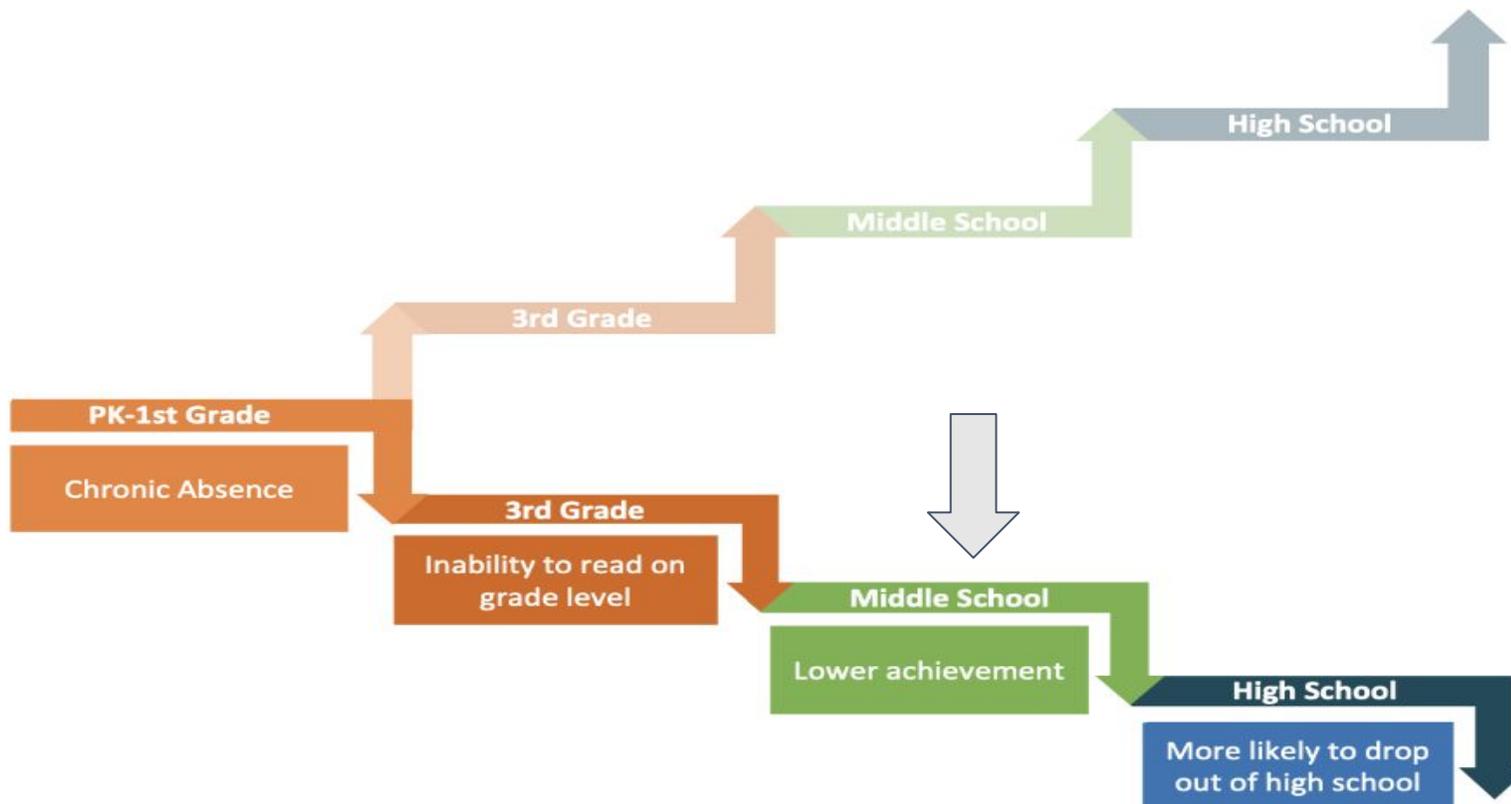
attendance enforcement



how can we help?

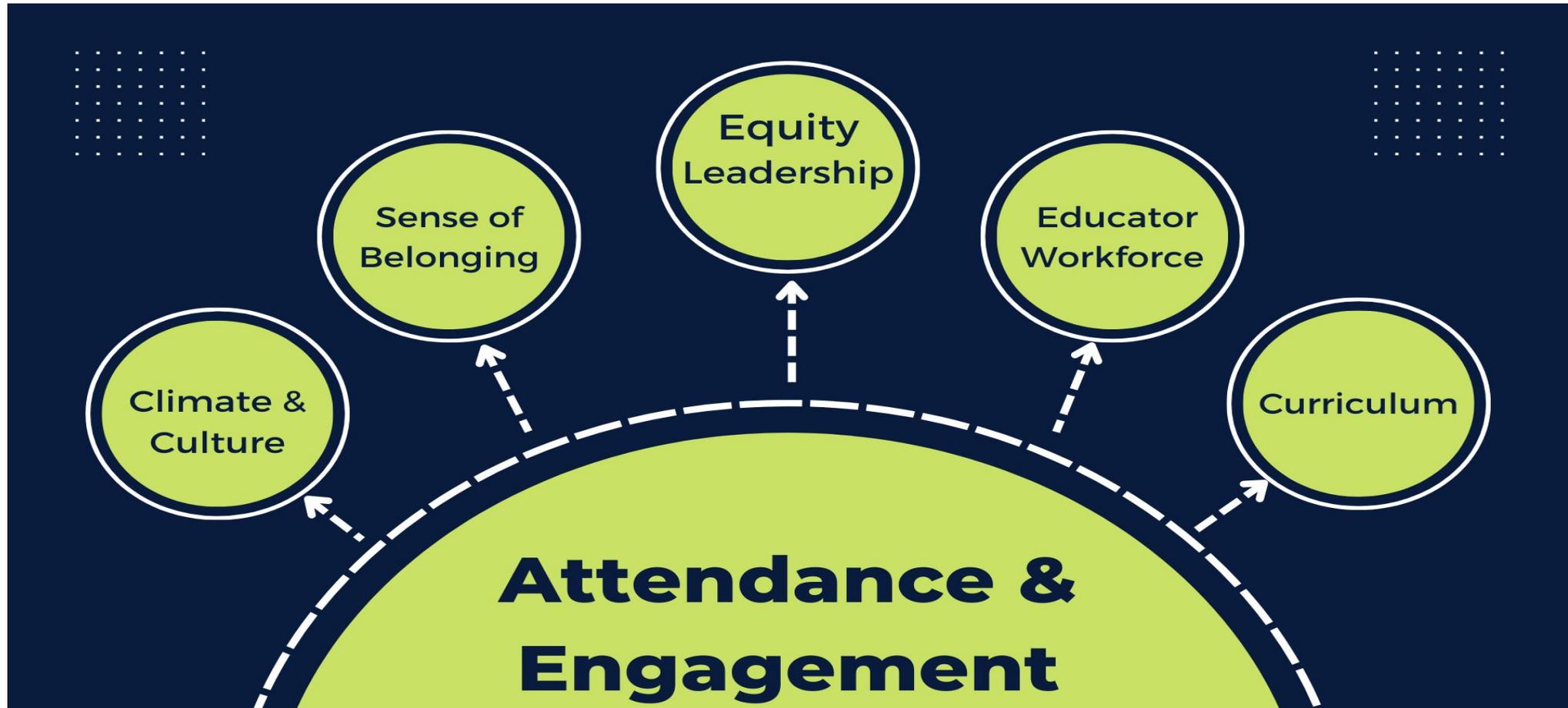


# Impact of Chronic Absence





# All Hands on Deck





## Reducing chronic absence requires addressing challenges worsened or created by the pandemic

### Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence
- Etc. and many more!

### Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

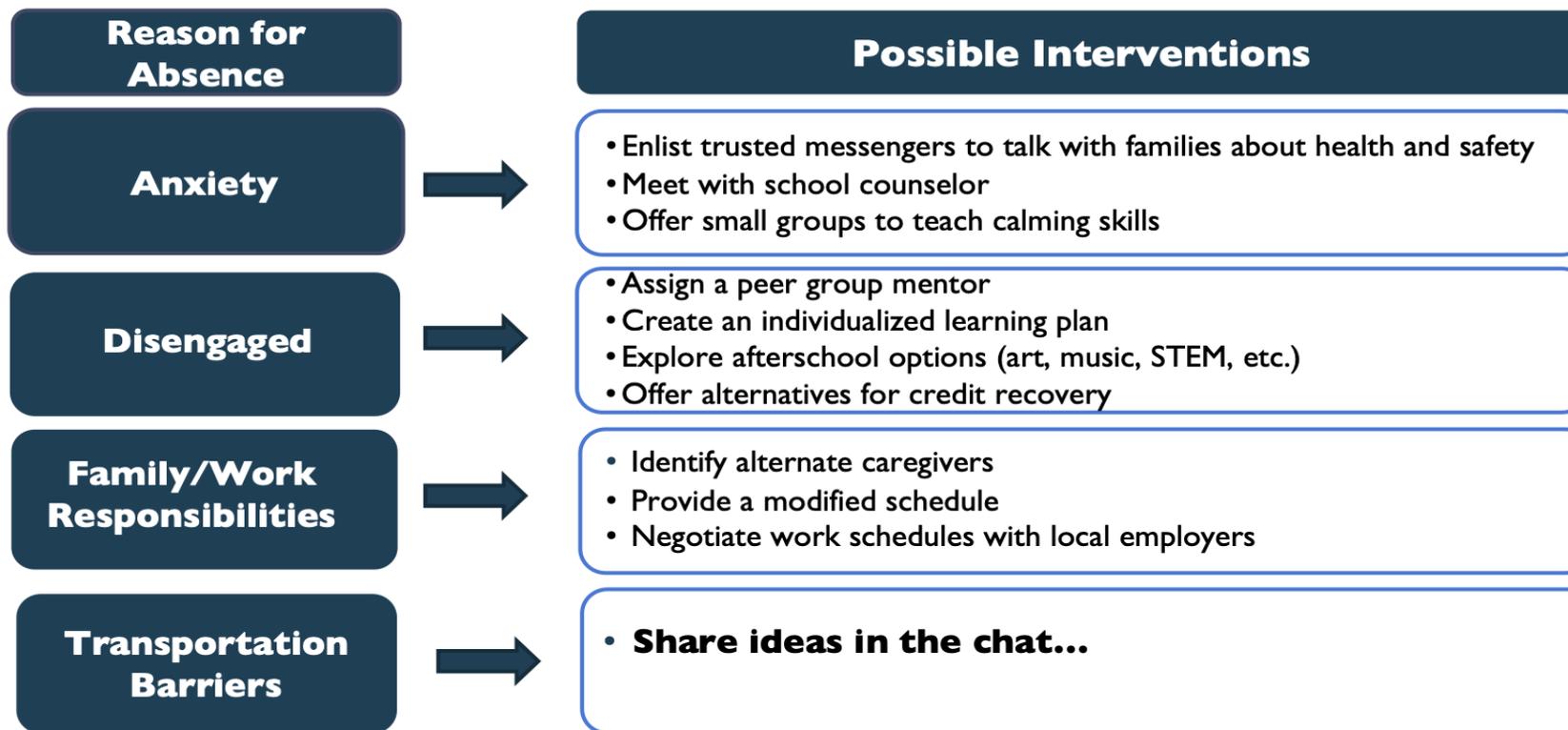
### Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

### Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

## Align Interventions to Reasons for Absences



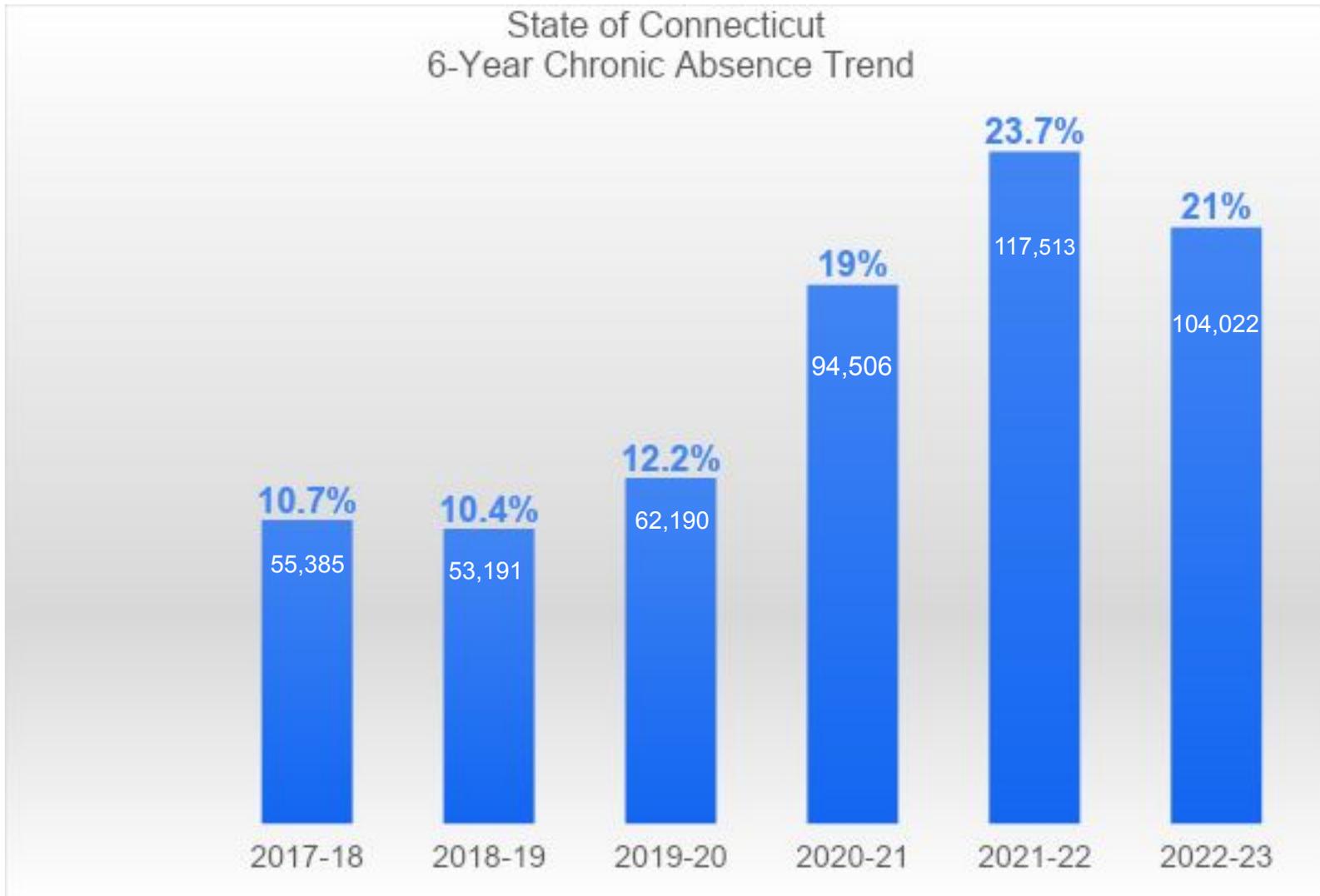
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# State Chronic Absence Trends

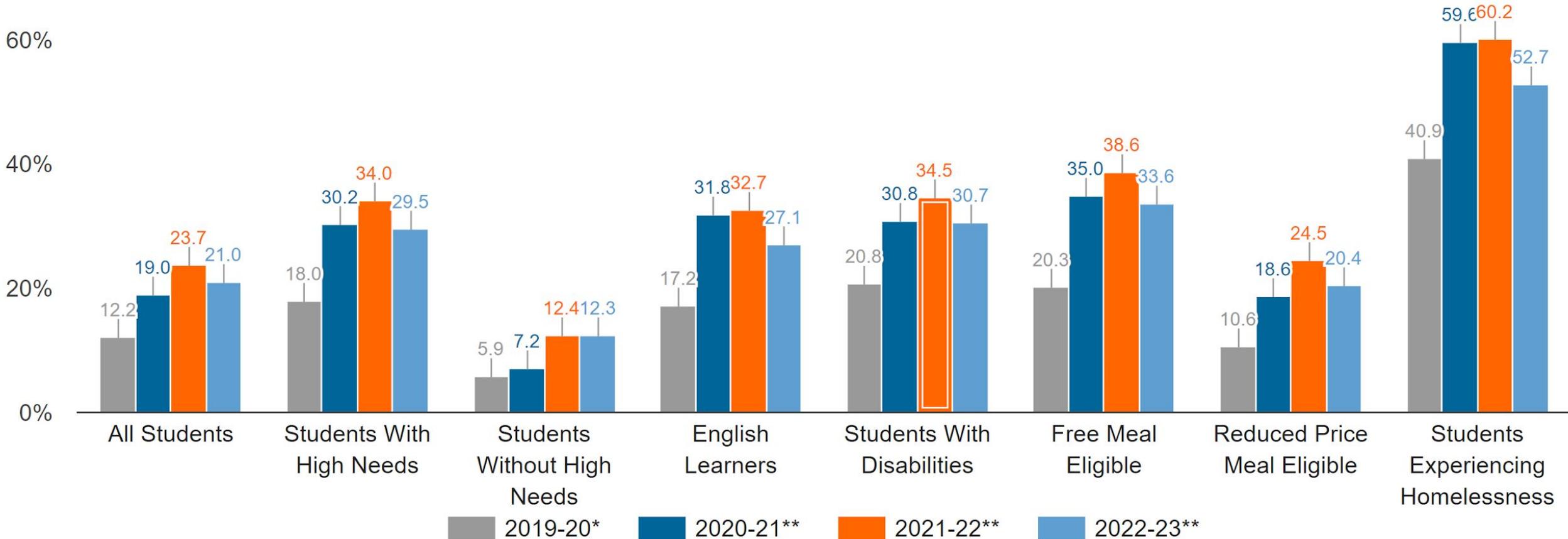


Source: CSDE, EdSight

Note: 2022-23 data is preliminary



# State Chronic Absence Trends



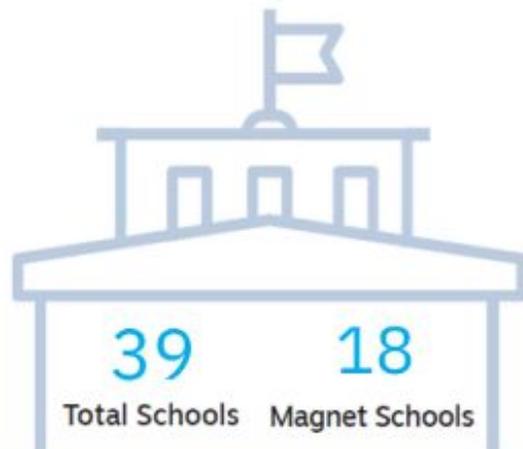
\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.

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





District Enrollment



16,757  
PreK-12 Total Students

7,741  
PreK-12 Magnet Students

WE BELIEVE IN OUR BEAUTIFUL AND CAPABLE STUDENTS



12,767  
Hartford Residents

5,107  
Non-Hartford Residents

67  
Number of Sending Towns

88  
Languages Spoken

57%  
Hispanic/Latino

29%  
Black/African-American

7%  
White

5%  
Asian

3%  
Two or More Races

71%  
Free/Reduced Lunch

21%  
Multilingual Learners

19%  
Special Education

1%  
Students w/o Permanent Housing

23%  
Teachers of Color

1,591  
Total Teachers

\$422.7M  
Total Budget 2022-23

3,458  
Total Employees



District Enrollment



**CREEMOS EN NUESTROS(AS) HERMOSOS(AS) Y CAPACES ESTUDIANTES**



# Our Attendance Journey

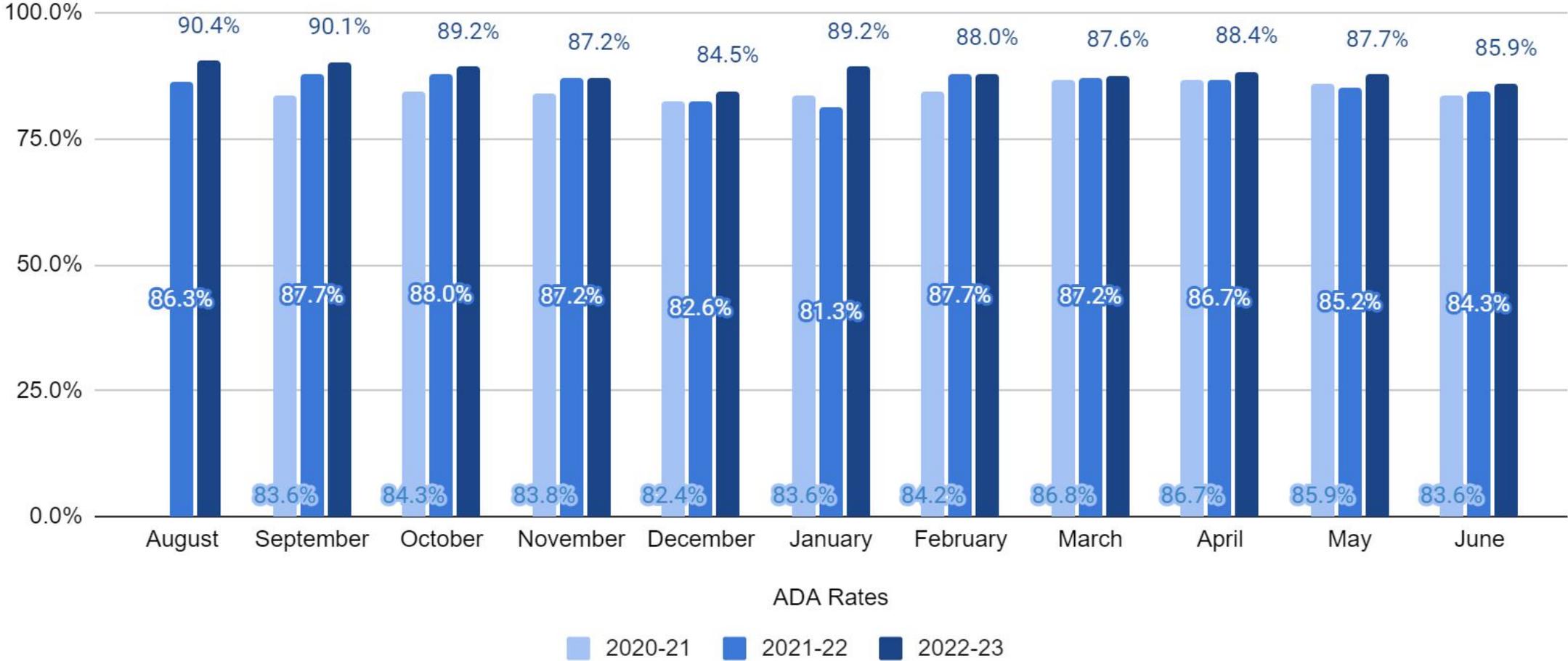


2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
High-Quality Data Analysis	Community Awareness Campaign	Build On High-leverage Strategies	Implement Root Cause Protocols	Align Interventions to Root Causes	District-Wide Attendance Incentives
Build Capacity On Early Warning Indicators	Systemic Data Literacy And Tools	Design Attendance Support Roles	Adapt Tools And Strategies In Response To COVID	Community Awareness Campaign	Established a Student Engagement Department
Re-define Community School Model	District-level Continuous Improvement Team	Launched 39 Attendance Culture/Climate And Engagement (ACE) Teams	Shift From Punitive To Preventative	Expand Student and School Supports	
	Target Systemic Barriers		Iterate the Home Visiting Protocol	Launched Community-facing Attendance Dashboards	
	Launched Home Visiting Protocol	Realigned Family & Community Support Service Provider role			
	School Engagement Specialist				

# Attendance Trends: HPS



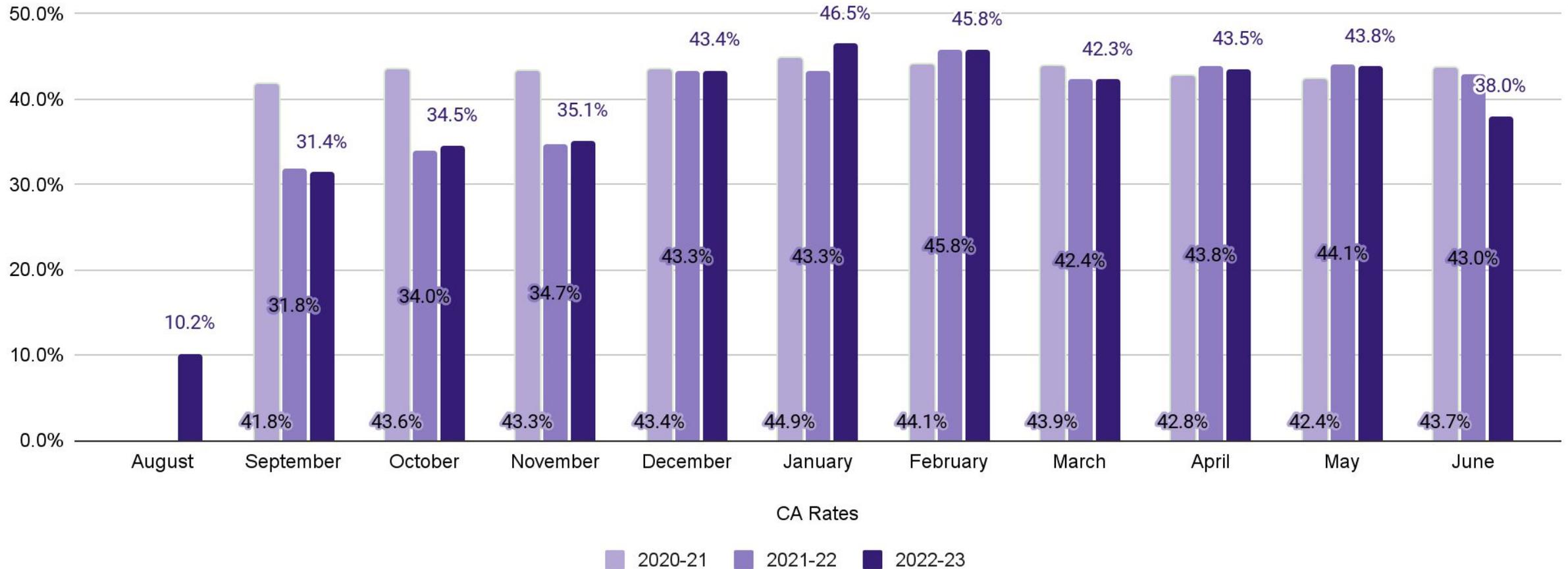
### HPS Average Daily Attendance Rates, 2020-21, 2021-22 and 2022-23



# Chronic Absenteeism Trends: HPS

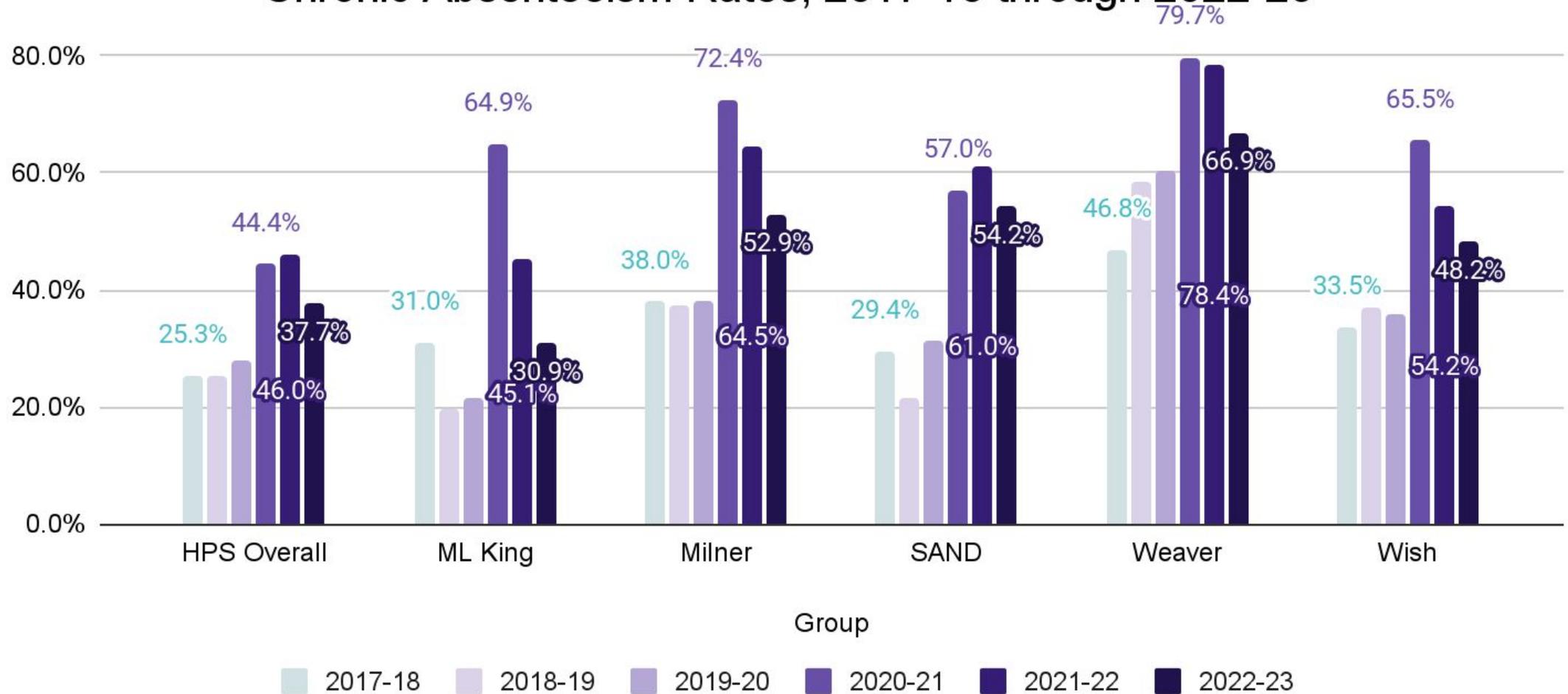


## HPS Chronic Absenteeism Rates 2020-21, 2021-22, 2022-23



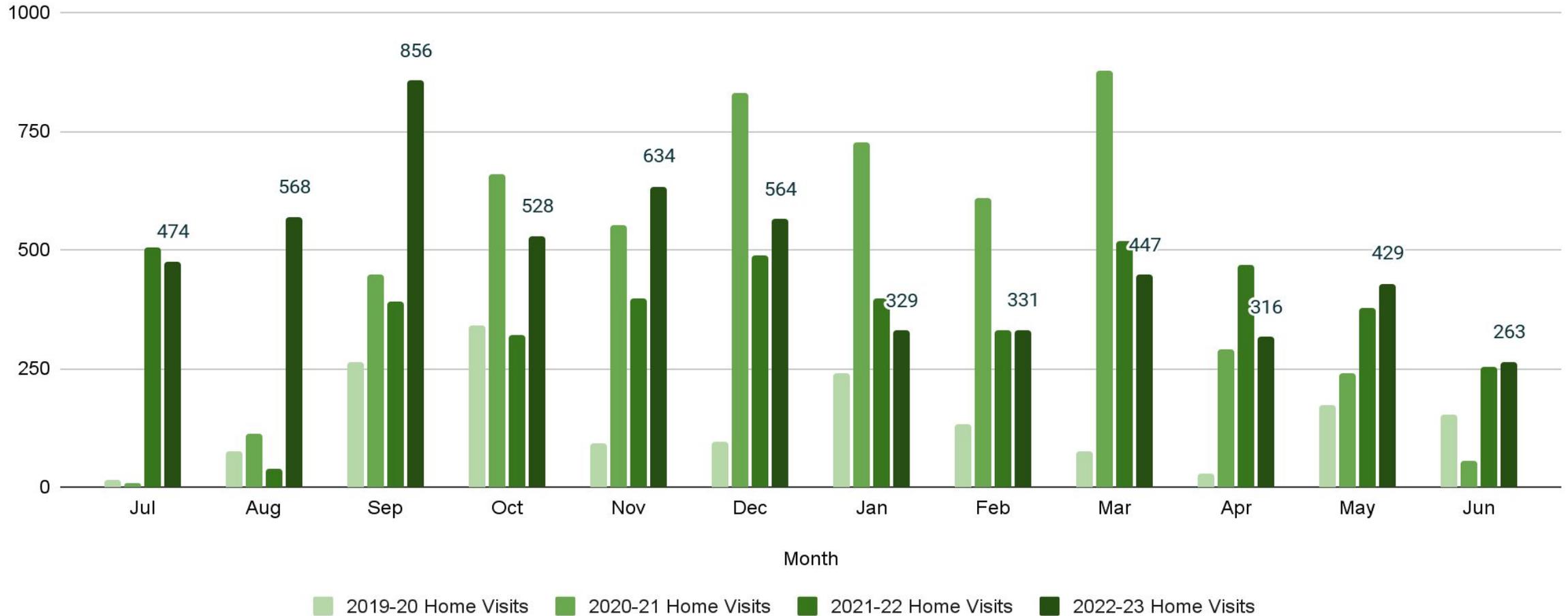
# Chronic Absenteeism Trends: Promise Neighborhood Schools

## Chronic Absenteeism Rates, 2017-18 through 2022-23



# Home Visits

## Home Visits: 2019-20 to 2022-23



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# Discussion Questions

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- During high absenteeism months, what actions can community partners do to keep attendance strong?
- During high absenteeism months (December), who are the trusted messengers in the community?
- Where do families receive new information and decision-making tools to help decide when to send their children to school?

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# Program Name

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## People served & Outcomes

- *How many people does the program serve overall and in the Promise Zone neighborhoods (if data is available)*
- *What have past recipients experienced*
- *Eligibility*

# Program Name

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## How to get connected

- *If more info is available, add websites, QR codes, etc to this slide*
- *What to expect after initial encounter*
- *How to reach program*

# Thank You!

- **Upcoming meeting: Wednesday, September 20th at 6pm**
- Are you interested in facilitating or taking notes during future Community Conversation breakout groups? Contact Ally McGinty at [amcginty@unitedwayinc.org](mailto:amcginty@unitedwayinc.org) to sign up for the Facilitating and Note-taking Workshop.
- An incentive is available to Hartford community members participating in this meeting. The link is posted in the chat and will be sent out via email. Contact Ally McGinty at [amcginty@unitedwayinc.org](mailto:amcginty@unitedwayinc.org) with any questions.
- Please take the Post Meeting Survey to share your thoughts and feedback. The link is posted in the chat and will be sent out via email.
- Any feedback and or questions, contact [nhap@connecticutchildrens.org](mailto:nhap@connecticutchildrens.org)



# Connecticut Resources



## Connecticut Resources

- [Attendance and Awareness Campaign 2022-23](#)
- [EdSight](#),
- Supporting Student Attendance - Updated for 2022-23 ([monthly attendance reports](#))
- [Guidelines for Excused and Unexcused Absences](#)
- [LEAP](#) - Learner Engagement and Attendance Program
- [Mental Health Wellness Days Guidance](#) (January 24, 2022)
- [Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts Guide](#)
- [Talk Tuesdays](#) – peer learning community, every other Tuesday, open to all
- [Youth Service Bureau Referral for Truancy and Defiance of School Rules Form](#); [Youth Service Bureau Referral Guide](#) and [Catalog of Truancy Models](#)

## State Support & Technical Assistance

### **Kari Sullivan Custer**

State Education Consultant for Attendance and LEAP  
CT State Department of Education

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

# Employment Opportunities

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Program Coordinator, North Hartford Ascend Pipeline

<https://recruiting.adp.com/srccar/public/RTI.home?d=External&c=1122041#/>

Career Navigator Systems Coordinator, Capital Workforce Partners

<https://capital-workforce-partners-cwp.careerplug.com/jobs/2038810/apps/new>

