



North Hartford Ascend Pipeline

Funded by the U.S. Department of Education

October 26, 2022



North Hartford
Ascend Pipeline



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

Incentive

Agenda

- Welcome
- Community Events
- Ascend Partner Employment Opportunities
- Ascend Review
- Hartford Public Schools
- Breakout Discussions
- Report Out
- Next Steps and Closing Remarks

Employment Opportunities

Community Solutions, Administrative Coordinator (Northeast Neighborhood Partners)

[Administrative Coordinator, Northeast Neighborhood Partners at Community Solutions \(breezy.hr\)](#)

United Way of Central and Northeastern CT, Impact and Engagement Manager - Economic Mobility

[Microsoft Word - Impact and Engagement Manager - Economic Mobility 2022.docx \(unitedwayinc.org\)](#)

CTData, State Data Center Coordinator; Senior Statistician

[Join Our Team — CTData](#)

Assistant Secretary for Community Planning and Development, Department of Housing and Urban Development

<https://www.usajobs.gov/job/687149600>

Employment Opportunities

Swift Building Operator, Full Time

[Full Time Building Operator at Community Solutions \(breezy.hr\)](#)

Swift Building Operator, Part Time

[Part Time Building Operator at Community Solutions \(breezy.hr\)](#)

Community Solutions, Hub Manager

[Hub Manager, Northeast Neighborhood Partnership at Community Solutions \(breezy.hr\)](#)

City of Hartford Health and Humans Services, Health Leaders Program (stipend position)

<https://us.openforms.com/Form/c4a72a1a-c6e9-4164-9091-d7e4d8d683e7>

Community Event

Calling All Brothers Presents

TRUNK OR TREAT



FREE CANDY · LIVE DJ

SATURDAY, OCTOBER 29

3:00PM-5:30PM

UNITY PLAZA



265 BARBOUR STREET, HARTFORD, CT 06120

Ascend Image Library

North Hartford Ascend Pipeline

Why are we here?

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

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.

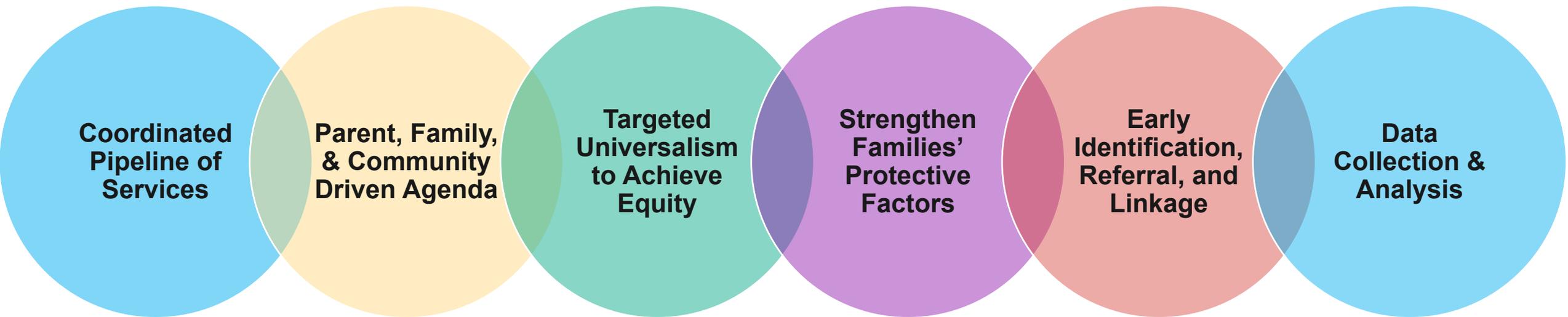
Have access to 21st century learning tools.

Result	Promise Neighborhood Program Performance Indicators
1) Children enter kindergarten ready to succeed in school	1.1) # and % of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures
2) Students are proficient in core academic subjects	2.1) # and % of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school) 2.2) # and % of students at or above grade level according to State English language arts assessments in at least the grades required by the ESEA
3) Students successfully transition from middle school grades to high school	3.1) Attendance rates of students in 6 th , 7 th , 8 th , and 9 th grade as defined by average daily attendance 3.2) Chronic absenteeism rate of students in 6 th , 7 th , 8 th , and 9 th grades
4) Youth graduate from high school	4.1) Four-year adjusted cohort graduation rate
5) High school graduates obtain a post-secondary degree, certification, or credential	5.1) # and % of Promise Neighborhood Students who enroll in a two- or four-year college or university after graduation 5.2) # and % of Promise Neighborhood Students who graduate from a two- or four- year college or university or vocational certification completion 5.3) # and % of Promise Neighborhood Students who enroll in a vocational program after graduation
6) Students are healthy	6.1) # and % of children who consume five or more servings of fruits and vegetables daily
7) Students feel safe at school and in their community	7.1) # and % of children who feel safe at school and traveling to and from school as measured by a school climate survey
8) Students live in stable communities	8.1) Student mobility rate (as defined in the notice)
9) Families and community members support learning in Promise Neighborhood schools	9.1) # and % of parents or family members that read to or encourage their children to read three or more times a week or reported their children read to themselves three or more times a week (birth-8 th grade) 9.2) # and % of parents and family members who report talking about the importance of college and career (9 th -12 th grade)
10) Students have access to 21 st century learning tools	10.1) # and % of students who have school and home access to broadband internet and a connected computing device

North Hartford Ascend Pipeline (Ascend)

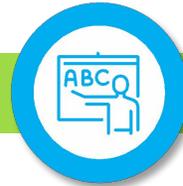


Place-based initiative that integrates achievement-oriented schools and vital, evidence-based social and community services within a networked prenatal through career pipeline.



Chronic Absenteeism

Hartford Public Schools



North Hartford Ascend

Promise Zone Chronic Absenteeism

October 26, 2022



DISTRICT MODEL FOR EXCELLENCE

Strategic Operating Plan 2021-2024



Our Mission

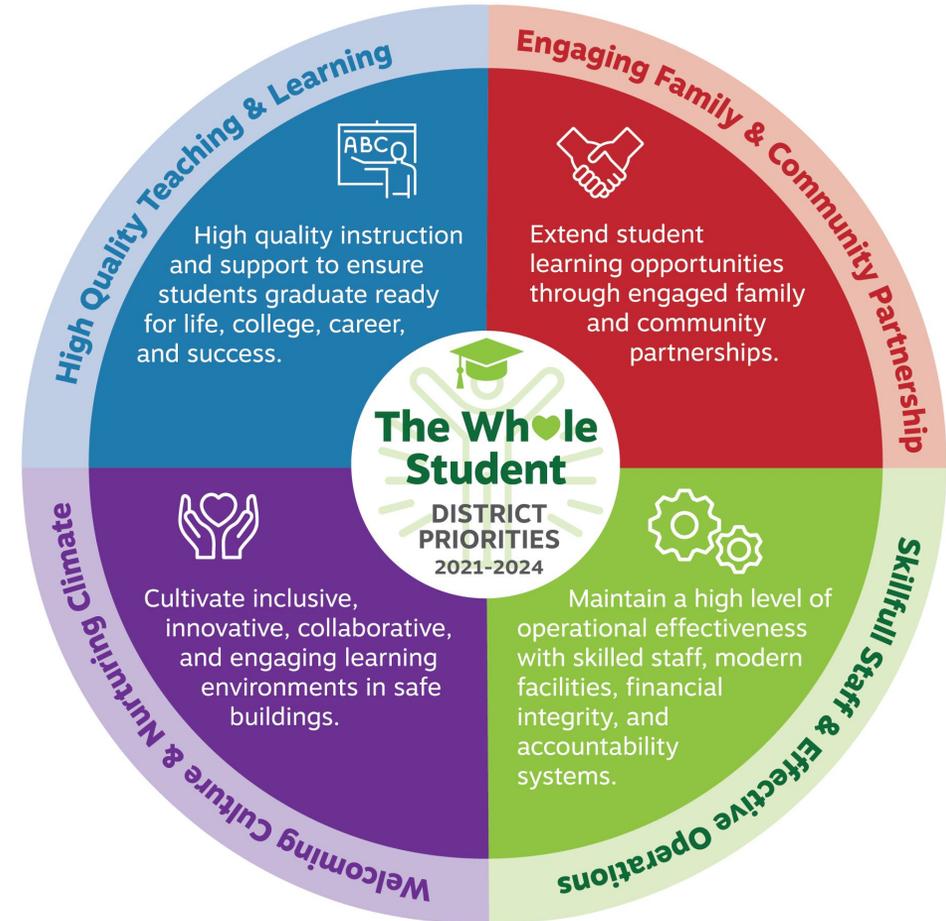
To provide all our students with the learning and supports they need to succeed in school and in life.

Our Vision

All students will graduate prepared to transform our world.

Our Major Priorities

1. High Quality Teaching and Learning
2. Welcoming Culture & Nurturing Climate
3. Engaging Family & Community Partnerships
4. Skillful Staff and Effective Operations



AGENDA



What is the difference between Attendance and Chronic Absenteeism?



What do I need to know about Chronic Absenteeism?



What does the data show us about Chronic Absenteeism?



What can I do to help?

What is Chronic Absenteeism



Chronic Absenteeism (CA) is defined as missing 10% or more of the academic year for any reason, including excused and unexcused absences, suspensions and time missed due to changing schools.

- Based on a **180 day school year**, that means a student would miss **18 days per year** to be identified as chronically absent.

Average daily attendance (ADA) demonstrates how many students on average show up each school day.

Chronic Absenteeism



Example:

Samuel's ADA is 83% with 8 *excused absences* and 5 *unexcused* so he is considered chronically absent with a total of 13 absences in March. Although he has 8 excused absences these are still considered absences and add to his total time out of class.

- The excused absences allow us to know root causes and determine next steps for interventions and supports.
- Unexcused absences require us to contact families to determine the nature of the absence in order to decide on an appropriate course of action.



What is Chronic Absenteeism



2022-2023 ATTENDANCE TIERS CHART – 180 DAYS OF SCHOOL

DAYS ABSENT BY TIER

Chronic Absenteeism is a rolling scale calculated off the total number of days in attendance and number of school days presently completed.

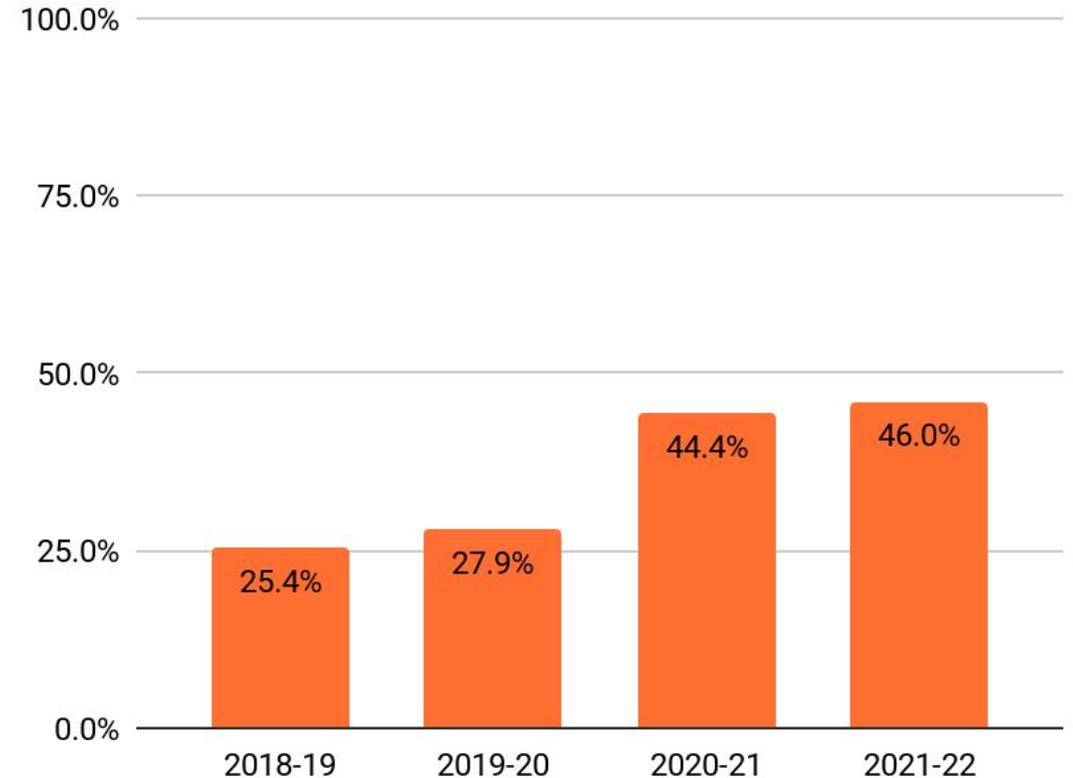
Month	Total School Days	Positive Attendance		Chronic Absenteeism	
		Tier 1	Tier 1	Tier 2	Tier 3
		On Track - Encourage	At Risk - Check In	Off Track - Recover	Disconnected - Reengage
August	3	0	0	1	-
September	24	0	1-2	3-16	17+
October	44	1	2-4	5-16	17+
November	62	1-2	3-6	7-16	17+
December	79	1-3	4-7	8-16	17+
January	95	1-3	4-9	10-16	17+
February	110	1-4	5-11	12-16	17+
March	133	1-5	6-13	14-16	17+
April	147	1-6	7-14	15-16	17+
May	169	1-6	7-16	16	17+
June	180	1-7	8-17	-	17+



Chronic Absenteeism

Chronic Absenteeism (CA) is defined as missing 10% or more of the academic year for any reason, including excused and unexcused absences, suspensions and time missed due to changing schools.

Chronic Absenteeism Rate Trend



Large US Urban Districts



District	2017-18	2018-19	2019-20	2020-21	Change Rate 2017-18 - 2020-21	Percentage Point Change, 2017-18 - 2020-21
Hartford	25.3%	25.4%	27.9%	44.4%	1.8	19.1%
Boston	25.5%	25.2%	21.1%	29.4%	1.2	3.9%
Chicago	23.0%	24.0%	12.8%	30.2%	1.3	7.2%
Cincinnati	34.2%	37.0%	19.9%	46.4%	1.4	12.2%

HPS CA by Grade Level

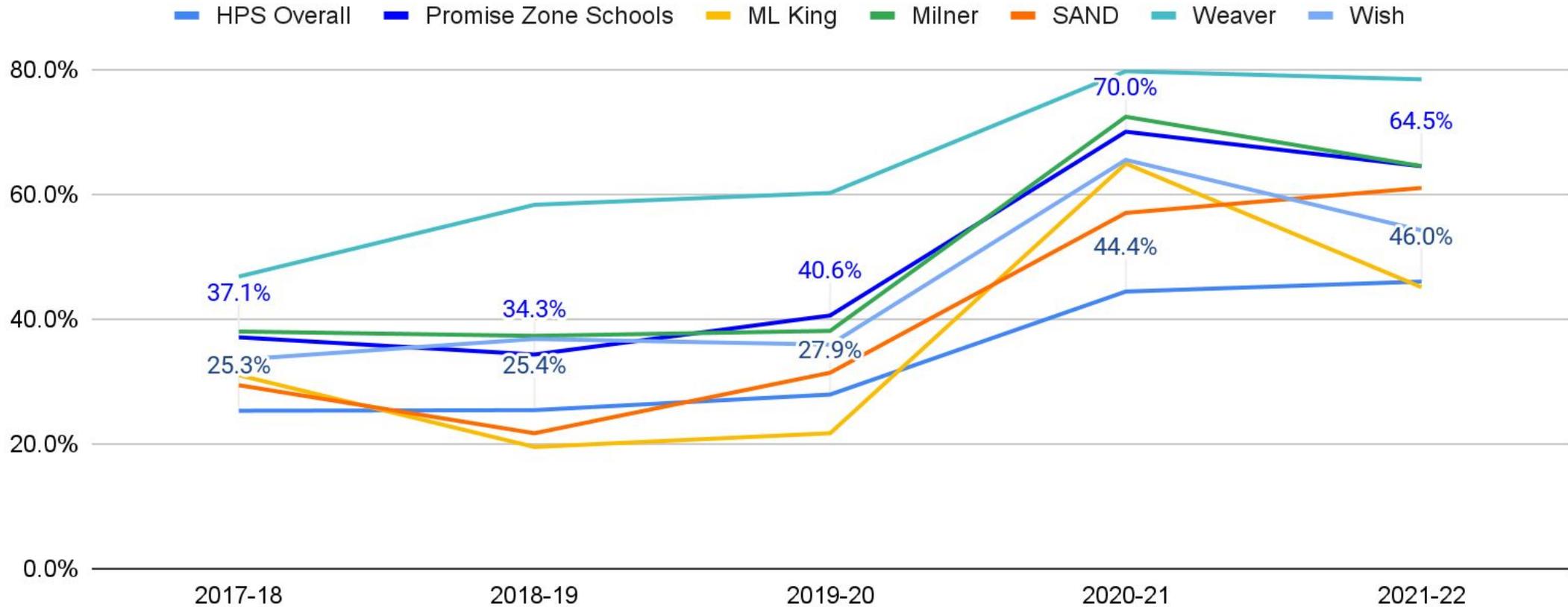


Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	28.0%	27.0%	31.0%	44.1%	48.0%
Grade 1	23.4%	19.8%	27.3%	38.8%	41.4%
Grade 2	18.4%	19.4%	21.0%	37.3%	42.5%
Grade 3	21.9%	17.9%	20.3%	36.3%	41.9%
Grade 4	17.6%	16.9%	21.3%	34.0%	39.7%
Grade 5	19.1%	18.2%	21.0%	34.8%	38.4%
Grade 6	16.4%	16.9%	18.7%	42.1%	39.5%
Grade 7	20.9%	17.1%	21.3%	42.4%	41.7%
Grade 8	22.3%	20.6%	22.1%	48.7%	42.0%
Grade 9	39.5%	44.7%	44.7%	53.0%	56.2%
Grade 10	35.8%	37.5%	41.9%	58.6%	53.9%
Grade 11	34.1%	37.2%	36.2%	57.0%	55.3%
Grade 12	33.7%	40.1%	38.2%	51.3%	58.2%
District Total	25.3%	25.4%	27.9%	44.4%	46.0%

HPS by Promise Zone School



Chronic Absenteeism 5 Year Trend Promise Zone Schools



Attendance (ACE) Root Causes



A **root cause** is the core issue—the **highest-level cause**—that sets in motion the entire cause-and-effect reaction that ultimately leads to the problem(s).

Understanding the root causes for missing too much school can help determine the best course of action. Is this something that you can help your student and his/her family overcome? Or is there an underlying issue that requires additional support, perhaps from the school social worker or guidance counselor?

Attendance Root Causes include:

- COVID
- Illness
- Appointments
- Behaviors
- Childcare
- Technology
- Working
- Transportation
- Mental Health
- Does not want to come to school

Reasons for Absence



Top 5 Reasons for Absence:

- Illness/Medical
- Medical Appointment
- Out of Country
- Vacation
- Family Emergency

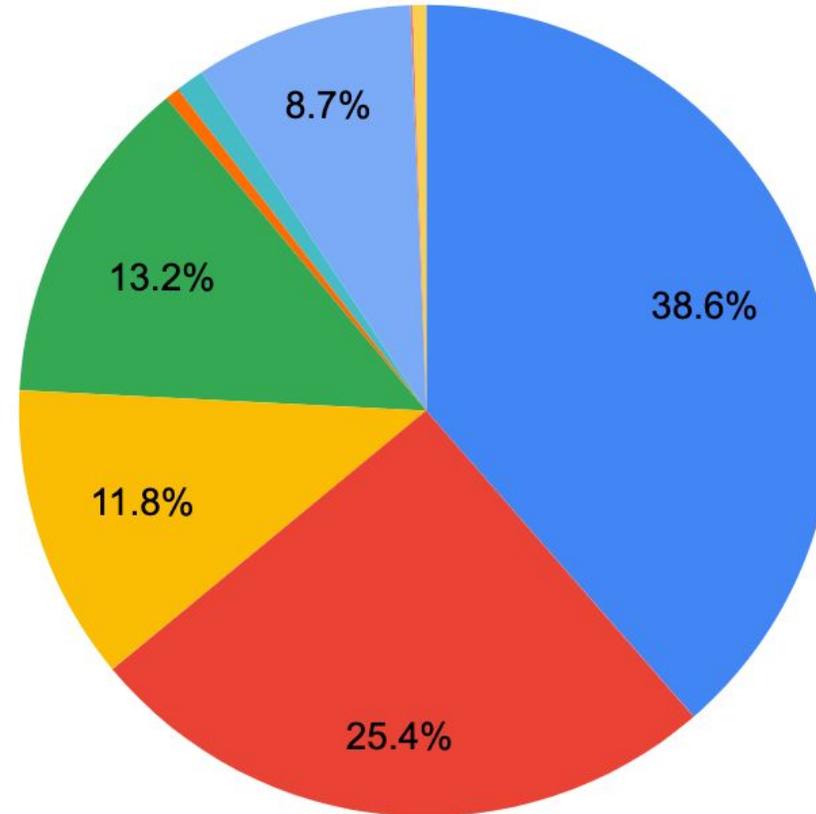
Reason for Absence	% of Total Reasons Known
Illness/Medical Issue	55.8%
Medical Appointment	7.0%
Out of Country	5.3%
Vacation	3.8%
Out of School Suspension	2.8%
Family Emergency	2.6%
District Transportation	2.5%
Not Cleared to Attend	1.5%
Personal Transportation	1.5%
Dismissed Early	1.4%
Bereavement	1.3%
Family Member Illness	1.2%
Unstable Housing	1.0%
Mental Health/Wellness	0.9%
Overslept/Missed Bus	0.9%
School/Class Avoidance	0.9%
Family Responsibilities	0.4%
Safety To/From/In School	0.4%
Religious Holiday	0.3%
Court Appearance	0.2%
Family Responsibilities	0.1%

Root Cause Action Steps



Root Cause Action Steps

- Phone Calls - Wellness Check
- Parent Communication- Parent Square, Letters, Emails & Outreach
- Home Visit
- PPT/SST/504 Meetings
- Check in at school
- SW support with behavior, contract & SEL
- Referral - 211, YSB, DCF, Outside Agency, McKinney Vento
- Bus Passes
- Dr. Notes



Celebrations/ School Spotlights



- Shout out to **SAND** for rolling out their walking school bus to pick up students who struggle to come to school due to transportation.
- Shout out to **Milner** for completing MTSS plans for all of their Tier 3 students that identifies their root cause and aligns to a high leverage intervention in order to reduce their CA rate.
- Shout out to **WISH** for their parent engagement around attendance through ongoing social media challenges, parent nights, and professional learning sessions.
- Shout out to **MLK** for their grade level teams that review data to identify grade level barriers and then implementing interventions to support, as well as continued home visits to support home to school connections.
- Shout out to **Weaver** for collaborating with Blue Hill Civic Association to support home visits to build strong relationships with students and families and breakdown barriers around attendance.



Ground Rules for Breakouts

- Everyone deserves to be heard and everyone should have an opportunity to speak.
 - Online: Keep your camera on (if possible), and keep your mic muted unless you are speaking.
- Listen and respond respectfully.
- Stick to the question – time is limited, so let's value each other's time.
- Respect each other's privacy – keep personal stories in the group.
- Successful dialogue is the responsibility of all participants
- Is there anything we need to add?

Breakout Groups/Rooms



Do you know of any other barriers we haven't captured?



What is the role of community members in increasing attendance?



What can we do to increase attendance and reduce chronic absenteeism?



- By student age group

Attendance (ACE) Strategies



District

- Summer Bridge
- 6th and 9th Grade Peer Mentors
- Pathways experiences
- March Madness, Dip Days, ACE Olympics
- Video and Visual Contest
- Kindergarten registration
- CBOs providing Bikes and Science Center tickets for attendance
- In home Mental Health Services
- Automated comments in Powerschool
- Quarterly ACE Newsletter
- ACE Brochure
- Home visits
- Engagement and Outreach protocol
- Talk Tuesday
- Resolving barriers around transportation, enrollment, childcare, etc.
- Intensive case management around homelessness, chronic illness, mental health and domestic violence
- Monitor attendance data and school based practices
- Develop programmatic responses to barriers

School

- School incentives (Pie the Principal, Dress down, Movie and Popcorn, etc.)
- Recognizing good and improved attendance
- Engaging school community and climate (greet families at drop off, educators take on caring role, culturally responsive practices)
- Strong communication practices (consistent follow-up from all adults after a student is out)
- Community members wishing students a good day, asking about their day, calling when a student is out
- Weekly ACE team meetings that focus on Tier 2 students
- Meaningful data collection
- Student support team meetings
- Individualized attendance plans
- Resolving barriers around programming, arrival, behaviors, mental health, etc.
- Identifying a mentor or caring adult
- Intensive case management around homelessness, chronic illness, mental health, domestic violence and bullying
- Provide personalized outreach

Questions



Report Out

Thank YOU!

Upcoming meetings:

Wednesday, November 30, 2022

- 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.
- 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.
- Contact Gina Federico, gfederico@unitedwayinc.org or (860) 493-1115, with any questions.