New Haven Delegation Education Meeting
December 20, 2022

Charlene Russell-Tucker, Commissioner
Laura Stefon, Chief of Staff
Kathy Demsey, Chief Financial Officer
Ajit Gopalakrishnan, Chief Performance Officer
Irene Parisi, Chief Academic Officer
John Frassinelli, Division Director
Bryan Klimkiewicz, Division Director
Kari Sullivan-Custer, Education Consultant
Presentation Outline

Overview and Context
Commissioner Russell-Tucker

A Review of Fiscal Resources
Kathy Demsey, Chief Financial Officer

Student Performance: A Review of the Pandemic Recovery Data
Ajit Gopalakrishnan, Chief Performance Officer

Attendance/Chronic Absence
John Frassinelli, Division Director and
Kari Sullivan-Custer, Education Consultant

Alliance District Plans Including Staffing
Irene Parisi, Chief Academic Officer
Overview and Context
Commissioner Russell-Tucker
Our goal is to:

• Facilitate a call to action to develop strategies and solutions and to provide systemic supports to the students, staff and families of New Haven Public Schools.
• Facilitate development of a holistic district improvement plan tied to outcomes with measurements/metrics.
• Expand the base of constituencies and voices to assist in impactful and sustainable change in New Haven Public Schools.
• Enrollment has declined overall by nearly 9 percent over the past three years.
• While enrollment has declined, the percentage of those students who are English learners has increased significantly. In 2021-22, nearly 1 in 5 students (19.4%) were English learners, up from 16.6% three years ago.
A Review of Fiscal Resources
Kathy Demsey, Chief Financial Officer
A Review of Fiscal Resources – State & Federal Grant Funds Summary

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Grant Award</th>
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<tr>
<td>Education Cost Sharing Grant (Est.)</td>
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<tr>
<td>Other State Grants (Incl. Alliance District Grant)</td>
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<tr>
<td>Federal ESSER Grant Funds</td>
<td>$120,367,294</td>
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<tr>
<td>Non-Covid Federal Grant Funds</td>
<td>$25,545,041</td>
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<tr>
<td><strong>Total State &amp; Federal Grant Funds</strong></td>
<td><strong>$320,884,372</strong></td>
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</table>

*Note:
1. Other State Grants figure does not yet include Excess Cost which is not available yet.
2. Non-Covid Federal Grants figure does not yet include the new Title I, II, and IV awards.
## A Review of Fiscal Resources – FY 2023 State Grant Funds

<table>
<thead>
<tr>
<th>Grant</th>
<th>Fiscal Year</th>
<th>Grant Award</th>
<th>Payments</th>
<th>Most Recent Reported Expenditures</th>
<th>Grant Balance</th>
<th>Cash Balance</th>
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<tbody>
<tr>
<td>Commissioner’s Network</td>
<td>2023</td>
<td>$334,000.00</td>
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<td>Family Resource Center</td>
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<td>State Adult Education - Cooperating Eligible Entity - CEE1</td>
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<td>State Adult Education - Provider</td>
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<td>Alliance District Grant</td>
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<td>State Bilingual Grant</td>
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<td>Priority School District Grant</td>
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<td>After School Grant (Continuation)</td>
<td>2023</td>
<td>$161,878.00</td>
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<td>PSD - Extended School Hours</td>
<td>2023</td>
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<td>$160,075.00</td>
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<td>PSD - Summer School</td>
<td>2023</td>
<td>$364,944.00</td>
<td>$182,472.00</td>
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<td>$182,472.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$32,462,512.00</strong></td>
<td><strong>$9,105,040.21</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$23,357,471.79</strong></td>
<td><strong>$9,105,040.21</strong></td>
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</tbody>
</table>

**Please Note:** This does not include ECS funds that go to the municipality or Excess Cost grant funds.
# A Review of Fiscal Resources – Federal ESSER Funds

<table>
<thead>
<tr>
<th>Grant</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Grant Award</th>
<th>Payments</th>
<th>Most Recent Reported Expenditures</th>
<th>Grant Balance</th>
<th>Cash Balance</th>
</tr>
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<tbody>
<tr>
<td>ESSER II Funds</td>
<td>1/5/2021</td>
<td>9/30/2023</td>
<td>$35,603,796.00</td>
<td>$22,382,913.79</td>
<td>$418,212.65</td>
<td>$13,220,882.21</td>
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<td>ESSER II State Set-Aside</td>
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<td>9/30/2023</td>
<td>$2,112,449.00</td>
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<tr>
<td>ESSER II Bonus Dyslexia Recovery Grant</td>
<td>7/1/2021</td>
<td>6/30/2023</td>
<td>$45,500.00</td>
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<tr>
<td>ESSER II Bonus Special Populations $25K Recovery Grant</td>
<td>7/1/2021</td>
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<td>ESSER II Special Education Recovery Activities Grant</td>
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<td>$53,744.00</td>
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<td>ARP ESSER Funds</td>
<td>7/1/2020</td>
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<td>ARP ESSER Homeless Children and Youth (HCY) II</td>
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<td>9/30/2023</td>
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<td>$430,158.69</td>
<td>$42,523.31</td>
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<td>ARP IDEA 611</td>
<td>7/1/2021</td>
<td>6/30/2023</td>
<td>$1,608,505.00</td>
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<td>ARP After School Enhancement Grant</td>
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<td>ARP ESSER Homeless Children and Youth (HCY) I</td>
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<td>ARP IDEA 619</td>
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<td><strong>$82,757,103.56</strong></td>
<td><strong>$36,791,977.79</strong></td>
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</table>

**Please Note:** This does not include fully expended ESSER1 grant funds of $8.5 million.
All funds for ESSER II must be expended by 9/30/2023. All funds for ARP ESSER must be expended by 9/30/2024.
# A Review of Fiscal Resources – Non-Covid Relief Federal Grant Funds

<table>
<thead>
<tr>
<th>Grant</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Grant Award</th>
<th>Payments</th>
<th>Most Recent Reported Expenditures</th>
<th>Grant Balance</th>
<th>Cash Balance</th>
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<tbody>
<tr>
<td>Opportunity District ESSA School Improvement Grant</td>
<td>7/1/2021</td>
<td>9/30/2023</td>
<td>$1,398,288.00</td>
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<td>Title I - Part A</td>
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<td>Title II - Part A</td>
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<tr>
<td>Nita M. Lowey 21st Century Community Learning</td>
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<td>6/30/2023</td>
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<td>Title III EL</td>
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<tr>
<td>IDEA 611</td>
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<td>Title IV - Part A</td>
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<td>6/30/2023</td>
<td>$767,870.00</td>
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<td>Opportunity District ESSA School Improvement Grant</td>
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<td>McKinney-Vento Homeless Assistance</td>
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<td>Federal Adult Education - PEP Comprehensive 1</td>
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<td>$100,000.00</td>
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A Review of Fiscal Resources—Non-Covid Relief Federal Grant Funds
(Continued)

<table>
<thead>
<tr>
<th>Grant</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Grant Award</th>
<th>Payments</th>
<th>Most Recent Reported Expenditures</th>
<th>Grant Balance</th>
<th>Cash Balance</th>
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<tbody>
<tr>
<td>Nita M. Lowey 21st Century Community Learning – Cohort 17.1</td>
<td>7/1/2022</td>
<td>9/30/2023</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>$25,545,041.00</strong></td>
<td><strong>$18,119,510.18</strong></td>
<td><strong>$16,013,807.19</strong></td>
<td><strong>$7,425,530.82</strong></td>
<td><strong>$2,105,702.99</strong></td>
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</table>

**Please Note:** Federal Title I, II, and IV awards for the 7/1/22 - 6/30/24 period have not yet been posted.
Student Performance:
A Review of the Pandemic Recovery Data
Ajit Gopalakrishnan, Chief Performance Officer
Prior to the pandemic, in both ELA and Mathematics, New Haven was higher achieving than its urban peers. During the pandemic, in both subjects, New Haven has lost substantially more ground than its urban peers such that New Haven's achievement now is similar to its peers.
Attendance/Chronic Absence

John Frassineilli, Division Director
and Kari Sullivan-Custer, Education Consultant
Chronic Absence Rates by Student Groups

Chronic Absence Rates by Student Groups
2019-20, June 2022, and November 2022

All: 58% 45% 65%
Black or African American: 21% 45% 49%
English Learners: 17% 24% 50%
Hispanic/Latino of any race: 21% 39% 50%
Students Experiencing Homelessness: 57% 46% 68%
Students With Disabilities: 79% 68% 69%
White: 31% 31% 57%

Chronic Absence Trend Data

Previous Two School Years

- 2019-20: 12.2%
- 2020-21: 19.9%
  - Sep-21: 21.8%
  - Nov-21: 22.2%
  - Dec-21: 26.2%
  - Jan-22: 23.8%
  - Feb-22: 23.7%
  - Mar-22: 22.8%

2021-22 School Year

- Apr-22: 22.7%
- May-22: 55.4%
- Jun-22: 58.1%

Current School Year

- Jul-22: 45.4%
- Aug-22: 8,096
- Sep-22: 44.5%
- Oct-22: 7,942
- Nov-22: 45.4%
- Dec-22: 8,089

Connecticut

New Haven School District
Illness – triple respiratory threat
  • People following an abundance of caution with illness
  • Appointments

Stress and mental health
  • Family struggles
  • Shortage of mental health providers in community (long waiting lists)
  • Disengagement – behind in school, loss of credit
  • Increase in school anxiety and school aversion
  • Not feeling like they belong in the school

• Access to housing, cost of utilities (student transiency and lack of stable housing)
• Basic needs not being met – delay in resources (food, clothing)
• Lingering apathy toward school, post pandemic
• Jobs take priority to getting to school (family members and students)
• Childcare for siblings
• High number of absences among staff
• Vacations or family travel needs
• Transportation
Strengthening ties to school through intentional adult relationships – The Governor’s Prevention Partnership, National Success Mentors, Relationships Inventory - Turnaround for Children

Engaging families in trusting relationships through individualized meetings either at home or a community location (multiple home visits) – LEAP

Leveraging school-based health clinics and school nurses to review cases and clear communication on when to come to school or stay home – School Attendance (aap.org) Chronic Absenteeism, School Nurses - An Integral Member of the School Team Addressing - National Association of School Nurses (nasn.org)

Developing student attendance plans, with students and families, to remove barriers, identify solutions and daily routines for students that build confidence in going to school – CT Student Success Plans

Conducting social emotional learning assessments to understand and support students’ growth and engage school-based mental health services – Social-Emotional Learning Hub (ct.gov)

Collaborating with community partners to engage and support families, e.g., Youth Services Bureaus, YMCAs – Reducing Chronic Absence in Connecticut’s Schools

Opening welcome centers for multilingual families and communicating in families home language – Restart & Recovery

*The Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism
Alliance District Plans Including Staffing
Irene Parisi, Chief Academic Officer
CSDE Turnaround Framework: School Improvement

**Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

**Academics:** Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

**Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

**Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.
<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Priority 1.1</td>
<td>Provide meaningful, research-based professional learning opportunities</td>
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<tr>
<td>Talent Priority 1.2</td>
<td>Recruit, develop, and maintain a high-quality educator pipeline including diverse workforce</td>
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<tr>
<td>Academic Priority: 2.1</td>
<td>Improve student achievement in literacy</td>
</tr>
<tr>
<td>Academic Priority 2.2</td>
<td>Improve student achievement and instruction K-12 in Mathematics</td>
</tr>
<tr>
<td>Academic Priority 2.3</td>
<td>Increase the number of graduates who are college and career ready</td>
</tr>
<tr>
<td>Climate Priority 3.1</td>
<td>Improve attendance rates and decrease chronic absenteeism</td>
</tr>
<tr>
<td>Climate Priority 3.2</td>
<td>Improve and integrate Social-Emotional and Behavioral Supports</td>
</tr>
<tr>
<td>Climate Priority 3.3</td>
<td>Improve health and wellness district wide</td>
</tr>
<tr>
<td>Operations Priority 4.1</td>
<td>Utilize school support networks, timely data analysis to inform a cycle of continuous improvement, progress-monitor school improvement plans</td>
</tr>
<tr>
<td>Operations Priority 4.2</td>
<td>Improve student achievement and engagement in all subject areas</td>
</tr>
</tbody>
</table>
New Haven Opportunity District Plan: Focus Areas

New Haven’s Alliance District total allocation equal $20,904,171.00.

• 73% is dedicated to staffing (175 positions)
• 12% is dedicated to staffing benefits
• 15% is dedicated to professional services – includes consultants and services for therapeutic MS Program, mental health services and gateway to college
• <5% dedicated to purchased services, specifically online software
• 2% Dedicated to supplies to support pride and SEL

Focus Area 1 – Literacy:

• To strengthen and improve literacy instruction by continuing to adhere to the progress monitoring protocol, which is built on systems and structures that promote student progress across all domains within a Multi Tiered Systems of Support (MTSS), with a particular focus on foundational skills.
• Improve implementation of the district wide priority on small group instruction in order to leverage the progress monitoring analysis to ensure that the instructional foci match student needs.
• To provide professional learning opportunities for teachers and school leaders on the seven components of reading

Focus Area 2 – Mathematics:

• To strengthen and improve mathematics instruction by continuing to adhere to the progress monitoring protocol, which is built on systems and structures that promote student progress across all domains within a Multi Tiered Systems of Support (MTSS). Improve implementation of the district wide priority on small group instruction in order to leverage the progress monitoring analysis to ensure that the instructional foci match student needs.
• To provide professional learning opportunities for teachers, coaches and school leaders on the most recent curriculum resources (iReady and enVisions) as well as the updated HS curriculum and best practices in mathematics.

Focus Area 3 – Chronic Absenteeism:

• Address chronic absenteeism by leveraging restorative practices to develop students' sense of belonging and connection to school and classroom, strengthen districtwide and school-based attendance teams to ensure foundational strategies of attendance are implemented, strengthen family engagement via home visits and welcoming school-based activities.
Overview of ARP ESSER Plan

ARP ESSER Award – $80 million

PRIORITY 1: Addressing Learning Loss, Acceleration and Enrichment – $43.5 million
1. Design and implement programs utilizing assessments and instruction through a multi-tiered system of supports
2. Identify and expand promising practices for multi-lingual learners, students with disabilities, students of color and other students traditionally underserved
3. Expand summer learning, afterschool offerings and career and college pathways
4. Provide academic support during and after school and in summer by hiring teachers, coaches, and tutors

PRIORITY 2: Family and Community Connections – $500k
1. Establish a Family Academy for parents to support their children at home
2. Engage community agencies to provide mentoring, academic and social-emotional support to students and staff
3. Engage school community through support to student councils
4. Hire Parent Liaisons to engage parents
Overview of ARP ESSER Plan (continued)

PRIORITY 3: Social, Emotional and Mental Health of Students and Staff – $350k
1. Provide relevant professional development on social-emotional learning
2. Hire teachers, coaches, and tutors for added social-emotional support
3. Purchase sensory items and flexible seating for students during instruction

PRIORITY 4: Remote Learning, Staff Development, Digital Divide – $6.9 million
1. Create a professional development hub for all staff focused on learning interactive instructional platforms, content-specific technology supports and blended learning best practices
2. Provide virtual and in-person tech support to families and students
3. Maintain Data Dashboard to identify trends and inform practice in academics and behavior

PRIORITY 5: Building Safe and Healthy Schools – $13.7 million
1. Expand outdoor learning classrooms
2. Create schedule of maintenance needs based on new Facilities Study

Other – $14.9 million
1. Summer learning
2. Resources for building administrators to directly address school-level needs
3. Improving preparedness and response
Thank You!