



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



Connecticut General Assembly
Appropriations Committee
Education Subcommittee Work Group
March 7, 2023

Detailed information on authorized, filled, and vacant positions; please break down by funding source (General Fund, federal, other)

*Attachment Number 1

What positions are vacant? What departments are they in and what are their job titles?

*Attachment Number 2

The 41 positions in active recruitment now – For each position, by title, please provide: (a) where are you in the hiring process and (b) the current projected hire date.

*Attachment Number 3

Describe the proration formula used for the three capped grants in the Governor's proposal (Adult Ed, Health and Human Services, Excess Cost). When were these grants first capped?

The Department calculates the entitlements and then adds up the total to be distributed and compares them to the appropriation. We then ratably reduce each district to stay within the appropriation. For example, if the appropriation is \$8,000,000 and the total that we would need to pay out is \$10,000,000 we would multiply each districts entitlement by 80% (\$8,000,000/\$10,000,000).

The Excess Cost grant legislation was changed to instead of ratably reducing every district we apply a three tiered percentage based on the districts wealth ranking and then after that increasing or decreasing each district to match the appropriation. These grants have been capped going back many years, the cap for Adult Education was removed this current year and the Excess Cost cap was removed for two years (2007-08 & 2008-09).

How many Hartford students are enrolled at: (a) RESC Magnets, (b) BOE magnets and (c) in traditional Hartford public schools?

Program	RESC/District	2022-23*	Hartford Enrollment	Non-Hartford Enrollment
Open Choice	Total	2,263	2192	71

Magnets	Bloomfield	505	135	370
	East Hartford	176	49	127
	Hartford	7,931	4077	3854
	Goodwin University	1,152	469	683
	CREC	9,000	4,100	4,900
	Total	18,764	8,830	9,934
CTECS Greater Hartford Technical Schools	Total	2,063	602	1,461
Hartford Neighborhood Schools	Total	8,843	8,843	N/A

*Preliminary data from PSIS October 1, 2022

Please provide an update on the effort to develop a Native American studies curriculum. If the curriculum is now available, which districts have adopted a Native American studies curriculum?

The Native American Studies Project outlines the process for developing Instructional resources that may be utilized by local and regional boards of education as codified in SB 1202, June Sp. Sess., Public Act No. 21-2.

Native American Studies Project Plan			
CSDE Project Deliverables			
Timeline (end date)	Owner	Deliverable	Progress Update
Feb 1 2023	CAO & social studies consultant	<ul style="list-style-type: none"> Tribe Representation 	Complete
February	SA/NJ	Meetings – Gathering information and input <ul style="list-style-type: none"> Chris Newell of Akomawt Educational Initiative (to understand/gain a baseline) (2/10 at 3:00pm) 	Complete

		<ul style="list-style-type: none"> • Dir. Of Education for Mohegan • SERC – week of 2/13 with designated consultant 	
February 27, 2023	SA/NJ	<p>Curricula Design Leadership Team Kick Off</p> <ul style="list-style-type: none"> • Two Hours kick off re: project timeline and establish future meeting dates and submissions and access to resources and plan the sequence/roadmap • Determine leadership – teachers (focus group list), Docents, Jason Mancini, Tribal representatives 	Complete
Feb-March 2023	CAO & social studies consultant	<ul style="list-style-type: none"> • Content Development <ul style="list-style-type: none"> ○ Logical sequence/roadmap/guiding document ○ Alignment to standards and possible units • CSDE representatives will meet with representatives, educators from five Connecticut tribes to determine the essential content of the materials being created. Essential questions to be resolved include: <ol style="list-style-type: none"> 1. What should be included in the history of Native Americans in Connecticut that all Connecticut students should know? 2. What primary sources exist that will assist teachers and students in classrooms? 3. Should the focus be on creating a single story about Native Americans in Connecticut or should the focus be on the history of the individual tribes? 	Ongoing
Feb-March 2023	Social Studies Consultant & PM	<ul style="list-style-type: none"> • Establish additional content that can be placed on the GoOpenCT site. <ul style="list-style-type: none"> ○ Creating possible collections of resources 	

March-April 2023	CAO & social studies consultant	<ul style="list-style-type: none"> • Lesson Design and Development • Educators and representatives from the Native American Content Committee will create lessons that will match appropriate units in United States History classes in both high school and middle school. We will not be creating new units: we will be creating materials that can be included in existing units. <ul style="list-style-type: none"> ○ To do – creation of meeting schedule and agenda 	
May 2023	CAO & social studies consultant	<ul style="list-style-type: none"> • Review of Native American Curricula Resources and draft roadmap • Both the Content Development and the Curriculum Development teams will come together to review, and revise created curriculum materials 	
May 2023	CAO & social studies consultant	<ul style="list-style-type: none"> • Meeting with the content creators and Tribes to complete a final review before release for feedback and reaction 	
June 2023	CAO & social studies consultant	<ul style="list-style-type: none"> • Release of curriculum materials on GoOpenCT <ul style="list-style-type: none"> ○ Communication Plan – Press Release (Comms Office) ○ Quick Start Guide ○ Superintendent Memo (COM/CAO) 	
June 2023	CAO & social studies consultant	<ul style="list-style-type: none"> • Professional development with CCSS Summer Institute - as sponsor <ul style="list-style-type: none"> ○ CPAN to possibly facilitate with Samantha (Mohegan) 	
July- Dec 2023	CAO & social studies consultant	<ul style="list-style-type: none"> • Integration of Native American Studies in K-8 CSDE Social Studies Model Curricula 	

Curricular and Instructional Resources will be made available to districts by June of 2023 through the [GoOpenCT](#) – Connecticut’s Open Education Resource digital library – where all model curricula is communicated.

There is \$10M in ARPA funding in the Governor’s proposal for teacher recruitment and retention. How long does SDE anticipate this allocation will last and how much additional funding does SDE anticipate will be needed after this allocation is spent, especially to make progress in minority teacher recruitment?

These funds are available to us through 12/31/2026. It is premature at this time to say if or how much additional funding might be needed as the programs are still in development. The fund will support a menu of supports and/or subsidies designed to attract and increase the numbers of diverse candidates to teaching; reduce teacher and paraeducator shortages in the short and long-term; fill shortage areas such as special education, STEM, bilingual and other content areas; attract and incentivize teachers to teach in high needs districts to support and retain current educators.

Can you demonstrate the impact, if any, of the cuts in Magnet School and Open Choice funding in the Governor’s budget on enrollment in the two programs?

There will be no impact to Magnet Schools or Open Choice for the reductions in the funding recommended in the Governor’s budget. Preliminary data in December demonstrated that actual enrollment for FY2023 did not reach the budgeted level.

For Magnet Schools, total enrollment continues to decrease rather than increase as was included in the last biennial budget on which this latest budget is based on. The reduction simply adjusts the grant down to reflect the actual enrollment for this year and then provides increases in FY2024 and FY2025 for modest growth in non-Sheff Schools and growth as called for in the Sheff agreement for those schools.

Historical Magnet Enrollment:

FY2020 = 38,955

FY2021 = 38,679

FY2022 = 38,054

FY2023 Est = 37,863

For Open Choice, total enrollment continues to remain somewhat flat with a minimal decrease each year rather than the projected increases that the last biennial budget was based on. Again, the reduction simply adjusts the grant down to reflect the actual enrollment for this year and then provides increases in FY2024 and FY2025 for modest growth in non-Sheff districts and growth as called for in the Sheff agreement for those districts.

Historical Open Choice Enrollment:

FY2020 = 3,017

FY2021 = 2,964

FY2022 = 2,945

FY2023 Est = 2,938

What districts are receiving funding via the LEAP ARPA allocation and what success have those districts had with the program?

Fourteen school districts are currently funded to participate in LEAP:

1. Bridgeport
2. Capitol Region Education Council (CREC)
3. Danbury
4. East Hartford
5. Hartford
6. Manchester
7. Meriden
8. New Haven
9. New London
10. Norwich
11. Stamford
12. Torrington
13. Waterbury
14. Windham

Key Highlights in the LEAP Report

- Attendance rates increased by four percentage points in the month immediately following the first LEAP visit. Attendance rates then continued to rise in subsequent months, reaching an average increase of approximately seven percentage points for students served in the summer of 2021 and nearly 15 percentage points for students served during the 2021-22 school year after 6 months. These effects were most noticeable in the Hartford School District where attendance rates increased by 30%.
- Nine months after the first LEAP visit, students in grades PK – 5 experienced approximately an eight-percentage point increase in attendance. Students in grades 6-12 experienced approximately a sixteen-percentage point increase in attendance rates relative to similar students who were not served over the same time period, suggesting that the impact of LEAP was significantly larger in later grades.
- Results did not differ based on the type of personnel, school or community-based, conducting a LEAP home visit. Nine months after the initial LEAP visit, attendance rates increased by between approximately 15 and 20 percentage points regardless of who conducted the visit.
- LEAP visits that occurred at a student's home or a student's school had significantly larger impacts on attendance than LEAP visits that occurred virtually or on the phone.

[*LEAP Report Executive Summary](#)

How else can we help address chronic absenteeism post-pandemic?

The following list comprises the efforts the CSDE is undertaking in this area:

- 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 \(nasn.org\)](#)
- **Ensuring social, emotional, and mental health** needs of students are met– [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](#)
- **Extra support for multilingual families** and [communicating in families home language](#) – [Restart & Recovery](#)
- **Ensuring multifactorial supports for students** – After school programming; Enrichment opportunities; engaging curricula; welcoming school environments; trusting relationships with adults in schools, etc.
- [*The Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism](#)

Which districts do not have libraries funded by the board of education?

This is not a data collection that is currently built into our system.

*Attachment 4 Incomplete – Data collection ongoing on possible library/media center closures in Alliance Districts

How much of the Sheff transportation cost increase is related to increased transportation costs vs increased number of students needing transportation services?

In FY23, the State entered a five-year transportation service agreement with CREC for transportation administration in the Sheff Region, which included the provision of subcontracts for transportation services for the same time period. In addition to these contracts, the Sheff transportation account includes prior year supplemental transportation costs per C.G.S. 10-264i(4), transportation services by local districts for Open Choice, and transportation to technical schools in the Greater Hartford Region. In prior years, the full cost of Sheff transportation to magnet schools, Open Choice schools and technical schools was covered by funding from the Sheff transportation account as well as the magnet account and/or the Sheff Settlement account. The increase to the Sheff transportation line item reflects the projected full cost of transportation costs plus (1) inclusion of transportation administration costs in the transportation account (previously included in the Sheff Settlement account); (2) expansion per the CCP; (3) rate increases for bus services and bus monitors; and (4) the prior year supplemental transportation costs. A breakdown of increased costs versus expansion from the CCP is provided in the chart below:

Sheff Transportation	2020-21	2021-22	2022-23** (New 5-Year Contract)	2023-24**	2024-25**
Appropriation	\$45,781,798	\$51,843,244	\$54,240,688	\$70,825,009***	\$75,465,173***

Total transportation costs* (includes magnet, OC, technical high school)	\$45,781,798	\$60,248,981	\$69,369,325	\$70,300,441	\$75,194,477
Transportation bus services increase			8.80%	4.70%	4.20%
Bus monitors increase			15%	4%	4%
Cost from expansion per CCP			\$1,427,476	\$2,097,613	\$2,097,613

Note 1: Beginning in 2022-23, the Sheff Transportation account includes the cost for the transportation administration contract.

Previously, the transportation administration was included in the Sheff Settlement account.

Note 2: The pandemic impacted overall transportation costs in FY21.

*Includes carry-over supplemental transportation costs from prior year per C.G.S. 10-264i(4)

**Projected costs

***Governor's Budget

What drove the increase in the cost of the ECS formula in FY 24 beyond the range of the usual increase due to the formula phase-in schedule?

There were three main drivers, pupil data, poverty counts and Free and Reduced counts. We saw an increase statewide in the following counts: Resident Student count an increase of 796 students; Poverty Count an increase of 8,106; the English Language Learner count an increase of 4,474; and the Need Student count an increase of 5,216.

SB 1 from 2022 contained a requirement for SDE to develop a survey regarding employment of behavioral health practitioners in schools and the creation of a grant program for hiring such workers. What is the status of these provisions and of the ARPA allocations related to behavioral health in schools?

- **Survey:** The SDE already collects certified staff separately for Social Workers, Counselors, School Psychologists, and Nurses through the Educator Data System (EDS). In addition, we also collect FTEs of non-certified staff. We will take these FTEs and make them transparent down to the school level sometime by December 31, 2023, in alignment with the timelines in SB 1. This will be an EdSight public report in the new EdSight and will update annually.

- **The \$5-million ARPA School Mental Health Workers Grant** was posted as an RFP in October 2022. Applications were completed by November 30, 2022. Grants were awarded and announced on February 2, 2023. The funding will be provided on a reimbursement basis for three consecutive years as a continuation grant. Awards ranged between \$37,000 and \$120,000 annually for the first two years and 70% of that in the third year.
- **The \$15-million ARPA School Mental Health Specialist Grant** RFP has been created and is currently being finalized in eGMS. We hope to begin accepting applications in early March. We will be awarding the grants this spring.
- **The \$8-million ARPA Summer Mental Health Support Grant** is being developed and we anticipate posting the grant application in April.

Could you provide demographic information about homeless students in the state? What services does SDE provide to those students?

McKinney-Vento Homeless Assistance Act: primary federal legislation that ensures immediate access and school supports to children and youth experiencing homelessness.

- Definition: Homeless - Children and youth who lack a fixed, regular, and adequate nighttime residence; this includes 4,041 students in 2021-22:
 - 67% - Sharing the housing of others due to loss of housing, economic hardship, or similar reason (doubled-up staying other people.)
 - 16% - Living in motels, hotels due to lack of alternative adequate accommodations.
 - 16% - Staying in a shelter (emergency or transitional shelters.)
 - 1% - Unsheltered in a car, park, abandoned building, bus or train station – places not normally designated for people to live.
- Connecticut's Five-year trend data for students experience homelessness shows:
 - 2017-18: Statewide high of 5,015 Pre-K-12th grade students identified (note: Hurricane Maria and effects of students displaced from Puerto Rico and the U.S. Virgin Islands).
 - 2022-23: October census data shows possible 25-30% rise in identification over 2021-22.
- McKinney-Vento Student Rights and Supports include:
 - Immediate enrollment in school, regardless of where they are staying or how long they have been there.
 - Choose to attend their current school (school of origin) or enroll immediately in the local school where they are staying. Whatever is in the best interest of the student.
 - Attend classes and participate fully in school activities, even if records and documents normally required for enrollment are missing, e.g., birth certificate, proof of residence, previous school records, or immunization/medical records.
 - Access the same programs and services that are available to all students, including transportation and supplemental educational services; and
 - Receive school meals at no cost.
- School District's must:
 - Identify and immediately enroll all students experiencing homelessness

- Remove barriers to enrollment, attendance, and success (review policies, practices and procedures.)
- Designate McKinney-Vento homeless liaison to ensure that the law is carried out.
- Ensure all school staff can effectively carry out the provisions of the law
- Refer families to health, dental, mental health, housing, substance abuse, and other appropriate services.
- Federal Funding:
 - Annual appropriation - McKinney-Vento Education for Homeless Children and Youth: \$967,892 FY 2023 - Applications/awards to 17 LEAs. Funding range: \$20,000-100,000. Average award: \$55,198.
 - COVID Relief funding via ARP Homeless Children and Youth (ARP HCY): \$7.2 million in FY 2021 - ARP HCY via both competitive and entitlement grants. Applications/awards: 109 LEAs. Funding range: \$5,118 – \$473,038. Average Award: \$47,430.

No Matter What campaign to support students experiencing homelessness and unstable housing: \$350,000

- Statewide priority in ARP HCY State application to provide Outreach and Awareness.
- Grassroots marketing campaign to create tailored efforts using ARP HCY funds focused upon improve the lives and futures of students experiencing homelessness.
- Produce and share information across units at all levels (neighborhoods, towns/cities, and state) and increasing all LEA's ability to reach and connect with HCY.
- Improve identification and effectively support HCY in school.

Could you provide an update concerning SDE's efforts regarding minority teacher recruitment?

*Attachments number 5 & 6

What is the status of applications for the seven new charter schools that have submitted applications? Please provide the list of applicants and for each, the number of seats sought.

Seven applications were submitted, one application was incomplete. The seats sought are as follows:

1. Capital Prep - Middletown

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	N/A							90	45	45	100	45	45	10	380
Year 2	N/A							90	90	45	100	100	50	50	525
Year 3	N/A							90	90	90	100	100	100	50	620
Year 4	N/A	80	80					90	90	90	100	100	100	100	830
Year 5	N/A	80	80	80				90	90	90	100	100	100	100	910

2. Edmonds Cofield Preparatory Academy for Young Men - New Haven

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							75								75
Year 2							75	175							175
Year 3							75	100	100						275
Year 4							75	100	100	100					375
Year 5							75	100	100	100					375

3. New Haven Hebrew Public Charter School

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	0	50	50												100
Year 2	0	50	50	50											150
Year 3	0	50	50	50	50										200
Year 4	0	50	50	50	50	50									250
Year 5	0	50	50	50	50	50	50								300

4. CoLAB Academy – Waterbury

PROJECTED STUDENT ENROLLMENT															
	P K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1											100				100
Year 2											100	100			200
Year 3											100	100	100		300
Year 4											100	100	100	100	400
Year 5											100	100	100	100	400

5. Reach Academy – Bristol

	PK	K	1	2	3	4	5	Total
Year 1	100	100						200
Year 2	100	100	100					300
Year 3	100	100	100	100				400
Year 4	100	100	100	100	100			500
Year 5	100	100	100	100	100	100		600

6. Breakthrough Leadership Academy – Hamden

PROJECTED STUDENT ENROLLMENT															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							60	60							120
Year 2							60	60	60						180
Year 3							60	60	60	60					240
Year 4							60	60	60	60					240
Year 5							60	60	60	60					240

Overall scores ranged from the highest being 38.12 to the lowest being 20.38.

Both Capital Prep and Edmonds Cofield Preparatory Academy for Young Men (bolded) were recommended to move forward with next steps of the approval process.

To meet the statutorily required deadlines, these top two applicants were notified that their proposal met the next phase of seeking an SBE approved initial certification, which included a local public hearing. The SBE voted at the March 1st meeting to grant initial certificates of approval to each school. They cannot operate as a charter school until funds from the General Assembly are appropriated. The four applicants not being recommended were notified in a similar manner. They each withdrew their application.

How much funding has SDE provided to the American School for the Deaf over the past five years? What does the school do with the funding they receive from the state?

Please note the department acts only as a passthrough agency for the funds that the state provides to the American School for the Deaf. We do not direct how the funds are used.

FY2019 = \$7,432,514 (\$7,857,514 appropriation less \$425,000 holdback)
FY2020 = \$7,932,514 (\$8,357,514 appropriation less \$425,000 holdback)
FY2021 = \$7,932,514 (\$8,357,514 appropriation less \$425,000 holdback)
FY2022 = \$8,957,514 (which included a \$600,000 carry forward from the prior year)
FY2023 = \$9,157,514

What have the family resource centers been able to do with the additional funding from the state allocation of ESSER funds, and how much was that funding in total? Please also provide a list of the additional funding's distribution by town/FRC.

SDE provided each of the 57 **Family Resource Centers (FRCs)** \$25,000 from the SDE federal ARP ESSER II funding, a total allocation of \$1,425,000 for use through September 30, 2023. These funds are in addition to the \$104,000 each FRC receives annually from State funds. The use of ESSER II funds to supplement existing FRCs allowed for the expansion of existing FRC services to increase participation among children and families who do not currently have access to programming; and for creating new practices that are innovative and targeted to meet the needs of students and families who have been disproportionately affected by the pandemic. Expansion and innovation projects are aligned with educational recovery and learning acceleration for every student and CSDE priorities areas: Academic Supports,

Learning Loss, Learning Acceleration and Recovery; Family and Community Connections; School Safety and Social-Emotional Well-being of the "Whole Student" and of School Staff.

Funding Examples:

Bloomfield has one (1) FRC so received \$104,000 (State) + \$25,000 (ESSER II) = \$129,000
 Bridgeport has three (3) FRCs so received \$312,000 + \$75,000 = \$387,000

011 - Bloomfield PS	25,000
014 - Branford PS	25,000
015 - Bridgeport PS (3)	75,000
017 - Bristol PS (2)	50,000
034 - Danbury PS	25,000
043 - East Hartford PS (2)	50,000
044 - East Haven PS	25,000
047 - East Windsor PS	25,000
049 - Town of Enfield	25,000
062 - Hamden PS	25,000
064 - Hartford PS (5)	125,000
067 - Hebron PS	25,000
069 - Killingly PS	25,000
080 - Meriden PS (2)	50,000
083 - Middletown PS	25,000
084 - Milford PS	25,000
089 - New Britain PS (3)	75,000
093 - New Haven PS (4)	100,000
099 - North Branford PS	25,000
103 - Norwalk PS	25,000
104 - Norwich PS	25,000
109 - Plainfield PS	25,000
110 - Plainville PS	25,000
116 - Putnam PS	25,000
134 - Stafford PS	25,000
138 - Stratford PS	25,000
142 - Tolland PS	25,000
151 - Waterbury PS (2)	50,000
156 - West Haven PS	25,000
162 - Winchester PS	25,000
163 - Windham PS	25,000
164 - Windsor PS	25,000
242 - EdAdvance (2) (Plymouth, Torrington)	50,000

270 - Side by Side Charter School (Norwalk)	25,000
816 - Child & Family Agency (3) (Groton, New London)	75,000
817 – ROSCCO (Stamford)	25,000
819-100 - Bridge Family Center (West Hartford)	25,000
822-100 - ECHN/MMH (2) (Manchester, Vernon)	50,000

Can you provide information about what the Parent Trust Fund is for?

The **Parent Trust Fund** is a Connecticut family civics initiative established through Connecticut General Statutes (C.G.S.) Section 10-4u passed in 2001. The purpose of the Parent Trust Fund is to support programs aimed at improving the health, safety and education of children by training parents in civic leadership skills and supporting increased, sustained and quality parental engagement in community affairs.

The goals of the Parent Trust Fund Grant are:

- to use culturally responsive practices to promote diverse leadership that is representative of the population in communities throughout Connecticut;
- to increase awareness of the issues that matter to families and the important role families can play as advocates and change agents;
- to encourage communities to expand the range of parent leadership training opportunities in their continuum of services;
- to expand the number of communities offering parent leadership training; and
- to enhance collaboration and linkages among parent leadership training sponsors to create an integrated system of sustainable civic involvement within communities and across the state.

Grants are provided to eligible applicants, on a competitive basis, to provide leadership training to parents using evidence-based curricula.

The following entities are eligible applicants:

- all local education agencies (LEAs), endowed academies, charter schools and college-affiliated school districts;
- Regional Educational Service Centers (RESCs);
- community-based organizations (CBOs), including faith-based organizations (FBOs) and other non-profit organizations that can demonstrate they are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code;
- municipalities; and
- consortia of two or more of the above-mentioned agencies, organizations or entities.

Federal Funding (One time partnership with the Department of Economic and Community Development \$199,063; Recipients: 11
State Funding: \$223,668; Recipients: 8

How many schools are part of the Commissioners' Network? How will the Governor's proposed reduction impact those schools?

There are 18 schools. They are listed below. The Governor's proposed reduction has no impact on the number of schools served. Schools move in and out of the program on a 3-5 year cycle. Depending on which year in they are in they may get more or less funding. This has meant on a consistent basis the account has had a small lapse at the end of each year.

Cohort	School	District	2022-2023 Classification
Cohort 7	Wexler-Grant	New Haven	Year 5 - Exiting
	Windham HS	Windham	Year 5 - Exiting
Cohort 8	Roosevelt	Bridgeport	Year 4
Cohort 9	Derby MS	Derby	Year 3
	Hartford Public HS	Hartford	Year 3
	Pulaski MS	New Britain	Year 3
	Slade MS	New Britain	Year 3
	Smalley	New Britain	Year 3
	North End MS	Waterbury	Year 3
	Wallace MS	Waterbury	Year 3
	West Side MS	Waterbury	Year 3
Cohort 10	Bennie D Jackson MS	New London	Year 2
	New London HS	New London	Year 2
	Wilby HS	Waterbury	Year 2
Cohort 11	Hamden MS	Hamden	Year 1
	McDonough	Hartford	Year 1
Planning	Barnum	Bridgeport	Planning Year
	Bassick High	Bridgeport	Planning Year

Can you provide information about who receives After School Program and Extended School Hours funding and what each type of funding is for?

The purpose of the **State After-School Grant Program** is to implement or expand programs outside of regular school hours (e.g., during before and after school, summer recess periods and school breaks) that offer students both academic/educational and enrichment activities, such as youth development activities, drug, violence and pregnancy prevention programs, counseling, project-based learning, art, music, technology education programs, service learning, character education and recreation programs that are designed to reinforce and complement the regular academic program of participating students, as well as provide parent involvement opportunities for families.

Town/RESC	Organization Name	Program Name	Amount
SMALL TOWNS UNDER 7,500			
EdAdvance	EdAdvance	EdAdvance-Northwest CT Rural Schools	\$ 150,000
Eastford	Eastford School District	Eastford C.A.R.E.S.	\$ 36,000
ELEMENTARY SCHOOLS			
Enfield	Educational Resources for Children	ERfC After School	\$ 149,737
Bridgeport	Bridgeport School District	City of Bridgeport Lighthouse Program	\$ 161,878
Waterbury	Waterbury School District	Grant 1- JFK, Tisdale, Roosevelt	\$ 161,878
Hartford	Organized Parents Make a Difference (OPMAD)	WPS Kingsbury and Wilson Elementary Schools	\$ 161,878
Bridgeport	Bridgeport School District	OPMAD at Montessori Magnet at Batchelder School	\$ 161,878
Winchester	Winchester School District	City of Bridgeport Lighthouse Program - Grant 2 Blackrock, Johnson, Winthrop	\$ 161,878
EASTCONN	Eastern Connecticut Regional Educational Service Center (EASTCONN)	CHAMPS After School Enrichment Program- Winchester Public Schools	\$ 161,878
EdAdvance	EdAdvance	Community Arts Connection (CAC)	\$ 161,878
Hartford	The Village for Families and Children	EdAdvance-BASES 1 (Before & After School Enrichment Services)	\$ 161,878
Norwalk	Norwalk Housing Authority	The Village's after School Program at Burns Latino Studies Academy	\$ 137,596
Waterbury	Waterbury School District	Norwalk Housing Authority	\$ 161,878
Stafford	Stafford School District	WPS Hopeville and Washington Elementary Schools	\$ 161,878
Hartford	Organized Parents Make a Difference (OPMAD)	Programs After School in Stafford--STEAM	\$ 89,039
Manchester	Manchester Early Learning Center	OPMAD at Jumoke Academy T.E.D.	\$ 161,878
		Bowers and Buckley - MELC After School Grant FY 22	\$ 161,878

Middlesex	Middlesex YMCA	YMCA Kids' Korner After School Project	\$ 161,878
Bloomfield	Bloomfield School District	Carmen Arace Intermediate School - Journeys After School Program	\$ 161,878
Manchester	Manchester Early Learning Center	Keeney and Waddell - MELC After School Grant FY 22	\$ 161,878
New Haven	New Haven School District	2022 NHPS State After School Grant Application	\$ 161,878
Stamford	Stamford School District	Westover Leap Frog Academy	\$ 145,690
New Britain	New Britain Parks, Recreation and Community Services Department	Every Kid Counts After School Program Grant Proposal-Gaffney, Jefferson, and Smalley Elementary School	\$ 161,878
Bridgeport	Bridgeport School District	City of Bridgeport Lighthouse Program Grant 3 - Blackham, Discovery, Hallen	\$ 161,878
West Haven	West Haven Community House Association, Inc.	WHCH SDE After School Grant 2021-2023	\$ 127,591
New Britain	New Britain Parks, Recreation and Community Services Department	Every Kid Counts After School Program Grant Proposal-Chamberlain, Northend, and Smith Elementary School	\$ 161,878
Windham	Windham School District	State Grant Elementary Sites 2021	\$ 161,878

MIDDLE AND HIGH SCHOOLS

Hartford	Catholic Charities of the Archdiocese of Hartford	Catholic Charities, Inc. - Archdiocese of Hartford Milner and McDonough After School Program	\$ 161,878
Stamford	Stamford School District	Turn of River After School Titans	\$ 145,690
Milford	Bridges Healthcare, Inc.	WAVE After- School Program	\$ 161,878
New Haven	Dwight Hall at Yale	Co-Op After School	\$ 161,878
Norwalk	Carver Foundation of Norwalk, Inc.	Carver - Ponus, Roton, SBS MS After-School Grant 2021-23 Application	\$ 161,878
Meriden	Meriden School District	After School Grant Meriden - Lincoln & Washington Middle Schools	\$ 161,878
Brookfield	Brookfield School District	Brookfield After School Program: Brookfield High School	\$ 90,146
Meriden	Meriden School District	After School Grant Meriden - Edison Middle School	\$ 100,000
Hartford	Hartford Public Library	English Learner Success	\$ 60,000
Waterbury	Waterbury School District	WPS North End and Wallace Middle Schools	\$ 161,878
Windham	Windham School District	State Afterschool Grant Middle School FY 22	\$ 101,174

The Priority School District (PSD) Extended School Building Hour (ESH) grant, initiated in 1995, is an entitlement grant that provides funding to support after-school programs in the school districts identified as Priority School Districts (PSD). The program provides academic support, enrichment, and recreational programming outside of the traditional school day, which may include before and after-school hours, weekends, summers and vacations.

Programs partner with community agencies, such as Boys and Girls Clubs and YMCAs, to provide comprehensive support services. Schools use this funding to supplement existing programs to provide targeted services for high-risk students. The ESH program provides school principals with the autonomy to target specific students in need of additional supports, and tailor those supports to fit the individual needs of the students. For example, if school principals identified students in certain grades who were lacking specific skills (e.g., 5th grade math), the program can be tailored to provide additional academic support in that area. Areas of student supports typically include: homework assistance; Saturday Academies; English learners skills classes; technology; literacy and reading workshops; guided reading, math and science clubs; online credit recovery; Science, Technology, Engineering, the Arts and Mathematics (STEAM) enrichment (e.g. supplemental enrichment programming in art instruction and practice and hands-on science exploration and experimentation); and supports for the positive social and emotional development of students.

Extended School Hours Grant 2022-23	
LEA	Allocation Amount
Ansonia School District	\$42,433.00
Bridgeport School District	\$340,278.00
Danbury School District	\$207,979.00
Derby School District	\$24,145.00
East Hartford School District	\$142,622.00
Hartford School District	\$339,084.00
Manchester School District	\$131,310.00
Meriden School District	\$157,554.00
New Britain School District	\$197,192.00
New Haven School District	\$320,150.00
New London School District	\$59,079.00
Norwalk School District	\$212,021.00
Norwich School District	\$90,234.00
Stamford School District	\$279,546.00
Waterbury School District	\$319,576.00
Windham School District	\$56,680.00
Total	\$2,919,883.00

Please provide information on Groton education funding associated with children who are in military families. Are these children included in Groton's ECS data?

If the military children are attending Groton schools on October 1st then they would be included in that data collection.

Can you provide total Adult Education enrollment figures over the past 5 years?

The following total enrollment figures for adult education (AE) include the following AE Programs:

- Adult Basic Education (ABE) general Education Development (GED) Preparation
- Adult High School Credit Diploma Program
- Citizenship
- English as a Second Language (ESL)
- National External Diploma Program

SY/FY 2022: 33,833

SY/FY 2021: 29,060

SY/FY 2020: 41,107

SY/FY 2019: 46,194

SY/FY 2018: 49,182

The profile reports below provide additional detail to answer follow up questions.

SY/FY 2022 [Program-Profile CT State Profile.pdf](#) .

SY/FY 2021 [ProgramProfile_FY21_State.pdf \(ct.gov\)](#)

SY/FY 2020 [Local Profile State \(ct.gov\)](#)

SY/FY 2019 [Local Profile State \(ct.gov\)](#)

SY/FY 2018 [Local Profile State \(ct.gov\)](#)