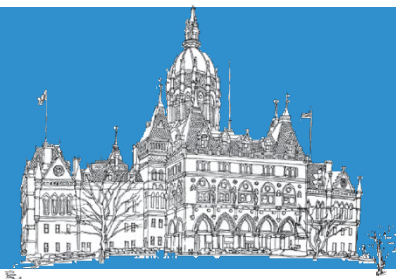




Connecticut Association of
Boards of Education, Inc.



2024 LEGISLATIVE PRIORITIES

Connecticut school districts are supporting students and families in unprecedented ways that have many positive implications. To have students thrive they need the continued support of educators and state resources.

CABE urges the legislature to:

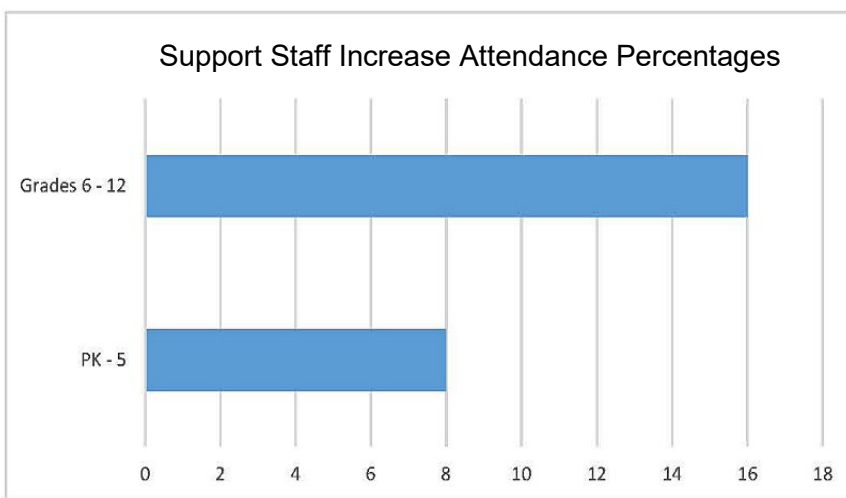
- Commit state funding to enable districts to support the continued need for counselors, mental health staff and other supports as the ESSER funding ends.
- Allow local option to phase in implementation of Kindergarten start date.
- Invest in programs that promote the training, hiring and retention of educators of diverse backgrounds and increase opportunities for districts/RESC “grow your own” programs.
- Allow flexibility in implementation of the reading program mandate to recognize successful programs.



*CABE Mission Statement:
To assist local and regional
boards of education in providing
high quality education for all
Connecticut children through
effective leadership.*

For over a century CABE has been the collective voice of more than 1,300 board of education members across the State. As CABE has grown, so has our prominence as a leader in shaping public education programs—helping Connecticut prepare for the increasingly competitive global society.

CABE’s positions reflect the commitment of board of education members to promote public participation through local lay control of public education, to promote equal opportunity and a high quality education for all of Connecticut’s public school children, and to increase public awareness of education issues.



Source: Data from The Center for Connecticut Education Research Collaboration (CCERC) December 2022 report: An Evaluation of the Effectiveness of Home Visits for Re-Engaging Students Who Were Chronically Absent in the Era of COVID-19

Secondary students experienced greater improvements in attendance.

Nine months after the first LEAP (Learner Engagement and Attendance Program) 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.



Connecticut Association of Boards of Education, Inc.
The Leading Voice for Connecticut Public Education

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CABE urges legislators to analyze each piece of legislation by asking

“How will this legislation promote student achievement?”

and

**“What is the fiscal and administrative impact
on local communities?”**

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Wednesday, March 13, 2024
Day On the Hill