



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Attendance & Engagement Community of Practice

May 19, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC



Welcome & Introductions



Who's here today?

Please share in chat:

- name, role, district or school



AGENDA

- 1. Welcome & Introductions (5 min)**
Stephen Proffitt, Director for Special Education Programs and Instructional Design, SERC
- 2. CSDE Updates (10 min)**
Kari Sullivan Custer, Education Consultant, Attendance & Engagement, CSDE
- 3. Showing Up Matters for R.E.A.L., A Toolkit for Communicating with Students and Families (10 min)**
Hedy Chang, Executive Director, Attendance Works
- 4. Spotlight on Transition Strategies to Support Rising 9th Graders (20 min)**
A conversation with Hedy Chang and Sonya A. Stemmer, Supervisor of Professional Learning & Teacher Evaluation, Office of Equity, Partnerships & Achievement, East Hartford Public Schools
- 5. Break Out: (20 minute) and Report out (10 min)**
Stephen Proffitt
- 7. Resources and Closing (5 min)**
Kari Sullivan Custer



Attendance & Engagement Work Group

Jay Brown Education Consultant
Special Education, CSDE

Judy Carson, Education Consultant
Family Engagement, CSDE

Kari Sullivan Custer, Education
Consultant
Attendance & Engagement, CSDE

Megan Alubicki Flick, Education
Consultant
English Learners, CSDE

Lauren D. Johns, Project Specialist
SERC

Dr. Gladys Labas, Director
Language and Equity, CSDE

Amanda Pickett, Education
Consultant
School Climate, CSDE

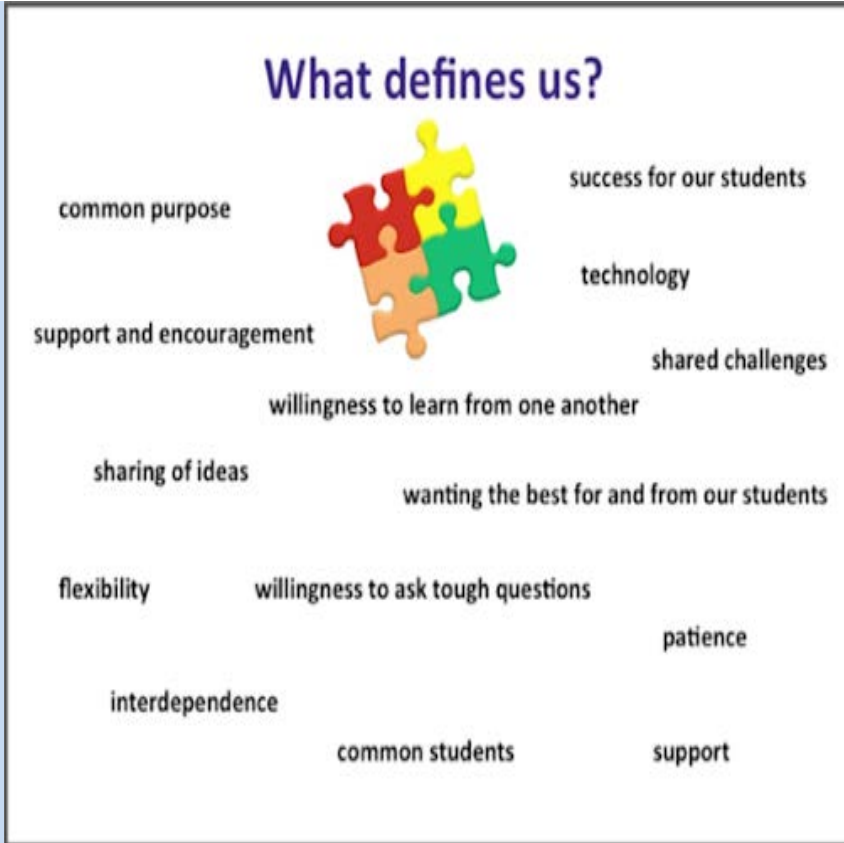
Stephen Proffitt, Director for
Special Education Programs and
Instructional Design, SERC

Louis Tallarita, Education
Consultant Homeless Education
and McKinney-Vento, CSDE



Why a Community of Practice?

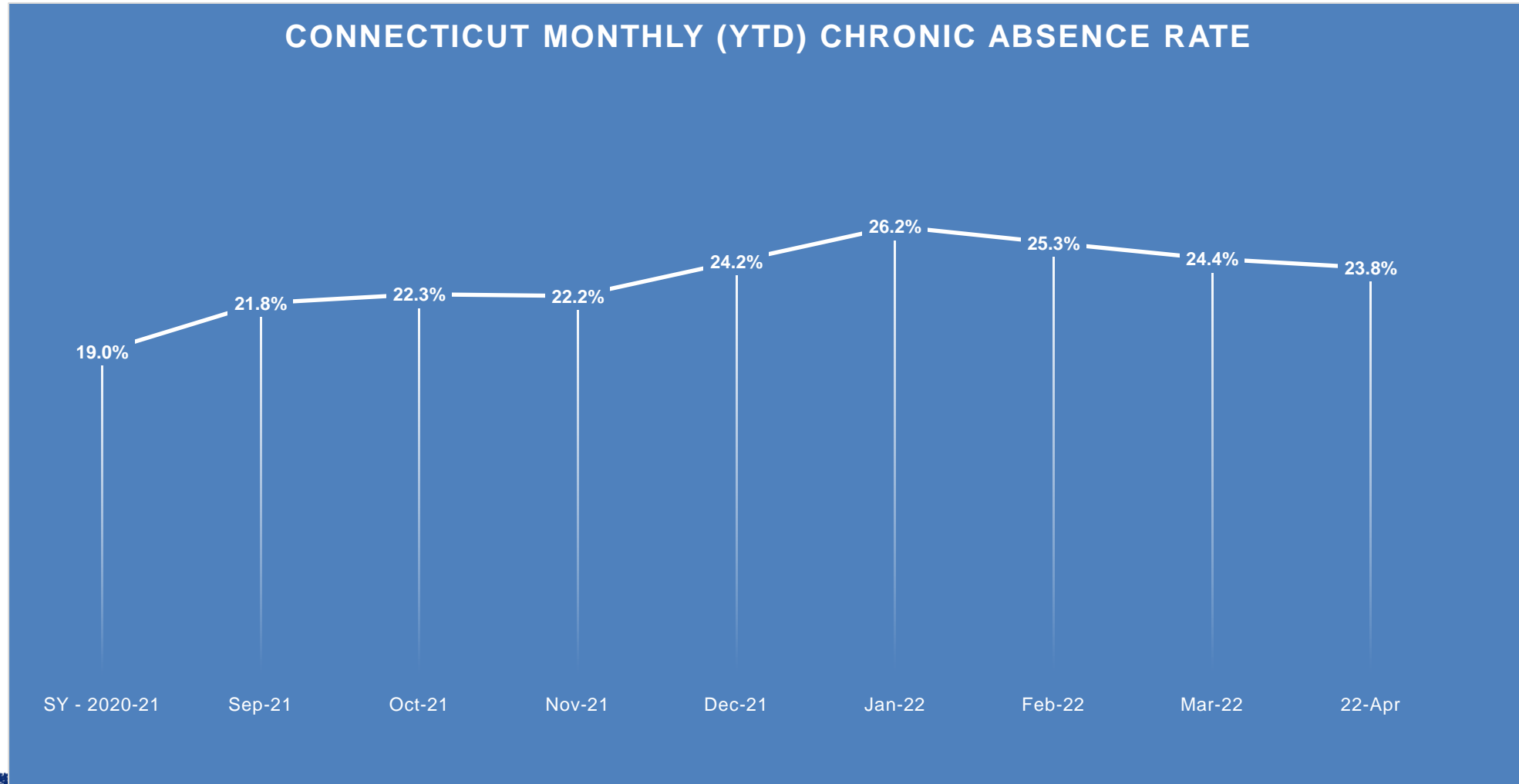
Communities of practice are *systems of collective critical inquiry and reflection* focused on building a shared identity and collective intelligence garnered over time.



What's New at CSDE



Monthly Chronic Absence Trends



Track Data Early and Often...

Data is Only a Click Away!

[2020-21 Chronic Absence Rates](#)

- State
- District
- School
- Student groups (ELs, SWDs, Grade, F/R Meals)

[April 2022 Attendance Data](#)

- [Attendance Rates for State and Districts, Student Groups by tab \(.xlsx\)](#)
- [Chronic Absence Rates and Remote Attendance Information for State and Districts, Student Groups by tab \(.xlsx\)](#)
- [Attendance Rates for Schools \(.xlsx\)](#)

<https://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html>



Protocol Tool for Examining Monthly Attendance


Use the [Protocol for Examining Monthly Attendance](#) to analyze your district or school's monthly data.

Learn More:
February Community of Practice

- [Presentation Slides](#), Ajit Gopalakrishnan
- [Recording](#)

<https://portal.ct.gov/-/media/SDE/Chronic-Absence/Community-of-Practice/ProtocolforExaminingMonthlyAttendanceData2022.docx>





Step 2: Overall and Subgroup Attendance Rates (5 minutes)

Question	Data	Your Notes (observations and surprises)
What is the overall district attendance rate, year to date, in 2021-22? How does that compare with 2020-21 and 2019-20?	Open excel file Attendance Rates for State and Districts, Student Groups by tab (.xlsx) Auto filter for your district.	
Which subgroups of students reflect substantially lower attendance in 2021-22 as compared to 2020-20 and 2019-20?	Review the data. Explore Connecticut as a whole and other districts. Make notes, particularly any surprises Navigate to other tabs to view specific subgroups of students	
Which schools reflect substantially lower attendance in 2021-22 as compared to 2020-2021 and 2019-20?	Open excel file Attendance Rates for Schools (.xlsx) Auto filter for your district. Review attendance rates for your schools. Make notes.	

Launch of New EdSight!

EdSight
Connecticut's official source for education data

Welcome to EdSight

Interactive data portal for Connecticut's public districts, schools, and programs

Students with High Needs

51.1%

Students are included in the High Needs group if they are a student with a disability, English Learner, or eligible for free or reduced-price meals.

[Learn more about Connecticut public school enrollment](#)

Minority Certified Staff

10.6%

Minority Staff include all certified staff (administrators, teachers, counselors, social workers, school psychologists, instructional/library/media specialists) who identify as a race other than White.

[Learn more about Connecticut educator diversity](#)

Taking CCR Courses

80.8%

College-and-Career-Readiness (CCR) courses include Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE), workplace experience, and dual enrollment.

[Learn more about Connecticut College-and-Career-Readiness courses](#)

Graduating in Four Years

89.6%

Calculated by tracking an individual cohort (or group of students) from their initial entrance into 9th grade through to graduation with a regular high school diploma in four years or less.

[Learn more about Connecticut four-year graduation rates](#)

Next Generation Accountability

Reports on 12 metrics for a school or district resulting in an overall rating.

[View Accountability Index Report](#)

Search for schools or districts

Find address, contact information, and websites for schools and districts.

[Search Now](#)

Related Links

- [Condition of Education](#)
- [Data Dictionary](#)
- [Data Suppression Guidelines](#)

EdSight Support

- [Email EdSight Help Desk](#)
- [Join our listserve](#)

Log in to EdSight Secure

Educator Diversity Dashboard

Analyze and visualize data regarding the employment (past and present) of educators of color for all districts and the state as a whole.

[View Our Diversity Dashboard](#)

FAFSA

Connecticut Free Application for Federal Student Aid (FAFSA) Completion Rates.

Resident Town Dashboard

View enrollment, attendance, and achievement data by resident town, including [Staff Magnet Schools](#).

Supporting Participation

To support attendance and engagement of students, the CSDE established a new system to collect student-level attendance.

ct.gov | EDSIGHT

Language Sign In

Overview Students Educators Instruction Performance

Connecticut's official source for education data

Welcome to EdSight

Interactive data portal for Connecticut's public districts, schools, and programs

Students with High Needs

51.1%

Students are included in the High Needs group if they are a student with a disability, English Learner, or eligible for free or reduced-price meals.

[Learn more about Connecticut public school enrollment](#)

Minority Certified Staff

10.6%

Minority Staff include all certified staff (administrators, teachers, counselors, social workers, school psychologists, instructional/library/media specialists) who identify as a race other than White.

[Learn more about Connecticut educator diversity](#)

Taking CCR Courses

80.8%

College-and-Career-Readiness (CCR) courses include Advanced

Graduating in Four Years

89.6%

Calculated by tracking an individual cohort (or group of students)

Next Generation Accountability

Reports on 12 metrics for a school or district resulting in an overall rating.

[View Accountability Index Report](#)

Search for schools or districts

Find address, contact information, and websites for schools and districts.

Connecticut Report Cards

Visual, multi-year reports with up-to-date district and school metrics.

[View Report Cards](#)

Performance Reports

Printable reports that provide key metrics for a district or school for a single year.

[View Performance Reports](#)

EdSight Support


- [Email EdSight Help Desk](#)
- [Join our listserve](#)

Log in to EdSight Secure



<https://public-edsight.ct.gov/>

ARP ESSER Stakeholder Engagement



Public Forum on Connecticut's Priorities for Federal Education Funds

CSDE's Current Investments & Planned Activities

We want to hear from you!

Join us to learn more about [the Connecticut State Department of Education's \(CSDE\) use of federal COVID relief funds](#). Participants will receive updates on both current and planned investments to serve Connecticut's students, particularly those who have been disproportionately impacted by COVID-19.

As a valued stakeholder, your feedback is critical to fully understand and adequately respond to the needs of our state and school communities. Together, we hope to reimagine schools to transform students' lives.


Who:
These events are open to all educational stakeholders in Connecticut, including students, teachers, school staff and administrators, families, and community-based organizations.

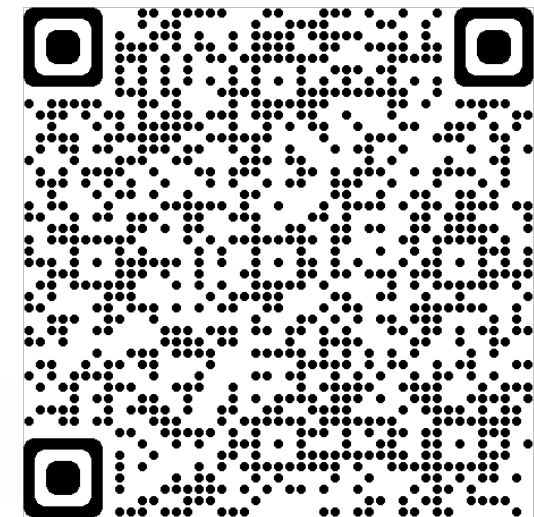
Where:
Both events will be held on Zoom.

When:

- **Thursday, May 19, 2022,**
from 5:00pm-6:30pm EST - [Register Here!](#)
- **Thursday, May 26, 2022,**
from 9:00am-10:30am EST - [Register Here!](#)

Want to provide written feedback? Complete [this survey](#) by June 15, 2022.





[Download flyer!](#)

Governor's Summer Reading Challenge

Overview








It's that time of year again to encourage students to participate in **CONNECTICUT READS, the 2022 Governor's Summer Reading Challenge!** To support summer reading, the Connecticut State Library's statewide eGo eBook platform is now available through many local public libraries, and provides access to digital resources for all ages. For a list of local public libraries currently offering eGo, visit <https://egoct.org/>.



Information on the 2022 Summer Reading Challenge

- [Summer Reading Journal](#) 
- [Student Certificate](#) 
- [Message to Principals](#) 
- [Message to Parents and Students](#) 
- [Un Mensaje para los Padres y Estudiantes \(Spanish\)](#) 
- [Summer Reading Poster](#) 

Suggested Summer Reading

- [Grade K - Grade 2](#) 
- [Grade 3 - Grade 4](#) 
- [Grade 5 - Grade 6](#) 
- [Grade 7 - Grade 8](#) 
- [Grade 9 - Grade 12](#) 



[Governor's Summer Reading Challenge \(ct.gov\)](https://ct.gov)



COVID-19 Update for PreK-12 School Administrators



Over the past several weeks, COVID-19 transmission rates have been steadily increasing throughout Connecticut and surrounding states. Given these increases, which may be driven in part by recent holidays, school breaks, and associated travel, schools should plan for an increase in COVID-19 cases in their school communities over the next several weeks. The Connecticut Department of Public Health (DPH) and State Department of Education (CSDE) are providing this update to school administrators to remind them of the mitigation strategies and other tools the State continues to make available to reduce the risk of transmission and/or outbreaks in their schools and to provide additional information that they can share with school staff and families to help reduce risk even further. Please also refer to the joint DPH/CSDE guidance issued on February 18, 2022: [Considerations Regarding School COVID-19 Policies and Practices](#). During times of increased COVID-19 transmission either inside schools, associated with school activities, or in the wider community, school administrators can help reduce risks by:

Hosting vaccination clinics that are open to staff, students, and families during non-school hours and/or associated with school events or activities. State-sponsored COVID-19 mobile vaccination clinic providers (“yellow vans”) can provide vaccinations to all eligible age groups and offer both primary and booster vaccine doses. For more information, please email Dave.Reyes@ct.gov.

Keeping sick individuals out of school by strictly enforcing policies requiring students/staff with any [symptoms potentially related to COVID-19](#), or who [should be isolating or quarantining](#) based on a positive test or exposure, to temporarily refrain from in-person learning or extracurricular activities.

Encouraging frequent testing either by enrolling your district schools in [Project COVID DeteCT \(SchoolCovidTesting@ct.gov\)](#) and/or by distributing at-home test kits to students and staff and encouraging them to use those kits if they:

- feel unwell or have any symptoms associated with COVID-19; or
- have had an exposure to someone suspected of having COVID-19; or
- have spent a significant amount of time in very close contact with groups of people, such as during holiday gatherings or recent travel.

To request more test kits from the State to distribute to your school communities, please visit: <https://veoci.com/v/p/195646/workflow/4ccrzbzms5d4>

In mask-optional settings, supporting and respecting the decisions of staff and students who choose to use masks during the school day or at school functions, including but not limited to the following situations:

- inside classrooms with medically fragile students or staff;
- in areas of the school where large numbers of students have frequent close contact;
- during staff meetings or when interacting with visitors; and
- at school-sponsored performances and other indoor events.

Increasing available ventilation by adjusting central mechanical ventilation systems to maximize fresh air into the system, opening windows in classrooms without central ventilation systems if the weather allows, and providing/encouraging the use of outdoor spaces for instruction, meal service and gatherings as appropriate.

Reporting all cases of COVID-19 among students and staff through the state DPH reporting portal, and communicating with local health departments: regarding any suspected in-school transmission or outbreaks; to discuss current local COVID-19 conditions that may affect schools; and for additional guidance as needed.

Communicating clearly and consistently with students, staff, and families about the current COVID-19 policies, procedures, and expectations in place districtwide and within individual schools.

Sample Messaging from School Administration to Staff, Students, and Families

TO: The XYZ School District Community

The Connecticut Department of Public Health has advised school administrators throughout the state that COVID-19 transmission rates have been steadily increasing and that we should expect to see more cases of COVID-19 affecting students and staff in our schools in the coming weeks due to recent holiday gatherings and travel associated with school break weeks. In addition to the measures our district already has in place in our schools to help reduce COVID-19 risks (e.g., increased ventilation, standard cleaning protocols, etc.), during this time of increased community transmission we are also asking our staff, students, and families to help us reduce the potential COVID-19 risks in our schools even further over the next several weeks by:

- **Staying home if you feel unwell** and especially if you are experiencing any symptoms that could be caused by COVID-19, including:
 - Fever or chills
 - Cough
 - Difficulty breathing
 - Fatigue/tiredness
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- **Getting vaccinated** for COVID-19 if you have not done so already and getting a booster vaccine dose if you are eligible. For COVID-19 vaccine information and scheduling visit <https://portal.ct.gov/Vaccine-Portal>.
- **Testing for COVID-19** either using an at-home test kit or at a pharmacy or other testing site if you:
 - feel unwell or have any symptoms that could be associated with COVID-19; or
 - have had an exposure to someone suspected of having COVID-19; or
 - have recently traveled out of state using public transportation (e.g., air, train, bus); or
 - have attended any large group events (e.g., concerts, weddings or similar events, etc.)
- **Contacting the school nurse and following isolation guidance** if you test positive for COVID-19, including remaining away from school activities for at least 5 days and wearing a mask when returning for an additional 5 days.
- **Following quarantine guidance** as appropriate for your vaccination status if you have a close contact with someone with COVID-19 either inside or outside of your household.
- **Wear a mask** when you are around other people especially if:
 - you are not feeling well;
 - are advised to do so based on isolation or quarantine recommendations;
 - you are at-risk for severe COVID-19 complications; or
 - you feel more comfortable wearing a mask at this time.



[DPH CSDE-COVID-19-Update-PreK-12-Schools_Updated04252022.pdf \(ct.gov\)](https://portal.ct.gov/Vaccine-Portal)

Connecticut Welcoming Schools Initiative



HOW WELCOMING IS YOUR SCHOOL?

A Network for Education

PROGRAM OVERVIEW & INFORMATIONAL SESSION

THURSDAY, MAY 26TH

11:00 AM - 12:00 PM

Learn more about the Connecticut Welcoming Schools Initiative and how to build your schools' capacity for family partnerships.

REGISTER HERE:



bit.ly/welcoming_schools

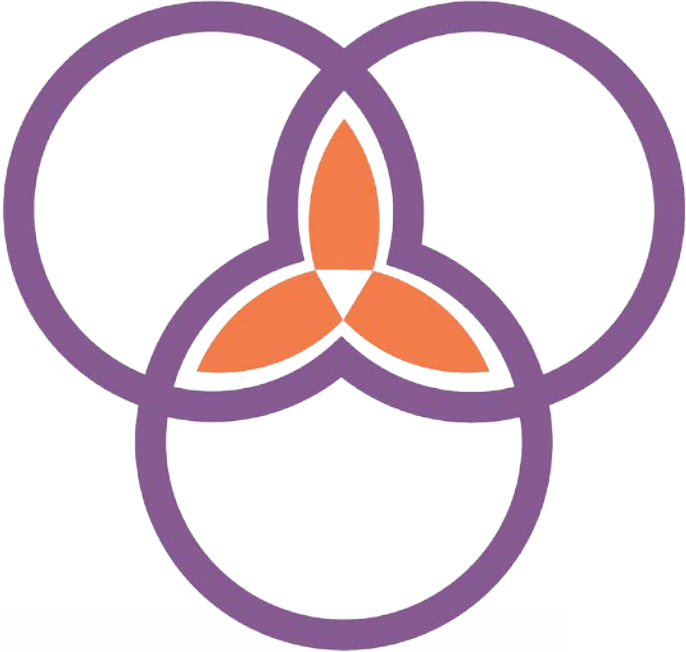
PROGRAM COMPONENTS

- PHYSICAL ENVIROMENT
- SCHOOL-WIDE PRACTICES AND POLICIES
- WELCOMING SCHOOL STAFF
- WRITTEN MATERIALS

For more information, please contact Veronica Marion at vmarion@crec.org

www.ct-fsp.org

FULL, EQUAL, AND EQUITABLE PARTNERSHIPS



Register at:
www.bit.ly/welcoming_schools



SCHOOL-BASED MENTORING SHOWCASE: Strengthening Resilience & Engagement

05.26.22 • 12:30 PM - 4:30 PM • Virtual Conference



Registration Now Open!

Kari,

Registration is now open for the 2022 School-Based Mentoring Showcase!

Join us for this free virtual conference, and learn about the history and latest advancements in school-based mentoring.

We are proud to welcome Dr. Susan Weinberger, the founder of school-based mentoring, as our keynote speaker!

Where: **Zoom**

When: **May 26, 2022 // 12:30 p.m. - 4:30 p.m.**

Keynote Speaker



Dr. Susan Weinberger

President, Mentor Consulting Group

What You'll Learn

- Trends within school-based mentoring
 - New models and approaches
 - Information and strategies for collaborating with schools
 - **More information and a full event program will be released in the coming days.**
-

Showing Up Matters for R.E.A.L.

It is an opportunity to:

✓ Build Routines

Daily attendance routines can reduce stress and create a sense of safety and security especially after chaotic transitions.

✓ Increase Engagement

Being in school helps build relationships with peers and school staff that nurture engagement.

✓ Provide Access to resources

Schools provide access to meals, health and mental health services, tutoring, mentoring, technology, extra-curriculars (sports, clubs, music etc), afterschool and summer programs.

✓ Support Learning

Showing up to school regularly helps students become proficient in reading and math and graduate from high school.



Discussion

- ✓ Do these talking points resonate with you?
- ✓ How might you weave them into upcoming interactions / communications with staff, students and families?
- ✓ Can you use the talking points to encourage students and families to take advantage of summer learning programs?

Showing Up Matters for R.E.A.L.:

A Messaging Toolkit

Four Key Steps

1. Explain Why Attendance Matters
2. Cultivate A Culture of Engagement and Attendance With Students and Families
3. Use Data to Determine Need for Intervention and Additional Support
4. Engage Community Partners

Find it here:

<https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/>

Work With Students and Families to Create a Success Plan

MY FAMILY'S HELP BANK

- 1. My Family:** List who lives in your house.
- 2. Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
- 3. Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
- 4. Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

1. My Family: _____

2. Everyday Helpers: _____

3. Occasional Helpers: _____

4. Potential Helpers: _____

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

- ✓ Set attendance goals
- ✓ Make backup plans
- ✓ Track absences
- ✓ Recognize success!

2017-2018 ACADEMIC CALENDAR

August 2017							September 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5		3	4	5	6	7	8	9
6	7	8	9	10	11	12	10	11	12	13	14	15	16
							17	18	19	20	21	22	23
							24	25	26	27	28	29	30

October 2017							November 2017						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	1	2	3	4	5

MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will talk to my child about how going to school every day will help them do well in school and achieve their hopes and dreams.
- I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with _____.
- If a visit to the park, a movie, a bank from doing chores, a special treat _____.
- I will make sure my child is in bed by _____ a.m. and the alarm clock is set for _____ a.m.
- If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will not take her to school anyway and will _____ to that he/she can check in with my child during the day.

<http://www.attendanceworks.org/resources/student-attendance-success-plans/>

Updated Chronic Absence Letter

Insert School logo

[NAME OF STUDENT] has missed **[Insert number of days absent]** days of school so far this year.

I know this is a hard time, and some absences may be due to illness, fear of Covid-19, quarantine or challenges experienced in school or the community.

This is why I am reaching out! We want to offer support.

Getting back into the habit of daily attendance matters more than ever as we recover from the pandemic. Going to school is an opportunity for your student to:

- Build routines that help reduce stress.
- Connect to their friends and teachers.
- Engage in learning.

When students attend regularly, they are much more likely to read proficiently by third grade, do well in middle school and graduate.

Let's talk about how we can help. Please call me at **[PHONE NUMBER]**.

We would like to partner with you to improve **[NAME OF STUDENT]**'s attendance so we can keep them engaged and learning.

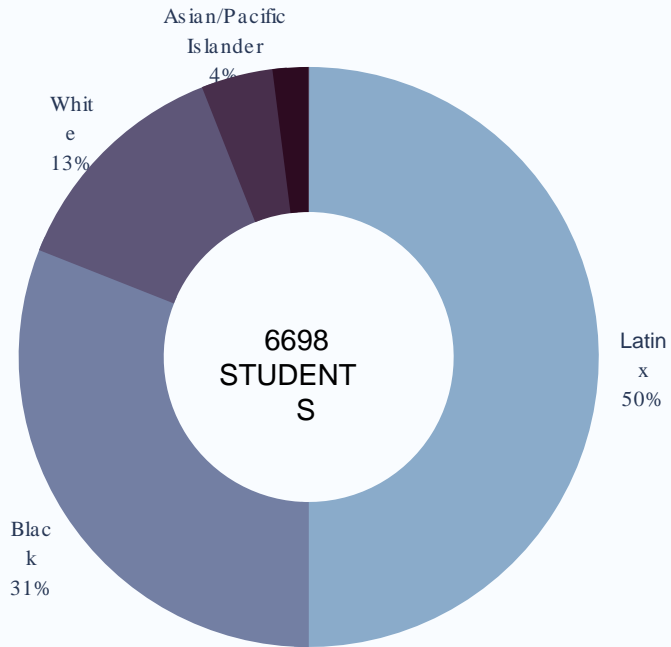
East Hartford Public Schools

RELENTLESS ENGAGEMENT AT EHHS

East Hartford Public Schools
Office of Equity, Partnerships & Achievement

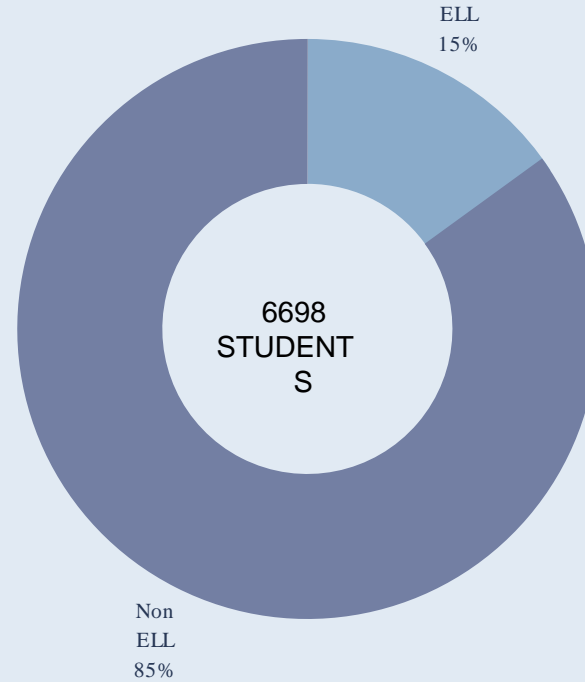


WHO IS EAST HARTFORD?



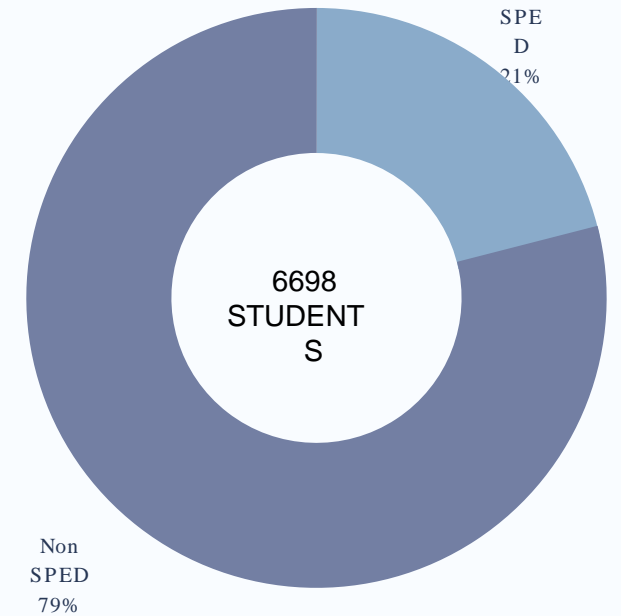
DIVERSITY

Our Students



SPECIAL POPULATIONS

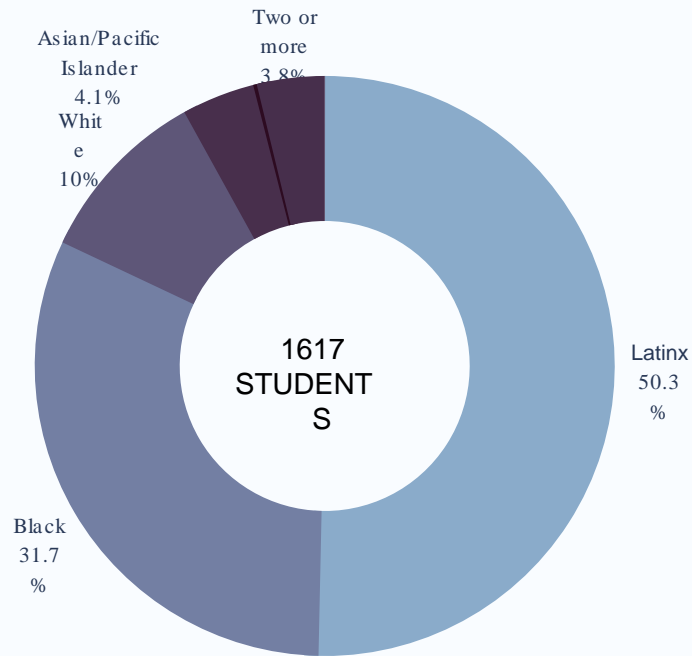
Multilingual Learners



SPECIAL POPULATIONS

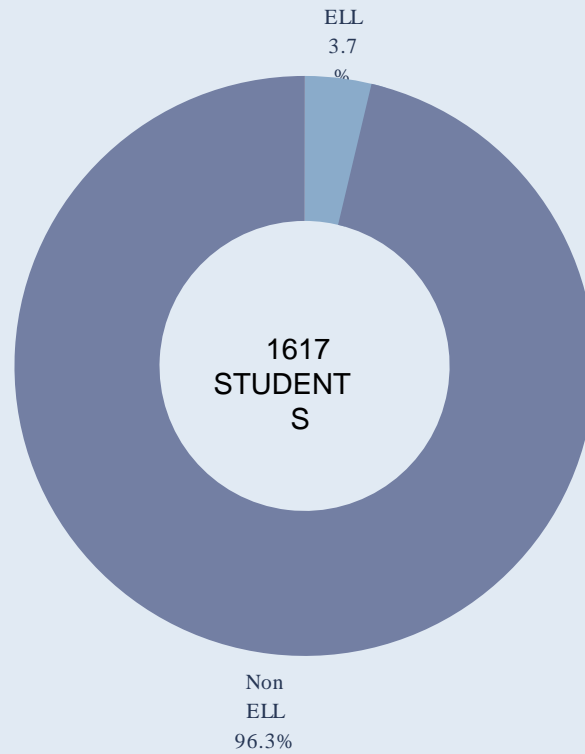
Special Education

WHO IS EAST HARTFORD HIGH SCHOOL?



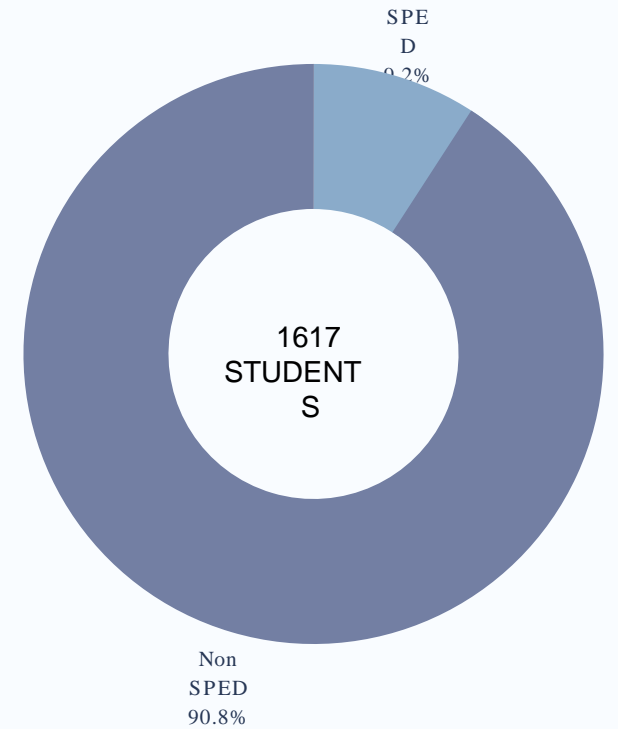
DIVERSITY

Our Students



SPECIAL POPULATIONS

Multilingual Learners



SPECIAL POPULATIONS

Special Education

Attendance Numbers



2017-2018

2018-2019

2020-2021

2021-2022

2022-2023

TARGET

EHHS CHRONIC 13.1%
ADA 86%

EHHS CHRONIC 14.8%
ADA 89.2%

EHHS CHRONIC 13.8%
ADA 86.6%

EHHS CHRONIC 16.5%
ADA 92.6%

BELOW 10%
ADA 96%

OUR HOME VISIT JOURNEY



OUR START

2017
Planning & Capacity
Building

FOUNDATION BUILDING

2018-20
Strategic
Implementation at
EHMS

LEAP IMPLEMENTATION

SUMMER 2021
A new approach

FAMILY ENGAGEMENT TUESDAYS

2021 -22 SY
Dedicated Time
Flexible Means

ADAPTING TO NEEDS

2022 & Beyond
Response to Family
Feedback and
Community Needs

GRADE 9 PATHWAYS TO SUCCESS

TEACHER PROFESSIONAL LEARNING

Delivering what teachers need to engage with students

- Dedicated Professional Development to support Concurrent Learning
- Time to practice and share
- Additional Professional Learning days at the start of the school year that addressed the “return to school” barriers and opportunities to problem solve together

CULTURE DEVELOPMENT

Operationalizing supports that address the needs of the whole learner

- On Track Coordinators for Grade 9
- Bilingual Home Visitor Teams
- Student partnership in online learning
- Dedicated Family Engagement Tuesdays
- Team model – Grade 9
- Scholar Hour
- Weekly advisory to support SEL

AUTHENTIC INSTRUCTION

Building relationships with students when and where it matters most

- Teacher flexibility – Grading for Equity model
- Student participation in Attendance planning
- Student facilitation of online learning
- Relationship building opportunities embedded in first two weeks – assets based approach to learning and engagement

FAMILY ENGAGEMENT TUESDAYS



BUILDING RELATIONSHIPS

Honoring families as first teachers

UNDERSTANDING CULTURE

Identifying assets to build funds of knowledge

PARTNERING FOR SUCCESS

Working together to realize student success

DEFINING ASSETS



STUDENT ASSETS

Skills, experiences, interests, learning styles, stories, aspirations



TEACHER ASSETS

Expertise, life journey, commitment to growth, passion for students



FAMILY ASSETS

Culture, communication styles, values, hopes & dreams for their children

WHAT WE LEARNED

LESSONS FROM OUR JOURNEY

- Be Consistent and Follow Up
- Honor intent vs. impact and correct course
- Have multiple entry points for engagement
- Build staff capacity by starting with the willing
- Lean into family feedback
- Collect student feedback on what makes coming or not coming to school happen – then act on it!
- Every family should get the chance to connect in some way if they are willing.
- Working with unions and supporting the plan with funding are critical

WHAT WE CHANGED

IMPROVING OUR PRACTICE

- A dedicated summer coordinator at the high school w/ targeted home visit plans by grade level
- Deep dives into the attendance numbers to explore the barriers beyond the pandemic holistically
- Appearance is everything! - Rebranding from “attendance team” to engagement team
- A uniform communication platform that removes barriers and offers equitable access for all families.
- Continued professional learning on best practices in student centered instruction and culturally responsive family engagement



OUR "SILVER LINING" THINKING

BUILDING BACK FROM PANDEMIC INTERRUPTIONS

How do we identify the strengths in our adaptations and leverage them to meet the needs of more families and students?

How do we build relationships that strengthen the dual-capacity of families as partners in student achievement?



OUR GOALS

PROGRAMMING THAT IS
RESPONSIVE

FAMILY PARTNERSHIP
GROUPS EMBEDDED IN OUR
COMMUNITIES

FAMILY VOICE &
EXPERIENCE IN SCHOOL
CULTURE

REALIZATION OF HOPES &
DREAMS FOR EVERY FAMILY

Break Out Sessions



Small Group Discussions



Discussion

Share an idea that you have learned that you would like to bring back to your district.

- Why did this idea resonate with you?
- What steps will you take to introduce it to your district or school?

The idea could be from any of today's presentations or from another source.

Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Explore differences of opinion
- Create space for everyone to speak (and use the chat to express ideas)
- Use the Jamboard for notes!
- Person whose last name is closest to A helps facilitates.
- Person whose last name is closest to Z takes notes and reports out!

Time: 30 minutes

Report Out

For your small group, share and highlight

Share one or two innovative ideas shared in your break-out session.

- Elementary School
- Middle School
- High School
- Central Office



Going from Low to High Impact Strategies

CHART 4

What Does High Impact Family Engagement Look Like in Middle and High Schools?

Higher Impact on student learning/success	Moderate Impact	Lower Impact
<p>1. Transition program – events at feeder schools, tours of new school, 4-week HS prep summer course – welcomes families:</p> <ul style="list-style-type: none"> • Convey college/career prep focus - your student will graduate in 4 years with college acceptance letter in hand • Relate academic programs to careers • Prepare students for high school work • Help families construct their role in supporting their students' success 	<p>Fall Family Academy to orient incoming families to expectations of students, such as attendance requirements and credits needed for graduation.</p>	<p>At freshman orientation, parents can pick up their students' class schedules and bus passes, and tour the school.</p>
<p>2. Workshops for families:</p> <ul style="list-style-type: none"> • Courses needed to graduate and go to college/post-secondary education • What high-level academic work looks like at each grade level • Where to get needed help for students • Tests, applications and timelines required for college 	<p>Staff conduct trainings for families to help them understand how to navigate the requirements of high school.</p>	<p>Information sheets about school programs and college resources available in the school office.</p>
<p>3. Advisory System: Each student has an adult advisor who develops close relationships with families to co-design students' academic program, set up regular communications, and serve as main contact.</p>	<p>Parent liaisons check in with parents about use of homework help and other resources for students.</p>	<p>Parents receive "early-bird" notices from school when their students fall behind.</p>
<p>4. Monitoring progress:</p> <ul style="list-style-type: none"> • Coursework sequence and college track requirements are clear and explicit • Advisors keep parents current on student progress, with focus on students at risk • Parents invited to exhibits of student work, where students present and critique their work • Parents are reminded to check classroom websites for information on projects and student work • Student-led conferences review portfolio of student work, supports needed to do their best work and stay on track 	<p>Parent liaisons help parents use district's student performance tracking system. Teachers keep a record of students' "positive traits" to share in "good news" calls.</p>	<p>School contacts families when students are having a problem with academics or behavior.</p>



High Impact Strategies

CHART 1

What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

CHART 2

What Does High Impact Family Engagement Look Like in Elementary Schools?

CHART 3

What Does High-Impact Family Engagement Look Like in After School Programs?

CHART 4

What Does High Impact Family Engagement Look Like in Middle and High Schools?

CHART 5

What Does High-Impact Family Engagement Look Like in Reducing Chronic Absence?



Full, Equal and Equitable Partnerships with Families

AUGUST 2018

Full, Equal and Equitable Partnerships with Families

Connecticut's Definition and Framework for Family Engagement



Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

GUIDING PRINCIPLES

From the moment of birth throughout life, families have enormous influence on their children's learning and development. A large body of research has identified high-impact strategies to engage families that can produce dramatic gains in children's social and emotional development, academic achievement, and success in life (see Appendix B for citations). These guiding principles, which are grounded in that research, were the topic of lively discussions during the focus groups and Symposium:

1. BUILD COLLABORATIVE, TRUSTING RELATIONSHIPS FOCUSED ON LEARNING.

For example: Offer getting-to-know-you meetings in smaller, informal settings. Make relationship-building home visits. Co-design with families a pre-school-elementary school transition program.

2. LISTEN TO WHAT FAMILIES SAY ABOUT THEIR CHILDREN'S INTERESTS AND CHALLENGES.

For example: Pay attention to different cultural perspectives and use families' ideas to create programming, tailor instruction, improve discipline practices, design professional development, and recruit early learning providers, school leaders and staff.

3. MODEL HIGH-QUALITY LEARNING PRACTICES.

For example: Share how families can engage children in interactive play, reading, and hands-on math activities that promote problem solving. Invite families to visit the after-school program, meet staff, and join the activities. Host "classroom visits" for families to see firsthand what their kids are doing in class and how the classroom is set up for learning

4. SHARE INFORMATION FREQUENTLY WITH FAMILIES ABOUT HOW THEIR CHILDREN ARE DOING.

For example: Talk about the skills that will help children upon their transition to kindergarten and discuss children's progress with families regularly. Explain your school or program's high achievement goals and ask families about their ideas to help their kids reach them.



[CT-Family-Engagement.pdf](#)



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Connecticut Office of
Early Childhood

Connecticut Early Childhood
Funder Collaborative
A PROJECT OF:



CONNECTICUT
COUNCIL for
PHILANTHROPY

KEEP IN TOUCH!

Kari Sullivan Custer, CSDE

Kari.Sullivan@ct.gov

860-807-2041

Stephen Proffitt, SERC

proffitt@ctserc.org

860-632-1485, ext. 322

