

Attendance & Engagement System of Support & Professional Communities

Talk Tuesdays

Developed by the CSDE in collaboration with SERC

9/17/2024



Today's Agenda

Welcome

Christine Kuehlewind, Ann Marie Cordisco, and Holli Ryan,
State Education Resource Center (SERC)

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE
Jay Brown, Bureau of Special Education Consultant (Academic Office), CSDE

Attendance & Engagement: Multilingual and English Language Learner Families

Liz Radday, Director of Research and Innovation (Ed Advance)
Dalia Assem, English Learner Assessment Coordinator (Ed Advance)
Joanne Creedon, Director of ELL and Bilingual Services (Torrington Public Schools)
Jenny Garcia, District Parent Educator & Bilingual Community/Family Liaison (Torrington Public Schools)
Sue Fergusson, Assistant Superintendent (Torrington Public Schools)

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



Welcome

July 23, 2024

- [The Education Financial System \(EFS\) is now open for filing Fiscal Year 2023-24 financial data with the Connecticut State Department of Education](#)
- [Designation of Certification Shortage Areas, 2024-25 School Year](#)

July 25, 2024

- [Are Your District's Contacts with CSDE Up to Date?](#)
[Specific contacts maintained in each source application](#)
[Detailed explanation of the Find Contacts report](#)

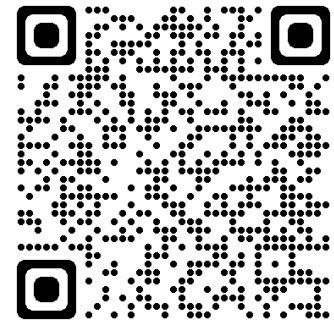
August 8, 2024

- [New EdSight Dashboard on Dual Credit Courses Completed](#)
- [Survey on Vacancies in Teaching Endorsements, Special Service Endorsements, and Instructional Paraprofessionals](#)

August 5, 2024

- [Announcing LEAP Relational Home Visits Training](#)
- [2024-25 Minimum Budget Requirement \(MBR\) \(ED012\)](#)

[Superintendent's Digest](#)





Welcome

August 15, 2024

- Teen Suicide Prevention Resources:

[988 National Suicide & Crisis Lifeline](#)

[Connecticut Suicide Advisory Board](#)

- Teacher-Course-Student (TCS) Accountability Indicators Preview Report in EdSight Secure on Thursday, August 22, 2024
- [Access Extended: Defined Learning and Edmentum/APEX Learning](#)

August 19, 2024

- [Defined Professional Learning Opportunities for Fall 2024](#)

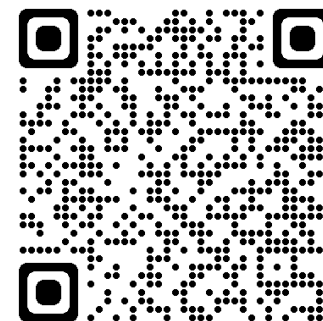
August 29, 2024

- [Using Free/Reduced Price Meal Eligibility for State Education Programs](#)
- [2024-25 Out-of-Town Magnet School Transportation Grant Application](#)
- [Paraeducator Healthcare Subsidy Program Survey](#)

August 27, 2024

- [Press Release: Connecticut Students Show a Second Year of Improved Attendance and Mathematics and Science Scores](#)

[Superintendent's Digest](#)





Welcome

August 23, 2024

- CT Physical Fitness Assessment (CPEA) - [Preliminary Results for Indicator 11](#). Districts will have until 5 p.m. on Friday, August 30, 2024 to complete the review.
- [Press Release for State Board Position Statement and Policy Guidance on Personal Technology in Schools.](#)

August 21, 2024

- [Position Statement and Policy Guidance: Personal Technology Use in Connecticut Schools](#)

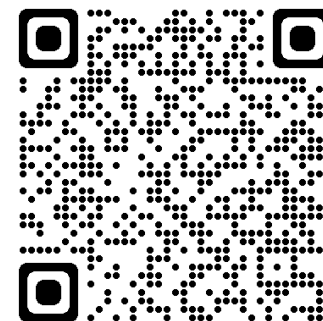
September 3, 2024

- [2024-25 CSDE Talk Tuesday Series](#)
- [Coming Soon - Increasing Educator Diversity Plan Revision Template & Webinar!](#)

September 5, 2024

- [On Behalf of the Office of the State Comptroller: DUE DATE APPROACHING: Paraeducator Healthcare Subsidy Program Survey](#)
- [On Behalf of the Connecticut Housing Finance Authority: Teacher's Homeownership Webinar](#)
- [Performance Matters Forum 2024](#)
- [NEW: Educator Vacancy Dashboard on EdSight](#)

[Superintendent's Digest](#)





Welcome

September 6, 2024

- [School Security and Safety Plans](#)

September 9, 2024

- [ECS Formula – At a Glance](#)
- [Unpaid Experiential Learning Program \(UELP\) is Back for the 2024-2025 School Year](#)

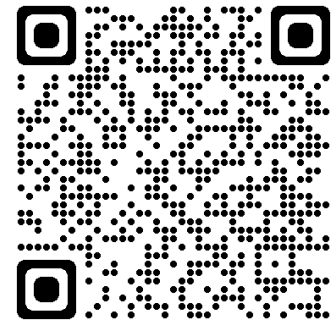
September 10, 2024

- [Connecticut State Department of Education Kicks Off the 2024-25 School Year at Annual Back-to-School Meeting With Superintendents](#)
- [2024-25 Back-to-School Meeting with Superintendents Slide Deck](#)

[Superintendent's Digest](#)

September 12, 2024

- [American Rescue Plan \(ARP\) Elementary and Secondary School Emergency Relief \(ESSER\) Obligation Deadline Reminder](#)
- [2023-2024 ED017 Now Open](#)
- Testing Windows for the [K-3 Universal Screening Reading Benchmark Assessments](#)
- [The Increasing Educator Diversity Plan Proposed Revisions Tool is Available with an Extended Submission Timeline!](#)



LEAP 101



2024 Virtual LEAP 101 Trainings

Learn the LEAP Approach to relational home visits

Wednesday, September 4th 9AM - 11AM REGISTER 	Monday, November 4th 3:30PM - 5:30PM REGISTER 
Thursday, September 19th 3PM - 5PM REGISTER 	Wednesday, December 11th 10AM - 12PM REGISTER 
Thursday, October 31st 10AM - 12PM REGISTER 	Questions? Contact Francisco Baires: fbaires@crec.org Learn more about LEAP at: www.ct.gov/LEAP

Building Relationships for Student Success!



LEAP (Learner Engagement & Attendance Program) is Connecticut's research-based, relational home visit model proven to increase student attendance and family engagement.





Leadership For Sustainability: Superintendents Making a Difference



Join Us!



©AttendanceWorks

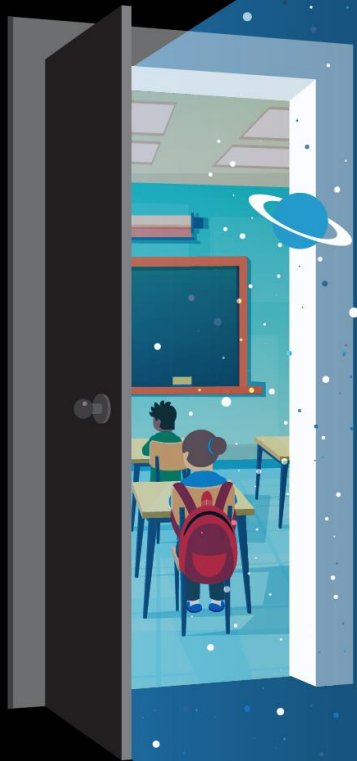
ATTENDANCE AWARENESS CAMPAIGN 2024 WEBINAR

Leadership for Sustainability: Superintendents Making a Difference

Wednesday, September 25, 2024
12-1:30pm PT / 3-4:30pm ET



Register Today: <https://www.attendanceworks.org/resources/webinars/>



A UNIVERSE OF OPPORTUNITIES



CONNECTICUT
Education

2024-2025

Talk Tuesday

Kari Sullivan Custer

September 17, 2024

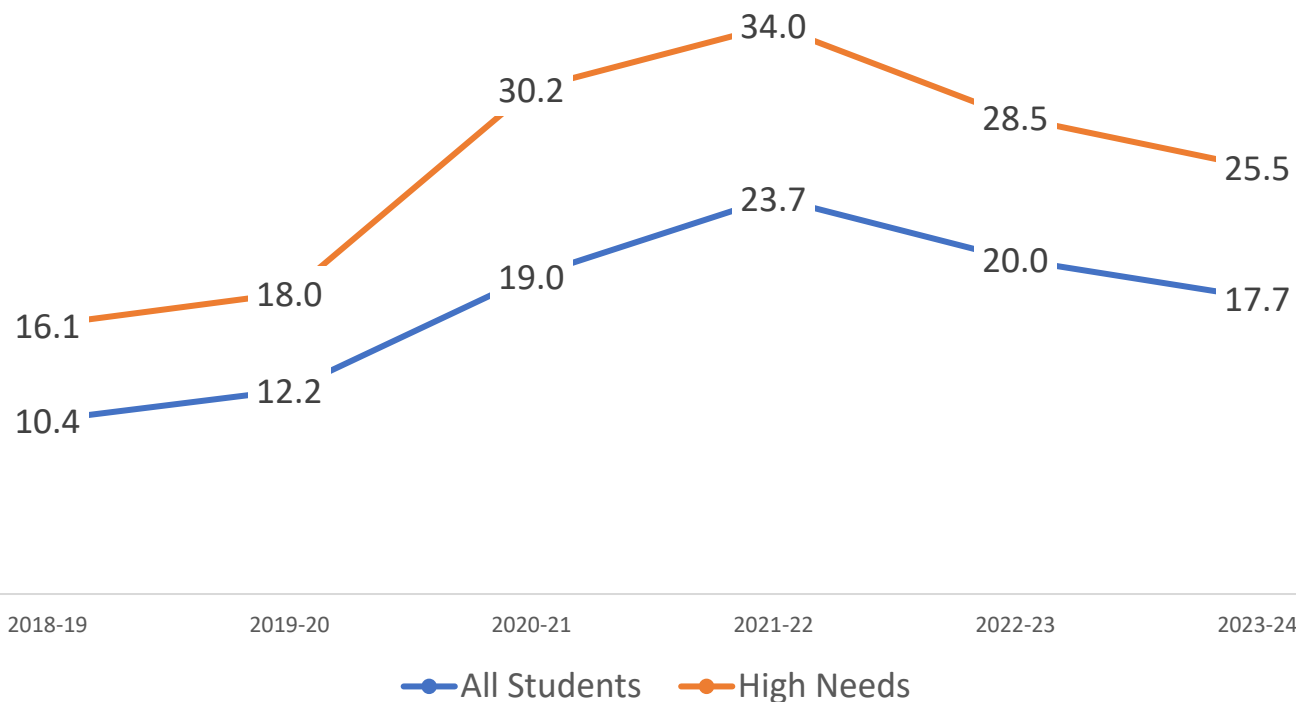
Connecticut State
Department of Education



A UNIVERSE OF
OPPORTUNITIES

Attendance Results

Chronic Absenteeism Trend
Percentage of Students Chronically Absent



- Chronic absenteeism is missing at least 10 percent of school days (e.g., 18 of 180 days)
- Chronic absenteeism declined by 2.3 percent for all students and 3.0 percent among students with high needs. All race/ethnic groups also declined.
- 11,674 more students attended school regularly in 2023-24 as compared to in 2022-23
- 87,397 students were chronically absent in 2023-24

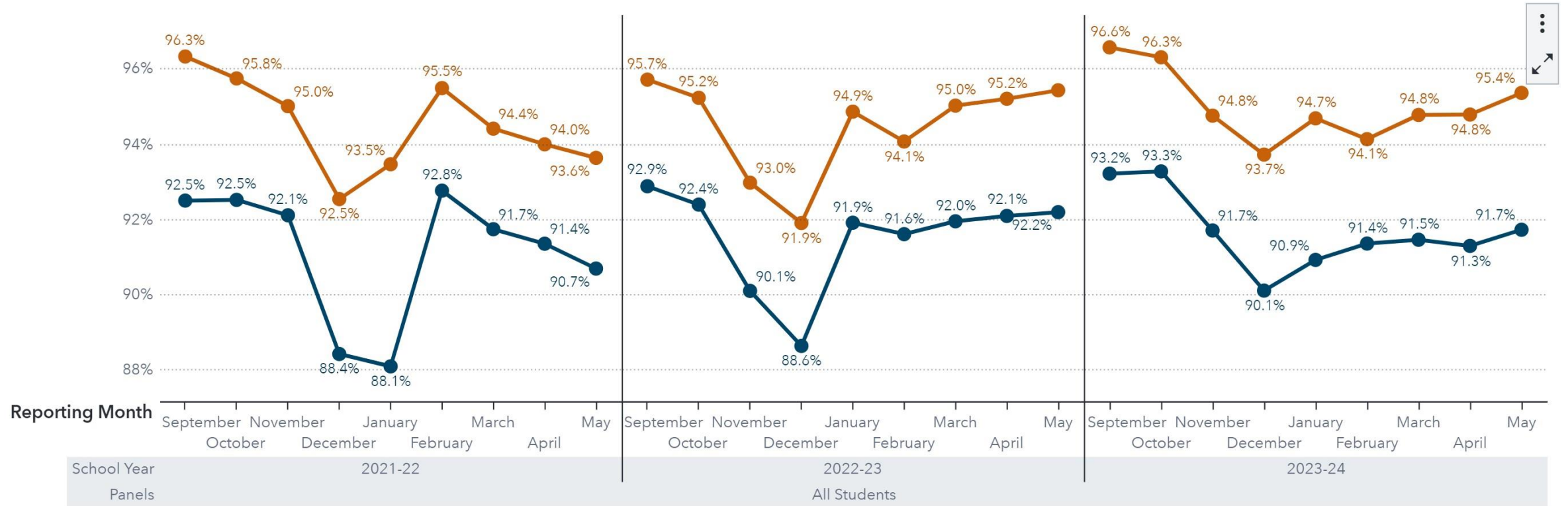


A UNIVERSE OF OPPORTUNITIES

Daily Attendance Trends by Month



< Chronic Absence **Average Daily Attendance** >



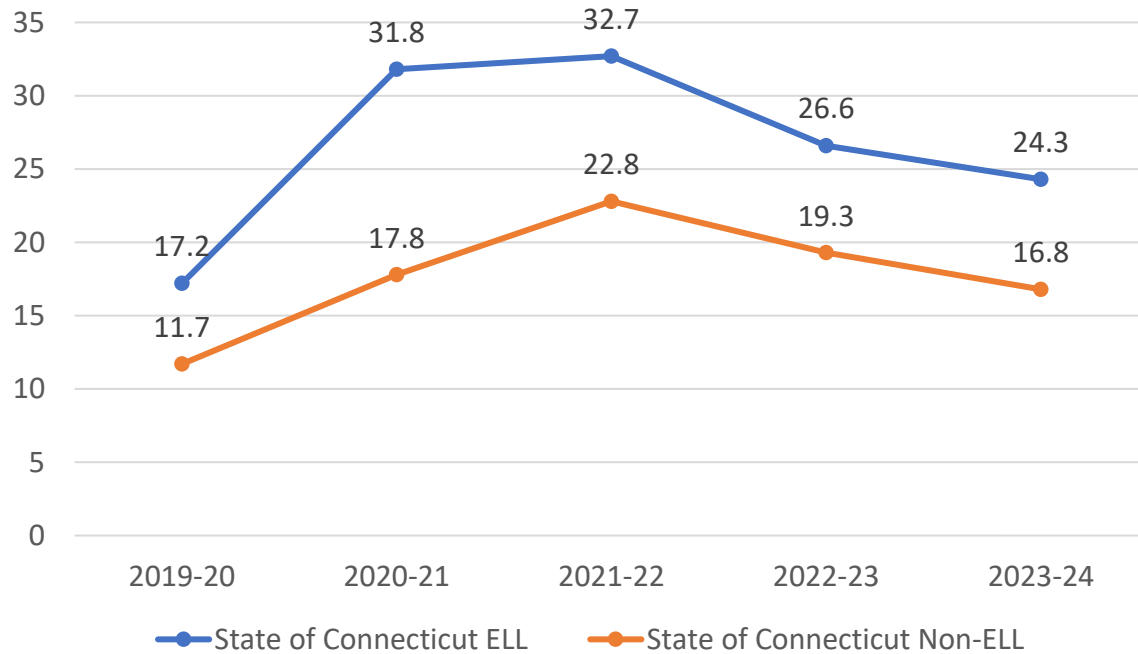
Lines
● High Needs ● Not High Needs



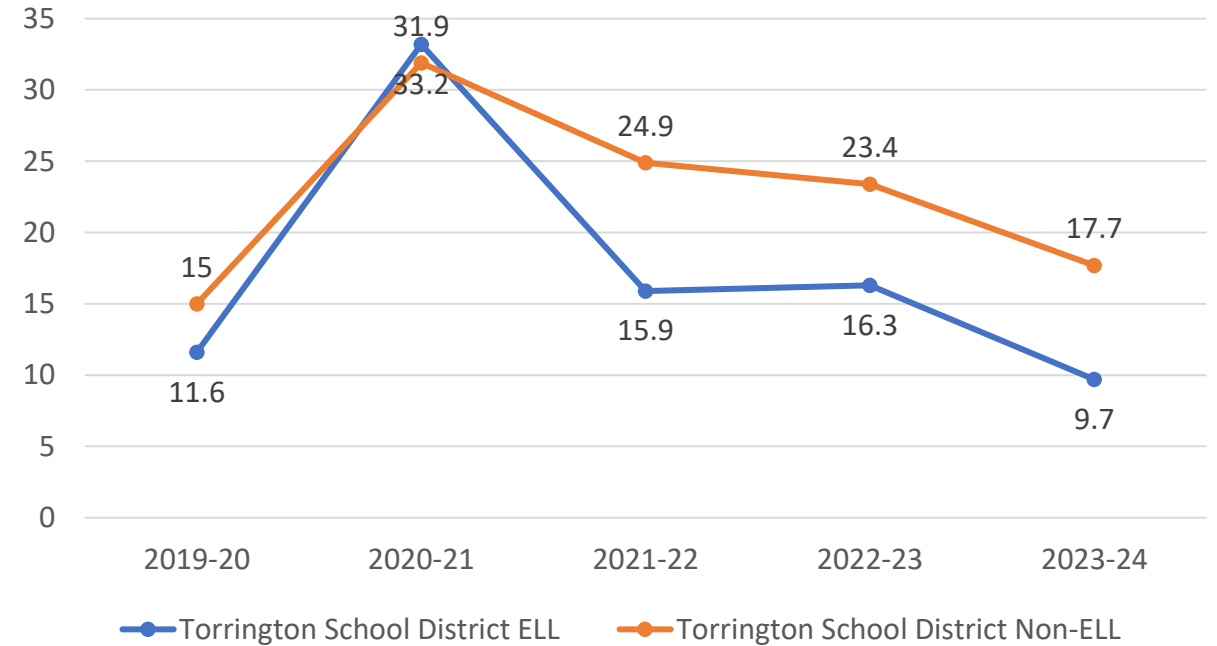
Torrington Public Schools Multilingual Students Attendance Data



Connecticut ELL Data 5 Year Trends



Torrington Public Schools ELL 5 Year Trends





Featured Speakers

Attendance & Engagement: Multilingual and English Language Learner Families

Liz Radday

Director of Research and Innovation
(Ed Advance)

Dalia Assem

English Learner Assessment Coordinator
(Ed Advance)

Joanne Creedon

Director of ELL and Bilingual Services
(Torrington Public Schools)

Jenny Garcia,

District Parent Educator & Bilingual Community/Family Liaison
(Torrington Public Schools)

Sue Fergusson

Assistant Superintendent
(Torrington Public Schools)

Welcoming immigrant and refugee families

By: Dalia Assem
assem@edadvance.org
Multilingual Learner Consultant-EdAdvance
Presenter: Dr. Liz Radday, EdAdvance



In the chat.....

1. **In a few words, how would you describe immigrant student and families?**
2. **What are their strengths?**



It can take 5-7 years to become proficient in English.

Multilingual Learners (MLL)

A student is considered an ELL student until they pass the LAS-LINKS assessment.

Newcomers

Immigrants
(less than 3 years in USA)

Refugees
(political classification)

SLIFE - Student with Limited or Interrupted Formal Education



Welcoming students and families that may...

- ❑ Feel unwelcome in their school or community
- ❑ Be unaware of their children's rights to attend school or even enter the building
- ❑ Tend to avoid educational settings and keep children home
- ❑ Keep their children home due to local immigration enforcement or other reasons
- ❑ Arrive from countries where school records are accessed by governments
- ❑ Have low literacy in both their native language and in English that prevents them from participating in their child's education



Supporting ELs living with trauma, violence and chronic stress

2019-2022

- EL/MLs in CT public schools have grown by approximately 14%
- Largest group in grades 6-10 (more than 20% growth)
- Immigrants (defined as being in a US school for fewer than 3 years) grew by 30%
- Over 20% of EL/MLs in CT also have an IEP

(Connecticut State Department of Education)

- Immigrants and refugees are the fastest growing population in the United States (Pew Research center, 2015)
- $\frac{1}{4}$ of U.S. children have at least one parent that is foreign born (Cureton, 2020)
- Many of the nation's children of undocumented immigrants experience high levels of chronic stress from fear of deportation, living in extreme poverty, and being isolated from peers (Yoshikawa, 2011).
- 60 percent of English learners' families had incomes that were 185 percent below poverty level

Source: [Colorincolorado.org](https://colorincolorado.org), 2024

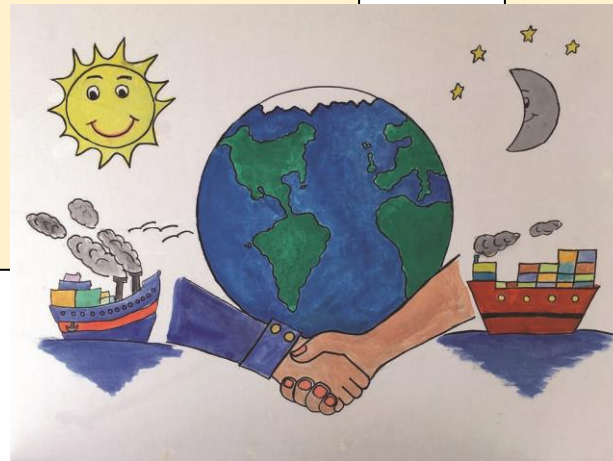


Creating authentic partnerships...

You can make our families feel welcome by letting them know that you are an inclusive and welcoming school.



- Regularly expressing that they are **welcome**
- Placing posters and welcome messages in **multiple languages** in our buildings
- Adding **webpages** for families-see [Parent Bill of Rights](#) for multiple languages
- Using multiple forms of outreach (**phone calls, emails, using apps that support multiple languages**)



Cultural differences in the perception of parent involvement

PARENTS' DEFINITIONS OF PARENTAL INVOLVEMENT

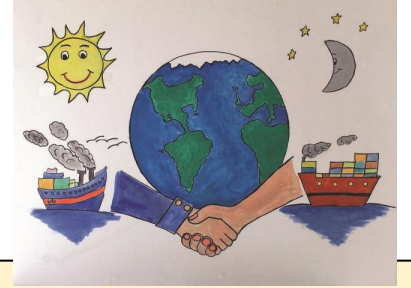
Academic Involvement	Life Participation
Attend parent-teacher conferences.	Be aware of child's life.
Sign homework as required by the teacher.	Be aware of and monitor child.
Know when to expect report cards.	Be aware of child's peer group and interacting with peers' parents.
Ask about homework daily.	Teach good morals and respect of others.
Listen to the child read.	Communicate with child.
Visit classroom during open houses.	Be aware of and encourage child's abilities and career aspirations.
Ask questions about homework.	Provide general encouragement.
Ask friends, siblings, and other family members for homework help for child.	Discuss future planning.
Have high standards for academic performance.	Monitor school attendance.
Purchase materials required for class.	Exercise discipline and provide behavioral cuing.
Drive them to tutoring and school activities.	Establish trust with child.
Go to the library with them.	Provide advice on life issues.
Be present when required to pick up report cards at school.	Warn of dangers outside the home, such as illegal drugs.
	Get to know teachers to assess child's safety.
	Volunteer to observe school environment.
	Encourage siblings to look out for each other.

What are ways that we can
bridge these cultural differences?

Source: Understanding Latino Parental Involvement in Education: Perceptions, Expectations, and Recommendations (2007)



How to get started



Provide support to ensure participation by:

- greeting parents warmly at front office in their language**
- providing language support in a format they prefer**
- learning how to pronounce names accurately**
- adopting a few phrases in your students' home language**
- ensure transportation, meals and family care for events**



Engage in district wide policies that ensure an inclusive environment

- celebrating the students' home languages, countries and cultures**
- hang flags and artwork from students' native cultures**
- provide opportunities for families and students to share their cultures at school event**
- include culturally responsive books in libraries and classrooms by diverse authors that represent students' ethnic identities and experiences**



Developing authentic two-way communication with families

the participation of parents in regular, **two-way, and meaningful communication** involving student academic learning and other school activities....

National Center for Family and Community Connections with Schools, 2024



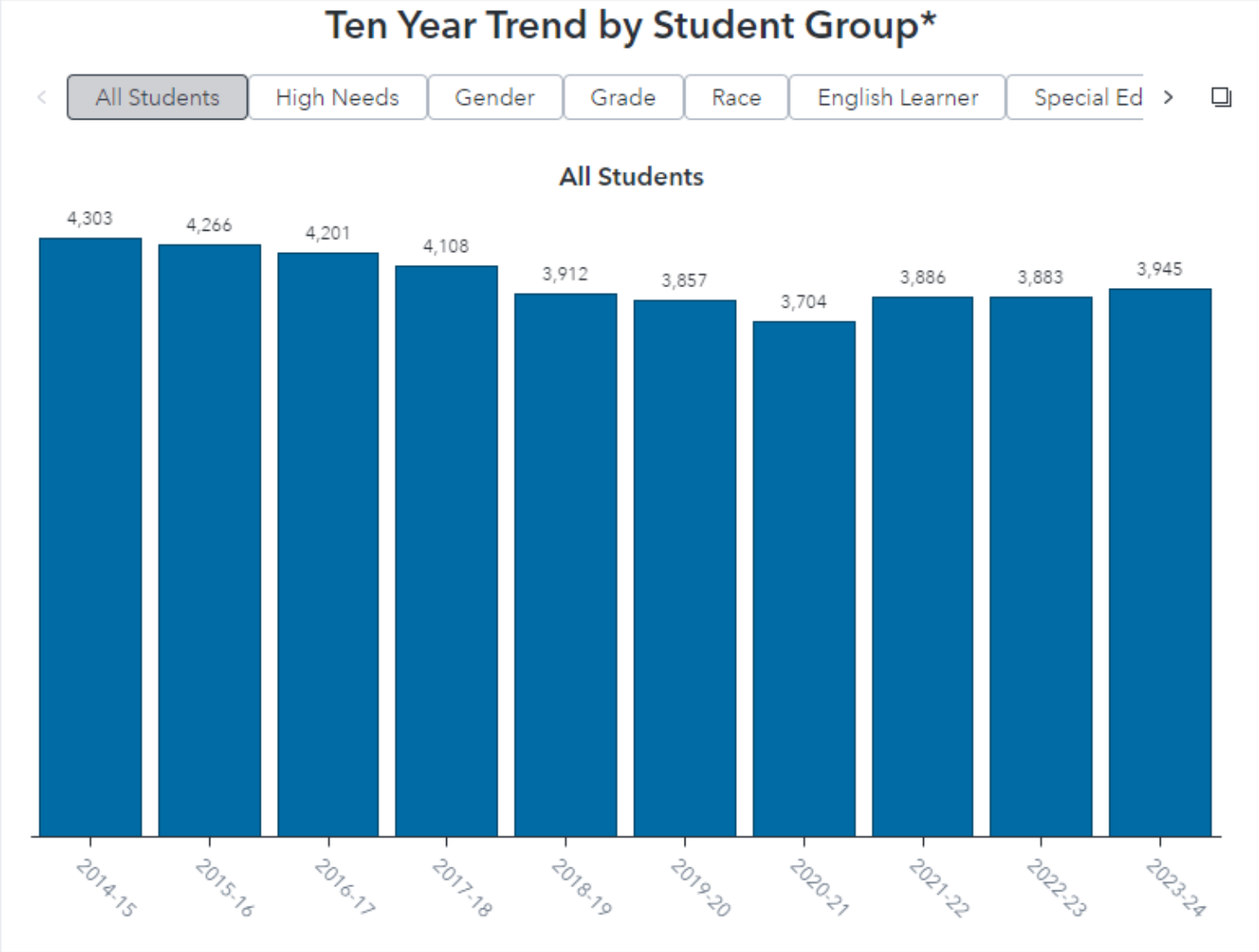
One District's Efforts

Torrington Public Schools

Torrington, Connecticut

Joanne Creedon, Director EL Services

Jenny Garcia, Family Liaison and Parent Educator



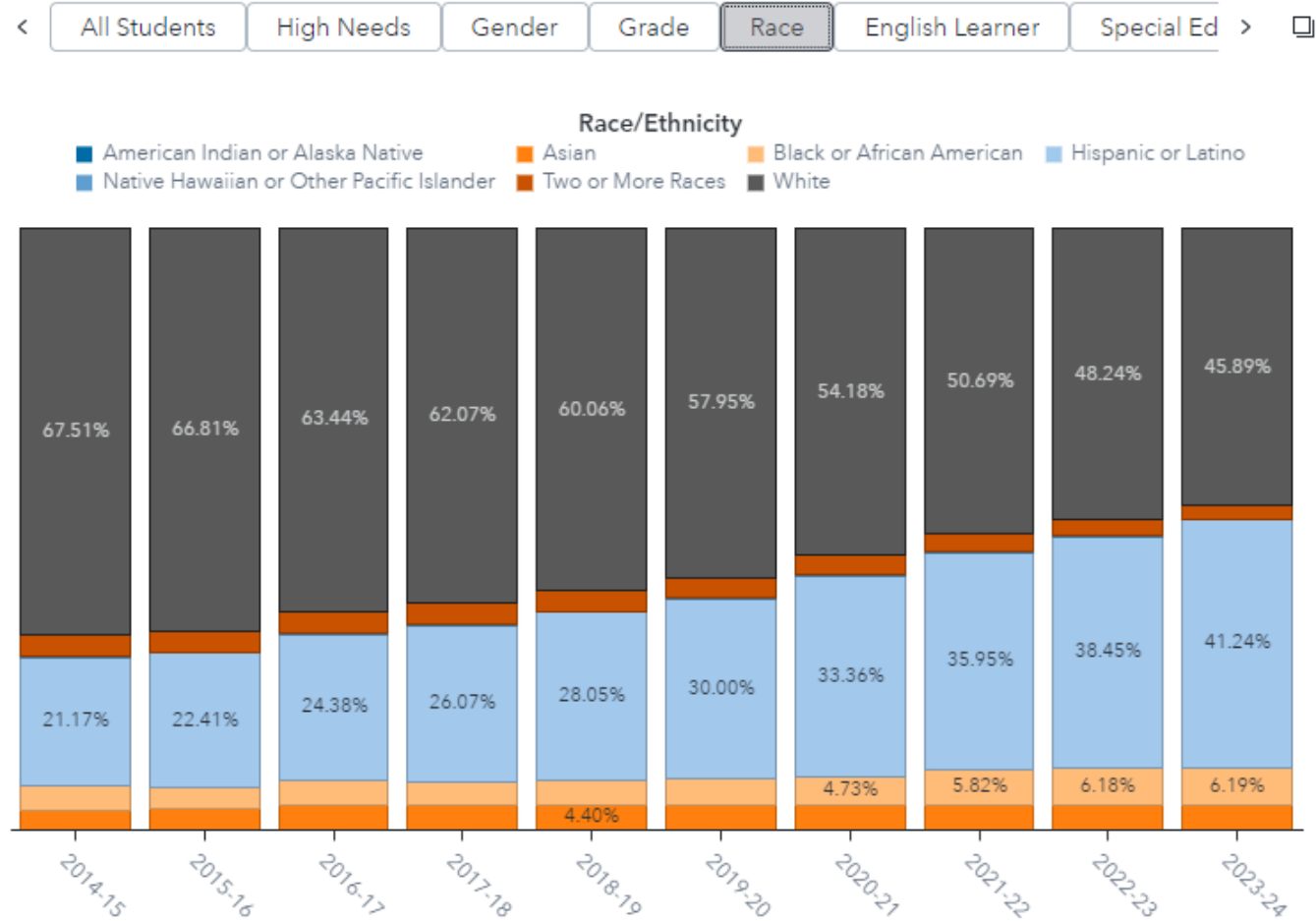
One District's Efforts

Torrington Public Schools

Torrington, Connecticut



Ten Year Trend by Student Group*

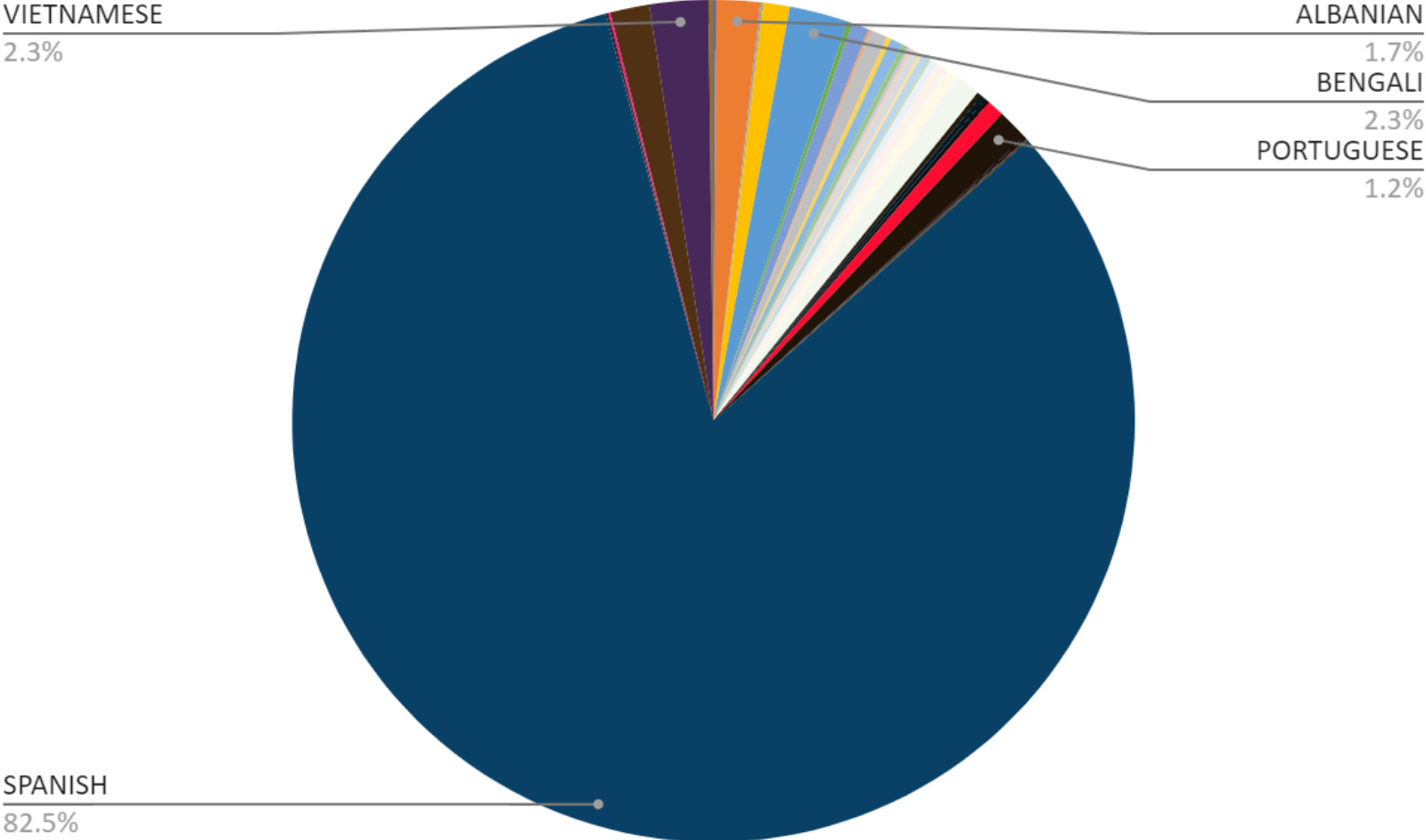


One District's Efforts

Torrington Public Schools
Torrington, Connecticut



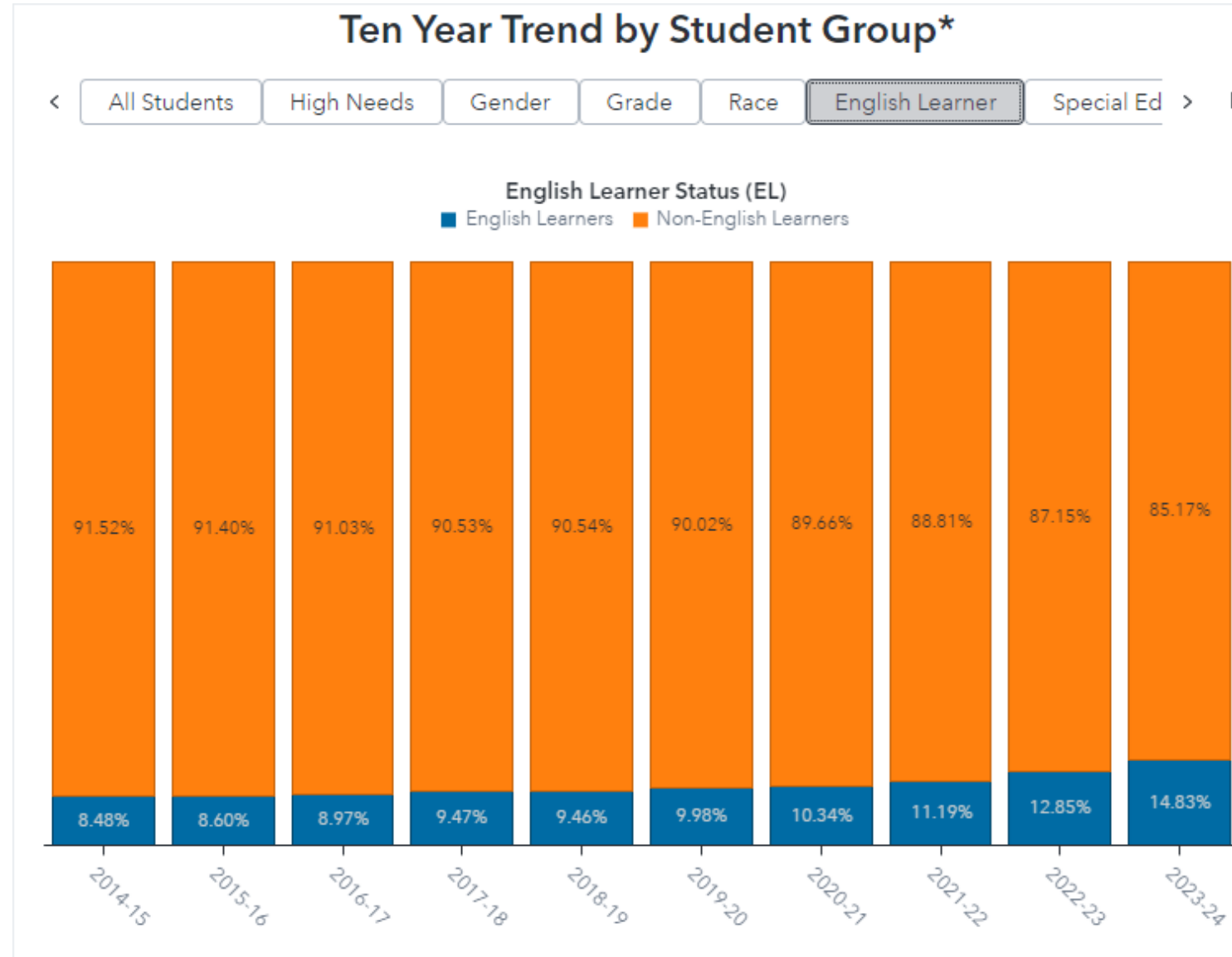
40 languages reported as home language



One District's Efforts

Torrington Public Schools

Torrington, Connecticut



One District's Efforts

Torrington Public Schools

Torrington, Connecticut

- Bilingual Family Liaisons
- Bilingual translators service all 6 schools
- Expanded EL Staff (additional certified TESOL teachers, Bilingual teachers, paraeducators, tutors, Director)
- ParentSquare for school-home communication
- Utilization of a translation service for non-Spanish-speaking families (on-demand phone service and scheduled interpreters (virtual) for P-T conferences, PPTs, 504s, etc.)
- Expanded bilingual/multicultural resources in Library Media Centers



One District's Efforts

Torrington Public Schools

Torrington, Connecticut

Highly effective and nationally recognized
[LEAP Program](#)

(Learner Engagement & Attendance Program)

Chronic Absenteeism, Trend Torrington School District, All Students

[Export .csv file](#)

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the [Report Notes](#) for additional information.

District	Chronically Absent									
	2019-20		2020-21		2021-22		2022-23		2023-24	
	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Torrington School District	559	14.7	1,184	32.1	904	23.7	853	22.4	641	16.4

Chronic Absenteeism, Trend Torrington School District, English Learner Status

[Export .csv file](#)

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the [Report Notes](#) for additional information.

District	English Learner Status	Chronically Absent									
		2019-20		2020-21		2021-22		2022-23		2023-24	
		Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Torrington School District	ELL	47	11.6	131	33.2	77	15.9	89	16.3	63	9.7



One District's Efforts

Torrington Public Schools

Torrington, Connecticut

Efforts to connect with, and welcome families via community partnerships

- **Preschool and daycare connections (School Readiness Council)**
- **Get-to know-you sessions for incoming K at KidsPlay Museum**
- **Bilingual parent focus group as part of community-wide work to create our Portrait of the Graduate**
- **Welcome Center**



One District's Efforts

Torrington Public Schools

Torrington, Connecticut

FAFSA Nights

- Personal invitations to our families to attend from Family Liaison
- Recognition for FAFSA Completion



One District's Efforts

Torrington Public Schools

Torrington, Connecticut

**Professional Learning for all clerical staff,
districtwide Summer 2024**

**Welcoming new,
immigrant and refugee
families
June 25, 2024
Torrington PD**

Dalia Assem
Multilingual Learner Consultant



One District's Efforts

Torrington Public Schools

Torrington, Connecticut

Ongoing Professional Learning for all instructional staff, districtwide, on understanding our MLs, their strengths and their needs.

- **Partnering with EdAdvance, LEARN**
- **'23-'24 Focus: paraeducators and secondary teachers.**
- **Summer '24: "Creating a School Plan to Support the Mental Health and Success of Newcomer Students" offered to social workers, school counselors**



One District's Efforts

Torrington Public Schools

Torrington, Connecticut



Welcome Center / Central Registration Center

- **Benefits: one-stop shopping for families**
- **Challenges: location; soft roll-out to start with existing staff; pushback from bargaining group**



One District's Efforts

Torrington Public Schools

Torrington, Connecticut



Ongoing Efforts:

- **Professional Learning for all**
- **CT Family School Partnership (CFSP)**
- **National Network of Partnership Schools**
- Dr. Joyce Epstein, Johns Hopkins Univ.
- **Community conversations/focus groups for our parents at all levels:**

How can we create greater opportunities for two way communication?





Talk Tuesday Survey

<https://serc.info/ttsurvey24>

A screenshot of the SERC Talk Tuesday Survey 2024-25 interface. At the top, the SERC logo is displayed with the text 'STATE EDUCATION RESOURCE CENTER' and the tagline 'EQUITY | EXCELLENCE | EDUCATION'. Below this, the survey title 'Talk Tuesday Survey 2024-25' is shown. The main content area contains a question: '1. What best describes your role? *'. There are eight radio button options: Administration, General Education Teacher, Support Services, Family Resource Center, School Attendance Team Member, Community Partnerships/Community Organizations, Special Education, and Other - Write In. A text input field is provided for the 'Other' option.

SERC
STATE EDUCATION RESOURCE CENTER
EQUITY | EXCELLENCE | EDUCATION

Talk Tuesday Survey 2024-25

1. What best describes your role? *

- Administration
- General Education Teacher
- Support Services
- Family Resource Center
- School Attendance Team Member
- Community Partnerships/Community Organizations
- Special Education
- Other - Write In





Upcoming Attendance & Engagement Meetings

Talk Tuesdays for the 2024-25 School Year

2024-2025

- September 17
- October 1
- October 15
- October 29
- November 12
- December 10
- January 7
- January 23
- February 4
- March 4
- March 18
- April 1
- April 29
- May 13
- May 27

Register for Talk Tuesdays





Keep in Touch!

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Holli Ryan, SERC

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(Registration Information)

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