




CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays
*Student Attendance,
Engagement, and Support Series*

 Please **sign-in** using the chat - include your name, title, district/school or agency.

Connecticut State Department of Education
April 6, 2021



Agenda

1. Welcome

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

2. What's New at CSDE

3. High-Impact Family Engagement Strategies – Promoting Equity and Student Success

- *Christina Morales, Coordinator, Office Family and Community Partnership, Windsor Public Schools*
- *Betsy LeBorinous, Director, CREC: CT Family School Partnership*

4. Upcoming Attendance & Engagement Meetings

 ***Notice: This meeting is being recorded.***



WHAT'S NEW AT CSDE



What's New at CSDE

April 5, 2021

[Additional Information on the DESSA SEL Screener](#)
[Domestic Travel Guidance Update for Fully Vaccinated Persons](#)
[Reminder: Teacher Negotiations Act Submission](#)

April 1, 2021

[2021-2022 State Board of Education Student Board Member Search](#)
[The State of K-12 Cybersecurity 2020 Year in Review](#)

March 30, 2021

[Family and School Teamwork to Finish Strong](#)
[New Partnership Announced to Launch Statewide K-12 Social-Emotional Learning
Assessment System](#)
[Updated Sport Activities Guidance](#)
[Vaccine Update](#)



March 25, 2021

[ESSER II Application Update](#)
[CSDE ESSER II Application Grant Contacts](#)
[Reminder: Lt. Governor's Coding Challenge](#)



Visit the [Superintendent's Digest](#) to stay current on new guidance from CSDE.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Parent Teacher Home Visits (PTHV)



Training Session – April 7, 2021

[Registration Link!](#)

April 7, 2021

3:30 p.m. – 5:00 p.m.

Virtual Training via Zoom

REGISTER NOW

The research is clear – families are essential to student success. The Parent Teacher Bridge Visits Training focuses on building the capacity of educators to build meaningful relationships with the families of their students during the COVID-19 pandemic.

Drawing on the principles of PTHV's model of home visits by teachers, bridge visits are designed to create relationships that **bridge** the gap created by physical distancing.

The training will prepare teachers and family engagement specialist to:

- ✓ Implement virtual home visits
- ✓ Discuss the research to support high impact partnership strategies
- ✓ Align programming to Connecticut's Framework for Family Engagement

Who should attend?

Parents, Teachers, school administrators, family engagement liaisons, Title I Directors, and family engagement teams.



For additional information please visit the CT Family School Partnerships website: www.ct-fsp.org

Contact: Betsy LeBlond at bblond@fsep.org OR Francisco Baires at fbaires@fsep.org

This training is funded by the USDE Statewide Family Engagement Center Grant. There is no fee to attend this training. Priority will be given to Alliance School Districts and to National Network of Partnership Schools in CT.



Attendance & Engagement Strategies for Multilingual Families



Connecticut State Department of Education Professional Support Series for Districts

Please see below and join as we learn together and grow together.

Series 23 – March 25, 2021

Attendance and Engagement Strategies and Practices for Multilingual Families

Date: Wednesday, April 7, 2021

Time: 10:00–11:30 a.m.

Join us as we discuss practical strategies for engaging with multilingual families during in-person, hybrid, and remote learning. Research-based strategies will be shared and discussed. A panel of school- and district-based staff members will share their successes and challenges related to communicating with multilingual families, and participants will leave the webinar with new tools and strategies to try in their own school and district contexts.

Goals:

1. Build capacity of school-based staff to engage in two-way communication with multilingual families.
2. Introduce and discuss practical strategies to engage with multilingual families.
3. Collaborate with school-based staff from other school districts to brainstorm approaches and share strategies for working with multilingual families.

Presenters:



Megan Alubicki Flick, English Learner Consultant
Gladys Labas, PhD, Director of Equity and Language

Register: <https://ctserc.net/attendance0407>

Use password: serc (all lowercase)

After registering, you will receive a confirmation email from SERC. On the morning of the event, you will receive another email with a link to the webinar. If you do not receive these emails, be sure to check your junk email folders.

Reminder: Upcoming webinars for families

Self-Care and Social Emotional Learning (SEL) for Parents and Caregivers

Date: Tuesday, April 6, 2021

Time: 5:30–6:30 p.m.

Register: <https://ctserc.net/families0406>

Una conversación virtual para padres y familias de estudiantes de aprendices de inglés

*Taller sera solo en español.
(Session will be presented only in Spanish.)*

(A Virtual Conversation for Parents and Families of English Learners)

Fecha: Martes, 27 de abril de 2021

Hora: 5:30–6:30 p.m.

Registración: <https://ctserc.net/families427>

**Webinar Opportunity
Tomorrow! April 6th
[Registration Link!](#)**





03/26/2021

CSDE Announces New Partnership to Launch Statewide K-12 Social-Emotional Learning Assessment System

Universal Screener Provides Data to Strengthen Social -Emotional Skills, Informs Instruction for Students Who Need Additional Support

(HARTFORD) – In honor of national Social Emotional Learning (SEL) Day today, the Connecticut State Department of Education (CSDE) announced it is entering into a partnership with Aperture Education to provide a statewide SEL assessment for K-12 schools. Starting in the fall of 2021 and after a thorough procurement process, CSDE will make Aperture’s research-backed social-emotional learning

Aperture’s
Devereux
Student
Strengths
Assessment
(DESSA) System
[Learn more!](#)

1. The **DESSA-mini** is an 8-item universal screener that can be completed in 60 seconds and provides a snapshot of each student’s overall social and emotional competence.
2. The **DESSA** is a follow-up assessment typically completed for students found to be in need of additional SEL instruction on the DESSA-mini. It takes 5 minutes and provides a more detailed understanding of each student’s unique social-emotional strengths and opportunities for growth in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.





CSDE has partnered with Aperture Education to bring social and emotional assessment (DESSA) to every district in Connecticut at no cost!

Every student, K-12, can be screened for social and emotional competence using this system. [Join an upcoming information session.](#)

- **Screen students in less than a minute:** With Aperture's 8-question universal screener, the DESSA-mini, you can screen each student's social-emotional competence in less than 60 seconds.
- **Make decisions with data:** The Aperture system gives you real-time data on screener results, so you can quickly identify students in need of SEL instruction and gaps across your population.
- **Dive deeper:** For students who need extra support, a trusted teacher or student support staff member can take the full DESSA in 5-8 minutes, so your staff can get a clear picture of areas of strengths and growth for each student.
- **Take action with strategies:** Utilize your SEL data to select simple strategies to help all students strengthen their SEL skills.



What's New! Video Recording


Talk Tuesday: School Climate and Attendance

January 26, 2021

[Amanda Pickett](#), Associate Education Consultant
Connecticut State Department of Education

[Watch Now!](#)

Learn more about:

- School Climate and Attendance
- [Initiative Inventory](#) 
- Hexagon Model



“Rebound with Attendance”

the National Attendance Awareness Campaign



Attendance Awareness Campaign 2021 Webinar Series

All webinars 11:00 am - 12:30 pm PT / 2:00 pm - 3:30 pm ET

Webinar 1: **Wednesday, April 14, 2021**

- Motivating participation and engagement through the spring
- Launching Attendance Works' Attendance Awareness Campaign, including engagement & recovery planning toolkit

Webinar 2: **Wednesday, May 26, 2021**

- Intensifying engagement over the summer
- Use your local data to create a differentiated re-engagement strategy and organize summer supports

Webinar 3: **Wednesday, August 4, 2021**

- Welcome families and staff back to school in the fall
- Promote routine of attendance; Leverage and amplify existing rituals

Webinar 4: **Wednesday, September 29, 2021**

- Leveraging attendance to ensure on-going success
- Success Stories and Maintaining your AAC throughout the school year

Sign-Up for Updates: <https://awareness.attendanceworks.org/contact/aam-updates/>



How Might
We Build...

HIGH-IMPACT FAMILY ENGAGEMENT STRATEGIES

Promoting Equity and Student Success

Christina Morales, Coordinator
Office Family and Community Partnership
Windsor Public Schools



Betsy LeBoriosis, Director
CREC: CT Family School Partnership



A Network for Education

3 P's: Purpose, Process, Payoff



1

Purpose: To provide a brief overview of how to use a High Impact Strategy to Reduce Chronic Absence

2

Process: Highlight Windsor's implementation of the National Parent/Teacher Home Visit Model

3

Payoff: Your district will use this model to support family engagement, increase links to learning and reduce chronic absenteeism

CT's Definition and Framework for Family Engagement



Full, Equal and Equitable Partnerships with Families

Connecticut's Definition and Framework for Family Engagement



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Connecticut Office of
Early Childhood

Connecticut Early Childhood
Funder Collaborative
A PROJECT OF:



CONNECTICUT
COUNCIL for
PHILANTHROPY

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



Build Trust and Respect



Listen to Families: Two-way Communication



Link to Learning

Model learning practices



Share academic information frequently



Talk with students



Co-Create Cultural Competence



View Families as Assets & Leaders

FROM VISION TO PRACTICE

How?

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?

CHART 5

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

Higher Impact on Student Learning and Development

6 **Summer Transition:** Teachers and school staff meet with families in community spaces before the start of school to talk about what students will be learning, the connection **1** between too many absences and poor achievement, and **2** they co-construct solutions for regular attendance.

Guiding Principles:

6. Co-develop cultural competence among staff and families.
1. Build collaborative, trusting relationships focused on learning.
2. Listen to what families say about their children's interests and challenges.

CHART 5

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



Higher Impact on Student Learning and Development	Moderate Impact	Lower Impact
<p>Ongoing Outreach: Teachers make personal phone calls to families when students miss school to discuss the importance of attendance and what students are learning in class. Teachers follow up regularly with personal text messages regarding the student's progress.</p>	<p>School staff call a student's parent when the student misses three days in a row to determine the reason for absence.</p>	<p>When a student is absent, the school's computer calls home with a recorded message.</p>
<p>Personal Communications: Each family of a student who is chronically absent receives a monthly letter in the mail, in language that is friendly and accessible, letting them know how many days their child has missed. School staff make follow-up calls to families to discuss challenges to attending school, co-construct solutions for regular attendance and make connections to community resources.</p>	<p>Monthly e-mail reminders are sent to parents about how many absences constitute chronic absence at this point in the year.</p>	<p>Flyers are sent home through students' backpacks letting parents know that they should track their child's attendance online in the parent portal.</p>
<p>Relational Home Visits: Teachers conduct relational home visits focused on building a relationship and discussing the family's and teacher's hopes and dreams for the student's education and future.</p>	<p>Home visits are made by an attendance officer to students who are chronically absent to determine reasons for the absence.</p>	<p>Parents are notified of the number of days students are absent through report cards, which indicate if the number of absences are problematic.</p>

PTHV vs Home Visit



1. Strengths-Based
2. Relational
3. Voluntary
4. Authentic Partnership
5. Listening to Families

1. Wellness Checks
2. DCF
3. Truancy

Non-Negotiable Core Practices

1

VISITS ARE
VOLUNTARY FOR
ALL

2

EDUCATORS
ARE TRAINED &
COMPENSATED

3

WE DON'T
TARGET
STUDENTS

4

WE SHARE
HOPES, DREAMS,
GOALS

5

EDUCATORS GO IN
PAIRS & REFLECT

PTHV NATIONAL OUTCOMES



For Staff and Families

- ❖ Increased trust and empathy for co-educators
- ❖ Increased capacity to better engage students academically

For Students

- ❖ Increased student attendance rates
- ❖ Increased academic success for students
- ❖ Decreased suspension/expulsion rates
- ❖ Decreased vandalism at school site



WINDSOR PARENT/TEACHER HOME VISIT



Why Home Visits?

GUIDING PRINCIPLE 1: BUILDING TRUST AND RELATIONSHIPS

Relational

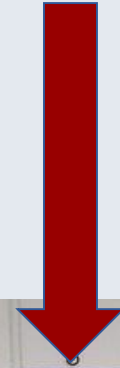
- Focus is on building trust and opening new lines of communication
- In-Person: 30-40 minutes in length(total 1 hour); Virtual: 20-25 minutes
- Mutually agreed and voluntary by parent and teacher/staff;
- 1st Visit in Summer/Fall with follow up, if funding available



LISTEN TO FAMILIES: TWO WAY COMMUNICATION



- Introduction
- Listening
 - Family Experience
 - Student's interest
 - Hopes and Dreams
- Sharing
 - In plain language
 - Expectations
 - Strategies, if any
- No paperwork, please



LINKING TO LEARNING



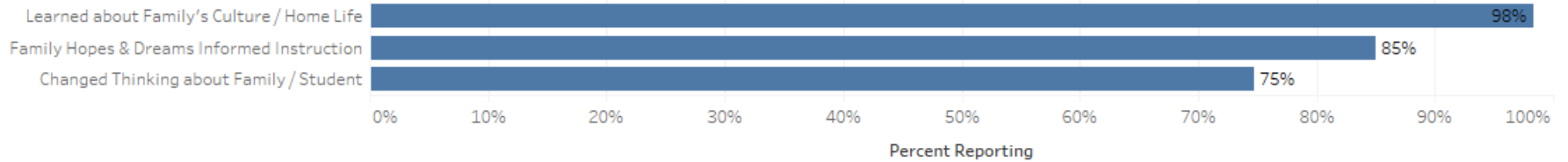
- Did your thinking about the family and/or student change as a result of this visit? If so, how? What might you do differently to engage the family in a more meaningful way?
- What are the family's hopes and dreams for their child(ren)?
- What do you now know about the student and their family culture that you didn't know before?
- How might you use the families hopes and dreams from your visit to influence or impact your instructional planning?

WHAT WE LEARNED

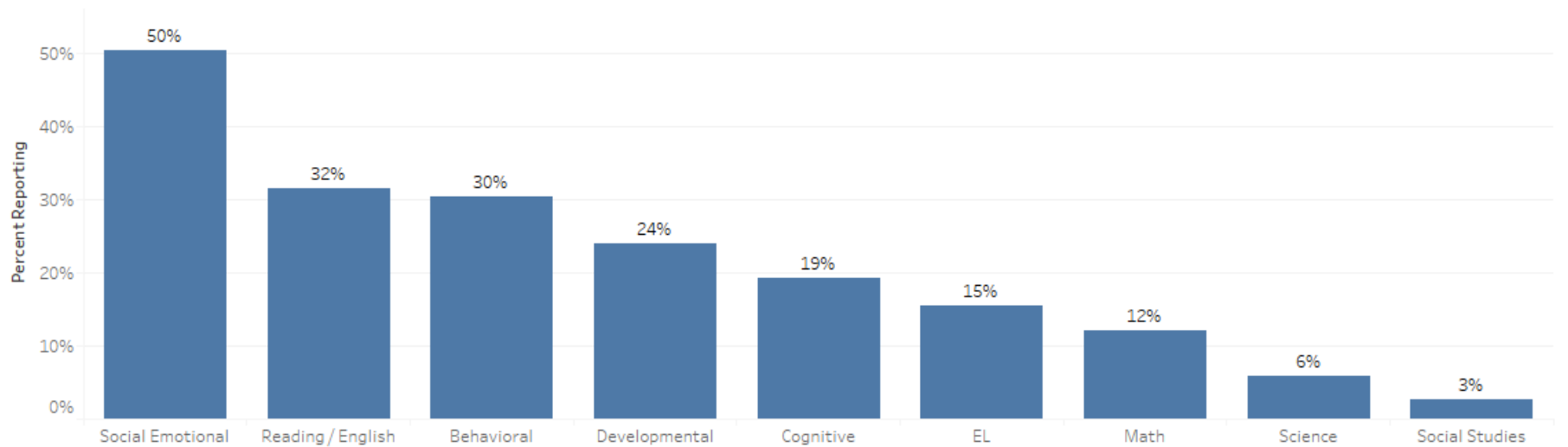


Teacher Reports on Home Visits, All Years

Teacher Insights



Subjects Areas and/or Issues Teachers Plan to Address



LINKING TO LEARNING



Data Collection

How might you use the families hopes and dreams from your visit to influence or impact your instructional planning?

Ex 1: XXX's teachers did not experience a change in thinking. They had XXX's sibling as a student so they are familiar with the family. The teacher plans to form a new relationship with the family. The family hopes for XXX to speak up for herself and speak clearly. Mom works from home with three kids who are distance learning. The teacher plans to work with XXX on retelling books and thinking before speaking.

Ex 2: XXX's parents went to the same college and have lived in Windsor for the last 11 years. The family hopes for XXX to learn how to read and make new friends. XXX has a two year old brother and has a lot of toys to play with in their playroom. The teachers plan to introduce reading strategies to XXX and share new ideas with the family.

ONGOING COLLABORATION



What we have learned:

- “It takes a village”
- New, creative and unfamiliar ways to connect with families
- This is a process and takes time
- The importance of reflection and inclusion



BREAK OUT SESSION



Questions to discuss (16 minutes):

1. How do you see the six guiding principles and elements of the PTHV model improving your current practice or home visits? (6 mins; 2 mins report out)
2. What strategies would you use to move your program to high impact? (6 mins; 2 mins report out)

RESOURCES --- Q & A



CT Framework for Family Engagement -

[https://portal.ct.gov/SDE/Publications/Full-Equal-and Equitable-Partnerships-with-Families](https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families)

Contacts

Christina L. Morales, MSW (Windsor) - cmorales@windsorct.org

Betsy Leborious (CREC) - bleborious@crec.org

Upcoming Attendance & Engagement Meetings

Next Talk Tuesday

Tuesday, **April 20**, 2021

10 to 11 a.m.

Microsoft Teams

Have a **promising practice or success** you want to share?

Concerns you want to share through peer discussion?

Send ideas for topics for discussion to
Kari.Sullivan@ct.gov.

Community of Practice

Save the Date!

Wednesday, May 5, 2021

10 to 11:30 a.m.

Register Early!

Upcoming Webinar! *Attendance and Engagement Strategies and Practices for Multi-Lingual Families*

Wednesday April 7, 2021

10 to 11:30 a.m.





Keep in touch!



**Kari
Sullivan Custer**

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860-807-2041

Connect with CSDE for more information
on student attendance and engagement:



[Facebook.com/ctdepartmentofeducation](https://www.facebook.com/ctdepartmentofeducation)



<http://www.ct.gov/sde>



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