




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
March 23, 2021



Agenda

1. Welcome

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

2. What's New at CSDE

3. Problem of Practice: Home Visits

*Carli Rocha-Reaes, Coordinator of School Counseling & Parent Partnerships
Bridgeport Public Schools*

4. Let's Put Some "Talk" in Talk Tuesdays

5. Upcoming Attendance & Engagement Meetings



Notice: This meeting is being recorded.



WHAT'S NEW AT CSDE



What's New at CSDE

March 18, 2021

[Update to Number of Preschool Students per Classroom](#)

New CDC Guidance for Fully Vaccinated People:

- [CDC Interim Public Health Recommendations for Fully Vaccinated People](#)
- [CDC Updated Healthcare Infection Prevention and Control Recommendations in Response to COVID-19 Vaccination](#)

March 15, 2021

[Completion of Teacher Negotiations Act Submission \(formerly the ED003\)](#)



March 11, 2021

[7 Ways CSDE is Leading Social-Emotional Learning](#)

[Charter Schools Best Practices Annual Report](#)

[Perspectives from the Field - Building Capacity for Technology Integration](#)



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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

What's New at State Board of Education

February 3, 2021 Meeting – [video recording](#)

- [Adoption of Position Statement on Culturally Responsive Education](#)
 - [Presentation - Adoption of Position Statement on Culturally Responsive Education - SERC](#)
- [Report on Student Discipline in Connecticut Public Schools](#)
 - [Presentation - Report on School Discipline in Connecticut Public Schools](#)

March 3, 2021 Meeting – [video recording](#)



- [The Condition of Education in Connecticut 2019-20](#)



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



Parent Teacher Home Visits (PTHV)

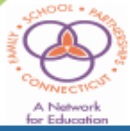
Overview Session – March 31, 2021

Training Session – April 7, 2021



An Overview of Parent Teacher Home Visits (PTHV)

Families and Educators on the Same Team for Student Success



When
March 31, 2021
3:30 – 4:30 p.m.

Where
Zoom Virtual meeting

There is no cost to attend this training.

REGISTER NOW

The research is clear—families are essential to student success. The PTHV program connects the expertise of the family about their children with the classroom expertise of the teacher. This model has been proven to increase student attendance and achievement, and decrease suspension and expulsion rates. Most importantly, PTHV serves to build mutually respectful relationships between families and school staff.

This PTHV will:

- ✓ Review the most current family engagement research
- ✓ Discuss high-impact strategies and the CT framework
- ✓ Learn about the PTHV model and conditions to implement

Who should attend?
Parents, school administrators, school staff, community providers, family engagement liaisons, Title I Directors, and family engagement teams.

For additional information, contact Betsy LeBorjous at bleborjous@crec.org or 860-509-3615, or Francisco Baires at fbaires@crec.org.

This training is funded by CT Family School Partnership Grant.



Parent Teacher Home Visits (PTHV)

PTHV Teacher Home Bridge Visits Training

Families and Educators on the same team for Student Success

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 LeBorjous at bleborjous@crec.org OR Francisco Baires at fbaires@crec.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.



[Registration Link!](#)

[Registration Link!](#)



National Safe School Reopening Summit

National Center of Safe and Supportive Learning Environments



Tomorrow! Thursday, March 24, 2021 – [Learn More!](#)

Noon to 4 p.m.

Sessions

1. Lessons from the Field: Implementing CDC's K-12 Operational Strategy to Keep Students, Educators, and Staff Safe
2. Technical Assistance from CDC and ED: Implementing CDC's Guidance to Keep Students, Educators, and Staff Safe
3. Supporting All Students: Addressing the Academic, Social, and Emotional Needs of Students with a Focus on Equity





CONNECTICUT STATE DEPARTMENT OF EDUCATION

Problem of Practice: Home Visits

Carli Rocha-Reaes

Bridgeport Public Schools



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Problem of Practice

Home Visits

Home visits help to establish strong, positive communication between the school and parents.

They give us a glimpse into the lives of the children we support.

Helps build stronger relationships between parents, students and families.

Home visits can help motivate parents to become more involved at their kids' schools.

They offer a perspective on each individual family's struggles, what they are lacking, and what they find to be the most difficult challenges in their lives.

Challenges in Bridgeport Public Schools



Staffing



Lack of training



Comprehensive Home Visit Program



Data Collection



Monitoring effectiveness



Supervision

Outline for Visits



SHOULD NOT BE
PUNITIVE



STRENGTH-BASED



ASSET-BUILDING



GOAL ORIENTED-
STUDENT SUCCESS
PLANS



DETERMINING
BARRIERS



IDENTIFYING
INTERVENTIONS

40 Developmental Assets

<https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

40 Developmental Assets

The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.

Over time, studies of more than 5 million young people consistently show that the more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive.

Research shows that youth with the most assets are *more* likely to:

- Do well in school
- Be civically engaged
- Value diversity

Research shows that youth with the most assets are *least* likely to have problems with:






- Alcohol use
- Violence
- Illicit drug use
- Sexual activity

The Developmental Relationships Framework

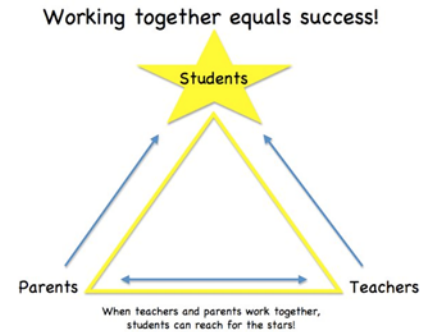


Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.

https://www.search-institute.org/DR-pdfdownloads_080619o add text

Elements	Actions	Definitions
 <p>Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
 <p>Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable.....Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
 <p>Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
 <p>Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
 <p>Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

Developing an Effective Home Visit Program



- I received the referral paperwork from the School Counselor with a date for a follow-up meeting
- I made contact with the parent/guardian
- Student's strengths were shared with the family
- I reviewed the student's success plan with the parents (and student if applicable).
- We discussed and documented barriers that might be preventing the child from reaching his/her goals.
- Community resources based on specific needs were provided to the family.
- The follow-up meeting information was provided to the family with contact information for the student's School Counselor.
- Home-visit paperwork was completed and delivered back to the school

Documentation/ Referral

Home Visit Referral

To be completed by the School Counselor:

Student Name: _____ Grade: _____ DOB: _____

Address: _____ Phone Number: _____

Reason for the request: _____

Strengths: _____

Student Success Plan (to be completed or attached):

Academic Goal: _____

Social/Emotional Goal: _____

College/ Career Goal: _____

Follow-up meeting scheduled for: _____

To be completed by Home Visitor:

Barriers to meeting goals: _____

Interventions discussed (including any referrals to outside agencies): _____



Poll the Audience

1. Ice-breaker- In one word, describe your home visit program

2. How effective is your home visit program- Rating poll 1-5

<https://padlet.com/creaes/skcbnuwpbkikp2v7>

In search bar- "slido" - #850106



https://padlet.com/creaes/skc_bnuwpbkikp2v7


Who makes the visits?

What type of training do they receive?

What is documented?

How is it monitored? Who monitors?

Is it effective? How do you know?



Break Out Rooms
Add your discussion
points under the
appropriate column

Upcoming Attendance & Engagement Meetings

Next Talk Tuesday

Tuesday, **April 6**, 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**

Kari.Sullivan@ct.gov

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>



[@EducateCT](https://twitter.com/EducateCT)

