




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
May 18, 2021



Agenda

1. Welcome

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

2. What's New at CSDE and Partners

3. Devereux Student Strength Assessment (DESSA) System

Kimberly Traverso, LPC, State Education Consultant, CSDE

4. Upcoming Attendance & Engagement Meetings

Notice: This meeting is being recorded.



WHAT'S NEW AT CSDE AND PARTNERS



What's New at CSDE

May 13, 2021

- [Confronting COVID-19-Related Harassment in Schools](#)
- [Pfizer Vaccine Recommended for Children Ages 12-15](#): Survey Response Requested

May 11, 2021

- [CSDE/DPH Memo: Epidemiology and Laboratory Capacity \(ELC\) School COVID Screening Testing Program Spring 2021](#)
 - [Spring School COVID Screening Testing Program](#)
 - [Spring School Screening Testing Request Form](#)
- [English Learners – District Tools and Guidance Superintendent Memo](#)
 - [Enrollment of Newcomers - Alignment of Academic Credentials](#)
- [Monthly Student Attendance Data and Pandemic Electronic Benefits Transfer \(P-EBT\) Benefits](#)
- [Emergency Broadband Benefit](#)

May 10, 2021

American Rescue Plan funding update

- [Letter to Superintendents](#)
- [Connecticut's ARP ESSER Guidance: Reimagining Schools to Transform Students' Lives](#)
- [ESSER Fund Financial Allocations](#)



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

Do you work at the intersection of families and learning?
Would you like to network and learn from others in the field?



Friday CAFÉ

Professional Network for Community and Family Engagement

Register Now for May 21

The Journey from Equity Talk to Equity Action: Culturally Responsive and Sustaining Family Engagement

Moving from equity talk to equity action requires developing relationships with families and communities that are rooted in trust, cultural responsiveness, and healing. Join us to learn about research-based tools for this work and practical examples that were developed in districts and communities throughout the US.

Conversation Catalysts: Dr. Danielle Perry and Dr. Joanna Geller, researchers at the NYU Metropolitan Center for Research on Equity and the Transformation of Schools

Date: May 21, 10:00-11:30

Location: Virtual via Zoom

[Register here!](#)



COMMUNITY AND
FAMILY ENGAGEMENT

About:

Friday CAFÉ is a morning discussion and networking series for people who work at the intersection of families and learning. Monthly gatherings feature a short talk

Network members go by many different titles. Some work in schools, some in communities and include parent liaisons, partnership coordinators, home-school facilitators, family resource specialists, parent center directs, parent leaders and many others.

Save the date for the Next Friday CAFÉ!

June 4, 2021

All sessions are from 10 to 11:30 a.m. online.



Professional Development Opportunities

SERC believes the most effective learning opportunities are learner-driven, in a variety of formats. We offer comprehensive in-district technical assistance and support, online courses and learning modules, resources through the SERC Library and website, and other means to serve the unique needs of the learner.

Wednesday, May 19, 2021, 11 a.m. to 2 p.m.

Black Lives Matter – Deep Culture: Let’s Talk About Leveraging Partnerships with Black Families

Let’s talk about the strength of the Black family as partners with schools. This virtual discussion will include: understanding the impact of race on self, students, school environments, teaching practices, and student achievement; positive identity development; and culturally responsive relationships and environments.

Thursday, May 20, 2021, 9 a.m. to 1 p.m.

Prevention, Wellness, and Healing: A Symposium with a Youth Perspective

This virtual conference for students and the people who work with them is designed to support positive environments for youth that help prevent substance misuse. By having the youth participants learn from adults and adult participants learn from students, this event empowers both to create change within their communities.

In the breakout sessions, adult participants will hear from students in the Windsor High School Leadership Council on how to handle sensitive topics such as substance misuse and mental health; the State Student Advisory Council on Education, who will discuss strategies to connect with students and keep them engaged during the pandemic; and the Student Equity Advisory Board, who will discuss how inequity in education influences mental health, connection, self-esteem and identity.

Students will participate in breakout sessions on self-care and strategies to tackle stress, recognize mental health challenges when they arise, and understand how to get help for themselves and others; and on race and equity in education, with an emphasis on self-esteem and identity and their correlation with substance misuse. Finally, students and adults will come back together for facilitated conversations.



For more information: <https://ctserc.org/events>



Helping Households Connect During the Pandemic



New Financial Help for Families

www.fcc.gov/broadbandbenefit

or call 833-511-0311

The Federal Communications Commission has launched a temporary program to help families and households struggling to afford Internet service during the COVID-19 pandemic.

The Emergency Broadband Benefit provides:

- Up to \$50 per month toward broadband service for eligible households;
- Up to \$75 per month for households on qualifying Tribal lands; and
- A one-time discount of up to \$100 to purchase a laptop, desktop computer, or tablet from participating providers.

Are You Eligible? A household is eligible if a member of the household meets one of the criteria below:

- Has an income that is at or below 135% of the Federal Poverty Guidelines or participates in certain government assistance programs;
- Receives benefits under the free or reduced-price school breakfast or lunch programs;
- Received a Federal Pell Grant during the current award year;
- Experienced a substantial loss of income due to job loss or furlough since February 29, 2020 or
- Meets the eligibility criteria for a provider's existing low-income or COVID-19 program.

You can learn more and enroll by visiting
www.fcc.gov/broadbandbenefit or by calling 833-511-0311



Addressing Mental Health in Connecticut



Contact Information:

Deborah Lake, Director of Program
Planning and Development

Deborah.Lake@preventionworksct.org

[Register for the Meeting!](#)



CONNECTING FOR PREVENTION: Mental Health and our Young People

Zoom Meeting | May 24 at 4:30pm - 5:30pm



A supportive adult can make a positive impact on a young person's mental health.

This webinar will guide caring adults to resources and tips on how to support a young person's mental health and resiliency as we open our schools and communities.

Attendees will:

- Learn the importance of mental and emotional health.
- Learn how to encourage resiliency.
- Learn how to support mental health within mentor/mentee relationships and beyond.
- Receive answers to mental health questions and acquire resources.

FEATURED SPEAKERS



Rocio Chang-Angulo, Psy.D.,
Assistant Professor,
Department of Psychiatry,
UConn Health



Susan Sarmiento
Program Coordinator,
Parent and Mentor Engagement,
The Governor's Prevention
Partnership



REGISTER:

bit.ly/c4p-mental-health



Addressing Mental Health in Connecticut



Contact Information:

Jo Hawke, Program Manager,
Mentoring Initiatives for Systems-Involved Youth

Jo.Hawke@preventionworksct.org

[Register for the Meeting!](#)



TALK SAVES LIVES:
Suicide Prevention During the COVID-19 Pandemic
Zoom Meeting | May 27 at 11:00am - 1:00pm



For a struggling young person, a conversation with a trusted adult or friend can make a world of difference.

The COVID-19 pandemic has exacerbated multiple factors related to an increase in the risk of suicide, including social isolation, anxiety about infection, domestic violence, alcohol use, and job loss.

Suicide can be prevented.

Come Learn:

- What we know about suicide
- What we can all do to fight suicide
- How to keep ourselves, our loved ones, and those in our community safe

FEATURED SPEAKERS



Thomas Steen
Suicide Prevention, Postvention and Grief Support Master Trainer
Talk Saves Lives



Jo Hawke
Program Manager, Mentoring
The Governor's Prevention Partnership



REGISTER:
bit.ly/talk-saves-lives



ATTENDANCE WORKS: NEW RESOURCES, WEBINARS & TOOLKIT



2021 Attendance Awareness Campaign Webinars



Attendance Awareness Campaign webinars. [Register for all four here!](#)



Committed: Supporting Attendance and Participation to the Very Last Day of School
ICYMI: The Attendance Awareness Campaign kickoff webinar, with 3,800 registered!
Wednesday, April 14, 2021

[Find the links](#) to the webinar recording, presentation slides and resources.



Engaged: Using Summer to Connect with Students and Families
Wednesday, May 26, 2021
11am-12:30pm PT / 2pm-3:30pm ET

[Register for May 26](#)

Welcomed: Embracing Students, Families and Educators in the New School Year
Wednesday, August 4, 2021

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

[Register for August 4](#)

Fully Present: Leveraging Attendance Data to Ensure Ongoing Success
Wednesday, September 29, 2021

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

[Register for September 29](#)



Pathways to Engagement



Don't miss Attendance Works' new toolkit:

[Pathways to Engagement: COVID-19 Recovery Through Attendance.](#)

Guide and its resources are organized according to the following four steps. Click on one of the strategies below to learn more.

- [Step 1: Establish Your Team.](#) Convene a small group of leaders if you are just starting, or integrate into the work of an existing team.
- [Step 2: Identify Priority Groups.](#) Use data to identify which group(s) of students or schools most need additional engagement and to better understand their strengths and challenges.
- [Step 3: Craft Engagement Strategies.](#) Take a multi-tiered approach to engagement, especially for priority student groups, that starts in the spring, continues in the summer and is amplified in the fall.
- [Step 4: Reflect, Learn and Improve.](#) After each phase of work, invest in taking stock to assess what worked and what can be improved for the future.

Source: [Pathways to Engagement: A Toolkit for COVID-19 Recovery Through Attendance](#), Attendance Works, April 2021





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Devereux Student Strength Assessment (DESSA) System

Talk Tuesday

May 18, 2021

Thank you for the hard work and dedication to
our students and families during this
unprecedented time.



Kimberly S. Traverso, LPC, Behavioral Health and Social-
Emotional Learning, School Discipline, School Counseling
Framework Consultant, Division of Educational Supports
and Wellness



Presentation Objectives for Today

- Defining SEL
- Understanding why SEL is essential, especially during this time
- Introduction to the Devereux Student Strengths Assessment System and roll out plan
- Quick overview of systemic implementation practices for SEL or scaling-up implementation of SEL
- Provide state and national resources, tools and evidence-based practices





CONNECTICUT STATE DEPARTMENT OF EDUCATION

***Connecticut's Definition for
Social-Emotional Learning (SEL)***

AN ACT CONCERNING SCHOOL CLIMATES

Social and emotional learning means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making

Pondering Questions

- What is the student's knowledge, skills, psycho-social attitudes and belief in relation to learning?
- What is the teacher's knowledge, skills psycho-social attitudes and belief in relation to learning and the student?



Systemic Implementation Practices SEL

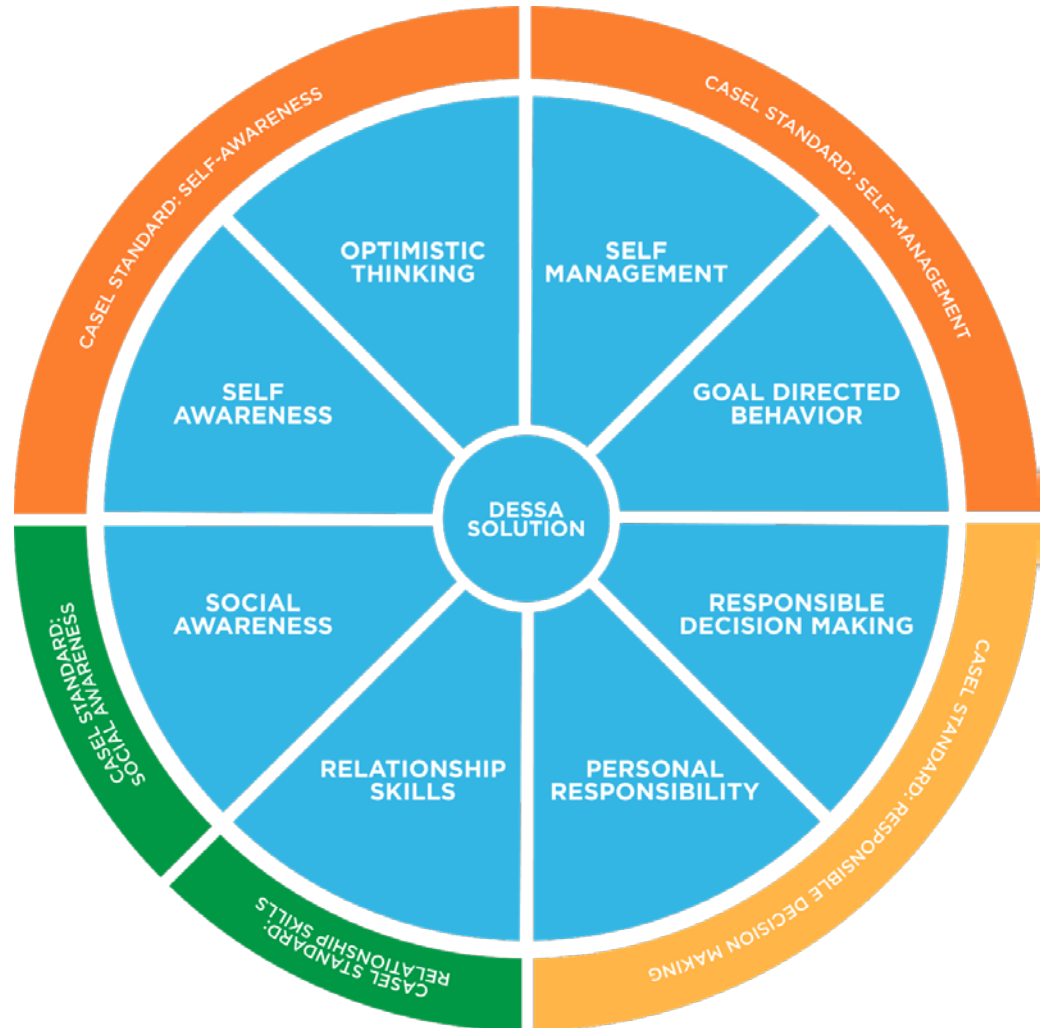
- Shared SEL vision and policy alignment to school practices (equity) .
- Part of the District's Strategic Operating Plan.
- Conducts a needs and resources assessment.
- SEL implementation process and measurable outcome data to assess and monitor.
- Professional learning and technical assistance for staff to build capacity and sustainability.
- Cross-sector collaboration (school, family, business and industry, community).
- Evidence-based practices and programs regarding behavior and social-emotional.
- Alignment vs. Integration?
- SEL learning Habits.



Strength-based Approach

- Resiliency theory
- Equity lens
- CASEL aligned
- Research-based
- Whole-child support
- Data to drive instruction

Aperture's Model for the DESSA



SEL Assessment Initiative Goals

Improve K-12 students’:

- Social-emotional skills and habits, contributing to a positive school climate
- Equitable access to social and emotional skills and habits
- Academic outcomes

Implement a state-wide, SEL assessment system that includes:

- Universal screening
- Supplemental follow-up assessment
- Progress monitoring
- Reporting
- Social and emotional resources
- Professional Learning for district leadership, school leadership, and educators



National Research-Student Benefits

Improvements

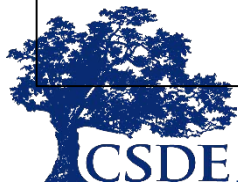
- Improved outcomes for Post-Secondary
- Improved attitudes about self, others, and school
- Increase academic engagement and performance
- Positive classroom behavior

Declines

- Decrease in discipline issues
- Decrease in absenteeism
- Decrease in emotional stress

...and adults benefit too

Teachers who possess social and emotional competencies stay in the classroom longer—less burnout.



2021-2022 Roll Out

COHORT 1

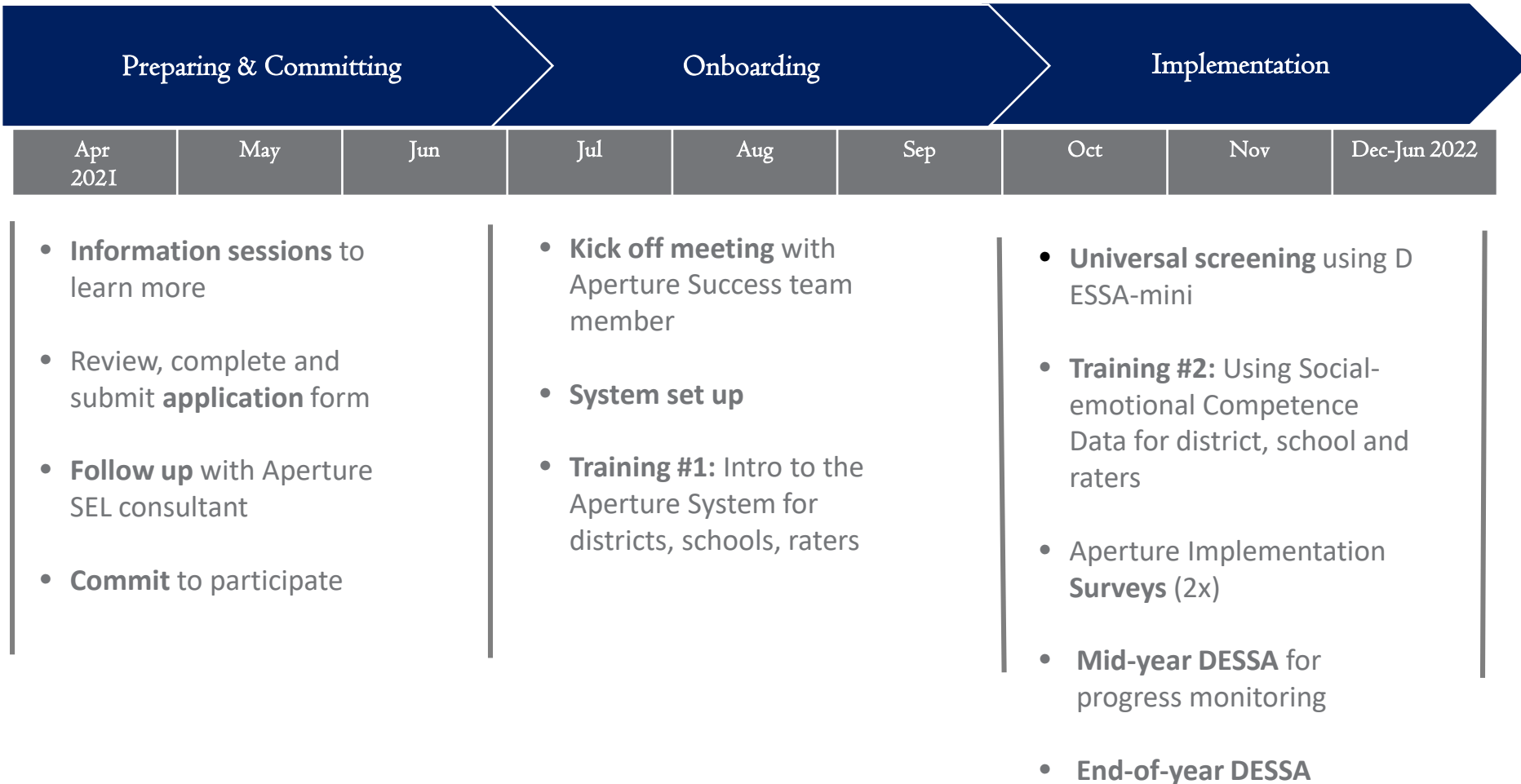
- 25 new districts maximum
- First assessment – October 2021

COHORT 2

- 75 additional districts maximum
- First assessment – early February 2022



2021-2022 Timeline and Key Milestones Cohort 1



Takeaway Questions



- How will SEL promote academic learning?
- How do you assess students' SEL knowledge and skills?
- What are the SEL skills that students need in order to accomplish instructional and behavioral tasks?
- What do you do if students need to improve upon those SEL skills?





Resources for Leaders and Educators

Resources

CSDE's Social Emotional Learning Webpage:

<https://portal.ct.gov/SDE/Social-Emotional-Learning/Social-Emotional-Learning>

K-3 Social, Emotional, and Intellectual Habits Documents:

<https://portal.ct.gov/SDE/CT-Core-Standards/Materials-for-Teachers/Components-of-Social-Emotional-and-Intellectual-Habits-K3>

Social Emotional Learning Hub:

<https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub/Social-Emotional-Learning-Hub>

CSDE Evidence Guides-Culture and Climate:

https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/ESSA_EvidenceBasedGuide_ClimateandCulture.pdf

CASEL Effective Social and Emotional Practices-Preschool and Elementary:

<http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf>

CASEL Effective Social and Emotional Practices-Middle and High:

<http://secondaryguide.casel.org/>

Resources

Build Foundational Support and Plan

- Frameworks, competencies, standards, and guidelines
- Vision, plan, engagement, and communications
- Policy and funding support

Strengthen Adult Competencies and Capacity

- School culture and climates
- Equity considerations
- Professional development

Promote SEL for Students

- Integration with academics and instruction
- Teacher practices to support student social and emotional development
- Implementation guidance
- Evidence-based programs

Use Data for Continuous Improvement

- Assessment tools



Resources

Integrating Social-Emotional Learning Into State and District Policies:

<http://www.gtlcenter.org/products-resources/integrating-social-emotional-learning-state-and-district-policies>

SEL Professional Learning Modules:

<http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms>

The SEL School: Connecting SEL to Effective Teaching:

<http://www.gtlcenter.org/sel-school>

SEL Self-Assessment:

<http://www.gtlcenter.org/sel-school/home>

Teaching the Whole Child:

<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>



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<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>



Thank you



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Breakout Sessions

How will you take today's learnings back to your school or district to inform strategies for improving attendance?

We want to hear from you!

Planning for future Talk Tuesdays!

Go to **www.menti.com** and use the code **8817 7411**
or scan the QR Code with your phone camera.



Upcoming Attendance & Engagement Meetings

Next Talk Tuesday

Tuesday, **June 1**, 2021

10 to 11 a.m.

*Smart Strategies for
Reducing Chronic Absence*

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.





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>



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