



CONNECTICUT STATE DEPARTMENT OF EDUCATION

***The Commissioner's Roundtable  
for Family and Community  
Engagement in Education***

**April 20, 2022**

**1:00 to 2:30 p.m.**

# Agenda

## Welcome and Introductions

John Frassinelli, Division Director, School Health, Nutrition, & Family Services

Ingrid Canady, Executive Director, SERC

## Listening to Roundtable Members

## Emergent Critical Issues in Education

Charlene Russell-Tucker, Commissioner

Desi Nesmith, Deputy Commissioner

John Scianimanico, Director of Special Projects

Bryan Klimkiewicz, Division Director, Bureau of Special Education

Dr. Gladys Labas, Director of Equity and Language

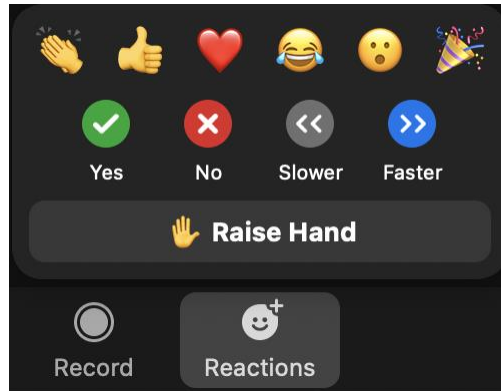
Dr. Megan Alubicki Flick, Educational Consultant

John Frassinelli, Division Director, School Health, Nutrition, & Family Services

## Discussion Wrap-up and Charge to the Roundtable from Commissioner Russell-Tucker

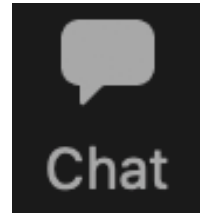


# Interacting with Our Zoom Meeting



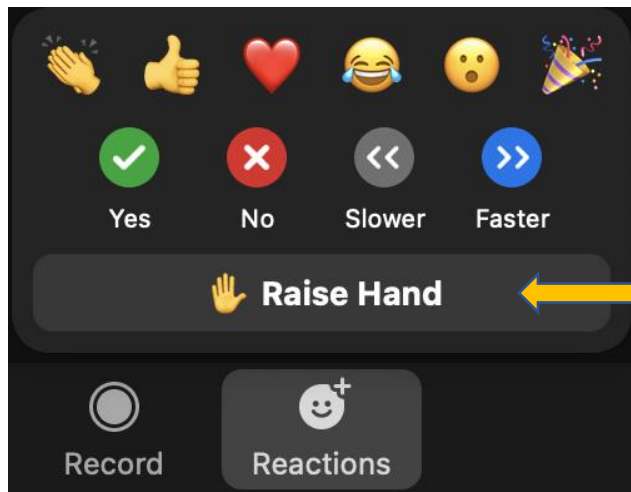
Use **reactions** to share your feelings with the speaker and other audience members.

# Interacting with Our Zoom Meeting



To ask a question of our panelists:

Open the Chat panel and type in your question.



If you'd like a chance to unmute your microphone and ask a question:

1. Click the **Reactions** icon, and then
2. Click the **Raise Hand** button.

When you're called on by the facilitator, you'll be able to unmute your microphone. *If you're using Interpretation, please submit your questions using the Chat panel!*

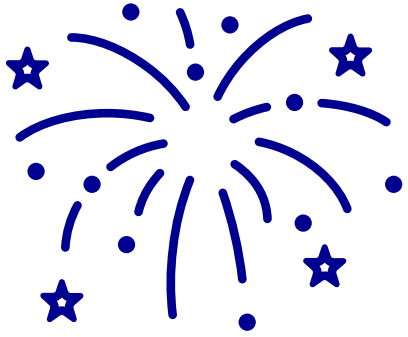
# Our Group Engagement Norms

**As members of the Commissioner's Roundtable for Family and Community Engagement in Education, we have agreed to:**

- Be willing to speak our truth (even the hard truth) while respectfully acknowledging and embracing other views
- W.A.I.T. (Why Am I Talking?)
- Be open to honest and real conversation that is fearless (“Say what you want, not what you think others want to hear”)
- Be active listeners
- Listen respectfully to understand others' opinions
- Ensure that all voices are valid and respected, making it critical that we hear from everyone in the room
- E.L.M.O (Enough Let's Move On)

## Purpose

The Roundtable's purpose is to advise the Commissioner of Education regarding policy and programmatic priorities to improve outcomes for all students and advance the State Board of Education's comprehensive plan for equity and excellence in Connecticut schools.



# Welcome Newly Appointed Members!

<b>Leah</b>	Torrington High School
<b>Mahina</b>	Wilton High School
<b>Nicholis</b>	Staples High School
<b>Yasmeen</b>	Woodland Regional High School
<b>Isabel</b>	Representing United Way Connecticut
<b>Joan</b>	Representing Military Families
<b>Candace</b>	

**Thank you for bringing your perspectives to this space!**



# Listening to Roundtable Members

Based on your personal, organizational, and advocacy perspective, please share with us:

**What themes or areas are you hearing from your constituencies that you want to bring to the attention of the Commissioner of Education and her team?**

Frame your response based on the information shared during previous sessions of the Roundtable.



# Listening to Roundtable Members:

## The Future of the Roundtable

**Forthcoming survey will ask you:**

- how these meetings have influenced your work
- what information you have shared and how
- the Roundtable's strengths and areas for growth

As always, we appreciate your input as we plan for the future of the Roundtable to best serve Connecticut's students, families, and communities!



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# **Emergent Critical Issues in Education**

**Charlene Russell-Tucker, Commissioner**

Connecticut State Department of Education

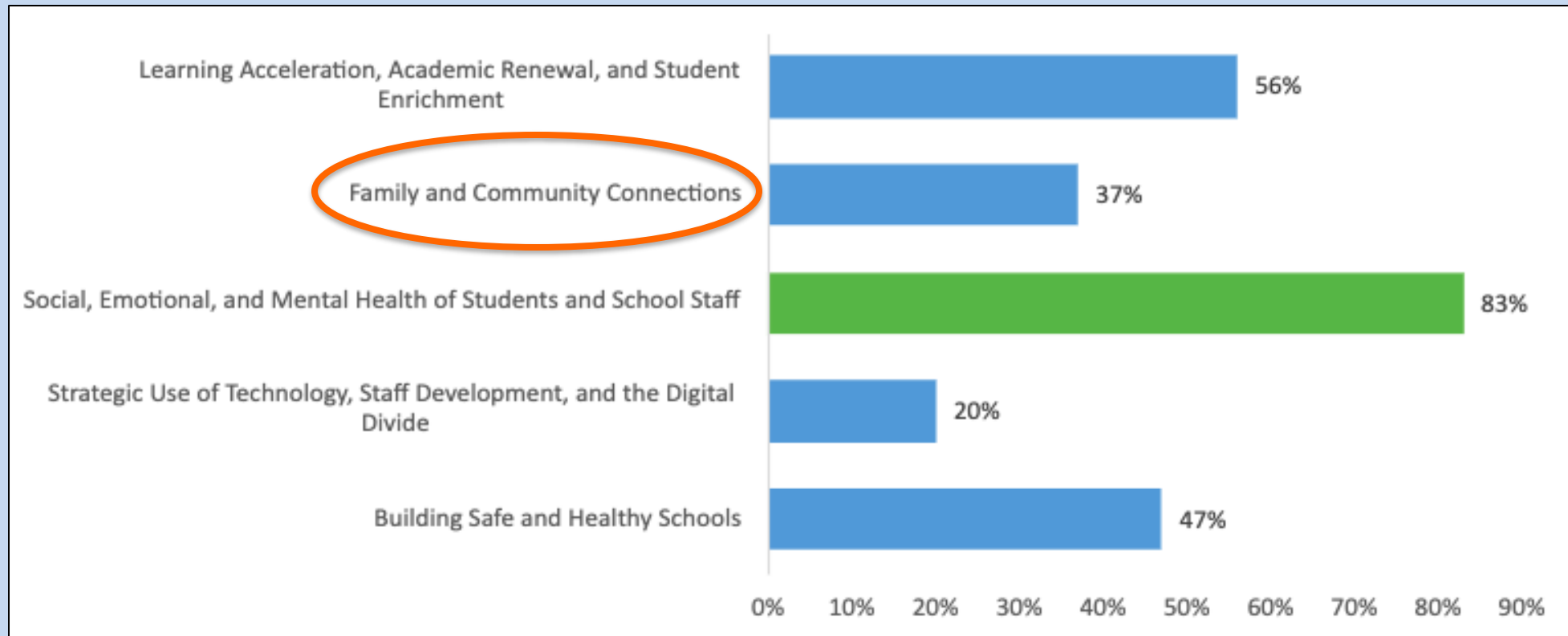
April 20, 2022

# Supporting Mental and Behavioral Health Update

- ❖ **Behavioral Health Pilot has begun in 6 districts to:**
  - Assess school mental health system needs;
  - Design and implement a system of supports and services to embed in the school community; and
  - Track improvements over time
  
- ❖ **Newly Published 16 Ways CSDE is Supporting Social-Emotional Learning and Behavioral and Mental Health, including:**
  - The Devereux Student Strengths Assessment (DESSA) System
  - The statewide priority to address the “social, emotional, and mental health of students and school staff,” in which districts plan to invest more than \$183 million
  - The Learner Engagement and Attendance Program (LEAP)
  - And 13 more!

# VOICE 4 CHANGE Update

- ❖ Winners announced live on Friday, April 8
- ❖ Successful proposals addressed the following priority areas set by CSDE, and students could pick more than one.



## ❖ Examples of winning proposals addressing Family and Community Connections:

District	School	Proposal Title	Description
Torrington	Torrington High School	Schoolwide Community Service Day and Picnic	This proposal will support a service day in the local community that culminates in a schoolwide picnic.
Putnam	Putnam High School	Translating Earbuds	This proposal will purchase translating earbuds to support multilingual learners in school and their families when meeting with educators and school staff.
EASTCONN	Quinebaug Middle College	Building Sustainable Food Systems in Schools Impacted by Food Insecurities in Northeastern Connecticut	This proposal will support a community gardening service-learning project that combats food insecurity in the local community by building sustainable garden systems.
CTECS	Emmett O'Brien Technical High School	Courtyard Recreations	This proposal will improve the courtyard area to serve as a space to safely hold school and afterschool events and bring the community together, as well as a possible space for lunch or studying.
Norwalk	Center for Global Studies	Fencing Program	This proposal will support the afterschool fencing program to increase accessibility to families with financial barriers to students' participation.
Granby	Granby Memorial High School	Food for Thought	This proposal will expand the schools existing snack pantry, which is available to students who may face barriers to food security, including a backpack program for extended school breaks

# Seal of Biliteracy

## ❖ What is the Seal of Biliteracy?

- An award a school district places on the graduation diploma and transcript of eligible students who have attained a high level of proficiency in two or more languages by high school graduation



## ❖ How Can a Student Earn the Seal of Biliteracy?

- Demonstrate proficiency in language/s other than English in grades 10-12
  - Proficiency demonstrated through valid and reliable assessments or, in the case of low incidence languages, through a comprehensive portfolio
- Meet the district's ELA graduation criteria

## ❖ Benefits of Attaining the Seal

- College and Career Implications (i.e., World Language credit, advanced placement in WL courses, desirable characteristic for employers)

# Seal of Biliteracy – Participating Districts (SY 20-21)

Avon	Glastonbury	New Milford	Stratford
Berlin	Greenwich	Norwalk	Suffield
Bethel	Groton	Norwich Free Academy	Wallingford
Branford	Hamden	Old Saybrook	Waterbury
Bridgeport	Hartford	Plainville	Waterford
Bristol	LEARN	Regional School District 15	Westbrook
Brookfield	Ledyard	Regional School District 16	West Hartford
Colchester	Manchester	Regional School District 18	Weston
Coventry	Meriden	Ridgefield	Westport
Cromwell	Monroe	Simsbury	Wethersfield
Darien	Naugatuck	Southington	Wilton
East Hartford	New Britain	South Windsor	Windham
Enfield	New Canaan	Stafford	Windsor
Essex	Newington	Stamford	
Fairfield	New London	Stonington	

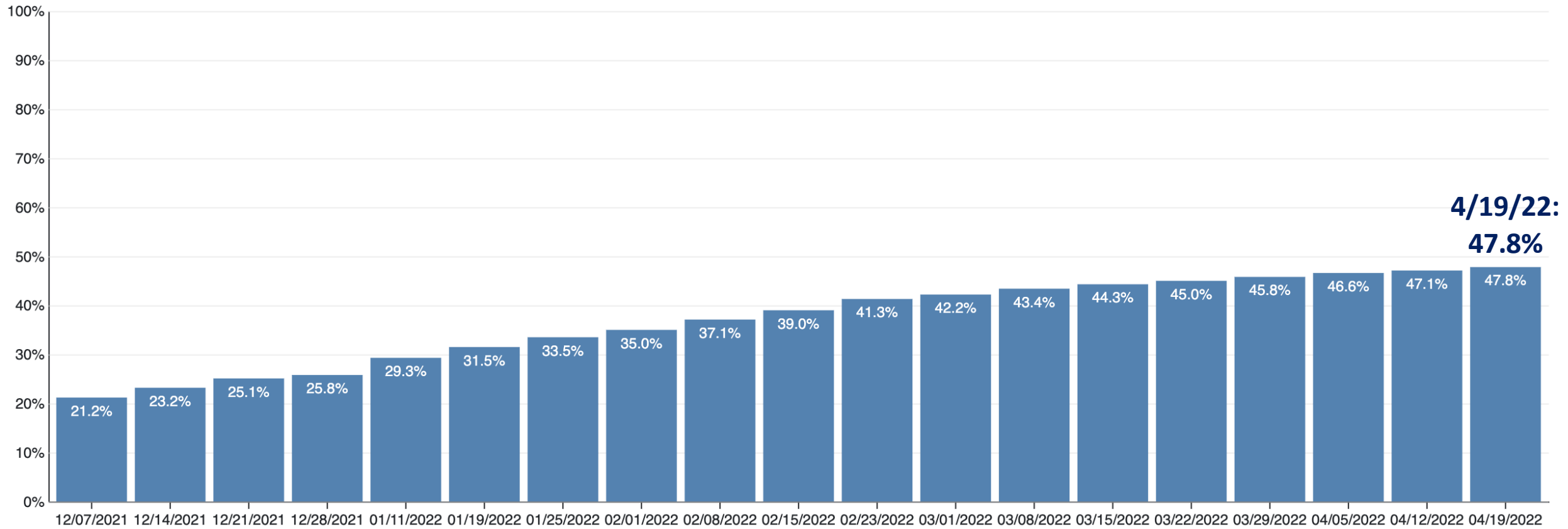


For more information, please visit the [CSDE Seal of Biliteracy page!](#)

# FAFSA Challenge Update

**FAFSA Challenge School Objective: Increase FAFSA Completion Rate by 5 percentage points by June 2022**

## Statewide FAFSA Completion Rate





# FAFSA Challenge Update

## Preliminary Results (As of 4/19/2022)

### 10 Schools Have Reached or Exceeded Their Completion Goal

High School	2022 FAFSA Goal	2022 FAFSA Rate	Progress to Goal
Bristol Eastern	56%	56%	100%
Henry Abbott Technical	39%	41%	105%
Torrington	53%	60%	113%
James Hillhouse	38%	44%	115%
Oliver Wolcott Technical	22%	26%	118%
W.F. Kaynor Technical	33%	40%	121%
Windham	37%	51%	138%
Bassick	29%	40%	138%
Bullard-Havens Technical	33%	49%	148%
Bridgeport Military Academy	26%	41%	158%

# Summer Enrichment Update

- ❖ **Connecticut COVID-19 Education Research Collaborative conducted an evaluation of last summer's camps and found:**
  - More than **108,000 students** were served across 235 camps;
  - The initiative met its goal of **expanding access** to camp, including nearly doubling the number of students from last year;
  - Nearly **39% of camps offered scholarships or fee waivers** to all of their students, and nearly **56% of students received a scholarship or fee waiver**;
  - Students **overwhelmingly enjoyed** camp; and
  - All staff were offered **free training to support students' social-emotional wellbeing** and played a central role in students' enjoyment and engagement in the summer programming.



# Summer Enrichment Update

- ❖ **2022 Summer Enrichment Program launched this week!**
- ❖ Connecticut is committing another \$8M to fund high-quality and engaging summer camps, child care centers, and other programs this summer.
- ❖ Two grant options available:
  - ❖ Expansion Grant: Up to \$75,000 for camps to expand existing programs or create new ones to serve students who would otherwise not have access to summer camp.
  - ❖ Innovation Grant: Between \$75,000 to \$250,000 for camps that can serve Connecticut children at scale (150+ children) and provide bold and innovative summer programming for a minimum of 80 hours over the course of the summer.
- ❖ Key Dates:
  - ❖ Informational webinar on April 25 @ 11:00AM
  - ❖ Applications close May 10th

# New CSDE Offices Updates

## Center for Literacy Research and Reading Success

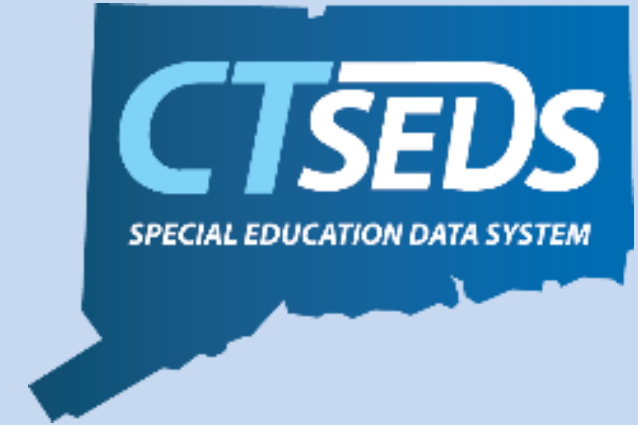
- Will advance a statewide approach to providing structured supports to CT districts aligned with the Science of Reading
- Goal is all students reading on grade level by third grade
- Will review and approve at least five reading curriculum models or programs, provide guidance to LEAs for administering the approved reading assessments, and provide, upon request of an alliance district, the intensive reading instruction program currently outlined in statute

## Office of Dyslexia and Reading Disabilities

- Establishes an Office of Dyslexia and Reading Disabilities within CSDE to ensure CT educators are prepared to identify and support students with dyslexia and other reading disabilities
- Cross-agency efforts underway to institute, staff, and support this office

# CT Special Education Data System (CT-SEDS) Parent Portal

- ❖ New Individualized Education Program (IEP) launching July 1, 2022 (compliant/high quality)
  - ❖ Parent Portal – Translated Documents
  - ❖ Section 504, Data Collection, Reporting, Record Transfer
  - ❖ Training/Resources [New IEP/CT-SEDS](#)
- 
- ❖ IEP Quality Training - Parent Module: [CT IEP Quality Training | \(ieptraining.org\)](#)



#### For Parents & Families

Access the IEP Guide for Parents and Families,  
(Asynchronous Multimedia Module)

¡Ahora disponible en español!

[View the Module](#)

# Update on State Performance Plan and Annual Performance Report

## State Performance Plan (SPP)/Annual Performance Report (APR)

The SPP/APR is a six year plan that evaluates a state's efforts to implement the requirements of the Individuals with Disabilities Education Act (IDEA) and improve outcomes for students receiving special education and related services.



### Key Elements

- 17 indicators target IDEA compliance & results for students with disabilities
- Each indicator has annual targets for expected performance
- Result indicator targets are set by the State with stakeholder input
- Compliance indicator targets are set by the Office of Special Education Programs (OSEP) at 0% or 100%.

The Office of Special Education Programs (OSEP) determines if CT meets IDEA Requirements.

### Compliance Indicators:

- Suspension/ Expulsion
- Disproportionate Representation
- Disproportionate Representation in Specific Disability Categories
- Child Find
- Early Childhood Transition
- Secondary Transition



### Results Indicators:

- Graduation
- Drop Out
- Assessment
- Educational Environments (School Age)
- Preschool Environments
- Preschool Outcomes
- Parent Involvement
- Post-School Outcomes
- Resolution Sessions
- Mediation
- State Systemic Improvement Plan (SSIP)

## Stakeholder Engagement

OSEP requires states to elicit broad stakeholder input across various SPP/APR components such as the following:

1. Setting targets
2. Analyzing data options
3. Developing improvement strategies
4. Evaluating progress



All stakeholders, including diverse parent groups, are needed to develop rigorous yet achievable targets.



- ❖ Office of Special Education Programs: Clarification Period Begins 4/14
- ❖ [State Performance Plan \(SPP\) and Annual Performance Report \(APR\) \(ct.gov\)](https://www.ct.gov)



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**Thank you!**

**Be safe and be well!**

**Next meeting: July 20, 2022, 1-2:30 p.m.**