

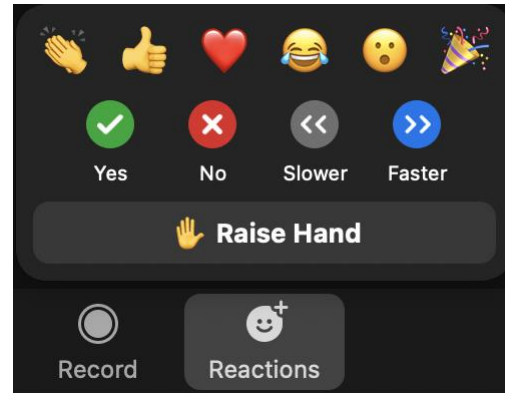


CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

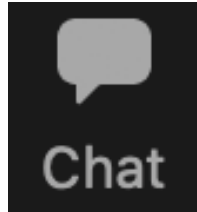
**March 31, 2021  
1:00 to 2:30 p.m.**

# Interacting with Our Zoom Meeting



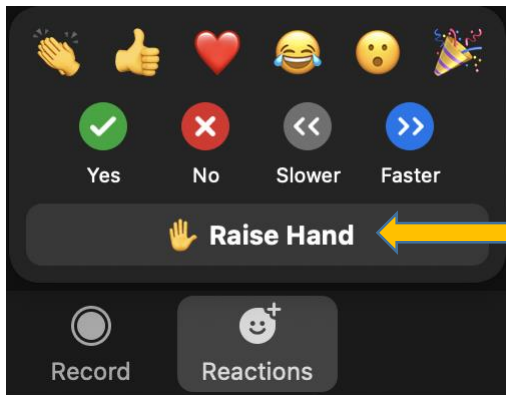
Use **reactions** to share your feelings with the speaker and other audience members.

# 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)



# Agenda

## Welcome and Introductions

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

Ingrid Canady, Executive Director, SERC

## Emergent Critical Issues in Education

Acting Commissioner Charlene Russell-Tucker

## Connecticut's Priorities for Use of the Elementary and Secondary School Emergency Relief Funds II (ESSER II)

- **Overview, Funding and Timelines**

Desi Nesmith, Deputy Commissioner for Academics and Innovation

- **Family and Community Connections Priority**

Judy Carson, Program Manager, School-Family-Community Partnerships

## Listening to Roundtable Members: Observations and Recommendations during COVID-19

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





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# ***Emergent Critical Issues in Education***

Charlene Russell-Tucker, Acting Commissioner

Connecticut State Department of Education

March 31, 2021

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

## ***PURPOSE:***

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



# *AccelerateCT*

EDUCATION TASKFORCE

- ❖ **Developing a statewide education recovery and acceleration framework and programming to:**
  - ❖ **promote learning acceleration**
  - ❖ **reduce opportunity gaps**
  - ❖ **advance equity**







## ***Special Populations Roundtable***

- ❖ **Offering the opportunity to:**
  - ❖ **share best practices observed in the field**
  - ❖ **Collaborate on emerging issues to inform CSDE policy, accountability, and support**





## *Assessment & Accountability*

- ❖ **Why assess students this year?**
- ❖ **To monitor student learning**
- ❖ **To ensure equity**
- ❖ **Inform families, target supports, and restart growth**



# **7 WAYS** CSDE is Leading Social-Emotional Learning



- ❖ Procured the Devereux Student Strengths Assessment (DESSA) System
- ❖ Hosting Webinars and Resources for School Staff and Families
- ❖ Collaborating with State Agencies, Statewide Partners, and Communities
- ❖ *And more!*



# Finish Strong



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Schools, individuals, and families all have a role to play in protecting in-person learning for the remainder of the school year.

March 29, 2021

- ❖ **DPH and CSDE continue to urge individuals and organizations to take a cautious approach to planning and resumption of activities**
- ❖ **Schools, individuals, and families all play a role**
- ❖ **Work together to Finish Strong this school year!**





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***Thank You! Be Safe & Be Well!***





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***Elementary and Secondary School Emergency  
Relief Funds II (ESSER II)***

Desi Nesmith, Deputy Commissioner

Connecticut State Department of Education

March 31, 2021

# Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act – ESSER II

- ❖ CT's ESSER II Funding → \$492,426,458
- ❖ CT's total ESSER I and II Funding → \$603,494,517
- ❖ CSDE may reserve up to 10% of the funds for state-level activities
- ❖ No less than 90% of the funds must be allocated to Local Education Agencies (LEAs)
- ❖ LEA allocation based on respective shares of Title I, Part A funds received under the Elementary and Secondary Education Act of 1965 in fiscal year 2020
- ❖ LEAs do not need to reserve funds for “equitable services”



# ESSER II Funding Timeline

- ❖ January 29, 2021:
  - ❖ CSDE released LEA allocations and spending priorities
- ❖ Early March, 2021:
  - ❖ CSDE released online application through eGMS
  - ❖ Application requires a needs assessment, an articulation of steps to be taken to mitigate gaps, and description of the intended plan for resource
- ❖ Upon funding, CSDE expects updates on plan implementation
- ❖ September 30, 2022: ESSER I grant period ends
- ❖ September 20, 2023: ESSER II grant period ends

*(extended by the Tydings Amendment)*





# ESSER II State-Level Priorities

- ❖ **Academic Supports, Learning Loss, Learning Acceleration and Recovery:** Accelerate learning; measure learning loss; facilitate recovery; target supports to students disproportionately affected
- ❖ **Family and Community Connections:** Engage with families and the community; provide parents and guardians with the skills to support their children's academic endeavors



# ESSER II State-Level Priorities

*cont'd*

## ❖ **School Safety and Social-Emotional Well-being of the “Whole Student” and of our School Staff:**

Address unprecedented physical and mental health concerns through following public health safety measures and mental health support both in-person and remotely

## ❖ **Remote Learning, Staff Development, and the Digital Divide:** Maintain or upgrade access to technology and connectivity for the long term; increase robust professional development in providing remote learning; provide technical assistance and/or training for families



# ESSER II Additional Uses of Funds

*Eligible activities under ESSER II are unchanged from ESSER I except for the following additions*

- ❖ **Addressing learning loss among students disproportionately affected by:** Administering high-quality assessments; Implementing evidence-based activities; Assisting families to support students; Tracking and improving remote student attendance and engagement; Identifying students that experienced learning loss
- ❖ **School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards**



# What's Next?

## ❖ CSDE:

- ❖ Facilitate application review and technical assistance team
- ❖ Disseminate additional information as it becomes available

## ❖ LEAs:

- ❖ Using ESSER II allocation information, plan how to identify and address student needs
  - ❖ Significant preparation and union support may be needed depending upon the intervention
- ❖ Review current funding streams (ESSER I and CRF) to ensure any remaining balances are used to support current needs in accordance with your approved applications



# Key Reminders:

- ❖ As of February 1, 2021:
  - ❖ CRF Funding Allocated → \$126,733,451
  - ❖ CRF Funding Available → \$70,700,063
  - ❖ ESSER I Funding Allocated → \$99,961,253
  - ❖ ESSER I Funding Available → \$61,694,542



# ESSER II: Family and Community Connections Priority

## Laying The Foundation: CT Framework for Family Engagement

### Full, Equal and Equitable Partnerships with Families

Connecticut's Definition and Framework for Family Engagement



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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 conversations
- Link family engagement to student learning
- Co-create culturally responsive practice
- Support parents as assets and leaders

*“A Partnership Mindset”*



# ESSER II: Family and Community Connections Priority

## District Systems of Support for Partnerships

**District Infrastructure:** Build systems to support partnerships across the organization

**Build Capacity of School Staff and Families:** Create trusting relationships and empower families as partners in learning

Example Strategies:

- Training for School Action Teams for Partnerships
- Parent Academies
- Parent Teacher Relational Home Visits
- Academic Parent Teacher Conversations

**Work with Community Partners:** Coordinate and manage community-based assets to support district goals and student needs

Example Strategies:

- Community Cafes to Co-create solutions with families and community
- Community mapping of existing assets
- School-based community services for families and students
- Community-based learning hubs
- Parent Leadership Training Programs

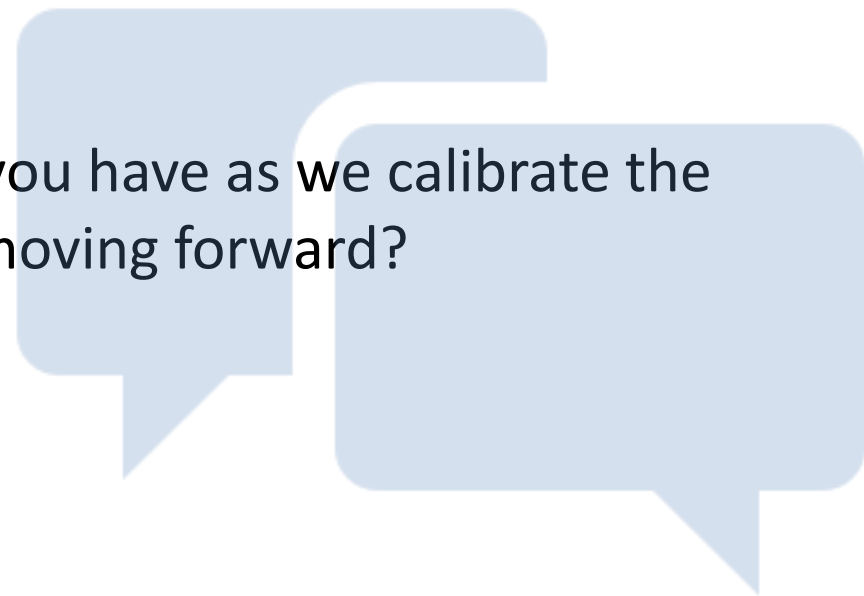


## Listening to Roundtable Members: Observations and Recommendations

Prompt #1: What is happening now? What can you share about families' current experiences with navigating children's education during the pandemic (connectivity, etc.)?

Prompt #2: Based on your observations, what are your recommendations for efforts and investments going forward (technology, etc.)?

Prompt #3: What suggestions do you have as we calibrate the Roundtable's focus and priorities moving forward?





# Purpose of the Commissioners' Roundtable

The purpose of the Commissioner's Roundtable for Family and Community Engagement in Education (Commissioner's Roundtable) 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.

The Commissioner's Roundtable:

- advises the Connecticut State Department of Education (CSDE) on issues and policies related to family and community engagement in education;
- brings an authentic parent and community voice to CSDE products and initiatives;
- reviews and makes recommendations on the Connecticut State Board of Education's Five-year (2016-21) Comprehensive Plan regarding school-family-community partnership initiatives; and
- reviews and recommends effective practices to increase school and district capacity to develop successful partnerships and families' capacity to support their children's education and determine the feasibility of carrying out those practices in Connecticut.





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***Thank You! Be Safe & Be Well!***

