ALASKA INITIATIVE FOR COMMUNITY ENGAGEMENT
REFLECTION:

What helped you to succeed?
WHAT DOES THE RESEARCH SAY?

- Brain Science (ACES & Culturally Responsive Learning)
- Education Science (SEL, Engagement, School Climate, Academic Improvement)
- Health and Behavioral Health (Protective Factors)
- Development: 40 Assets
- Community-Based Knowledge
“IT WAS SUCH AN “AHA” MOMENT ... WE CAN EQUAL THE SIDES. I PROBABLY CANNOT DO TOO MUCH ABOUT THE RISK FACTORS, BUT I CAN ADD TO THE PROTECTIVE FACTORS AND THAT CAN BALANCE THE SCALE. I ALSO WAS FASCINATED BY THE DATA THAT SHOWED A STUDENT WITH HIGH RISK FACTORS AND HIGH PROTECTIVE FACTORS COULD OUTPERFORM A STUDENT WITH LOW RISK FACTORS BUT LOW PROTECTIVE FACTORS. AGAIN, IT IS PROOF THAT I CAN DO SOMETHING TO HELP AND I NO LONGER NEED TO FEEL FRUSTRATED.” - EDUCATOR
Community Engagement is the intentional action of groups and individuals working together to create healthy environments that support the growth and education of children and youth.
ICE PARTNERSHIPS

- Safe and Supportive School Environment
- High Expectations
- Caring Adults (Relationships)
- Family Engagement in Schools
- Youth Leadership and Meaningful Roles
- Social and Emotional Skills and Trauma-Informed Schools
- Positive Identity & Cultural Connectedness
THESE ASSETS ARE THE VERY THINGS THAT HELP STUDENTS SUCCEED, BUILD RESILIENCY, OVERCOME ADVERSE EXPERIENCES and IMPROVES ACADEMIC OUTCOMES
* School Safety
* High Expectations
* School Leadership &
* Student Involvement
* Peer Climate
* Parent &
* Community Involvement
* Caring Adults
* Social and Emotional Learning
* Risk Behaviors
* Cultural Connectedness
“Outside of school and home, I know at least one adult I can talk to, if I have a problem.”

“Students in this school help each other, even if they are not friends.”

“At school, there is a teacher or some other adult who will miss me when I'm absent.”

“I have given up on school.”

“I want very much to get more education after high school.”
How Do We Use This Information

School Board
Students
Staff
Leadership
Community

Planning
Measuring
Engaging
Strategizing
Evaluation
SAFETY
* Dramatic decrease in risky behaviors (Catalano, Haggerty, Oesterie, Fleming, & Hawkins, 2004)
* Lower rates of student suspensions and discipline issues in general (Lee, T., Cornell, D., Gregory, A., & Fan, X. 2011)
* Physical, social, and emotional benefits (Devine & Cohen, 2007)

TEACHING/LEARNING
* The effect of positive school climate not only contributes to improved academic outcomes among diverse groups of students (Astor, Benbenisty, & Estrada, 2009; Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009), but its effect seems to persist for years (Kerr, Ireland, Lopes, Craig, & Cleaver, 2004)
* Higher graduation rates (L. Ma, Phelps, Lerner, & Lerner, 2009)
* Powerful correlation between improved school climate and increased motivation to learn (K. B., & Pachan, M. 2008)
* Positive school climate is correlated with decreased student absenteeism in middle school and high school and lower rates of student suspension in high school (T. Lee, Cornell, Gregory, & Fan, 2011; Gottfredson & Gottfredson, 1989; Rumberger, 1987; deJung & Duckworth, 1986; Sommer, 1985; Purkey & Smith, 1983; Reid, 1982; Wu, Pink, Crain, & Moles, 1982)

INSTITUTIONAL ENVIRONMENT
* School connectedness is a powerful predictor of and is associated with adolescent health and academic outcomes (Whitlock, 2006)
* Improved staff morale and retention (Vezzuto, 2011)

INTERPERSONAL RELATIONSHIP
* In schools where students perceive a better structured-school, fair discipline practices, and more positive student-teacher relationships, the “probability and frequency of subsequent behavioral problems” is lower (M. C. Wang, Selman, Dishion, & Stormshak, 2010)
* Safe, caring, participatory, and responsive school climate fosters greater attachment to school and provides the optimal foundation for social, emotional, and academic learning (Blum, McNeely, & Rinehart, 2002; Osterman, 2000)
“Community engagement is most successful when it respects the wisdom of the community and that wisdom is in the people.”
CRESEL Community Dialogues Themes
Share a time when your culture/family/community taught you an important life lesson that still resonates with you.
Family Engagement

* Family Survey
* Researched Practices
Systematic Family Engagement:
Meaningful Roles
Opportunities to Share Knowledge and Participate
Linked to Learning (in and out of school)
Decision Making
Relationships with School Staff
Relationship Building with Families and Children
School Staff’s Understanding and Tools for Working Families
Roles in Goal Setting and Planning
INGREDIENTS OF SUCCESSFUL COMMUNITY ENGAGEMENT:

1) Coordinated
2) Collaborative
3) Embedded
4) Community/Family Partnership
5) Site Administrator Leadership
   (key success factor)
6) Sequenced
7) Focused
8) Measured
9) Integrates Research and Community Best-Practices
ICE TOOLS

Whole School SEL / Trauma Informed

Youth Leadership & Engagement

School Climate Building

Cultural Integration

Education and Engagement Research

Assets and Resiliency

Community Planning & Communication

Family Partnerships

Community Conversation & Coalition Building
FOUR CORNERS

- Safe and Supportive School Environment
- Increase Community Support For and Involvement with Youth
- Increase Family Engagement and Commitment to Early Learning
- Individual Assets or Building Blocks (Social and Emotional Skills- Protective Factors)
- Youth Leadership and Meaningful Roles
- Adverse Childhood Experiences and Trauma-Informed Schools
- Culturally Responsive Teaching and Project-Based Learning Infrastructure
BUDGET: FOR COMMUNITY ENGAGEMENT AND YOUTH LEADERSHIP?
ACCOUNTABILITY
MEASUREMENTS
PROGRESS REVIEW
ETHICS:

IS THIS SUPPORT EQUITABLE FOR ALL STUDENTS AND FAMILIES?
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