



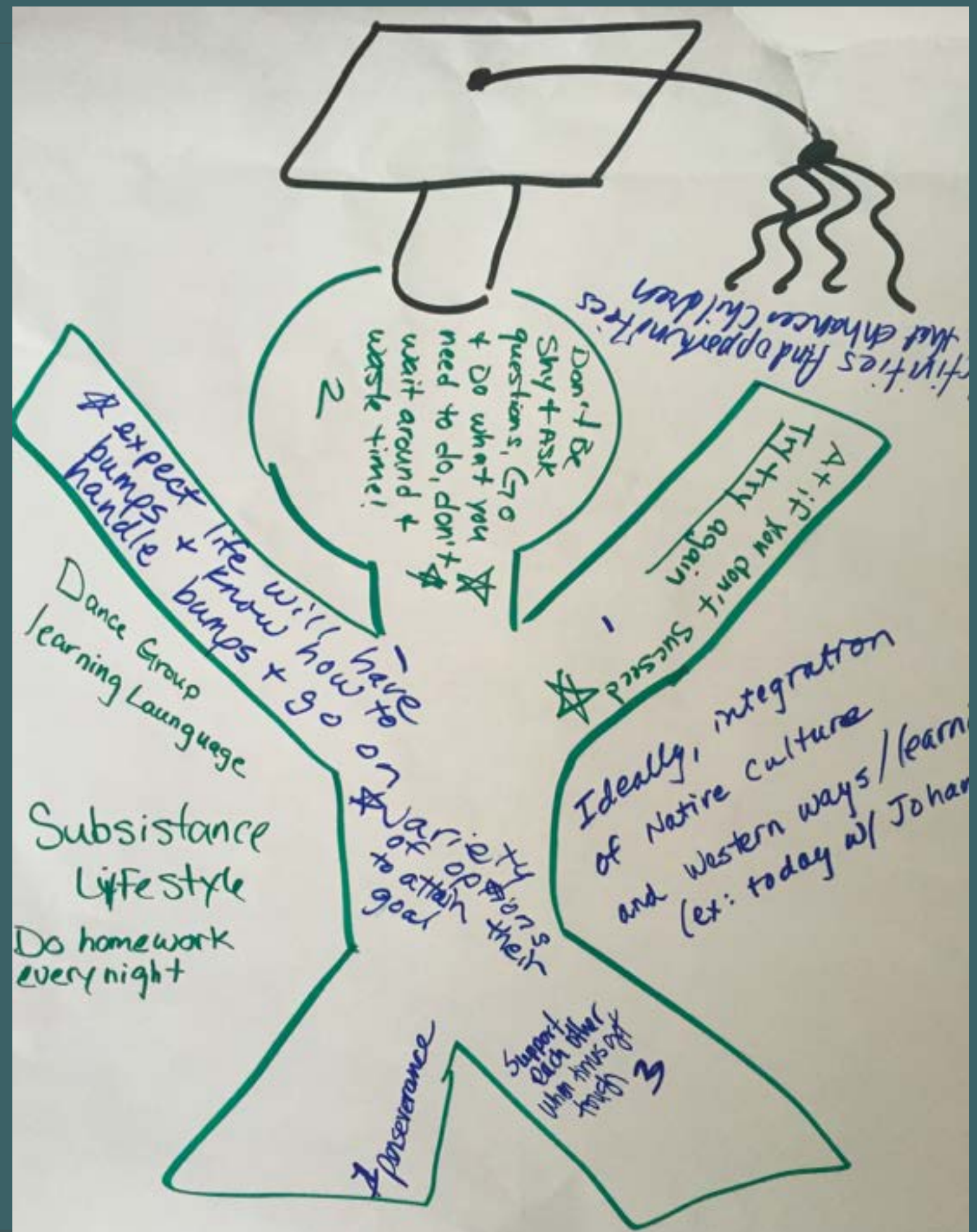
ALASKA INITIATIVE FOR COMMUNITY ENGAGEMENT



association of
ALASKA
school boards

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 HAT SHOWED A STUDENT WITH HIGH RISK FACTORS AND HIGH PROTECTIVE FACTORS COULD OUT PERFORM 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



Create Album



Timeline Photos
13 Photos



Profile Pictures
3 Photos



Mobile
0 Photos

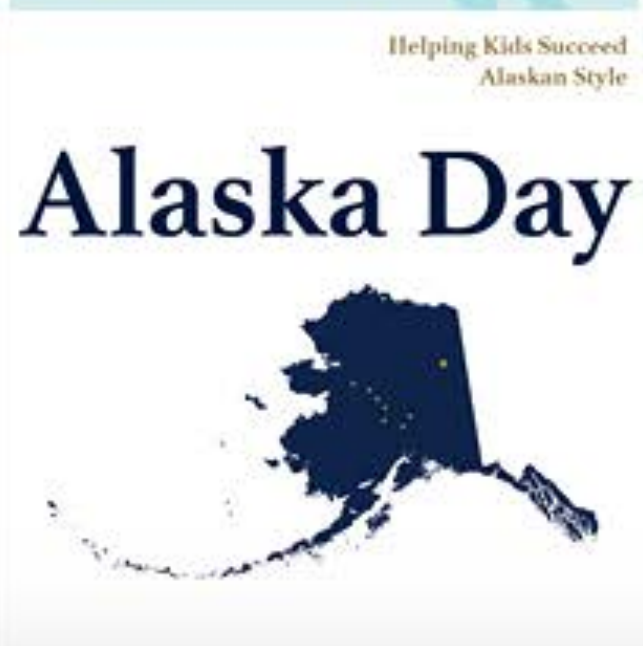
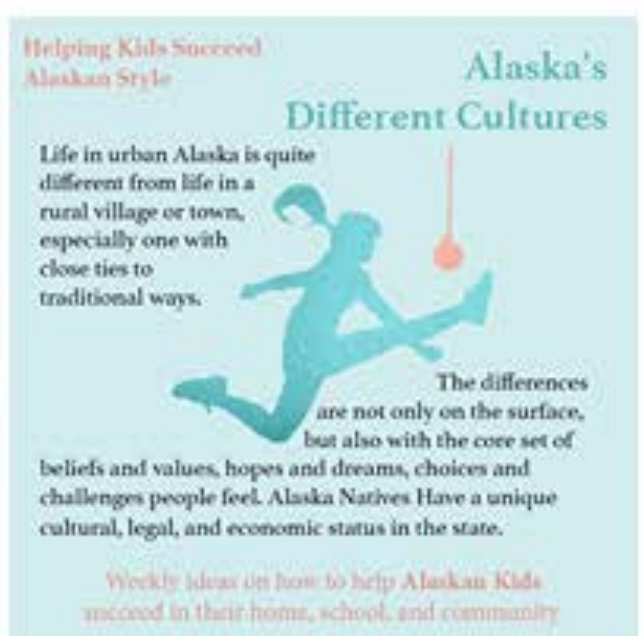
Helping Kids Succeed Alaska Style

Create Page @Username

- Home
- About
- Events
- Photos
- Videos
- Community
- Groups
- Reviews
- Jobs
- Posts

Promote

All Photos



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

A background photograph of several children in a classroom setting. They are gathered around a table, focused on a task involving numerous small, red, spherical objects (likely pom-poms or beads). The children are wearing casual clothing, with one child in the foreground wearing a red shirt. The scene is brightly lit, suggesting a window in the background. Overlaid on this image are two grey ovals containing the text 'School Climate' and 'Connectedness', connected by a blue double-headed arrow.

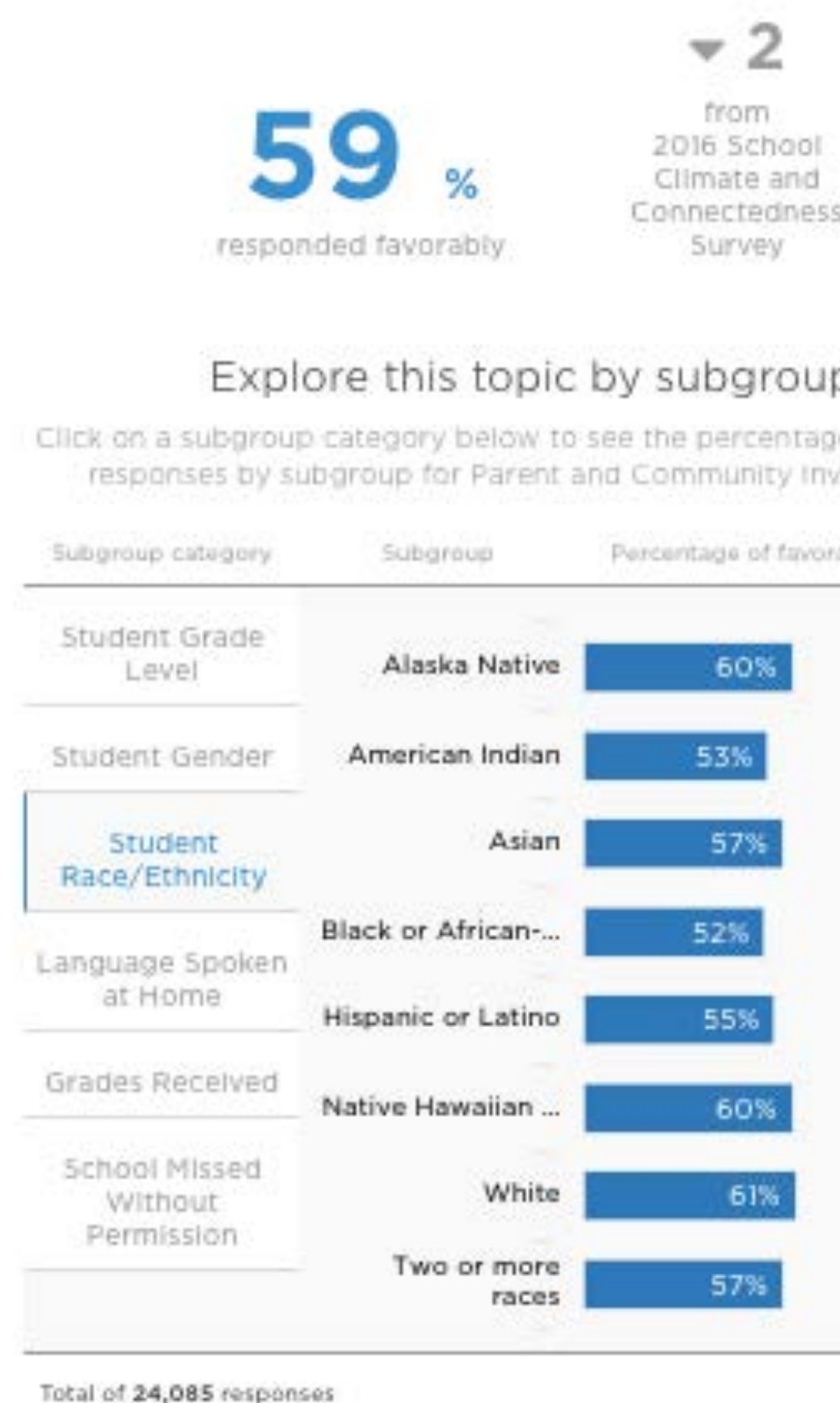
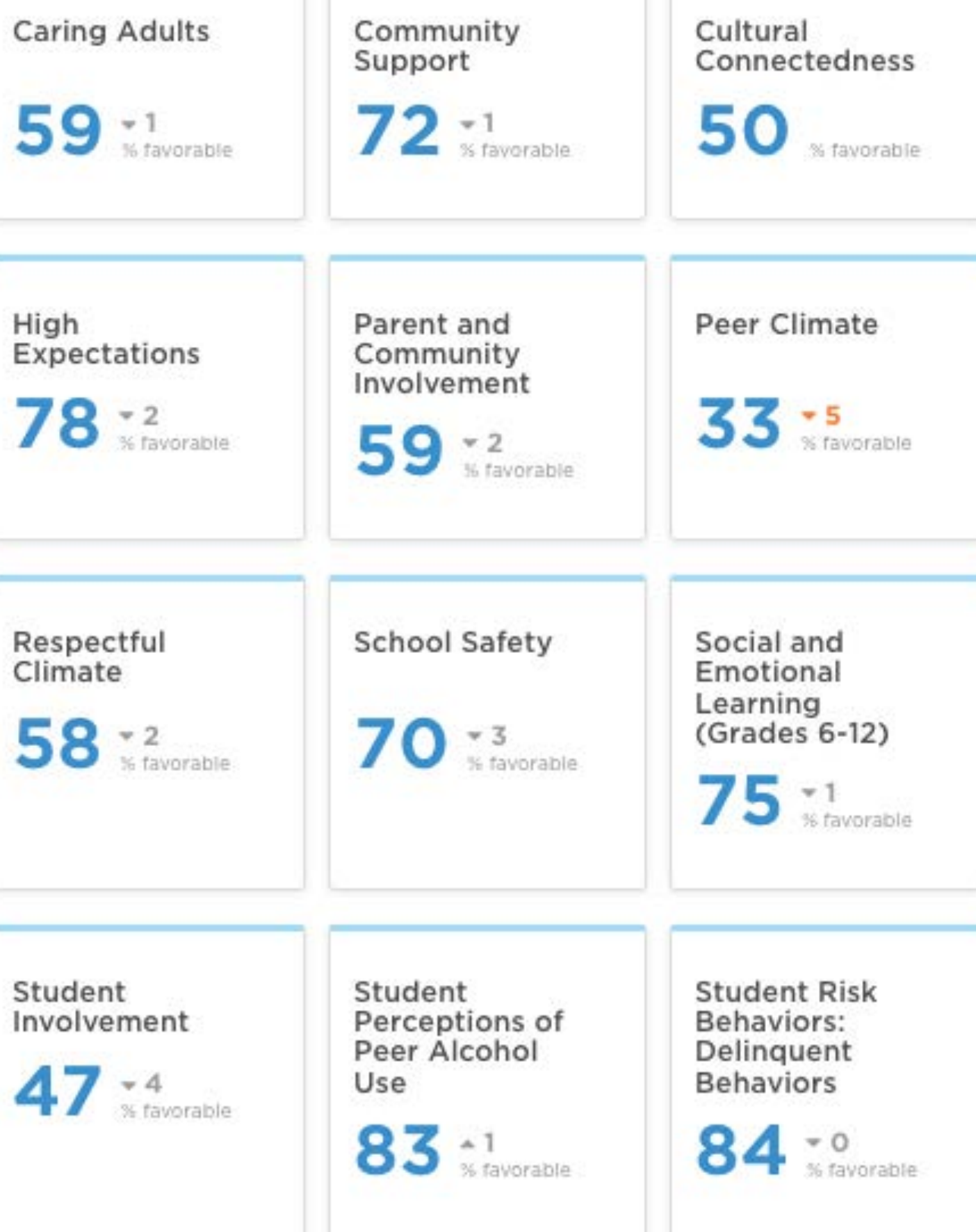
School Climate



Connectedness



- * School Safety**
- * High Expectations**
- * School Leadership &**
- * Student Involvement**
- * Peer Climate**
- Parent &**
- * Community Involvement**
- * Caring Adults**
- * Social and Emotional Learning**
- * Risk Behaviors**
- * Cultural Connectedness**



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“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.”

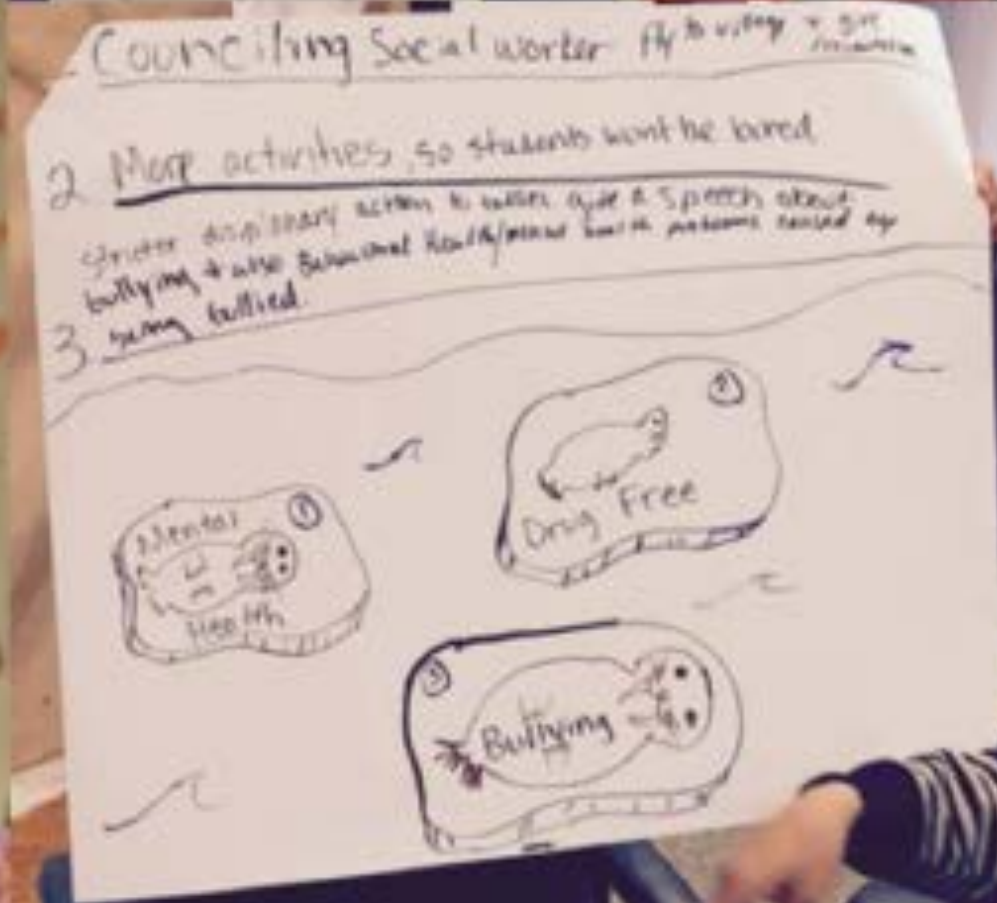
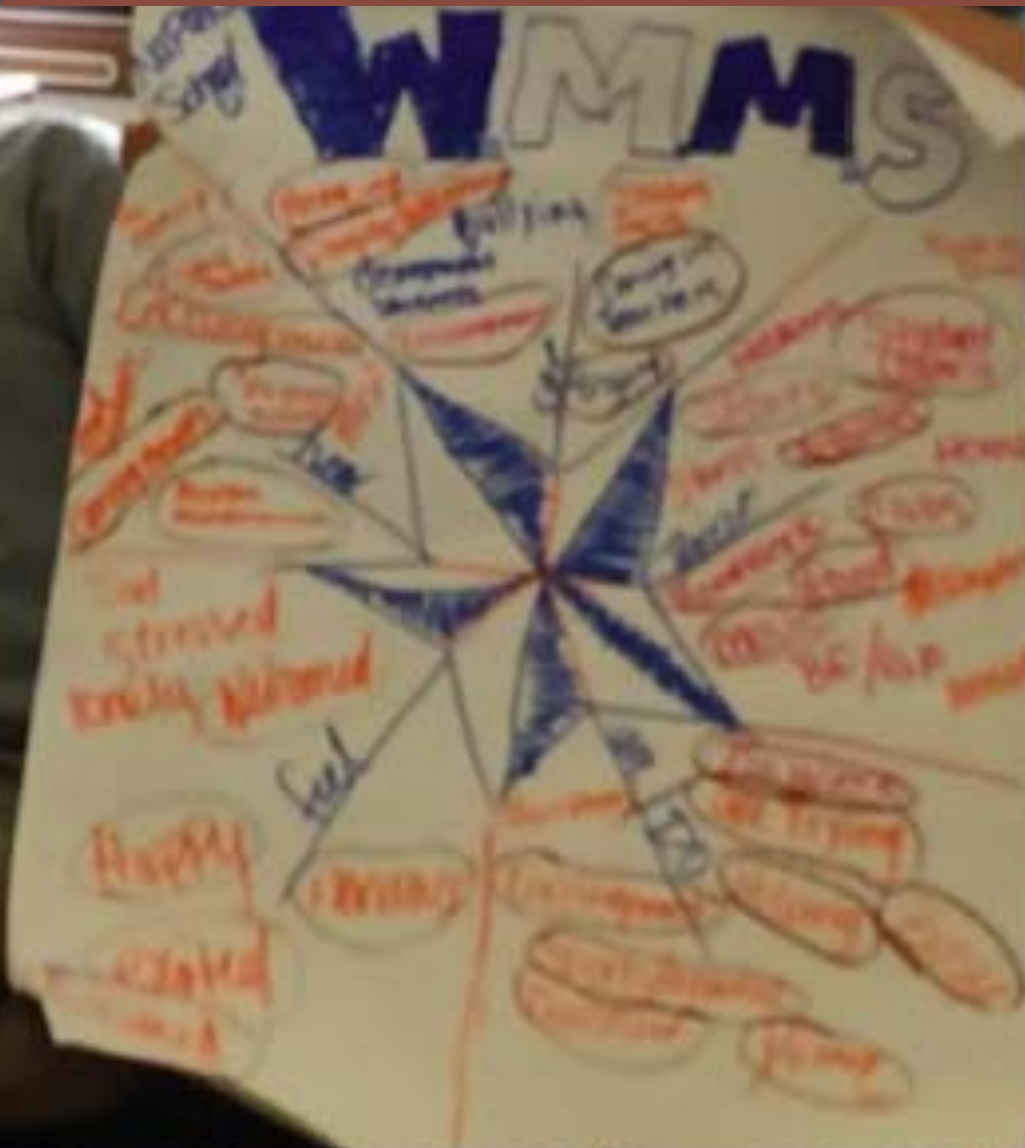
How Do We Use This Information

A photograph of a group of people in a field, possibly a beach or dunes, under an overcast sky. In the foreground, a person wearing a grey and green hooded jacket is captured in a dynamic pose, leaning forward with arms outstretched. Behind them, another person in a black hooded jacket and sunglasses stands looking on. To the left, a group of people in various jackets (purple, black, plaid) are standing and watching. In the background, more people are visible, some standing and some walking, all dressed in outdoor or winter clothing. The ground is covered in dry, brownish grass or sand. The overall atmosphere is one of an outdoor activity or event.

**School Board
Students
Staff
Leadership
Community**

**Planning
Measuring
Engaging
Strategizing
Evaluation**

STUDENT PLANNING



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

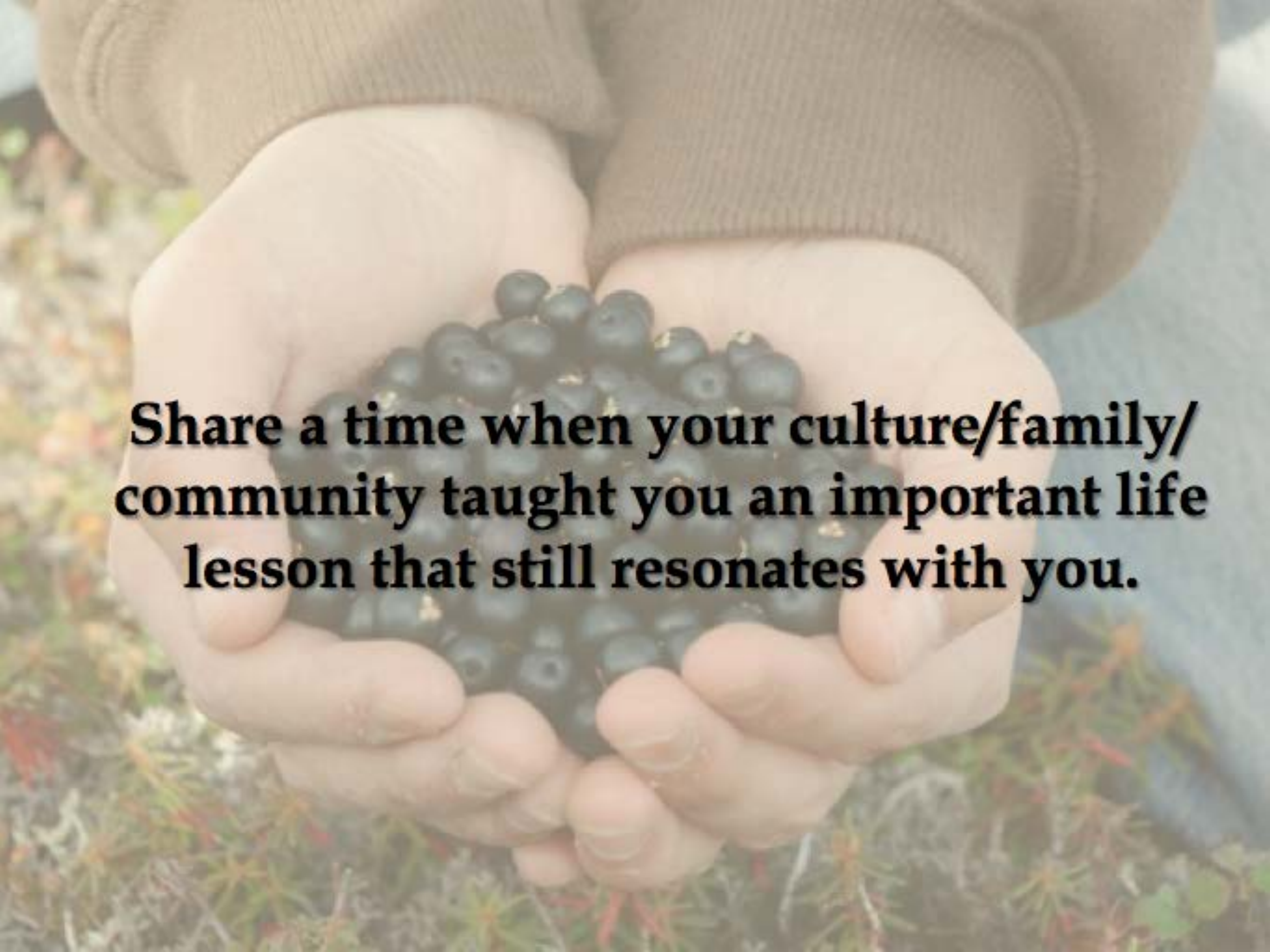
- * In schools where students perceive a better structured-school, fair discipline practices, and more positive student-teacher relationships the “probability and frequency of subsequent behavioral problems” is lower (M. C. Wang, Selman, Dishion, & Stormshak, 2010)
 - * Safe, caring, participatory, and 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

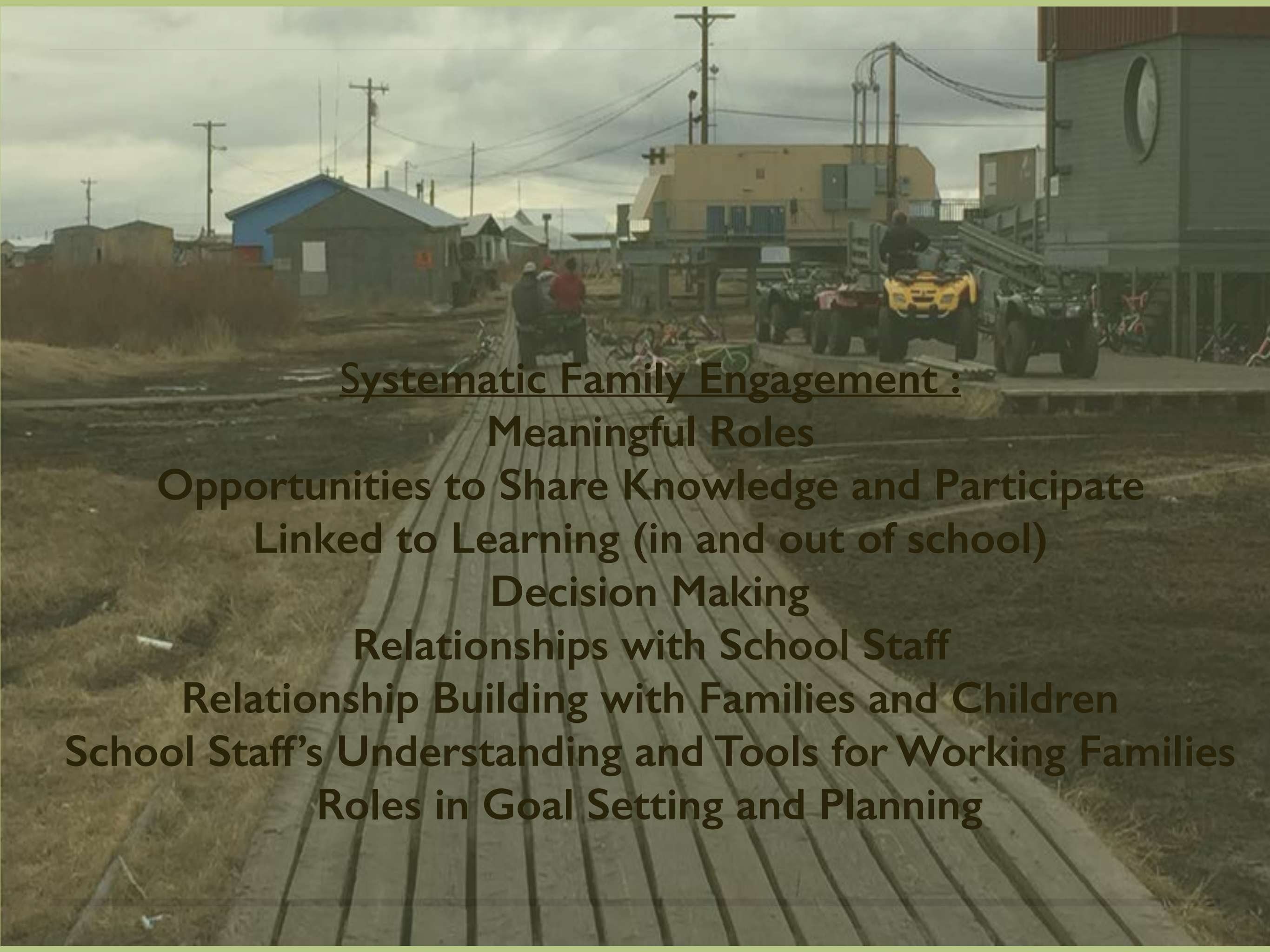


A close-up photograph of a pair of hands, likely belonging to a child, gently cupping a large cluster of ripe, dark blueberries. The hands are positioned in the center of the frame, with the fingers slightly curled to support the fruit. The background is a soft-focus outdoor setting with green grass and some small white flowers. The lighting is natural and soft, highlighting the texture of the skin and the plumpness of the berries.

**Share a time when your culture/family/
community taught you an important life
lesson that still resonates with you.**



Family Engagement



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
Conversation
& Coalition
Building

Community
Planning &
Communication

Family
Partnerships

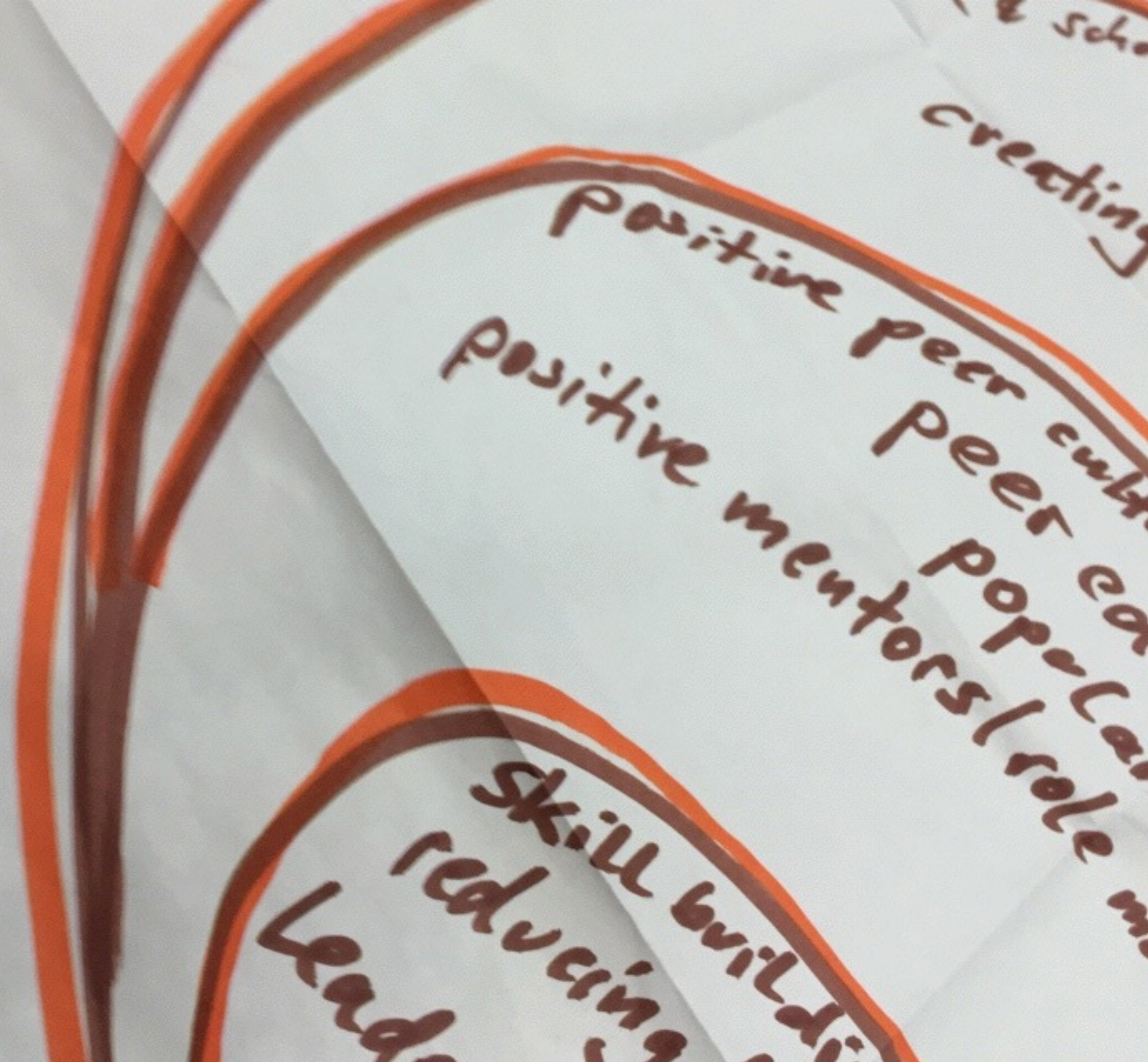


FOUR CORNERS

- 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



STRUCTURE: POLICIES & STRATEGIC PLAN



BUDGET: FOR COMMUNITY ENGAGEMENT AND YOUTH LEADERSHIP?





ACCOUNTABILITY

MEASUREMENTS
PROGRESS REVIEW



ETHICS:

IS THIS SUPPORT EQUITABLE FOR ALL STUDENTS AND FAMILIES?

ADVOCACY:

MOVING THE WORK FORWARD - SPREADING THE WORD



SIX WORD STORY

No caribou fat. Used lard. Mistake.



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