ALASKA INITIATIVE FOR COMMUNITY ENGAGEMENT
INTRODUCTIONS
What helped you to succeed?
WHAT THE DATA AND RESEARCH SAYS

- Brain Science (ACES & Culturally Responsive Learning)
- Education Science (SEL, Engagement, School Climate, Academic Improvement)
- Health and Behavioral Health (Protective Factors- Trauma)
- Development: 40 Assets
- Community-Based Knowledge
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.
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
“Community engagement is most successful when it respects the wisdom of the community and that wisdom is in the people.”
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
Family Engagement

*Family Survey*

*Researched Practices*
“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.”
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Adults</td>
<td>59%</td>
<td>1</td>
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<tr>
<td>Community Support</td>
<td>72%</td>
<td>1</td>
</tr>
<tr>
<td>Cultural Connectedness</td>
<td>50%</td>
<td>2</td>
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<tr>
<td>High Expectations</td>
<td>78%</td>
<td>2</td>
</tr>
<tr>
<td>Parent and Community Involvement</td>
<td>59%</td>
<td>2</td>
</tr>
<tr>
<td>Peer Climate</td>
<td>33%</td>
<td>5</td>
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<tr>
<td>Respectful Climate</td>
<td>58%</td>
<td>2</td>
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<tr>
<td>School Safety</td>
<td>70%</td>
<td>3</td>
</tr>
<tr>
<td>Social and Emotional Learning (Grades 6-12)</td>
<td>75%</td>
<td>1</td>
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<tr>
<td>Student Grade Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaska Native</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
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<tr>
<td>Student Gender</td>
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<tr>
<td>Asian</td>
<td>57%</td>
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<tr>
<td>Black or African-American</td>
<td>52%</td>
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<tr>
<td>Hispanic or Latino</td>
<td>55%</td>
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<tr>
<td>Language Spoken at Home</td>
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<tr>
<td>Grades Received</td>
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<td></td>
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<tr>
<td>Native Hawaiian</td>
<td>60%</td>
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<tr>
<td>School Missed Without Permission</td>
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</tr>
<tr>
<td>White</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>57%</td>
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</tbody>
</table>

Total of 24,085 responses
Board Roles & Community Engagement
VISION

What goals do you have for engaging? What goals can you help the community fulfill? What are the goals of the rest of the board?
positive peer culture
peer coaching
positive mentors/role models
skill building
leadership development
reducing school violence
creating inclusive communities
ETHICS:

IS THIS SUPPORT EQUITABLE FOR ALL STUDENTS AND FAMILIES?
ADVOCACY:
MOVING THE WORK FORWARD - SPREADING THE WORD
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 Dialogue & Coalition Building
Alaska Initiative for Community Engagement

Lori Grassgreen, Director,
Initiative for Community Engagement
lgrassgreen@aasb.org

Jenni Lefing
School Climate Coordinator
jlefing@aasb.org

Heather Coulehan
SEL Coordinator and Trauma Engaged Schools
hcoulehan@aasb.org

Konrad Frank
Youth Leadership, Community Dialogues
Cultural Safety
kfrank@aasb.org

Claudia Plesa
Youth Leadership Community/Family Engagement Evaluation Support
cplesa@aasb.org

Emily Ferry
Early Childhood, Post Secondary and STEPS grant support
eferry@aasb.org

Lisa Worl
Family Engagement and Cultural Integration and STEPS Grant
lworl@aasb.org

Tyler Breen
Placed Based Learning
STEPS Grant support
tbreen@aasb.org
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)