ALASKA INITIATIVE FOR COMMUNITY ENGAGEMENT
INTRODUCTIONS
What helped you to succeed?

- Expect bumps + know how to handle them
- Learning + language
- Subsistance + lifestyle
- Do homework every night

Integration of Native culture + Western ways (ex: today with Joha)
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

WHAT DOES THE RESEARCH SAY?
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.
School Climate ↔ Connectedness
### Caring Adults
- 59% favorable

### Community Support
- 72% favorable

### Cultural Connectedness
- 50% favorable

### High Expectations
- 78% favorable

### Parent and Community Involvement
- 59% favorable

### Peer Climate
- 33% favorable

### Respectful Climate
- 58% favorable

### School Safety
- 70% favorable

### Social and Emotional Learning (Grades 6-12)
- 75% favorable

### Student Involvement
- 47% favorable

### Student Perceptions of Peer Alcohol Use
- 83% favorable

### Student Risk Behaviors: Delinquent Behaviors
- 84% favorable

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**Explores this topic by subgroup**

Click on a subgroup category below to see the percentage of responses by subgroup for Parent and Community Involvement.

<table>
<thead>
<tr>
<th>Subgroup Category</th>
<th>Subgroup</th>
<th>Percentage of favorable responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Grade Level</td>
<td>Alaska Native</td>
<td>60%</td>
</tr>
<tr>
<td>Student Gender</td>
<td>American Indian</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>Black or African-American</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino</td>
<td>55%</td>
</tr>
<tr>
<td>Language Spoken at Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>Two or more races</td>
<td>57%</td>
</tr>
</tbody>
</table>

Total of 24,085 responses
“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.”
“Community engagement is most successful when it respects the wisdom of the community and that wisdom is in the people.”
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
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?
ACCOUNTABILITY

MEASUREMENTS

PROGRESS REVIEW
ETHICS:

IS THIS SUPPORT EQUITABLE FOR ALL STUDENTS AND FAMILIES?
ADVOCACY: MOVING THE WORK FORWARD - SPREADING THE WORD
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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)