



ALASKA INITIATIVE FOR COMMUNITY ENGAGEMENT

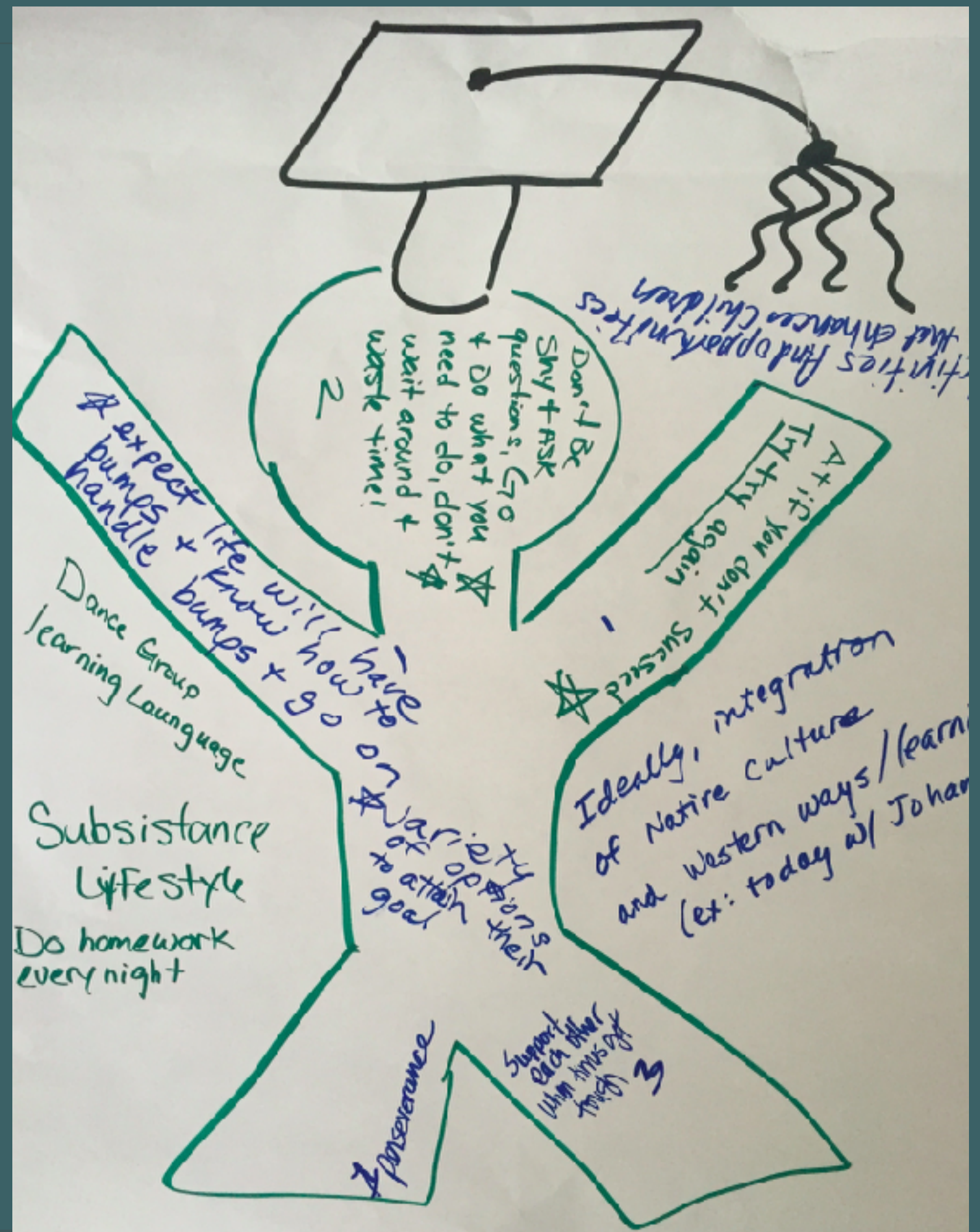


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INTRODUCTIONS

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- 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.

A background photograph of several children sitting at a table, focused on a task involving many small red pom-poms. One child in the foreground is wearing a red shirt and is looking down at the pom-poms. Other children are visible in the background, also working. The scene is brightly lit, suggesting an indoor classroom or activity room setting.

School Climate



Connectedness

Caring Adults

59 ▼ 1
% favorable

Community Support

72 ▼ 1
% favorable

Cultural Connectedness

50 % favorable

High Expectations

78 ▼ 2
% favorable

Parent and Community Involvement

59 ▼ 2
% favorable

Peer Climate

33 ▼ 5
% favorable

Respectful Climate

58 ▼ 2
% favorable

School Safety

70 ▼ 3
% favorable

Social and Emotional Learning (Grades 6-12)

75 ▼ 1
% favorable

Student Involvement

47 ▼ 4
% favorable

Student Perceptions of Peer Alcohol Use

83 ▲ 1
% favorable

Student Risk Behaviors: Delinquent Behaviors

84 ▼ 0
% favorable

▼ 2

from
2016 School
Climate and
Connectedness
Survey

59 %
responded favorably

Explore this topic by subgroup

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

Subgroup category	Subgroup	Percentage of favorable responses
Student Grade Level	Alaska Native	60%
Student Gender	American Indian	53%
Student Race/Ethnicity	Asian	57%
Language Spoken at Home	Black or African-American	52%
Grades Received	Hispanic or Latino	55%
School Missed Without Permission	Native Hawaiian or Other Pacific Islander	60%
	White	61%
	Two or more races	57%

Total of 24,085 responses



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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.”

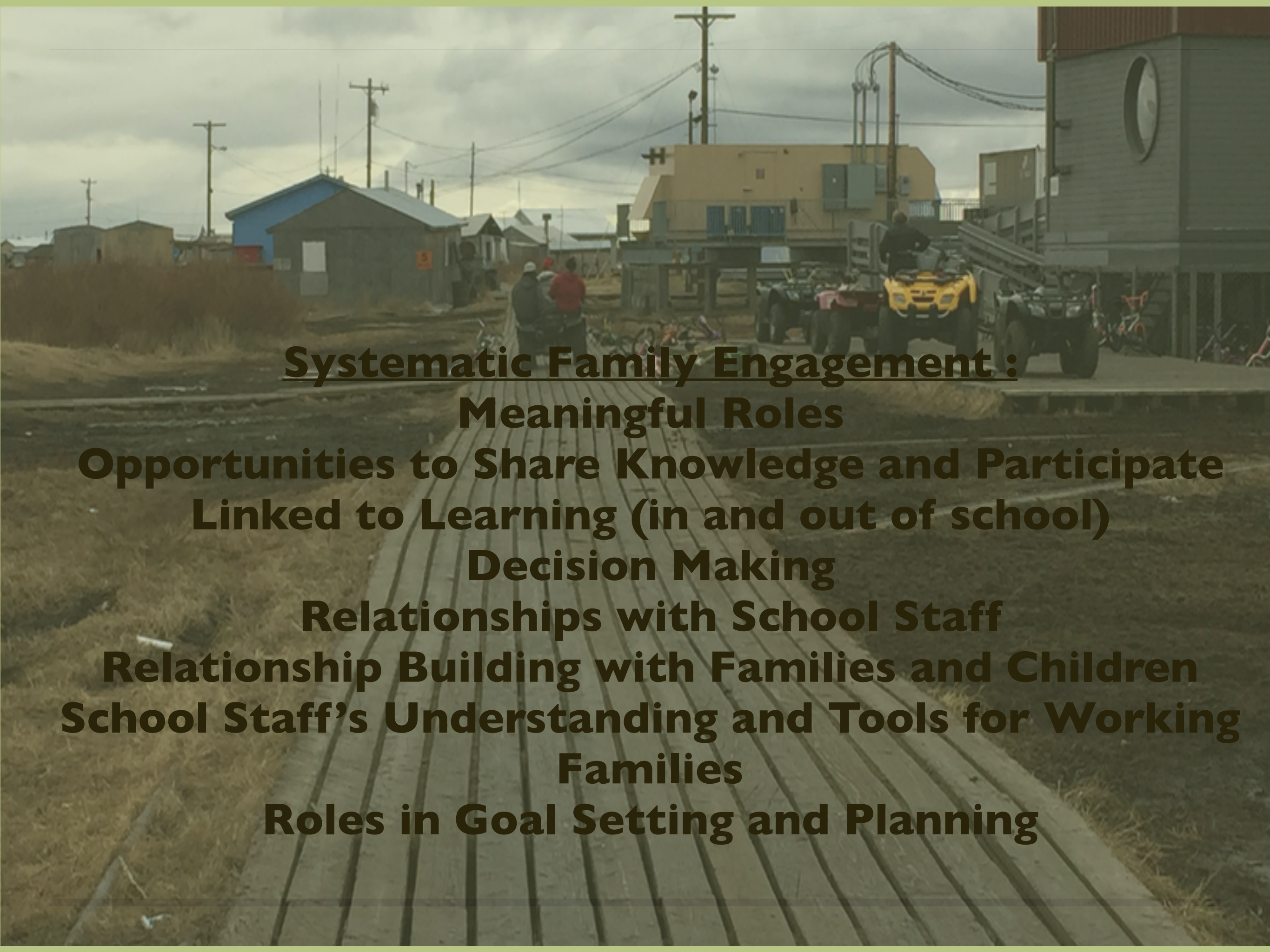
“I want very much to get more education after high school.”



“Community engagement is most successful when it respects the wisdom of the community and that wisdom is in the people.”



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



Board Roles & Community Engagement

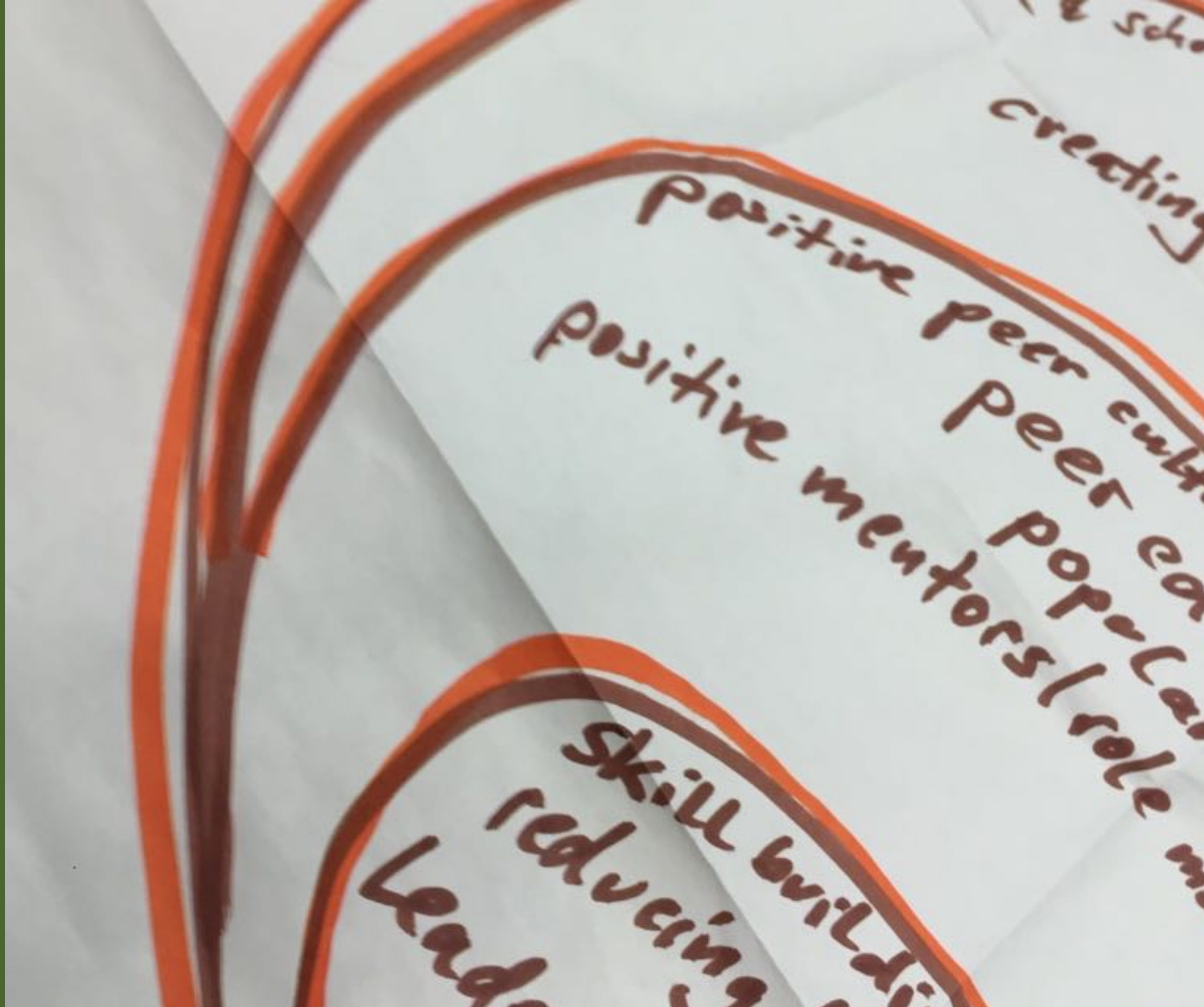




VISION

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?

STRUCTURE: POLICIES & STRATEGIC PLAN





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)
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