

Early-Phase Competition Absolute Priority 4 (SEL)

AASB

S411C220010

Project Transform: A Trauma-Engaged Approach to Improve Social, Emotional, and Academic Outcomes

Applicant Name: Association of Alaska School Boards

Project Title: Project Transform: A Trauma-Engaged Approach to Improve Social, Emotional, and Academic Outcomes

EIR/Early Phase Grant Proposal

Type of Grant Requested: (select one) Early-Phase Mid-Phase Expansion-Phase

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1—Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 4-- Field-Initiated Innovations—Meeting Student Social, Emotional, and Academic Needs

Competitive Preference Priorities the Project Addresses: (select all that apply)

Competitive Preference Priority 2-- Addressing the Impact of COVID-19 on Students, Educators, and Faculty

Total number of students to be served by the project: 10,000

Grade level(s) to be served by the project: K-12

Your definition of high-need students: Living in poverty (50%) or served by schools with high concentrations of students living in poverty; students of color (70%); students who are members of a federally recognized Indian Tribe (more than 47%); students performing significantly below grade level (80%+).

Project Description: Project Transform supports 5 rural school districts to implement and evaluate a multi-tiered systems of support (MTSS) trauma-engaged school model through comprehensive professional development, training, and technical assistance. Activities include school-level planning and coordination; comprehensive, coordinated, and collaborative professional learning and ongoing development for school staff; and an implementation evaluation and impact evaluation.

Summary of project objectives and expected outcomes: The project aims to 1) build schools' capacity to implement a trauma-engaged school (TES) approach; 2) improve educators' understanding of trauma and their role in supporting a TES; 3) support educators to use trauma-engaged practices; 4) improve and reduce disparities in student academic, behavioral, and social and emotional learning (SEL) outcomes; and 5) Refine, and evaluate the implementation and effectiveness of the Project Transform model (trauma informed schools intervention).

Describe how the proposed project is innovative: Project Transform supports the implementation of a trauma-responsive MTSS model. Using milestone guides and professional learning structures, Project Transform offers a hybrid approach to adopting trauma informed practices. Educators receive incentives to participate in collaborative learning, individual coaching, self-paced learning, team planning, and peer observation.

Proposed implementation sites: Chatham School District, Copper River School District, Juneau School District, Ketchikan Gateway School District, and Lower Kuskokwim School District. All sites are located in rural Alaska.

Other partners: Alaska Department of Education and Early Development (implementation); Education Northwest (evaluation); Alaska Mental Health Trust and Bethel Community Services Foundation (funding)