

**Full-Service Community Schools Program (FSCS)
Project Abstract FY 2022**

Applicant Name: The Association of Alaska School Boards

Project Title: Southeast Alaska Full Service Community Schools: A Strong Start for Southeast Alaskan Students.

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

Absolute Priority 1 – Title IA Schoolwide Program Eligibility (Yes)

Absolute Priority 2 – Title IA Schoolwide Eligibility and Rural Districts – Small and Rural or Rural and Low-Income (Yes)

Absolute Priority 4 – Multi-Local Educational Agency Grants (Yes)

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

Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Total number local educational agencies (LEAs) to be served by the project: Four

Total number of schools to be served by the project: Six

Total estimated number of students to be served by the project: Approximately 1,110 students

Brief description of proposed project, including project activities:

SAFSCS will serve six rural / remote schools with a high minority students populations that have been historically underserved. The four LEAs (six schools), The Central Council Tlingit and Haida Tribes of Alaska. AWARE, and Sealaska Heritage Institute will work together to 1) engage school staff, families, students, and the community as leaders in the planning, implementation, and evaluation of community schools initiatives; 2) Build trauma-engaged school environments that provide integrated school-community supports; 3) Improve academic achievement for traditionally underserved students and schools through enriched and expanded learning opportunities; and 4) Improve family-school partnerships and communities in meaningful opportunities to partner for student and school success. In particular, partners will focus on culturally responsive programs that help students and families transition into kindergarten, middle school, and high school. Key strategies will expand services, opportunities, and links to high quality instruction and enrichment opportunities. Some example activities include:

- Strong Start - Kinder transition activities, inventories and Kindergarten family-school-community transition teams.
- Learning and Bridging- 5th grade and middle school family-school-community teams.
- Case management teams with Full Service Community School Coordinators and Central Council of Tlingit and Haida Indian Tribes of Alaska.
- Future planning and community post-secondary mentoring.
- Collaborative leadership structures in the school and across the community.

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- Expand or remove barriers for student and family learning enrichment opportunities.
- Expand health services and wellness activities that include mental health services.
- Significant professional learning and coaching support to implement social and emotional learning; trauma engaged schools; embedded family-school partnership approaches.
- Address and restore harm from past educational abuses through Tlingit and Haida language revitalization and truth and reconciliation activities.

Summary of project objectives and expected outcomes:

SAFSCS project objectives are designed to make progress on the following short- and mid- term outcomes: Staff, families, and community partners are engaged in district and school decision-making; Staff have the skills and support to effectively implement FSCS practices and programs; Increased access to and utilization of support services for students and families; School-wide systems for identifying and responding to the needs of students and families; Improved school climate and connectedness; Students have access to a wide-range of engaging, culturally responsive, and relevant learning opportunities; Improved cultural connectedness; Staff and families have a greater sense of comfort and self-efficacy as they engage in partnership; Staff are committed to working as partners with families and believe in the value of such partnerships; and families view themselves as partners in their children's education.

The project expects to achieve the following outcomes: Increased social and emotional skills of students; Increased kindergarten readiness and successful transition into kindergarten; Increased student engagement (attendance, disciplinary needs, etc.); Increased academic proficiency; Increased post-secondary enrollment and attainment; and Increased partnership between schools, families, and community. AASB will work with the American Institutes for Research (AIR) to measure outcomes.

Proposed location(s) of implementation (e.g., city, town, county, State(s)): Angoon, Alaska; Klukwan, Alaska; Hydaburg, Alaska; Juneau, Alaska; Yakutat, Alaska

List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable: Chatham School District (Klukwan and Angoon); Hydaburg City School District; Yakutat School District, Juneau School District (Sayéik and Kax̄DiGoowu Heen)

List all non-LEA organizations partnering with this project:

The Association of Alaska School Boards (Lead- non-profit organization) will partners with the Central Council of Tlingit and Haida Indian Tribes of Alaska (federally recognized tribe), Aiding Women in Rape Emergencies- Haa Toooh Licheesh (violence prevention non-profit), and the Sealaska Heritage Institute (Alaska Native Nonprofit). Additional partners include The Alaska Mental Health Trust Authority, State of Alaska Department of Education and Early Development, The Southeast Alaska Regional Health Corporation, National Alliance on Mental Illness, Bartlett Regional Hospital, the Goldbelt Heritage Foundation, The Alaska Afterschool Network, the Juneau Community Foundation, and Sealaska for profit corporation. Other partners will continue to work with us through existing groups that AASB and other partners have been working together the Partnership for Families and Children

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(early childhood programs in Southeast Alaska), The Southeast AlaskaCan Postsecondary Network, and the Trauma Engaged Schools statewide learning collaborative.