

Anchorage School District Second Order Change Grant Final Report
September 30, 2012 Ann McKay Bryson

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This report shares an overall synopsis of the entire project, including the results of a variety of research and evaluation efforts connected to ASD's "Second Order Change". Also provided is an overview of each of the project strategies, their individual challenges, deliverables and successes, as well as the plans and supports in place for their sustainability. Evaluations provided by American Institute of Research (AIR).

In 2009, when ASD was awarded partnership in this SPFSIG funding opportunity through Cook Inlet Tribal Council, we were well positioned to carry forward the charge of working toward reducing underage drinking (and other high risk behavior) in Alaska Native youth. The Second Order Change project rests on the working hypothesis strategies that increase mindfulness and relationship between adults in the schools and the students, increases students' connections to school and thereby increase their ability to resist risk behaviors. In order to produce these changes in the adults in ASD's schools, multiple opportunities for on-going, sustained and transparent professional development to increase adult Social and Emotional Learning skills, and to provide experiences in which adults across the school community developed skills, strategies and readiness for modeling increasingly more effective, caring and respectful attitudes toward all members of the school district community and directly teaching SEL skills to students.

The superintendent at the time was Carol Comeau, an avid proponent of Social and Emotional Learning, who both advocated for and demonstrated the importance of creating a caring, personal culture. There was a vibrant Safe and Drug Free Schools Department under the strong leadership of Michael Kerosky, whose team's historical focus on positive youth development had plowed fertile ground, in the Anchorage community as well as in the District, in which to plant the seeds of adult SEL skill development toward developing an ever-increasing experience of safety, connectedness and efficacy for all students, especially Alaska Native youth.

As the grant closes, ASD has a new superintendent, Dr. Jim Browder, who has openly and actively expressed his support for Social Emotional Learning, and who publicly acknowledges the high value placed on the continuation of the work of this grant. SDFS became the SEL Department and is now under the powerful leadership of Leslie Vandergaw, who with her highly effective and motivated team, is well positioned to move the vision forward.

The work done with the resources of this grant has created a foundation for sustainable efforts. Partnerships built in the District, across the community, and around the nation are thriving beyond the final days of this funding investment.

Thank you for this opportunity to share my gratitude, and that of the ASD, for supporting this vital and effective work over these past few years. The work lives on, in the materials produced, the experiences folks had, but most importantly in the hearts, minds and attitudes of everyone we were able to reach through your funding – and your belief that adults really can change the world for children, so that they grow into confident, well prepared and caring citizens of tomorrow.

Highlights / Successes:

- **Numbers of participants engaged:** (1,946 individuals across wide array of job categories, totaling 2,670 engagements), with significant evidence* of meaningful practice change. (**AISI results; SCCS, pre/posts of individual classes and workshops*)

- **Introduced nationally normed SEL assessment:** (Devereux Student Strengths Assessment / DESSA) to the Anchorage School District, resulting in local data showing significant correlation between increased SEL skills and academic achievement. Also, site specific (Alaska Native Cultural Charter School & North Star Elementary) data showing dramatic increase in student DESSA scores in the targeted Professional Development intervention areas, coupled with both schools making AYP (Annual Yearly Progress, NCLB goal) for the first time in year one, and maintained in second year.

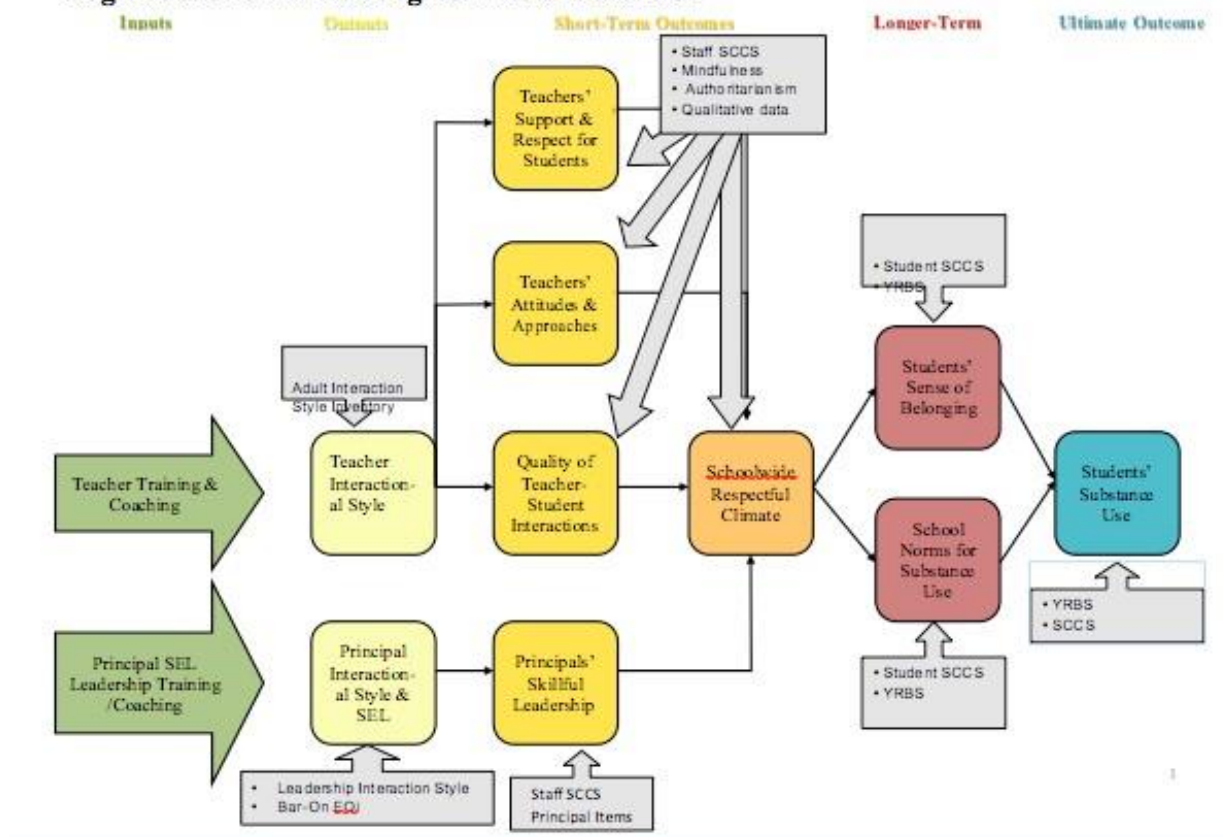
- **Partnered with local and national SEL thought leaders and researchers, achieving significant data based on local students and educators:** (e.g. Paul LeBuffe, Devereux Center for Resilient Children and Dr. Valerie Shapiro, UC Berkeley – DESSA authors and collaborative research partners; Linda Lantieri, Collaborative for Academic, Social and Emotional Learning / CASEL, connected to the RCCP and SEL for Administrators strand; Dr. Chris Blodgett, Washington State University; Josh Arvidson and Helen Strothers, Anchorage Community Mental Health for our Trauma Informed Effective Teaching Practices strand.)

Challenges: Continuity and sustainability in these times of competition for diminishing resources (human, financial, time).

Initial Project Synopsis:

The Anchorage School District Second Order Strength-based System Change project will target enhancing the quality of adults' interaction with the students at schools. The community can offer all the programs it can afford; the community can provide treatment and intervention for young people in hospitals and youth detention facilities, and it can provide information and education in the hippest manner. In the end though, after the prevention and youth development program training is complete, the policies are explained and the resiliency information is masterfully taught, it is the person, the adult, the teacher, principal or staff who interfaces with each student that ultimately makes the difference. The bottom line is that if a student's interactions with the adults in a school are truly strength based, then the quality of all facets of his/her learning, feelings about self and interaction with peers/others will be substantially improved.

The research is absolute about the potency of a young person's connection to school as a powerful inoculator to substance abuse and other risk behavior, with students of color being particularly responsive to this intervention. In order to do so, ASD will use a multi-faceted approach due to the complexity of the range of targeted adults. A wide variety of training options will be offered faculty and staff as well as a Social and Emotional Leadership Academy to principals. All training established within a trainer-of-trainer model so as to institutionalize ASD's capacity to sustain the effort after funding ends. (*Michael Kerosky, Supervisor SDFS, Anchorage School District, 2009*)

Logic Model Chart: Strengths-Based Prevention

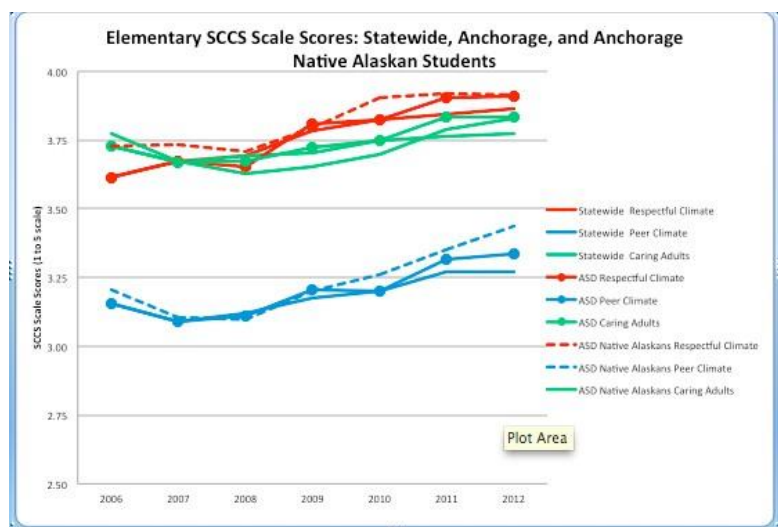
“A large body of research has documented a strong relationship between “school climate” and student health outcomes, including alcohol, tobacco, and other drug use (Catalano et al., 2004; Kuperminc et al., 1997; 2001; Loukas & Robinson, 2004; Maddox & Prinz, 2003; Roeser & Eccles, 1998; Roeser et al., 2000; Simons-Morton et al., 1999; Welsh, 2001) . Mayberry, Espelage, and Koenig (2009) reported that a positive school climate and a positive sense of community were associated with less adolescent substance use. Coker and Borders (2001) reported that relationships with positively influencing adults (e.g., teachers) in the eighth grade fostered the formation of positive relationships with peers and inhibited binge drinking behavior in the tenth grade.

Henry and Slater (2007) showed that regardless of a student’s own level of school attachment, students who attended schools where the pupils overall were attached to school were less likely to use alcohol, had lower intentions to use alcohol, and perceived that fewer of their peers used alcohol. Research using data from the National Longitudinal Study of Adolescent Health showed that school connectedness (which included indicators such as students’ perceptions that teachers care about them and their feeling close to others at school) was associated with lower levels of violence, tobacco, marijuana, and alcohol use, and delay in sexual intercourse (Bonny et al., 2000; Resnick et al., 1997).” (from AIR report, Dr. Kim Kendziora)

Key Findings

As of September 30, 2012, ASD's Second Order Change grant provided professional development to **1,946** individuals. Some of them participated in multiple events, so the total “dosage” is **2,670**. Participants work at a total of 99 schools, which represents 98% of all ASD schools, plus many departments in the Administration Building.

• P-12 Classroom Teachers	1,257
• Principals & Assistant Principals	480
• Supervisors, Directors and Cabinet	69
• Specialist Teachers (eg. Music, Art, ELL, Gifted, Librarians...)	96
• Special Ed Teachers	86
• Counselors	115
• Teacher Experts / Content Specialists	127
• Teacher Assistants / Tutors	94
• Security	35
• Administrative Assistants & Clerical Staff	38
• Noon (Playground) Supervisors	83
• Nurses	28
• Other (e.g. Custodians, Union Reps, Graduation Support Coaches, Psychologists, Parents & Community Members, etc.)	162



Alaska Native elementary students increased their reporting of having caring adults in their schools from their own baseline, as well as above “all ASD” and “all statewide” during the years of this grant. (American Institute of Research, Kendziora, 2012)

“Native Students and All Other Students had a significant positive correlation, no exceptions, between increased reading and math SBA scores and DESSA SE composite scores.” (*Jennifer Chain, OSU 2012, pending publication*)

Project Evaluation: Individual measurement instruments were utilized for specific project strands and accompany those sections of this report. **Project Wide Evaluation (AISI: Adult Interaction Styles Inventory)**, demonstrated **increased mindfulness and decreased authoritarianism** in results from 1,444 respondents during the Second Order Change project.

The Adult Interaction Style Inventory was composed of three separate measures:

1. **Mindfulness** is an underlying strategy for adults' own self-control and social-emotional competence in interactions with students. Jennings and Greenberg (2009) have developed a measure of teachers' mindfulness that is hypothesized to underlie the maintenance of supportive teacher-student relationships, effective classroom management, and successful social and emotional learning program implementation.
2. **Authoritarianism** refers to an approach in relationships that is both dominant and distant. **The measure we used in the Second Order Change evaluation has been used by the** Center for the Advanced Study of Teaching and Learning (CASTL) at the University of Virginia and has been found to relate highly to the quality of interactions between teachers and students in classrooms.
3. **Interpersonal Style** was measured using a technique common in personality psychology, which is to measure scores on the dimensions of:
distant \leftrightarrow friendly
and dominant \leftrightarrow yielding

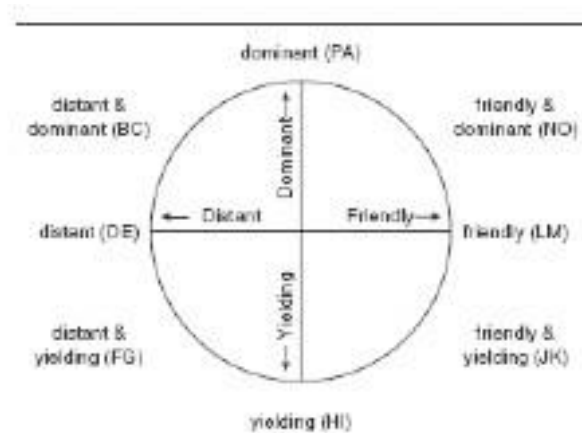
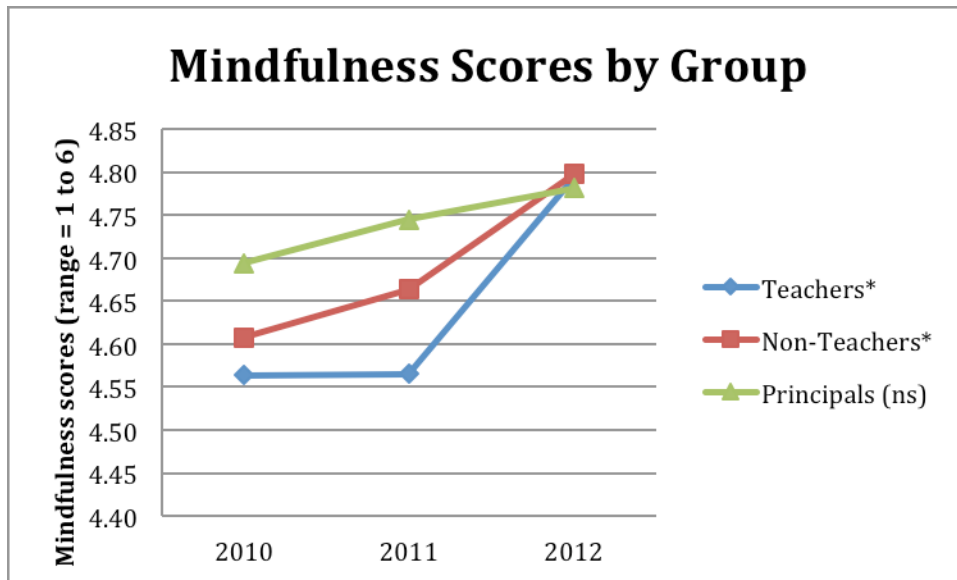


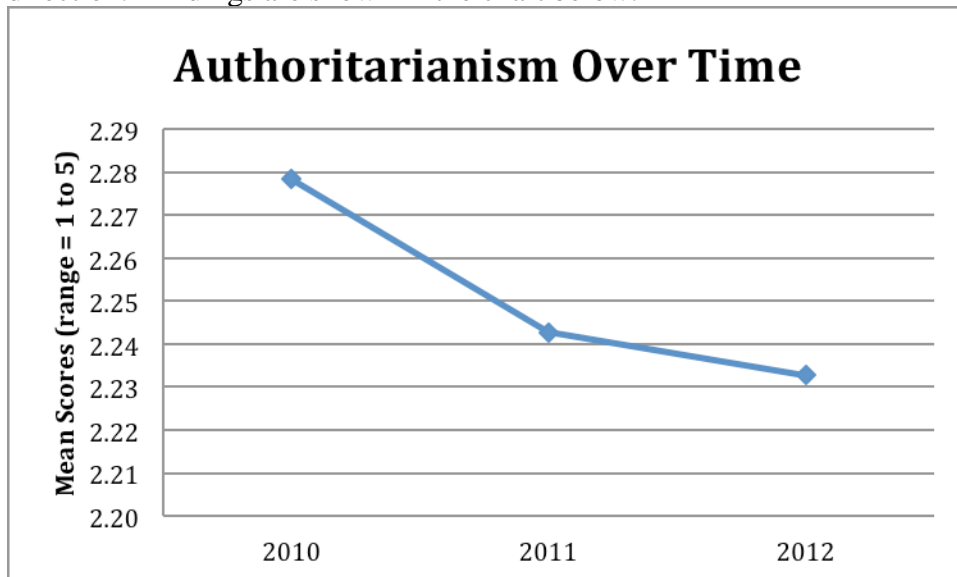
Figure 1 The interpersonal circumplex.

Initial analyses looked at scores collected from all 1,444 respondents over the course of the project by year. Because there were only 57 respondents with data in 2009, those cases were merged with 2010.

- The numbers of scores by year were: 2010 **473**; 2011 **612**; 2012 **359**
- Results for mindfulness showed a significant improvement over time for both teachers and non-teachers. Principals also improved, but their change was not statistically significant. Results are shown in the chart below.
- Teachers (and other staff) and principals took separate versions of the Interpersonal Style measure, with teachers reporting how they are with students, and principals reporting how they are with their staff. No changes over time were statistically significant for principals. For teachers and other staff, the reduction in “distance” was statistically significant. This means that teachers and other staff members were less distant in their interactions with students over time. Findings are shown in the following two charts.



Results for Authoritarianism were not significant over time, but did move in the desired direction. Findings are shown in the chart below.



The Relationship of Social & Emotional Competence to Academic Achievement in ASD Students

The Anchorage Social and Emotional Learning Department is in its fourth year of a collaborative research and demonstration project with the Devereux Center for Resilient Children located in Villanova, Pennsylvania. Among the goals of this collaboration are demonstrating the relationship of social and emotional competency to academic achievement, and exploring the potential of social and emotional learning (SEL) as one approach to closing the achievement gap for low-income students.

The data collected over the past three years has firmly established the following:

- There are moderate to strong relationships between social and emotional competency, as measured by the correlation between the Devereux Student Strengths Assessment (DESSA), and measures of academic achievement including the Anchorage Standards Based Assessment (SBAs) and the TerraNova.
 - In a sample of 148 third graders, the Social and Emotional Composite (SEC) of the DESSA was significantly related to SBA reading scale scores ($r = .62, p = .001$).
 - In a sample of 288 seventh graders, the SEC was significantly related to the Total Score on the TerraNova ($r = .35, p = .001$)
- The DESSA SEC accounts for more unique variance in both SBA Reading Scores and the TerraNova Total Score than low-income status.
 - For third graders, the SEC accounted for 22% of the unique variance in SBA reading scores versus 9% for low-income status.
 - For seventh graders, the SEC accounted for 12% of the unique variance in the TerraNova Total score versus 5% for low-income status.
- Good SEL programs can enhance social and emotional competence as measured by the SEC on the DESSA.
 - Pretest-Posttest comparisons across a five-month period revealed that Anchorage students ($n = 272$) receiving SEL instruction showed a 3 T-score point gain in their SEC scores. This gain was both statistically significant ($p = .001$) and indicative of a small effect ($d = .33$) size in only five months. Multi-year involvement in SEL programs should result in even bigger, cumulative gains.

Taken together, these results suggest that **not only can we increase students' social and emotional competence through good SEL programming, but also that such gains should be associated with an increase in academic performance.** Based on the data from this collaborative research study, students from low-income backgrounds are predicted to score approximately 50 points lower on the SBAs when social and emotional competence is controlled. However, if we can raise social and emotional competence by one standard deviation, the students would be predicted to score 40 points higher on the SBA. **Thus an increase of one standard deviation in social and emotional competence would offset the negative effect of poverty on academic achievement.**

Low-income students are at a significant disadvantage academically. Annual Yearly Progress Data for Anchorage 3rd graders in 2009 showed that whereas 87% of non-low income students were proficient in reading, only 68% of low-income students were. The Anchorage-Devereux

collaboration strongly suggests that by promoting students' social and emotional competency we can offset much of that disadvantage.

Trauma Informed Effective Teaching Practices

Challenges: Students and their families come to Anchorage schools every day, every year, from highly challenging environments. This project strand provided cutting-edge training with national experts to support all adults in the school in understanding that the difference between a difficult life experience that one recovers from, building resiliency, and the same event being traumatic, with long term negative effects, is the level of support provided. **Our goal was to interrupt the cycle of blame, compassion fatigue, negative attitudes and low expectations that can occur when interacting with children and youth whose very coping strategies may be alienating to the uninitiated.**

"I know I have heard the term resiliency over and over again, but have never had a concrete definition. The one that really stuck with me is the ability to adapt to change and cope with adversity. They have been exposed to risk and have had a successful adaptation. This had me thinking about the students in my classroom and wondering how resilient they are. What Major Life Events have they survived and what daily hassles do they deal with every day?"

– ASD Elementary Teacher

Strategies: (1) Utilize national experts (Dr. Chris Blodgett and Natalie Turner, MSW, from WSU; Paul LeBuffe, Director of the Devereux Center for Resilient Children, PA; Helen Strothers and Josh Arvidson, AK Community Mental Health) to build knowledge of adverse childhood events, their possible effects on children, their families and their caregivers. (2) Develop an outstanding and compassionate Trainer Cadre who would model effective SEL skills during professional development. (3) Provide strategies, materials, formative assessments and TIME to classroom teachers and other adults in school sites to support intentional, thoughtful change in pedagogy and attitudes.

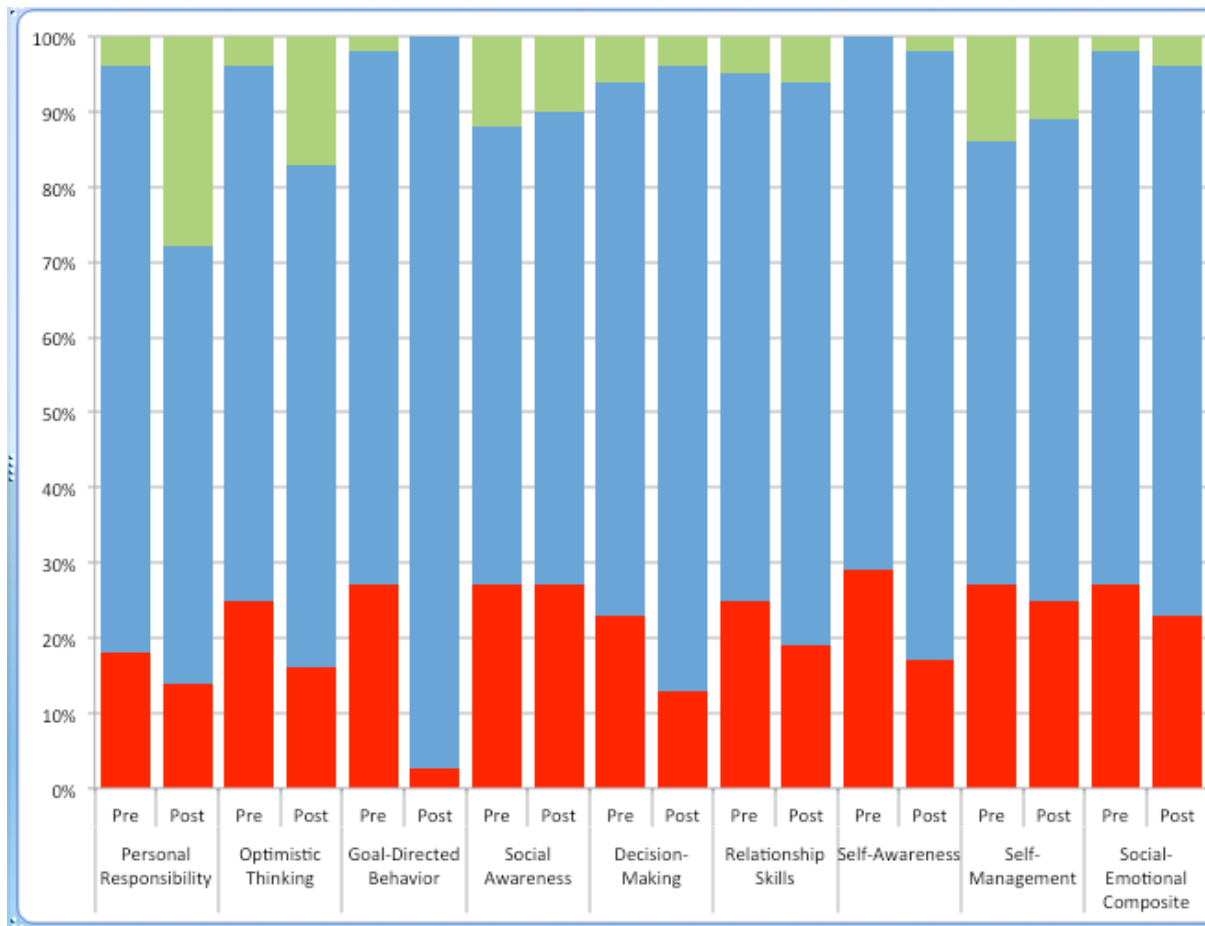
More than 60 teachers, P-7, in 18 ASD schools participated in thoughtful reflection about their students' SEL skills, and used an online nationally normed instrument (DESSA – Devereux Student Strength Assessment) for individual, class level and school wide interventions. **Collaborative research between Devereux and ASD has produced local data strongly linking effective SEL skills to heightened academic achievement.**

Intervention Strategies and Measurement: Consistent, focused professional development with adults across job categories in the two participating schools, along with teacher and principal led focus on first year identified need areas (as measured PreK-6th by the DESSA - Devereux Student Strength Assessment) resulted in:

Alaska Native Cultural Charter School 2011-12 PRE POST DESSA Gains

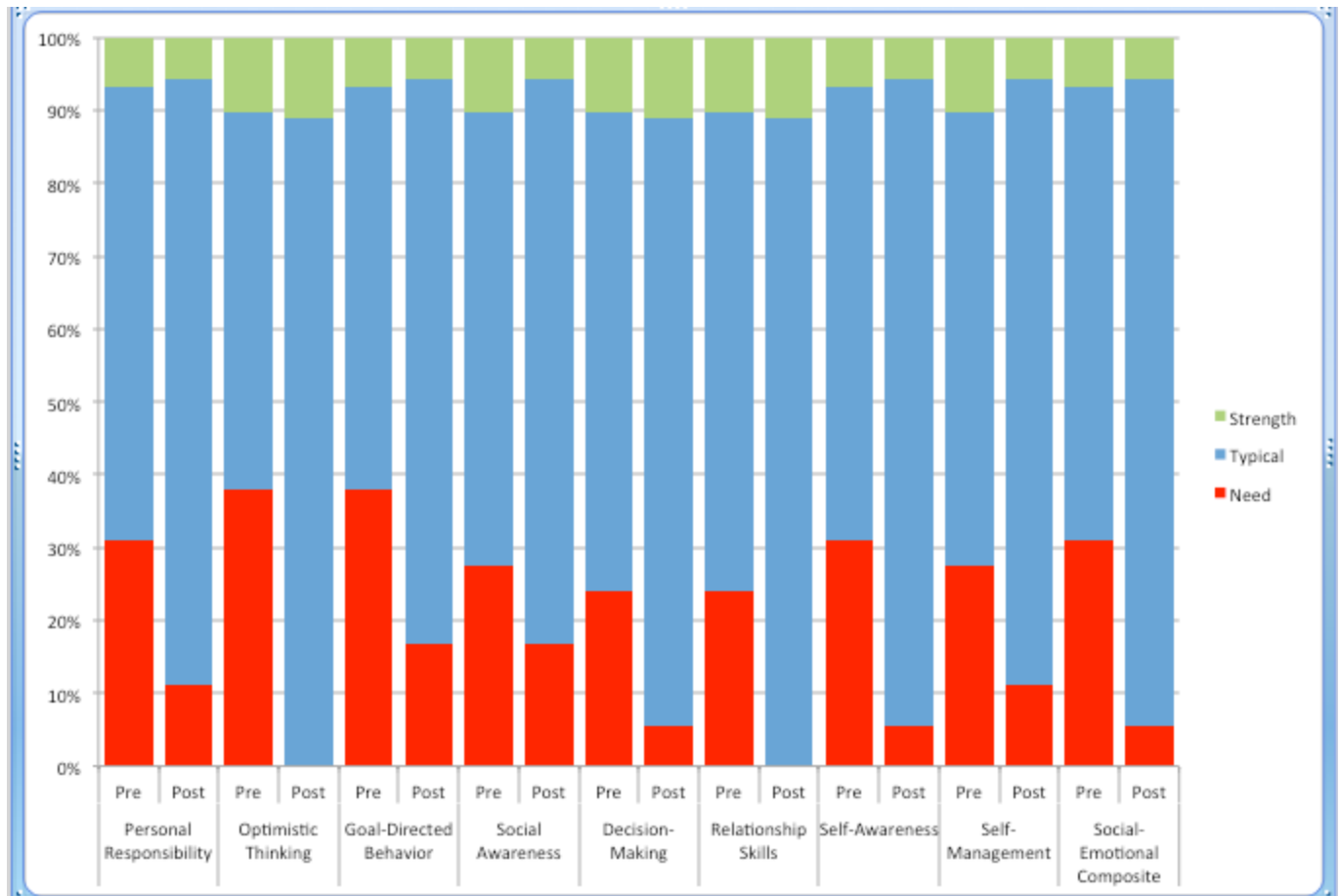
Significant gains in numbers of students **moving from needs to typical** area across the board, especially the two main focus areas: **Optimistic Thinking** and **Goal Directed Behavior**, as well as Decision Making.

Significant gains in numbers of students **moving from typical to strength** area, almost universally, especially in **Personal Responsibility** and **Optimistic Thinking**.



North Star Elementary School 2011-12 PRE POST DESSA Gains

Significant gains in numbers of students **moving from needs to typical** area across the board, especially, **Optimistic Thinking and Relationships Skills**.



Successes:

Two elementary schools, North Star and the Alaska Native Cultural Charter School, participated in a multi-year, schoolwide professional development opportunity. In year one, teachers were provided with subs for a half-day each month for concentrated study on the effects of trauma and how to effectively build classroom and schoolwide climates that supported student connectedness and learning. The second year, this was increased to a full day each month and the two schools joined together for their planning days. Foci included brain development; the neuroscience behind SEL; effective strategies including routines, welcoming climate and brain breaks; listening and peer coaching skills; and time to plan lessons aligned with ASD's SEL standards. An hour before school of parallel training was provided to support staff each month and both principals participated in SEL professional development for administrators. Parent workshops were shared at both schools in year two, during the day and in the evening.

Both ANCCS and North Star made AYP (Annual Yearly Progress – NCLB determinant of academic success) for the first time in year one of this project, and both schools sustained that in year two. Each of the principals made strong connections to their SEL emphasis, along with the continued intentionality of academic focus, to these successes. In year two, both schools made Optimistic Thinking and Goal Directed behavior a school wide emphasis, based on their DESSA scores, to great success. (see attached charts). Turning the tide of falling scores in these two vital areas may well prove a key factor in combating the drop out / push out rates.

“I think one of the biggest messages I took away from the training is that I can do something to help my students become more resilient. I will admit, I have sometimes thought that there is no way so and so student will be successful because when looking at his life there were just so many risk factors. I guess what I was feeling was frustration at what I thought was a situation I could do nothing about. How could I help this child when there were so many obstacles?

I really appreciated Paul’s wise words of comfort that in fact I can do something to help. It was such an “aha” moment when he showed us the balance and described how we can equal the sides. I probably cannot do too much about the risk factors, but I can add to the protective factors and that can balance the scale. I also was fascinated by the data that showed a student with high risk factors and high protective factors could out perform a student with low risk factors but low protective factors. Again, it is proof that I can do something to help and I no longer need to feel frustrated.” - ASD Educator

The work in the two focus schools spurred broader outreach, addressing desire and demands from other schools and administrators. Twenty schools participated in a field test of an ASD-developed curriculum for noon supervisors, aimed at building their awareness, skills and effective strategies to increase learning time and students’ sense of caring community. The curriculum is being printed and distributed, with the required materials for implementation and implementation support videos, to all 65 elementary schools this fall. (See attached evaluation results.) All elementary principals were invited to hear Josh Arvidson’s keynote address on Trauma during a monthly PD session, and the same noted local speaker/practitioner keynoted the Annual Asset Fair with a District and community audience of 250+ people.

Deliverables: Trauma Informed Effective Teaching Practices (“Cultivating Social and Emotional Learning Practices”) credit course developed and being offered this fall through UAA; the SEL Noon Supervisor curriculum provided to every elementary school.

“This project has changed me. It has changed who I am as a teacher. It changed how I am with kids. I learned patience. I learned to listen to my kids and say, “What do you need me to do to help you understand?” instead of being frustrated with them or yelling at them to just do what I told them to do.” – ASD Educator

Sustainable Outcomes: DESSA information collected as a part of this grant provided pivotal information that helped secure Project Ki’L funding for the next three years, with an emphasis on caring school community and academic success for AK Native boys. DeWayne Ingram, Ki’L grant manager, continues to collaborate with our cadre to provide trauma and resiliency credit classes, support for the DESSA – which drives intentional focus on SEL skill development. The skills, strategies and attitudes strengthened during this grant work continue to thrive within the school communities.

Our national research partners continue to have strong interest in exploring the connection between increasing students’ SEL skills and increasing their academic scores.

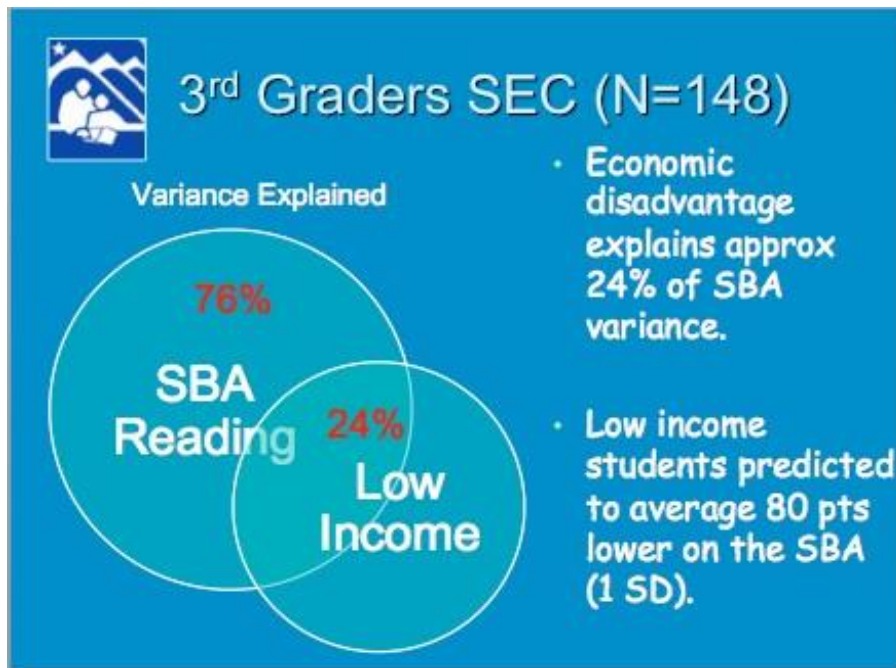
DESSA Mean Scores 2011–2012

	Pre Test	Post Test
Personal Responsibility	45.53	47.80
Optimistic Thinking	46.12	49.25
Goal Directed Behavior	44.70	46.86
Social Awareness	47.40	49.58
Decision Making	46.53	48.46
Relationship Skills	46.80	49.59
Self Awareness	45.28	48.06
Self Management	47.00	49.12
Social Emotional Composite	45.69	48.35

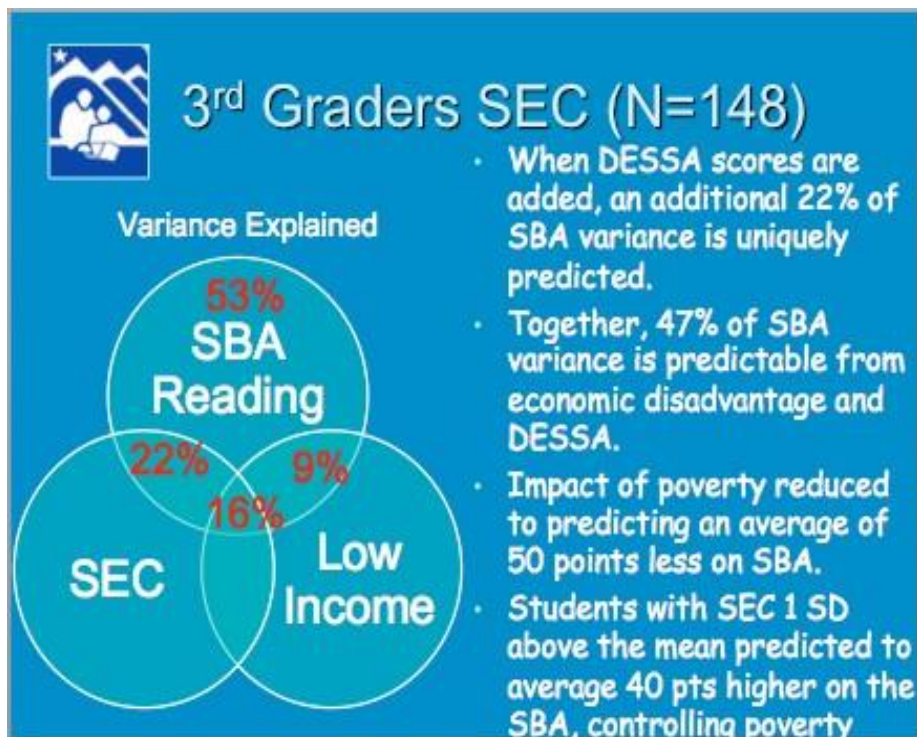
(Jennifer Chain, OSU 2012, pending publication) **“Native Students and All Other Students had a significant positive correlation, no exceptions, between increased reading and math SBA scores and DESSA SE composite scores.** We are left with interesting questions to pursue – in this preliminary study, AK Native students correlations are almost always higher than “All Others”, indicating there may be a stronger relationship between their SBA reading and math scores and their SEL scores.”

“I continue to struggle with my challenging students. I think it is interesting that I started out with the question, “What is it that makes me react to certain students/families?” and now the question to myself is, “What can I change within myself to make a positive impact for the child in front of me at this very moment?” - ASD Educator

(Shapiro and LeBuffe, AERA 2010) “In ASD, being a low income student is predictive of scoring 80 points lower on SBAs...”



“Low Income has less of an impact than SEL skills on increasing reading skills in ASD third graders.”

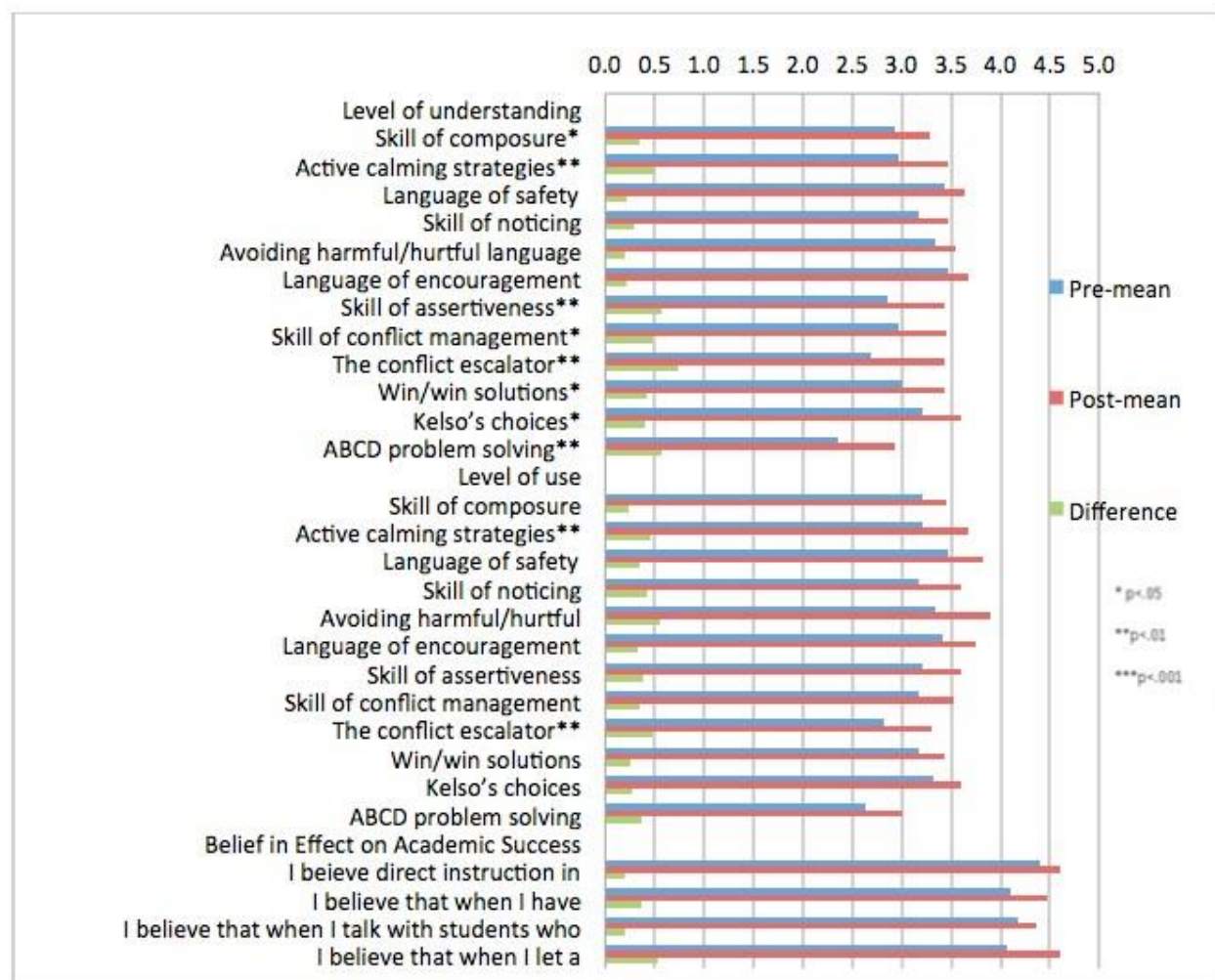


“One of the many professional development opportunities offered through the Second Order Change project was a course for noon duty and teaching assistant staff members. These members of the school community have important interactions with students in unstructured settings (e.g., recess, lunch) but they seldom are the recipients of any professional development. 55 participants responded to a survey at the beginning of the course, and 39 participants completed a post-course survey. 30 participants who took both inventories were used to test the degree of significance of the change from pre-class to post class.

Findings showed that out of 12 items about “level of understanding,” 8 showed significant improvement from pre to post. Out of 12 items reflecting the degree to which course participants actually used the skills, 3 were significantly improved. In addition, 2 out of 4 items reflecting belief in the effect of SEL on student academics were significantly higher at post-test.

After taking the class, participants grew significantly in their beliefs that they could improve students’ academic performance by having “individual, personal conversations with students” and by letting “a student know they are missed when absent.” (AIR report)

Figure 1. Noon duty pre-post results



SEL Leadership: Administrators' Professional Development

Challenges: School administrators set the tone for adult-to-adult and adult-to-student interactions in their sites. They are a strong influence on building climate and productivity. They are also almost unimaginably busy managers, interacting from early morning hours into the evening, with students, parents, community members, staff – and rarely, but appreciatively, with their peers.

Strategies: Provided time, structured learning opportunities and formative assessments (Bar-On EQi) to promote reflection and collaborative conversations.

“Networking and sharing ways to improve our school climate and to help our staff and families during times of unusual stress was very helpful.” - ASD Administrator

Successes: • Small Group and Individual SEL Skill Development work with Bar-On EQ-i.

• After two years of positively-received small group SEL classes and workshops with 22 K-12 principals, the Executive Director for Elementary Education decided she wanted her principals “all in”. Every elementary principal, along with a number of executive supervisors who requested to participate, (approx. 70 people) received SEL-based professional development for a half-day each month of the 2011-12 school year. Responses were very appreciative for the materials and strategies that were ‘take aways’ each month, and at least as appreciative for the collegial sharing, problem solving and thought partner time.

“The time to share gave me more confidence and conscious areas that I could work on and grow as a school leader.” – ASD Principal

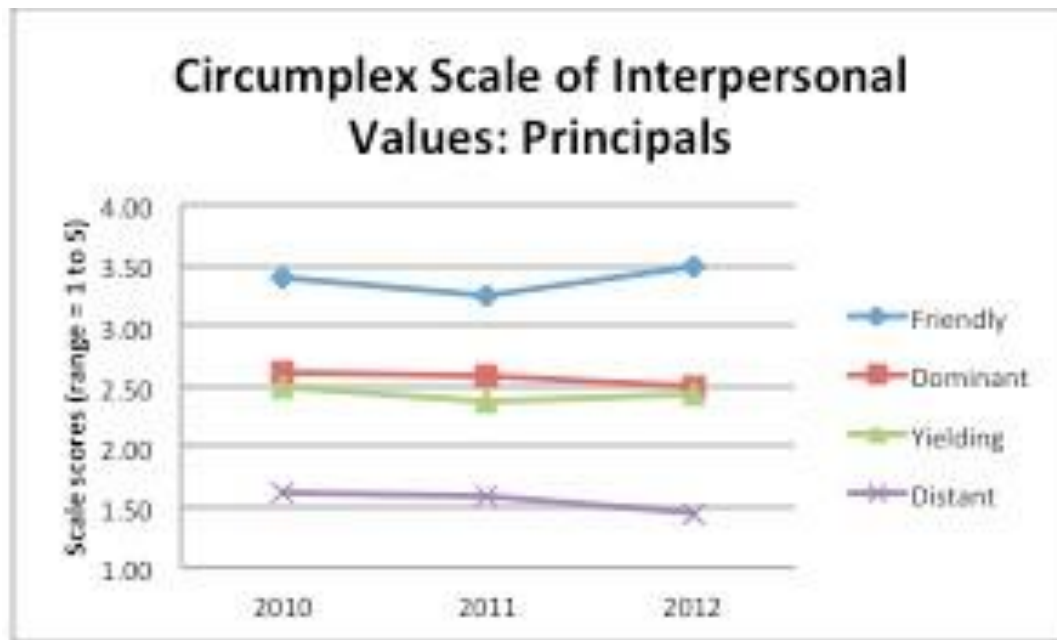
“This leaves me wondering...
Am I doing enough?
Am I doing it right?
Do I know what my teachers really need to get this?
How can I better support and encourage my teachers?” -ASD Principal

Deliverables: Year-long staff meeting menu of suggestions for 3 minute to 30 minute SEL related activities provided to administrators. On-going EQi self-development work.

Sustainable Outcomes:

When ASD recently hired its first new superintendent in 12 years (the national average is 2.7 years), the work of the Second Order Change grant, as Social and Emotional Learning, was consistently endorsed as one of the top priorities to maintain, by a wide majority of administrators. Elementary principals (perhaps because of the additional investment of time and length /dosage of sustained SEL focus) especially owned this work.

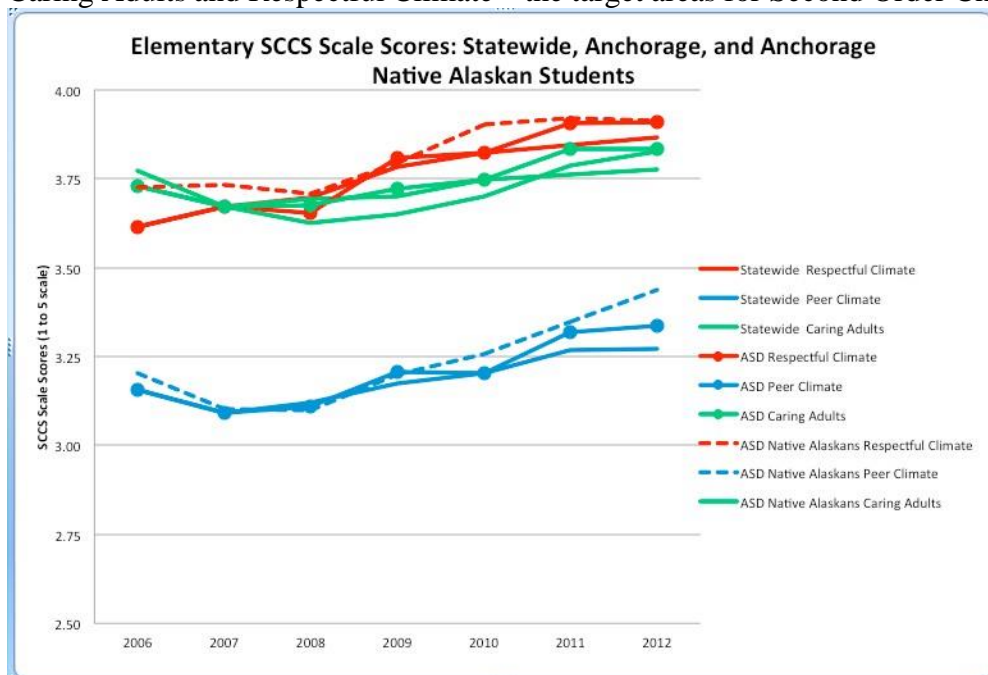
‘...even more than middle school and high school, elementary administrators and teachers reported a clearer understanding and a more pronounced dedication to the continuation of SEL.’
(*American Institute for Research, CASEL 2012 Report*)

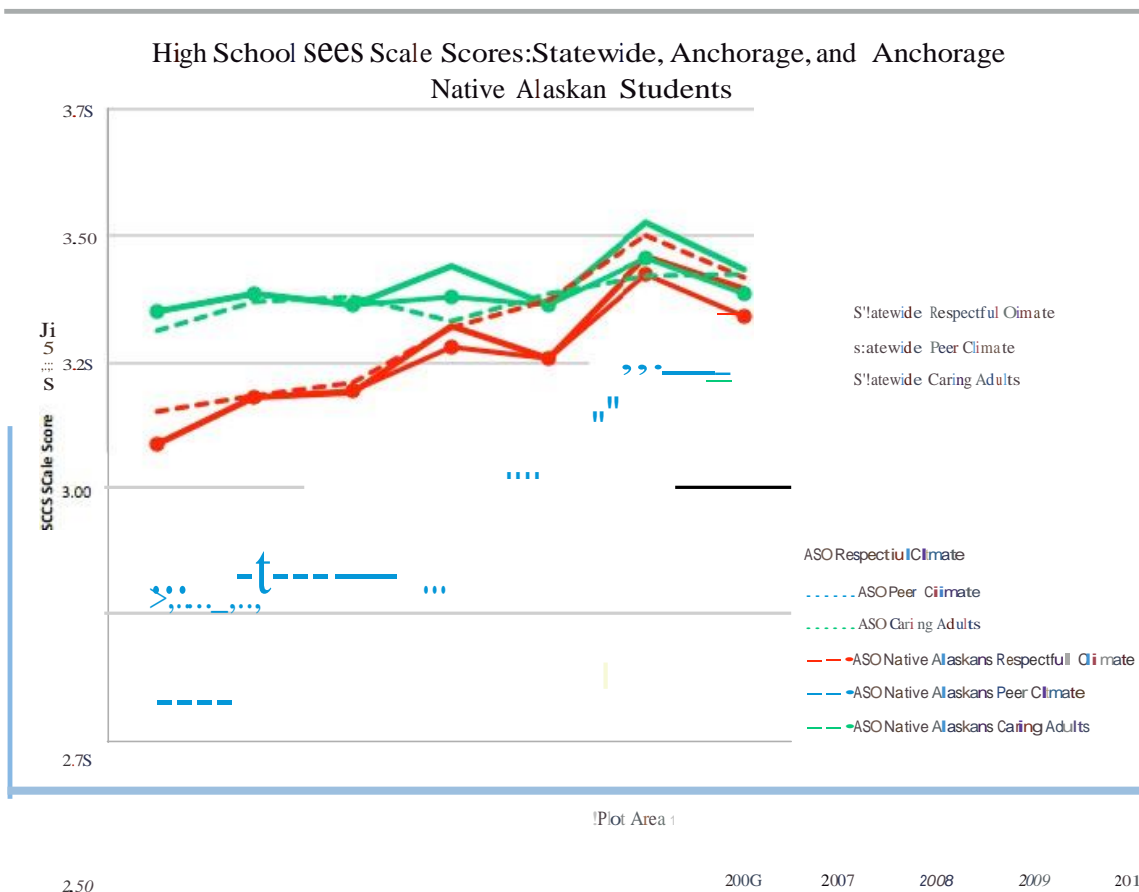
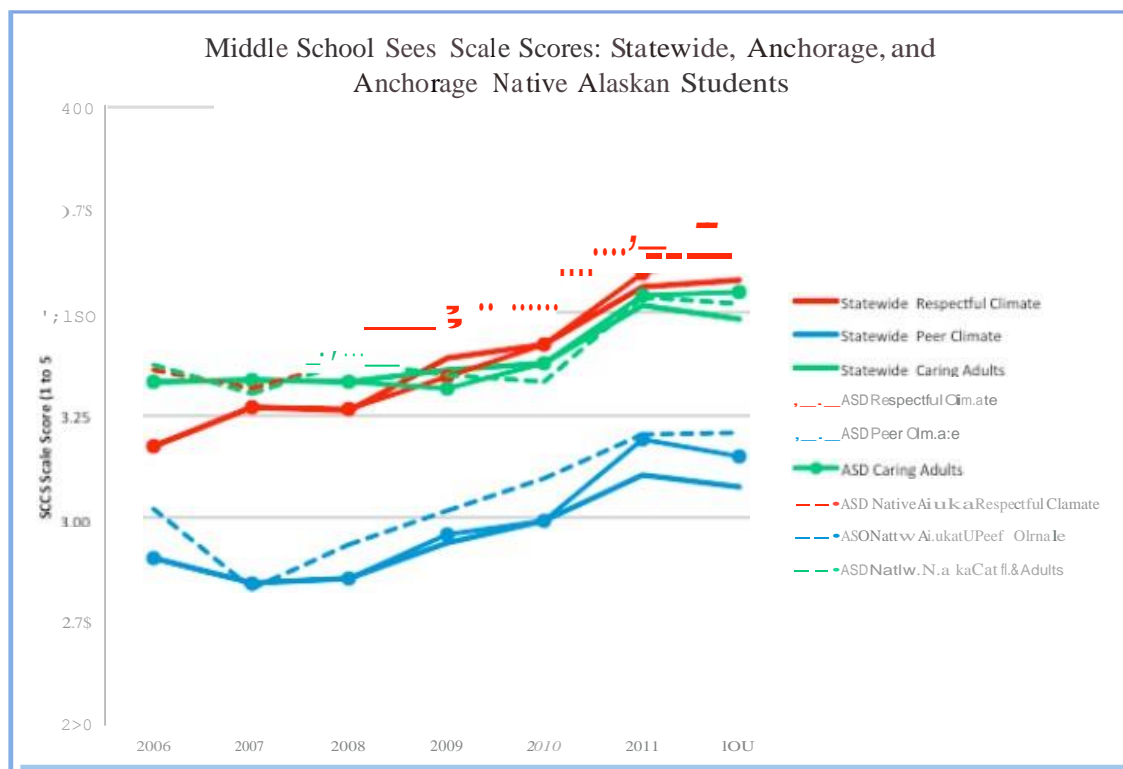


“It’s a ‘human being’ industry. We are not just numbers and data. We need to be creative and energizing. Part of our job is to help them find the joy. I wonder how to do that. I am getting ideas (here) on how to do that.”

- ASD Principal

Alaska Native youth in all three ASD divisions (elementary, middle and high school) reported an increase on the School Climate and Connectedness Survey (SCCS) in the areas of Peer Climate, Caring Adults and Respectful Climate – the target areas for Second Order Change.





Resolving Conflict Creatively Program: Connected and Respected

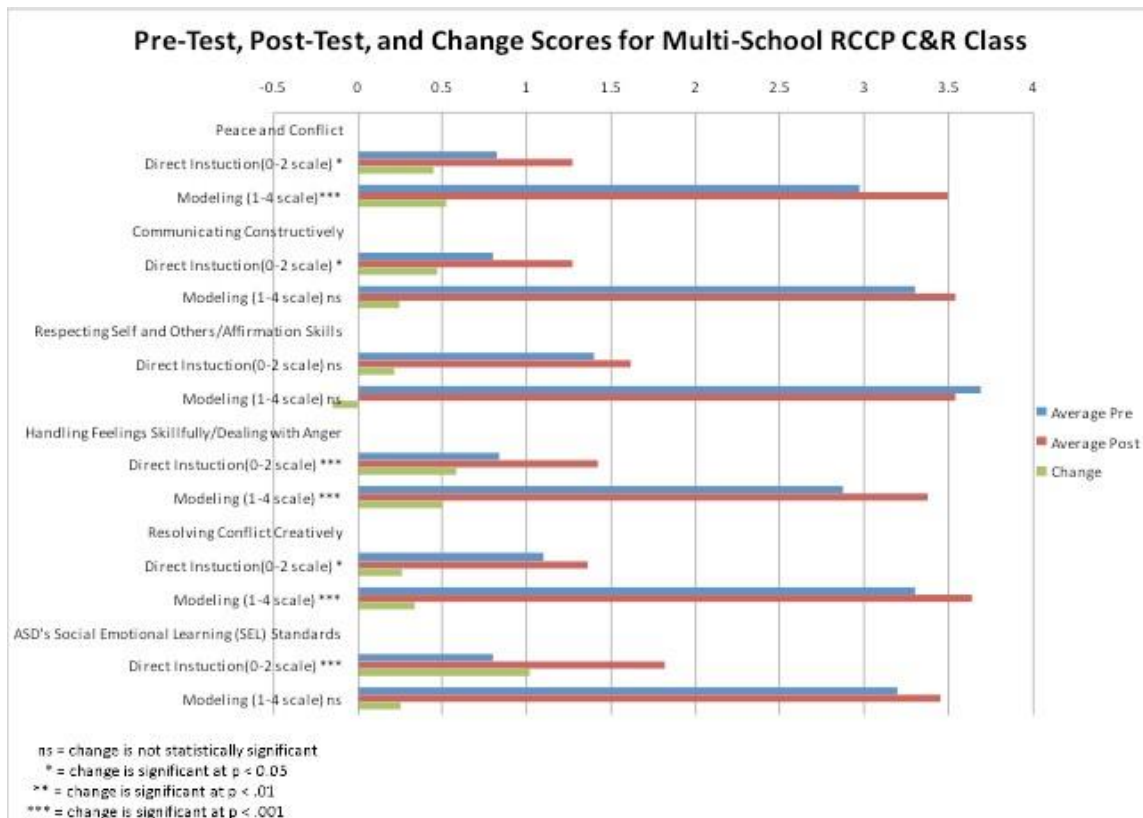
Challenges: This highly effective, research-based program had been kept alive for almost twenty years in ASD, but in a very limited capacity. Only **75** participants were trained in the school year prior to this grant’s support of the updated RCCP curriculum, with two facilitators offering one credit course (Foundations of RCCP).

Strategies: Recruit and develop an outstanding Trainers’ Cadre; build interest and capacity across school sites for integrating RCCP: C&R into their school day. RCCP co-author and national trainer Linda Lantieri mentored our cadre’s development.

Successes: Over the course of the grant, **718 educators participated in the Foundation class plus seven new classes.**

Deliverables: Credit courses developed and offered through UAA include: RCCP C&R Sustainability year-long class; RCCP C&R for Health/SEL teachers; for Counselors; for Building Specialists (ie music, art, PE, library); for Peer Mediator Programs; for Principals; for Teacher Leaders

Sustainable Outcomes: 20+ elementary schools have active Peer Mediation programs; at least a quarter of all elementary schools have weekly SEL blocks in which RCCP C&R lessons are taught.



“Of course, the intent of this class is for us as teachers to be able to teach the SEL skills to our students, but I also found this information extremely helpful for ME! It really made me step back and reflect on my own behavior and how I deal with conflict in my personal life and my work environment. I truly believe that this reflection has made me more mindful in my response when conflicts have arisen.” – ASD Educator

NCBI (National Coalition Building Institute)

Challenges: The Anchorage School District had supported a variety of ‘diversity’ programs over the recent years, but none had proven successful enough to become accepted practice. NCBI was carefully researched and chosen based on its guiding principles, broad net of ‘isms’ it addresses, and a focus on effective, respectful relationship building as teachable, learnable skills. ‘Rooted in an understanding of individual, community, and systematic change, **NCBI leaders work to further: cultural competence, collaboration and partnerships, and building effective relationships within and across group identities.**’

Strategies: Slow and steady were the watchwords for building District support for this strand of our project. With the coaching and modeling of our expert national presenters, we built a team of 30 local facilitators from participants in a series of full day NCBI workshops. This cadre is comprised of ASD employees across unions and job categories, including, among others, front office staff, principals, teachers, Directors of EEO and HR.

“It's very important! It will make our classroom and our school a more accepting place to be, and when the kids feel calm, accepted, and worthwhile, it's easier for them to learn.” – NCBI participant

Successes: National and local trainers provided very well received training for employees across all job categories and local community members, as evidenced by AIR (American Institute of Research) evaluations. Supt. Carol Comeau required the attendance of all 70+ of her Direct Reports at a full day NCBI workshop, which she, her Assistant Superintendent, all Executive Directors, and her direct reports from both the educational and operational sides of the house attended. A two-hour workshop was presented to all elementary principals, many of whom have requested site-based trainings for their staffs.

Deliverables: One-hour, three-hour and full day workshops, as well as a credit class version.

“My listening skills...improved. (Clear your mind, good eye contact and listen without judgment or approval.) So often that's what the children need and I'm in a position to be able to listen one-to-one.”

Sustainable Outcomes: The ASD NCBI training cadre continues to deliver workshops and the credit course is scheduled to be repeated. The process of getting that credit course accepted as one of the very limited number of classes that fulfill the Culturally Responsive course requirement for all new to district employees is underway.

The following grant strands were universally well received by their respective target audiences, but due to limited resources (human and financial), we were unable to build and sustain local training cadres. Each area has strong supporters who continue to use the learning in their own educational practice. There is interest in continuing the work of these programs as individuals and small groups, with strong desire to expand if the opportunity arises in the future.

**Conscious Discipline; Middle School Matters; Discipline with Dignity;
40 Developmental Assets; LSCI (Life Space Crisis Intervention)**