

Cover Sheet

Department of Defense Education Activity (DoDEA) Military-Connected Academic and Support Programs (MCASP) Full Application 2016

Fairbanks North Star Borough School District (FNSBSD)

Project 360

520 5th Avenue

Fairbanks, AK 99701

Project Director

Name: Heather Rauenhorst
 Title: Director of Grants & Special Projects
 Tel: (907) 452-2000 x11464
 Email: heather.rauenhorst@k12northstar.org

Alternative Point of Contact

Name: Melanie Hadaway
 Title: Executive Director of Teaching and Learning Support
 Tel: (907) 452-2000 x11263
 Email: Melanie.hadaway@k12northstar.org

Unique Entity Identifier: DUNS 100642156

Total Funds Requested: \$1,499,971.80

Military Installations Served: Name(s): Fort Wainwright Army Post and Eielson Air Force Base

Grant Grade Levels and Focus Area(s): K-12 Social-Emotional Focus

Target Schools	Grades	Enrollment, SY 15 - 16			Percent Military
		Military	Non-Military	Total	
Anderson Elementary School	K-2	228	23	251	91%
Badger Road Elementary School	K-5	130	371	501	26%
Ben Eielson Junior/Senior High School	7-12	221	114	335	66%
BEST Program (Homeschool)	K-12	70	248	318	22%
Crawford Elementary School	3-6	240	46	286	84%
North Pole Elementary School	K-5	131	392	523	25%
North Pole High School	9-12	168	512	680	25%
North Pole Middle School	6-8	159	490	649	25%
Salcha Elementary School	K-6	21	49	70	30%
Ticasuk Brown Elementary School	K-5	91	415	506	18%
TOTAL ENROLLMENT	K-12	1,459	2,660	4,119	35%

Authorized Signature:

Dr. Karen Gaborik, Superintendent

Project 360 Abstract

Project 360 will increase the level of social-emotional support for, and increase school engagement of, military dependent students by providing:

- 1) A network of “Navigators” providing case management for transitioning and at-risk students to identify barriers to success
- 2) A “Compass” project for military dependent students to share their transition experiences by creating virtual welcome kits for incoming students
- 3) A school climate that welcomes and engages military dependent students through Positive Behavioral Intervention and Support (PBIS) implementation
- 4) A dedicated full time coordinator at the district level to evaluate and improve communication processes and referral protocols for military families

Table of Contents

Section

Page

<i>Section I: Cover Page</i>	<i>1</i>
<i>Abstract</i>	<i>2</i>
<i>Introduction</i>	<i>4</i>
<i>Section II: Needs Assessment</i>	<i>4</i>
<i>Section III: Project Goals</i>	<i>14</i>
<i>Section IV: Project Plan and Leadership Roles</i>	<i>16</i>
<i>Section V: Project Evaluation</i>	<i>19</i>
<i>Section VI: Mentor/Mentee</i>	<i>27</i>
<i>Section VII: Budget Narrative and Sustainability</i>	<i>27</i>
<i>Appendix:</i>	
<i>Job Description for Project Director</i>	<i>Appendix 1</i>
<i>Letters of Support from Military and Community Representatives</i>	<i>Appendix 3</i>
<i>Bibliography</i>	<i>Appendix 5</i>
<i>Resume of Evaluator</i>	<i>Appendix 7</i>
<i>Needs Assessment Data</i>	<i>Appendix 9</i>

Project 360

Introduction

The Fairbanks North Star Borough School District (FNSBSD) recognizes the need to provide increased social-emotional support for military students, particularly those who are transitioning and/or designated “at-risk”. The proposed **Project 360** will address these social-emotional needs with wraparound services by combining the following four elements:

- 1) A network of adult “Navigators” working flexible hours to meet the needs at each school site and in the district’s homeschool program, directly supporting transitioning and at-risk students to identify barriers to success and bridge the gaps with existing resources and/or funding for new resources
- 2) A student-powered “Compass” project in which current military dependent students will create and annually update a virtual welcome kit providing video content and student voice to share their transition experiences and help prepare incoming students and their families for their new location
- 3) Professional development providing the “Guidance System” to enable school staff at each target school to fully implement schoolwide Positive Behavioral Intervention and Support (PBIS) and create a school climate that welcomes and engages military dependent students
- 4) A dedicated full time staff person to provide “Mission Control”, coordinating all these components at the district level while working with top level administrators to evaluate and improve communication processes and referral protocols for military families in anticipation of a large influx of military dependent students in 2020.

Section II: Needs Assessment

Project 360 will provide designated case managers (“Navigators”) for each at-risk and transitioning military dependent student at each of our nine target schools and in the BEST program (the district’s homeschool and online learning program). Highlighting the need for additional caring adults to support students individually and in small groups, Table 1 shows the student to counselor ratios at five of the six target elementary schools are **more than double** the ratio recommended by the The American School Counselors Association (ASCA). The ASCA recommends a counselor ratio of 1 counselor per 250 students, and these five elementary schools have only 1 counselor for between 501 and 537 students each.

TABLE 1: Student to Counselor Ratios

<i>School</i>	<i>Enrollment</i>	<i>Student to Counselor Ratio</i>
Anderson Elementary School	251	537:1
Badger Road Elementary School	501	501:1
Ben Eielson Jr/Sr High	335	223:1
BEST Program (Homeschool)	318	N/A
Crawford Elementary School	286	537:1
North Pole Elementary School	523	523:1
North Pole High School	680	226:1
North Pole Middle School	649	216:1
Salcha Elementary School	70	168:1
Ticasuk Brown Elementary School	506	506:1
National recommendation		250:1

As a staff member at one of the target elementary schools recently commented on a needs

assessment completed in March 2016, “Deployment/ TDY issues, being away from family support, being isolated in a community a bit far from the town life, and the uniqueness of living in Alaska are situations that seem to lead to issues in the classroom.” Another staff member commented on the same needs assessment, “We used to have a counselor to help with these issues but due to budget cuts we must share her with another school. Also we have started counseling as a weekly special so the counselor has no time for actually counseling individual or groups of students who may need to speak to someone about issues such as deployments.”

As shown in Table 2, the majority of staff at both elementary and secondary target schools identified the lack of counselor time to meet with students to address their individual needs as “an important area of need” in their schools. A staff member at one of the target secondary schools commented on the needs assessment, “I think that extra support... would be very useful in the school setting. It would provide the extra time needed that counseling does not have. It would provide more support, education, prevention and overall more services that the school district does not have the time to provide. Rather than putting band aides (sic) on the wounds this may offer some more useful tools that students can take for years after they graduate... Military families have abundance of stress from parents being stationed out of the country, not knowing when he or she will come back or if they will make it back.”

TABLE 2: Staff Perceptions of Counseling Program Adequacy

		Our current level of services is working well for students	Our current level of services is working to some degree, but could use additional support	
The student to counselor ratio at our school allows our counselor adequate time to meet regularly with military students and other transitioning or at-risk students and address their individual needs.	Elementary Schools	7.14%	20.00%	72.86%
	Secondary Schools	15.12%	26.74%	58.14%

At the three target secondary schools, the student to counselor ratios are within the nationally recommended range. Yet, as Table 2 shows, when school staff were asked if the student to counselor ratio at their school allows “adequate time to meet regularly with military students and other transitioning or at-risk students and address their individual needs,” 58% of staff at the three secondary schools indicated that this was an important area of need at their school, while another 27% indicated that, although the current level of services is working to some degree, this area could use additional support. As a 2011 report from the Government Accountability Office on the education of military children noted, “teachers have found themselves fulfilling the role of social worker for military dependent students, a position they felt under qualified to fill.”

As Table 3 shows, staff at the target schools consistently recognized a need to provide more support than is currently available to military students. As one elementary school staff commented, “While, in general, military kids are adaptable and accustomed to change, they frequently face challenges unique to their parents’ profession. The more support we can give them to help deal with the uncertainties of a military life, the better off they will be.” A secondary school staff member reiterated this need, stating, “I think that military students have special

needs, and despite the fact that there are many of them here, we could do a much better job providing and articulating services to them.”

TABLE 3: Staff Perceptions of Support for Military Students

		Our current level of services is working well for students	Our current level of services is working to some degree, but could use additional support	This is currently an important area of need in our school
All staff have the amount of time necessary to get to know and understand military students and the issues they face when enrolling in a new school in Alaska.	Elementary Schools	12.50%	56.94%	30.56%
	Secondary Schools	8.14%	51.16%	40.70%
There is someone knowledgeable about military life who serves as a coordinator/mentor/liason for military students at my school.	Elementary Schools	11.27%	30.99%	57.75%
	Secondary Schools	33.72%	46.51%	19.77%

Too often, the focus on supporting students and improving their achievement is limited to addressing curriculum content. While good instruction is critical to the learning process, research shows that students receive and process learning best when they feel safe and cared for by the community. Military dependent students will benefit from being connected to a specific adult “Navigator” in their school who can respond to any problem behaviors such as truancy by identifying and removing barriers to school attendance and engagement. According to the 2015 Youth Risk Behavior Survey (YRBS), 23% of all FNSBSD high school students completing the survey reported that they had missed classes or school without permission during the past 20 days. Many students and their families do not realize the important connection between attendance and graduation, but the district has engaged in a long-term evaluation of this issue and found that, by 9th grade, regular attendance is a better predictor of graduation rates than 8th grade test scores. The current districtwide attendance rate is 92% while the districtwide attendance goal is 95% attendance, or less than 10 absences per student. District students with a 95% or higher attendance rate have a 91% graduation rate. District students with attendance rates lower than 80% have a GPA at least a letter grade below their peers, are 14 times more likely to drop out of school, and only have about a 25% chance of graduating.

Table 4, which disaggregates military dependent attendance from non-military dependent attendance, shows baseline data at each target school. The *Project 360* Navigators will immediately intervene with any students whose attendance rate falls below 90% because these students had an average graduation rate below 50% over the last 5 years. While military students tend to have fewer problems than other students maintaining attendance rates at or above 90%, there is still an alarmingly high percentage of military dependent students for whom this is an issue. Note especially North Pole High School, where 34% of military dependent students had attendance rates below 90% in the most recent school year.

TABLE 4: Percent of Students with Problematic Attendance

2014-15 School Year	Attendance: Percent of Students with "below 90%" attendance*		
	Military	Non-Mil	All
Anderson	11.3%	28.1%	13.1%
Badger Road Elementary School	15.5%	30.0%	26.2%
Ben Eielson Jr/Sr High	14.5%	34.6%	21.4%
BEST Program (Homeschool)	NA	NA	NA
Crawford Elementary School	14.0%	31.0%	16.2%
North Pole Elementary School	15.6%	19.0%	18.1%
North Pole High School	34.4%	42.7%	41.0%
North Pole Middle School	13.8%	25.0%	22.4%
Salcha Elementary School	4.3%	23.4%	18.4%
Ticasuk Brown Elementary School	17.1%	30.3%	27.8%

* Students with “below 90%” attendance showed an average graduation rate below 50% over the last 5 years

Navigators will act as advocates for military dependent students, prioritizing those who are in transition and/or designated “at-risk.” To maximize the effectiveness of the Navigators and their impact on student attendance, their case load will be largely determined by a proven data-driven model for identifying at-risk students. Dr. Ellis Ott, the FNSBSD Research Associate and Accountability Coordinator, has created and tested a data-driven early warning system for identifying those students most likely to drop out, using data from the district’s online student records management system. This model has been proven effective at identifying at-risk students in the last 6 cohorts of graduating classes. According to a survey conducted by the FNSBSD Research and Accountability Department, when asked what they perceived as the biggest challenge for serving at-risk students identified through the early warning system, staff identified 1) Time and resources, 2) Lack of parental involvement, and 3) Attendance. The same survey asked school staff what they needed in order to intervene with these students and the most common responses were 1) More time and resources, 2) More professional development for staff, 3) More support, and 4) More parental involvement. **Project 360** aims to address all of these factors.

Being able to identify the students most at risk of failure is a critical foundation for the **Project 360** Navigators to effectively and efficiently intervene with case management and barrier-removal activities. A high risk student is 27 times more likely to drop out than a low risk student, so it makes sense to prioritize case management services to these students. According to a 2016 study completed by Dr. Ott, students who are identified as high risk in the elementary grades are likely to continue as high risk in secondary grades. Without intervention, over 50% of these elementary students continue their high-risk status into secondary school, but this trend can be stopped. The study showed that dropout risk can be cut in half when simple interventions are based on the district’s early warning system.

Since the Navigators will use this early warning system to prioritize direct services to those

students who are most at risk, interventions will not be limited to only those students who outwardly display problem behaviors but will also use the proven system to identify those students who are quietly slipping behind and/or struggling to connect with their school community. Table 5 displays the percent of students at each target school designated as “at-risk” for both the military and non-military populations. Note especially the high percentage of at-risk students in the district’s homeschool and online learning program, known as the BEST program. BEST is a “school without walls” where more than 1 out of every 5 students is a military dependent. As a recent article in Education Week noted, “For active-duty military families juggling frequent moves and long deployments that may take a parent away for more than a year at a time, homeschooling appears to be growing in popularity as a means of providing stability in their children’s education.” The BEST program is unique among other homeschooling options in Alaska because it gives students the option of also enrolling in up to two classes and participating in athletics, music programs, and other extra-curricular activities at the district’s traditional “brick and mortar” schools. Thirty percent of the military dependent students enrolled in the BEST program are at-risk, and these students will benefit from having a Navigator assigned to their program to provide case management and barrier-removal activities.

TABLE 5: Percent of Students Designated “At-Risk”

2014-15 School Year	Percent of Military and Non-Military Students “At-Risk”*		
	Military	Non-Mil	All
Anderson	7.9%	4.4%	7.6%
Badger Road Elementary School	7.7%	15.6%	13.6%
Ben Eielson Jr/Sr High	8.6%	14.9%	10.8%
BEST Program (Homeschool)	30.0%	34.7%	33.7%
Crawford Elementary School	2.9%	8.7%	3.9%
North Pole Elementary School	9.2%	17.4%	15.3%
North Pole High School	18.5%	23.4%	22.2%
North Pole Middle School	11.3%	14.5%	13.7%
Salcha Elementary School	9.5%	6.1%	7.1%
Ticasuk Brown Elementary School	14.3%	19.3%	18.4%

*** The district’s at-risk students have had a graduation rate ranging from 12% to 55% over the last 5 years**

The second component of *Project 360* is a student-centered “Compass” project for current military dependent students to share their transition experiences by creating virtual welcome kits for incoming students and their families. This will provide current students with peer leadership opportunities as well as providing an outlet for sharing their unique experiences. It will provide incoming students with information from their peers to help them prepare for their transition and adjust more rapidly to their new environment. As shown in Table 6, the majority of staff surveyed at the target schools indicated that an important area of need in their schools was for military students to meet “to talk about transition issues.” A majority also indicated that it was an important area of need in their schools for military students to “have an outlet for sharing their experience from a military student perspective.”

TABLE 6: Staff Perception of Support for Military Student Needs

		Our current level of services is working well for students	Our current level of services is working to some degree, but could use additional support	This is currently an important area of need in our school
Military students meet in small groups on a regular basis to talk about transition issues as they move in and out of our community.	Elementary Schools	4.23%	18.31%	77.46%
	Secondary Schools	9.76%	34.15%	56.10%
Military students have an outlet for sharing their experiences from a military student perspective.	Elementary Schools	5.56%	31.94%	62.50%
	Secondary Schools	14.12%	41.18%	44.71%

Several staff members who completed the recent needs assessment stated their opinions that the military should better prepare families for assignment here in Alaska. A school district employee who is also a military spouse and parent stated, “We thought the Air Force would provide us with information and I believe they thought the schools would. It is important that our schools are knowledgeable about the community in which they teach. It is almost impossible to teach students when we do not know where they are coming from. As the military kid moves from base to base, there has to be some kind of outreach from the school that makes that student feel like this school is theirs... The child should feel supported at school without asking for support. The school should be a foundation that is stable yet understanding to families who are protecting this country.”

While transitioning to any new duty station can be challenging, transitioning to Ft. Wainwright Army Post and Eielson Air Force Base in the Interior of Alaska offers unique conditions to which military members and their families must adjust. First, there is the extreme cold and the necessity of being prepared for rapid changes in weather. The DOD Military Installations Booklet for Fort Wainwright accurately informs newcomers that the weather in Fairbanks has the largest swing in the world, with temperatures up to 90 degrees in the summer and as cold as minus 65 degrees in the winter. While most people who move to Alaska realize it will be cold in the winter, they are often shocked to find out that school isn’t cancelled at 50 below zero and both PT and recess are still held outdoors at 20 below. The seasonal extremes of daylight and darkness are also an unusual factor to adjust to, with students taking the bus to school in darkness and returning home in darkness for 5 months of the school year. Parents as well as students may be more likely to experience depression due to the lack of sunlight in the long winter while, in the summer months, the almost constant daylight can interfere with sleep patterns and increase stress levels.

As a staff member commented on the recent needs assessment conducted at the target schools, “I see parents of children arrive at our school to register. What I see are "deer in the headlights" looks when they arrive at our school located midway between 2 military bases. In our rural neighborhoods are wood frame houses on gravel roads. Rent and home buying is expensive and finding a home is difficult. Our school neighborhood boundaries are unusual as some people can see our school from their house windows but they do not live in our school

boundaries. Long dark bus rides on dark cold mornings 5 months a year. Cold weather (expensive) gear is needed for bus ride to and from school and outdoor recess of up to 20 below. Parents find struggling with adjustments to new environment, new school, new lifestyle, and dealing with military deployments difficult. I see military parents trying to do their best with what they have, but more support, especially during deployments and exercises would help.”

Additionally, there is the isolation of these Interior Alaska duty stations and the high cost of living in Alaska. The only city near Ft. Wainwright and Eielson is Fairbanks, which is often described as “the end of the world” due to being the northernmost sizable population center in the U.S.. The next closest city is Anchorage, which is a 6-8 hour drive away depending on road conditions and weather. In CONUS locations, families are usually able to visit extended family or host visiting relatives to help ease their separation, but the cost of travel to and from Alaska makes this more difficult. Airfare to the East coast often exceeds \$1,000/person so taking the children to visit family over the holidays is financially impossible for many young families, even if they were willing to endure the 12-16 hours of travel time. While they may be able to offset some of the high costs by using military resources like the commissary and exchange, the cost of buying suitable clothing for the Arctic climate and winterizing vehicles is often an unexpected expense.

The shortage of on-post housing forces many families to deal with the high cost of renting or buying off-post, and the cost of childcare is often twice what families had paid in their previous location. This high cost of living adversely affects many families living on military wages and makes it difficult for them to afford the expenses of school sports and co-curriculars; this is unfortunate since these activities are often a way for military dependent students to quickly get engaged in their new school communities.

As Table 7 shows, financial hardship is a reality for nearly 1 in 3 students in many of the target schools. Six schools (Anderson Elementary, Badger Road Elementary, North Pole Elementary, North Pole Middle, Salcha Elementary, and Ticasuk Brown Elementary) have poverty rates above 30%. With millions of dollars in cuts to the school district budget due to an unprecedented financial crisis in Alaska which began in 2015 and is continuing in 2016 (due to the plummeting price of oil which provides 90% of our state’s revenue), district funding for extracurricular and co-curricular activities like band, sports, and art clubs have been cut and more and more costs are being passed on to families. The Navigators will work with all military dependent students as they enroll to identify any potential barriers to school engagement (such as financial hardship limiting ability to pay sports or band fees) and will mitigate them by working with the project coordinator at the district level to access funds designated for these activities.

TABLE 7: Poverty Levels at Target Schools

School	Percent Low Income
Anderson Elementary School	32.67%
Badger Road Elementary School	31.94%
Ben Eielson Jr/Sr High	22.39%
BEST Program (Homeschool)	13.84%
Crawford Elementary School	27.27%
North Pole Elementary School	36.14%
North Pole High School	22.65%
North Pole Middle School	32.97%

Salcha Elementary School	38.57%
Ticasuk Brown Elementary School	40.91%

According to the 2015 Youth Risk Behavior Survey (YRBS) results, 24% of district high school students disagree or strongly disagree that their school has clear rules and consequences for behavior. The percent of students (24%) in the FNSBSD who disagreed with this statement was significantly greater than the percent of students (14%) across the state of Alaska. There is a need to establish clear positive behavioral expectations and provide a continuum of support and interventions to help all students develop pro-social skills that will help them engage with their school communities and increase their feelings of safety and security in school.

The third component of **Project 360** will support positive school climate and provide early intervention for struggling students through implementing Positive Behavioral Intervention and Support (PBIS). PBIS is an inclusive label for a set of non-punitive, proactive, and systematic techniques to address student misbehavior through universal or targeted prevention programs and interventions. The “Guidance System” of **Project 360** will be the professional development to support schoolwide implementation of PBIS. The highly mobile population of military dependent students will benefit from implementation of PBIS because, regardless of the time of year in which they enter their new schools, their transitions will be eased when they are greeted with explicit and positive expectations of behavior rather than assumptions that they should just know the rules. PBIS levels the playing field for students from diverse backgrounds and helps ensure that all students have the same tools for success in their school environment.

Implementation of PBIS is the first step to removing barriers to consistent school attendance among military dependent and other high-need students, easing their transitions and making their schools more welcoming places. As Table 8 displays, each of the target schools report the need for additional support to successfully implement a schoolwide behavior management system. Additional training and support will be required for staff to fully implement all phases of PBIS, from general classroom management to specific behavior analysis and intervention plans for individual students who exhibit persistent problematic behavior. Students with disabilities, those at risk, and those displaying the expected school behaviors can ALL benefit from a well-designed, consistently applied, positive school-wide behavioral framework.

Table 8: Implementation of PBIS

		Our current level of services is working well for students	Our current level of services is working to some degree, but could use additional support	This is currently an important area of need in our school
We are successfully implementing a tiered system of behavior support or a schoolwide behavior management system.	Elementary Schools	19.72%	50.70%	29.58%
	Secondary Schools	9.41%	52.94%	37.65%

The district currently has Professional Learning Communities (PLCs) for teachers, administrators, counselors, and other staff to meet weekly to discuss school standards and behavior concerns and to evaluate outcomes in the classroom. Districtwide, school reforms such as Response to Intervention (RTI) have been brought to fruition largely through PLCs. **Project**

360 will build on the solid foundation of PLCs to support successful PBIS implementation, but will not marry the project’s success to specific staffing levels or existing positions that may be reduced or eliminated districtwide in these times of financial crisis impacting our school district’s budget. The PBIS component of **Project 360** has the potential to change the culture of the entire school community by creating positive and uplifting climates at each target school, helping students learn alternative behaviors to replace negative coping strategies, and making schools a more comfortable and engaging place for all. According to a study by the Military Family Research Institute at Purdue University, “if only one strategy could be undertaken to increase the likelihood that children and adolescents would have the skills and abilities necessary for resilience, the existing evidence indicates that one thing should be to ensure that every child and adolescent is treated with ample warmth, appropriate limits, and competent monitoring. When these are provided, individuals are far more likely to develop the social, emotional, and coping skills they need to face difficult challenges.”

Project 360, while focusing on social-emotional support for K-12 students, will complement a previously funded MCASP project by helping remove barriers to student attendance and increasing military dependent students’ connection to and comfort level in their schools. The FNSBSD is currently in the planning year of a FY15 MCASP grant focused on academic improvement in the primary grades by implementing a 1:1 iPad project at 5 elementary schools serving students at both Eielson Air Force Base and Ft. Wainwright Army Post. The FNSBSD is also a former DoDEA grantee. The 2009-2012 DoDEA project parameters were significantly different than this proposed project. However, we have incorporated several lessons learned from that project into our planning for this grant. First, our past struggle to implement multi-pronged approaches has inspired us to not attempt to do too much with the limited resources available; thus, we have kept this project’s focus simple in strengthening each school’s framework of social-emotional support and improving districtwide coordination of services for military dependents. Second, the lack of a full time dedicated project director for our earlier DoDEA project has motivated us to plan for a full time project director who will provide implementation leadership as well as manage the grant and coordinate professional development activities.

Thus, the final component of **Project 360** will be a dedicated full time “Military Student Support Coordinator” to act as project director and work with military partners and district administrators to evaluate and improve communication processes and referral protocols for military dependent students. He or she will be responsible for coordinating all project components to include professional development to increase all staff’s understanding of military needs and resources. As the Army Handbook for Garrison Commanders states, “Ensuring “excellence” for military Families that frequently transition from installation to installation and school system to school system requires the installation leadership and the leadership of the Local Education Agency (Administration, school boards, etc.) to collaborate and develop partnerships that work to resolve transition issues, facilitate information flow for parents, level the playing field for military children, and ensure rigorous academic curricula and standards that well-serve the military child, not only in their current academic setting, but also in establishing the foundation for academic success regardless of where mobile military children find themselves assigned in the future.”

The district has a single district–level coordinator for homeless students, for English Language Learners, and for Alaska Native students, and these groups benefit from the advocacy and accessibility of this single point of contact. There has not been a centralized role with

responsibility for military student support like there has been for other student groups, and there is a huge need for it, especially with the anticipated influx of military dependent students during the life of this grant project. The coordination between the Army, the Air Force, and the schools has primarily been addressed at the school leadership level, which is impacted by principal turnover as well as frequent rotations and deployments on the military side. Students who attend schools located on base tend to be more aware of and to more frequently access military resources while schools with high numbers of military students located off-installation are less likely to benefit from these resources. Prior to 2015, the Army had contracted with the Military Child Education Coalition (MCEC) to provide a Military Student Transition Consultant located in the FNSBSD. This position had filled in some of the aforementioned gaps until it was eliminated by the Army in 2015. The district was given little notice or time to plan for the repercussions of this cut. The district's counseling staff and administrators have keenly felt the loss of this position and have struggled to address the ongoing needs of military dependent students and act as liaisons between the military families and district and community resources.

The majority of school staff remain in the dark about the wealth of available resources for military dependents. School staff are often confused by the differences between the Army and Air Force as well as between the active duty and the guard/reserve and struggle to know what resources are and are not available for students associated with each. There are resources like School Liaison Officers and Military Family Life Consultants made available by different military offices to support their members' interactions with local schools, but the lack of a single point of contact at the district level makes for fractured and duplicative transition and support services. Many needs go unmet for simple lack of coordination and communication, when resources had been allocated by one or more entities to address those very needs. As the Army Handbook for Garrison Commanders states, "One constraint that can be classified as a universal reality (for both military installations and school systems) is that there will never be enough resources available individually to ensure success in the mission to educate military children. However, when Garrison Commanders and School Superintendents resolve to communicate effectively and partner to pool their available resources, not only is efficiency and effectiveness increased, the synergy can result in successes that neither thought possible. The evidence suggests that a meaningful commitment to Partnerships between installations and their school systems greatly reduces the friction and frustrations of school transitions."

The need for increased community engagement and support for transitioning to Alaska is evident in the fact that the district main website lacks information specific for military families; nor do individual school websites have consistently updated information or useful links for transitioning military families. The information needed for transitioning families is scattered and the available resources are not comprehensively summarized. This is a problem because, as the Army Handbook for Garrison Commanders notes, "Access to accurate, timely, consistent, easily understandable information is important for military families in the pre-arrival phase." In a recent needs assessment conducted among staff at the target schools, both elementary and secondary school staff indicated that there was a need to improve their schools' websites to provide adequate information for military and other students and families who are moving into the area. As shown in Table 9, 59% of elementary staff and 67% of secondary staff indicated that communicating information about the challenges of living in Alaska to students is an important area of need in their school. Creating and maintaining school district webpages dedicated to military families will be a primary task of the Military Student Support Coordinator.

TABLE 9: Staff Perception of Information Provided to Transitioning Students

		Our current level of services is working well for students	Our current level of services is working to some degree, but could use additional support	This is currently an important area of need in our school
Our school’s website provides adequate information for military and other students and families who are moving to the Fairbanks area.	Elementary Schools	18.57%	42.86%	38.57%
	Secondary Schools	12.94%	45.88%	41.18%
Information about the challenges of living in Alaska (such as darkness, cold, and distance) is well communicated in advance to students who plan to move to Alaska.	Elementary Schools	13.70%	27.40%	58.90%
	Secondary Schools	9.76%	23.17%	67.07%

The population of one of the two local military installations is expected to grow significantly within the life of this grant, so the district needs to prepare to adapt its resources to a significant influx of military dependent students. On April 4, 2016, the Secretary of the Air Force announced that Eielson Air Force Base has been selected as the new home for the Air Force’s first operational overseas F-35A Lightning IIs, with two squadrons anticipated to arrive in 2020. According to the [Environmental Impact Statement for U.S. Air Force F-35A Operational Beddown – Pacific](#), the arrival of the new F-35As is expected to impact the Fairbanks community with the addition of 1,076 military members, 487 civilian contractors, 674 spouses, and 528 children for a total of 2,765 additional people by 2020. These new students are likely to be impacted by even more frequent deployments than in the past. According to the same report, “The proposed beddown and operation of the F-35A within the PACAF AOR meets the President and Secretary of Defense’s directives to reduce vulnerabilities and provide rapid worldwide deployment. The PACAF F-35A beddown also provides a stabilizing presence within the region by providing efficient and effective response to threats. The purpose of the Proposed Action is to maintain efficient and effective combat capability and mission readiness in the PACAF AOR as the Air Force faces deployments across a spectrum of conflicts, while also providing for homeland defense.”

Prior to this large influx of military dependent students in 2020, we have a window of opportunity to thoughtfully and thoroughly evaluate and improve our processes for identifying and addressing the needs of military dependent students. Our district is good at meeting the needs of most military students; we want to be great at meeting the needs of all military students.

Section III: Project Goals

Goal 1) Increase the school engagement of at-risk students and military dependent students at the targeted schools. Goal #1 aligns with the district’s need for more student support and case management and the need to provide staff with implementation support for PBIS.

Goal 2) Increase the level of social-emotional support for at-risk students and military dependent students at the targeted schools. Goal #2 aligns with the district’s need to provide

military students with opportunities to share their experiences and helps address areas of need at the district level regarding community engagement and coordination for military students.

Outcomes:

- 1) The percentage of military dependent students at the target schools reporting high levels of school engagement will increase to 95 percent. *(As measured by school climate survey with baseline to be determined in planning year.)*
- 2) The percent of military dependent students with problematic attendance rates (below 90%) will decrease by 3% annually.
- 3) The number of military dependent students at the target schools who have received Navigation support services will increase to 90%.

Table 10: Alignment of Goals with Strategies and Activities

GOAL	STRATEGY	IMPLEMENTATION ACTIVITIES SUPPORTING STRATEGY
#1: Increase school engagement of at-risk students and military dependent students at target schools	Strategy 1.1: Provide Counseling/Case Management with a “Navigator” trained in assessing and supporting military students	#1: Assign each at-risk student and transitioning military dependent student a school “Navigator” who has been trained to assess and support the student’s needs.
		#2: Develop an individualized “Navigation” plan through (1) communication with student, parents, and/or school or military personnel as appropriate and (2) selecting appropriate case management services such as: <ol style="list-style-type: none"> a. School-level referral to appropriate connection (sports, band) b. District-level referral (for barrier removal assistance such as funding for extra-curricular activities) c. Military or other community referral to existing resources (MFLC for peer support groups on base/post, 4-H afterschool groups, etc) d. Participation in student-powered “Compass” project to share transition experiences and collaborate with peers e. Ongoing meetings with school “Navigator” to provide consistent caring adult presence and ongoing advocacy
	Strategy 1.2: Implement schoolwide Positive Behavior Intervention & Support through extensive and ongoing professional development coordinated by the district level Military Student Support Coordinator	#3: Monitor student progress of individualized “Navigation” plans and review at the end of each semester.
		#1: Hire a full-time Military Student Support Coordinator to coordinate professional development activities, including making travel arrangements for school leadership to attend train-the-trainer sessions, providing access to online guidance and resources, contracting with PBIS experts to provide coaching on site at the school and in breakout sessions for groups of staff (teachers, counselors, principals), and facilitating PBIS lessons and collaboration during district professional development days, school staff meetings, and PLC time. #2: Provide professional development in implementing schoolwide Positive Behavior Intervention & Support to establish and maintain a positive school climate that eases transitions for military students by welcoming and engaging them.
#2: Increase level of social-emotional support for at-risk students and military	Strategy 2.1: Provide a dedicated full-time Military Student Support Coordinator at the district level to facilitate community engagement in the support of military dependent and at-risk	#1: Hire a full-time Military Student Support Coordinator to provide “Mission Control” of the project and work with top district administrators to evaluate and improve communication processes and referral protocols to support the needs of military dependent students.
		#2: Provide professional development to all school staff to increase understanding of military students’ unique challenges and assets as well as promote awareness of military student support resources available from the school, military installation, and larger community. Trainings

dependent students at target schools	students' social-emotional needs	will be coordinated by the Military Student Support Coordinator (MSSC) and may be provided by the MSSC, local military experts such as School Liaison Officers, Military and Family Life Counselors, 4-H Military Outreach Program staff, or any combination thereof.
		#3: The Military Student Support Coordinator will meet at least monthly with a coalition of military and school district leaders and local community agencies regarding services available to military dependent students, to address any gaps between needs and available resources and work together to increase efficient collaboration.
	a. Strategy 2.2: Provide Peer Support with a “Compass” project for current students to share transition experiences and collaborate with peers to help support students transitioning into the district	#1: Provide each school site with staffing support and technology resources needed for current students to create virtual welcome kits for incoming students in transition.
		#2: Develop an individualized “Compass” Project at each school site to allow current students to share their transition experiences and provide peer support in this project-based learning and leadership experience.
		#3: Provide easily accessible virtual welcome kits to incoming students to ease transition anxiety for military students by welcoming and engaging them before they even set foot in the school.

Section IV: Project Plan and Leadership Roles

Criteria for the Project Director

Project 360 will be managed by a full time (1.0 FTE) director who will spend 100% of his or her time on this project. This director’s title will be “Military Student Support Coordinator” (MSSC) and he or she will be required to have knowledge of military life, experience working collaboratively with school district and military leaders, and understanding of the needs of military students during transition times. The preferred candidate will be familiar with both Army and Air Force structures as well as local community helping agencies and available resources and will have experience in case management, student advocacy, and providing professional development to educators. The MSSC will be responsible for all aspects of *Project 360* planning and implementation and will collaborate with the external evaluator in the implementation and progress monitoring. A job description for the MSSC is in the Appendix.

The MSSC will report directly to the Executive Director of Teaching and Learning Support (EDTLS), a Cabinet-level position in the school district. The MSSC will meet at least monthly with the EDTLS, who oversees districtwide professional development, to discuss professional development needs and plans, training content and delivery schedules, outside vendors and contracts, and implementation logistics. He or she will work collaboratively with the district's Executive Director of Technology and Information Systems to refine online tools for building and tracking services related to individualized student Navigation Plans, and to create and share the virtual welcome kits created in the student Compass projects. The MSSC will also meet at least monthly with the outside evaluator to facilitate the formative and summative evaluation activities and coordinate data collection and site visits with school principals as needed. The MSSC will provide ongoing communication to all target schools’ principals and staff, military and community partners, the school board, and DoDEA about the project goals and implementation progress through regular updates and scheduled reports.

A) Approach to Planning Year

As soon as possible after a grant award is made, the Executive Director of Teaching and Learning Support will hire a full-time Military Student Support Coordinator to provide the “Mission Control” for **Project 360**. The MSSC will immediately begin working with top district administrators and military leadership to evaluate and improve communication processes and referral protocols to support the needs of military dependent students. Throughout the planning year, the MSSC will coordinate professional development activities, including making travel arrangements for school leadership to attend conferences and train-the trainer sessions, providing access to online guidance and resources, contracting with PBIS specialists and military student experts to provide coaching on site at the school and in breakout sessions for groups of staff (teachers, counselors, principals), and facilitating lessons and collaboration during district professional development days, school staff meetings, and PLC time.

Throughout the grant-writing process, the district’s Grants Director has consulted with program coordinators and directors from the school district’s information technology, curriculum, and counseling departments as well as with military-affiliated individuals to include School Liaison Officers, Military & Family Life Consultants, and 4-H Military Outreach contractors. All of these individuals have provided essential input to this project plan, and the MSSC will be responsible for establishing a collaborative working relationship between district staff and community stakeholders by convening a **Project 360** Military Student Support Task Force (MSSTF) in the planning year. The MSSC will meet at least monthly with this coalition of military and school district leaders and local community agencies regarding services available to military dependent students, to address any gaps between needs and available resources and work together to increase efficient collaboration. This task force will advise the MSSC regarding problem-solving procedures and will help to assess needs, discuss available resources, ID gaps, examine system for overlap and redundancy, look for opportunities to improve efficacy and efficiency, plan collaborative activities, determine professional development offerings and schedules, and finalize contractual relationships.

The MSSC will work with this team to refine requirements and expectations for the Navigators at each target school and work with principals to identify whether the role will be filled by providing a contract for additional after school hours for an appropriate existing staff member, providing a new part time hire to add to the staffing at the school, and/or bringing in a contracted partner’s staff (such as 4-H). He or she will also work with the Director of Alternative Programs, who oversees the district’s BEST program for homeschool and online learning. Since more than 1 out of every 5 students enrolled in BEST are military dependents, the MSSC will work with BEST leadership to gain understanding of the unique needs of the military dependent students who are choosing homeschooling, and to increase BEST program staff members’ understanding of resources available for military dependent students.

The MSSC will work closely with the evaluator in the planning year to collect baseline data (such as school climate survey data) as well as to refine the planned data collection activities and timeline to track the project’s impact on military dependent students. The MSSC will also work with the evaluator to assess the impact of the project activities during the planning year, and assess and guide professional development.

YEAR 1 (Sept. 2016 – Aug. 2017) Activities and Milestones

September	Executive Director of Teaching and Learning Support will recruit and hire full time Military Student Support Coordinator to be project director.
October	Military Student Support Coordinator, Evaluator, and Executive Director of Teaching and Learning Support will attend mandatory grantee kickoff training provided by DoDEA.
Oct-Dec	MSSC will meet at least monthly with MSS Task Force to develop the professional development schedule, select trainers, and set timelines. This may be revised as needed.
January	District will administer School Climate Survey to all students (5 th -12 th grade) to determine baseline school engagement measure.
Jan-May	MSSC will coordinate professional development opportunities for school staff, specific to PBIS as well as topics related to military student challenges.
Jan-May	Principal will select and MSSC will begin training “Navigators” in preparation for providing direct services in 2017-18.
January-July	MSSC will work with Army and Air Force leadership, SLOs, and community agencies to identify resources and streamline referral processes. MSSC will create district webpages specific to military families.
August	MSSC will implement new referral processes and begin collecting feedback on newly revised webpages and other communication tools developed over the summer.

B) Approach to Project Implementation:

The MSSC is responsible for carrying out the *Project 360* implementation plan as developed and refined during the planning year, and he or she will monitor all aspects of the implementation to ensure adequate progress in meeting performance goals. Throughout the implementation, the MSSC will coordinate the delivery of professional development for both district and school staff, provide outreach to parents, support principals and other district leaders in identifying and addressing student needs, work directly with military dependent students over the summer when school staff are unavailable and throughout the year when issues arise that require coordination above the school level, and work with community partners to streamline referral processes. The MSSC will maintain ongoing communication with the outside evaluator and other district staff (such as the district’s information systems director) to facilitate the formative and summative evaluation activities, such as the disaggregation of the military dependent student data in the school climate survey.

The MSSC will work collaboratively with the *Project 360* Military Student Support Task Force (MSSTF) throughout the implementation and the MSSC will be responsible for maximizing project efficiency by identifying and coordinating with the services of community partners that provide support for military dependent students to leverage maximum benefit from shared resources and experience. The MSSC will provide professional development to school staff to increase understanding of military students’ unique challenges and assets as well as promote awareness of military student support resources available from the school, military installation, and larger community. Over the summer when Navigators and other school staff are unavailable, the MSSC will be available to help ease the transition of transferring military dependent students by gathering academic, extracurricular, and personal information about them before or as they arrive and help them get registered for the appropriate classes and extracurricular activities.

The MSSC will ensure each at-risk student and transitioning military dependent student is assigned to a school Navigator who has been trained to assess and support the student’s needs. The MSSC will work with each Navigator and other school staff to coordinate and support efforts to build awareness of resources and connect student needs with possible solutions from

the military installations, the district, and other organizations within the community. The MSSC will review student progress of individualized Navigation plans at the end of each semester. The MSSC will also provide each school site with the staffing support and technology resources needed for current students to create virtual welcome kits for incoming students in transition. The MSSC will ensure the Navigators and/or contracted partners such as 4-H develop an individualized “Compass” Project at each school site to allow current students to share their transition experiences and provide peer support in this project-based learning and leadership experience.

C) Approach to Professional Development:

A large component of the Military Student Support Coordinator’s role will be to assess professional development needs among the staff at each target school, identify the best resources for meeting those needs, and coordinate delivery of professional development. Professional development facilitated by the MSSC will include workshops with topics like “Deployment and Reintegration” and “Building Resiliency.” These trainings will be required for Navigators and offered to all school staff to increase their understanding of military students’ unique challenges and assets as well as to promote awareness of military student support resources available from the school, military installations, and larger community. Trainings may be provided by the MSSC, local military experts such as School Liaison Officers, Military and Family Life Counselors, 4-H Military Outreach Program staff, or any combination thereof. The MSSC will work closely with the evaluator in the planning year to determine the key data collection tools, activities, and timeline that will best track the effectiveness of the professional development activities.

As the Army’s Handbook for Garrison Commanders points out, “Cultural differences between educators and the military are the nexus of the frustration and aggravation experienced by military-connected families and educators dealing with military families,” and “respectful relationships, effective communications, and local partnerships make a profound difference in responding effectively to the needs of children.” The emphasis on professional development throughout the project, but particularly in the planning year, will raise awareness of these cultural differences and help improve school climate. The MSSC will assist school principals in the process of assessing each school’s needs and creating a professional development plan to address those needs, and work to ensure that the PBIS implementation plan is responsive to the unique needs of military students.

The MSSC will work with Executive Director of Teaching and Learning Support (who oversees all districtwide professional development) to identify and contract with a PBIS implementation expert to help the MSSC and school principals assess and plan PBIS implementation at each target school. The MSSC will organize substitute teachers and/or stipends for teachers to facilitate participation in professional development and will work with the PBIS vendor/contractor to schedule professional development. The trainings and coaching site visits with the PBIS experts will be designed to assist school staff with the development and consistent implementation of a school-wide reward and violation system, provide guidance to the implementation team with the vision of common language and teaching behavior expectations, elicit feedback from students and staff regarding the PBIS initiative, and provide feedback on the PBIS efforts to school and district leadership teams on a regularly scheduled basis.

PROFESSIONAL DEVELOPMENT SUPPORT ELEMENTS

Conferences	Years 1-5: In Year 1, key staff (school principals, counselors, and the MSSC) will attend intensive Safe and Civil Schools training in PBIS implementation. Funds are also allocated in years 2-5 to provide intensive PBIS training for any new key staff to bring them up to speed as quickly as possible.
Substitutes	Year 1-5: Substitute teachers for general education and special education teachers at the target schools to participate in collaborative planning discussions with the MSSC and to participate in trainings provided by professionals such as SLOs and MFLCs regarding military student issues, expert trainers regarding PBIS implementation, etc.
MOAs/SAS Contracts	Years 2-5: From each of the ten schools, the principals will select one of their building's most qualified staff to be trained and mentored by the Military Student Support Coordinator to serve as a Navigator for at-risk and transitioning military students, each providing students with approximately ten hours of additional support in the afterschool hours.

Outside Evaluator Criteria

The outside evaluator for the project is Barbara Sundberg, M.Ed. Ms. Sundberg has evaluated public school programs in Alaska for nearly 30 years. She has expert skills in designing evaluation plans that include quantitative and qualitative methods to gauge program effectiveness. Her strengths in data collection, analysis, and reporting will benefit the project at all stages of implementation and evaluation. Ms. Sundberg has authored numerous reports on the impact of interventions and programs on student outcomes in both academic and social emotional areas. She is currently the outside evaluator for the district's 21st Century After School Learning Programs, where fidelity is evaluated alongside specific measures of effectiveness and student outcomes. Additionally, she is the current outside evaluator for the MCASP project funded in FY2015 that has academic outcomes for students in target elementary schools. Ms. Sundberg is familiar with the Fairbanks public schools and holds an Alaska teaching certificate.

As outside evaluator for *Project 360*, Ms. Sundberg will work closely with the Military Student Support Coordinator and key staff in carrying out the evaluation activities during each phase of the project. Measures will include collecting baseline data during the planning year that will be used to help guide professional development regarding school climate and military student support initiatives, evaluate the extent to which school staff implement schoolwide positive behavior management strategies, establish clear and concise record keeping structures for staff who provide small group and/or independent support services to military students, and communicate an overall evaluation plan to all persons involved in the project. A data collection schedule will be used to track and evaluate the implementation and effectiveness of program strategies and quantitative and qualitative data will be reported to the MSSC to identify project strengths and areas in need of improvement.

Overall Approach to Evaluation Responsibilities

The evaluator will work with the MSSC to implement the evaluation plan, timeline, data collection, and reporting. All instruments used to collect data (school climate surveys, interview questions for project staff, professional development participation logs, site observation checklists, etc.) will be developed by the evaluator with input from the MSSC. Should assistance be needed in collecting data for the project, the outside evaluator will take responsibility for any training that may be needed to carry out the evaluation tasks such as observations and survey

dissemination.

The outside evaluator will work with the MSSC to acquire formative and summative assessment data for measuring each outcome, such as the number of students who receive individualized support by the Navigators and in what format the service is delivered, the number of PBIS trainings and follow up PLC meetings that support implementation of a schoolwide behavior management strategy, and will rely on the relationship with the MSSC to acquire the data necessary to carry out and report all outcome measures for the project and project reporting. For example, the evaluator will be responsible for acquiring and comparing school climate data each year of the project with baseline data gathered during the planning year and annually thereafter. Additionally, the evaluator will work with the project director to acquire information housed in the district’s student records system that will be used for disaggregated analysis for military students and targeted student subgroups such as those identified as “at-risk” and students with attendance rates below 90%. These data are essential for determining interim progress toward meeting the goals and outcomes and for the formative and summative evaluation.

The outside evaluator will analyze and report process data to the project director through quarterly updates and data sharing that will assist the project in moving forward in achieving the stated outcomes. The inclusion of regular process evaluation methods is designed to document progress, highlight areas of success, identify areas that could be strengthened, and provide a foundation for a comprehensive summative evaluation.

Project Evaluation Matrix

Matrix for Fidelity Measures				
Goal 1: Increase school engagement of at-risk students and military dependent students at target schools.				
Strategy 1.1: Provide counseling/case management with “Navigators” trained in assessing and supporting military students.				
Strategy 1.2: Implement schoolwide Positive Behavior Intervention and Support (PBIS) programs through extensive and ongoing professional development coordinated by the district level Military Student Support Coordinator.				
Goal 2: Increase level of social-emotional support for at-risk students and military dependent students at target schools.				
Strategy 2.1: Provide coordination of project services and accountability through the use of a dedicated full-time Military Student Support Coordinator at the district level to facilitate school and community engagement in the support of military dependent and at-risk students’ social-emotional needs.				
Strategy 2.2: Provide Peer Support with a “ Compass ” project for current students to share transition experiences and collaborate with peers to help support students transitioning into the district				
Fidelity of Strategy Implementation				
Evaluation Questions	Evaluation Activities	Data Collection Instruments	Benchmark Indicators	Data Collection Schedule
Strategy 1.1 Provide counseling/case management with “Navigators” trained in	1)Document that Navigators have been hired and trained for each target school 2)Document that	1) Hiring and training log for each target school 2) Prof	1)100% of target schools have hired and trained a Navigator to work with at-risk and military transitioning	1) During planning year and each subsequent year 2)Planning year

<p>assessing and supporting military students.</p> <p>1.Has the strategy been implemented according to plan?</p>	<p>Navigators have received effective training to meet their needs and the needs of the students.</p> <p>3)Document direct services provided by Navigators to identified students at each target school</p>	<p>Development log documenting participation in training / topics / and effectiveness of training</p> <p>3)Recording log for documenting individual and small group interactions, frequency and duration of interactions, general topics covered (such as attendance, transition issues, etc.)</p>	<p>students</p> <p>2) At least 75% of Navigators will indicate the PD provided meets their needs for providing direct services to students in areas such as transitioning to Alaska, effective counseling and communication strategies</p> <p>3) At least 75% of target students receive at least one support service per quarter</p>	<p>and Years 2-5 following each Navigator training activity; data compiled, reported, and included in annual reports</p> <p>3) Collected quarterly and included in annual reports and data reviewed quarterly with Project Director</p>
<p>Strategy 1.2 Provide professional development to implement schoolwide Positive Behavior Intervention and Support (PBIS) programs through extensive and ongoing professional development coordinated by the district level Military Student Support Coordinator</p> <p>Has the strategy been implemented according to plan?</p>	<p>1) Document # of PBIS Prof Development activities at the district and school levels attended by teachers at each target school</p> <p>2)Document evidence of use of PBIS strategies in target school environments during site visits (1 per school)</p> <p>3)Administer School Climate Survey</p>	<p>1) Program records and recording logs; teacher and staff feedback on PD effectiveness from effectiveness surveys</p> <p>2)Checklist to be used during site visits / observations of PBIS strategies being implemented</p> <p>3)School Climate Survey</p>	<p>1) 100% of project schools receive Prof Development in PBIS schoolwide management strategies, 80% rate PD as effective for meeting project goals</p> <p>2)75% or more of schools demonstrate use of PBIS strategies in school settings</p> <p>3)5% or more increase from baseline the percent of military dependent students reporting positive school climate and connectedness</p>	<p>1)Collected and reported during planning year and Yrs 2-5</p> <p>2) Collected during planning year in Years 2-5; summary of results included in quarterly meetings with Project Director and in written annual reports</p> <p>3)Establish baseline using SCS results during the planning year, Administer SCS each spring in Years 2-5 and report results annually</p>

<p>Strategy 2.1: Provide coordination of project services and accountability through the use of a dedicated full-time Military Student Support Coordinator at the district level to facilitate school and community engagement in the support of military dependent and at-risk students’ social-emotional needs.</p> <p>Has the strategy been implemented according to plan?</p>	<p>1) Document that a MSSC has been hired to lead the project</p> <p>2) Document implementation plan for Years 2-5 has been developed to meet project goals and strategies</p>	<p>1)District records</p> <p>2)Implementation plan includes hiring and training Navigators, providing PBIS schoolwide PD, student outreach regarding services, increased community engagement regarding resources and services available</p>	<p>1)MSSC interview indicates a plan for Years 2-5 has been developed to meet project goals and strategies</p> <p>2)Increase in coordination of services at all target schools</p>	<p>1) During planning year</p> <p>2) Report during planning year and update as needed each subsequent year; Annual updates to be included in written reports and for inclusion in annual report.</p>
<p>Strategy 2.2: Provide Peer Support with a “Compass” project for current students to share transition experiences and collaborate with peers to help support students transitioning into the district</p> <p>Has the strategy been implemented according to plan?</p>	<p>1)Document project participants have been recruited, videographers are on board, and story board has been developed for video production.</p>	<p>1)Obtain list of participants at each target school, parent consent forms, and video production schedule.</p>	<p>1)100% of target schools are implementing the peer support Compass program, determine to what degree and what is needed to meet strategy outcomes</p>	<p>1)Reported in Yrs 3-5 written updates and annual reports.</p>

Process Monitoring on Ongoing Implementation				
Evaluation Questions(s)	Evaluation Activities	Data Collection Instruments	Benchmark Indicators	Data Collection Schedule
Strategy 1.1 Provide counseling/case management with “Navigators” trained in assessing and supporting military students.				
<u>Required:</u> 1. Did outreach/availability of services increase? 2. Did service delivery improve? <u>Additional:</u> 3. Which program indicators show evidence of success in meeting program outcomes and which show a need for improvement?	1) Collect and report data on military enrollments in project schools, by grade level and classrooms and marketing of project to target population 2) Collect and report data on # and % of at risk and transitioning military dependent students at each target school who receive support from Navigator 3) Collect and report data on # military vs non-military with attendance rates <90%, and the # receiving support	1) Student Records System, evidence of program announcements and presentations 2) Recording log kept by Navigator; teacher and student feedback on effectiveness and impact of services provided 3) Attendance data from PowerSchool student records system provided by FNSBSD for military dependents and non-military.	1) 100% of military students are notified regarding services being offered by the project 2) Increase in the number of documented interactions between students and Navigator over prior reporting period to 95% Yr5. 3) 3% decrease in the number of military dependent students with <90% attendance rates	1) Beginning Yr 2, and each subsequent year; report in quarterly meetings with Project Director, in written updates and annual reports. 2) Years 2-5 each semester, included in written updates and annual reports. 3) Years 2-5, reported to project director quarterly and in written updates and annual report.
Strategy 1.2 Implement schoolwide Positive Behavior Intervention and Support (PBIS) programs through extensive and ongoing professional development coordinated by the district level Military Student Support Coordinator				
<u>Required:</u> 1. Did outreach/availability of services increase? 2. Did service delivery improve?	1) Document the # and % of military students who are in classrooms where PBIS is being implemented 2) Document the increase in PBIS	1) School survey, site observations 2) Checklist to be used for site	1) 50% or more of military students are taught in classrooms implementing all or part of PBIS 2) Increase in # of students in	1) Years 2-5, included in written updates and annual report. 2) Years 2-5, included in

<p><u>Additional:</u> 3. Which program indicators show evidence of success in meeting program outcomes and which show a need for improvement?</p>	<p>strategies being used at target schools</p> <p>3)Schedule and administer School Climate Survey</p>	<p>observations, indicators such as signs, symbols, teacher and student demonstration of use and strategy implementation.</p> <p>3)School Climate Survey</p>	<p>classrooms where teachers are using all or part of PBIS strategies and techniques.</p> <p>3) SCS results show a 5% increase from baseline and in each subsequent year in the percent of military and non-military students reporting positive school climate and connectedness</p>	<p>written updates and annual report.</p> <p>3)Years 2-5, Reported to Project Director when results become available and included in written updates and annual report.</p>
<p>Strategy 2.1: Provide coordination of project services and accountability through the use of a full-time Military Student Support Coordinator (MSSC) at the district level to facilitate community engagement in the support of military dependent and at-risk students' social-emotional needs.</p>				
<p><u>Required:</u> 1. Did outreach/availability of services increase? 2. Did service delivery improve?</p> <p><u>Additional:</u> 3. Which program indicators show evidence of success in meeting program outcomes and which show a need for improvement?</p>	<p>1)Review program documents and resource development activities related to school and community engagement to determine which activities are complete, in process, or in planning stages.</p>	<p>1)Create graphic timeline for each strategy implementation and completion for</p> <ul style="list-style-type: none"> * PBIS * Navigator training and student advocacy *Compass project * guides and website information and links for transitioning military families 	<p>1)Each target school has reached the 50% implementation mark or better on each activity (PBIS, Navigator, Compass) with ongoing plans to reach 100% implementation of all activities by end of project.</p>	<p>1)Reported annually Yrs 2-5 for PBIS and Navigator, Yrs 3-5 for completed Compass projects</p>
<p>Strategy 2.2: Provide Peer Support with a “Compass” project for current students to share transition experiences and collaborate with peers to help support students transitioning into the district.</p>				
<p><u>Required:</u> 1. Did outreach/availability of services</p>	<p>1)Document the # of students involved in peer project at each</p>	<p>1)Program records and MSSC input</p>	<p>1)50% of target schools have posted online family welcome</p>	<p>1)Reported annually Years 3-5</p>

increase? 2. Did service delivery improve? <u>Additional:</u> 3. Which program indicators show evidence of success in meeting program outcomes and which show a need for improvement?	target school 2)Document the extent that students benefited from the video project, felt empowered by sharing experiences about transitioning to Alaska for new transitioning military dependent students 3)Document benefits and challenges of project	2)Develop parent consent form for student participation in focus groups and conduct end of year student focus groups 3)Input from Navigators, MSSC, video production staff, and students	packets to their schools' websites to help with transitioning, % increases to 100%.by end of school year 2)At least 5 students at each target school participate in focus groups 3)Input is received from all target schools	2)Reported annually Years 3-5 3) Reported annually Years 2-5
--	---	---	--	---

Annual Summative Measures

Annual Summative Measures for Goal 1:
Increase school engagement of at-risk students and military dependent students at target schools
 Support Outcome Targets:
 (1) **The percent of military dependent students who receive individualized support by a staff person at their school will increase to 95% by the end of the project, compared to baseline data collected during the planning year.**
 (2) **The number of target schools implementing schoolwide Positive Behavior Intervention and Support (PBIS) will increase to 100%.**
 (3) **The percent of target schools using strategies to increase community engagement will increase under the direction of a Project Director through development of project marketing materials, resource guides, and website updates for transitioning military families.**

Interim Indicators	Attendance Rates; responses on School Climate Surveys, percent of military students receiving individualized support services, target schools implementing PBIS, information available from district and school websites
Planning Year June 2017	Determine # and % of students with <90% school attendance rates at target school. Administer School Climate Survey to determine baseline school engagement measure and areas of greatest need. Assess needs for increased school engagement through provision of online district and school resources to transitioning military families. Assess current levels of schoolwide behavior management programs and strategies.
June 2018	3% decrease in % of students with attendance <90% compared to planning year 5% increase in percent of students at each school who indicate a high level of

	<p>school engagement over the prior year using School Climate Surveys</p> <p>75% of transitioning military dependent and at-risk students receive support from the Navigator at their school.</p> <p>100% of target schools will receive the first round of PBIS training, with 50% of classrooms fully implementing the program.</p>
June 2019	<p>3% decrease in % of students with attendance <90% compared to prior year</p> <p>5% increase in percent of students at each school who indicate a high level of school engagement over the prior year</p> <p>80% of transitioning military and at-risk students receive support from the Navigator at their school.</p> <p>100% of target schools will receive ongoing PBIS training, with 65% of classrooms fully implementing the program.</p>
June 2020	<p>3% decrease in % of students with attendance <90% compared to prior year</p> <p>5% increase in percent of students at each school who indicate a high level of school engagement over the prior year</p> <p>85% of transitioning military and at-risk students receive support from the Navigator at their school</p> <p>100% of target schools will receive ongoing PBIS training, with 80% of classrooms fully implementing the program.</p> <p>At least 50% of target schools have student-developed online videos/welcome packets for newly transitioning military dependent students and families</p> <p>At least 75% of transitioning parents at the target schools are satisfied with school level and district level information and resources provided online to transitioning military families.</p>
June 2021:	<p>Overall cumulative reduction of at least 10% in the number of students with attendance rates below 90%.</p> <p>95% of students at each target school who indicate a high level of school engagement.</p> <p>90% of eligible students who are transitioning military dependent students or at-risk of school failure will receive support from the Navigator at their school.</p> <p>100% of target schools will receive ongoing PBIS training, with 90% or more of classrooms fully implementing the program.</p> <p>100% of target schools have student-developed online videos/welcome packets for newly transitioning military dependent students and families.</p> <p>At least 90% of transitioning parents at the target schools are satisfied with school level and district level information and resources provided online to transitioning military families.</p>
<p>Annual Summative Measures for Goal 2:</p> <p>Increase level of social-emotional support for at-risk students and military dependent students at target schools.</p> <p>Support Outcome Targets:</p> <p>(1) All transitioning and at-risk military dependent students will be provided with an adult advocate ‘Navigator’ who will assist with easing transitions, keep students on track with attendance, and communicate available resources as part of each student’s individualized plan of support.</p> <p>(2) Opportunities are provided for military dependent students to communicate their transition stories and experiences through a peer to peer “Compass” program that provides an outlet for student voice while creating virtual welcome packets for transitioning students.</p>	
Interim Indicators	Attendance rates; responses on School Climate Surveys, percent of military

	dependent students receiving individualized support services, number and percent of targeted students who participate in the peer to peer “Compass” activities designed to empower student voice and ease transitioning for incoming students
Planning Year June 2017	Determine # and % of students with <90% school attendance rates at target school. Administer School Climate Survey to determine baseline school engagement measure.
June 2018	3% decrease in % of students with attendance <90% compared to planning year 5% increase in percent of students at each school who indicate a high level of school engagement over the prior year 75% of transitioning military and at-risk students receive support from the Navigator at their school At least 50% of target schools have students participate in the peer “Compass” transition project
June 2019	3% decrease in % of students with attendance <90% compared to prior year 5% increase in percent of students at each school who indicate a high level of school engagement over the prior year 80% of transitioning military and at-risk students receive support from the Navigator at their school. At least 50% of target schools have students participate in the peer “Compass” transition project
June 2020	3% decrease in % of students with attendance <90% compared to prior year 5% increase in percent of students at each school who indicate a high level of school engagement over the prior year 85% of transitioning military and at-risk students receive support from the Navigator at their school. At least 75% of target schools have students who participate in the peer “Compass” transition project
June 2021	Overall cumulative reduction of at least 10% in the number of students with attendance rates below 90%. End result of 95% of students at each target school who indicate a high level of school engagement. 90% of eligible students who are transitioning military students or at-risk of school failure will receive support from the Navigator at their school. 100% of target schools have students who participate in the peer-based “Compass” transition project and have welcome videos posted to their school websites

Section VI: Optional Mentorship Section - N/A

Section VII: Budget Narrative and Sustainability

Over the five year grant period, approximately 63% of the requested funds will be spent on increasing the staffing to support the social-emotional needs of military dependent students, about 24% will be spent on contracts for expanded afterschool support and barrier-removal activities determined by each student’s Navigation plan, approximately 7% will be spent on the professional development of staff to support the implementation of PBIS and enhance the ability of all school staff to recognize and address the unique challenges faced by military dependent students. An estimated 5% will be spent on the outside evaluator. The professional development

portion of the budget includes funds for substitute teachers to allow classroom teachers to attend professional development during the school year with their peers from other implementing school sites, stipends for voluntary attendance at workshops specific to creating positive school climates and addressing the unique needs of military dependent students, and contracts with expert trainers to provide on-site support for PBIS and military student issues in each school. The MSSC will coordinate professional development for staff in each target school and will serve as the districtwide advocate for military students; his or her salary (25%) and benefits (15%) will total about 40% of the overall project costs.

In addition to acting as the district's military student support leader and coordinating ongoing professional development to all school staff in the target schools, the MSSC will manage all aspects of the grant and track budget expenditures using MUNIS, the district's financial management system. The MSSC will receive training in the use of the district's financial management system and in grants management best practices from the Director of Accounting Services and the Director of Grants as part of the district's mandatory Grant Management Training Series.

The district is positioned for success with existing resources and preparation for this project. PowerSchool Premier, the district's online information management system, is a powerful resource for tracking the data necessary for successful identification of students with attendance rates <90%. It is currently used to consistently collect district level discipline data, including all in-school suspensions, out-of-school suspensions, and expulsions at all schools. School-level behavioral data (office referrals) may also be collected within this system; district programmers have already piloted school-level behavior logs which collect details including each incident's location, time, and referral source. The system is in place to collect school-level behavioral data at all target schools. By not adopting an assessment system at additional cost, the district will realize efficiencies and be able to sustain these tools beyond the life of the grant because the costs of maintaining these assessment systems are already built into the district budget.

Sustaining the systemic improvements to school climate and district collaboration with military and other community partners is the ultimate goal of **Project 360**, so we have structured our project to provide extensive professional development in creating and sustaining positive school climate, supporting student transitions, and increasing understanding of the unique challenges faced by military dependent students and the wealth of resources available to them. The emphasis on professional development will not only ensure the success of the students served during the life of this grant, but continued impact on future classes in these schools with high numbers of military dependent students. Another outcome to support sustainability will be the creation of the district and school webpages featuring the virtual welcome kits created by students during the project. We plan to use the project's outcome data to raise community support and use the lessons learned from this project to shape plans for expanding its components across the district to other schools with military dependent student enrollments. Through community partnerships with the Army and Air Force installations, veteran's groups, and other relevant agencies, the community's resources for supporting **Project 360** on an ongoing basis will be assessed as part of our sustainability planning.

Our military installation representatives are extremely supportive of this project and excited about the possibility of increasing the social-emotional support available for military dependent students. Letters of support from our School Liaison Officer and the director of the 4-H Military Outreach program are included in the Appendix.

FNSBSD JOB DESCRIPTION	
<i>Job Title:</i> Military Student Support Coordinator	
<i>Supervisor:</i> Executive Director of Teaching & Learning Support and Curriculum	<i>Classification:</i> Exempt
<i>Days/Months:</i> 12 month (dependent on grant funding)	

General Responsibilities

The Military Student Support Coordinator (MSSC) is responsible for carrying out all aspects of the **Project 360** grant planning and grant implementation to ensure adequate progress in meeting performance goals. The MSSC will work with school staff to build awareness of resources and connect student needs with resources available from the military installations, the school district, and other organizations within the community. The MSSC will work with a broad coalition of military and school district leaders and local community agencies to:

- evaluate and improve communication processes and referral protocols to support the needs of military dependent students
- assess services available to military dependent students and address any gaps between needs and available resources
- increase efficient collaboration in outreach and support to military dependent students

Example of Duties

Coordinate all components of **Project 360** including professional development to improve school climate and increase all staff’s understanding of military dependent students’ needs.

Assess professional development needs relative to increasing social emotional support for military dependent students.

Coordinate professional development activities to increase understanding of military students’ unique challenges and assets as well as promote awareness of military student support resources available from the school, military installation, and larger community.

Create and maintain school district webpages with consistently updated information and useful links for transitioning military families.

Develop positive relationships with school staff and families while providing aid and support to school administrators, teachers and other school staff in strategies to promote the success of military dependent students.

Identify transitioning and high risk students in need of immediate intervention. Assess issues/needs of student, provide support and refer to available resources. Implement creative intervention strategies.

Provide ongoing communication to all target schools’ principals and staff, military and community partners, the school board, and DoDEA regarding the implementation of **Project 360** through regular updates and scheduled reports.

Ensure each at-risk student and transitioning military dependent student is assigned to a school contact person who has been trained to assess and support the student’s needs.

Communicate effectively and diplomatically during in-person, telephonic, and/or email contacts with students, teachers, parents, military and community agency personnel.

Work with the outside evaluator to facilitate the formative and summative evaluation activities and coordinate data collection activities and site visits with school principals as needed.

Perform other job-related duties as assigned.

Primary Working Contacts

Principals, school staff, parents, students, military and community resource personnel. Work closely with educators, building administrators, and administrative center staff.

Supervision Received and Exercised

Work under the immediate supervision of the Executive Director of Teaching and Learning Support. No supervision exercised.

Unusual Working Conditions

Travel among schools as assigned and as necessary. Some flexible hours will be required to support professional development.

Qualifications

Education/Certification: BA or BS degree in social work, sociology, counseling or related field.

Experience: Four years experience working with military students, transitioning youth, or at-risk youth. Evidence of success working independently and within a collaborative team in a culturally diverse environment, to include two years of group coordination, facilitation and workshop development and presentation.

Skills: Outstanding written and oral communication skills. Demonstrated organization skills. Exemplary communication, assessment, evaluation, plan implementation and record maintenance skills.

Knowledge: Knowledge of both Army and Air Force organizations and resources. Knowledge of program assessment and revision. Knowledgeable of different cultures and various communication, learning styles and community resources.

Abilities: Ability to successfully build and foster relationships with colleagues, administration, parents, and school communities. Ability to coach and motivate educators to increase support for transitioning and at risk students. Ability to work independently in the implementation of various program components, while acting collaboratively within school and district teams. Able to provide innovative intervention strategies, coordinate and facilitate group interactions, develop training modules and present inspiring and motivating workshops. Able to relate to and work successfully with military and at-risk students, parents, school staff and community resource staff. Able to organize events, i.e. workshops, groups, etc. Flexible in work schedule and environment. Able and willing to drive to and gain military clearance to access schools on Eielson Air Force Base and Fort Wainwright Army Post.