

Student Support Services Department

• Formerly Federal Programs Department

2020 - 2021



Annually secures, implements and evaluates supplemental supports for eligible students, preschoolers and families with the purpose of providing equitable opportunities for education.



Helen Clark, Executive Director

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

OUR 21st Century After School Program

OUR PURPOSE

The primary focus of the 21st Century After School Program (ASP) is to provide extra academic support, Social Emotional Learning (SEL) support and academic enrichment for students who may struggle with school. The 21st Century Community Learning Centers’ (21st CCLC) grant-based programs place a strong emphasis on hands-on learning in Science, Technology, Engineering, Arts and Math.

OUR GOALS

The 21st CCLC ASP goals include:

- Supporting growth in student achievement
- Increasing family engagement
- Providing additional academic support, including homework assistance, tutoring and academic skill building
- Providing SEL supports
- Providing STEAM project-based learning activities
- Collaborating with community partners

OUR STAFF

District Staff

- ASP Program Director
- ASP Records Manager

School Staff

- **10** ASP Coordinators
- **2** ASP Middle School Program Teacher & Staff Liaisons
- **90-100** District Teachers EXTENDED CONTRACTS
- **100-110** District Classified Staff EXTENDED HOURS
- High School Student Tutors & Program Assistants
- **30-40** Temporary Workers TUTORS, ACTIVITY LEADERS, PROGRAM ASSISTANTS
- **20** Partner Agency Staff 5 PARTNER AGENCIES PROVIDE PROJECT BASED LEARNING, FITNESS INSTRUCTION, STEAM CENTERED LEARNING, YOUTH DEVELOPMENT ACTIVITIES, AND FAMILY SUPPORT NIGHTS



COMPETITIVE GRANTS: Two 21st Century Community Learning Center grants for 8 program sites, including one summer program site

FNSBSD OPERATIONAL FUND: Three middle schools and one high school. Provides required grant match for administrative support staff and summer EAST program

SITES: Three program sites

OUR STUDENT ELIGIBILITY

21st CCLC ASP has over **2300** eligible students at its school sites. Eligibility includes:

- ✓ Current enrollment in a school with an ASP
- ✓ Demonstrated academic need based on test scores and teacher/counselor recommendation (grant-funded sites)
- ✓ Open enrollment (fee-based sites)

- Competitive Grant Funded: **over 900**
- FNSBSD Operational Fund: **over 500**
- Fee-Based: **108**

WITH OTHER PROGRAMS*

Percent

Foster Care	4%
Special Education	27%

OUR Alaska Native Education Program

OUR PURPOSE

The Alaska Native Education (ANE) Program, under the federal Indian Education Act of 1972 and reauthorized under the Every Student Succeeds Act, provides supplemental programming and services to support the needs of Alaska Native and Native American students.

OUR GOALS

The overall goal of the ANE Program is to improve academic achievement for all eligible students by:

- Improving academic achievement in all content areas
- Increasing parental and family engagement
- Promoting and providing culturally relevant and enriching experiences to include place-based learning
- Encouraging educators to intentionally integrate Indigenous knowledge and traditions throughout the curricula
- Provide leadership classes for students

OUR STAFF

District Staff

- ANE Program Director
- ANE Program Secretary
10 MONTH
- Social Services Manager
10 MONTH

School Staff

- 10 ANE Tutors
- 2 Culture and Equity Specialists
- 7 Native Youth Olympic Coaches
DURING THE SPRING SEMESTER
- 1 Student Assistant
DURING THE SUMMER

OUR STUDENT ELIGIBILITY

The ANE Program is made up of over **2400** Alaska Native and Native American students from over **550** tribes. Required documentation includes:

- ✓ Title VI Student Eligibility Certification
- ✓ Tribal enrollment verification: *Certificate of Indian Blood, Tribal ID, Tribal enrollment number, or other official documentation.*

OUR STUDENTS SERVED

The ANE Program provides:

- Cultural enrichment opportunities for all students in FNSBSD
- Over **1000** served through tutoring, cultural connections and social emotional support
- Over **50** Native Youth Olympics participants



OUR FUNDING SOURCES

- FORMULA GRANT: Title VI Indian Education
- FNSBSD OPERATIONAL FUND
- FUNDRAISING

OUR STUDENTS SHARED WITH OTHER PROGRAMS

	Count (May 2020)	Percent
21 st Century After School	231	10%
English Language Learners	81	4%
Foster Care	146	6%
McKinney-Vento Education	134	6%
Migrant Education	423	18%
Special Education	640	28%
Title I Schools	671	29%
Title I-D	31	1%

OUR English Language Learners Program

OUR PURPOSE

Under the language provisions of the Civil Rights Act of 1964, the English Language Learners (ELL) Program provides support to students whose limited English proficiency impacts full participation in an educational environment, including support for classroom teachers in the implementation of best practices for English Learners.

- The ELL Program’s goals are to develop students’
- Basic interpersonal communication skills in English
 - Confidence in their social and academic learning environment and peer interactions
 - Cognitive academic language proficiency in English
 - School communication through access to Language Interpretation services for students and parents
 - Family Engagement

OUR STUDENT ELIGIBILITY

Over **400** students are eligible for the ELL Program. These students represent over **45** language backgrounds. Eligibility includes:

- ✓ Students who speak a language or languages other than English
- ✓ **OR** students who speak another language in addition to English
- ✓ **OR** students who have a language other than English spoken in their home
- ✓ **AND** who are academically achieving below grade-level

If a student is found to be eligible for the ELL Program after screening is completed, parents are notified. The student then remains in the ELL Program until meeting State of Alaska exit criteria on the ACCESS for ELLs English Language Proficiency assessment (administered annually, February-March, to all ELL Program

OUR STUDENTS SERVED

OUR FUNDING SOURCES

- acquire through the Title III-A English Language Acquisition grant
- **FNSBSD OPERATIONAL FUND:** Core ELL program supports

OUR STAFF

- District Staff**
- ELL Program Director
 - ELL Program Records Manager
 - ESEA Program Compliance Coordinator*
 - Administrative Secretary*
- *POSITION IS SHARED WITH OTHER PROGRAMS

- School Staff**
- 5** ELL Specialists
CERTIFIED TEACHERS
 - 18** ELL K-12 Tutor-Instructors
 - 15** Language Interpreters



OUR STUDENTS SHARED

WITH

Alaska Native Education	18%
Migrant Education	4%
Title I – D	2%

OUR McKinney-Vento Education Program

The McKinney-Vento Education Program’s primary focus is to ensure that each

OUR GOALS

The McKinney-Vento Program addresses barriers associated with homelessness by:

- Facilitating school enrollment, attendance, and a full opportunity to participate in extracurricular activities
- Reducing barriers to academic achievement
- Facilitating access to higher education
- Coordinating with local agencies to identify and connect with stabilizing supports
- Providing training to school personnel to ensure



OUR STAFF

- **1** Social Services Manager
10-MONTH
- McKinney-Vento Academic Assistance Coordinator
PART-TIME
- ESEA Program Compliance Coordinator
- Administrative Secretary*
*POSITION IS SHARED WITH OTHER PROGRAMS

School Staff

- **3** McKinney-Vento High School Tutors
PAR-TIME

OUR STUDENTS SERVED

Over **300** students are annually identified and served. Typical supports provided include: school meals, clothing for school, school supplies, tutoring, and transportation.

FORMULA GRANT: Identification and supports to remove barriers

COMPETITIVE GRANT: Academic monitoring and tutoring

NSBSD OPERATIONAL FUND: Transportation to school (origin)

OUR STUDENTS SHARED

STUDENT ELIGIBILITY

Students are eligible for services based on their living situations. Some of these situations include:

- ✓ Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- ✓ Living in emergency or transitional shelters
- ✓ Living in hotels, motels, trailer parks, or campgrounds due to a lack of alternative adequate accommodations
- ✓ Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or other similar settings.

Student Demographics	
Native Education	37%
Student Education	
Intermediate Education	5%
Student Disability	
Disability	1%

OUR Foster Care Program

OUR PURPOSE

The Foster Care Program is dedicated to assisting children and youth in foster care to overcome the many unique challenges to accessing and successfully completing their education.

OUR GOALS

The overall goal of the Foster Care Program is to ensure school stability, equal educational opportunities and improve the academic outcomes of children and youth in foster care.

- Strengthen partnerships with the Office of Children's Services, court system and legal advocates
- Provide educational assistance to remain in the school of origin, transportation and academic supports
- Advocate for students' unique academic and social emotional needs in order to progress academically and socially
- Train school and child welfare teams on the educational rights and impacts of involvement in foster care

OUR STAFF

- **1** Social Services Manager
10-MONTH
- ESEA Program Compliance Coordinator*
- Administrative Secretary*

*POSITION IS SHARED WITH OTHER PROGRAMS

OUR STUDENT ELIGIBILITY

Students in foster care.



OUR STUDENTS SHARED

OUR STUDENTS SERVED

Over **200** students.

OUR FUNDING SOURCES

- **FNSBSD OPERATIONAL FUND:** Social Services Manager; support for travel costs associated with transportation to school of origin.

WITH OTHER PROGRAMS

	Count (May 2020)	Percent
21 st Century After School	37	10%
Alaska Native Education	168	47%
English Language Learners	22	6%
McKinney-Vento	25	7%
Migrant Education	31	9%
Special Education	127	36%
Title I Schools	103	29%
Title I-D	14	4%

OUR Migrant Education Program

Title I, Part C of the Elementary and Secondary Education Act provides supplemental funds for the Migrant Education Program to meet the identified needs of migrant children that result from

OUR GOALS

The primary goals of the Migrant Education Program are to ensure that all eligible students:

- Reach challenging academic standards
- Graduate from high school
- Have supports targeted toward increasing academic achievement

OUR STAFF

District Staff

- Director of Federal Programs*
 - Migrant Education Program Coordinator
 - Migrant Records Manager REQUIRED POSITION
 - Migrant Recruitment and Family Engagement Specialist
 - Migrant Recruiters PART-TIME
 - ESEA Program Compliance Coordinator*
 - Administrative Secretary*
- *POSITION IS SHARED WITH OTHER PROGRAMS

School Staff

- **1** Migrant Instructional Specialist CERTIFIED
- **10** Migrant Classroom Tutors
- **3** Migrant Pre-School Classroom Aides

There are over **720** eligible migrant students, of which **18** are in private schools. Students may be eligible for services if they meet the following criteria:

- ✓ Not older than **20** and entitled to public K-12 education enrollment under state law
- ✓ Made a qualifying move as a migratory fisher or agricultural worker during the last three years
- ✓ The qualifying move is from one residence to another outside of FNSBSD boundaries due to economic necessity
- ✓ The move consists of a total of at least **7** nights and **8** days, consecutive or nonconsecutive, in a calendar year, to engage in the migrant activity



OUR STUDENTS SERVED

Approximately **400** students receive tutoring services. Students are eligible for free school meals and assistance with school enrollment, family engagement, literacy materials at home, and basic needs evident from their migratory lifestyle.

FUNDING SOURCES

FORMULA GRANT: Title I-C federal grant, passed through the State, based on a 3-year comparison of migrant students identified and served in Fairbanks, compared to school districts across the state

LITERACY GRANT: The purpose of the grant is to purchase books (reading materials) for eligible migrant students and/or pay for expenses associated with family literacy events and activities.

OUR STUDENTS SHARED

Native Education	70%
Keney-Vento Education	3%
I-D	.8%

OUR Student Support & Academic Enrichment Program

OUR PURPOSE

Title IV-A provides supplemental funds to support the social emotional needs and character development of all students through a personalized learning model and to improve family engagement through celebrating and supporting the diverse ways families engage in partnering for student success. A small, required additional focus of the grant is to support instructional technology professional development for teachers.

OUR GOALS

The Student Success & Academic Enrichment Program goals are to provide the district's highest risk students and their families with:

- Direct support for
 - Crisis Intervention
 - Counseling
 - School Attendance
 - School Stability
- Staff training for
 - Trauma informed classroom practices
 - Integrating social emotional learning integration in the classroom
 - Tracking the progress and impact of social emotional learning on academic achievement
 - Embedding the use of instructional technology

OUR STUDENT ELIGIBILITY

Students and their families are referred by Principals, Assistant Principals, Counselors, and Social Services Managers.

OUR STAFF

District Staff

- ESEA Program Compliance Coordinator*
- Administrative Secretary*

*POSITION IS SHARED WITH OTHER PROGRAMS

School Staff

- **3.5** Social Services Managers

OUR STUDENTS SERVED

- **Over 250** Students received direct support from the grant-funded Social Services Managers

OUR FUNDING SOURCES

- **FORMULA GRANT:** Title IV-A federal grant, passed through the Alaska State Department of Education and Early Development



OUR Title I Program

OUR PURPOSE

Title I, Part A, provides educational program assistance to school districts and schools with high numbers of children from low-income families to ensure that all children meet challenging state academic standards. The overall focus is to upgrade each Title I school's entire educational program to improve achievement for all students, particularly the lowest-achieving students.

OUR GOALS

- Increase family-school engagement in support of student achievement
- Identify and provide intervention supports for the lowest performing students
- Enhance teacher professional practice through targeted professional development based on data-identified needs

OUR TITLE I SCHOOLS

Title I schools are elementary schools with enrollments of 45% or more students eligible for free and reduced school meals. Each Title I school uses its supplemental funds to focus on prioritized goals set each year.

2020 – 2021 Prioritized Goals:

- **Anne Wien** STANDARDS & INSTRUCTION; INTERVENTIONS (MTSS); SOCIAL-EMOTIONAL
- **Arctic Light** STANDARDS & INSTRUCTION; INTERVENTIONS (MTSS); SOCIAL-EMOTIONAL
- **Denali** DATA-INFORMED INSTRUCTION; SOCIAL-EMOTIONAL; DATA ANALYSIS
- **Hunter** INTERVENTIONS (MTSS); SOCIAL-EMOTIONAL; BEHAVIOR
- **Joy** STANDARDS & INSTRUCTION; SOCIAL-EMOTIONAL
- **Nordale** STANDARDS & INSTRUCTION; SOCIAL-EMOTIONAL; EMBEDDED PROFESSIONAL DEVELOPMENT
- **Ryan Middle School** SYSTEM ANALYSIS; SOCIAL-EMOTIONAL; EMBEDDED PROFESSIONAL DEVELOPMENT
- **Salcha** INTERVENTIONS (MTSS); SOCIAL-EMOTIONAL; TECHNOLOGY FLUENCY

OUR STUDENT ELIGIBILITY

Eligible elementary schools receive Title I-A funds to support learning for nearly **3,000** students.

✓ Enrollment in a Title I school

✓ Migrant and McKinney-Vento students

OUR STUDENTS SERVED

✓ Over **2,700** students attending Title I schools in Fairbanks are all served through the improvement of their school's overall academic program. McKinney Vento & Migrant students also receive Title I Supports.

OUR FUNDING SOURCES

- **FORMULA GRANT:** Title I-A federal grant, passed through the Alaska State Department of Education and Early Development



OUR STAFF

District Staff

DISTRICT ADMINISTRATIVE STAFF PROVIDES REQUIRED SUPPORT RELATED TO GRANT COMPLIANCE AND STAFF PROFESSIONAL DEVELOPMENT

- ESEA Professional Development Coordinator
- ESEA Professional Development Secretary
- ESEA Program Compliance Coordinator*
- Administrative Secretary*

*POSITION IS SHARED WITH OTHER PROGRAMS

School Staff

VARIES BY SCHOOL AND INCLUDES, BUT IS NOT LIMITED TO:

- Classroom Tutors
- Academic Intervention Aides
- Behavior Intervention Aides
- Instructional Coaches

OUR STUDENTS SHARED WITH OTHER PROGRAMS

	Count (May 2020)	Percent
21 st Century After School	340	13%
Alaska Native Education	627	23%
English Language Learners	130	5%
Foster Care	88	3%
McKinney-Vento Education	109	4%
Migrant Education	138	5%
Special Education	669	25%
Title I-D	n/a	n/a

OUR Title I-D Subparts 1 & 2

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk.

OUR PURPOSE

Title I-D Subparts 1 & 2 help ensure the educational needs of neglected, delinquent or at-risk children are met; that these students have the same opportunities to achieve as if they were in local schools, and support student schools or other locally operated educational programs.

OUR GOALS

- The goals of the Title I-D are to improve educational outcomes by:
- Ensuring educational continuity for students as they transition between the correctional facility and local school programs
 - Reducing the dropout rate for the district’s highest risk students
 - Increasing college and career ready skills
 - Reducing barriers to further schooling or employment

School Staff

- **1.0** Social Services Manager- Transition Coordinator
12 MONTH
- **0.7** FTE Classroom Tutor



OUR STUDENT ELIGIBILITY

Students enrolled at Golden Heart Academy, the SMART Program and at highest risk for dropout.

OUR FUNDING SOURCES

- **FORMULA GRANT:** Title I-D Subpart 1, provide neglected or delinquent children and youth with the opportunities to meet challenging State academic standards with a focus on transition services.
- **COMPETITIVE GRANT:** Title I-D Subpart 2 provides transition services for students at the Fairbanks Youth Facility and other students at highest risk for dropout. A Social Services Manager provides the required transition support, including post transition monitoring.
- **FNSBSD OPERATIONAL FUND:** Tutor support: 0.2 FTE added to the grant funded .5 FTE to fund a single 0.7 FTE Tutor position.

OUR STUDENTS SERVED

Approximately **80** students benefit from the supports provided through Title I-D.

OUR STUDENTS SHARED

Century After School	0%
Linney-Vento Education	5%
I Schools	0%

OUR **AK-RISES:** Alaska Resiliency In Schools for Educational Success

OUR **PURPOSE**

This grant is a demonstration project to develop a statewide model for delivering mental health services in schools when appropriate and in the best interest of a student.

OUR **GOALS**

- families, and mental health providers
- Establish a year-round model for delivery of mental health services
- Create and support trauma-engaged school environments through districtwide professional development for all educators
- Provide students direct mental health services at four schools: Arctic Light Elementary, Hunter Elementary, Ryan Middle and Lathrop High School

The referral process for students eligible for services is in full partnership with parents and guardians and supports a team approach for improving student overall wellbeing.

OUR **STAFF**

District Staff

- Social Emotional Learning and Prevention Director

*THIS POSITION IS SHARED WITH OTHER PROGRAMS

Partner Agencies & Staff

- Alaska Behavioral Health: Clinic Manager*
- 5 FTE Alaska Behavioral Health: Clinicians
- Alaska Department of Education & Early Development: Education Specialist II in the School Health, Safety and Alternative Education

OUR **STUDENTS SERVED**

New Program. data not yet available

- U.S. Department of Education Trauma Recovery Demonstration Grant Program



OUR Project AWARE: Advancing Wellness and Resiliency in Education

OUR PURPOSE

The Department of Education and Early Development (DEED) has been awarded a five-year \$9.1 million Project AWARE (Advancing Wellness and Resiliency in Education) grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA). DEED is partnering with Juneau Borough School District (JBSD), Fairbanks North Star Borough School District (FNSBSD), and Bering Strait School District (BSSD) to expand the implementation of social emotional learning, restorative practices, and other evidence-based trauma-engaged practices as well as significantly increase capacity to meet the mental health challenges through additional staffing. Approximately 3.25 million of the project funding is being passed through to our district as a DEED partner.

OUR GOALS

- Improve mental health by growing mental health literacy
- Reduce mental health stigma
- Strengthen early identification and intervention for student mental health conditions
- Provide more robust services for students who are experiencing severe mental health issues
- Provide districtwide professional development in the areas of Youth Mental Health First Aid, trauma-engaged schools, and restorative practices.

OUR STAFF

- Social Emotional Learning and Prevention Director*
- 4 Social Services Managers
 - West Valley High School
 - Tanana Middle School
 - North Pole High School
 - North Pole Middle School

*POSITION IS SHARED WITH OTHER PROGRAMS



OUR STUDENT ELIGIBILITY

The referral process for students eligible for the services at the four participating schools is in full partnership with parents and guardians and supports a team approach for improving student overall wellbeing.

OUR STUDENTS SERVED

New program, data not yet available

OUR FUNDING SOURCES

Federal Substance Abuse and Mental Health Services Administration (SAMHSA) grant awarded to DEED and passed to our district through partnership.

OUR Social Emotional Learning & Prevention Team

OUR PURPOSE

The district's social and emotional learning and prevention services team works collaboratively with the school, family, and community stakeholders to design and deliver customized student prevention and intervention supports. The primary purpose of this team is to prioritize social and emotional learning, school climate, equity and inclusion, trauma-informed practices, and student empowerment.



OUR GOAL

The goal is that all students develop the knowledge, skills, and social and emotional intelligence needed to achieve personal success in continuing education, career, and community.

OUR STAFF

- **Counselors:**
Advocate and provide support for maximum student achievement in the areas of academic, career, and personal/social growth. Work with parents, educators, and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of an ever-changing global society.
- **Social Services Managers**
Support students and families who experience barriers to school success. SSMs strive to connect home, school, and community resources to improve educational, social and vocational outcomes.
- **Behavior Intervention Aides**
Develop positive relationships with school staff and families while monitoring and mentoring at-risk students. May facilitate in the presentation of social skills, anger management, and conflict resolution to individuals, small groups, and classrooms.
- **School Safety Assistants**
Monitor and maintain discipline among students in and around the school campus. School Safety Assistants are critical in building a positive school culture and role modeling healthy social and emotional learning skills for students and adults. School Safety Assistants ensure learning environments are safe for everyone.
- **Prevention/Intervention Specialists**
Assist building level and district administration with implementing K-12 substance abuse, behavior management, and violence prevention/intervention, suicide intervention/prevention programs for the district.

OUR FUNDING SOURCES

The major majority of these positions are funded out of the operating fund at the building level. The Student Support Services Department provides program-level oversight and professional development. Some supplemental positions are funded through federal grants.



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