

**Early-Phase Competition Absolute Priority 4 (SEL)
Martin Luther King Sr Community Resources Collaborative, Inc
S411C230174**

Sankofa Chronicles: SEL Curriculum from American Diasporas (Sankofa Chronicles)

Applicant Name: Martin Luther King Sr. Community Resources Collaborative

Project Title: Sankofa Chronicles: SEL Curriculum from American Diaspora

Type of Grant Requested: Early-Phase

Absolute Priorities the Project Addresses:

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

Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

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

Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

Total number of students to be served by the project: 8,000

Grade level(s) to be served by the project: Grades 9-12.

Definition of high-need students: Students living in poverty, students of color, English language learners, students with disabilities, students experiencing home instability, and students exposed to chronic stress or trauma.

Brief description of project activities: We will: (a) collaborate with Morehouse and Spelman Colleges to produce inspiring video “storytruths” from nine U.S. diaspora; (b) collaborate with Connect With Kids (CWK) to integrate these narratives into SEL curriculum to produce emotive, culturally responsive curriculum to maximize student engagement and change lives; (c) implement and evaluate Sankofa Chronicles in the NYC CUNY and Atlanta Public School high schools; and (d) make available the final set of Sankofa Chronicles materials and project results for broad distribution.

Summary of project objectives and expected outcomes: When the Sankofa Chronicles are integrated with the digital CWK SEL curriculum, students and teachers will demonstrate positive effects with increased social emotional competence, students will demonstrate improved behavioral and academic outcomes, and school culture and climate will improve, reducing stress.

Summary of how the project is innovative: Research tells us that emotional connections are critical to learning. Yet, research tells us that many high school students are bored and disengaged. In addition, teacher recruitment, burnout, and turnover are an increasingly daunting challenge. That is why the innovative Sankofa Chronicles SEL curriculum holds such great promise. By combining explicit SEL instruction with powerful “storytruths” connected and relevant to students’ personal and cultural narratives, student achievement, behavior, and social emotional competence will increase.

Other studies related to the proposed project: Page, B. & D’Agostino, A. (2005). Connect with Kids: 2004–2005 Study Results for Kansas and Missouri. Available from: Compass Consulting Group, LLC. 5726 Fayetteville Road, Suite 203, Durham, NC 27713. Kotter, J. P., & Cohen, D. S. (2012). The heart of change: Real-life stories of how people change their organizations. Harvard Business Press. Moeller, J., Brackett, M., Ivcevic, Z., & White, A. (2020). High school students’ feelings: Discoveries from a large national survey and an experience sampling study. Elsevier, Learning and Instruction, Volume 66, 2020, April.

Proposed implementation sites: Nine New York City CUNY (CUNY) high schools and two Atlanta Public Schools (APS) high schools (B.T Washington and Frederick Douglass High School).

Organizations partnering with this project: Martin Luther King, Sr. Community Resources Center, Connect with Kids Network, Morehouse and Spelman Colleges, New York City Public Schools - CUNY, The