

**Association of Alaska School Boards
Promise Neighborhoods Abstract**

PR Award Number: U215N170038

Name of Organization: Association of Alaska School Boards

Name of Project: Supporting Transitions and Educational Promise Southeast (STEPS) Alaska

Project Director: Lori Grassgreen

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Eligible Applicant Type: Non-profit

Grant Type: Discretionary

Absolute Priority: Absolute Priority 3

Competitive Preference Priority:

Competitive Preference Priority 2: Drug Free Communities (Opioid Abuse Prevention) Program

Competitive Preference Priority 3: Evidence-Based Activities, Strategies or Interventions

Target Schools:

Hoonah Elementary

Hoonah Middle/High School

Hydaburg School

Angoon

Klukwan

Kake City School District

Pacific High (sitka)

Yakoosge Dakhidi (Juneau)

Project Partners:

Central Council of Tlingit and Haida Tribes of Alaska

Volunteers of America- Healthy Voices and Healthy Choices Drug Free Communities Partner Grantee

Association for the Education of Young Children

University of Alaska Southeast

Aiding Women in Abuse and Rape Emergencies

Juneau Suicide Prevention Coalition

Sitkans Against Family Violence

United Way of Southeast Alaska

Hydaburg School District

Juneau School District

Hoonah School District

Chatham School District
Kake City School District
Sitka School District
Alaska Department of Education and Early Development (EED)
Pathways to a Safer Sitka
Juneau Violence Prevention Coalition
Alaska Department of Public Safety Council on Domestic Violence and Sexual Assault (CDVSA)
Southeast Alaska Regional Health Corporation (SEARHC)
Alaska Department of Health and Social Services
Alaska Mental Health Board

Project Description:

STEPS Alaska is based in the Southeast corridor, the traditional lands of the Tlingit and Haida peoples. Students in Southeast Alaska have experienced adverse childhood experiences far beyond the national average. These experiences continue to determine educational, safety and health outcomes. While there is variation Southeast Alaska, many Title I schools have fewer than 20% of students proficient in math.

STEPS partners have identified clear strategies to help elevate relevant quality-learning experiences and career preparation. STEPS focuses on both instruction and key pivot points that often predict student outcomes. Family transition and partnership specialists are essential components helping to support the whole family navigate the first years of school. Family-student-school partnerships are a priority with a focus on the 3rd grade and in middle school. Additional, middle school supports include STEM programs and engaging students in high quality inquiry and place-based learning in and after school. Through STEPS Alaska priority students will receive wrap around services to gain connections to services including tutors, summer learning opportunities, after-school activities, health, and behavioral health services. STEPS Alaska provides an opportunity to allow students in high school to choose more avenues for learning that include dual enrollment, academies, and career/college readiness programs.