Our Agreements
From First Alaskans Institute

Safe Space for Meaningful Conversation

In Every Chair, A Leader

Speak to be Heard, Listen to Hear

Value Each Other’s Time

Be present, Be Engaged

Our Value of Humor Helps Us

Take Care of Yourself, Take Care of Others
The thing I hope to leave this meeting with is...

The thing I hope to share or contribute to the group is...
What will look different in five years?
Paddlers arrive in Juneau for Celebration 2014 on Wednesday, June 11, 2014. (Katarina Sostaric/KSTK)
STEPS Results and Indicators

Partners are working collaboratively to achieve results as measured by the following indicators.

Kindergarteners are Ready to Succeed
- Children entering kindergarten with age-appropriate functioning
- Families that have equitable access to quality early childhood care

Students are Proficient in Core Academic Subjects
- Students who are at or above grade level according to state math assessments
- Students who are at or above grade level according to English language arts assessments
- Students who are enrolled in college and career readiness preparation courses

Students Transition from Middle to High School
- Attendance rate of students in 6-9th grade as defined by average daily attendance
- Chronic absenteeism rate of students in 6-9th grades

Students Graduate from High School
- Four-year adjusted cohort graduation rate

High School Graduates Obtain Post-Secondary Degree or Credential
- Alaska Native or mixed race students who are enrolled in a two or four-year college after graduation
- Alaska Native or mixed race students who graduate from a 2-4 year college
- Students who report they would like to pursue post-secondary education

Students are Healthy
- Children who consume five or more daily servings of fruits and vegetables
- Children who participate in 60 minutes of physical activity daily

Students Feel Safe at School and in Their Communities
- Children who do not go to school because they do not feel safe

Communities are Drug-Free
- Students using substances

Communities are Stable
- Students who change schools or communities

Schools are Culturally Responsive
- Students reporting culturally responsive schools

Students Have Access to 21st Century Tools
- Students who have school and home access to broadband internet & devices
- Students who have STEM and STEAM opportunities

Communities are Low Violence
- Lifetime domestic violence or sexual assault rates of women
- Students who consider suicide
- Students who attempt suicide

Families and Community Members Support Learning
- Family members reading to or encouraging their children to read three or more times a week
- Family members talking about the importance of college and career
- Adults who support local schools

For more information contact 907-463-1660, STEPSAK@aasb.org
# STEPS ORGANIZATIONAL WORK PLAN TEMPLATE

**Organization:**

**Lead Contact(s):**

<table>
<thead>
<tr>
<th>Solution/Program/Activity</th>
<th>STEPS Results</th>
<th>Organization Lead(s), Partners, and Coordination</th>
<th>Collaborative Planning Phase</th>
<th>Resources Needed</th>
<th>STEPS</th>
<th>Budget</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify one of the 41 STEPS solutions and briefly describe. Include more details on the related &quot;Solutions&quot; tab.</td>
<td>Which STEPS result(s) will be impacted? Reference &quot;STEPS Results&quot; tab at bottom to for help.</td>
<td>Who do you need to coordinate with and how will you make that happen?</td>
<td>1) Evaluate 2) Collaborate 3) Plan 4) Implement</td>
<td>What staff, communications tools, financial resources, policy changes, etc. needed to make this solution successful?</td>
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<td>Solution A</td>
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<td>Solution B</td>
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<td>Solution C</td>
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</table>
Performance Measure
A measure of how well a program, agency or service system is working.

Three Types
1. How much did we do?
2. How well did we do it?
3. Is anyone better off?

Program
A program, organization, or service system
- Department of Public Health
- Foundation
- Non-Profit
- Grantee
- Early Education Program

Population

Result
A condition of well-being for children, adults, families or communities.
- Children Born Healthy
- Children Ready for School
- Safe Communities
- Clean Environment
- Prosperous Economy

Indicator
A measure which helps quantify the achievement of a result.
- Rate of low-birth weight babies
- Percent ready at K entry
- Crime rate
- Air quality index
- Unemployment rate

Performance Measure
Living Example of an RBA Framework
Clear Impact Scorecard
1) Early Years – Glade
Result: Kindergartners are ready to succeed

2) School Success – Emily
Result: Students are proficient in core subjects

3) Post-Secondary – Konrad
Result: HS grads obtain post-secondary degree or credential

4) Cultural Integration – Heather
Result: Schools are culturally responsive

5) Family and community engagement – Lisa
Result: Families and community support learning

6) School climate – Jenni
Result: Students feel safe in their school and community

7) Prevention – Claudia
Result: Students are not abusing drugs and alcohol

Source: https://hiveminer.com/Tags/hoonah%2Ctlingit
Supporting Transitions and Educational Promise in Southeast AK

Weaving It Together

What is the Program? What is the Activity? (Solution)

What goals does this help us achieve? How will we know we are making progress? (Results/Indicators)

What will you show program impact? How will you measure quality and quantity? (Performance Measures)

What staff/materials do you need to make this happen? Will the budget/available resources support the plan? (Resources)

Who else from the community/region can help make it a success? (Partners)

What needs to happen in the next 6 months? (Next Steps)

What could truly make a difference? (Transformation)

How is it culturally relevant? How is it trauma-informed? How is it helping build bridges? (Creating Conditions)
Instructions: The tables below give examples of performance metrics. Adjust and edit these to fit the solution. If there are other partners working toward the same solution, coordinate to use the same metrics.

### Performance Metrics and Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Number Enrolled # of participants who signed-up</th>
<th>Number Completed # who completed the program</th>
<th>Pre-score Test/survey to measure baseline of participants</th>
<th>Post-score Test/survey to measure progress of participants</th>
<th>Program survey results How did participants rate experience</th>
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<tbody>
<tr>
<td><strong>Projected</strong></td>
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<td>2018/baseline</td>
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### Benchmarks and Milestones

**WHAT** are the next steps needed to implement solution

<table>
<thead>
<tr>
<th>WHO will do it</th>
<th>WHEN</th>
<th>DONE</th>
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Supporting Transitions and Educational Promise Southeast Alaska (STEPS AK)

US Department of Education Promise Neighborhood Funding

CFDA Number: 84.215N

Work plan resources available at

www.aasb.org/steps
• Thomas (TJ) Cramer – Riverbend/Jamm
• https://www.youtube.com/watch?v=33JyvC_Smlk
Step 1: Which of the 4 tools or others do you want to use to get started with your community plan (indicators, solutions, workplans, regional ideas)

Step 2: How do you want to document your community plan (and share with AASB and others across the region)? Pull that out to get started 😊

Step 3: Are there other plans in your community that you want to look at and line things up with?

Step 4: Community plans may be stronger with additional community members participating so how will you work on community planning when you return?? Make notes about immediate next steps for moving things forward.

Make sure we have a copy or picture of your plans. Thank you.
**Collaboration**

<table>
<thead>
<tr>
<th>Results</th>
<th>Partners</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Today:</strong> What results and indicators will we hold?</td>
<td>Who else should be part of this conversation? Is it already happening someplace else?</td>
<td><strong>Today:</strong> When and how can we connect next to coordinate solutions/programs?</td>
</tr>
</tbody>
</table>

**Impact:** How can we make it a seamless experience? What systems change could improve access or outcomes?
Cross-Regional Collaboration

1) Committees
2) Work groups
3) Work-a-like groups
4) Networks
Next Steps

- **May 23 @ 3 (webinar):** Reporting Flow and Orientation
  (Funded Partners Lead/Business office)

- **May 30 @ 3 (webinar):** Data and Evaluation Meeting
  (Data Lovers)

- **May and June:** On-site community meetings
  (Connect with Lisa, Emily and Lori to make sure there are dates)

- **June 15:** Initial Draft Work Plans - Community Plans & Organization Plans
  (funded organizations and community groups)

- **June 24 -26:** Tentative Dialogue Host Training
  (if interested contact Lori/Konrad/Ati/Jessie)

- **July 1:** Planning period ends/ implementation begins
  (if MOUs are signed funding can flow)

- **July 30:** In person meeting in Juneau?
  (all)

- **August 1-3:** Sealaska Heritage Institutes: Culturally Responsive Education Conference
  (Please Register on Sealaska Heritage Website)
Cradle to Career: Building the Pipeline

More than 40 solutions carried out by 25 partners in

Angoon, Hoonah, Hydaburg, Juneau, Kake, Klukwan, Sitka,
Cradle to Career:

**Birth**
Experiences at a young age affect brain development.

**Kindergarten**
Early learning provides a foundation for future success.

**3rd Grade**
Students move from learning to read to reading to learn.

**8th Grade**
Transition to high school is successful.

**12th Grade**
High school graduation puts students on a path toward continued growth.

**Post Secondary**
A step forward toward career readiness.
STEPS ALASKA
Supporting Transitions and Educations Promise in Southeast

A data driven collective impact focusing on the following cradle to career solutions and strategies.

**EARLY CHILDHOOD**

- **SOLUTIONS:**
  - Asset Building * Reading Programs
  - Kinder-Ready Programs * Childcare Support
  - Parent Programs

- **KEY STRATEGIES:**
  - Parents As Teachers * Head Start * Imagination Library
  - Childcare Certification/Training
  - Family Network Circles * Gold Pre-School Programs
  - Alaska-based Activities & Online Resources * Ready for K

- **PARTNERS:**
  - AASB * CTTITA
  - AEYC-SE
  - School Districts
  - Local Tribes
  - AMHB * SDA EED
  - R.O.C.K. Juneau

**K-12**

- **SOLUTIONS:**
  - Project Based Learning * Course Alignment
  - Afterschool * Reading & Homework * PS Mentoring
  - Equity Audit * Cultural Integration * Trauma Informed * Summer Programs & Employment * Professional Development

- **KEY STRATEGIES:**
  - Reading Mentors * Afterschool * School Policy
  - Peer Leadership * Tribal Youth Employment
  - STEAM/STEM Place Based * Coaching Tier Schools Academies
  - School Climate * Summer Programming * Credit Recovery

- **POST SECONDARY**

- **SOLUTIONS:**
  - Course Alignment * College Experience
  - Summer Programs * Dual Credit Path * Trauma Informed Vocational Track * Summer Programs & Employment

- **KEY STRATEGIES:**
  - Community Dialogues * Credit Recovery
  - Dual Credit Enrollment * Alignment of HS & University
  - Post Secondary Mentoring * Professional Learning
  - Vocational Training * Successful Scholars * TED Talks
  - Cultural Integration

- **PREVENT & ENGAGE**

- **SOLUTIONS:**
  - Obesity & Nutrition * Navigators Wrap Around * Ed Employment * Community Engagement
  - TED Style PS Family * Family Support Teams

- **KEY STRATEGIES:**
  - Community Dialogues * School Policy Scans
  - Equity Scan * Collective Impact * Homework Tutors
  - Workgroups * Coalition Building * Nutrition
  - Suicide Prevention * Girls On The Run * I too can Blasen

- **PARTNERS:**
  - AASB * CTTITA
  - Local Tribes
  - Local School Districts
  - AMHB * SDA EED
  - R.O.C.K. Juneau
  - UWSE * FAI
  - Afterschool Network

**AASB CONTACT:** LORI GRASSGREEN
907.463.1660
MOVING FORWARD:
Snapshot View
Working Together