



# ALASKA ALTERNATIVE SCHOOLS COALITION

**IMPACT REPORT** | MARCH 2025



Prepared by: **Sharon Fishel, Pat Sidmore, and Micki Dunn** of the **Alaska Department of Education and Early Development** in partnership with **Audrey Coble** and **Curtis Smith** of the **University of Alaska Anchorage Center for Human Development**



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Human Development  
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***“Our students are more engaged in the community we've created, which increases their attendance and credit completion. Our graduation rate has improved over the last 2 years, in large part because of the way we've used the alternative grant for student connectedness.”***

- Revilla Middle and High School

# INTRODUCTION



The State of Alaska Department of Education and Early Development's (DEED) statewide Alaska Alternative Schools Coalition (AASC), supported by funding from the Division of Behavioral Health (DBH), is dedicated **to building and sustaining the capacity to reduce relational poverty** in Alaska's alternative high schools by increasing opportunities for students to develop and experience healthy relationships. It is through these restorative relationships that at-risk students are able to **reconnect to a sense of hope for their futures, to renew their pursuit of graduation, and to pursue more healthful lives**. AASC relies heavily on implementing a Trauma-Engaged Schools model in its participating alternative schools to accomplish its mission (Trauma-Engaged Alaska Alternative School Coalition Initiative Proposal: An Interdepartmental Partnership between DEED and DBH, 2018). In 2025, AASC represents **a well-established and long-running program that directly aligns with the goals of the DBH**.



*Image 1: Educators gather to collaborate and share ideas for supporting students.*



# MAKING A DIFFERENCE

**Question:** *Is the funding making a difference? And if so, what is that difference?*

**Answer:** Yes, the funding makes a remarkable difference in the lives of Alaska's high-risk students, many of whom have been unable to achieve academic success in a traditional school environment. The alternative school program is a well-established, long-running program that **directly aligns with the goals of the Division of Behavioral Health.**

## Summary

Alternative schools provide Alaska's most vulnerable students with critical educational and health-enhancing services, for an estimated cost of **only \$300 per student, per year**. Because they are uniquely designed to focus on students with behavioral health needs, alternative schools treat students with increased risk factors and Adverse Childhood Experiences (ACEs) as holistic individuals who need both academic and social-emotional support. When they attend alternative schools, Alaska's most vulnerable students are with staff who genuinely care about them. **This is one of the most important protective factors a vulnerable student can experience.**

## Alternative School Student Profile

Alaska's Alternative Schools (defined as those serving high-risk students) provide a spectrum of critical educational and health enhancing services to Alaska's most vulnerable youth. These 11 schools primarily serve youth who have been unable to achieve academic success in traditional

Figure 1. The 11 Alternative Schools in Alaska's Alternative Schools Coalition



school environments for one or more of a constellation of reasons. In contrast to alternative programs within community schools, Alaska’s alternative schools are their own brick-and-mortar institutions with their own locations and funding sources. While alternative programs within community schools can benefit from their community schools’ funding, alternative schools are dependent on grants like these.



**In 2023-2024, nearly 1,200 students were enrolled in just the 11 schools strictly designated alternative.**

Examples of the identified student barriers to learning in alternative schools include, but are not limited to homelessness, poverty, untreated mental health issues (such as depression and anxiety), teen parenthood, substance misuse, and unaddressed health needs.

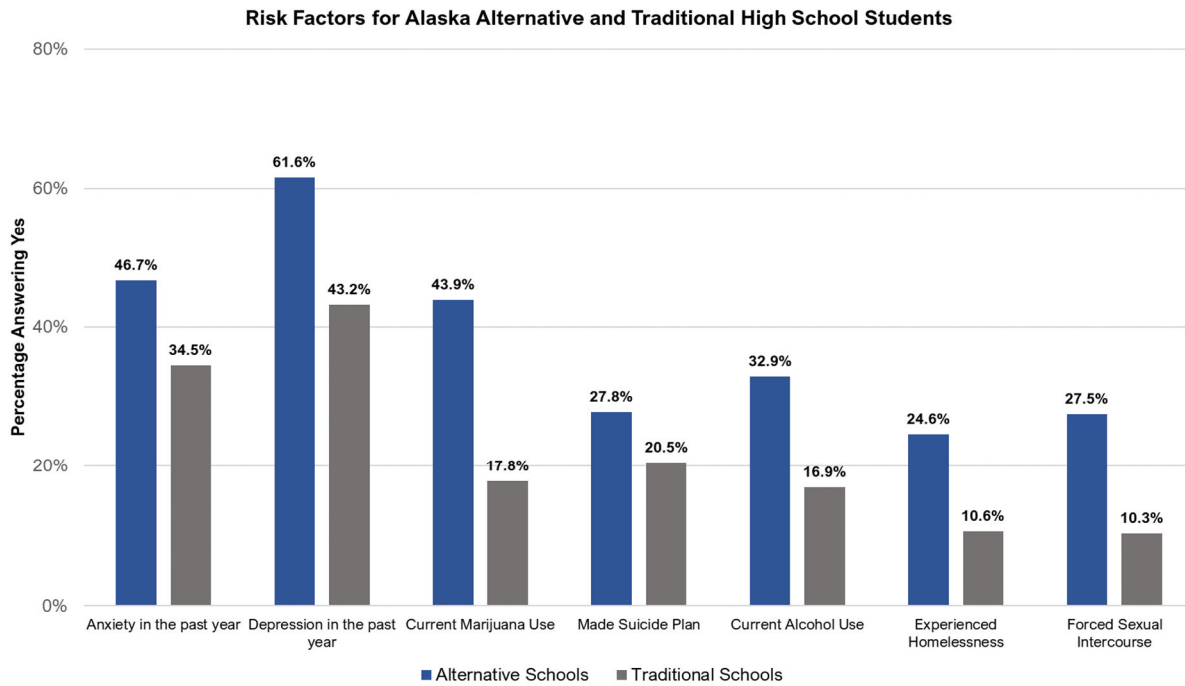
## Risk Factors

In the 2023 Alaska Youth Risk Behavior Survey (YRBS), both alternative and traditional high schools were surveyed. A comparison of results collected from these surveys regarding students’ likelihood of experiencing risk factors is in **Table 1** and **Chart 1** below.

*Table 1. Risk Factors for Alternative School Students Compared to Traditional School Students.*

<b>Risk Factor</b>	<b>Alternative Schools</b>	<b>Traditional Schools</b>
Anxiety in the past year	46.7%	34.5%
Depression in the past year	61.6%	43.2%
Current Marijuana Use	43.9%	17.8%
Made Suicide Plan	27.8%	20.5%
Current Alcohol Use	32.9%	16.9%
Experienced Homelessness	24.6%	10.6%
Forced Sexual Intercourse	27.5%	10.3%

Chart 1. Risk Factors for Alternative School Students Compared to Traditional School Students.



As the above data indicates, students at alternative schools are more likely to experience risk factors that significantly impact their learning and academic achievement. Fortunately, alternative schools are uniquely designed to focus on students with behavioral health needs.

(Note: Protective factors, which can help mitigate the impact of risk factors, are addressed later in this report on page 19 in the “Connectedness and Protective Factors” section.)

**Highlight:** Homer Flex’s principal reported that 180 offerings were provided for **job-seeking skill development**, and 10 speakers were brought in to support **goal setting and career exploration**.

***“We are able to offer classes and activities to our students that wouldn’t be available otherwise. These include physical education, CTE courses (including highly successful culinary classes as well as woodworking/construction and tech courses), and field trip opportunities focused on careers and post-secondary opportunities. We also use this grant to supplement our other funding sources to provide school counselor availability at our building. The increased counselor FTE has a huge impact on the engagement of our students.”***

– Homer Flex Principal

## Early and Ongoing Trauma Exposure

***“...many students attending alternative programs have experienced ACES throughout their lives, which naturally leads to risky behaviors. And that eventually leads to those academic struggles, and, you know, academic struggles oftentimes lead students to alternative programs.”***

From “[They come here for sanctuary: educator perspectives on trauma-engaged alternative education](#),” (p. 58)

Measures related to experiences before alternative school students entered high school also show increased likelihood of experiencing risk factors. The measures outlined in Table 2 below are closely linked to early trauma and stress experienced by students.

***“Strategy: Actively support youth and caregivers in ways that reduce childhood trauma in homes, schools, and communities.”***

From the Comprehensive Integrated Mental Health Plan (p. 16)

Table 2. Risk Factors before Age 13.

Risk Factor Before Age 13	Alternative Schools	Traditional Schools
Sexual Intercourse	7.9%	3.8%
Used Alcohol	22.5%	15.2%
Used Marijuana	19.7%	8.0%
Used Tobacco	17.3%	7.7%

This means that students at alternative schools are...

**2.17x more likely to have had sex**

**1.62x more likely to have used alcohol**

**2.83x more likely to have used marijuana**

**2.5x more likely to have used tobacco**

...than their traditional-school peers before the age of thirteen.

***“It’s just that the kids are struggling with things like homelessness, poverty, or histories of abuse and neglect, mental issues either that they have or maybe somebody in their immediate family has. It just makes them vulnerable.”***

From “They come here for sanctuary: educator perspectives on trauma-engaged alternative education,” (p. 58)

### **Highlight**

Revilla Middle School offered at-risk students **36 opportunities to meet with social workers in small groups**, along with **144 weekly workout and healthy snack preparation** guidance sessions to address their holistic needs.

## Addressing Risk Factors

Between 2019 and 2023, the YRBS showed decreased growth rates of depression, substance misuse and suicide measures in both alternative and traditional high schools. This slowdown follows a decade of growth in these measures for both types of schools (with the exceptions of cigarette smoking and alcohol use.) However, despite the slowing growth rates,

***“Alaska still has some of the highest rates of suicide in the nation, and this is particularly true for Alaska’s youth. Alaska’s age-adjusted suicide mortality rate in 2023 was 27.8 per 100,000 population; for Alaskan’s aged 15-24 the 2023 age-specific suicide mortality rate was 42.3 per 100,000 population.***

*This means that **Alaskan adolescents are dying by suicide at a rate that is almost 17% higher than Alaskan adults.** Furthermore, in 2019, 19.7% of Alaskan youth reported having attempted suicide within the last year and 38.1% reported feeling sad or hopeless, while less than half reported markers of social supports and connectedness. To effectively address suicide within Alaska requires an approach that includes the unique factors associated with adolescence.”<sup>1</sup>*

### Highlight

Homer Flex offered **30 separate recreational activities and 30 school-wide community trainings on trauma-engaged responses to support students’ behavioral health.**

In response, AASC has prioritized mental health and substance misuse as key areas of focus by **providing students with coping strategies and resilience techniques**, with the intended outcome of decreasing depression, anxiety, and substance misuse. Primarily, AASC has focused on coping and resilience by **reducing relational poverty in alternative schools**, with the intention of helping students feel connected to adults in their community other than their parents.

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<sup>1</sup> From “Strengthening the System II, Area of Focus: Suicide Prevention”  
<https://health.alaska.gov/Commissioner/Documents/MentalHealth/AreaFocus5.pdf>



Each school also developed an annual *action plan* linking planned activities with one or more of the [Healthy Alaskans 2030 Protective Factors](#), specifically HA2030 Objectives #17, #18, #26 and #27, as described below:

- **Objective #17:** Increase the percentage of adolescents (high school students in grades 9-12) with 3 or more adults (besides their parent(s)) who they feel comfortable seeking help from.
- **Objective #18:** Increase the percentage of adolescents (high school students in grades 9-12) who feel like they matter to people in their community.
- **Objective #26:** Reduce percentage of adolescents (high school students in grades 9-12) who have used electronic vapor products, cigarettes, smokeless tobacco, or other tobacco products in the last 30 days.
- **Objective #27:** Reduce the percentage of adults (aged 18 and older) who currently smoke cigarettes or use electronic vapor products, smokeless tobacco, or other tobacco products.

Proposed activities are grouped into one of three strategies, as outlined below:

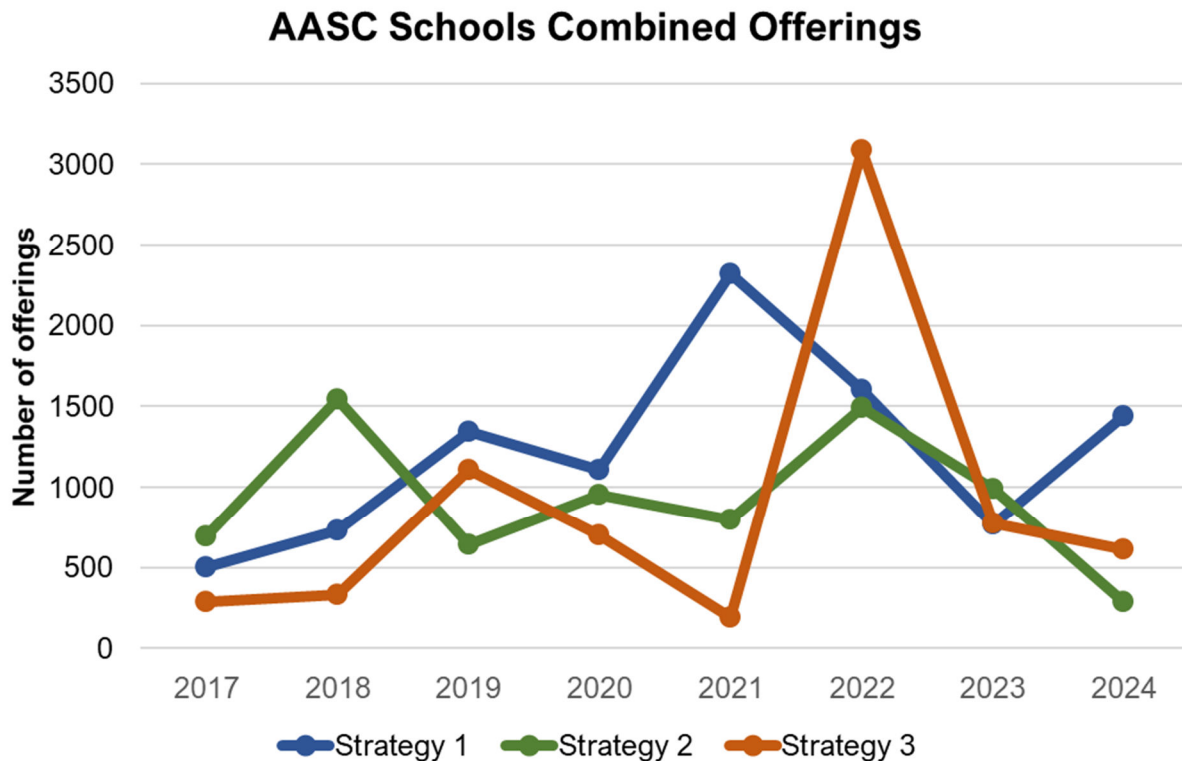
- **Strategy #1:** Implement activities promoting relationships that have an element of high intensity in order to reduce relational poverty.
- **Strategy #2:** Implement evidence-based social-emotional curriculum to reduce relational poverty.
- **Strategy #3:** Increase community engagement to reduce relational poverty.

See **Table 3 and Chart 2** below for additional information about AASC schools' offerings by strategy:

Table 3. AASC Schools Combined Offerings by Year.

	2017	2018	2019	2020	2021	2022	2023	2024
<b>Strategy 1</b>	500	728	1345	1105	2318	1600	769	1436
<b>Strategy 2</b>	695	1544	642	949	797	1492	988	286
<b>Strategy 3</b>	286	333	1110	703	190	3087	775	612

Chart 2. AASC Schools Combined Offerings.



The AASC schools' focus on coping strategies, resilience, and reducing relational poverty led to a particularly promising YRBS measure for alternative school students: namely, that **the rate of suicide attempts in alternative schools has remained steady since 2015 despite rising depression rates**. Unfortunately, this does not hold for traditional schools, where suicide attempts have increased from 11% to 19% during that same period of time.

Given their near universal focus on suicide prevention and coping skills in alternative schools, this may be an important data point for all schools in Alaska to consider.

***“[Alternative schools are the] closest approximation to a universal environment for young individuals. Within this context, comprehensive educational and supportive structures are implemented to facilitate the development and growth of students, promoting their academic achievements and personal well-being.”***

From the Behavioral Health Roadmap (Appendix A, page 1)



## Addressing the Department of Health's Arcs of Effort

The Department of Health (DOH) Arcs of Effort are supported by the partnership between the Division of Behavioral Health and the Department of Education and Early Development, specifically, Strengthening the Behavioral Health System and Suicide and Overdose Prevention.

The Alternative Schools project provides support in schools to Alaska's most at risk youth across all regions of the state, aligning with the goals of the Behavioral Health Roadmap (Action Item #3 – Mental Health in Schools) and the Strengthening the System II, Alaska's Comprehensive Integrated Mental Health Program Plan (Area of Focus 1 – Early Childhood and Youth). Evaluation and outcomes demonstrate the effectiveness of this grant program that serves youth in their school environments.

This project also supports measures laid out in the Healthy Alaskans 2030. Many of these schools also provide classes on reducing substance use/misuse. This partnership has been in effect since 2010. First as prevention grantees and then as direct grantees through an RSA

## Alternative Schools as Leaders in Developing Behavioral Health Supports

Alternative schools have been critically instrumental spaces for developing expertise in handling child and youth mental health challenges since 2008, when DEED began supporting AASC. From then onwards, it has become increasingly clear that supports used in alternative schools are applicable in all schools; and furthermore, that alternative schools can function as **leaders in developing behavioral health supports for all schools**.

As a result of this work, DEED has received two Project AWARE (Advancing Wellness and Resiliency in Education) grants from SAMHSA at the state level. DEED then collaborated with districts across the state in their applications for and implementation of federal grants to support school behavioral health.

DEED partnered with the Regional Educational Laboratory Northwest ([REL NW](#)) to help schools in the Alaska Alternative Schools Coalition (AASC) field test trauma-engaged practices related to the Transforming Schools Framework.

The goals of the collaboration were to build the AASC schools' capacity to:

- Use data to identify a trauma-related problem of practice,
- Select evidence-based practices related to the Transforming Schools Framework that could address the trauma-related problem of practice,

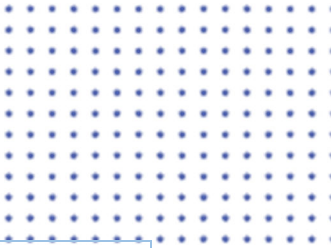
- Implement evidence-based trauma-engaged practice using the tools of continuous improvement and improvement science,
- Collect data to monitor and adjust implementation of trauma-engaged practices, and
- Determine how to integrate trauma-engaged practices into school operations, policy, and culture.

AK DEED is using lessons learned from the field tests conducted by the AASC schools to enhance the content and usability of the [Transforming Schools Framework](#).

**Table 4** below gives some examples of the first and second waves of this work, which have significant positive implications for the schools themselves and wider adoption of trauma-engaged practices, as well. As a part of the continuous improvement process, schools were provided with the opportunity to reflect on their trauma-related problems of practice. If necessary, schools were asked to pivot in order to better address student- and community-related needs. Shifts in focus between cycles are **not** indicative of failure, but rather of agility.

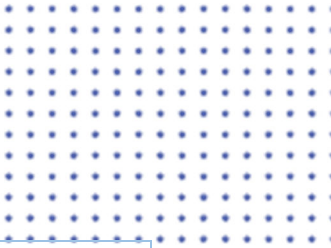
Table 4. Alternative Schools Continuous Improvement Cycles #1 and #2.

<b>Cycle #1: Trauma-Related Problem of Practice</b>	<b>Cycle #1: Trauma-Engaged Practice</b>	<b>Cycle #2: Trauma-Related Problem of Practice</b>	<b>Cycle #2: Trauma-Engaged Practice</b>
<b><i>Kiita Learning Community</i></b>			
Improve student to student and student to teacher relationships	Restorative Circles	Student attendance, engagement, and trauma	Collect data to support PBIS initiative
<b><i>Homer Flex High School</i></b>			
Improve student to student and student to teacher relationships	Restorative circles; Transforming Schools Framework Professional Learning Community	Help students develop SEL skills, especially in regards to self-regulation and mental wellbeing	Increase student well-being by learning/practicing emotional tools, such as PBIS/restorative practices, SEL curriculum, etc.
<b><i>Kuskokwim Learning Academy</i></b>			
Improve family/community engagement	Family/student conferences	Improve family/community engagement	Increase family/community connections by increasing awareness of KLA students' service work



<b>Cycle #1: Trauma-Related Problem of Practice</b>	<b>Cycle #1: Trauma-Engaged Practice</b>	<b>Cycle #2: Trauma-Related Problem of Practice</b>	<b>Cycle #2: Trauma-Engaged Practice</b>
<b><i>Benny Benson Alternative High School</i></b>			
Restore relationships to improve attendance and achievement	Implement cell phone policy and build rapport with students	Poor attendance and low graduation rates	Increase attendance and graduation rates through setting universal expectations and providing community opportunities
<b><i>Revilla High School</i></b>			
Improve student relationships and engagement	Relationship building professional development for staff	Improve student relationships and engagement	Relationship building professional development for staff
<b><i>Valley Pathways School</i></b>			
Increasing staff understanding of the impact of trauma	Professional development for staff on trauma	Relationship building and strengthening: poor attendance, increasing enrollment, discipline, community/family partnerships, student leadership, sense of purpose	Restore value in the educational system through building meaningful relationships
<b><i>Mat-Su Central High School*</i></b>			
Addressing lack of student engagement	Scheduled check ins and advisory with freshman behind in credits	*	*
<b><i>S.A.V.E. High School</i></b>			
Increase vocational readiness	Implement relationship building strategies and skill building to increase students' workforce engagement	Families are disengaged with the vocational process and its critical function in meeting graduation goals.	Family relationship building & communication to increase students' workforce engagement





Cycle #1: Trauma-Related Problem of Practice	Cycle #1: Trauma-Engaged Practice	Cycle #2: Trauma-Related Problem of Practice	Cycle #2: Trauma-Engaged Practice
<b><i>Burchell High School</i></b>			
Student attendance and disengagement	“Whole Student Initiative” to facilitate student resilience	Students showing lack of resilience when it comes to difficult tasks.	Expanding “Whole Student Initiative” to facilitate student resilience and productive struggle
<b><i>Yaakoosge Daakahidi High School</i></b>			
Student attendance and disengagement	Advisory periods	Student agency	Use restorative practices and circles to work through struggles/problems to empower students to be a part of their own solution
<b><i>Kenai Alternative High School</i></b>			
Student attendance and disengagement	Advisory periods	Poor attendance; failing grades; suspensions; staff buy in	Improve staff buy-in through training on trauma and trauma-engaged approaches to discipline and education
<b><i>Pacific High School</i></b>			
Teacher trauma and burnout	Staff and student self-care trainings	Teacher trauma and burnout	Defining Tiers of practice; refining behavior statement & vision to standardize student behavioral management system

\*Note: **Mat-Su Central High School** did not receive funding for this year.

# GRADUATION RATES

*“The funding helps with staffing. For example, we were able to hire a staff member to assist with transitions into vocational programs, finding jobs, and helping with in-person social studies instruction. This would not have been possible without the funding provided by the Alternative Schools grant. We also provide extra time to students for schoolwork, leading to credit acquisition and graduation. This derives from staff providing numerous tutoring opportunities throughout the week and on weekends.”*

– S.A.V.E. High School

## Degree Completion

**Question:** *How many students have completed their high school diploma requirements during their time in the program?*

**Answer:** 2,059 students graduated (effectively completing their high school diploma requirements) in alternative schools between 2018 and 2024. It can be assumed that a very large percentage of these students would not have graduated without supportive alternative settings designed for them.

Year	Number of Alternative School Graduates
2017-2018	272
2018-2019	270
2019-2020	309
2020-2021	239
2021-2022	289
2022-2023	333
2023-2024	347
Total = 2,059 graduates	



# Improvement in Graduation Rates

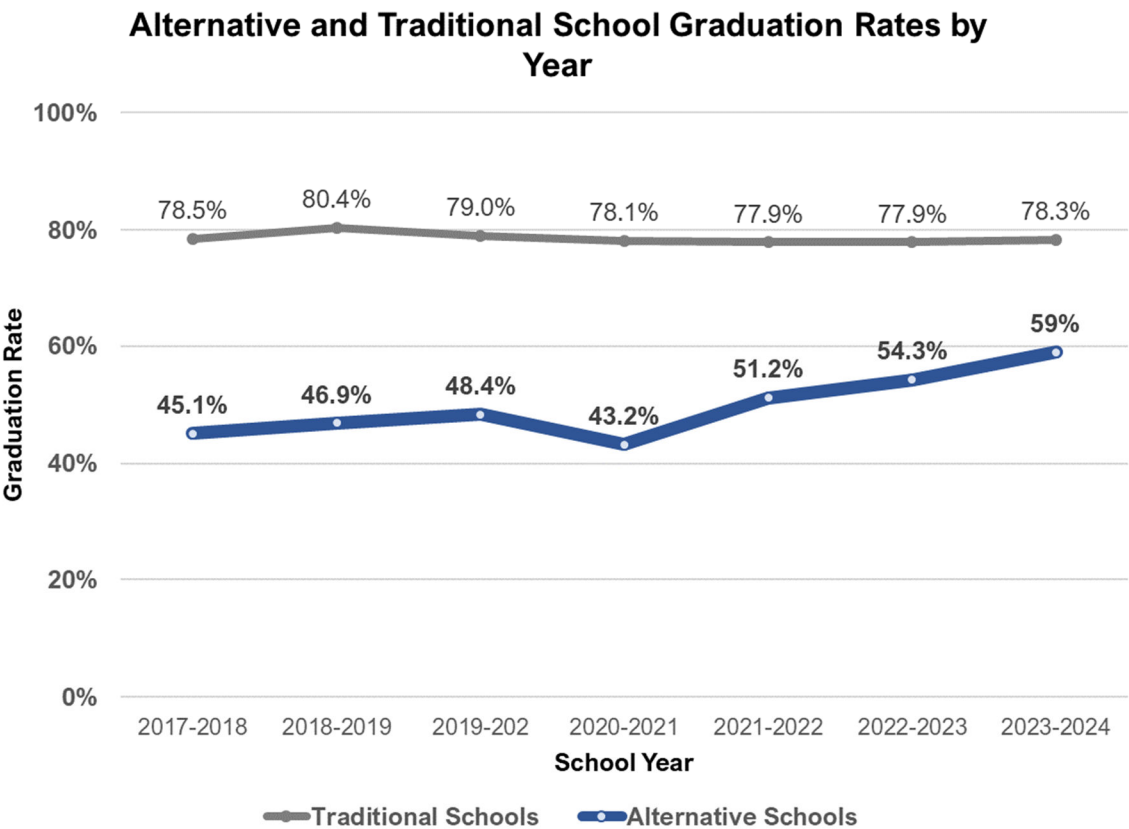
*“The majority of these students (graduates) have stated that they would have dropped out if it wasn’t for [Pacific High School] PHS and the programming offered here...Furthermore, the majority of our graduates continue to live in Sitka and have become invaluable members of the community. Many work in the trades, banks, real estate, commercial fishing, and beyond, leading meaningful lives.”*


- Pacific High School

**Question:** *Has there been an improvement in graduation rates over the last five years?*

**Answer:** As shown in **Chart 3** below, graduation rates have improved nearly every year from 2018-2024 despite many students entering alternative schools significantly credit deficient.

Chart 3. Alternative and All Schools' Four-Year Graduation Rates by School Year.



- 
- Benny Benson reported a **17.6% increase** in 4-year graduation rates and a **7.8% increase** in 5-year graduation rates from 2016 to 2024.
  - Yaakoosge Daakahidi High School reported consistently graduating **over 80%** of all eligible students, though the principal estimates that the graduation rate may even be closer to 90% this year.
  - S.A.V.E. High School reported a **13.1% increase** in 5-year graduation rates from 2020 to 2024.
  - Homer Flex reported a **17% increase** in graduation rates from 2020 to 2024.
  - Burchell High School reported a **20% increase** in graduation rates from 2020 to 2024.

# MEASURING SUCCESS

**Question:** *What outcome measures are being used and reported in order to track progress?*

**Answer:** Outcome measures vary by school district, but common measures used to track progress and positive outcomes include **academic growth**, graduation rates, credit attainment, increased feelings of **connectedness**, and increased experience of **protective factors** in school settings.

## Academic Success

Burchell High School in the Mat-Su Borough School District measures academic growth. They recently reported the following results, based on student Measures of Academic Progress (MAP) scores, in **Table 5 and Chart 4** below.

Student MAP scores in Math, Reading, and Language **all showed consistent improvement** from 2022 to 2025.

Table 5. Burchell Alternative High School Recent Measures of Academic Progress (MAP) Scores (Student Percentiles).

	Spring 2022	Spring 2023	Spring 2024	Winter 24-25
Math	27%	30%	42%	56%
Reading	34%	39%	41%	50%
Language	33%	35%	41%	45%

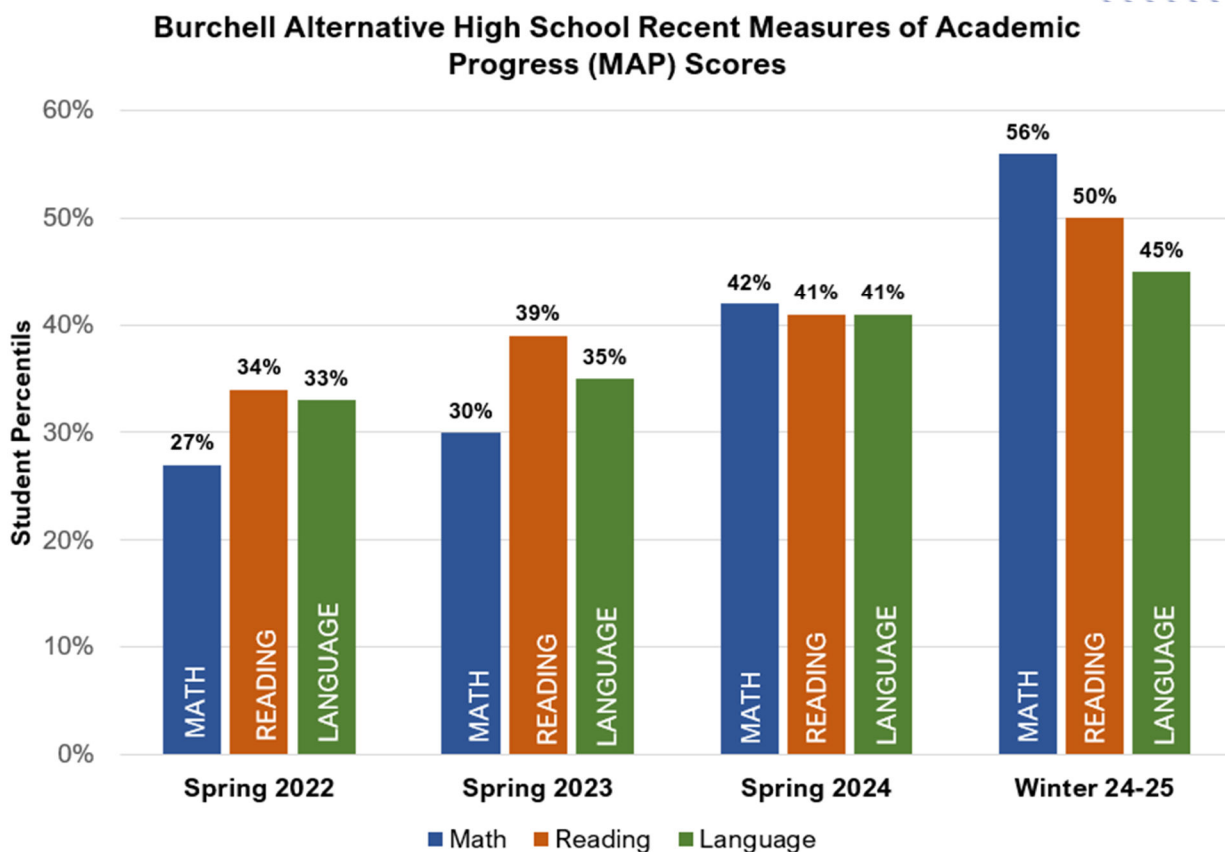
### Highlight

Over 3 sessions, 212 students at Burchell High School were celebrated for **attendance and academic achievement** (some more than once!)

Pacific High School offered 20 opportunities for students to meet with **local partners and employers**.



Chart 4. Burchell Alternative High School Recent Measures of Academic Progress (MAP) Scores.



## Connectedness and Protective Factors

The nature of the support created by alternative schools for these at-risk students can not only be measured through academic progress, but also through connectedness, resilience factors, and students' feelings of being cared for by teachers.

Alternative school students often lack other forms of support in their lives, including access to afterschool activities and supportive adult connections, furthering the importance of teachers caring. **Table 6** below shows that more students report feeling cared for by their teachers at alternative schools than they do at traditional schools. This is especially important for students who have struggled in school,

***“I try to provide them with a space for where, for 90 minutes... They can be a student, they can be united in their frustrations against me or the assignment, they can learn together in groups, they can be 13, 14 or 15 [years old] in that we can be silly and we can do experiments, we can get messy, and laugh and just really engage in the information and they can just be “normal...”***

- From “They come here for sanctuary: educator perspectives on trauma-engaged alternative education,” (p. 58)

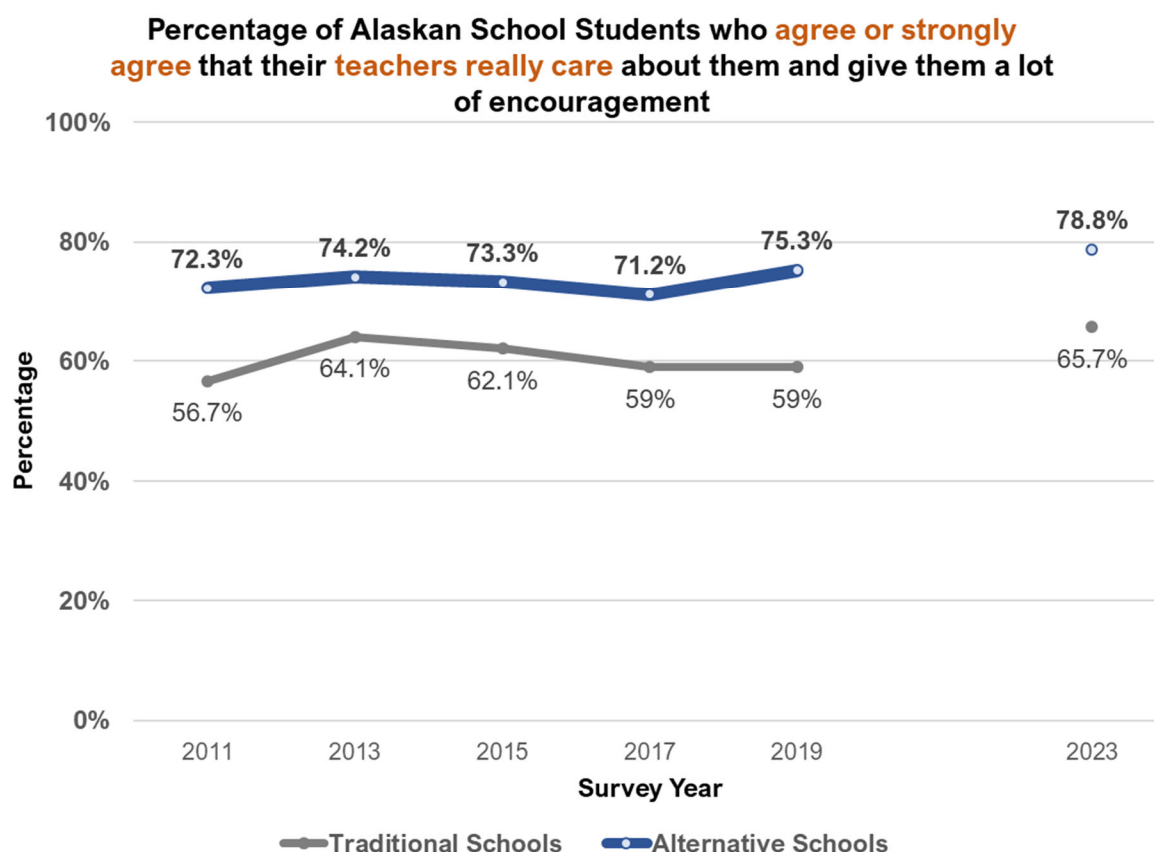
since Alaska YRBS data shows that ***feeling their teachers care* is one of the most highly-correlated protective factors** measured across numerous risk factors.

Table 6. Connectedness and Resilience Factors.

Protective Factor	Alternative Schools	Traditional Schools
<b>Teachers Care</b>	<b>78.8%</b>	<b>65.7%</b>
Don't Feel Alone	42.0%	54.2%
Afterschool Activities	27.4%	53.9%
Matter to People in Their Community	47.7%	58.9%

For alternative school students, rates of *feeling their teachers care about them* has been **consistently higher than in traditional Alaska high schools**. Chart 5 below, taken from the Alaska YRBS, highlights these results that are directly enabled by this grant.

Chart 5. Teachers Care Protective Factor.



Alaska Youth Risk Behavior Survey \*The 2023 answer order was slightly modified.

***“The school would not exist without [this grant]. Funds are used to create a special family environment that allows students that are unable to function in larger schools to thrive. Without these funds our ability to build strong relationships with our students would be severely compromised.”***

Kenai Alternative High School Principal

### **Highlight**

Students at Kenai Alternative were offered 97 **opportunities to build stronger relationships**, alongside 166 opportunities to prepare **community breakfasts**.

Students at Yaakoosge Daakahidi were offered 27 after-school opportunities to **build social skills, career development skills and life skills**.

# RETURNING TO TRADITIONAL SCHOOLS



**Question:** *How many students returned to their community schools after participating in alternative school programs?*

**Answer:** Very few. Returning students to traditional school setting is not the goal of Alaska's alternative schools.

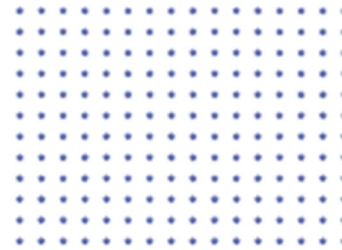
**Returning students to traditional school settings is not the goal of Alaska's alternative schools.** Rather, the goal of alternative schools is to successfully graduate students and facilitate their successful transitions to postsecondary educational options or careers. Unlike other alternative programs in the United States that are punitive, alternative schools in Alaska are schools of choice for their students.

Alternative schools serve students who have significant difficulties achieving academic success in traditional school settings. As a result, very few students return to traditional schooling after experiencing alternative school environments specifically designed to support their success. Most students have exhausted other options, and would not graduate without alternative educational options.

For most of the alternative schools, student return data is either not available or not applicable. However, the following schools indicated very low rates of return to community/home schools:

- Benny Benson reported that over the course of three years, just **3.9% of students** (35 of 824 total) returned to their community schools.
- Homer Flex reported that just **~3% of students** (fewer than 5 students of 152 total) have returned to their community school over the past five years.

# MAKING A DIFFERENCE: TESTIMONIALS



Below are additional quotes collected from principals and staff at alternative schools regarding the impact of this grant.

**“One of the great uses of the money is helping us promote and facilitate our community coaching program. Once a week for 9 weeks a semester, we pair at-risk juniors and seniors with inspiring professionals who mentor them to achieve their goals and dreams with practical advice and guidance.”**

- Burchell High School

**“Yes - we are able to get more engagement from students who otherwise would surely fall through the cracks without the food, fun, organized activities, training, and so much more that the grants provide!”**

- Yaakoosge Daakahidi High School


**“YES! The funding allows us to provide elective credit opportunities for our students. It also includes funding for staff and contracted services to provide those opportunities!”**

- Benny Benson Alternative High School

**“I’m thinking of a couple of the kids that I know that have struggled with mental health, a lot of them, you know, the high trauma, the self-talk that they have and the constant dialogue they have of negativity towards themselves. The first time they make a major mistake or a major failure and you see how that doesn’t change how anyone interacts with them at the school. You see how they separate the deed from the doer and that you’re still this special person that made this thing happen. You see how they come out of that and just start tweaking that self-talk just a little bit. You watch them through all the supports that we have, but really they start to believe in themselves and change that self-dialogue.”**

- Alternative school staff member, quoted in “They come here for sanctuary: educator perspectives on trauma engaged alternative education”





**“It’s very different at [school name] in that, when there is a staff member there, no matter what the capacity of that staff member, no matter what their job title is, there is an adult, there, who truly, truly cares about that student, and 100 percent knows their name and will at least connect them to someone if they can’t offer the service themselves.”**

- Alternative school staff member, quoted in “They come here for sanctuary: educator perspectives on trauma engaged alternative education”

# SOURCES



[Behavioral Health Roadmap Project for Alaska Youth](#), Department of Health and Department of Family and Community Services, 2024

[Strengthening the System, Alaska's Comprehensive Integrated Mental Health Program Plan 2025-2029](#), Alaska Mental Health Trust Authority, Alaska Department of Health, Alaska Department of Family and Community Services, Early Childhood and Youth Focus Area

ALASKA Alternative School Coalition Project: FY24 Annual Evaluation Report, Submitted by the Alaska Alternative School Coalition Evaluation Team: Audrey Coble and Curtis Smith of the Center for Human Development at the University of Alaska Anchorage in collaboration with the Regional Educational Laboratory Northwest Team: Matthew Eide and Danette Parsley of Marzano Research, and Ashley Boal of WestEd

["They come here for sanctuary": educator perspectives on trauma engaged alternative education.](#)" Vanessa Y. Hiratsuka & Karen Heath (2025) 69:1, 56-64, DOI: 10.1080/1045988X.2024.2327292

[Youth Risk Behavior Survey Results](#), Alaska Department of Health

E-mails from Alternative School Principals

Alaska Department of Health's [Arcs of Effort](#) Program