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| EQUITY | * Equity in education * Equity of access to quality early learning opportunities * Opportunity is accessible to everyone! (not available but accessible) * Strong village schools |  |
| CULTURE | * All education is culturally responsive * More Native Teachers * Children/Family/Community Language Emersion * Tribal students and families will develop pride in and knowledge of language, culture, and history * Cultural responsiveness! Engagement of more community members – community members become advocates – better use of resources * More cultural integration – student & staff by-in, parent buy-in, community input & involvement, academically * More AK Native teachers, principals, superintendents * Culturally responsive practices and curriculum embedded throughout (womb to world) * Student speaking the Haida language, including dancing and signing * Balance in cultural and western education |  |
| FAMILIES | * Families are supported and valued as key educators * Active parent committee * Tribal families will feel welcome in school * Parents & families will be empowered to care for their child’s well-being * More family supports * Increases parent engagement * Families know where to find resources and support * Families feel welcome at school as community resources |  |
| COMMUNITY | * Increased community engagement to develop and implement programs and activities * Community “buy-in” and understanding of this project’s vision * Support and sustainability by the whole community and region * Greater community involvement and accountability * Increase community conversations to inform our work * Schools will be more open to community partners * Partnership between student, government and community leaders * Local leadership within schools |  |
| TRAUMA/ACES | * Minimizing ACE impact starting in the womb * Staff and community are trauma informed and trained * The community has an understanding of trauma, especially historical trauma * Students will have an arsenal of protective factors to combat ACES * Increase in positive social norms * Higher resiliency of families and kids and greater community knowledge, engagement and action around ACES * Identifying protective factors and share across community * Community understanding increased of risk and protective factors – reducing shame * Shared risk/protective factors; prioritizing work as communities – accomplish in 5 years * Community understanding increase of resiliency across Southeast * Trauma-informed schools * Students overcoming adversity |  |
| HEALTH & SAFETY | * Healthy youth = Healthy families * Increase safety factors * More mental health * Behavioral health program at UAS * Funded holistic mental health support in school/community * New legislation – that supports instead of shaming, reduce stigmas * Less drug use * Lower addiction raters * FASD – diagnosis, support, education, community education * Stronger presence of public safety * Updated curriculum on current substance abuse/drugs – get knowledge out there for prevention – Peer to peer educators in each community |  |
| PREPARATION | * Integrity of curriculum * Meaningful curriculum, enhance the minimums, state 🡨🡪 community * Acknowledge vocational education is equal way to success and independence – training and opportunity – respected * Youth graduate at higher competencies – Ready for college * Every SE student has dual enrollment (college) credit before high school graduation * Better scores in testing * 100% graduation * Better preparedness for world |  |
| STUDENTS | * All kids have a goal about their future – a measurable certification of employment * Students have the self-confidence to go after their goals * Each student with career and learning plan * Every youth who wants a mentor has one * Kids feel connected and supported at school * Have a greater sense of self-worth! – Support/informed network for healthy boundaries * Better connecting youth to their passions 🡪 opportunities * Stronger work ethic |  |
| TEACHERS | * Teachers well-equipped to address what we want them to address * Teachers have resources and support as responsibilities increase * Develop sustainability in teachers, etc. – look at supporting staff, knowledge and continuity of efforts = lasting change * Tools available for educators to implement Place-Based Learning, Culture-Based Standards |  |
| EARLY YEARS | * Elevate early care and learning – hiring/retaining highly qualified staff – elevate the profession of early childhood teachers * More kids ready for kindergarten * Resources to help students to read at earlier ages * Kindergarten readiness doubles |  |
| INTEGRATION | * Higher involvement of youth voice in leadership * Better warp around for child success * Increase in coordinated services for families and kids * Deepen collaboration between partners within our community – with data, key dashboard, indicators, especially 0-3 years and 18+ * Seamless continuity between community entities (for student support/success) * Better integration of programs * Eliminating duplication of services * Less service gaps |  |
| PARTNERSHIP | * We’ll know each other * More communication * An awareness of what everyone does and how to connect resources * Strong regional partnerships that affect change – more common contact * Track and make progress in alignment of goals * Increase awareness and connection of prevention efforts across communities * Improved, seamless and supported transitions for all ages * Build bridges across sectors * Increase working together – wooch.een – information and resource sharing * Genuine connection and teamwork across non-profits for shared missions * Organizations prioritize activities/shared visions – might drop some programming * Different people to the table or going to different tables |  |
| LONGEVITY | * Stable budgets * Sustained funding and public will * Build capacity beyond five years * Institutionalize funding and programs created by this grant * Systemic approach to solving issues and providing services * Policy alignment to project |  |