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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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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