



# United Front

Partnering on solutions in  
Hydaburg



*Mission: Operate a sustainable, Haida-owned, Alaska Native Village Corporation, which makes a vital difference in the lives of our present, and future shareholders, while promoting culture and heritage.*

## Lead

## Partner

## Committees

K-12 & Post-Secondary:

- Afterschool Programs
- Trauma Informed School
- Summer Programs
- Summer Employment

Engage & Prevent:

- Navigators Wrap Around
- Community Dialogue

Data Systems:

- Community Engagement

- SE K-12 Schools & PS
- Workforce Task Force
- Steering & Collective Impact Committee
- Data Coordination

\* Co-Chair or Chair



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For additional information contact the  
Association of Alaska School Boards  
STEPSAK@asb.org, 907 463-1660

STEPS is a data-driven collective impact focusing on cradle to career solutions and strategies in Angoon, Hoonah, Hydaburg, Juneau, Kake, Klukwan, and Sitka.

# 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 6-9<sup>th</sup> grade as defined by average daily attendance
- ↓ Chronic absenteeism rate of students in 6-9<sup>th</sup> 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 Stable

- ↓ Students who change schools or communities

## Communities are Drug-Free

- ↓ Students using substances



## Schools are Culturally Responsive

- ↑ Students reporting culturally responsive schools

## Students Have Access to 21<sup>st</sup> 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@asb.org](mailto:STEPSAK@asb.org)