



Senate Bill 66

STATE-TRIBAL EDUCATION

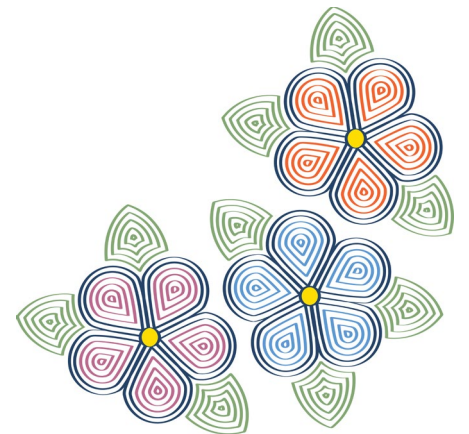
COMPACTS

Department of Education and Early Development (DEED)

Deena Bishop Ed.D., Commissioner

Łiq'a yes, Joel Isaak Ph.D., Compacting Consultant

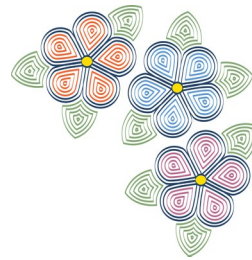
April 24, 2026



Mission, Vision, And Purpose

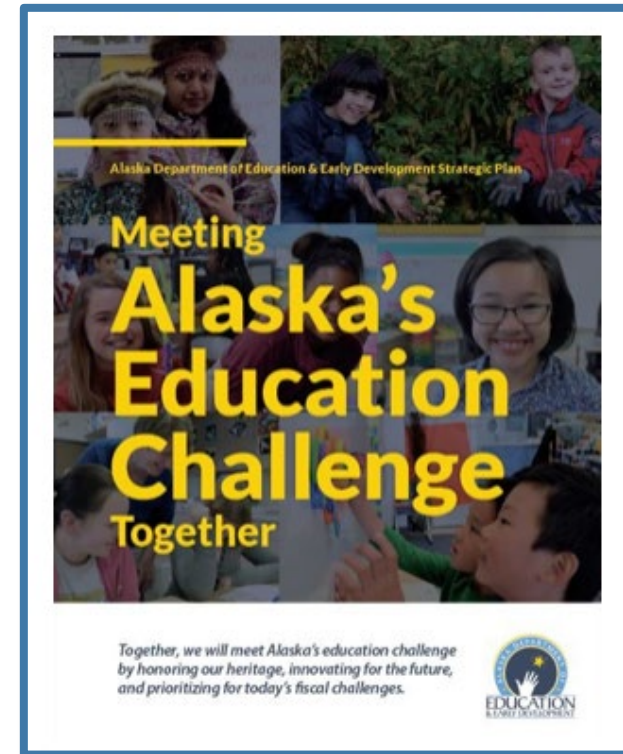
Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.

Strategic Priorities: Alaska's Education Challenge



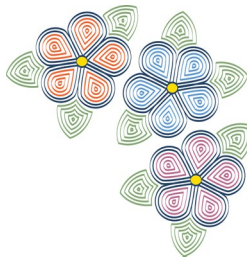
Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



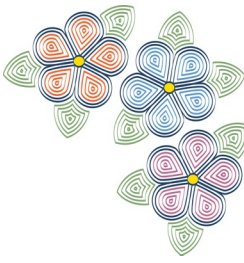
education.alaska.gov/akedchallenge

Agenda



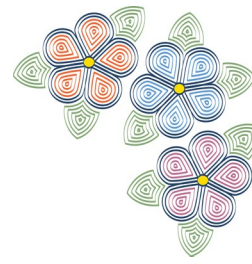
- Brief Background on State Tribal Education Compacting
- Progression from Senate Bill 34 to SB66
- SB 66 Introduction
- Cross Reference SB 66 and SB 34 State Tribal Compacting Legislative Report
- Alaska Federation of Natives (AFN) Resources
- Cook Inlet Tribal Council (CITC) Resources

Compacting in Education



How is compacting different in Education than Indian Health Service Federal-Tribal or Child Welfare Service State-Tribal Compact?

- Whole System Approach, Not Selected Services
- Funding Mechanism as a Formula, Not a Block of Funding
- Governance, Training, Reporting



Compacting in Education

What does compacting look like in education?

State Role:

Funding

Accountable to the Legislature

Due process

State Board of Education and
Early Development (SBOE)

Tribe Role:

Operation of Tribally Compacted
Public School (TCPS)

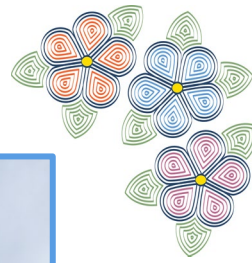
Employing Staff

Curriculum

Local Governance

Training Staff

Reporting



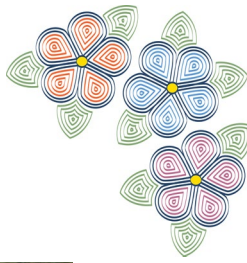
Compacting in Education

What is Compacting?

- Government to Government Agreement
- Tribes as Political Subdivision
- Self-Determination
 - Indian Self Determination and Education Assistance Act



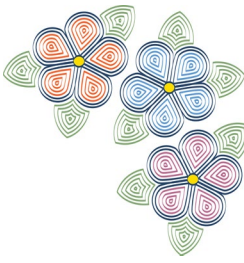
Progression From SB 34 to SB 66



- State Tribe Negotiation
- State Board of Education
- District Consultation
- Teacher Union Consultation
- Report to the Legislature
- Drafted Bill Language (SB 66)
- Introduction and Hearings

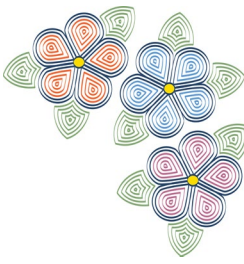


SB 34: Tribal Partners



Request for Applications Selection Criteria

- Centering Tribal Voice
- Tribal Community and Tribal Administrative Support
- Transformational Design
- Demonstrates Capacity to Carry out the Work



SB 34: Tribal Partners

Request for Applications Selection Criteria

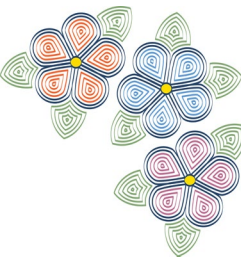
Presents strong expertise and understanding of what is necessary to carry out educational services within the Prekindergarten-12 arena, including:

1. Program design
2. Leaderships/governance
3. Administration

Diverse Representation Priority

1. Geographic diversity
2. Methodology
3. School size
4. Community size

SB 34: Tribal Partners



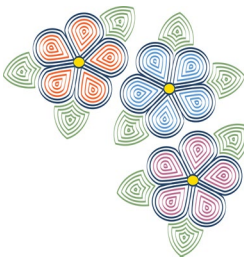
Five Tribal Partners



King Island Native Community



Timeline

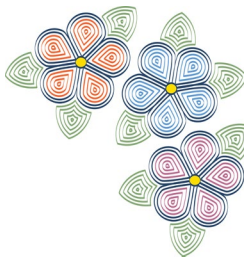


Negotiation Schedule

- April 28, 2023 *Virtual Kick-off
- May 1, 2023
- June 23, 2023
- August 2, 2023
- September 12, 2023
- October 13, 2023
- November 17, 2023
- December 5, 2023



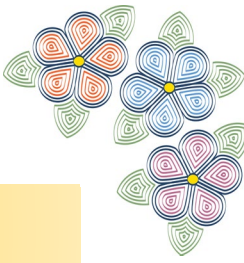
Timeline



District and Teacher Union Consultation Schedule

Oct. 6-9, 2023	DEED – District Superintendent and Business Manager Meetings
Oct./Nov., 2023	Tribal Partner – DEED – School Districts
Nov., 2023	Tribal Partner – DEED – National Education Association Alaska
*Nov. 10, 2023	Association of Alaska School Boards Conference
*Dec. 6, 2023	Alaska Association of School Business Officials

SB 66 Introduction



Pilot: Transformation in Action

Premise: Public schools that are open to all students and funded through public dollars.

Mechanism: Government-to-Government agreement (State-Tribe) to establish Tribally Compacted Public Schools for the purposes of Tribal self-governance and a funding mechanism that integrates with the DEED with the Tribe functioning as a school district.

Operation: Teachers that are certified through a Tribal training process that the DEED verifies and issues state licenses for Tribally Compacted Public School Teachers.

Accountability: Background checks, audits, and assessments are required. Under the State Board of Education for the purposes of state-wide regulation and maintaining one system of education in Alaska.

Evaluation: Tribes provide annual progress reports, and DEED provides a summary alongside the Tribal progress report to the legislature.

SB 66 State-Tribal Education Compacts



**Transforming Education:
To Inspire Tribal and Community Ownership Of Educational
Excellence**

Cross Reference SB 34 and SB 66

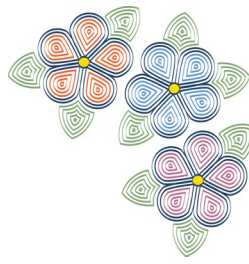


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Appendix

[*https://education.alaska.gov/tribalcompacting/STEC%20Legislative%20Report.pdf](https://education.alaska.gov/tribalcompacting/STEC%20Legislative%20Report.pdf)



Report Section 1: Introduction

Transformation

This legislative report aims to provide a practical plan that positions the Tribally Compacted Public Schools (TCPS) for success. This report has five sections: the introduction, findings, a draft compact agreement, proposed statutory framework changes, and a conclusion.



Weaving by students of
Jennie Thlunaut and Clarissa
Rizal

Report Section 2: Findings

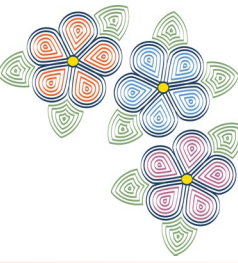
Considerations for Establishing Pilot Tribally Compacted Public Schools in Alaska



*Qat'aq Teague Nenneman, 3rd Grade,
Ayaprun Elitnarurvik,
Lower Kuskokwim School District*

Qagnuzikut Savignatitkaattiut
Our Language is Our Strength

Report Section 2: Findings

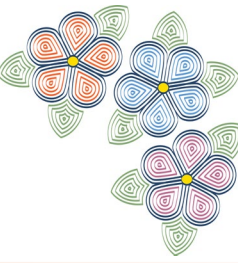


Findings: Governance

Policy Summary:

TCPS would be established through the creation of a **TCPS district**. This would allow Tribes a level of local control and self-determination needed to operate TCPS while interfacing within the parameters of Alaska Statute Title 14.

Report Section 2: Findings

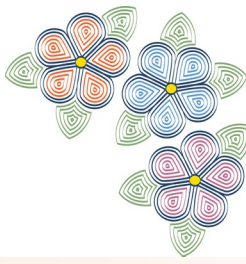


Findings: Funding

Policy Summary:

To start the initial pilot TCPS, the Tribes need to have start-up funds. The TCPS would be **funded per the foundation formula** under AS 14.17.410, using the same student count period, formula multipliers, and considerations as other school districts that do not have a local contribution.

Report Section 2: Findings



Finding: Teachers and School Personnel

Policy Summary:

Tribes may not employ teachers in a TCPS unless the teacher holds a valid Tribal Compact (TC) teacher certificate. TCPS Tribes are responsible for establishing their own system of training, certifying, and evaluating the staff employed in a TCPS. Tribes are responsible for putting their **TC teacher certification credentialing process on file with DEED. DEED will issue licenses to a teacher who demonstrates that they have completed a TC teacher certification program, met the background check requirements under AS 14.20.020(f), and paid the DEED the required fee.** TCPS staff licensed by DEED shall be under the Professional Teaching Practices Commission (PTPC). For these reasons, DEED is requesting updates to PTPC to incorporate TCPS. TCPS staff are not state employees but are subject to the hiring and employment process established by the TCPS district. Certificated TCPS professionals are eligible to join the Teacher Retirement System (TRS) and Public Employees' Retirement System (PERS) but are not required to join.

Section 4: Statutory Framework

Considerations for Establishing Pilot Tribally Compacted Public Schools in Alaska



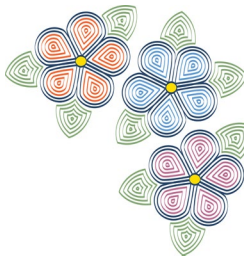
*Carly Lehnhart's Kindergarten Class, Sít' Eetí
Shaanáx - Glacier Valley School, 2021*

“Decisions about education are made within our educational institutions, and if we want change and constructive development of education, we need to focus on our educational institutions.”

Dennis Demmert Gunkasíxht

Southeastern Conference on Native Education, 1983

Statutory Framework Topic Cross Reference



Governance

Funding

Teachers and School Personnel

Section 5: Conclusion



“The State of Alaska supports local control in many ways, including in education. I think Tribal compacting is the epitome of local control; Tribal compacting has the potential to enhance education delivery.”

*President Richard Peterson Chalyee Éesh
Public Testimony, SB 34, 2022 Central Council of
Tlingit and Haida Indian Tribes of Alaska*

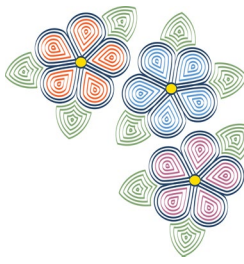
Appendix



“It is important to remember the lessons of the past...and that our school system reflect Inupiat ideas.”

Eben Hopson Sr.

Report: Example Resources



<https://www.nativefederation.org/education/>

- ➔ Alaska Native Education
- ➔ The Value
- ➔ Legal Foundation
- ➔ Future of Tribal Compacting
- ➔ Funding
- ➔ Videos

Resources

▶ Webinars + Podcasts

▶ Reports + White Papers

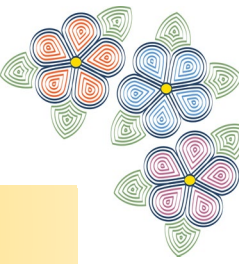
▶ Legislation

▶ Testimony

▶ Tools

▶ Press

Pilot Evaluation



Cook Inlet Tribal Council Visioning Tribal Education

What if our learning systems were reflective of our community and culture?

<https://ourfutureancestors.com/>

“Our Future Ancestors: A Story of Education in Alaska”

https://www.youtube.com/watch?si=1fQCo6Njtc8S6_zt&v=9ngN3Sm2FmE&feature=youtu.be

Contact Information:

Newsletter sign up <https://education.alaska.gov/compacting>

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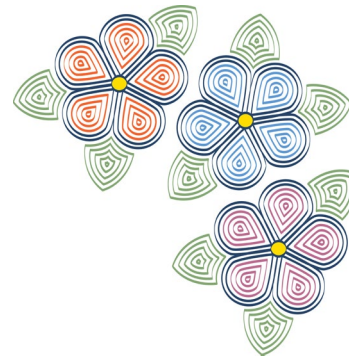
Eleilia Preston, Legislative Liaison

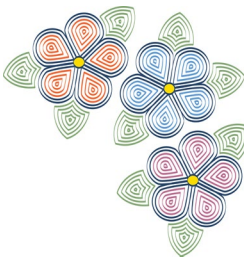
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Ketchikan Indian Community:

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King Island Native Community:

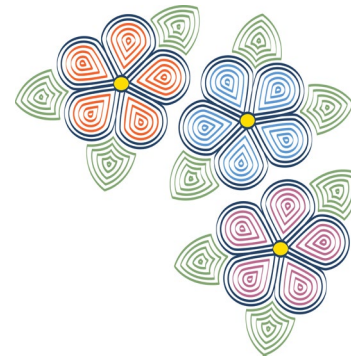
Kiminaq@kawerak.org

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cchamblee@kniktribe.org



Stay Connected



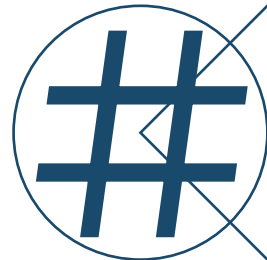
Website

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- @AlaskaDEED

