

HOUSE BILL 59

STATE-TRIBAL EDUCATION

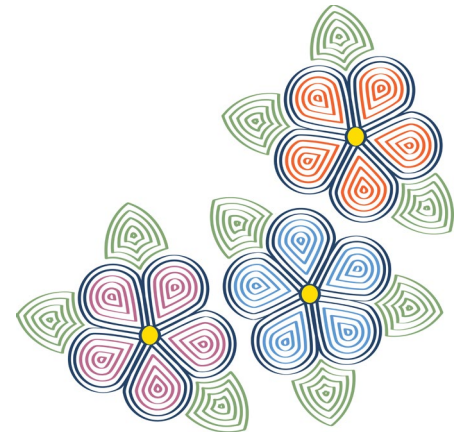
COMPACTS

Department of Education and Early Development

Deena Bishop Ed.D., Commissioner

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

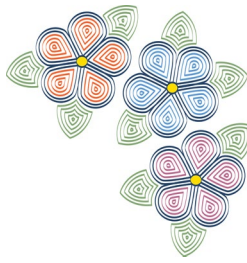
May 7, 2025



MISSION, VISION, AND PURPOSE

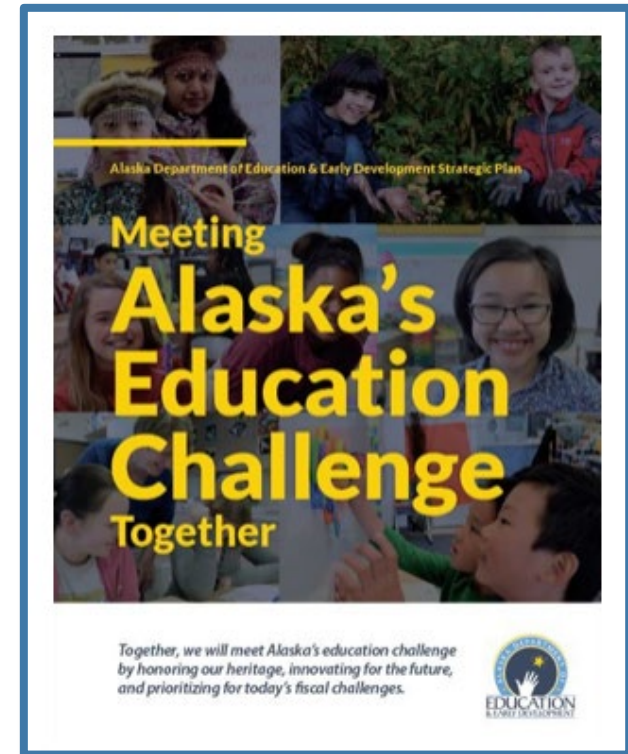
| Mission | Vision | Purpose |
|---|---|--|
| An excellent education for every student every day. | All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality 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



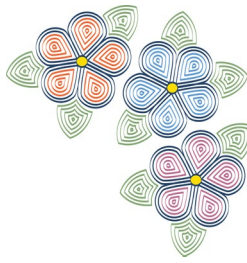
Five Shared Priorities:

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.



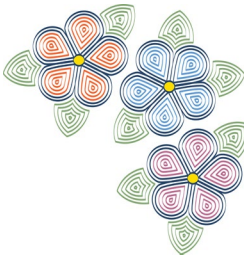
education.alaska.gov/akedchallenge

Agenda



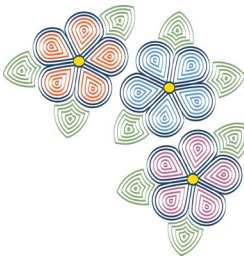
- Brief Background on State Tribal Education Compacting
- Progression from Senate Bill (SB) 34 (CHAPTER 43 SLA 22) to House Bill (HB) 59
- HB 59 Introduction
- Cross Reference HB 59 and SB 34 State Tribal Compacting Legislative Report
- Alaska Federation of Natives (AFN) Resources
- Cook Inlet Tribal 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

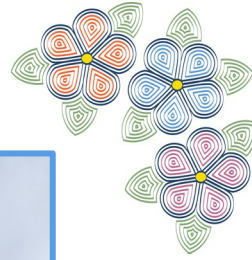
What does compacting look like in education?

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



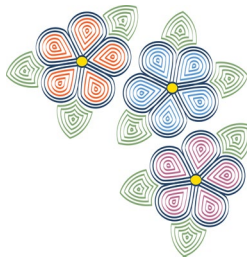
Compacting in Education

What is Compacting?

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



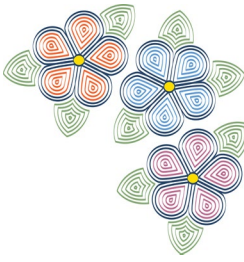
Progression From SB 34 to HB 59



- State Tribe Negotiation
- State Board of Education
- District Consultation
- Teacher Union Consultation
- Report to the Legislature
- Drafted Bill Language (HB 59)
- Introduction and Hearings



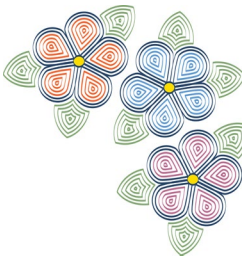
SB 34: Tribal Partners



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

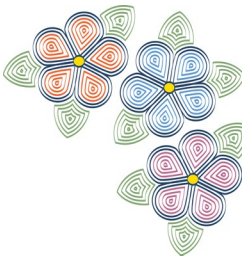
Presents strong expertise and understanding of what is necessary to carry out educational services within the Prekindergarten-12 arena, including:

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



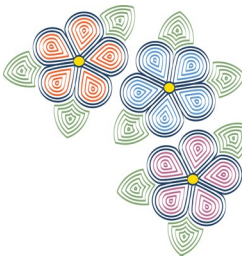
Five Tribal Partners



King Island Native Community



Timeline

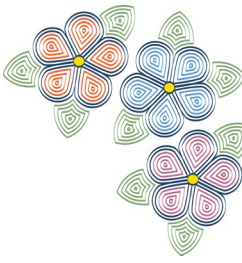


Negotiation Schedule

- 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



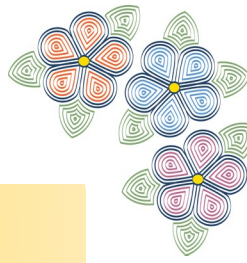
Timeline



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 |

HB 59 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 Department of Education and Early Development with the Tribe functioning as a school district.

Operation: Teachers that are certified through a Tribal training process that the Department of Education and Early Development 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.

HOUSE BILL 59 STATE-TRIBAL EDUCATION COMPACTS



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

Cross Reference SB 34 (CHAPTER 43 SLA 22) and HB 59



Table of Contents

Foreword

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[*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

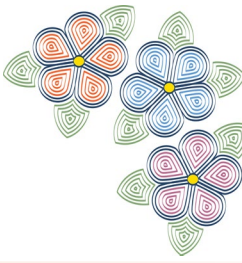
Considerations for Establishing Pilot Tribally Compacted Public Schools in Alaska



Qagnuzikut Savignatitkaattiut
Our Language is Our Strength

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

Report Section 2: Findings

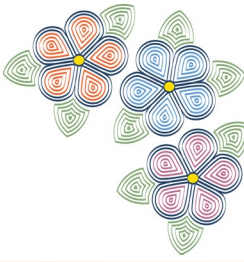


Findings: Governance

Policy Summary:

Tribal Compacted Public Schools (TCPS) would be established through the creation of a **Tribal Compacted Public School District (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

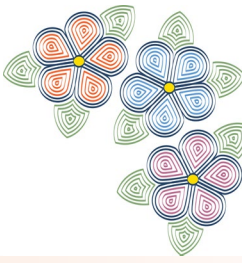


Findings: Funding

Policy Summary:

To start the initial pilot Tribal Compacted Public School (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 Tribal Compacted Public School (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 department 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) retirement systems but are not required to join.

Section 4: Statutory Framework

Considerations for Establishing Pilot Tribally Compacted Public Schools in Alaska



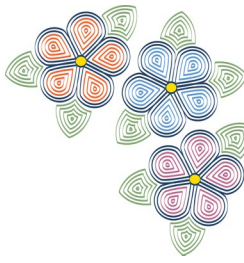
“Decisions about education are made within our educational institutions, and if we want change and constructive development of education, we need to focus on our educational institutions.”

Dennis Demmert Gunkasíxht

Southeastern Conference on Native Education, 1983

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

Statutory Framework Topic Cross Reference



Governance

Funding

Teachers and School Personnel

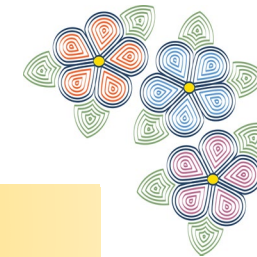
Section 5: Conclusion



“The State of AK 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*

Conclusion Summary



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 Department of Education and Early Development with the Tribe functioning as a school district.

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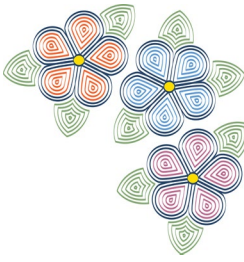
Appendix



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

Eben Hopson Sr.

Report: Example Resources



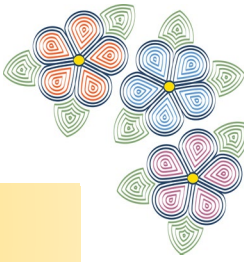
<https://www.nativefederation.org/education/>

- ➔ 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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Jake Almeida, Legislative Liaison

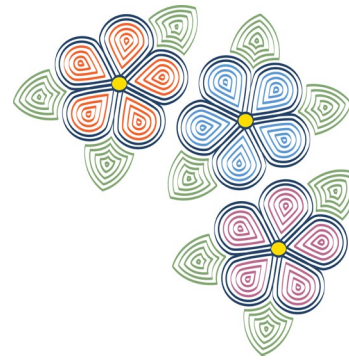
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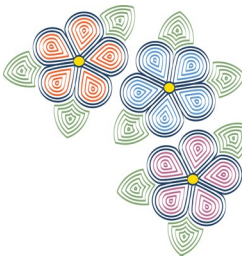
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Tribal Partner Contact Information:



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Inupiat Community of the Arctic Slope:

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Ketchikan Indian Community:

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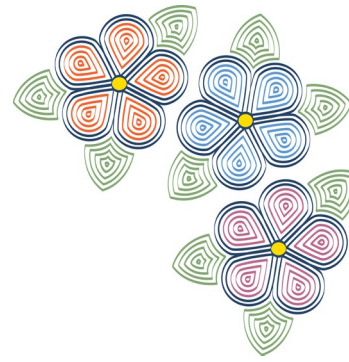
King Island Native Community:

Kiminaq@kawerak.org

Knik Tribe:

cchamblee@kniktribe.org

Stay Connected



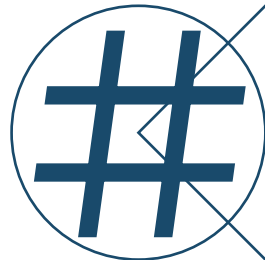
Website

- education.alaska.gov



Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



Social Media

- @AlaskaDEED

