



State Tribal Education Compact Schools

Tlingit & Haida



HB 59



February 6, 2025

What does Success in Education look like when operated by Tribes

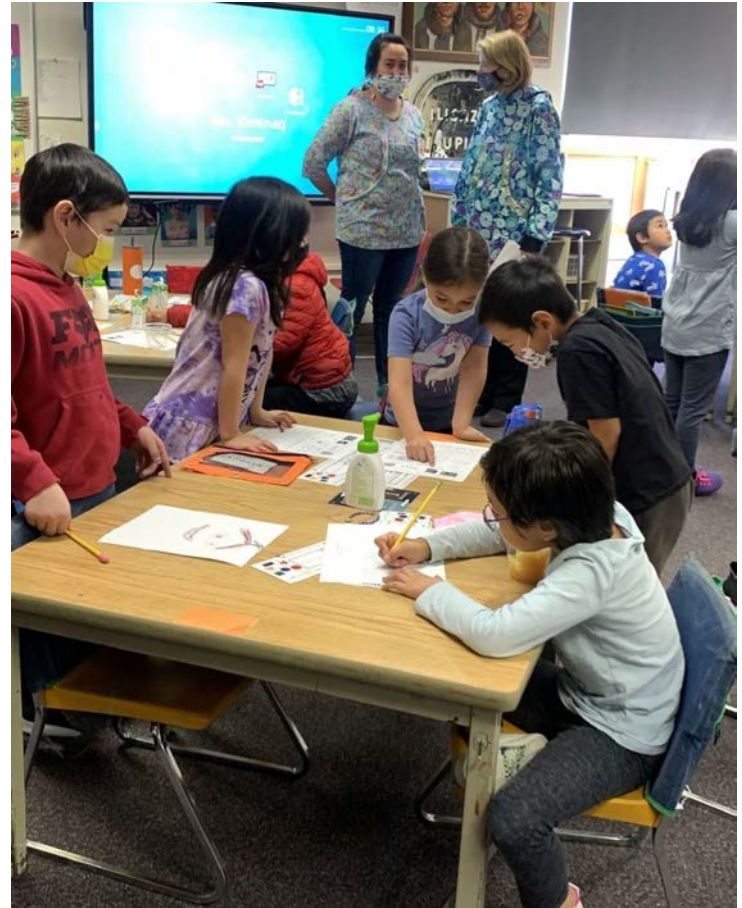
CITC Video:

Our Future Ancestors:
A Story of Education in Alaska



What is Compacting?

- A contractual agreement between 2 or more sovereign governments.
- Through compacting, the State and Tribes choose to participate in the requirements of the compact that honors the interests of both parties.
- Tribes have long-term experience with compacting, this is new to the state. Tribes are leading the way as to how to conduct negotiations and be in partnership.



How this Bill came to be

- History that led to SB 34 (2022)
- Successful negotiation process & outcomes (2023)
- STEC Schools Demonstration Legislative Report (2024)



High Level Overview of the Bill

- Funding
- Teacher Certification
- Governance
- Stand-alone Demonstration Project
- Education Service Compact Agreement

Key Highlights

- Sovereignty in Education
- Language and Culture
- Strength-Based Delivery
- Family/Community Engagement
- Values-Based Success
- Innovation and Collaboration
- Equitable Funding
- Holistic Impact



Tribally Compacted Public Schools (TCPS)

Local control of education that centers the tribes and communities.



Why This Matters to Tribes





Education Programming

- **Early Education**
 - Head Start, LEARN, Child Care, and Language Immersion Nests
- **Haa Yoo X'atángi Kúdi**
 - Lingít language immersion nest for children between 3-5 years old
- **Youth Engagement**
 - Johnson O'Malley Program, NYO, Wellness & Prevention, Youth Council
- **Generations Southeast**
 - Juneau and Prince of Wales - Community Learning Facility & Vocational Training





Community and Family Engagement

- Intergenerational learning and engagement
- Region-wide programming
- Emphasis on academic, cultural, and social-emotional support
- Integrated programs and partnerships for wrap-around services and support



[T&H Family Engagement Video](#)



Education Expertise



Mary Daaljini Cruise
Yanwaasháa - Jilkáat Kwáan
B.A. Social Sciences;
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B.S. General Biology;
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B.A. Psychology; M.Ed Sports &
Recreation Administration; M.A.T.
Secondary Education; Grad. Cert
Indigenous Educational Leadership



Transformational Education Systems

Culture and land-based teaching, learning, and support:

- AK Cultural Standards & Family Engagement Standards
- Teacher Certification & Professional Learning
- Expectations & Evaluation





TCPS Opportunities

Pathways for Student/Family Choice:

- Language immersion
- Service-Based Learning
- Career and Technical Education
- Pre-apprenticeship
- College Preparation
- Dual-credit (PK-14)



Our Sovereignty, Our Education, Our Future

King Island Native Community & Native Village of Solomon



Our Mission: Revive and restore our Inuit language and culture for the strength of our people.

KINC & VOS Tribal School Goals



Qagnuzikut Savignatitkaattiut

Our Language is Our Strength 16



KNIK TRIBE

Carl Chamblee

*Michael Tucker Learning Center, Campus Director
Knik Charter School, Co-Founder*



[Knik Charter School](#)

Our Mission

Our children and youth receive a world-class education through exceptional Alaska Native culture and values-based learning opportunities preparing them for success in their future endeavors.

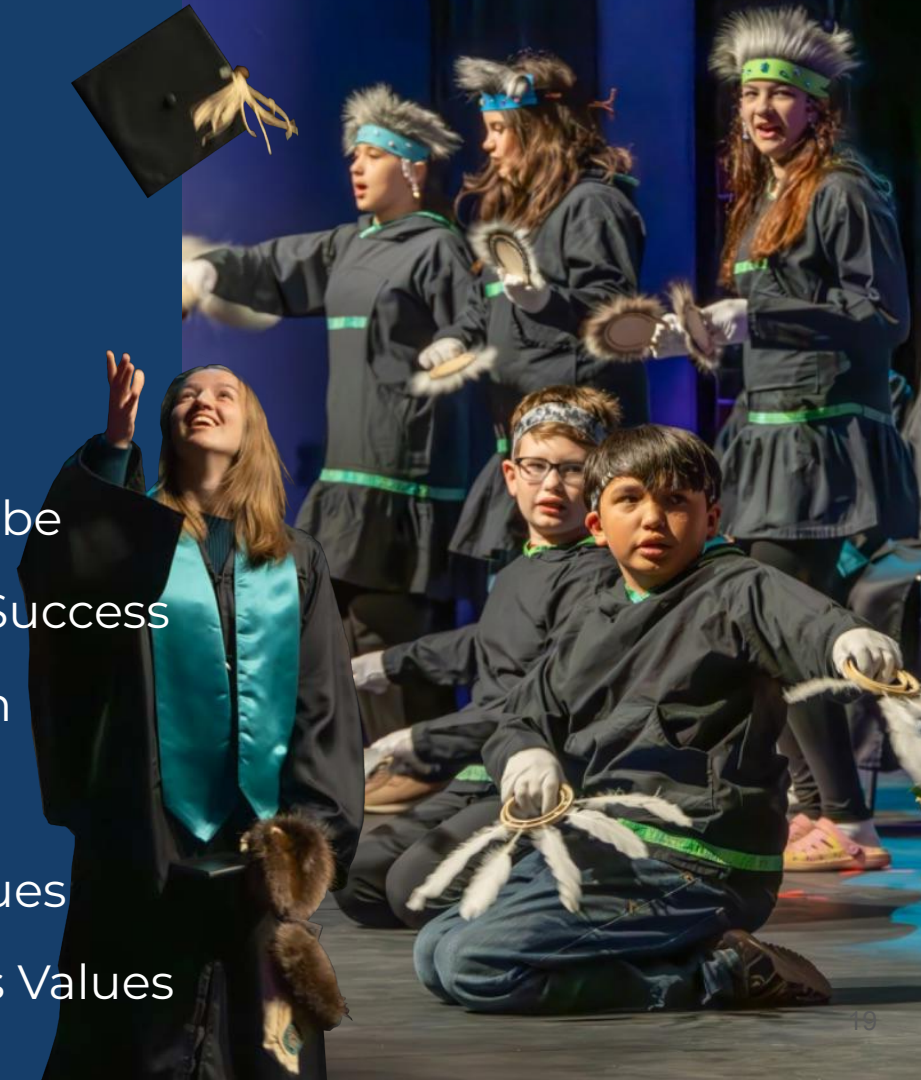
Our Vision:

Our children and youth become lifelong learners and are successful in their chosen path.



School Goals

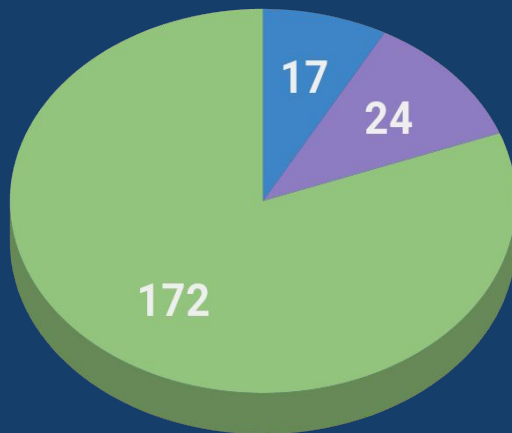
- Honor the First Peoples of the Knik Tribe
- Create a School Culture of Academic Success
- Provide World-Class STEAM Education
- Build Strong Community
- Instill Indigenous Knowledge and Values
- Prepare Youth to Carry On Indigenous Values





Serving **over 200+** Students

- Blended Learning
- Correspondence
- Full-Time

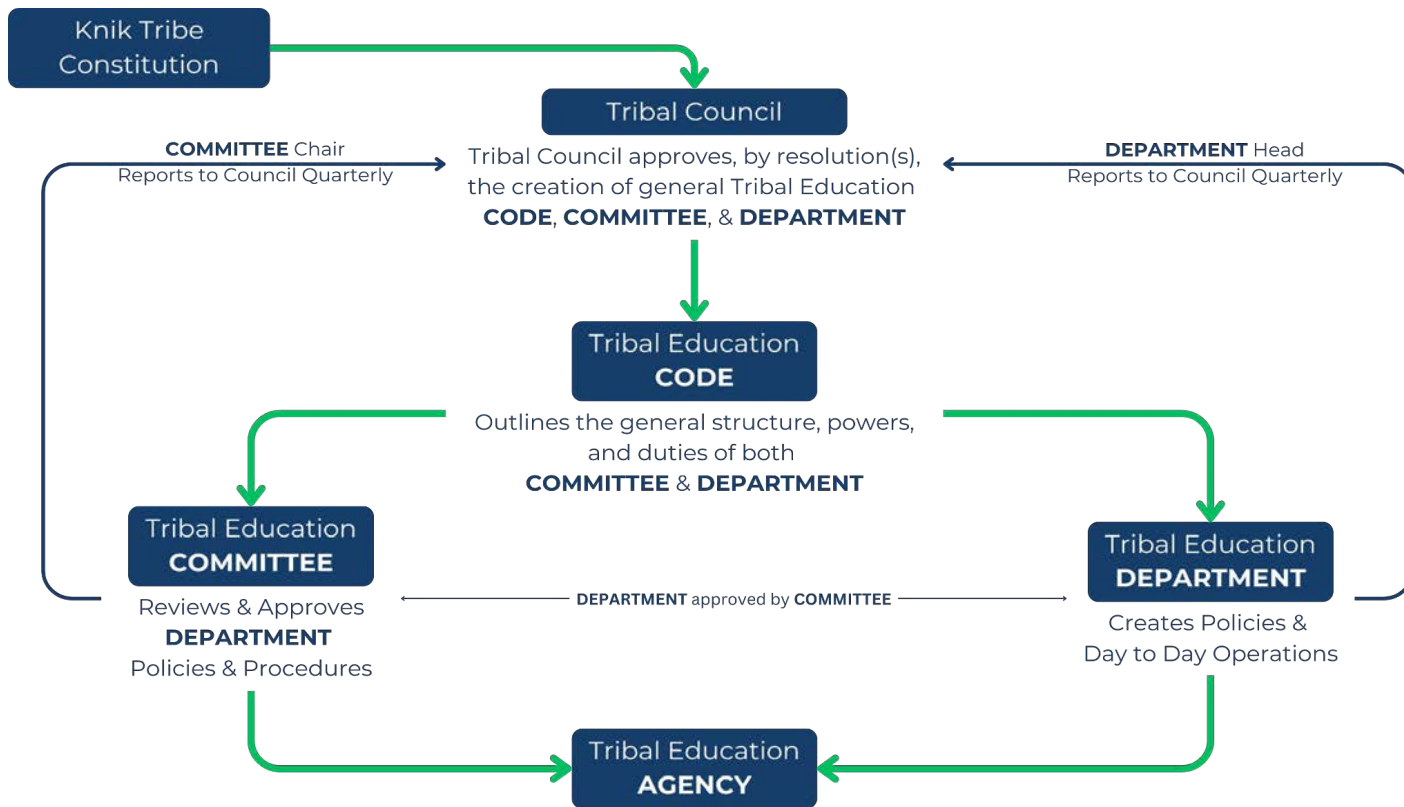


Currently operating in **year 3**
of a 10 year Charter approved by the MSBSD





Our path to Tribal Education Compacting





STEC

School Organizational Chart

STEC Application &
Agreement

Academic Policy
Committee

APC Bylaws
Administrative
Policies &
Procedures

Operations

Appointed by the
Tribal Council
and elected by
the parents.

APC bylaws

-Principal

-Budgeting

-Curriculum

-Programs

-School
Administration

-School Staff

Authority to Provide Education Services

(A) The General Council of the Inupiat Community of the Arctic Slope (ICAS), after thorough review of tribal history, Inupiat language and culture, the educational needs of tribal members and resident Indians, and trust duties of the United States, find and declare that

1. ICAS is a sovereign Indian tribe, and the United States Government has repeatedly recognized the inherent sovereignty of the Tribe.
2. The United States has a sacred trust relationship with and corresponding responsibilities to the Indian nations and tribes, including the duty to provide for the educational needs of the Inupiat people.
3. In recent years the United States Congress has reaffirmed and recognized its trust duties in the Indian Self-Determination and Educational Assistance Act of 1975, the Tribally Controlled Schools Act of 1988, and related federal statutes; and
4. To realize the full potential of its sovereign authority and the benefits of the trust relationship with the United States, to preserve tribal languages and cultures, and to provide its people with a full and fair opportunity to develop their ideas, skills and personal potential, the ICAS hereby implement its own tribal standards of education which equal or exceed state or federal standards and at the same time serve to promote the traditional values of the Inupiat.



www.QargiAcademy.org

Our Story



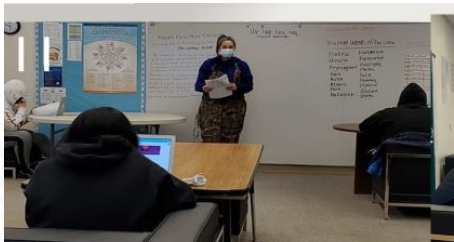
Starting a Tribally Controlled school

- How we began
- The Process
- What Makes Qargi Academy so Different
 - Conventional School Model
 - Qargi Academy Tribal School model

Qargi Parent Testimonial

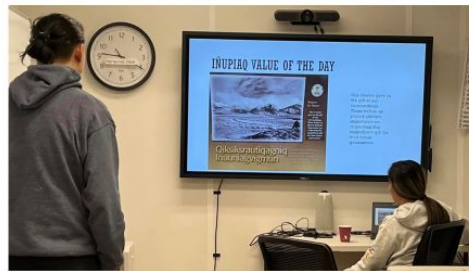


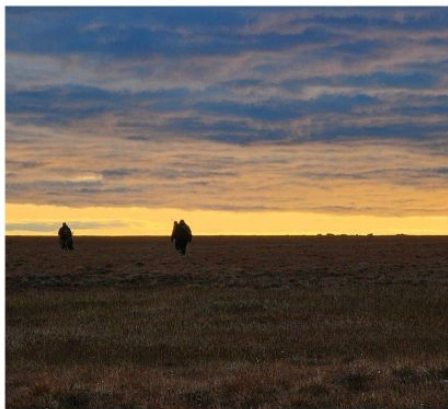
Stella



QARGI STUDENT LEARNING ENVIRONMENT







Ketchikan Indian Community

Tribal Scholars High School Program

- Started in 2012 with a grant from Alaska Native Equity (education) grant



“I believe the Tribal Scholars Program has been a huge success for the students enrolled. For the past 7 years I have taught math and science at Ketchikan High School. Many of the tribal scholar students would have been lost in the shuffle at the traditional Ketchikan High School, they would have been the students who sat quietly in the back of class and get overlooked. Many of my current Tribal Scholars had previously failed my classes at Ketchikan High School, in a class of 25 students they struggled to build the necessary connection with the teacher. Here at Tribal Scholars it is a more family oriented setting where students feel comfortable with each other and the teachers, there is no “back of the class” where students can hide out. **It was my lifelong dream teaching in a program like this, being able to take open ended field trips and projects in science in the best way to help students become lifelong learners. I have seen students more engaged, with higher attendance and engagement in the Tribal Scholars program. Personally I think programs that emphasis individual learning is the education of the future.**”

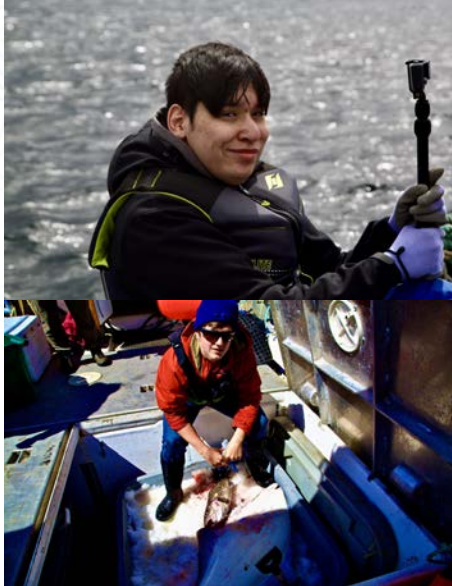
Joey Fama, Tribal Scholars Math/ Science Secondary teacher 2014



The Goals for the Tribal Scholars Program

- Engage students through personalized learning
- Increase testing competencies
- Create a learning atmosphere where **relationships**, **respect**, and **accountability** are paramount
- Correlate education to students' lives and future aspirations





What Works for Tribal Scholars Students

One of the primary goals of the TSP is to prepare students for success in both traditional and contemporary cultures. Historically, the “curricula, teaching methodologies, and assessment strategies associated with mainstream schooling are based on a worldview that does not adequately recognize [indigenous knowledge]” (Kawagley, Norris-Tull & Norris-Tull, 1998). Our program adapts the KGBSD provided curriculum with additional culturally-based adaptations that parallel traditional Native learning styles, such as the many hands-on STEAM projects and cultural field trips. By offering various courses, such as Formline Art, Language Skills, and Money Matters, conducting various extended field trips/marine expeditions to remote Native historical sites in Southeast Alaska, and attending the annual statewide Elders & Youth Conference, students have access to many meaningful cultural interactions. Therefore, instead of a philosophy, the program has more of an identity based on what is being completed rather than thought about.

Rigor: Education and schools must build a culture of high expectations with identified career and postsecondary pathways to success (Bangser, 2008). **Students are monitored for academic and social/emotional progress**, and have had opportunities to complete licensing and certifications, we work with partners and students to create internships, as well as other summer employment opportunities. However, the true rigor of the Tribal Scholars program is found with the staff. Advanced training supplied to the teachers, paras, and admin staff give them the tools to provide the specified assistance program participants need. Taking that training further by providing a path towards teaching certification creates an even stronger bond between staff. Advanced training allows for staff to adopt a mantra of owning failure; we don’t want staff to say “I’ve told that student 100 times and they just don’t listen.” Instead, staff will accept that the students needs an additional level of support, and it is up to that staff member to keep working in order to find the best methods. **Taking that kind of ownership creates staff engagement that goes beyond education; once students see and feel that success from their adult role models, they themselves will push the academic standards so that the ones set by staff will not be good enough.**