

State Tribal Education Compacting Overview

Alaska Department of Education and Early Development

Joel Isaak, Director of Tribal Affairs

March 20, 2023



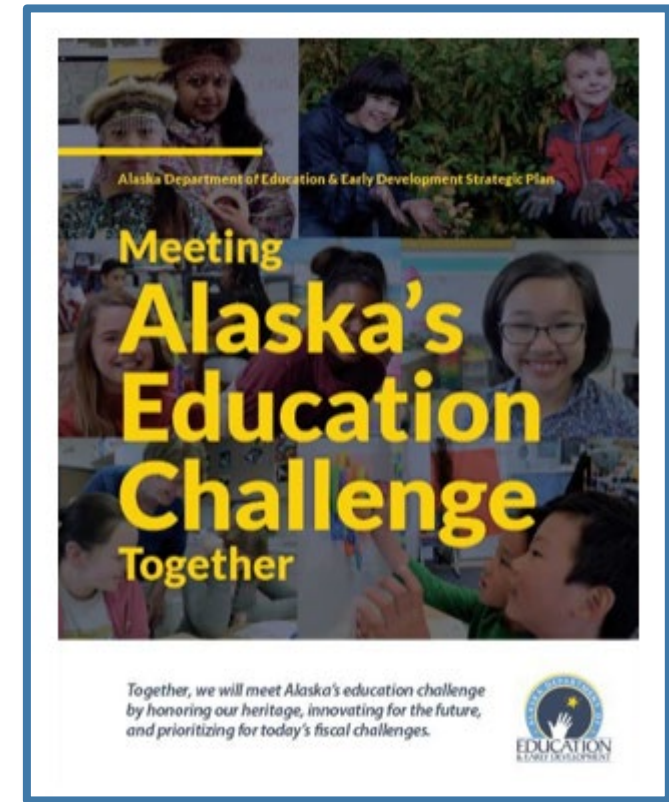
Mission, Vision, and Purpose

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

- Connection to Alaska's Education Challenge
- State Board Committee Priority
- What is Compacting?
- Compacting Overview
- Senate Bill 34
- Senate Bill 34 Implementation



Alaska's Education Challenge

State Board Priority

Strategic Priority:

Inspire Tribal and Community Ownership of Educational Excellence

Adopted Priority:

Self-Governance Compacting: Create the option for self-governance compacting for the delivery of education between the State of Alaska and Tribes or tribally-empowered Alaska Native organizations

State Board of Education Tribal Compacting Committee

Committee Mission Statement

Support Tribal compacting by identifying and developing regulations that support the efforts of Tribes throughout Alaska.

Alaska's Education Challenge Strategic Priorities

- Close the achievement gap by ensuring equitable educational rigor and resources.
- Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

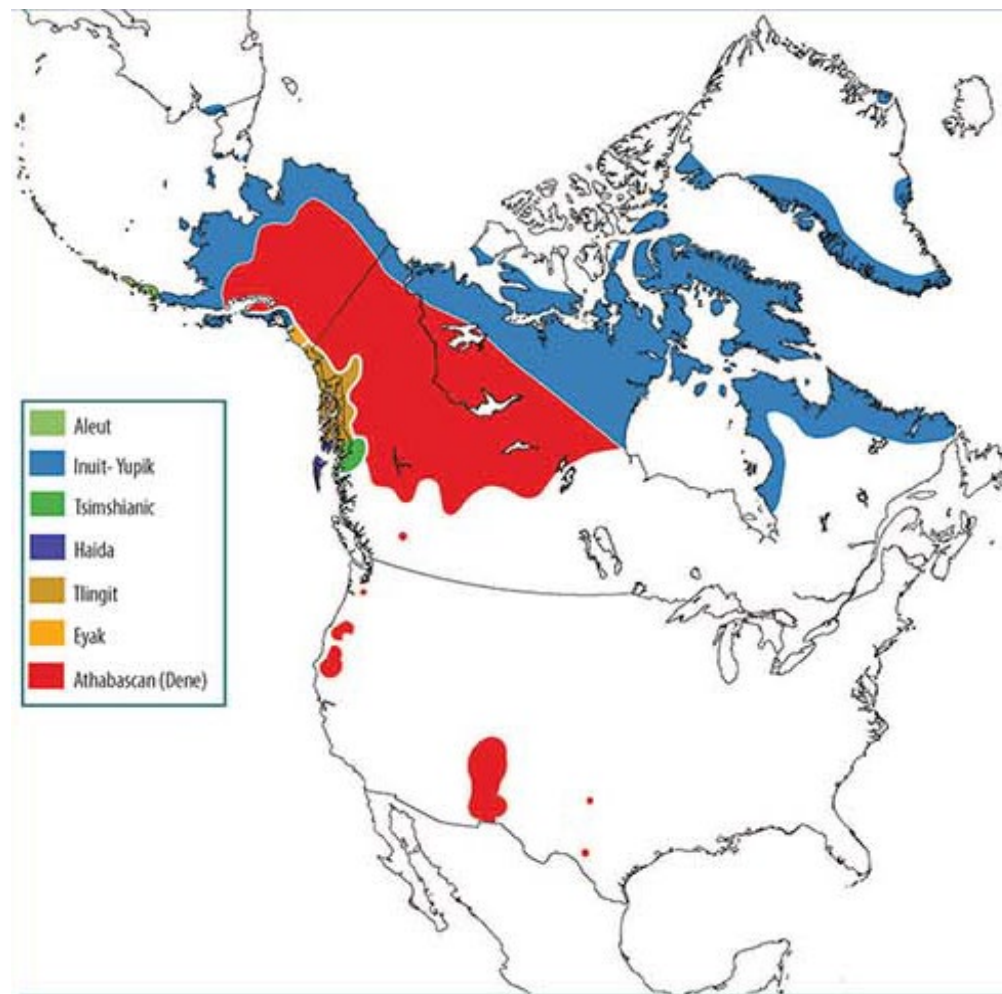
Compacting in Education

What is Compacting?

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



Historical Overview



Alaska is home to two of North America's major language families, both of which have spread far beyond Alaska. As this inset map indicates, the Inuit-Yupik-Aleut family has spread across northern Canada to Greenland and west to Chukotka and the Commander Islands in Russia. The Athabaskan-Eyak-Tlingit family has spread through western Canada to the Pacific Northwest and the Desert Southwest of the United States. The remaining Alaska languages, Tsimshian and Haida, are recent arrivals to the state from Canada.

Comity Agreement



Partnership with Alaska Federation of Natives

- Identify relevant federal and State laws and regulations
- Compile relevant material related to educating Alaska Native students
- Engage with Alaska Native leaders and subject matter experts on educational compacting options

Partnership with Alaska Federation of Natives

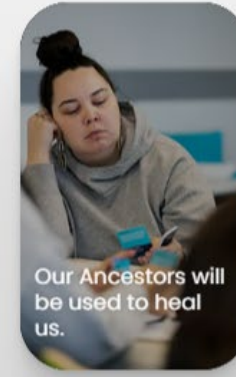
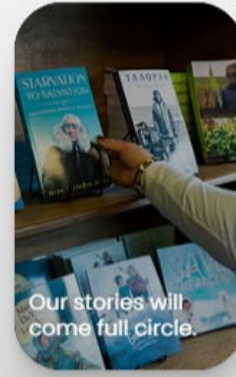
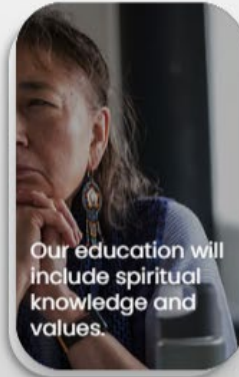
- Design of a comprehensive path forward
- Design seminars for educators and administrators on the why and what of compacting
- Participate in discussions with the State of Alaska and various committees of the Alaska State Legislature to respond to questions on the final pathway report

Cook Inlet Tribal Council Grant

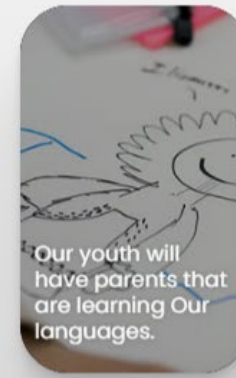
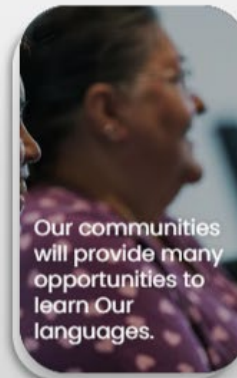
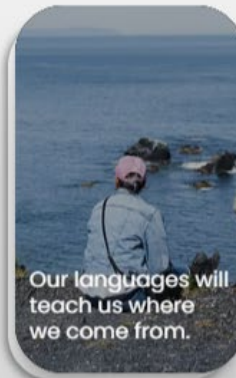
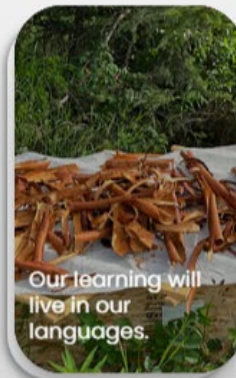
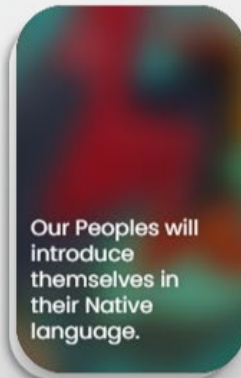
- What if our learning systems were reflective of Our community and culture?
- <https://ourfutureancestors.com/>
- What does success look like, how do we know compacting is working, and how would State Tribal Education Compact Schools be evaluated?

Cook Inlet Tribal Council Grant

What if the future we seek is the past Our Ancestors had?




What if we could all speak, think and dream in Our own languages?




Cook Inlet Tribal Council Grant


← → ↻ ourfutureancestors.com/dashboard




What if schools were a place where Alaska Native youth and families felt safe and welcome?



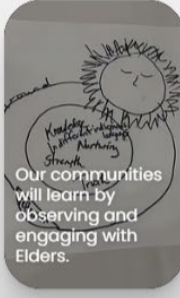
Our education will make room for silence.



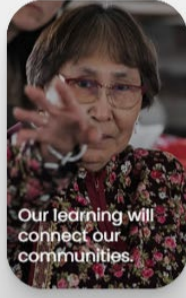
Our youth will learn lessons using Our cultural values.



Humility
Our youth will be understood.

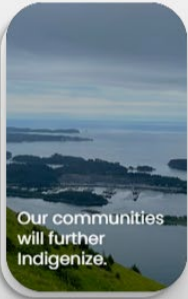


Knowledge
In different languages
Nurturing
Strength
Our communities will learn by observing and engaging with Elders.

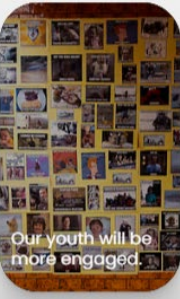


Our learning will connect our communities.


What if technology honored Our values and reflected Our culture?



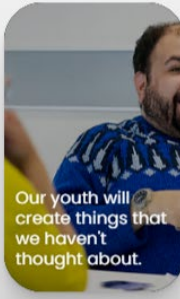
Our communities will further Indigenize.



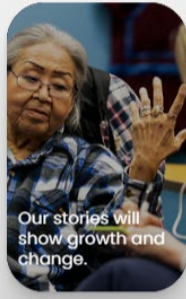
Our youth will be more engaged.



NORTH SLOPE BOROUGH
SCHOOL DISTRICT
Our learning will connect us.



Our youth will create things that we haven't thought about.




Our stories will show growth and change.

← → ↻ ourfutureancestors.com/whatif/10/then#240

< What Ifs

What if schools were a place where Alaska Native youth and families felt safe and welcome?

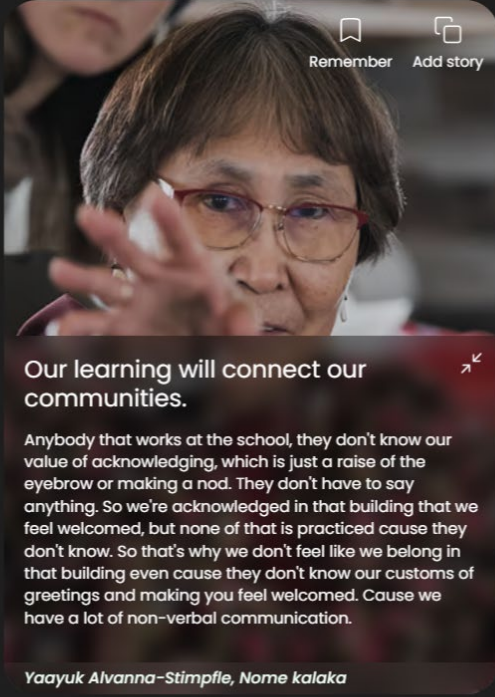


Remember Add story

Knowledge
In different languages
Nurturing
Strength
Truth
Reflection

Our communities will learn by observing and engaging with Elders.

Cyndi Reeves, Elders & Youth Conference



Remember Add story

Our learning will connect our communities.

Anybody that works at the school, they don't know our value of acknowledging, which is just a raise of the eyebrow or making a nod. They don't have to say anything. So we're acknowledged in that building that we feel welcomed, but none of that is practiced cause they don't know. So that's why we don't feel like we belong in that building even cause they don't know our customs of greetings and making you feel welcomed. Cause we have a lot of non-verbal communication.

Yaayuk Alvanna-Stimpfle, Nome kalaka

Type here to search

Senate Bill 34

- State Tribe Negotiation
- State Board
- District Consultation
- Teacher Union Consultation
- Report to the Legislature



Request For Application: State Tribal Education Partnership Grant

- Up to five (5) Tribal Partners
- Up to five (5) \$100,000 grant awards
- Application window: October 8 - December 30, 2022
- Department of Education and Early Development Review
- State Board of Education Compacting Committee Review
- State Board of Education Selection at March 2023 quarterly meeting

Section I: Description of the Project and General Project Information

Purpose of Program: The purpose of this program is to provide support for Tribal partners to work with the Alaska State Board of Education on the negotiation, consultation, and co-development of a legislative report on what is necessary for creating the opportunity enacted through statute and regulations to provide for future State Tribal Education Compact schools.

Section I: Description of the Project and General Project Information

Award Amount

- The Department of Education and Early Development (DEED) will award up to five (5) grants of \$100,000 each. Grantees will draw down funds through quarterly reimbursement requests through DEED's established grants procedures.

Funding Period

- The grant will be awarded for March 31, 2023 through January 31, 2024. If selected for an award, grantees shall provide budgets and quarterly reimbursement requests in both FY2023 and FY2024.

Section II: General Application Requirements

Overview Narrative

- *5 pages, maximum*
- Provide a one-to-three sentence **mission statement** for applicant's proposed Tribal school
- State the **vision** of the school in one paragraph (250-300 word maximum)
- Describe your Tribe's education **model and pedagogical approach** to education
 - Provide succinct examples of education activities that help visualize the educational model and pedagogy
 - Briefly explain how **elder guidance** will be integrated into the educational model
- Explain how this **school aligns with the Tribes overall mission, vision, and goals**
 - Include a description of how your Tribe has been preparing for a Tribal school in areas such as community input, organizational capacity building, and infrastructure, etc.

Section II: General Application Requirements

Program Design Narrative

- *10 pages, maximum*
- Detail the approach for selection and development of **curriculum and instructional frameworks** to be used in the school
- Describe the process for ensuring **community engagement and parent involvement**
- Provide an overview for how programs will be offered for **special populations**
 - For example, how students eligible for special education, English language learners, and various federal title programs will be addressed
- Provide the **school calendar** and explain how it directly supports the school's educational model

Section II: General Application Requirements

Program Design Narrative (continued)

- Explain how the proposed school will be **culturally based**
 - Include how instructional methods, classroom environment, and assessment will be culturally based
- Describe **how students will be grouped/organized** for instructional purposes
 - For example, grouping by grade, age, or developmental ability, etc.
- From the standpoint of the Tribe, describe what **student success** will be
- Describe how **assessments, standards, and targets** will be grounded in the school's educational model and pedagogy that show student achievement/success
 - Provide one succinct example that showcases how assessments will be used to inform instruction and visualize student achievement
- Briefly explain the school's approach to **discipline/correction**
- Include any other program design considerations that are relevant based on your **Tribe's expertise** and knowledge of working in your community

Section II: General Application Requirements

Operations Narrative

- *10 pages, maximum*
- Describe the **school governance/oversight** structure
 - Include how the school governance/oversight body is established and its relationship to school programing and operations
- State the **number of students** (both in grades and ages) the school programing is designed to serve, as well as state the intended student enrollment for the school
- Outline the **number of anticipated staff** and their roles and responsibilities as needed to carry out the school's goals
 - Describe the approach for providing professional development for staff as needed to carry out the educational model of the school
- Provide **two organizational charts**
 - Tribal Governance organizational chart
 - School Operations organizational chart

Section II: General Application Requirements

Operations Narrative (continued)

- Outline the **facilities needs** for the school
 - Include the ability to provide for these facilities needs independently or if partnerships are needed to meet the facilities needs for the school
- Outline **transportation needs** for the school
 - Include the ability to provide for these transportations needs independently or if partnerships are needed to meet the transportation needs for the school
- Describe the anticipated support and connection to **the local school district needed** to operate the Tribal school
- Include any other operations design considerations that are relevant based on your **Tribe's expertise** and knowledge of working in your community

Setting up for Success



Section III: Application Review and Scoring Guide

Centering Tribal Voice	10
Tribal Community and Tribal Administrative Support	10
Transformational Design	10
<p>Carrying out Educational Services</p> <p>Presents strong expertise and understanding of what is necessary to carry out educational services within the PK-12 arena, including:</p> <ol style="list-style-type: none"> 1. Program design 2. Leaderships/governance 3. Administration 	30

Section III: Application Review and Scoring Guide (continued)

Demonstrates Capacity to Carry out the Work	10
Diverse Representation Priority The applicant represents the following priorities for diversity: <ul style="list-style-type: none">1. Geographic diversity2. Methodology3. School size4. Community size	30
Total (Maximum)	100

Section III: Application Review and Scoring Guide

Diverse Representation Priority

- The Alaska State Board of Education and Early Development (SBOE) is seeking a variety of applications based on **geographic representation, variety of educational methodologies, representation of different size schools, and communities, and overall statewide representation**
 - The intent is to have a demonstration project that shows how State-Tribal Education Compact schools can **work across all of Alaska**
 - The goal of the demonstration phase is to lead to a **more permanent widely available education compacting process**
 - The Department of Education and Early Development staff and the SBOE Compacting Committee will evaluate all applicants to ensure a broad and diverse representation
- Final selection is made by the SBOE based on the totality of the criteria described above

Senate Bill 34 Implementation

- **October-December 2022:** Request For Application
 - *Up to five (5) \$100,000 grant awards*
- **January-March 2023:** Review and Selection of Tribal Partners
 - *State Board Compacting Committee and Department Staff*
- **March 16, 2023:** Meet with Tribal Partners
- **March-December 2023:** Negotiations and Consultation
- **January 2024:** Report to Legislature Transmittal

Senate Bill 34 Implementation

<https://education.alaska.gov/compacting>

Comment Portal

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More Information

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Contact Information

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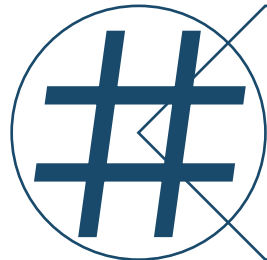
Website

- education.alaska.gov



Phone

- Main Line: (907) 465-2800



Social Media

- @AlaskaDEED