

ALASKA'S *Education* CHALLENGE

Tribal & Community Ownership Minutes

Wednesday, August 2, 2017

1:00pm-4:00pm

Attendees

Facilitators

- Timi Tullis
- Norm Wooten
- Jerry Covey

DEED Staff Support

- Sarah Emmal
- Erin Hardin
- Courtney Preziosi

Committee Members

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|--|--|---|
| <input type="checkbox"/> Co-Chair Kenny Gallahorn | <input checked="" type="checkbox"/> Co-Chair John Harmon | <input type="checkbox"/> Co-Chair Jason Toole |
| <input checked="" type="checkbox"/> Kathy Commack | <input checked="" type="checkbox"/> Jerilyn Kelly | <input type="checkbox"/> Rachel Roy |
| <input checked="" type="checkbox"/> Janet Bifelt | <input type="checkbox"/> Tom Begich | <input type="checkbox"/> Zach Fansler |
| <input checked="" type="checkbox"/> Chuck Kopp | <input checked="" type="checkbox"/> Tiffany Jackson | <input checked="" type="checkbox"/> Kerry Boyd |
| <input checked="" type="checkbox"/> Tim Parker | <input type="checkbox"/> Steve Ginnis | <input type="checkbox"/> Melanie Bahnke |
| <input type="checkbox"/> Hunter Carter | <input type="checkbox"/> Chris Hladick | <input checked="" type="checkbox"/> Valerie Davidson |
| <input checked="" type="checkbox"/> Kathie Wasserman | <input checked="" type="checkbox"/> Deena Mitchell | <input checked="" type="checkbox"/> Liz Medicine Crow |

1:00 – 1:20 Welcome, Overview & Reconnect

Timi spoke about how she was unable to attend the June meeting, but has listened to the meeting a few times and spoke with committee members.

Overviewed the three areas the group has come with 3 areas to focus. John Harmon spoke about his role on another committee and what they have been doing with subcommittees. This committee is ready to start doing that work.

Timi covered the different pieces that are on the Smartsheet for the committee to review.

- Transformative Ideas for Recruitment Survey
- Overarching Committee Themes
- Inuit Circumpolar Council

Formal Introductions

Each attendee did an introduction. They discussed 1) Where they were 2) Who/What they are representing, and 3) How they summer is going so far.

John Harmon

- State Board of Education
- In Scotland.
- Excited for peoples comments in this committee.
- Feels like a lot of work has been done.

Kathy Commack

- Unalakleet
- On local advisory council committee.
- Been pressure cooking silvers and picking blueberries.

Jerilyn Kelly

- Local advisory school board for about 10 years (LKSD)
- Works for the local tribe and is on the city council.
- Caught fish and picked berries. Finishing salmon berries, blueberries next.

Chuck Kopp

- Legislature – District 24
- Lifelong Alaskan.
- On Education Committee on House.
- Feels this is one of the most important things for him to be part of.

Tiffany Jackson

- Aleutians East Borough School District Board
- Got to stay home for several weeks.

Val Davison

- Grew up in Bethel.
- Health Care Legislation has been her major focus this summer. (National Level)
- Been able to do some fishing this summer.

Kathie Wasserman

- Exec. Director of AK Municipal
- Been busy work. Not been able to get away this summer.

Deena Mitchell

- Great Alaska Schools
- Enjoyed reading the ICC
- Daughter going off to college soon.
- Can't wait for blueberries.

Janet Bifelt

- Live in Hughes.
- Parent of 4.
- Been out fishing this summer. First time in many years.
- Unable to attend the June meeting, but did listen to the recording.

Timi Tullus

- Highlight of summer: 3 month old puppy

Jerry Covey

- Education consultant
- Grandkids and golf.
- Been able to listen to every committee. Good reminder to how talented Alaska is.

1:20 – 1:50 Overarching Theme Discussions

Because there are only 9 committee members, Timi decided to take the time to go through each of the areas instead of going into subcommittees. The committee agreed.

Theme 1: Partnerships

Timi read through the comments.

The committee took time to discuss their thoughts on this theme. It was asked “What are some of the what’s?”

- Connect with ICC. There is a lot of value in that. Learn from what other people have done. It would be nice to see what progress has been made.
- There are so many partnerships available in communities, but how do we make these partnerships transformative? Feels like we need to move forward.
- Holding partners responsible once they agree to participate.
- If teachers had the time to really get to know the kids, then they may be able to make suggestions for what kids may be good at. Really respect the students and listening to them. Approach every student and believing in their potential.
- Define Partnership. Define disincentive of partnerships so that we can address them. Make the students be part of this.
- Powerful partnerships include engagement. Have more people at the table.
- Partnerships need to be balanced. Power is not always even/balanced.
- Tribal compacts.
- Do we need to look at the entire structure of the state?
- Regional boards.
- Community and culture is so much more that what is tested. It has to do identify. Give power away to get results. Give bold new frameworks. Not up to committee to have all the answers.
- Look at what Ontario has done.
- Discussed what Arizona has done. Don’t push from top-down.

1:50 – 2:00 Break

Liz and Kerry joined. They did a quick introductions.

2:00 – 3:00 Overarching Theme Discussions Continued

Timi provided a summary of the partnership comments.

Theme 2: Values

Timi read through the comments.

The committee took time to discuss their thoughts on this theme. It was asked “What are some of the what’s?”

- Local culture is critical moving forward. It is not a bad thing to push for the local culture to be incorporated into the schools.
- It is a challenge to bring teacher from out Alaska and then training them on the cultural diversity of Alaska. How can we recruit from within.
- The weight of where we put our best teachers in not just in urban areas. Equity.
- Children are not fully aware of the values of the older generation. Passing down elder wisdom and knowledge is crucial. We need to revitalize that.
- Alaska is more directly connected to native people than other states. Non-natives will people will benefit from this as well.
- ICC – Values being taught in the school. Each region of Alaska has that come out in a different way. If there was place for the best ideas to be shared.
- Value based education is extremely important. Issues in the newspaper stem from low value based education. For the value system to work, it is important that we get the teachers right. Values are like magnetic field. We know what they feel like, but can’t see.
- Having the right working is a value. Distance learning can lead to missing some value learning that you would get in person.
- Parent involvement is so important. A lot of parents aren’t necessarily aware of it.
- Partnerships with the parents is critical.

Theme 3: Self-Governance/Community Choice

Timi read through the comments.

The committee took time to discuss their thoughts on this theme. It was asked “What are some of the what’s?”

- Tribal Compacting
- Community control and the value that comes with it.
- Tribal Compacting Questions
 - How does that look in urban communities?
 - Who are we passing power on to?
 - Does not want to pass on power to for profit entities.
- Discussed Alaska’s Charter Schools vs. Lower 48 Charter Schools
- Discussed what is happening with Ontario

3:00 – 3:20 Transformative Ideas that Have Come Up

What were some of the big transformative ideas that have come up?

- **Education/Tribal Compacts**
 - State of Alaska compacting with Tribes or Regional Native Corporations
 - When passing this on to the State Board – This needs to really be defined and clear so that they understand.

- Recommendation: Move forward with planning process with Educational/Tribal Compacting
- **Centering the Values around the Place**
 - Transformation of values from adult to student
 - Our value is not just on larger school system, but is on our rural schools.
- **Explore a process of Make Transformational Partnership**
 - Partner with all sorts of entities.
 - Partnering at all levels.
 - Strengthen relationships.
 - Input is invaluable. Anyone that shows an interest or passion.
 - Defining and building partnerships to link schools with community.
- **Balancing the Power. Go away from the top down power model.**
 - Could go under Compacts or Partnerships

Took a moment and discussed deadlines for recommendations.

3:20– 3:30 Break

3:30– 4:00 Synopsis and Next Steps

Erin shared the 3 category areas that arose through the meeting.

1. Tribal/Education Compacting: Allowing tribes and native organizations the option to enter into self-governance compacts with the State of Alaska to gain more autonomy in the management and delivery of their education system.
2. Values: Allow and encourage regional areas to embed values in the education system. Centering values around the place.
3. Partnerships – Strengthening relationships, expanding outreach, balancing power, with various entities.

Timi asked if anything was missed.

- Category 1: Tribal/Education Compacting – Make sure that we are clear that is the direction we want it to go. Keep it transformational and clear. No “wishy-washy”.
- Category 2: Values – Parent Involved Board. Local Ownership. Explore what that looks like in Alaska.
- Category 3: Partnerships – No feedback provided.

The committed came to a consensus that the recommendations will need to be clear, concise, and powerful to ensure transformational change in Alaska.

Timi encouraged committee members to share what we have worked on.

Timi started talking about potential presentations for the next meeting, and closed the meeting.