

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

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 type="checkbox"/> Kathy Commack | <input checked="" type="checkbox"/> Jerilyn Kelly | <input checked="" type="checkbox"/> Rachel Roy |
| <input type="checkbox"/> Janet Bifelt | <input type="checkbox"/> Tom Begich | <input checked="" 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 type="checkbox"/> Valerie Davidson |
| <input type="checkbox"/> Kathie Wasserman | <input checked="" type="checkbox"/> Deena Mitchell | <input checked="" type="checkbox"/> Liz Medicine Crow |

James Fields – Substitute for Co-Chair John Harmon

1:00 – 1:15 Welcome & Introductions

Timi welcomed everyone back.

1:15-1:35 Review Last Meeting Minutes & Highlights

Timi recapped the previous meeting and the guest speakers. She recommended that individuals review the previous meeting information. During the last meeting the committee determined that their partnerships goal area was not transformational. Therefore, for this meeting the committee will be going forward with two goal areas. Timi read the goal areas committee came up with thus far.

- Goal 1: Provide tribes and Alaska 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.
- Goal 2: Support, respect, and encourage the embedding of cultural values in Alaska's education system to ensure that our students have a strong self-identity, and ties to their history and community.

Today's Goal: Flush goals out and come up with rationale for each goal. Then determine which committee member will present on behalf of the committee in October.

1:35-3:30 Review/Revise Recommendation and Rationale

Goal 1: Provide tribes and Alaska 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.

Committee Members Reacted to Goal

- Tiffany – Only concern is that there is potential for unintended harm to some schools (i.e., multiple tribes)
- Tim – Feels like he can't explain it well, and that is a problem. We don't have a lot of information of what it is and what it means for schools in Alaska. Feels like more information is needed to explain to others asking.
- Chuck – We need to be able to articulate what a compact would look like. The closest we have to it now is a charter school. We need to think about if the schools can meet the minimum enrollment numbers and how this will affect them. Be open to think of what could happen, and decide if this is what needs to be done to be transformative.
- Tim – The problem with charter schools is that people have different ideas of what that is. Alaska's charter schools work, but they don't work in the same way in other places in the nation.
- Jerry – The state board will determine the "how's". The answers will work themselves out and be discovered as we go forward. The issue right now is the recommendation.
- Kerry – How it will affect schools financially.
- Tiffany – Some schools are struggling with minimum enrollment, and others are struggling to meet a higher threshold for funding. Compacting can potentially significantly affect the children in these areas.
- Timi – The committee needs to determine what the recommendation looks like. The State Board will determine how it will be implemented.
- Liz – Hearing a lot of fear and concern, and she thinks it is well founded, but she does know that she feels the same way about the current system and the way it is going. Doing the same thing that we have been doing has not yielded positive results. How can we hold others to a standard that we ourselves cannot reach? This was done with the health care system: through the power of transformation positive results occurred. This goal will move the conversation forward. This will help the villages, tribal communities, and Alaska overall. It will take a long time to get people to the same place to talk about this, but she is excited to get to answer the questions of how this will be implemented. She is okay with this being to ONLY goal we move forward with.
- James – What if it is Alaska Communities, Organizations, or Tribal Organizations. Updated language "Provide tribes, Alaska Native organizations, communities, and/or regions 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."

- When the tribal, state, and federal governments sit down and talk about the “how’s” it allows for the utilization of those authorities to make progress. Feels no need for cities to do compacting.
- James - When there were a community within a city – if they wanted to come together and do something broader.
- Tiffany – When we talk about compacting it is a nation to nation agreement. When we talk about a community within a city... that is a different level of organization.
- Tim – When parents and community is involved there is usually a strong school. When he thinks of compacting, he is thinking of this. He thinks we should move forward with this goal. This is all about parent involvement and community ownership. Another thing to think about for the rationale for the potential access to additional resources.
- Chuck – In full support of this. This will inspire ownership. This will affirm the state’s commitment to honor government to government relations. This builds on our state board’s strategic plan.

Timi – Is anyone opposed to this goal?

Timi – Hearing none – everyone is in agreement.

The committee took a 15 minute break.

Timi – Reminded group that the committee must come up with goal and rationale today for the October meeting.

Erin – Read the recommendation as it sits now and read some of the rationale that has been captured thus far.

Opened up Floor to Reactions of Rationale

- Deena – The cultural knowledge rests with the tribes. The more community based while still maintaining state standards will lead to stronger outcomes.
- Jerilyn – Believes the word “optional” should remain in the recommendation. Not all tribes and communities would be able to do this effectively.
- Chuck – We are looking for good way that the tribes and the state can build a strong and meaningful relationship to build a stronger education system. We recognize that this needs to be strengthened/empowered. We need a vehicle to have a strong/empowered relationship. Compacting is the vehicle for this relationship building.
- Goal being to maximize and build relationship on a nation to nation basis. Rationale
- Should affirm the government to government to relations to empower the tribes to take ownership on the student outcomes. Maximize and develop the relationship between government to government.
- Maximize and develop government to government relations by providing tribes and Alaska 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.

Recommendation and Rationale Options

- Option 1: Provide tribes and Alaska 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.
- Option 2: Provide tribes and Alaska Native organizations the option to enter into self-governance compacts with the State of Alaska.
- Option 3: Provide tribes and Alaska Native organizations the option to enter into self-governance compacts with the State of Alaska Department of Education & Early Development.
- Option 4: Provide tribes and Alaska Native organizations the option to enter into self-governance education compacts with the State of Alaska.
- Option 5: In affirmation of the gov't to gov't relationship between tribes and the State of Alaska, create the option for self-governance compacting between the state and tribes for the delivery of education by tribes or tribally-empowered Alaska native organizations.
 - Rationale – The state tribal compact affirms the state's commitment to honor the gov't to gov't relationship between the state and tribes to realize better education outcomes for students.
- Option 6: Create the option for self-governance compacting between the state and tribes for the delivery of education by tribes or tribally-empowered Alaska native organizations.
 - Rationale – The state/tribal compact affirms the state's commitment to honor the gov't to gov't relationship between the state and tribes to realize better education outcomes for students.
 - Rationale – The state/tribal compact supports, respects, and encourages the embedding of cultural values in Alaska's education system to ensure that our students have a strong self-identity, and ties to their history and community.
 - Definition - The self-governance delivery of education means the tribes or tribally-empowered Alaska native organizations exercise their rights in partnership with the state to assume the responsibilities and associated funding.
- Option 7: Create the option for self-governance compacting over education between the state and tribes or tribally-empowered Alaska native organizations.
 - Rationale – The state/tribal compact affirms the state's commitment to honor the gov't to gov't relationship between the state and tribes to realize better education outcomes for students.
 - Rationale – The state/tribal compact supports, respects, and encourages the embedding of cultural values in Alaska's education system to ensure that our students have a strong self-identity, and ties to their history and community.
 - Definition - The self-governance delivery of education means the tribes or tribally-empowered Alaska native organizations exercise their rights in partnership with the state to assume the responsibilities and associated funding. to carryout programs, functions, services, and activities that the State of Alaska would otherwise be obligated to provide.

- Option 8: 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.
 - Definition – Self-governance compacting for the delivery of education means the tribes or tribally-empowered Alaska Native organizations exercise their rights, in partnership with the State of Alaska, to assume the responsibilities and associated funding to carryout programs, functions, services, and activities that the State of Alaska would otherwise be obligated to provide.
 - Rationale – The State-Tribal compact affirms the State of Alaska’s commitment to honor the government to government relationship between the State and Tribes to realize better education outcomes for students.
 - Rationale – The State-Tribal compact supports, respects, and encourages the embedding of cultural values in Alaska’s education system to ensure that our students have strong self-identity, and ties to their history and community which is strengthened through empowered State and community relationships.

“Delivery of Education” – There was a discussion on the verbiage “delivery of education”

Tribal Compacting – Committed wanted to define tribal compacting for the presentation.

- The self-governance compacting for the delivery of education means the tribes or tribally-empowered Alaska native organizations exercise their rights in partnership with the state to assume the responsibilities and associated funding to carryout programs, functions, services, and activities that the State of Alaska would otherwise be obligated to provide.

Deena – Feels that we should keep the other goal because compacting may not be feasible for all communities.

Chuck – Goal 2 should be a rationale for Goal 1.

Final Recommendation & Rationale

- 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.
 - Definition – Self-governance compacting for the delivery of education means the Tribes or tribally-empowered Alaska Native organizations exercise their rights, in partnership with the State of Alaska, to assume the responsibilities and associated funding to carry out programs, functions, services, and activities that the State of Alaska would otherwise be obligated to provide.
 - Rationale – The State-Tribal compact affirms the State of Alaska’s commitment to honor the government to government relationship between the State and Tribes to realize better education outcomes for students.

Determining Presenters for October Meeting

Timi – Asked the committee who would like to be the presenter in October.

Deena – Will not be there, but will ask Liz and Chuck to present.

Liz – Appreciates the nominations and is happy to do it, but would like to nominate Melanie and Chuck.

Jerilyn – Thinks Liz and Chuck should present.

Closing

Roll call of who will be at the October meeting.

- John Harmon – In and Out
- Jerilyn – Yes
- Rachel – No
- Kopp – Yes
- Tiffany – Yes
- Kerry – Yes
- Tim – Yes
- Deena – No
- Liz – Yes

Erin went over logistics of the upcoming October meeting.

Timi – One Word to Describe How you Are Feeling

- John – Excited
- Sarah – Inspired
- Jerilyn – Relieved
- Chuck – Privileged
- Tiffany – Pleased
- Kerry – Happy
- Tim – Hopeful
- Deena – Optimistic
- Liz – Ready