

ESSA SUMMIT

MID-YEAR SUMMIT ON THE EVERY STUDENT SUCCEEDS ACT

JANUARY 26-27, 2017

CHIEF DAVID SALMON TRIBAL HALL
FAIRBANKS, ALASKA



EDUCATION DEPARTMENT

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Welcome to the Every Student Succeeds Act

The Tanana Chiefs Conference has been involved in education since our earliest days. Even at our first meeting in 1915, our chiefs discussed the topic, its importance, and participated in government to government consultation on the issue with Judge Wickersham who reported those conversations and formal requests back to the U.S. Congress. As a point of interest, the first three resolutions ever adopted by TCC tribes were on the subject of education. Today, education is still a high priority for our tribes, with more resolutions having been passed on the subject than any other issue. Tribal governments have been heavily involved in education since time immemorial and have a contemporary voice on the issue that needs to be heard by modern institutions as well.



The newly enacted federal law “Every Student Succeeds Act” (ESSA) seeks to hear that voice. ESSA recently replaced the “No Child Left Behind Act” federal law, with specific requirements on tribal consultation and a wide array of new educational initiatives and granting opportunities for tribes and schools. TCC is pleased to offer a summit on this special topic of mutual interest. We invite you to come and learn about this important new educational law, learn how to utilize tribal consultation under ESSA, and what it means for you, your people, and organizations in your community. We will be hosting important breakout sessions to better understand the solutions and needs on the ground in your village. I invite you to come and network with a wide array of people in the educational field and Tribal leaders from around the Interior as we look at the future of education in our region.

We look forward to continuing to learn from your perspective on education and crafting new opportunities for our people. Thank you for your time and continued work on this subject important to us all.

Anna Bassee'

A handwritten signature in black ink, appearing to read "Victor Joseph".

Victor Joseph, Chief and Chairman

Day 1 - January 26th, 2017

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| 8:00am | CATERED BREAKFAST |
| 8:30am | Opening Prayer |
| 8:40am | Welcome: Victor Joseph, Chief/President Tanana Chiefs Conference |
| 8:50am | Message from Senator Lisa Murkowski |
| 9:00am | Introductions and purpose: Edward Alexander, TCC Education Manager Edward Alexander, an educator and the Education Manager for TCC will discuss the purpose of this summit, and collaboration. |
| 9:20am | Brief History of Federal Educational Law A brief outline will be presented on the history of Federal Educational law from the Civil Rights Era's Elementary and Secondary Education Act to No Child Left Behind, to the Every Student Succeeds Act. |
| 9:35am | How ESSA Works A basic outline of what will happen with ESSA planning, and how ESSA is intended to operate. |
| 9:50am | Break We will have a variety of snacks available for participants. |
| 10:05am | PRESENTATIONS: Presentations on the Every Student Succeeds Act (ESSA) intended to brief participants in detail on multiple aspects of ESSA. <ul style="list-style-type: none">• Brief Summary of ESSA's Main Titles• Covered Programs• Title VI Indian Education in depth• ESSA Section by Section• Educational Program Options under ESSA |
| 12pm | LUNCH WILL BE PROVIDED During lunch participants will be asked to indicate the three educational priorities that they feel are the most important. |
| 12:45pm | Tribal Consultation and ESSA, presentations. Tribal consultation is a new aspect of the ESSA for educators, and there are many different models for achieving "meaningful consultation". We'll learn briefly about the history of Tribal consultation, and learn some general ideas on how to conduct consultation successfully. <ul style="list-style-type: none">• Introduction to ESSA and Tribal Consultation• Possible methods of effective and meaningful Tribal Consultation |
| 2:30pm | Break We will have a variety of snacks available for participants. |
| 2:45pm | Introduce the breakout sessions. Edward Alexander |
| 2:50pm | Round 1: Facilitated Breakout sessions A series of key questions for tribal leaders and school leaders to answer which may help consultation planning, strategic planning for Tribes and districts, district planning and awareness, and demystify some of the planning that will take place regarding education in the region. |
| 4:10pm | Report Out |
| 4:25pm | Closing comments |
| 4:30pm | Closing prayer |

Day 2 - January 27th, 2017

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| 8:00am | CATERED BREAKFAST |
| 8:30am | Opening Prayer |
| 8:40am | Edward Alexander, brief summary of the prior day |
| 9:00am | Dr. Susan McCauley, Education Policy Director, State of Alaska Dept. of Ed. & Early Dev. Dr. McCauley is a key planner overseeing the State of Alaska's implementation of ESSA, including the submission of the State's plan, and will brief us on the State's efforts to date. |
| 9:45am | Superintendents and representatives of the Interior School Districts on ESSA and Tribal Consultation (Alaska Gateway, Tanana, Galena, Nenana, Iditarod, Fairbanks North Star Borough School District, Yukon Flats School District, Yukon Koyukuk School District) Superintendents will brief participants about their planning activities relating to ESSA and how they plan on incorporating Tribal consultation into their planning and decision making process. |
| 10:45am | Break We will have a variety of snacks available for participants. |
| 11:00am | 2nd Round: Facilitated breakout sessions on ESSA programs by pairing Local Education Agencies with Tribes. |
| 12:00pm | WORKING LUNCH A catered lunch for participants will be provided. |
| 12:45pm | 3rd Round: Breakout sessions on ESSA |
| 2:30pm | Break We will have a variety of snacks available for participants. |
| 2:45pm | 4th Round: Breakout sessions on ESSA |
| 3:45pm | Closing Remarks, Edward Alexander |
| 4:00pm | Closing prayer |

TCC EDUCATION COUNCIL

Phyllis Erhart, Chair, Yukon Tanana Representative
Nathan Elswick, Vice Chair, Lower Yukon Representative
Elizabeth "Jade" Paterson, Upper Kuskokwim Representative
Daisy Northway, Upper Tanana Representative
Vivian Juneby, Yukon Flats Representative
Gertie Sam, Yukon Koyukuk Representative
Shelby Fisher-Salmon, Student Representative

FACILITATORS

Don Shircel, TCC Director of Client Development
Blanche Murphy, TCC Education Program Coordinator
Mary Johnson, TCC Child Protection Program Manager
Allan Hayton, Doyon Foundation, Language Revitalization Program Director
Yatibaey Evans, FNSBSD/National Indian Education Association
Jessica Black, UAF CRCD

Questions for Tribal and School Leaders

JANUARY 26TH, 2017 • ROUND ONE • CONSULTATION LOGISTICS QUESTIONS

1. Schedule. When are good times to host consultation sessions with Tribes and Schools? The schedules and priorities can sometimes be different, and in order to maximize effective collaboration the two should try to focus around shared times, length and location of meetings.
2. Approval of Plans. What is the preferred method of the adoption of collaborative plans? Individual tribal resolution, TCC Subregional or CATG approval? A combination of both around a certain timeframe?
3. Notification contacts. Who should be notified of the consultation meetings? How will that notification occur, will the tribe request consultation and the school respond, or will the school request consultation from Tribes? Emails, public postings, through Tribal Administrators, or from School Districts? On the Radio (KZPA, KUAC, KSKO?) What's preferred for your tribe?
4. When you hear "effective and meaningful Tribal Consultation" on the local school district level what does it look like to you? What would you like to see?
5. When the State of Alaska conducts Tribal Consultation, over 225 Tribes will be on the other side of the table. How should this be conducted? Via video conference? Teleconference by school district or region? Should there be meetings in regional hubs as well? Should mail notices be sent out asking for comments and so forth with one annualized meeting?
6. Would you like to engage in Tribal consultation with the State? With the Local School District, and with the Federal Government?
7. LEAs, and SEAs have to meet with a lot of Tribes, would you be okay if your LEA met with more than one tribe at a time? Would you want to meet prior to the TCC subregional meeting? Would you want to have a chance to meet at the TCC Transportation Planning meeting again in May?

JANUARY 27TH, 2017 • ROUND TWO • TITLE VI QUESTIONS

1. Language immersion in schools. Section 6133 of ESSA, Native American and Alaska Native Language Immersion Schools and Programs. Are you interested in your Tribe or School District developing Native language immersion schools? Do you think they're a good idea? Who in your village would be interested in working in this area?

Tribes are eligible entities under Section 6133 b(2) and in section 6133 a(2) it states [the purpose is] "to maintain, protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages, as envisioned in the Native American Languages Act (25 U.S.C. 2901 et seq.)

2. Sec.6115 of ESSA, blandly titled "Authorized Services and Activities" lists a wide variety of program options schools can deploy from: Native language restoration programs, cultural programs, career prep/tech prep apprenticeships, meeting the needs of incarcerated youth, among many other options. How does your district plan on utilizing the options made available under Section 6115?
3. Language and Culture programs. What is important to teach? What would you like students to know about your language and culture when they graduate?
4. Grants to Tribes. Section 6132 offers grants to tribes for education administrative planning, development, and coordination. What type of needs do you see for grants like this? Program ideas?
5. Suicide Study. In Section 6005, and Section 6006, a research project is established on suicide to be completed within 18 months. What role does your tribe want to play in that study? Do you want to review the report once it comes out and add comments to it? Would your tribe like to begin consultation on that section right away to better understand the study and how it is being conducted?
6. Do you think Teachers should receive local training and education on how to be successful in the village? Should they begin learning your native language? What kinds of things would you like them to learn? (Sec 6112. Professional Development for Teachers and Education Professionals)

Questions for Tribal and School Leaders

JANUARY 27TH, 2017 • SUPERINTENDENT, TITLE I QUESTIONS, COMMUNITY ENGAGEMENT AND COORDINATION QUESTIONS

1. Superintendent question. How do you plan on conducting Tribal Consultation for your school district area?
2. Title I is the largest funding source by far in ESSA, it is for low income families and most of our Tribal Members qualify for this funding which reaches every single village. It is used for a wide, wide variety of purposes. What do you think Title I funding should be spent on?
3. Family Engagement Centers. Sec 4505 of ESSA states “The Secretary of the Interior, In consultation with the Secretary of education, shall establish, or enter into contracts and cooperative agreements with, local tribes, tribal organizations, Indian nonprofit parent organizations to establish and operate family engagement centers.” Is your Tribe interested in applying for a Family Engagement Center? Who would the Contact person be?
4. Superintendent question. How does your district manage the planning for enacting programs under Sec. 5201 of ESSA, the Rural Education Achievement Program? Or under Section 5221, Rural and Low Income School Program? How can Tribes be involved in the application process?
5. Superintendent question. How do you intend on incorporating Tribal Consultation comments into your LEA plans, grant plans? How will you record comments from Tribes, and authorizations, in the document?
6. Promise Neighborhoods. ESSA has reauthorized Promise Neighborhoods in Section 4624. Some areas have utilized a comprehensive approach to education, bringing in lots of social service support for families with children in school, utilizing many services that tribes also deliver. This approach has brought success to the “Harlem Children’s Zone” and to Promise Neighborhoods across the country. Do you think your Tribe might be interested in working with schools, providing additional services, and creating a community-wide Promise Neighborhood approach? Who do you know locally who might be able to submit a Promise Neighborhood grant?
7. Community Learning Centers Section 4205 of ESSA has a long list of activities that can be hosted at community learning centers such as: enrichment learning programs, mentoring, remedial education, literacy (including financial and environmental literacy), healthy and active lifestyles, nutrition, cultural programs, programs for the disabled, library service hours, technology education, drug and violence prevention, STEM programs, Career readiness, and more. Is your Tribe interested in applying for Community Learning Center Funding? Do you know of a location in your community that could be used as an afterschool “Community Learning Center?” Who is a community leader who might be interested in spearheading such a center, and/or writing a grant on the topic?

JANUARY 27TH, 2017 • TRIBAL SELF-DETERMINATION QUESTIONS

1. Should Tribes pursue compacting with the Department of Education to manage ESSA formula funding directly? What could tribally run education look like? The State of Alaska and the Anvik Tribal Council recently signed an MOA for the Anvik Tribe to handle misdemeanor crimes in the community at a Tribal Court, do you think such an MOA should be pursued by another tribe to manage a school?
2. What role should TCC play in Education? What kinds of programs and options should TCC be providing to Tribes?
3. State Tribal Education Partnerships. Under ESSA STEP is available, is your Tribe interested in forming a STEP with the Alaska Department of Education and Early Development? Who is the contact?
4. According to the National Indian Education Association Tribes have a one time, 12 month window to create a Tribal Education Authority (TEA) that will be eligible for receiving formula education funding from the Federal Government. Does your Tribe want to form a TEA? Is your Tribe willing to pay for a manager to come to a training or two in Fairbanks on establishing a TEA in the next six months? YES/NO Question By Tribe- Add to excel
5. How to incorporate local knowledge as part of a curriculum?
6. How do we as native populations come together as an effective educational community?
7. What are the priorities of your community?

Questions for State Department Of Education And Early Development Group

JANUARY 26TH, 2017 • ROUND ONE QUESTIONS FOR STATE EDUCATION LEADERS

1. When are drafts of the State Plan going to be available for Tribal Consultation? In the past Tribes and the State of Alaska have been privy to federal plans prior to the general public seeing the plans, is the State DEED going to follow that model and let Tribes review the plan first? Sometimes MOAs were signed so that those plans couldn't be disseminated to the broader public, only to technical advisers; will the State follow that model?
2. What advice do you have for LEAs as they develop their plan?
3. Do you have any advice or relevant information for LEAs or for Tribes as they begin the Tribal Consultation process?
4. Under ESSA the State Tribal Education Partnerships become an option. How do you see that working? What kind of timelines do you see emerging to develop a STEP with Alaska? Is the State DEED supportive, generally, of developing STEPs with Tribes?
5. Under the State plans of the late 70's we saw statewide coordination of some educational programs, like material coordination for literacy development in Alaska Native languages, do you foresee any Statewide Title I initiatives? Things that DEED will emphasize via conferences, partnerships or in the SEA Plan?
6. Do you foresee any statewide collaboration on Title VI?
7. Teacher Certification. In Title II we learn that there are new avenues for Teacher Certification, Does the State have ideas on new avenues or frameworks for Teacher certification? Is there anything underway to form an inter-state compact for teacher certification? Is the state interested in forming something like that?

JANUARY 27TH, 2017 • ROUND TWO, THREE AND FOUR QUESTIONS FOR STATE EDUCATION LEADERS FROM DEED

1. How can the Tribes, and tribal leadership, work with the State to develop informed educational stakeholders and meaningful consultation?
2. What new things should we expect from the State in the State's plan? For example will the SAT or ACT replace a state exam?
3. How can the State better incorporate local knowledge as part of a curriculum?
4. Should the State explore adopting some regionally defined cultural standards? How could the State go about doing that?
5. There are new sub-groups are required to be established in the State Plan. Would the State be open to having each of the Tribes be listed as a sub-group so that Tribes can better track the educational attainment of our members?
6. Would the State be open to including the 9 different languages in the TCC Region as sub-groups?
7. ESSA allows teacher certification that is much more open and flexible than previously under NCLB. There are many requirements to become a new teacher in Alaska, there should be 5 credit Native Language course requirement for teachers here prior to certification. Would the State be open to starting that standard for certification?

Questions for State Department Of Education And Early Development Group

JANUARY 27TH, 2017 • ROUNDS THREE AND FOUR QUESTIONS FOR STATE EDUCATION LEADERS

1. Some sections of ESSA mention sub-granting options from the State Educational Authorities to Tribes, do you see that as a possibility? What type of options or grants do you see becoming available on the horizon?
2. Many Tribes in Alaska, through the Indian Self-Determination Act, run many federal programs in their communities, everything from EPA programs to Federal Realty, to Elder nutrition, Health and education programs. Does the State DEED have the same opinion as Congress that “maximum participation by Alaska Natives” should be the rule, and does the DEED support Tribes compacting these ESSA programs directly from the Federal Government?
3. Can you describe how, under Section 5221, Rural and Low Income Schools, that grant program is supposed to function, or what it will look like in the State plan?
4. Many of the languages of the interior are nearly extinct, and past practices of the State and Territory were euphemistically labeled “educational practices” but which were actually systematic child abuse, and ultimately played the central role in what is becoming cultural genocide. What role does the State DEED have in reversing this situation? What responsibility does the State DEED have to the last two remaining speakers of Lower Tanana and their descendants? Can we work together on some kind of initiative to reverse the process of language death and support language revitalization in a systemic statewide manner?
5. Is this ESSA Summit useful to the State DEED? How could it be more useful?
6. Consultation is continual under ESSA, how does the State DEED envision managing that?
7. If LEAs refuse to consult with Tribes or conduct “consultation in name only” taking no suggestion from the Tribes, what role does the State DEED see in recourse for Tribes? Besides not signing off on the LEA plan?
8. When the State of Alaska conducts Tribal Consultation, over 225 Tribes will be on the other side of the table. How should this be conducted? Via video conference? Teleconference by school district or region? Should there be meetings in regional hubs as well? Should mail notices be sent out asking for comments and so forth with one annualized meeting?
9. We see in ESSA some glimpses of it being influenced by initiatives like the Harlem Children’s Zone with social services surrounding a child, including parent centers and so forth. Do you see the State DEED working inter-departmentally to break down “Silos” of resources for kids in State government and work in an integrated fashion? Do you see a role for Tribes here to work with an inter-departmental team, tribes who operate these resources on the ground across Alaska?



Tanana
Chiefs
Conference

EDUCATION DEPARTMENT

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