

Cover Page

Legal Name of Applicant/Organization	Central Council Tlingit & Haida Indian Tribes of Alaska
Address	9097 Glacier Highway Juneau, AK 99801-6922
Name and Title of Program Contact	Amelia Smiley-Rivera, Interim Senior Director of Cultural Heritage & Education
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Type of Application	Tribe
If Group, List the Entity Responsible for Operating the Grant on Behalf of the Group	N/A
If Group, List all Entities Represented in the Application	N/A
Name of Local School District(s) Applicant is Physically Located Within	Juneau School District



CENTRAL COUNCIL
Tlingit and Haida Indian Tribes of Alaska
Office of the President • Edward K. Thomas Building
9097 Glacier Highway • Juneau, Alaska 99801

Executive Council of the Central Council
TLINGIT & HAIDA INDIAN TRIBES OF ALASKA

Resolution EC 22-71

Title: Authorization to Apply for State Tribal Education Compacting Demonstration Tribal Partners Grant Program

WHEREAS, the Central Council of Tlingit & Haida Indian Tribes of Alaska (Tlingit & Haida) is a federally recognized tribe with more than 34,000 citizens; and

WHEREAS, under Article X of the Tlingit & Haida Constitution, the Executive Council is the governing body of Tlingit & Haida when the Tribal Assembly is not in session; and

WHEREAS, the Tribal Assembly is not in session; and

WHEREAS, Tlingit & Haida is committed to supporting the education of our children in order to prepare them for successful and fulfilling futures, in accordance with tribal values; and

WHEREAS, the Alaska Department of Education and Early Development (DEED) has made available five grants of \$100,000 each under the State Tribal Education Compacting Demonstration Tribal Partners Grant Program to support tribal partners to work with the State Board of Education on the negotiation, consultation, and co-development of State-Tribal Education Compact schools; and

WHEREAS, these funds may be used to fund a liaison position between Tlingit & Haida's early education program and the State Board of Education to support the development of our tribal schools; and

WHEREAS, Tlingit & Haida intends to apply for up to \$100,000 in funds from the Alaska Department of Education and Early Development for a one-year project, and such funding includes the full amount of Tlingit & Haida's federally approved indirect rate; and

WHEREAS, Tlingit & Haida desires to enter into negotiation with the State Board of Education and Early Development through this grant project; and

WHEREAS, Tlingit & Haida agrees to the grant assurances stipulated in Alaska Department of Education and Early Development form 05-23-028 if the application is selected;

NOW THEREFORE BE IT RESOLVED, that the Executive Council of the Central Council of Tlingit & Haida Indian Tribes of Alaska hereby authorizes the Tlingit & Haida President, or designee, to submit, negotiate, execute, and administer any and all documents, including any subsequent amendments, that are required by the Alaska Department of Education and Early Development for granting funds to Tlingit & Haida for the proposed program.

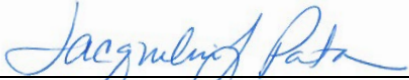
ADOPTED this 9th day of December 2022, by the Executive Council of the Central Council of Tlingit & Haida Indian Tribes of Alaska, by a vote of 5 yeas, 0 nays, 0 abstentions and 1 absence.

CERTIFY



President Richard J. Peterson

ATTEST



Tribal Secretary Jacqueline L. Pata



United States Department of the Interior

OFFICE OF THE SECRETARY

Washington, DC 20240

Indian Organization Indirect Cost Negotiation Agreement

EIN: 92-0036505

Date: 04/22/2022

Organization:

Central Council of the Tlingit & Haida Indian Tribes
P.O. Box 25500
Juneau, AK 99802

Report Number: 2022-0201

Filing Ref.:

Last Negotiation Agreement
dated: 10/14/2020

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Start Date	End Date	Rate Type	Name	Rate	Base	Location	Applicable To
01/01/2022	12/31/2022	Fixed Carryforward	Indirect	27.20 %	(A)	All	All Programs

(A) Base: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, or subawards, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

- A. **Limitations:** Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).
- B. **Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.
- C. **Changes:** The rate(s) contained in this agreement are based on the accounting system in effect at the time the proposal was submitted. Changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rate(s) in this agreement may require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.
- D. **Rate Type:**
1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of the costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.
 2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.
 3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment.
- E. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.
- F. **Agency Notification:** Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.
- G. **Record Keeping:** Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.
- H. **Reimbursement Ceilings:** Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.
- I. **Use of Other Rates:** If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the

Section II: General (continued)

affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

J. Other:


1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.
2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.
3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization

Central Council of the Tlingit & Haida Indian Tribes

DocuSigned by:

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Signature

Richard Peterson

Name:

President


Title:

4/27/2022

Date

By the Cognizant Federal Government Agency

US Department of the Interior - BIA

DocuSigned by:

B47DB1F4A5DB4BF...

Signature

Craig Wills

Name:

Division Chief
Indirect Cost & Contract Audit Division
Interior Business Center

Title:

4/25/2022

Date

Negotiated by: Dimitrios Agelakopoulos
Telephone: (916) 930-3811

Next Proposal Due Date: 06/30/2022

Overview Narrative

1. Provide a one-to-three sentence mission statement for applicant's proposed Tribal school.

Tlingit & Haida seeks to protect and further the Lingít language and way of life through a comprehensive Early Education program that incorporates the Tribe's Lingít immersion language nest Haa Yoo X'atáangi Kúdi (HYXK), Little Eagles and Ravens Nest (LEARN), and the Tribe's Juneau Head Start Program. The mission for the proposed Early Education program is to provide integrated language and culture education to tribal children of all ages so that they may carry forward their heritage in their lives and for future generations.

2. State the vision of the school in one paragraph (250-300 word maximum).

The school's vision is underscored by a guiding purpose titled, "Let the Languages of our Grandparents Live Forever." Tlingit & Haida reaffirmed this in a March 2022 resolution passed by its Executive Council. Tlingit & Haida has envisioned an Early Education campus that provides cultural education and language immersion learning opportunities for children. This tribal school will ensure that the Lingít language and culture are delivered to and carried on by children as a fundamental piece of their education and lives. Tlingit & Haida envisions a synergistic Early Education team, where HYXK, LEARN, and Head Start staff may collaborate for professional development opportunities and to provide intentional, fluid Early Education services to tribal children in Juneau, Alaska. Educators will have the opportunity to collaborate and to further develop language fluency and technical skills, producing fluent Lingít speakers who utilize Indigenous languages in their homes, throughout the duration of their lives, and go on to teach Lingít to future generations.

3. Describe your Tribe's education model and pedagogical approach to education.

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Tlingit & Haida seeks to empower our children by providing them with comprehensive, culturally relevant education to impart tribal values while teaching them skills to help them succeed in life, with their language and culture as a pillar to hold them up. Tlingit & Haida's educational model is visible via the HYXK structure and curriculum, which follows seasonally relevant themes and integrates language immersion with cultural skills education. Throughout the school year, language instructors guide students in a language immersion setting through cultural themes such as: September: Hunting, Fishing, Gathering; October: Potlatch Foods; November & December: Canoes, Tools, Carving, Trees and Uses; January: Sea Mammals, Hunting; February: Leadership, Elizabeth Peratrovich; March: Herring, Hemlock, Alder; April: Beach creatures, Plants, Berries; May: Hooligan, Fish Camp, Salmon.

Fluent tribal elders play a key role in our teachings through weekly classroom visits as well as helping advance our instructors toward fluency.

4. Explain how this school aligns with the Tribe's overall mission, vision, and goals.

Prompted by a 2014 Tribal Assembly approved resolution TA 14-15, calling for the formation of the Tlingit & Haida Language Department, Tlingit & Haida launched an initiative to start a language program for the Tsimshian, Haida and Lingít languages and made language revitalization a tribal-wide priority. Detailed in the Language Program & Tribal Schools Business Plan, drafted in April 2016, the guiding principle for this initiative is to: Let the languages of our grandparents live forever. Tlingit & Haida reaffirmed its commitment to language instruction in a March 2022 Executive Council Resolution 22-12, Continued Commitment to Our Languages. In this resolution, the Tribe asserted that "the Indigenous languages of our people carry thousands of years of history, knowledge, and traditions" and "learning our Indigenous languages connects us to our heritage and is an expression of

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sovereignty.” Tlingit & Haida, through this resolution and supporting actions, "commits and prioritizes the continued growth and stability of Tlingit & Haida language programs such as Haa Yoo X'antangi Kúdi to ensure our Indigenous languages exist permanently on the land of our grandparents.” Additional resolutions in support of language education and tribal schools include: Resolution TA/ 15-24, Passage of Statute 08: Establishment of Tribal Schools and Acceptance of Haa Yoo X'antangi Kúdi Bylaws; Resolution EC / 14-08: Support for the Native Language Immersion Bill; and resolutions to apply for funding to support the Cultural Heritage & Education program.

As this program grows, Tlingit & Haida wishes someday to bring its various schools – Head Start and the two language immersion programs, HYYK and LEARN – into a single campus. The integrated tribal school will provide fluid language and cultural education to children of all ages while maximizing collaboration potential between instructors, facilitate the sharing of resources, and minimize logistical challenges for students, families, and staff. All of these benefits contribute to the Tribe's long-term vision as described above.

Program Design Narrative

1. Detail the approach for selection and development of curriculum and instructional frameworks to be used in the school.

Tlingit & Haida contracts with curriculum development experts to assist language instructors in developing lessons and curricula. Lesson efficacy is evaluated through pre- and post-assessments and instructors adjust the curricula as needed to promote effective learning. The instructional framework is guided by culturally relevant teaching methods including learning by doing, collaboration, and storytelling. Language instructors have opportunities to pursue professional development to improve their curriculum development, language, and instruction skills.

2. Describe the process for ensuring community engagement and parent involvement.

HYXK hosts regular family gatherings, allowing students and staff to immerse family members in the Lingít language, furthering connections and use outside of the classroom. Examples include inviting family members to join us for traditional harvesting activities and field trips, hosting age-appropriate family-oriented events like moccasin making, beading, weaving, meal-making, and harvesting workshops. There are opportunities for families to learn about their child's work, families are also invited to come sit with learners to learn language mechanics and ways to communicate with their children outside of the classroom to reinforce fluency. Instructors participate in regional meetings with other language instructors and stakeholder organizations, including local school districts, tribal organizations, tribal corporations, non-profits, and other language revitalization experts and programs. During these meetings, HYXK staff share progress, needs, and suggestions to the language community, and receive feedback, suggestions, and strategic planning advice from the community.

3. 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.

Tlingit & Haida makes every effort to make our programs accessible to special populations and meet our families’ needs. HYXK, LEARN, and Head Start may make referrals to Tlingit & Haida’s Community & Behavioral Services Healing Center if mental health assessments are necessary for students. In-house providers could expedite behavioral assessments and provide additional referrals for educational testing, if required. Educators could partner with school district literacy specialists to provide additional literacy supports to English language learners and could seek technical assistance from the State Department of Education to successfully implement federal programs on site.

4. Provide the school calendar and explain how it directly supports the school’s educational model.

Start date: September; End date: May

Educational Themes: September: Hunting, Fishing, Gathering; October: Potlatch Foods; November & December: Canoes, Tools, Carving, Trees and Uses; January: Sea Mammals, Hunting; February: Leadership, Elizabeth Peratrovich; March: Herring, Hemlock, Alder; April: Beach creatures, Plants, Berries; May: Hooligan, Fish Camp, Salmon.

Example Daily Schedule:

Time	Activity	Description
8:30 am	Students arrive Classroom Exploration (Breathe out)	Students arrive between 8:00am-8:30am. They hang up coats, take off shoes, sign in, and have a small breakfast if needed. The students will use this time to play, explore the classroom, color, construct etc.
9:15 AM	Craft (Breath In)	Students will work on creating through process art or structured activities.

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9:45 AM	Song and Dance (Breathe Out)	Students will use this time to move their bodies and get a brain break before transferring to literacy activities.
10:00 AM	Literacy (Breathe In)	Students will participate in structured literacy activities that support their oral language acquisition.
10:15 AM	Snack	Students will have a small snack.
10:45 AM	Outdoor (Breathe Out)	Students will use this time to play, throw, climb, run, and exert themselves.
11:30 AM	Circle Time (Breathe In/Breathe Out)	Students will participate in student-centered activities that support oral language development and social/emotional development.
11:45 AM	Lunch	Students will eat lunch and those who finish early will do puzzles or other quiet activities while they wait for others to finish eating.
12:30 PM	Story Time	Students will listen to a story to calm their bodies before nap.
12:45 PM	Nap	Students will use this time to rest. Those who do not fall asleep within 45 minutes will get their book boxes and look at books.
1:45 PM	Quiet Centers/Whole Group Activity (Breathe In)	Students will use this time to color, create, or play games quietly.
2:00 PM	Outdoor (Breathe Out)	Students will use this time to play, throw, climb, run, and exert themselves.
2:30 PM	Snack	Students will have a small snack.
3:00 PM	Student Pick-Up/Transport to Child Care Facility	Students will be picked up by parents or transported to another childcare facility.

The school calendar and schedule align with the school’s educational model by promoting a culturally relevant, collaborative, and caring environment. Pairing language units with culturally relevant seasonal activities helps with knowledge retention and imparts additional cultural knowledge about these activities. Students are able to conduct culturally relevant activities in the language to deepen their immersion learning experience.

5. Explain how the proposed school will be culturally based. Include how instructional methods, classroom environment, and assessment will be culturally based.

Tlingit & Haida aims to provide high quality instruction that imparts cultural values in addition to hard skills including language. As such, the entire philosophy surrounding the Tribe's educational programs is culturally based, from curriculum development to teaching methodology. Student assessments are intended to evaluate the success of the instructors rather than the students; our cultural values mean that we hold up our children and create a safe learning environment where assessments are not used to grade or pass judgement on students. Instructors underpin language classes with a cultural foundation by including song, dance and art with lessons. Additionally, some classes tie the ancestral language with contemporary activities such as sports, math, science. In HYXK, the language immersion experience is upheld as instructors will only speak Lingít in the classroom and encourage students to speak in Lingít.

6. Describe how students will be grouped/organized for instructional purposes. For example, grouping by grade, age, or developmental ability, etc.

Tlingit & Haida groups students mainly by parent preference based on their schedule of availability, as some of the programs are not available every day of the week, and on income eligibility. Tlingit & Haida expects that as the three distinct programs are incorporated into a single campus, logistical issues will be minimized for families, and they will have more options for student placement based on other factors such as program priority (e.g., language immersion vs. child care).

7. From the standpoint of the Tribe, describe what student success will be.

Student success is defined dually by language proficiency and academic success. A large body of evidence indicates that Native language and cultural programs are associated with improved academic performance, decreased dropout rates, improved school attendance rates,

decreased clinical symptoms, and improved personal behavior among Native students.¹ With the knowledge that Indigenous languages are tied to the cultural and individual health of Indigenous peoples, and the academic success of Indigenous youth, Tlingit & Haida is committed to revitalizing the Lingít language by providing and supporting Lingít language revitalization and education programs. Tlingit & Haida aims to provide our children with the skills to be personally and academically successful, which includes proficiency in their Native language. According to language scholars, there are many circumstances that will alter the length of time required to achieve fluency.² The primary factors related to achieving fluency include (1) how many hours learners can use (as opposed to study) the language each day and (2) how often learners are able to engage with speakers who have high levels of fluency about a wide range of subjects. In general, language learning benchmarks have been established that indicate that high intermediate level language learners need between 1,000 and 3,000 hours in the language to achieve fluency. Language experts do not recommend using assessments to measure fluency and progression. The number of hours of immersion can be a more representative indicator of increasing language proficiency. Therefore, Tlingit & Haida describes student success as intentional immersion in the language and cultural environment for the duration of the school year, which is 500 hours. HYXK does track language acquisition as an additional indicator of success. Language learners can demonstrate progress through receptive (i.e., listening and responding to commands) and

¹ Lipka, Jerry & McCarty, Theresa L. 1994. "Changing the Culture of Schooling: Navajo and Yup'ik Cases." *Anthropology & Education* 25(3): 266-284. Smith, Douglas C., Leake, David W., & Kamekona, Noelani. 1998. "Effects of a Culturally Competent School-Based Intervention for At-Risk Hawaiian Students." *Pacific Educational* 9(1): 3-22. Stiles, D. B. 1997. Four successful Indigenous language programs. In J. Reyhner (Ed.), *Teaching Indigenous languages*. Flagstaff, AZ: Northern Arizona University Press. Yagi, K. 1985. Indian education act project in the Portland public schools. 1984-85 evaluation report. Oregon: Portland Public Schools. Evaluation Department. Demmert, William G., Jr. 2001. "Improving Academic Performance among Native American Students: A Review of the Research Literature." ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

² Twitchell, X'unei Lance 2018. *Haa Dachxánx'i Sáani Kagéiyi Yís: For Our Little Grandchildren*. Dissertation. Hilo, Hawaii; University of Hawai'i.

expressive (i.e., speaking and expressing concepts) language acquisition. It is generally easier to achieve receptive language acquisition than expressive, and it can be assumed that the number of learners that achieve receptive acquisition will exceed those that achieve expressive acquisition. Students will receive pre- and post-assessments for each unit to track expressive language acquisition. While these assessments will indicate each student's progress, their intention is mainly to guide the instructors as they constantly develop and modify the curriculum; if the majority of students are not showing language acquisition, this is a sign that the curriculum needs to be modified.

8. Describe how assessments, standards, and targets will be grounded in the school's educational model and pedagogy that show student achievement/success.

Pre- and post-assessments will be used to monitor student progress and evaluate curriculum efficacy. Assessments and targets are focused more on evaluating the success of the curriculum than of the individual student; this is aligned with our culturally relevant educational model that seeks to hold students up and provide them with the skills to succeed.

a. Provide one succinct example that showcases how assessments will be used to inform instruction and visualize student achievement.

Instructors assess for expressive language first through questions in Lingít such as "What is this? What is her name? What clan is she?" Instructors observe for different levels of comprehension: (1) Student answers in Lingít with full sentences, (2) student answers in Lingít with one word, (3) student answers in English but understands the question, or (4) student does not respond verbally. If instructors see that the student is unable to express the language, they will ask questions to test for receptive language acquisition using questions that can be answered by pointing or with yes/no, such as "Point to the blueberry" or "Is her name Mary?" Instructors

record whether the student is able to use expressive language (1-2) or only receptive language (3-4). Based on these assessments, instructors will modify lessons to be more effective.

9. Briefly explain the school's approach to discipline/correction.

In alignment with traditional Lingít, Haida, and Tsimshian cultures, behavior correction will be values centered, and restorative and progressive by nature. There will be room for the student and family members to check in with staff about concerns, to provide coaching and feedback, to share behavioral expectations, and to problem solve to identify supports to help improve behavior. It is our belief that each person in the community has a responsibility and specific skills to contribute to the group's success. We will work closely with students and families to guide the student through the behavioral issue so they recognize and step confidently into their role within our learning community.

10. Include any other program design considerations that are relevant based on your Tribe's expertise and knowledge of working in your community.

N/A

Operations Narrative

1. Describe the school governance/oversight structure.

a. Include how the school governance/oversight body is established and its relationship to school programming and operations.

Tlingit & Haida initiated and continues to follow through with a resolution-supported pledge for the formation of the Tlingit & Haida Language Department, which falls under the Cultural Heritage & Education Department in Tribal Operations. The Senior Director of Cultural Heritage & Education oversees management of the early education programs, staff, and budgets. The Language Immersion Instructor manages daily operation of HYXK, teaches in the classroom, manages the school's curriculum and budget, and supervises other school staff. The Head Start director manages Tlingit & Haida's Head Start facilities across Southeast Alaska. Head Start has additional administrative staff support and a Site Coordinator. The Childcare Center Administrator manages LEARN and supervises instructors.

2. State the number of students (both in grades and ages) the school programming is designed to serve, as well as state the intended student enrollment for the school.

Student ages are: Head Start (3-5 years old, with exceptions for older students with special needs), LEARN (6 weeks to 6 years), HYXK (3-6 years old). HYXK has provided instruction to 47 students since its creation and has annual capacity for 9 students. LEARN has capacity for 35 students. Tlingit & Haida's Head Start program across Southeast Alaska has capacity for 262 students; the Juneau campus has capacity for 73 students.

3. Outline the number of anticipated staff and their roles and responsibilities as needed to carry out the school's goals.

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Tlingit & Haida staffs 9 Head Start support staff under the manager, who supervise 11 lead teachers, 25 teacher aides, and a teacher mentor. LEARN is supported by an administrative assistant, 2 early childhood educators, and 7 aides. Tlingit & Haida staffs four HYXK language instructors and contracts a fluent language speaker to assist in the classroom. Tlingit & Haida rely heavily on the following instructors for HYXK plus other language initiatives.

Language Immersion Instructor, Mary Folletti: Mary Folletti, Daaljíni, is Lingít originally from Haines, Alaska. She is Kaagwaantaan, of the eagle moiety, the child of the L'uknax.ádi, and grandchild of the Gaanaxteidí. Daaljíni holds a Master of Arts in Teacher Elementary Education and graduated *Cum Laude* from the University of Alaska Southeast in 2009. She also holds a Bachelor of Arts in Social Sciences, minor in Alaska Native Studies and graduated *Cum Laude* from the University of Alaska Southeast in 2008. Daaljíni was hired in 2016 as the lead Lingít Language Immersion Instructor and has been overseeing the Immersion Toddler Time program at the Tlingit & Haida.

Co-Lead Instructor, Mallory Story: Mallory Story, Yat Tootéen is from Juneau, Alaska and was adopted into the Tsaagweidí clan, eagle moiety. Yat Tootéen holds a Master of Arts in Liberal Studies with a focus on Lingít language revitalization. She graduated *Cum Laude* from the University of Alaska Southeast in 2014 with her Bachelor's of Arts in Social Sciences and a minor in Alaska Native Studies.

Assistant Instructor, Emily Sheakley: Emily Sheakley, Náak' is from Kake, Alaska and is Kiks.ádi, raven moiety. Náak' has been involved in learning the Lingít language and immersing her children in it at every opportunity available, including participating in and helping to start Lingít Toddler Time and applying to have her children attend Haa Yoo X'atángi Kúdi when it first opened. Náak' supports the Lead Instructors in the planning and implementation of lesson

plans, incorporating all component plans, and leading large and small groups of children in the Lingít language.

Lingít Language Specialist, Jill Meserve: Jill Meserve, Kaasteen, is Lingít, Eagle moiety of the Chookaneidi clan from the Xáay hít, Yellow Cedar House, from Hoonah. Kaasteen graduated from the University of Alaska Southeast (UAS) with a bachelor's degree in Alaska Native Languages and Studies. She began her career as a Language Project Coordinator for Sealaska Heritage Institute (SHI) for their language grant Haa Shuká while eventually becoming the Language Program Manager for the Haa Yoo X'atángi Deiyí: Our Language Pathway grant. Kaasteen began her work with Haa Yoo X'atángi Kúdi contractually to create Lingít language resources for the classroom and families while simultaneously seeking her Child Development Associate certification.

Fluent Speaker, Florence Sheakley: Florence Sheakley, Kaakal.áat is Lingít of Lukaax.ádi, Raven clan, from the Geisán house. Kaakal.áat is one of the remaining birth, fluent speakers for the Lingít language. She grew up speaking the language with her family and has dedicated much of her life to ensuring that Lingít yoo x'atángi continues to live and be spoken on the lands of our grandparents. As a fluent, birth speaker, Kaakal.áat, assists the Haa Yoo X'atángi Kúdi in planning and implementation of lesson plans, and incorporating all component plans.

a. Describe the approach for providing professional development for staff as needed to carry out the educational model of the school.

HYXK staff are continuously working to strengthen the early learning environment by accomplishing Child Care Development Associate (CDA) training. Currently two of the four staff have received the CDA or the equivalent of a CDA and all 4 staff members will be certified by the fall of 2022. HYXK has also been working closely with The University of Alaska

Southeast. UAS has created and implemented an Alaska Native Languages Teaching Certificate Program, dedicated to tackling the need for building Lingít language teacher capacity. One of the requirements of the students in the program is to do a practicum within a language program and HYXK was a host for a practicum student for the spring semester of 2022. Tlingit & Haida provides high education support for staff and a number of Head Start staff are pursuing continued education outside of work.

4. Provide two organizational charts:

a. Tribal Governance organizational chart; and,

See Appendix A.

b. School Operations organizational chart.

See Appendix B.

5. Outline the facilities needs for the school.

a. Include the ability to provide for these facilities needs independently or if partnerships are needed to meet the facilities needs for the school.

Space for HYXK is established and located at Tlingit & Haida’s Vocational Training and Resource Center, a tribally owned building. It is a 989-square-foot room located on the ground floor of the building. It has three exits, two bathrooms, and a small kitchenette. The room has a role-playing area, a circle/rug time area, an engineering and math area, a literacy area, as well as an arts and crafts area. There are no partnerships for this facility. LEARN is located inside the Juneau Christian Center in rented space. Tlingit & Haida operates 5 Head Start facilities in Juneau on rented property. Tlingit & Haida hopes to integrate all of these programs into a single Early Education campus that will be constructed on tribally owned land in the near future to simplify facility management.

6. Outline transportation needs for the school.

a. Include the ability to provide for these transportation needs independently or if partnerships are needed to meet the transportation needs for the school.

Currently, students' parents/guardians are responsible for transportation to and from all Tlingit & Haida early education programs. HYXK operates from 8:30am-3:00pm, while many families require childcare until 5:30pm. Tlingit & Haida has plans to provide transport for HYXK students to the LEARN facility after HYXK class ends each day to meet some families' childcare needs, although this has not yet been implemented. As noted previously, Tlingit & Haida is also working towards building an early education campus to house all childcare and education programs at the same site, which would eliminate the need for transportation between childcare programs.

7. Describe the anticipated support and connection to the local school district needed to operate the Tribal school.

The Juneau Douglas School District (JSD) has long supported language revitalization efforts. For example, JSD has enabled our instructors to grow by allowing them to shadow Lingít language teachers and fluent speakers for nearly 10 years. JSD has one teacher who is a fluent second language learner, and several paraprofessionals who have reached advanced proficiency levels. There are also a number of teachers who have culturally relevant classrooms, but they themselves require more language skills in order to confidently make language learning a regular part of their daily curriculum.

8. Include any other operations design considerations that are relevant based on your Tribe's expertise and knowledge of working in your community.

Central Council Tlingit & Haida Indian Tribes of Alaska

Tlingit & Haida continuously pursues greater teaching capacity for its instructors and learning opportunities for its students for its instructors either through partnerships with other tribal entities or public school districts as well as through grant opportunities.

CENTRAL COUNCIL TLINGIT & HAIDA INDIAN TRIBES OF ALASKA



TRIBAL ASSEMBLY

EXECUTIVE COUNCIL

GENERAL COUNSEL

PRESIDENT

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