

2022 NUNAAQQUIURAT TUMITCHIANIT FOOTPRINTS OF OUR COMMUNITIES SUMMARY



ILISAĠVIK
COLLEGE



ICAS
INUPIAT COMMUNITY OF THE ARCTIC SLOPE



2022 TIMELINE

JANUARY	January 26-27: Members of the NSB Assembly and Administration, NSBSD Board of Education and Administration, Iḷisaġvik College Board of Trustees and Administration, and ICAS Council and Administration gathered on WebEx and in person at the Iṅupiat Heritage Center in Utqiaġvik, Alaska
FEBRUARY	February 23: Article “Stakeholders Meet to Discuss Education in Alaska’s North Slope” submitted to <i>The Arctic Sounder</i> and social media outlets
MARCH	
APRIL	April 18-20: Steering Committee and Champion Meeting at Iḷisaġvik College. Launch of monthly meetings for Nunaaqḡurat Tumitchiaḡit work groups.
MAY	
JUNE	June 15-17: Steering Committee and Champion Meeting at Iḷisaġvik College. Update of work group plans and accomplishments and creation of guiding principles
JULY	
AUGUST	August: Nunaaqḡurat Tumitchiaḡit Status Report and Presentation to NSB Assembly by Theo Hunt, Facilitator, and Asisaun Toovak, Co-Facilitator
SEPTEMBER	September 22-23: Steering Committee and Champion Meeting at Iḷisaġvik College. MOA drafted and signed by all entities. Established additional work group on Iṅupiat Education.
OCTOBER	
NOVEMBER	November 9: Steering Committee and Work Group Champions Meetings at Qatqiṅṅiaġvit Program Residential Center to support progress on the new Iṅupiat Education work group and plan for the January meeting. November 18: Article, “North Slope Education Partners Work as One” submitted to <i>The Arctic Sounder</i> and social media platforms
DECEMBER	December: Status Report

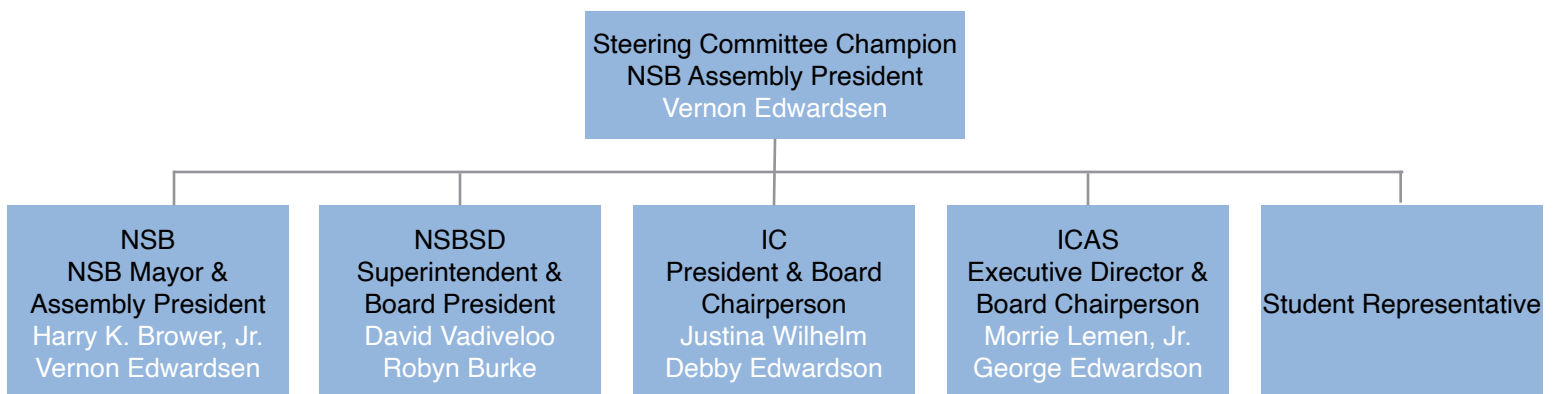
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SUMMARY



November 9, 2022 Steering Committee and Work Group Champions Meetings at Qatqiññiagvit Program Residential Center

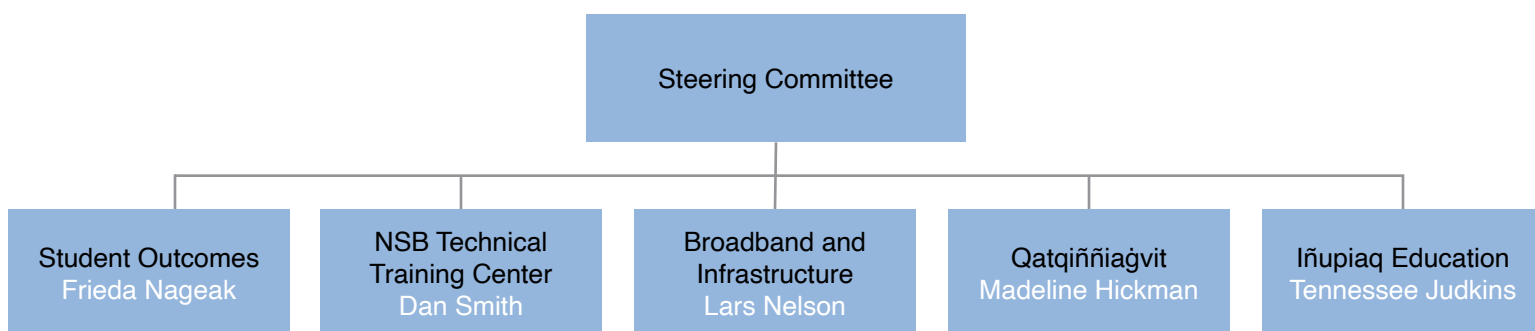


“Nunaaqqiurat Tumitchianjit” Footprints of Our Communities

Nunaaqqiurat Tumitchianjit is made up of representatives from the North Slope Borough Assembly and Administration, the North Slope Borough School District Administration and Board of Education, Iḷisaḡvik College Board of Trustees and Administration, and Iñupiat Community of the Arctic Slope Council and Administration. The aim is to improve equity and access in education and training for students and residents of the North Slope communities, ranging from K-12 to higher education. Learning from previous bilateral and trilateral meetings, this group of community leaders designed a system of accountability to implement the following five critical initiatives:

- **Student Outcomes** focusing on building on existing student outcomes and better defining what success means for us and our children.
- **NSB Technical Training Center** to support adult workforce training and employment
- **Qatqiññaḡvit Program** to provide a wide range of career development opportunities for the K-12 student population and to build and sustain education and workforce needs.
- **Broadband and Infrastructure** to ensure equitable broadband service to all North Slope students at affordable prices along with services and access to K-12 through higher education with the goal of reducing the opportunity gap.
- **Iñupiaq Education** to ensure our residents are immersed in Iñupiat ways of being including language, culture, and traditional values within their education, at home, in the community, and in the schools.

The Steering Committee is comprised of the NSB Mayor Harry Brower, NSB Assembly President Vernon Edwardsen, NSBSD Superintendent David Vadiveloo, NSBSD Board of Education President Robyn Burke, Iḷisaḡvik College President Justina Wilhelm, Iḷisaḡvik College Board Chair Debby Edwardson, ICAS Executive Director Morrie Lemen, and ICAS Chairperson George Edwardson. The champion of the Steering Committee is the NSB Assembly President. Each of the five work groups include a champion and two members from each organization. The work groups have specific goals and objectives that include a documented project plan with milestones.



“Nunaaqqiurat Tumitchianjit” Footprints of Our Communities Guiding Principles

“Uvaptignik aullarriilasikapta nunaaqqiptigni tasutqiragikput ilisaḡniḡat miqlitupta... Tavraasii inillaiḡarugut uvaptignik nunaaqipta aḡalanniksraḡanik. Piḡlasivluguasii aḡalanniḡa nunaaqipta. Qaunagiruksraupiaḡataḡivut aḡalanniḡit Borough-m, nunaaqqiurallu, miḡuaqtuḡviḡlu arriqaqtuksaurut Iḡupiat piḡusiḡiḡḡik. Iḡupiagurugut.” – Nanauq, Eben Hopson, Sr.

Iḡaḡich qauklinich, North Slope Borough-min, North Slope Borough School District-min, Iḡisaḡvik College-min, Iḡupiat Community of the Arctic Slope-miḡlu, atautchimurut pisigivlugu Nunaaqqiurat Tumitchianjit atanniqutiksraḡiḡḡik.

North Slope Borough piraksriḡaruq nunaaqqiuraḡich payaḡaitquvlugich, manniqsagḡnikun, ukpiqquḡaḡnikun, piḡusiptigullu. Tavra Borough-m savaqatigisuugaich maḡḡuqatigiḡsuat, nunaaqqit, kanḡut, miḡuaqtuḡviich, maniḡḡaḡniaqtuat tunulliqsuqsagḡlugich payaḡaitquvlugich piḡusivut, qapiḡaisaaḡlugit aḡayuqaaḡiḡit savaktillu naliḡalluataquvlugich timim iḡaḡniagḡniḡakun, sulī iḡlaurruḡiksillugu suaḡaruḡaḡ maniḡḡaḡniaḡniḡ.

Iḡisaḡvik College ilisalluataqtitchiisuurut high school-luktuat naatchimmata, Iḡitchivsaaḡuktuat pirraḡiksḡitquvlugich supayaanik, tamatkualu qaqaḡaḡḡuatigun savaat, iḡliquvlugich taimunaaglaan suammaktaḡniḡakun Iḡupiat piḡusiat, uqautchiqput, piḡusikaavut, suraḡausivullu. Tavrasuli nuimaruaḡimmigaat savautivlugich miḡuaqtuqtuat taamani, iḡitchilluataquvlugich, savaktiulluataquvlugich North Slope Borough-mi, State of Alaska-miḡlu. Iḡisaḡvik College qiḡiḡiaḡniḡaqtuq suamatquvlugich nunaaqiuḡat iḡisaḡnikun pirraḡiksḡitquvlugiḡlu savaaksramignun.

North Slope Borough School District-gum tikisaksriḡaḡat uvva: Iḡisaḡniḡat miḡuaqtuḡvḡptinni maḡḡuqatuq piḡusiḡiḡḡik, kiḡuvaapta iḡuuniaḡniḡanik, sulī uqautchiḡat Iḡupiat. Nuimaruaḡigikput, sivunniugutigikput qaunatiḡitigikpullu iḡaalliutisaḡlugich aḡayuqaaḡiḡiḡlu nunaaqqiurallu qaḡapkiḡlugich pisigilugich miḡuaqtuḡniḡat qutchiksuaḡun iḡliqugaluaḡlugich aasii miḡuaqtuḡtaurat inna piḡiḡalutiḡ... Qimilḡuiḡalutiglu isumatulutiglu pisuḡlutiḡ iḡuullasiḡlutiḡ allanḡuksaḡataqtuami nunaqpaptigni;

Iḡiḡiḡlutiḡ, qaunatiḡlutiḡ iḡayuḡtigiḡlutiḡlu nunaaqqiuramigni; sulī Nalupqisunḡiḡlutiḡ, nutaqqat timikḡiḡ iḡaḡniagḡniḡat maliḡuaḡlugu, suna piraksrauḡpan qiḡiḡtuuraallalugu, sivunniullalutiglu inmik iḡuuniaḡniḡiḡḡiḡ aḡalallalugich tumitchiaksraḡich.

Tikisaksriḡaḡat Iḡupiat Community of the Arctic Slope-gum: attuaḡilugich aippaaniḡ qaḡa paisavut ataniḡnaqullu pisigivlugich maḡḡuuqatiivut; tammatchaiḡiḡlugit qaunagilluataḡlugiḡlu nunavut sulī anniqsuutauruat nunamun; taputilugik aḡuniagḡniḡ sulī nunam iḡaḡniagḡniḡa; nappaḡlugi iḡlaupkaḡlugiḡlu nalaunḡaruḡakun iḡliqtuat taputilugi iḡayuḡtitchirit iḡugnun maliḡuaḡlugich Kiḡuniḡpta Aḡalatchiniḡat Pitqurakun; Iḡalaḡlugiḡlu allagiiḡaaruanik sulī nakuuniqsraḡiḡḡik iḡayuḡtinik anniqsuutausuuraat maḡḡuuqatiḡḡḡnun sulī kiḡuvaaksraptignun. ICAS-gum sivunniugutipiḡallaḡa tavra qaunaksriuyumaaḡlutiḡ Iḡupianun, nunaptignun, niḡrutiptignunlu maani irrituruami nunami.

North Slope Borough-lu, North Slope Borough School District-lu, Iḡisaḡvik College-lu, Iḡupiat Community of the Arctic Slope-lu aḡalatchiriḡlaaḡiḡlu iḡiḡaumagigai ukua...

Innainniġman nunaaqqiġput naumaruamiglu tuniqsimmaaġiksuamiglu inillaaniġamaruq taimaŋjaqaŋa ataniġnaqutinik, inmiktitun aŋalatchisugniq, paammaġiksiġtutiglu isummatigimmagi miŋuaqtuġniġat North Slope-gum iŋuŋja; suli

Innainniġman sappinnaqutit apqusaagtavut inillaktuksrauligŋisuat miŋuaqtuġviptinniġu iġisaqvigmiġu savaannalluataksramignik piġlaŋiŋiġat iġuaqsruuġumiŋaġniaqtut; suli,

Innainniġman uvagut, nunaaqqiġtinni iġaalliġiġkġuta, piviksriŋŋagaatigut sivunmuktaaquvlugit nunapta iġisaġniġi, iġisaqvigmiġu savaannalluataksramignik, suli savaaksramignik naliġallasiġutiŋ; suli,

Innainniġman paammaġiksiġtuta inillaiŋarugut taiŋiqaqtuamik “Nunaaqqiurat Tumitchianġit” isumalaagutigisaġlugich, aŋalatchaġlugich, suli isagutisaġlugich allanġuġniġniġsrat iluaqsinmugniġnikun miŋuaqtuġviich iġisaqvigmiġu savaannalluataksramignik piġlaŋiŋiġat; suli

Innainniġman Nunaaqqiurat Tumitchianġit piyummatiqapiaġutiŋ akuqtuqtaġigai nuimaruaġivlugi atuġniaqtavut ikayuutit pigisaġlugu nalaunġaruakun atunim iġisaġniġnikun ikayuutit pisuutillu miŋuaqtuqtuapayauranun, iŋuŋiŋiŋuġlu North Slope-gum nunaaqqiurallaanġiŋi; suli

Innainniġman qaŋiŋaiġluta naalaġniniġivut nutaġauravut; nalunaiqsiġluta qimilġuugaksranik piviksraqallasilugiġlu nutaqqat patiktillugi tamatkua nakuagŋisuuraniġlu savaaġillaturaniġiŋiġlu; suli

Innainniġman uniqsuqtiġluta atautchikun taiŋiqaqtuamik “Atautchimukta,” sapukutat piġlugich aasii savaqatigilugich nunaaqqiuraniġtuat patiktitchaġlugi ikayuutit allanġuġniġniġsrapiaġataqtuamun savalluatapiaġmagaanlu; suli

Innainniġman unniqsuqtiġluta uqautchiġput suamapiaġataquvlugu qutchiksuakun igliquvlugi tusaammatiġputa; suli

Innainniġman maliguaġniġivut inillaaniġaruat kiŋuniġpta apqusaaganiġaraŋi iluaqsruŋŋaisa sapuqutauruat pagmapak apqusaagtavut, taipkua suaŋŋatiŋaniŋ inillaaniġaruaniŋu North Slope-gum iŋuqqaanġiŋiŋ savaglŋtalu sivunmun taimaŋu tikitkuptigu; suli

Innainniġman igliqtinniġiġkput nakuuqsaġlugich savaktavullu nalaunġaruakun atunimlu iŋupayauranunlu qanutun ukiuqtutillaqaġaluaglich aasii nalaullugu iŋupiat uqautchiŋat, iŋuuniagusiŋat, piġusikaavullu qanuq savalluataġniq sivuniqaġmagaan uumuŋa Nunaaqqiurat Tumitchianġit iŋupayaurallu North Slope-miittuat.

Tainnainniġman Inillagli North Slope Borough-miittuat, North Slope Borough School District-miittuat, Iġisaġvik College-miittuat, Iŋupiat Community of the Arctic Slope-miituallu suli aŋalatchiruut taapkunani savaaġiniġniġiaġniġlugu avanmun akuqtuġlugu sivunniutiŋat Nunaaqqiurat Tumitchianġit.

“Nunaaqqiurat Tumitchianjit”
Footprints of Our Communities
Guiding Principles

“Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children... We have been successful in establishing our own home rule government. We have been able to achieve self-government. We must strive to insure that our Borough, our city governments and our school systems reflect our Iñupiat ideals. We are Iñupiaq.” - Eben Hopson, Sr.

The Members of the North Slope Borough, North Slope Borough School District, Iḷisaḡvik College, and Iñupiat Community of the Arctic Slope and their respective Administrations came together to create the guiding principles of the Nunaaqqiurat Tumitchianjit.

The North Slope Borough is committed to having healthy communities, economically, spiritually and culturally. The Borough works with the tribes, cities, corporations, schools, and businesses to support a strong culture, encourage families and employees to choose a healthy lifestyle, and sustain a vibrant economy.

Iḷisaḡvik College provides quality post-secondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values, and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska. Iḷisaḡvik College Vision is to help build strong communities through education and training.

The North Slope Borough School District mission statement: Learning in our schools is rooted in the values, history and language of the Iñupiat. Our priority, purpose and responsibility is to partner with families and community to provide high-quality education resulting in students that are...

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

The mission of Iñupiat Community of the Arctic Slope is to exercise its sovereign rights and powers for the benefit of tribal members, to conserve and retain tribal lands and resources including subsistence and environmental issues, to establish and carry-out justice systems including social services pursuant to Iñupiat Tribal law customs, and to increase the variety and quality of services provided to current tribal members and for our future generations. The core purpose of ICAS is to be the caretakers of the Iñupiat people, land, and animals of the Arctic Slope.

The Members of the North Slope Borough, North Slope Borough School District, Iḷisaḡvik College, and Iṅupiat Community of the Arctic Slope and their respective Administrations hereby agree...

Whereas our region has a rich and dedicated history of sovereign leadership, self determination, and cooperation when considering education of the people of the North Slope; and

Whereas the complex challenges we face requires our regions educational, career and technical training efforts always be improved upon; and

Whereas we, as regional partners, are entrusted with furthering our region's educational, career and technical trainings, and employment opportunities; and

Whereas we have formed a formal collaborative group which we have named "Nunaaqqiurat Tumitchianjit" to consider, administer, and execute initiatives which will positively impact educational and career and technical training efforts; and

Whereas Nunaaqqiurat Tumitchianjit agrees in good faith that we will dedicate and utilize our resources to achieve equity in educational services and outcomes for all the students and residents of all North Slope communities; and

Whereas we will proactively involve and listen to our youth; design solutions and provide opportunities that align with their passions and interests; and

Whereas we will commit as one, "Atautchimukta," to breakdown silos and collaborate with community stakeholders to align resources for maximum impact and accountability; and

Whereas we commit to using strength-based language and to assume positive intent in all communications; and

Whereas we will be guided by our historical experiences while presenting solutions responsive to our current circumstances, drawing from the strengths and history of the people of the North Slope and working towards achieving a better future; and

Whereas we will continue to improve success and equity for residents of all ages while centering Iṅupiaq language, culture, and traditional values in defining what success means to Nunaaqqiurat Tumitchianjit and all the people of the North Slope.

Now therefore be it resolved the Members of the North Slope Borough, North Slope Borough School District, Iḷisaḡvik College, and Iṅupiat Community of the Arctic Slope and their respective Administrations indicate commitment to this work and the shared agreements of Nunaaqqiurat Tumitchianjit.

Mayor's Address On Education Delivered On TV In Barrow On December 19, 1975

INTRODUCTION

We Iñupiaq are a nation of people occupying the circumpolar Arctic from Siberia through Alaska and Canada to Greenland. We share common values, language, culture and economic systems. Our culture has enabled us to survive and flourish for thousands of years in the Arctic where no other man or culture could. Among our entire international Iñupiat community, we of the North Slope are the only Iñupiaq who have achieved true self-government with the formation of the North Slope Borough. We have the greatest opportunity to direct our own destiny as we have for the past millennia.

TRADITIONAL EDUCATION

Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children. For thousands of years, our traditional method of socializing our youth was the responsibility of the family and community. From the first, visitors to the Arctic have universally commented on the warm disposition of our children. Corporal punishment was absolutely unknown. Boys and girls began their education with their parents and, by the time they reached their teenage years, they had mastered the skills necessary to survive on the land here. From that time forward, the youth — with his family and within his community — devoted his attention to his intellectual and social growth.

COERCIVE ASSIMILATIONIST EDUCATIONAL ERA

Eighty-seven years ago, when we were persuaded to send our children to western educational institutions, we began to lose control over the education of our youth. Many of our people believed that formal educational systems would help us acquire the scientific knowledge of the western world. However, it was more than technological knowledge that the educators wished to impart. The educational policy was to attempt to assimilate us into the American mainstream at the expense of our culture. The schools were committed to teaching us to forget our language and Iñupiat heritage. There are many of you parents who, like me, were physically punished if we spoke one Iñupiat word. Many of us can still recall the sting of the wooden ruler across the palms of our hands and the shame of being forced to stand in the corner of the room, face to the wall, for half an hour if we were caught uttering one word of our native language. This outrageous treatment and the exiling of our youth to school in foreign environments were to remain the common practices of the educational systems.

For eighty-seven years, the BIA tried to destroy our culture through the education of our children. Those who would destroy our culture did not succeed. However, it was not without cost. Many of our people have suffered. We all know the social ills we endure today. Recently, I heard a member of the school personnel say that many of our Iñupiaq children have poor self-concepts. Is it any wonder, when the school systems fail to

provide the Iñupiaq student with experiences which would build positive self-concepts when the Iñupiat language and culture are almost totally excluded?

SELF-DETERMINATION

Today, we have control over our educational system. We must now begin to assess whether or not our school system is truly becoming an Iñupiat school system, reflecting Iñupiat educational philosophies, or, are we in fact only theoretically exercising “political control” over an educational system that continues to transmit white urban culture? Political control over our schools must include “professional control” as well, if our academic institutions are to become an Iñupiat school system able to transmit our Inupiat traditional values and ideals. My children and yours spend many hours in school each day, 180 days each year for 12 years. Today, the socialization process of our youth includes the formal instruction received in our school system. It is precisely because of this that our school system must reduce the difference between the language and culture of the home and that of the school.

We must now achieve “professional control” by examining the teacher and content of instruction. We must have teachers who will reflect and transmit our ideals and values. We must have Iñupiat-centered orientation in all areas of instruction. I do not want my children to learn that we were “discovered” by Columbus or Vitus Bering. I do not want to hear that we were barbaric or “uncivilized.” I do not want our children to feel inferior because their language and culture are different from those of their teacher. I do not want to see school planning surveys which list hunting, fishing, whaling or trapping as a “social” or “recreational” activity.

The Land Claims movement and the self-determination attitude of the Alaska natives were largely responsible for the removal of the suppression of our native languages and culture: bilingual instruction became the new educational policy. However, this has generally meant that we use English as our primary language of instruction and somehow integrate Iñupiat into the curriculum. The North Slope Borough schools must implement a program that is bilingual and bi-cultural. Our children must be taught in our Iñupiat language, with English as the secondary language. To attain this goal, we must have teachers who are bilingual and bi-cultural, knowledgeable in our Iñupiat culture and values. This can be achieved either with instructors who are Iñupiat or who have been trained in Iñupiat.

I have made the distinction between “political control” and “professional control.” Our Iñupiat School Board will be forced to always preside over a predominantly white cultural school district.

What can we do about this problem? We must develop a teacher recruitment and training program to satisfy our needs.

1. Foremost, we must encourage and train our own Inupiaq to become teachers.

2. Recruit responsive teachers who are willing to learn both the Iñupiat language and our cultural values.
3. Train teachers and offer financial incentives to those who become proficient in our language and culture, in addition to Iñupiat history and ideologies.
4. Evaluate current teachers to insure Iñupiat educational philosophies are being implemented.

I feel that these recommendations are realistic in view of the economic recession in the lower forty-eight but, most significantly, because of the universal developing awareness and appreciation of our lifestyles.

Americans are beginning to assess their own values and finding them compatible with our own. We can now afford to be selective of our teachers. I believe we have the capabilities to assess and recruit sensitive teachers. In addition, we should select teachers who are willing to become contributing members of the community. We must strive to break down the barrier between the community and the school: rather than being an integral part of the community, the latter resembles a colonial fort. We must end teacher segregation in the North Slope. We must rid ourselves of these temporary residents who are here merely for financial gain. A number of teachers have already demonstrated their willingness to live among us as neighbors and friends. They have become permanent members of the community. They identify with us and share our concerns.

Our teachers are the highest paid teachers in the entire United States. A teacher with no experience earns \$16,000 for nine months' work, while an experienced teacher can make \$30,000. In addition to this, we pay for many of our teachers' living expenses: we pay their water, electricity and gas bills and over half their rent:

I pay \$72 a month for lake water — Teachers pay nothing for BUI water. I pay \$56 a month for electricity — Teachers pay nothing for their electricity. I pay \$60 a month for gas — Teachers pay nothing for the gas they use.

A modern two-bedroom apartment in Barrow rents for \$600 a month. Teachers pay \$200 for a two and three-bedroom apartment.

What are we getting for our money? We should be able to hire the best bilingual-bicultural teachers in the world. We should have teachers who can teach well in Iñupiat schools. For our money, we should have the best schools in the nation, surpassing any of the elite prep schools in the East. We should have teachers who earn their keep by effectively teaching our children instead of those who believe they earn their way by demonstrating the mechanics of a pencil sharpener. Last year, our teachers negotiated a 20 percent monthly raise. Most of our own Iñupiaq teachers are not certified teachers and were not included in the teacher union salary negotiations. As a direct result of the

20 percent wage increase, several Iñupiat non-certificated teacher positions were cut from our school system. How can it be said that we have political control over our school when we allow such inequities?

The Borough is building new teacher housing which will be managed by our Borough Housing Authority to insure that our teachers are housed throughout Barrow and Browerville, as well as in our outlying villages. However, the housing is not adequate to desegregate a privileged class of people with the advantages of a subsidy that all our other Borough citizens do not enjoy. Rather, I want teacher citizens, both white and Iñupiaq, certified and non-certified, to share their cost of living with us. I want teachers to pay their own rent at fair market value. As the largest homeowner, the Borough Housing Authority can maintain the market fairly by keeping public housing rents as low as is economically feasible. I want our teachers to pay their own utility bills since this will most likely result in significant savings in both water and fuel.

I feel certain that the School Board members share my frustrations and concerns. I would like to suggest that the School Board seek the assistance of the Native American Coalition of School Boards who have themselves encountered the difficulties of breaking the yoke of a white-dominated school system. They should be able to provide the orientation necessary for a new School Board as it begins to assert itself. I would also like to suggest that the School District work closely with our Planning Department to evaluate the steps necessary to stop the operation of the BIA Assimilationist School and develop our own Iñupiat schools.

It is important to remember the lessons of the past. In addition, we must search and master the new changes if we are to continue to dominate the Arctic. We have demonstrated we can survive the trespasses which have been perpetuated upon us. We have been successful in establishing our own home rule government. We have been able to achieve self-government. We must strive to insure that our Borough, our city governments and our school systems reflect our Iñupiat ideals. We are Iñupiaq.

— Eben Hopson, Mayor, North Slope Borough

“NUNAAQIIRAT TUMITCHIADIT”

Quadrilateral Meeting

**North Slope Borough School District & Iḷisaḡvik College &
Iñupiat Community of the Arctic Slope & North Slope Borough**

**Iñupiat Heritage Center
Utqiagvik, Alaska**

January 26, 2022 and January 27, 2022



NSB Assembly
PO Box 69
Barrow, AK
99723



NSBSD
Board of Education
PO Box 169
Barrow, AK 99723



Iḷisaḡvik College
Board of Trustees
PO Box 749
Barrow, AK 99723



ICAS Council
PO Box 934
Barrow, AK
99723



Executive Summary:

On January 26th and 27th of 2022, members of the North Slope Borough Assembly and Administration, North Slope Borough School District Board of Education and Administration, Iñisagvik College Board of Trustees and Administration, and Iñupiat Community of the Arctic Slope Council and Administration gathered on WebEx and in person at the Iñupiat Heritage Center in Utqiagvik, Alaska. The focus of the event was to equitably improve education and training for the students and residents of the North Slope communities, ranging from K-12 to higher education.

The agenda of key topics was set and prioritized through rigorous planning and pre-event preparation. Leaders for each agenda topic prepared presentations and had collaborative discussions to ensure information was shared transparently and proactively to set follow up conversations up for success. Feedback, comments, questions, and concerns were captured as a part of each agenda item.

Key themes from these discussions included:

- Proactively involve and listen to our youth; design solutions and provide opportunities that align with their passions and interests.
- Breakdown silos and collaborate with employers and community stakeholders to align resources and improve impact.
- Better define and monitor what success and equity looks like for student outcomes. These will be our measure of success moving forward.
- Implementation is critical after this meeting. Move these critical initiatives forward with a Steering Committee and Work Groups with individuals assigned in critical roles meeting regularly. Continued collaboration and transparency is necessary for progress.

As is demonstrated by the photo on the front of this report by Tennessee Judkins and the follow up emails from participants, including Chelsie Overby with the org chart perspective of implementation work groups, it took all participants to make this event successful.

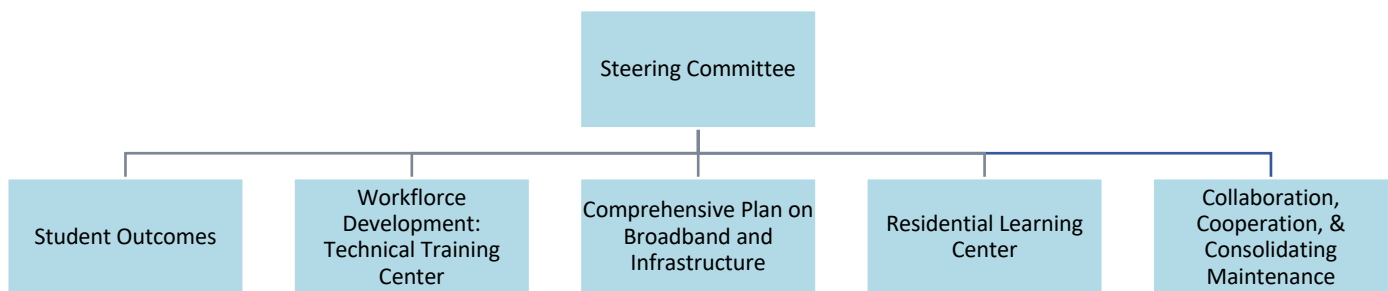




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Addendum:

- Participant Agenda
- Mayor Eben Hopson's Speech, December 19, 1975
- General Update:
 - NSBSD Update
 - Iḷisaḡvik College Update
- Student Outcomes
 - NSBSD Student Outcomes
 - Iḷisaḡvik College Student Outcomes & Student Success
- Workforce Development: Technical Training Center
 - Iḷisaḡvik College Technical Training Center Update
- Comprehensive Plan on Broadband and Infrastructure
 - ICAS Arctic Tribal Broadband Plan
 - NSBSD Broadband Initiatives
- Residential Learning Center
 - NSBSD Residential Learning Center Update



Goals and Foundational Principles:

Regularly shared and reinforced throughout the quadrilateral meeting were the following goals or foundational principles:

- Unite as one
 - Tear down silos
 - Assume positive intent
- Improve education
- Own the past, present, and future
 - Bring solutions
- Listen to our kids and each other for our kids
- Implementation
 - Increase communication
 - Increase collaboration
 - Accountability
- Put the vision to work

Successes and Accomplishments:

Looking back, these are the successes and accomplishments we have achieved. This is what is going right:

- We have self-determination!
- Ability to collect taxes
- We have abundant regional resources
 - Tax structure
 - Oil royalties
 - Infrastructure
 - Supporting facilities for education
- Positive changes in organizational leadership
- Re-opening schools
- Ability to foster local success
- Successful season whaling with youth
- Revitalization of NSBSD IED
- Getting outside for activities
- Private-public partnership
- This meeting
- More interactions between families and increased awareness of educational materials
- Students play basketball
- Hunter/gatherer programs and summer camps
- New campus for Iḷisaḡvik College
- Facilities
- Ability to purchase equipment for student activities
- Increase bandwidth for student access

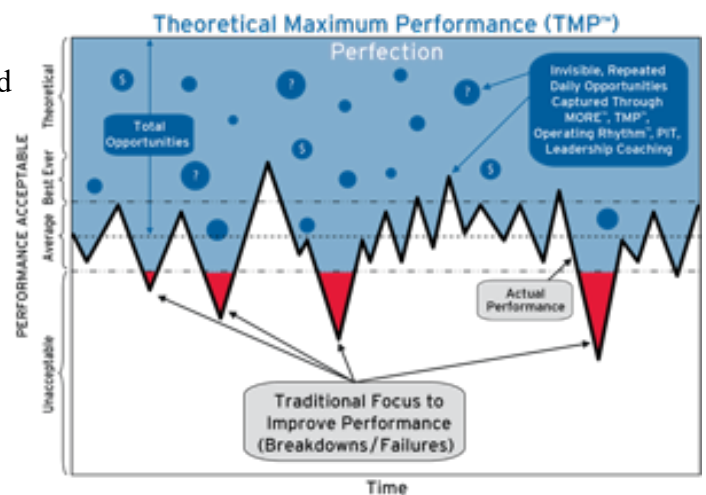


Figure 1: Theoretical Maximum Performance - Focusing on what is going right helps to improve operating performance over time. Performance improvement tool from RLG International.



Student Outcomes:

After reviewing the historical student outcomes from both the North Slope Borough School District and Iḷisagvik College, the Quadrilateral members reflected on two questions:

- (1) What does success mean for us and our children?
- (2) What does equity look like?

Below are considerations in moving forward and what student success and equity looks like to us:

- Students who are well grounded. They know their history and who they are.
 - Education focuses on the whole child
- More students taking SCCS and surveys
 - Maybe we could give door prizes!
- Our students improve their lives and succeed in life
- Include the word of God and our Faith in our education
- Continue with self-determination
- Keep requiring parental consent
 - Support our parents and create a path forward with our parents
- Increase communication with our families
 - Communication between students, parents, and teachers
 - Communication within the school district and between NSB entities
- Our students can complete an application. Comprehend written documentation.
- Develop employment equity for all our people
 - Gaining the right education and skills to be hired
- Listen to our students. Students are happy when someone cares
 - Decrease depression
 - Decrease suicide
- Standardized tests do not tell our story
- Provide direction to our students when they are ready
 - Place them with employers and entities to follow their interests
- Hard working and productive community members
- Write it down. Communicate the goal and achieve our goals
- Equity in the villages
- Students finding purpose in life
- Don't give up! Be resilient.
- Coordinate
- It takes a whole community to raise a child

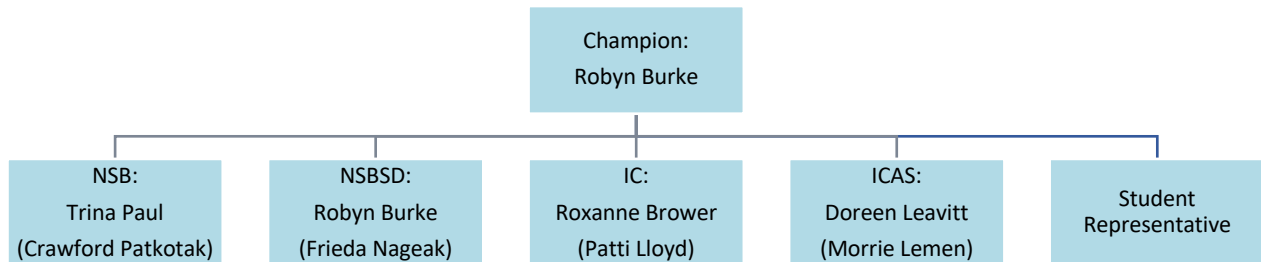
When our students from Iḷisagvik College were asked what success means to them, they said:

- Happy and healthy
- The people! “Good”
- Doing your best
- Showing up and doing it
- Being a good role model



Picture 2: Students from Iḷisagvik College sharing what success means for them. Photo provided by Tennessee Judkins.

Work Group: This group is dedicated to building from existing student outcomes and better defining what success means for us and our children. This effort will be completed collaboratively and transparently. The defined student outcomes will be our measures of success moving forward.



The work group has a defined champion, a primary representative from each quadrilateral entity, and a secondary representative from each quadrilateral entity as backup. Additional resources and work group members will be invited, as needed. These additional members for Student Outcomes may include Tennessee Judkins and Kimberly Neakok.



Workforce Development: Technical Training Center:

After hearing from the NSB Mayor Brower, CAO Szmyd, and Iñsaḡvik College President Wilhelm on what is possible with a future Technical Training Center, the Quadrilateral members brainstormed and shared feedback on what else might be possible.

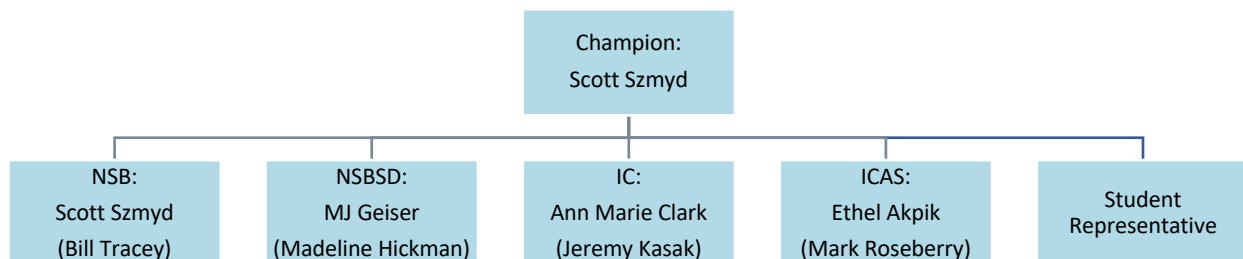
Below is feedback, design ideas, and considerations in moving forward with implementing a Technical Training Center:

- There is a natural synergy between the Residential Learning Center (RLC) and the Technical Training Center (TTC) - Combine efforts and simplify, when possible.
- Address safety when combining adults and youth
- Private partnerships with entities to link students with employers
 - Apprenticeship with Journeyman
 - Get our people Journeyman positions
- Break barriers to employers to utilize our students
- Residential Learning Center to make the link with industry and Technical Training Center
- Provide training on maintenance, so we can fix and maintain our own stuff
 - Have this in our own communities
 - See the trades in our own communities
- Look at data – what percent of jobs need this training?
 - Can our students find jobs?
- Bring the local entities together to discuss how to improve local hire
- Go where the money is being spent



Picture 3: George Edwardson sharing his wisdom during the discussion. Photo provided by Tennessee Judkins.

Work Group: This group is dedicated to moving the Technical Training Center forward.



The work group has a defined champion, a primary representative from each quadrilateral entity, and a secondary representative from each quadrilateral entity as backup. Additional resources and work group members will be invited, as needed.



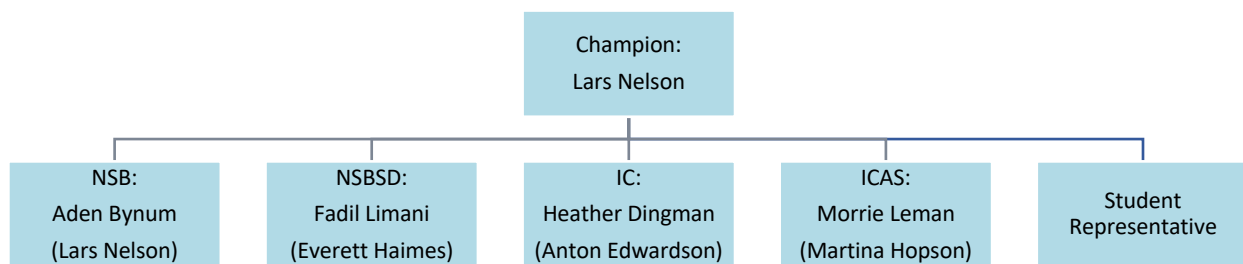
Comprehensive Plan on Broadband and Infrastructure:

The quadrilateral group received an update from the technical resources on the status of broadband and infrastructure improvements, and an update on funding on capital infrastructure.

Below is the feedback after these presentations:

- Get input from students

Work Group: This group is dedicated to creating a comprehensive plan for improvements with existing and future funding. This plan should indicate who is doing what by when. It is critical that this group share the plan transparently and regularly as updates happen.



The work group has a defined champion, a primary representative from each quadrilateral entity, and a secondary representative from each quadrilateral entity as backup. Additional resources and work group members will be invited, as needed.



Residential Learning Center:

After hearing from NSBSD Administrator Carlson and NSBSD Superintendent Geiser on the existing plan forward on the Residential Learning Center, the quadrilateral group provided feedback.

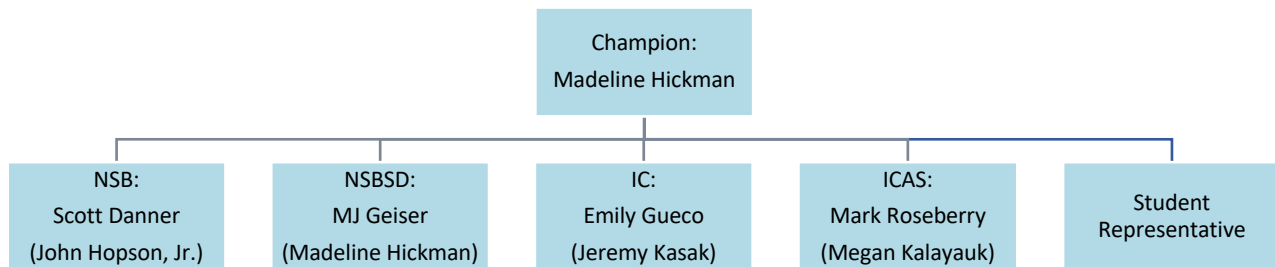
Below is feedback, comments, questions, and considerations in moving forward with the Residential Learning Center:

- Flush out overlaps between the Technical Training Center (TTC) and the Residential Learning Center (RLC)
- Find solutions to support both adults and youth
- Research other facilities in Nome and around Alaska
 - Learn from what has been done by others - Mat-Su Tech College and King Career Center
- Think outside the box
- Raise the bar—our kids can do anything!
- Let them job shadow - doctors, nurses, attorneys
- Have two students travel together to RLC from each village to keep each other company
- Give options to dream—what they want to become
- How do we measure the success of these programs to ensure we don't fail our kids?
- Think of the student – provide a comfortable building, dining area, and rooms
- Provide a floor plan for Top of the World (GCI)
- Logistics to come to the RLC are hard: the flights are full, and the environment is challenging
- Learn as a group and train as a group
- Share regular updates and details
- Include environmentalists on the list of career options—we need to take care of our land; we need to protect and clean up our land.
- Careers that support our people—the Iñupiat people
- RLC is our safety net: How do we reach these kids? How do we communicate with these kids?
- How do we listen to our kids? How do we support what they really want? We need to learn to listen.
- We learn by doing. OJT (on-the-job training)
- Use our existing shops in the schools
- Go back to basics – provide vocational training in shops
- We need teachers in the shops - that's why it works to send the students to RLC
- Learn more about the candidates for the courses and how coordination with regular teachers works best
- Have a plan, retain historical knowledge, open the doors, move forward
- What is the capacity of housing for students?
- Who will be eligible to participate?

As a part of this discussion, comments specific to the School District were shared:

- How do we support stability within the school board?
- How do our leaders move forward together even through transitions?
- Focus on what is good and right - build from this. Build from the truth
- Be clearer on how the governing board supports the administration/school district
- It is our role as leaders to find a way to work together to benefit our students
- Work from the truth and hear the truth

Work Group: This group is dedicated to moving the Residential Learning Center forward. It is especially important to have clear roles and responsibilities as we take the next steps.



The work group has a defined champion, a primary representative from each quadrilateral entity, and a secondary representative from each quadrilateral entity as backup. Additional resources and work group members will be invited, as needed.



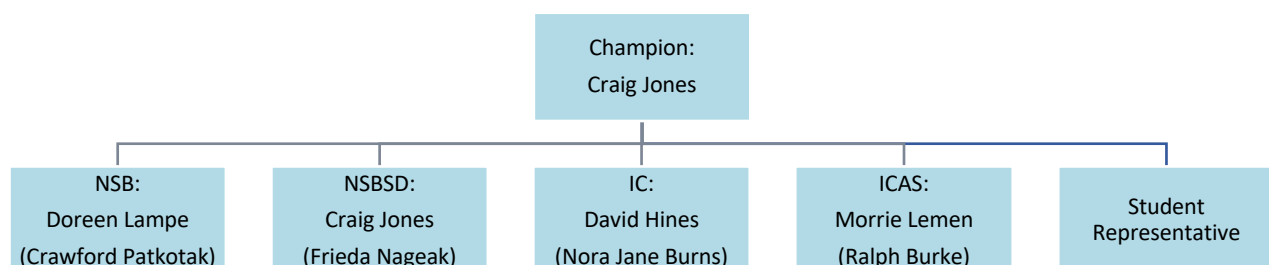
Collaboration, Cooperation, & (potentially) Consolidating Maintenance:

After hearing from CAO Szmyd, Director Danner, Assembly VP Tracey, Sr., NSBSD Administrator Carlson, NSBSD CFO Limani, and Maintenance Manager Jones on what to consider regarding consolidating maintenance on borough owned school district buildings, the quadrilateral group provided feedback.

Below is feedback, comments, questions, and considerations regarding improved collaboration, cooperation, and (potentially) consolidating maintenance of borough owned school district buildings:

- What is the data around this?
 - The numbers?
- How can we improve communication, coordination, and cooperation?
- We need to identify and communicate priorities for maintenance needs
- What do our maintenance resources in the villages need training on?
 - How do we take care of our maintenance people?
 - How can we grow our own maintenance people?
- Our facilities have desperate need
- Be proactive with maintenance vs reactive “firefighting” when things break
- Be clear what maintenance is needed and what consolidation is needed and beneficial
- Start small – this can be implemented over time.
- What additional resources can we be using?
- Funding resources don’t last the whole year
- How can we help each other?
- How can we partner with our employers and trained maintenance people to grow our own?
 - Residential/facilities training (REFI)
- Keep our students safe with background checks and processes followed
- Check our contracts (lengthen the time) to grow our own maintenance people
- Create an operations and maintenance (O&M) plan looking forward. A clear spreadsheet of priorities and activities (6-year planning)
- Each building has a useful life

Work Group: This group is dedicated to improving collaboration, cooperation, and (potentially) consolidating maintenance for borough owned school district buildings.



The work group has a defined champion, a primary representative from each quadrilateral entity, and a secondary representative from each quadrilateral entity as backup. Additional resources and work group members will be invited, as needed. These additional members for increased collaboration and cooperation on maintenance will likely include Scott Danner.



Implementation:

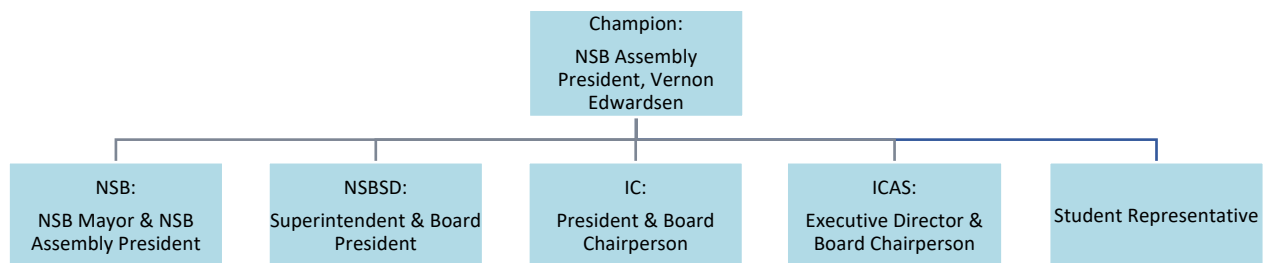
Implementation and follow up to continue progress outside of this meeting was a critical priority voiced throughout the quadrilateral meeting.

To support this effort, each key agenda item identified a work group with individual members. Below are the agreements and considerations discussed to set these work groups up for success:

- 5-7 people are the ideal size for work groups – too many people are hard to coordinate.
 - Have backups for each primary participant
 - Invite subject matter experts or additional representatives, as needed
- Include a representative from NSB, NSBSD, IC, and ICAS in each work group
 - Identify and invite a student representative to learn and contribute insight
- Identify a champion or chair for each work group to guide the work group and report out to the steering committee.
 - Take turns in the role of the champion role
- Maintain excellent communication and notification in advance of meetings so that coordination with other commitments is smooth.
- Be sure each work group has specific goals and objectives to move towards
- Document a project plan with milestones, owners, and timelines for each work group.
 - Create a template in google docs to support this communication
- Include Faith in the work we do (The Bible)
- Report regularly to the Steering Committee

Additionally, it was realized that a Steering Committee was needed to continue supporting this work going forward. The steering committee is planning to meet quarterly and include representatives from each of the work groups.

Members of the Steering Committee will include the NSB Mayor, NSB Assembly President, NSBSD Superintendent, NSBSD Board of Education President, Iḷisaḡvik President, Iḷisaḡvik Board Chair, ICAS Executive Director, and ICAS Chairperson. The chair or champion of the Steering Committee is the NSB Assembly President.



While the Steering Committee is responsible to support all work going forward, three follow up action items are clearly the role of the new Steering Committee:

- Execute a joint resolution to move the work groups going forward with guiding principles
- Identify a new name for this quadrilateral meeting that is more appropriate. “NUNAAQIIRAT TUMITCHIADIT” was recommended.
- Confirm identified work group members



Attendees and Participants:

The attendees and participants during the quadrilateral meeting varied – some people were in the room and some people were on WebEx. Facilitation support was provided by all attendees and Theo M. Hunt from Theo M. Hunt Consulting.



North Slope Borough

Harry Brower, Jr.;
Herman Ahsoak;
Vernon Edwardsen;
John Hopson, Jr.; Eva
Kenneeveauk;
Doreen Lampe;
Thomas Napageak,
Jr.; Lars Nelson;
Crawford Patkotak;
Trina Paul; Jerry
Sikvayugak; Bill
Tracey, Sr.



North Slope Borough School District

Charles D. Brower;
Robyn Burke; Nora
Jane Burns; Qaiyaan
Harcharek; Madeline
Hickman; Frieda
Nageak; Nancy Rock



Iñisagvik College

Ida Angasan;
Roxanne Brower;
Nora Jane Burns;
Heather Dingman;
Debby Edwardson;
Angelene Faulkner;
Harlee Harvey; James
Henry; Dora Leavitt;
Patricia Lloyd



Iñupiat Community of the Arctic Slope

George Edwardson

Sheila Burke; Scott
Danner; Sandra
Stuermer; Scott
Szmyd

Rich Carlson; Lois
Crooks; MJ Geiser;
Susan Hope; Fadil
Limani; Liz Noble;
Kimberly Neakok;
Tennessee Judkins;
Craig Jones; Chelsie
Overby

Justina Wilhelm;
Clarissa Pelia

Morrie Leaman



Follow up and Parking Lot Items:

During the two-day meeting, comments, concerns, and questions were shared that did not apply to a specific agenda item. The below items need follow up:

- What is the status and next steps to build a new school gym (Harold Kaveolook School Gym) in Kaktovik (Qaaktuġvik)?
- There is immediate need for maintenance of the generator and electrical in Kaktovik (Qaaktuġvik)
- The City of Kaktovik (Qaaktuġvik) needs a vehicle to support transport from the airport to the village.
- Little Dribblers Program is through the city—can we offer this North Slope Borough wide?
- Funding for paraprofessionals
- We need more social and emotional resources in the schools (councilors)
- What are the legislative priorities for the school district?
- Meet and include the new superintendent of the school board
- Schedule a meeting with CIP staff, Iḷisaġvik staff, and NSBSD staff to provide orientation and information sharing on the CIP process for school related projects.





STAKEHOLDERS MEET TO DISCUSS EDUCATION IN ALASKA'S NORTH SLOPE

February 23, 2022

North Slope entities came together for a two-day quadrilateral workshop to discuss ways to equitably improve education and training for the students and residents of the North Slope communities, ranging from K-12 to higher education. During the two-day meeting, it was clear that our aullatit (leaders) care deeply for our children and their educational needs. The hybrid virtual and in-person event took place at the Iñupiat Heritage Center. Both days extended into the evening, as it was evident the groups were committed to the vital discussion and to identifying strategies for student success, now and for future generations to come.

Entities consisted of the North Slope Borough (NSB) mayor, NSB assembly, North Slope Borough School District (NSBSD) superintendent, NSBSD Board of Education, Iñisaġvik College board of trustees, Iñisaġvik College president, the Iñupiat Community of the Arctic Slope (ICAS) council president, and ICAS executive director, as well as various administrative staff. Each day opened with heartfelt introductory remarks shared by the various leaders.

On the second day of the meeting, Iñisaġvik College president, Justina Wilhelm, introduced seven of the college's residential students who originate from several North Slope villages, Golovin, and Ft. Yukon. The students stood at the front of the multi-purpose room, where they introduced themselves and discussed their course of study, ending with one comment about what student success and support meant to them. Their comments received a standing ovation,

and some tears were seen in the audience. President Wilhelm shared, “This is why we are here today, for our students.”

Throughout the course of the workshop, North Slope Borough mayor, Harry Brower Jr., often said, “*atauchimutka*,” meaning we need to work as one. He talked about breaking down silos and barriers. NSB assembly president, Vernon Edwardsen, read aloud the late Eben Hopson Sr. mayor’s address on education that was originally delivered on December 19, 1975. The speech resonated amongst the group as to the importance of the Iñupiat community and the goal of true self-governance and local control. One section of the speech noted the following:

“It is important to remember the lessons of the past. In addition, we must search and master the new changes if we are to continue to dominate the Arctic. We have demonstrated we can survive the trespasses, which have been perpetuated upon us. We have been successful in establishing our own home rule government. We have been able to achieve self-government. We must strive to insure that our Borough, our city governments and our school systems reflect our Iñupiat ideals. We are Inupiaq.” (Eben Hopson, Sr.)

Over the course of the workshop, presentations were shared pertaining to student success and outcomes, and vocational and technical training needs, which consisted of a proposed technical training center in Prudhoe Bay and career and technical education opportunities for high school students. The meeting concluded with the creation of five working groups that will continue the dialogue and conversations amongst the four entities with equal representation of board members and administrative staff, along with a steering committee that will meet quarterly.

As the final point, the quadrilateral group was renamed the Nanaaqiurat Tumitchianjit, meaning new tracks for our communities. Closing remarks included each assembly person, board member, president, and Mayor Brower, who continued to message the importance of *atauchimutka*—to work as one. Mayor Brower closed the Nanaaqiurat Tumitchianjit in prayer.



“Nunaaqqiurat Tumitchiaḡit” Footprints of Our Communities

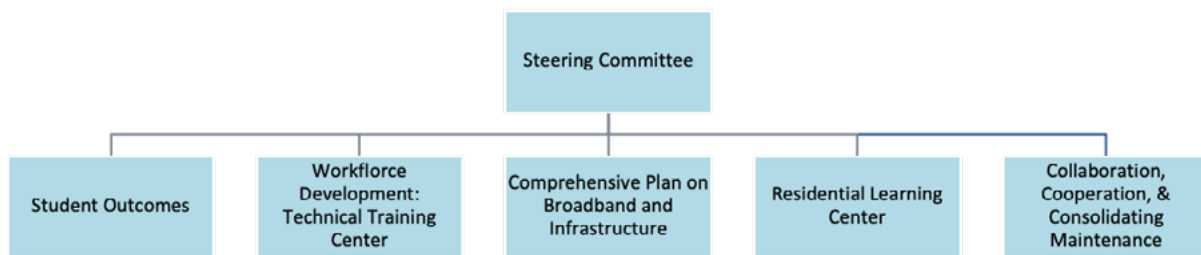


**North Slope Borough School District & Iḷisaḡvik College &
Iḷupiat Community of the Arctic Slope & North Slope Borough**

STEERING COMMITTEE & WORK GROUP CHAMPIONS AUGUST 2022 STATUS REPORT

Background:

On January 26th and 27th of 2022, members of the North Slope Borough Assembly and Administration, North Slope Borough School District Board of Education and Administration, Iḷisaḡvik College Board of Trustees and Administration, and Iḷupiat Community of the Arctic Slope Council and Administration gathered to equitably improve education and training for the students and residents of the North Slope communities, ranging from K-12 to higher education. Learning from previous bilateral and trilateral meetings, this group of community leaders designed a system of accountability to implement the five critical initiatives discussed in depth during the quadrilateral meeting: improving Student Outcomes, supporting workforce development with a Technical Training Center, implementing a Comprehensive Plan for Broadband and Infrastructure, providing a Residential Learning Center for students, and Collaborating, Cooperating, and (potentially) Consolidating Maintenance activities. Implementation included the support of a Steering Committee and Five Work Groups populated with representatives from each of the quadrilateral entities:



The Steering Committee is made up of the NSB Mayor Harry Brower, NSB Assembly President Vernon Edwardsen, NSBSD Superintendent David Vadiveloo, NSBSD Board of Education President Nancy Rock, Iḷisaḡvik College President Justina Wilhelm, Iḷisaḡvik College Board Chair Debby Edwardson, ICAS Executive Director Morrie Lemen, and ICAS Chairperson George Edwardson. The champion of the Steering Committee is the NSB Assembly President. The five Work Groups included one member identified as the champion to guide the work and report out to the steering committee. Each work group was to have specific goals and objectives, and a documented project plan with milestones, owners, and timelines in a centralized location.

This work was re-named *nunaaqqiurat tumitchiaḡit* meaning the footprints of our communities.

This report is a status update on the efforts of implementation from the January meeting.

High-level Activities:

April 18-20, 2022: Launch of nunaaqiurat tumitchiaŋit work groups:

- Set up [Google Drive](#) with templates and tools for all collaborative work
- Drafted Guiding Principles and Joint Resolution for this work
- Drafted and approved goals and objectives for each work group

Starting in May work groups meeting at least monthly

June 15-17, 2022: Update and approval on work group plans and accomplishments:

- Finalized [Guiding Principles and Joint Resolution](#) for this work
- Drafted [roles, responsibilities, and time commitment](#) for this work
- Approved implementation plan and celebrated successes
- Addressed challenges and requests for support from each work group

Overview of Work Groups - Successes, Accomplishments, and Challenges:

Student Outcomes

<p>Purpose: A working group focused on supporting the Mission, Vision, and Goals of the NSB School District and Iḷisaġvik College. Building from existing student outcomes and better defining what success means for us and our children. This effort will be completed collaboratively and transparently, involving youth, elders, families, and educators. The defined student outcomes will be our measures of success moving forward.</p>	<p>Champion: Robyn Burke</p> <p>Active Members: Trina Paul, Frieda Nageak, Patti Lloyd, Doreen Leavitt, Magdelina Stringer (Student Rep)</p> <p>Additional Members: Tennessee Judkins, Kim Neakok, Bill Tracey, Sr., Hal H. Haynes, Jr., Crawford Patkotak, Roxanne Brower, Morrie Lemen, MJ Geiser, Aaron Stackhouse, Martina Hopson</p>
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- Met and discussed our goals and objectives in 4 meetings with input from all 4 entities - we represent students, teachers, board/council members, community members, etc.
- Explored how to better utilize the Oral Historian within the Schools, MYAC, and Village SACs
- Explored ways that the teachers and students could be learning the language together
- Planning to better recognize and appreciate teachers as a part of the new school year
- By exploring student success, we are working to address the whole student - the administration, the teachers, the school, the community, etc.

Deadhorse Technical Training Center

<p>Purpose: Identify and implement stakeholder needs and create an integrated plan to increase capacity in a local workforce training program to build and support careers and specialty traits/trades with applicable certifications needed on the North Slope. Focus on recruiting teachers that speak the Inupiaq language and can teach the work in Inupiaq. The TTC in Deadhorse is focused on Adult learners - aligned with existing schools, colleges, and the Residential Learning Center (RLC); having a joint guided pathway for all learners.</p>	<p>Champion: Scott Danner</p> <p>Active Members: Bill Tracey, Sr., Ann Marie Clark, MJ Geiser, Ethel Akpik, Mark Roseberry, Jeremy Kasak</p> <p>Additional Members: Scott Szmyd, Madeline Hickman, Justina Wilhelm, Ronnie Hawley, Sandra Stuermer, Lisa Pekich, Benjamin Glover</p>
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- Developing partnerships and relationships (UAA, Iḷisaġvik, Borough, ICAS, School District, ASRC Energy Services - Nutaaq, etc)
- TTC Field Trip completed Monday-Tuesday (6/20-6/21)

- Shared resources: Borough's current Employee Training Program at TTC (Phase 1), Workforce Development Strategic Plan (Phase 2), Ilisagvik's WFD Round Table Discussion - spring 2022, Started gathering current employer needs

Comprehensive Plan for Broadband and Infrastructure

Purpose: 1) Ensure availability of broadband services to all North Slope students at affordable prices. 2) Increase the School District's E-Rate eligibility with the Federal Communications Commission through the Universal Service Administrative Company. 3) Establish short-term and long-term strategies for improving broadband services and access. 4) Ensure equitable access to education throughout all North Slope communities from K-12 through higher education, but leveraging advanced broadband applications for e-learning and distance education. 5) Reducing digital opportunity gap	Champion: Lars Nelson
	Active Members: Heather Dingman, Monica Lugo, Martina Hopson, Reggie Santos
	Additional Members: Aden Bynum, Rick Luthi, Dr. Caitlin Montague Santos, Morrie Lemen

- Shared resources and learned about the Free Lunch Program, CEP, and E-Rate eligibility. Planning to increase awareness and funding under this federal program.
- ASTAC attended our 5/18 meeting to provide an overview of their services and the plans they have going forward
- Emergency Connectivity Funding (last mile connectivity) was awarded to the School District - \$2M from FCC and \$1.3M from State Cares Act Funding
- ASRC provided Funding to the School District for IT Equipment - \$2.4M
- Potential future funding from National Telecommunications and Information Administration of \$135M to ICAS

Qatqiññaġvit Program

Purpose: To provide career development opportunities to build and sustain education and a workforce that meets the needs of students and employers, and employs Borough residents in a wide range of careers. The Qatqiññaġvit Program is focused on Middle School and High School learners with the understanding that career exploration starts from Early Childhood Education (ECE).	Champion: Madeline Hickman
	Active Members: Scott Danner, MJ Geiser, Emily Gueco, Jeremy Kasak, Mark Roseberry, Magdalena Stringer (Student Rep)
	Additional Members: Ronnie Hawley, Debby Edwardson, Justina Wilhelm, Frieda Nageak, John Hopson, Jr., Megan Kalayauk, Benjamin Glover

- [Overview of Phase 1 Implementation Plan](#)
- The Residential Center dorm that will be used by the Qatqiññaġvit program in Utqiagvik is substantially complete
- Perkins Grant updated ~\$50,000+
- Collaborate and communication between all 4 entities to move this work forward, including: standard operating procedure development, Job descriptions, supplies lists, best practices shared from Ilisagvik College
- [Overview of RLC & CTE Historical Funding & Outcomes](#) - Learning from the past to move forward

Collaboration, Cooperation, & Consolidating Maintenance - dissolved

- MOA with the School District to collaboratively resolve maintenance items at the local level estimated to be complete by August 15.

Nunaaqqiurat Tumitchiañit Guiding Principles

MEMORANDUM OF AGREEMENT

BETWEEN THE

NORTH SLOPE BOROUGH

NORTH SLOPE BOROUGH SCHOOL DISTRICT

ILISAĠVIK COLLEGE

AND

IÑUPIAT COMMUNITY OF THE ARCTIC SLOPE

PURPOSE:

The purpose of this Memorandum of Agreement (MOA) is to show our commitment to the work and guiding principles of Nunaaqqiurat Tumitchiañit.

North Slope Borough, North Slope Borough School District, Iḷisaġvik College, and Iñupiat Community of the Arctic Slope Agree as follows:

1. Whereas our region has a rich and dedicated history of sovereign leadership, self-determination, and cooperation when considering education of the people of the North Slope; and
2. Whereas the complex challenges we face requires our regions educational, career and technical training efforts always be improved upon; and
3. Whereas we, as regional partners, are entrusted with furthering our region's educational, career and technical trainings, and employment opportunities; and
4. Whereas we have formed a formal collaborative group which we have named "*Nunaaqqiurat Tumitchiañit*" to consider, administer, and execute initiatives which will positively impact educational and career & technical training efforts; and
5. Whereas *Nunaaqqiurat Tumitchiañit* agrees in good faith that we will dedicate and utilize our resources to achieve equity in educational services and outcomes for all the students and residents of all North Slope communities; and
6. Whereas we will proactively involve and listen to our youth; design solutions and provide opportunities that align with their passions and interests; and
7. Whereas we will commit as one, "Atautchimukta," to breakdown silos and collaborate with community stakeholders to align resources for maximum impact and accountability; and
8. Whereas we commit to using strength-based language and to assume positive intent in all communications; and
9. Whereas we will be guided by our historical experiences while presenting solutions responsive to our current circumstances, drawing from the strengths and history of the people of the North Slope and working towards achieving a better future; and

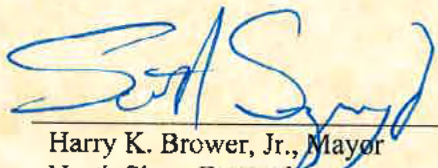



10. Whereas we will continue to improve success and equity for residents of all ages while centering Inupiaq Language, Culture, and Traditional Values in defining what success means to *Nunaaqqiurat Tumitchianit* and all the people of the North Slope.


ADDITIONALLY, THE PARTIES AGREE AS FOLLOWS:

11. This Agreement will become effective upon the date of the last undersigned participating party representative executes the agreement by affixing his/her signature. This will remain in effect until such time as any party withdraws.
12. Termination: This MOA may be terminated by any party for any reason, prior to its expiration date on thirty days (30) written notice to the other parties.
13. Entire Agreement: This Agreement constitutes the entire Agreement between the parties as to the matters stated herein. It supersedes all prior oral and written understandings and agreements as to such matters. It may be amended, supplemented, modified or canceled only by a duly executed written instrument.


We the undersigned, do hereby agree to the terms of this Memorandum of Agreement and the Guiding Principles of *Nunaaqqiurat Tumitchianit* (attached).

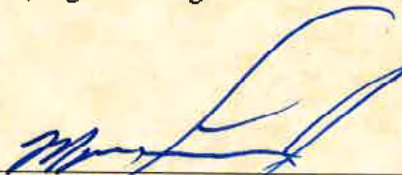
 9/22/22
Harry K. Brower, Jr., Mayor
North Slope Borough Date


 9/22/22
Justina Wilhelm, President
Iñisaġvik College Date

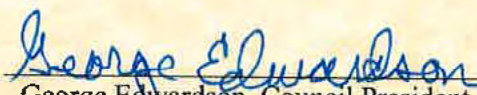
 9-22-22
Vernon A. Edwardsen, President
North Slope Borough Assembly Date

 9/22/22
Debby Edwardson, Board Chairperson
Iñisaġvik College Board of Trustees Date

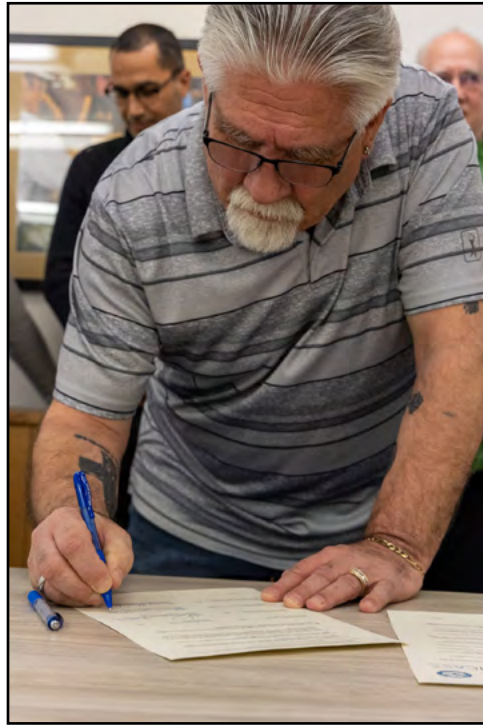
 9/22/22
Nancy Rock, President
North Slope Borough School District Board of Education Date

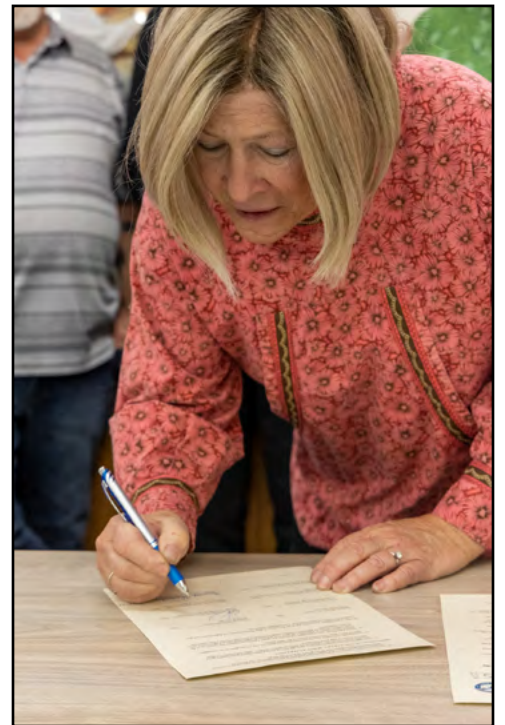
 9/22/2022
Morris Lemen, Jr., Executive Director
Iñupiat Community of the Arctic Slope Date

 9/22/22
David Vadiveloo, Superintendent
North Slope Borough School District Date

 9-22-22
George Edwardson, Council President
Iñupiat Community of the Arctic Slope Council Date

PHOTOS FROM SIGNING OF MOA







Members of Nanaaqiurat Tumitchianjit. From left: Justina Wilhelm, Iḷisaḡvik College; Morrie Lemen, ICAS; George Edwardson, ICAS; David Vadiveloo, NSBSD; Scott Szymd, NSB; Debbie Edwardson, Iḷisaḡvik College; Verson Edwardsen, NSB; Robyn Burke, NSBSD

NORTH SLOPE EDUCATION PARTNERS WORK AS ONE

September 28, 2022

Nanaaqiurat Tumitchianjit, *new tracks for our communities*, met at the end of September at Iḷisaḡvik College to reaffirm their commitment to atauchimutka, *working together as one*.

Nanaaqiurat Tumitchianjit, a quadrilateral board composed of the leadership of the North Slope Borough (NSB), the North Slope Borough School District (NSBSD), Iḷisaḡvik College, and the Iḷupiat Community of the Arctic Slope (ICAS) began meeting in January of 2022. The goal of the collaboration is to maximize equity in educational, career, and technical training opportunities across the North Slope.

Nanaaqiurat Tumitchianjit is part of an ongoing process to manifest the vision put forth in Eben Hopson Sr.'s famous 1975 education speech outlining an Iḷupiat school system reflecting Iḷupiat educational philosophies and transmitting Iḷupiat values and history: "I do not want my children to learn that we were "discovered" by Columbus or Vitus Bering.... I do not want to see school planning surveys which list hunting, fishing, whaling, or trapping as a "social" or "recreational" activity," Hopson said.

Working to break down the silos that have existed between organizations, Nanaaqiurat Tumitchianjit created four subgroups, all with representatives from each of the quad partners, to work on different aspects of education on the North Slope including: Student Outcomes, Broadband and Infrastructure, the Qatqiññaġvit Program for career exploration, and the Deadhorse Technical Training Center. North Slope Borough Mayor, Harry Brower, Jr., said, “Education is critical to ensuring the brightest future for our people. It will take all of us to make sure that our education system is custom built for the North Slope.”

At the September meetings, these groups gave progress reports to the steering committee, formed a new subcommittee to address Iñupiat Education, and signed a Memorandum of Agreement emphasizing the need for increased cooperation and collaboration between the four regional organizations. Vernon Edwardsen, President of the NSB Assembly, recognized the hard work of these work group members: “The work groups doing the work and the administrators that are running the programs are making these initiatives successful.”

The new subcommittee on Iñupiat Education will begin meeting to focus on ways to center Iñupiaq language and culture in education from early childhood through career training. David Vadiveloo, the Chief School Administrator at the NSBSD, affirmed his intention to reintroduce immersion language instruction into the school system in phases starting in 2024. “The reintroduction of immersion is part of our responsibility to the foundational work of Iñupiat educators and parents over the past 50 years,” said Vadiveloo, and echoed Hopson in calling for Iñupiaq language and culture to be at the root of education, rather than an “added extra.”

Everyone agreed that the meetings are working to break down the silos that have existed between organizations and to improve inter-agency communication. “You can feel it in the room,” said Justina Wilhelm, Iñisaġvik College President, “People are connected and committed. They care and are ready to work together to continue the critical conversations.”

Wilhelm said the signing of the MOA was the culmination of much hard work. Elder George Edwardson, ICAS President, was the first to sign. ICAS Executive Director, Morrie Lemen, Jr., said, “we recognize the gap in educational services, and we are working hard to meet the needs of our students and families.”

The agreement includes a commitment to work together in good faith and to “utilize our resources to achieve equity in educational services and outcomes for all the students and residents of all North Slope communities.”

Nanaaqiurat Tumitchianjit will meet again in January of 2023.



“Nunaaqqiurat Tumitchiaŋit” Footprints of Our Communities



**North Slope Borough School District & Iḷisaġvik College &
Iḷupiat Community of the Arctic Slope & North Slope Borough**

STEERING COMMITTEE & WORK GROUP CHAMPIONS DECEMBER 2022 STATUS REPORT

This report is a status update on the efforts of implementation from the August Status Report.

High-level Activities:

Work groups continue meeting monthly with some variation depending on work needs

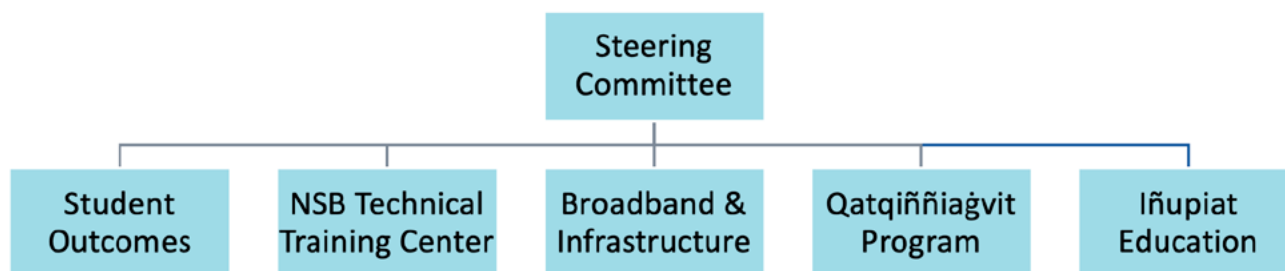
August 2, 2022: Status Report and Update to the NSB Assembly

September 21-23, 2022: Update of all work group accomplishments, progress, and plans & Launch of Iḷupiat Education work group:

- Executed the nunaaqqiurat tumitchiaŋit memorandum of agreement
- Discussed current Iḷupiat Education efforts:
 - NSBSD shared their plans for rebuilding the Iḷupiat Education department, enhancing existing educational forums, & starting immersion school planning
 - ICAS shared passing their education ordinance to set up tribal education using an education committee and current grant funding for Iḷupiat teachers getting tribal certifications.
 - Iḷisaġvik College shared their approach, certifications & courses available for Iḷupiat Education.
- Defined members, champion, purpose & goals for the new Iḷupiat Education work group

November 9, 2022: Update on Iḷupiat Education progress & Plan for January meeting:

- Iḷupiat Education working group shared the work group’s definition, goal, objectives, members, and draft action plan. Next focus area is creating a diagram of activity that each organization is doing to support Iḷupiat Education.
- Drafted the desired outcomes, attendees, key topics of discussion, pre meeting materials, ground rules, and logistics for the January meeting.
- It was agreed that the focus of the January meeting will be how all entities are supporting Iḷupiat Education is a cohesive way



The Steering Committee is made up of the NSB Mayor Harry Brower, NSB Assembly President Vernon Edwardsen, NSBSD Superintendent David Vadiveloo, NSBSD Board of Education President Robyn Burke, Iḷisaġvik College President Justina Wilhelm, Iḷisaġvik College Board Chair Debby Edwardson, ICAS Executive Director Morrie Lemen, and ICAS President George Edwardson. The champion of the Steering Committee is the NSB Assembly President.

Overview of Work Groups - Successes, Accomplishments, and Challenges:

Student Outcomes (Frieda Nageak)

- Purpose: Focusing on building from existing student outcomes and better defining what success means for us and our children. These definitions will be our measures of success moving forward.
- Recognized and celebrated the successful onboarding of teachers and new hire events within the NSBSD and the whole community at the start of the school year! *"I have felt hope, a renewed sense of positivity. We are working in the right direction."*
- Drafted a purpose, objectives, and potential metrics for the nunaaqiurat tumitchianjit dashboard focused not only on student growth, but also what will influence student growth. Working to build from the Iñupiat Learning Framework. Discussed existing systems and capacity for dashboard creation, including Tableau within the NSBSD.
- Shared and discussed current Climate & Connectedness Survey results and Alaska System of Academic Readiness assessment results.
- Attended community engagement events. Letting the students see governing bodies or feel their support in all areas of school and community activities is important. Be present, be active, and be engaged.

NSB Technical Training Center (Dan Smith)

- Purpose: To support adult workforce training, capacity and career building, and employment locally.
- Celebrated setting the TTC as an Enterprise Fund of the NSB, an operating budget approved for \$4M in FY23, and owning the TTC property from the State of Alaska
 - Hired Dan Smith as the Enterprise Fund Business Manager for TTC
- Started providing training at the TTC for 15 Employment Training Program staff (ETPs) through ICE services. Training included safety, welding, and building maintenance. A new crew of ETPs will start in January.
- Drafted and submitted a Memorandum of Understanding between the NSB and Iñsaġvik College to collaboratively provide accredited training at the TTC, including providing office application classes for ETPs.
- Set up facility infrastructure for building occupancy including 5 conference room work stations. Current focus is facilities maintenance, including upgrading the kitchen.
- Collaboratively submitted an application for a TVEP Funding Grant of \$75,000 in partnership with UAA and Iñsaġvik for classes to be held at the Technical Training Center. ICAS facilitated the process to start the long-term relationship for future expansions.

Broadband and Infrastructure (Lars Nelson)

- Purpose: To ensure equitable broadband service to all North Slope students at affordable prices, including improving broadband services and access, leveraging applications for e-learning and distance education, and reducing the digital opportunity gap.
- Still waiting to hear regarding the potential future funding from the National Telecommunications and Information Administration of \$135M to ICAS.
- Celebrated the devices (laptops & tablets) available for student use through the NSBSD.
- NSBSD as been effective in increasing the e-rate eligibility to 80%, projecting a savings of more than \$600,000 in lunch costs
- Additional competition for broadband and internet is available on the North Slope, including StarLink and Microcom.

Qatqiñiaġvit Program (Madeline Hickman)

- Purpose: To provide career development opportunities for the K-12 student population to build and sustain education and a workforce that meets the needs of students and employers, and employs Borough residents in a wide-range of careers.
- Career Exploration with grades 9-12 happened within Nuiqsut (8/27-9/30) and Wainwright (10/17 - 11/16). Classes included work place basic, engineering processes (CAD & 3D design), welding,

carpentry, and guest speakers on career opportunities. 4 sleds were built and raffled off to students in the program!

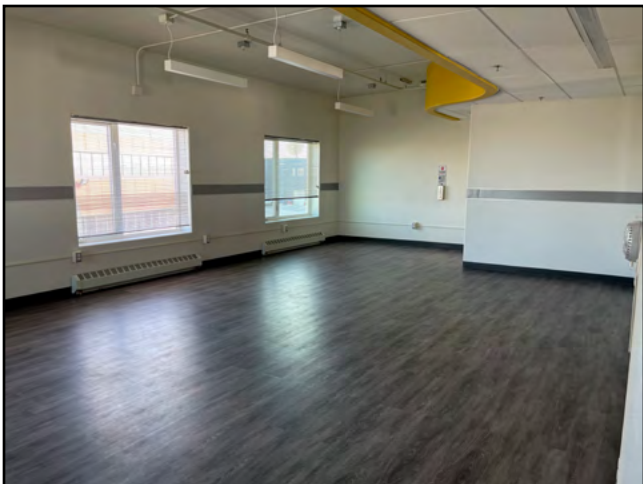
- The Qatqĩññiaġvit Residential Center is under NSBSD operations & an MOU has been executed between the NSBSD, NSB, and ASRC for ongoing operations.
- 16 students grades 4th - 6th participated in the Lego Robotics Competition and stayed at the Qatqĩññiaġvit residential center in November.
- 29 students from Wainwright, Point Lay, and Nuiqsut attended the Career Exploratory Event and stayed at the Qatqĩññiaġvit residential center (12/5 - 12/9). Presentations from were provided from ICAS, ASRC, the Borough Health Department and Search & Rescue Team, Ilisagvik, NSB Technical Training Center, Student Government, Alaska Excell, and other industry partners.

Iñupiat Education

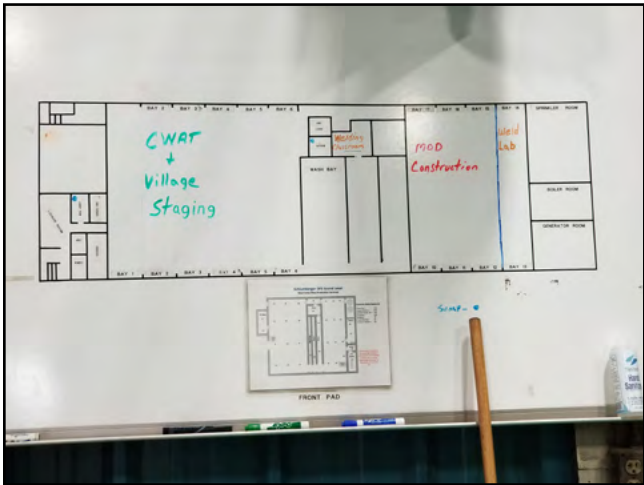
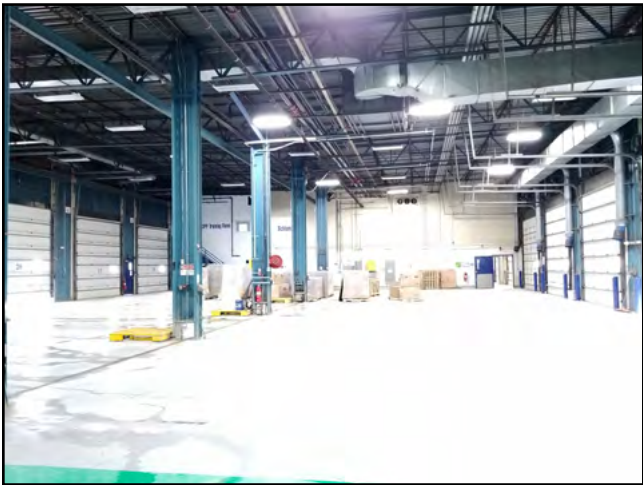
<p>Purpose: To ensure our students are immersed in Iñupiat ways of being including language, culture, and traditional values within their education, at home, in the community, and in the schools. Foster student success within all educational organizations; supporting each entity, utilizing resources effectively; providing options for our students.</p> <p>Iñupiat Education includes ways of being: language, culture, values, subsistence (hunting, gathering, land, water) and life skills to survive in the arctic and beyond.</p>	<p>Champion: Tenna Judkins</p> <p>Active Members: Rika Leavitt, Doedoe Edwardsen, Mark Roseberry, Marlene Okakok, Jerica Niayaq Leavit, Natasha Itta, Qiiruk (Gregory Brower, Jr.), Madeline Hickman</p> <p>Additional Members: John Hopson, Jr., Crawford Patkotak, Doreen Lampe, Colleen Akpik-Lemen, David Vadiveloo</p>
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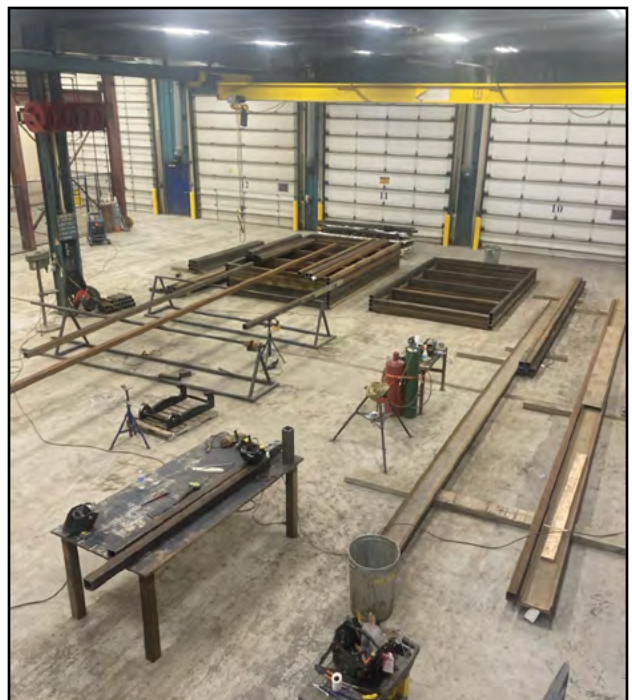
- Reviewed work group representatives and set expectations of attendance, including setting a regular occurring meeting time (Tuesday at 9-10:30 a.m. every other week).
- Clarified the work group goals and objectives, prioritizing work group efforts going forward.
- Created a [Venn Diagram](#) of the positions, initiatives, materials, resources, programs, and facilities to support Iñupiat Education. Identified areas of overlap and future partnership opportunities.

PHOTOS OF QATQIÑÑIAGVIT RESIDENTIAL LEARNING CENTER



PHOTOS OF NSB TECHNICAL TRAINING CENTER, DEADHORSE





NOTES

