



# Registered Apprenticeship Standards

Local Apprenticeship Standards

## *Arctic Slope Community Foundation*

3900 C Street, Suite 302

Anchorage, AK 99503

**Occupation(s):** Tribal Educator I (Early Childhood Educator)

**O\*NET-SOC Code(s):** 25-2011.00

**RAPIDS Code(s):** (3004HY)

Developed in Cooperation with the  
U.S. Department of Labor  
Office of Apprenticeship

Approved by the  
U.S. Department of Labor  
Office of Apprenticeship

Registered By: Jacqueline Garcia

Signature: Jacqueline Garcia

Title: State Director  
Office of Apprenticeship

Date: 3/21/2024

Registration Number: 2024-AK-128385

Check here if these are revised standards



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### SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

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**A. Responsibilities of the sponsor:** *Arctic Slope Community Foundation* must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document “Requirements for Apprenticeship Sponsors Reference Guide.”

**Sponsors shall:**

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these Standards and the document “Requirements for Apprenticeship Sponsors,” and that meets the requirements of 29 CFR § 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship Standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices’ progress in skills and technical knowledge, and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these Standards, Requirements for Apprenticeship Sponsors Reference Guide, Appendix A, and any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these Standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated Standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.



- Adhere to Federal, State, and Local Law Requirements -- The Office of Apprenticeship's registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National Program Standards of Apprenticeship) or within a particular State, and the registration of individual apprentices under the same program, does not exempt the program sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, State, and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.

The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, State, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

#### **B. Minimum Qualifications - 29 CFR §29.5(b)(10)**

An apprentice must be at least 17 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

There is an educational requirement of:

A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is required. Applicant must provide an official transcript(s) for high school and any post-high school education. Applicant must submit the GED certificate or other high school equivalency credential if applicable. Youth apprentices must be currently enrolled in High School and maintain passing grades.

There is a physical requirement of:

Applicant will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others. Applicants may be required to pass physical agility test, fitness test, background check, or screen for the current illegal use of drugs, upon acceptance into the program and prior to being employed.

#### **C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)**

The apprenticeship program(s) will select an apprenticeship training approach. The approach is notated in Appendix A, APPRENTICESHIP APPROACH.

#### **D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)**

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices *will not* be paid for hours spent attending related instruction classes. The Work Process Schedule and Related Instruction Outline are outlined in Appendix A.

#### **E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)**

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. *Arctic Slope Community Foundation* will evaluate the request for credit and make a determination during the apprentice's probationary period.

*Additional requirements for an apprentice to receive credit for previous experience: Apprentices who have experience working in the Tribal Educator occupation will be evaluated based on KSA, professional*



training and OJL experience. This evaluation will provide OJL and Related Instruction credits.

**F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)**

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. The probationary period is notated in Appendix A, PROBATIONARY PERIOD.

**G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5(b)(7)**

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. The ratio is notated in Appendix A, RATIO OF APPRENTICES TO JOURNEYWORKERS.

**H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)**

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. The progressive wage schedule is notated in Appendix A, APPRENTICE WAGE SCHEDULE.

**I. Equal Employment Opportunity and Affirmative Action**

**1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)**

*Arctic Slope Community Foundation* will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

*Arctic Slope Community Foundation* will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

**2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9**

*Arctic Slope Community Foundation* acknowledges that it will adopt an affirmative action plan in accordance with 29 CFR §§ 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5<sup>th</sup>) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

**3. Selection Procedures - 29 CFR § 30.10**

Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). The selection procedures for each occupation for which the sponsor intends to train apprentices are notated in Appendix A, SELECTION PROCEDURES.

**J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14**

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint



procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

- 1. Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

*U.S. Department of Labor, Office of Apprenticeship  
200 Constitution Ave. NW, Washington, DC 20210  
Telephone Number: (202) 693-2614  
Email Address: [ApprenticeshipEEOcomplaints@dol.gov](mailto:ApprenticeshipEEOcomplaints@dol.gov)  
Point of Contact: Director, Division of Standards and Quality  
Attn: Apprenticeship EEO Complaints*

You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.

- 2. Other General Complaints.** The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within *15* days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within *30* days of receiving the written notification:

Name: Jason Christensen

Address: 3900 C Street, Suite 302

Anchorage, AK 99503

Telephone Number: (907) 351-4450

Email Address: info@arcticslopecommunity.org

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

#### **K. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)**

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

Name: Jacqueline Garcia

Address: USDOL Office of Apprenticeship

Anchorage, Alaska, 99513

Telephone Number: 907-213-9827 or 907-271-5036

Email Address: garcia.jacqueline@dol.gov

#### **L. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)**

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a



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Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

## **SECTION II - APPENDICES AND ATTACHMENTS**

- Appendix A** – *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*
- Appendix B** – *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)*
- Appendix C** – *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*
- Appendix D** – *Employer Acceptance Agreement (For programs with multiple-employers only)*



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### **SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)**

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) for which current apprentices and/or apprenticeship program candidates may be eligible:

- (1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;
- (2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
- (3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

**NOTE:** The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.



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## SECTION IV - SIGNATURES

### OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by *Arctic Slope Community Foundation* , on this 21st day of March, 2024

The signatories acknowledge that they have read and understand the document titled “Requirements for Apprenticeship Sponsors Reference Guide” and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

*Jason Christensen*

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*Signature of Sponsor (designee)*

\_\_\_\_\_  
*Signature of Sponsor (designee)*

Jason Christensen  
*Printed Name*

*Printed Name*





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## Appendix A

# **TRIBAL EDUCATOR I WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE**

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**Appendix A**  
**WORK PROCESS SCHEDULE**  
**Tribal Educator I**

**O\*NET-SOC CODE: 25-2011.00      RAPIDS CODE: 3004HY**

This schedule is attached to and a part of these Standards for the above identified occupation. The base requirement is no previous experience and a high school diploma or equivalent. This Apprenticeship will provide on-the-job learning and related instruction for a highly qualified Tribal Educator I.

**1. APPRENTICESHIP APPROACH**

- Time-based                       Competency-based                       Hybrid

**2. TERM OF APPRENTICESHIP**

The term of apprenticeship for a Tribal Educator I is 2,500-3,000 hours likely to be completed in two full school years of paid on-the job learning (OJL) working under the supervision of journeyman (a certified teacher). The apprentice must demonstrate the competencies described in the Work Process schedule while participating in related instruction. This apprenticeship will produce a highly qualified Tribal Educator I who has built appropriate competencies and knowledge for work in a P-12 school.

Successful completion of this apprenticeship provides the necessary foundation to advance to a Tribal Educator II Apprenticeship Program.

**3. RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice to mentor ratio is no more than One (1) apprentices to one (1) journeyman (certified teacher).

**4. APPRENTICE WAGE SCHEDULE**

Apprentices will be paid a progressively increasing schedule of wages based on the dollar amount of current placement in the journey worker wage schedule, as applicable per district handbook and if appropriate, collective bargaining agreement. Apprentices, who complete Phase I of the Tribal Educator, will receive an equivalent of one (1) step above the earned step on the applicable salary schedule in accordance with the specific district agreements and wage scales. The base Journey worker wage is at a minimum: \$20.40.

**Tribal Educator I, Phase I**

Period	Duration	OJL Competencies	Related Instruction
1	500 OJL hours	Proficient in competencies	Successful completion of 9 credit hours
2	500 OJL hours	Proficient in competencies	Successful completion of 9 credit hours



## **Tribal Educator I, Phase II**

Period	Duration	OJL Competencies	Related Instruction
1	500 OJL hours	Demonstrated competencies	Complete courses 1-5
2	500 OJL hours	Demonstrated competencies	Complete courses 6- 10
3	500 OJL hours	Demonstrated competencies	Complete courses 11- 14
4	500 OJL hours	Proficient in all competencies	Complete all related studies

Before an apprentice is advanced to the next segment of training and wage advancement, or to journeyworker completion status, the program sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in their on-the-job learning (OJL) and in related instruction courses.

### **5. PROBATIONARY PERIOD**

Every applicant selected for apprenticeship will serve a probationary period of 625 hours.

### **6. SELECTION PROCEDURES**

*Sponsors should familiarize themselves with the Apprenticeship EEO Introductory Video, Tools, and Resources at [www.apprenticeship.gov/eo](http://www.apprenticeship.gov/eo).*

ASCF requires that applicants must have at least one (1) year of experience as a paraprofessional with the majority of this time working with primary students.

#### **APPLICATION PROCEDURES**

- A. Applications for apprenticeship will be accepted by ASCF on an open enrollment during two time periods: January-April and August-November. All applications will be identical in form and requirements.
- B. ASCF will catalog the applications in an applicant log that tracks minimum qualifications, EEO data, progress by dates (submitted, interviewed), ranking, and the final disposition of each applicant (accepted, declined, etc.).
- C. Receipt of the properly completed application form, along with required supporting documents (proof of age, driver's license, birth certificate or other acceptable documentation; copy of high school diploma, GED Certificate, etc.) will constitute the completed application.
- D. All applicants who have met the minimum qualifications and have submitted the required documents will be notified of the date, time, and place to appear for interview (if applicable).

#### **SELECTION PROCEDURES – APPLICANT POOL**

- A. ASCF will schedule the interview (if applicable) and evaluation session. All qualified applicants will be interviewed and evaluated for selection within 60 days of their application date.
- B. The interviewer or evaluator will rate each applicant on each of the factors on the applicant rating form, considering the information on the application and required documents. The interviewer will record the questions asked and the general nature of the applicant's answers.



- C. After completing the interview and evaluation of the qualified applicants, the individual rating scores of the interviewer(s) will be added together and averaged to determine the applicant's final rating.
- D. Applicants will be placed on a "Ranking List" according to their scores at the evaluation session, with the applicant having the highest score being at the top of the list, and all applicants then listed in descending order based on score.
- E. As openings for the registration of new apprentices occur, the highest-ranked applicant will be notified of selection. It will be the responsibility of the applicant to keep ASCF informed of their current home mailing address, telephone number, and e-mail address.
- F. Selected applicants must respond to the notice of selection within forty-eight (48) hours of notification. If an applicant cannot be reached by telephone or e-mail, their name will be passed and a written notice will be sent to their home mailing address, giving ten (10) working days to respond. If no response is received, the applicant will not be considered for future placements. A summary note will be made to the applicant's file.
- G. Qualified applicants remaining on a preceding ranking list will automatically be carried forward on the new ranking list and slotted in wherever their rating score placed them for a period of one (1) year, unless the applicant has been removed from the list following failure to respond to an apprentice opening. Applicants who were not placed during the one (1) year period that were on the ranking list will be required to reapply.
- H. Employer Interview Procedures
  - a. ASCF will schedule times for employers to conduct employment interviews from the applicant pool at a mutually agreed upon location. Applicant files will not leave Sponsor and Employer oversight.
  - b. The Employer will be provided with the top ten (10) ranking applicants' files to review and interview.
  - c. Within ten (10) days after completion of the interview, the Employer will submit written notification to ASCF, stating the decision to hire the applicant as an apprentice, or if not to hire, indicate the reason(s).
  - d. Employers who decide to hire apprentices from the applicant pool or through an approved direct entry provision will be required to complete the Appendix-E Employer Acceptance Agreement form.

## **SELECTION PROCEDURES – DIRECT ENTRY ROUTES INTO THE APPRENTICESHIP PROGRAM**

- A. Incumbent Employees: Employees who are gainfully employed in the occupation and who have met the minimum qualifications for apprenticeship may qualify for immediate registration into the program upon review and approval by the participating employer and ASCF. ASCF will work with the employer to determine what additional training requirements are needed to ensure that he or she receives all the training necessary for completion of the apprenticeship program.
- B. Military Veterans: A military veteran who has completed technical training school with transferrable skills applicable to occupations registered in these standards, and/or participated in an apprenticeship program or related occupation while in the military, may be admitted directly into the apprenticeship program. The sponsor will evaluate the military training received for granting appropriate credit on the term of apprenticeship and the appropriate wage rate. The sponsor will determine what additional training requirements are needed to ensure that the veteran receives all necessary training for completion of the apprenticeship program. Veteran applicants must submit a DD-214, Verification of Military Experience and Training (VMET), and Joint Service Transcript (JST) and to verify military training and/or experience if they wish to receive consideration for such training/experience. The VMET and JST can be downloaded from the Department of Defense's website by any veteran at no cost.
- C. Pre-Apprenticeship Preparatory Programs: Individuals who complete a structured pre-apprenticeship training program that meet the requirements of the definition and framework outlined in Training and



Employment Notice 13-12, Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources in any occupational areas covered in these Standards of Apprenticeship, and who meet the minimum qualifications of the apprenticeship program, may be admitted directly into the program. The candidate shall provide official documentation confirming that they meet the specific requirements of the pre-apprenticeship program, such as: completion/graduation certificates, transcripts, and notarized letters of confirmation. The Program Sponsor will evaluate the training received for granting appropriate credit on the term of apprenticeship.

### **PROGRAM ENTRY PROCEDURES – PRIOR TRAINING/WORK EXPERIENCE**

Upon provisional acceptance to the apprenticeship, each apprentice candidate will work with the UAA Student Success Coordinator, Sponsor Case Manager and Journeyworker/Mentor to collect and review all transcripts and certificates of completion from a relevant educator training program.

1. Assistance will be given to draft [petitions](#) for the Registrar to accept prior coursework from other accredited universities that align with the learning outcomes of any required course in the RTI.
2. Every case is individual regarding professional development certificates of completion, and will be handled under the [UAA's Nontraditional Credit Policies](#) to ensure academic quality and rigor. Where possible, necessary documentation to award credit, will be submitted.
3. Apprentices will be given a list of [courses available to complete by exam](#) and work with each applicant to determine if they would like to CLEP out of any of the General Education Requirements present in this apprenticeship.
4. Apprenticeships each contain courses with key assessments tied to specialized accreditation (NAEYC & CAEP). In Apprenticeship 2, this is EDEC A292. In Apprenticeship 3, these are in EDEC A407, EDEC A408, EDEC A492Y, and EDEC A492Z). If an apprentice presents evidence of having met partial or full learning outcomes for any course with a key assessment, the apprentice will need to complete (and pass) the key assessment as part of their application process to ensure fidelity in data collection and quality assurance of teacher candidates.
5. Sponsor Case Manager and Journeyworker/Mentor Teacher will assess documented prior work experience in the education field for OJL credit during the probation period.



O\*NET-SOC CODE: 25-2011.00

RAPIDS CODE: 3004HY

**Tribal Educator I Apprenticeship**

Description: Tribal educators ground students in their cultural identities and equip students with 21st-century academic, job and career skills needed to be a successful graduate of K-12 education. A tribal educator facilitates and fosters the learning of students by blending western educational pedagogy and knowledge with best practices for cultural and traditional learning and training systems of the tribe they represent.

Tribal educators generally work as part of a team of educators and contribute knowledge to improve the decisions and actions of the system. Tribal educators use information about prior student performance and student learning needs to design instruction that can be individualized. Tribal educators demonstrate knowledge and skill in using formative and summative assessments of students, and self-assessment of the educator's own work. Tribal educators know and can teach students to use traditional as well as emerging technologies. Tribal educators understand and use cultural best practices in communicating with families. Tribal educators use their own familiarity with the culture to anchor new learning and comprehension. Tribal educators understand best practices in dual language learning and have a specific interest in preserving students' home language. Tribal educators actively extend learning into the community and use community resources for teaching. Tribal educators know and use the core values and beliefs of the community as the basis for social and emotional instruction.

**Apprenticeship Type: Hybrid**

**Total Hours: 2031.5**

Suggested On-the-Job Learning Outline

- Proficient in Task (PIT) - Apprentice performs the task properly and consistently.
- Completion Date (CD) - Enter date apprentice completes final demonstration of competency.

<b>INTASC #6 AK #5</b>					
<b>1. Maintain Student Records</b>					
<b>Competencies</b>	<b>Hours</b>	<b>Artifact/ Documentation</b>	<b>PIT</b>	<b>CD</b>	<b>Mentor Signature</b>
INTASC 6a; 6b; 6j; 6k; 6r; 6t AK 5d  A. Compute and record results of student assessments using the district or employer identified information management system	25	Signed Observation Log by Mentor			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
INTASC 6c; 6g; 6j; 6l; 6o; 6t AK 5c;5d  B. Create and maintain classroom records such as attendance, seating and grouping charts, and individual student information.	42.5	Signed Observation Log by Mentor			
<b>INTASC #1, #2, #7, #8, #9</b> <b>AK Cultural Standard #1</b> <b>ICC Strategy #1, #3</b> <b>AK #1, #3, #4, #5, #8</b>					
<b>2. Develop instructional materials</b>					
INTASC 1b; 1c; 1d; 7a; 7c; 7k; 7e; 7m; 7o; 9l; 2a; 2b; 2c; 2h; 2l; 2m; 2n AK 3a; 3b; 3c; 4a; 4b; 4c; 4d <b>ICC #1; 3.1; 3.2; 3.3</b> A. Plan, prepare, and develop instructional resources that are culturally and developmentally appropriate.	202.5	E-portfolio			
INTASC 7j; 8b; 8l; 8p; 7k; 8a; 8d; 8j; 8s; 9g AK 1a; 4a; 5e; 8c  B. Describe and defend design instructional design choices related to scope and sequence of learning.	10	E-portfolio and Signed Observation Log by Mentor			
<b>INTASC #3, #8</b> <b>AK #5, #6</b>					
<b>3. Distribute instructional materials.</b>					
INTASC 3d; 8n; 3m; 3g; 5c; 5p AK 5a; 5b  A. Distribute materials, such as textbooks, digital media, workbooks, papers, and pencils, or other items necessary for successful completion of learning activities, to students.	25.5	Signed Observation Log by Mentor			
INTASC 3g; 3m; 5l AK 6d  B. Instruct students in the appropriate use of materials and collect and store materials at the conclusion of activities.	27	Signed Observation Log by Mentor			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>INTASC #3, #8 AK #5</b> <b>4. Maintain inventories of materials, equipment, or products.</b>					
INTASC 3d; 8n AK 5b  A. Requisition and stock teaching materials and supplies	20	Signed Observation Log by Mentor			
<b>INTASC #3, #6, #8, #10 AK Cultural Standard D AK #5, #6</b> <b>5. Monitor student performance</b>					
INTASC 3r; 6m; 6d; 6a; 6e; 6k; 6n 6s; 6t; 8i AK 5c; 5e  A. Use formative assessment strategies to monitor student performance.	56	Signed Observation Log by Mentor			
INTASC 3a; 3n; 10d; 10m; 3o; 3p AK 5c; 6a; 6b; 6d  B. Instruct students in self-regulation strategies to monitor their own learning.	56	E-portfolio and Signed Observation Log by Mentor			
<b>INTASC #3 AK Cultural Standard B, C AK #4, #6</b> <b>6. Supervise school or student activities.</b>					
INTASC 3a; 3e; 3k; 3l; 3o; 3q AK 4d; 6a; 6b  A. Establish and instruct students in school arrival, departure, and transition routines.	5	E-portfolio			
INTASC 3i; 3j; 3k AK 6a  B. Supervise students in all educational spaces and sponsored educational activities	850	Signed Observation Log by Mentor			





Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>INTASC #10</b> <b>AK #1, #8</b> <b>ICC #1, #3, #4, #5</b> <p style="text-align: center;"><b>7. Collaborate with other educational professionals on projects or research for the purpose of program improvement.</b></p>					
INTASC 10a; 10b; 10c; 10h; 10p; 10k; 10j AK 1a, 8b, 8c <b>ICC 1.1; 2.1; 3.1; 3.2; 3.3; 4; 5.1</b>  A. Review sources of data such as education program documents, methods, and student achievement and engagement data to assess strengths and weaknesses, and to develop recommendations for program revision and development.	15	E-portfolio			
<b>INTASC #3</b> <b>AK #6</b> <p style="text-align: center;"><b>8. Clean facilities or work areas.</b></p>					
INTASC 3d; 3k AK 6a  A. Clean classrooms and other spaces used for educational activities.	127.5	Signed Observation Log by Mentor			
<b>INTASC #1, #2, #3, #8, #9, #10</b> <b>AK Cultural Standards A, B</b> <b>AK #3, #4, #7</b> <b>ICC #1, #3, #4, #6</b> <p style="text-align: center;"><b>9. Collaborate with other educators to develop educational programs that incorporate local ways of knowing and being.</b></p>					
INTASC 1j; 1k; 1g; 8n; 9d;9e; 1g; 2c; 2e; 2f; 2l; 2j; 2k; 2n; 2o; 8p; 3f; 3r; 10a; 10m; 10l AK 3a, 3c, 4d, 7b, 7d <b>ICC 4; 3.1; 3.3; 6</b>  A. Incorporate local resources, individuals such as Elders and knowledge bearers, and community features and phenomena into instructional design.	25	E-portfolio			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>ITASC #1, #7, #8, #9</b> <b>AK Cultural Standards A, B</b> <b>AK #3, #4, #7</b> <b>ICC #6</b>					
<b>10. Demonstrate and use both traditional and western technology in the classroom.</b>					
INTASC 1j; 1k; 9d; 1b; 3m; 3e AK 3a, 4c, 7d <b>ICC 6</b> A. Discuss with students and demonstrate the use of traditional technologies (e.g. measurement, time, distances)	25	E-portfolio and Signed Observation Log by Mentor			
INTASC 7b; 7h; 7k; 7m; 8o; 8r AK 3b, 4c B. Use computers, audio-visual aids, and other equipment and materials to supplement presentations.	40	Signed Observation Log by Mentor			
<b>INTASC #1, #3</b> <b>AK Cultural Standard D</b> <b>AK #3, #5, #7</b> <b>ICC #6</b>					
<b>11. Provide parents or caregivers with useful information about student progress.</b>					
INTASC 1c; 1k; 3a; 3c; 3e; 3f; 3l; 3n; 3o; 3r AK 3c, 5d, 7a, 7b <b>ICC 6</b> A. Discuss student progress with parents or caregivers using culturally appropriate norms for communication.	25	Signed Observation Log by Mentor			
<b>INTASC #2</b> <b>AK 3</b>					
<b>12. Display student work.</b>					
INTASC 2n; 2o; 2f; A. Organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills.  INTASC 1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2n; 2o; 8p; 2k AK 3b B. Incorporate the local indigenous language into displays as a method for teaching the language.	27	E-portfolio and Signed Observation Log by Mentor			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>INTASC #7, #8</b> <b>AK #5</b>					
<b>13. Document lesson plans.</b>					
INTASC 7k; 7m; 8o; 8r AK 5a, 5b, 5c  A. Document evidence of lesson outlines and plans in assigned subject areas using an organized curriculum design tool.	27	E-portfolio			
<b>INTASC #3, #9</b> <b>AK Cultural Standard D</b> <b>AK #3, #6</b>					
<b>14. Promote and enforce student behavior in accordance with school policies and rules.</b>					
INTASC 3a; 3e; 3j; 3n; 3o; 3r AK 6b  A. Enforce administration policies and rules governing students.  INTASC 3a; 3f; 3l; 3n; 3r; 9e AK 3a, 3b, 6c  B. Demonstrate use of restorative justice in student discipline practices.	55	E-portfolio and Signed Observation Log by Mentor			
<b>INTASC #2, #6</b> <b>AK #2, #3, #5</b>					
<b>15. Evaluate student work.</b>					
1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o AK 5c, 5e  A. Evaluate student work products and effort through a variety of means such as observation, rubrics, formative and summative assessment.	27	E-portfolio and Signed Observation Log by Mentor			
INTASC 1a; 6c; 6j; 6l; 6g; 6o; 6t; 6a; 6b; 6r; 6k, 6u; 9e; 6p AK 2b, 3b, 5c, 5d  B. Describe and defend the choice of evaluation methodology for specific activities relative to variables such as cultural context and appropriateness, student individual learning needs, and instructional content.	5	E-portfolio and Signed Observation Log by Mentor			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>INTASC #1, #5, #8, #9</b> <b>AK Cultural Standard C</b> <b>AK #3, #7</b> <b>ICC #3, #6</b>					
<b>16. Lead classes or community events.</b>					
INTASC 1g; 1j; 1k, 8n, 9d; 5a AK 3a, 7c, 7d  A. Plan for and supervise students at community activities, cultural activities, and events.	8	E-portfolio and Signed Observation Log by Mentor			
<b>INTASC #8</b> <b>AK #4</b>					
<b>17. Maintain computer equipment or software.</b>					
INTASC 8o; 8r AK 4c  A. Maintain computers in classrooms and laboratories and assist students with hardware and software use.	15	E-portfolio and Signed Observation Log by Mentor			
<b>INTASC #7, #8</b> <b>AK #4</b>					
<b>18. Operate educational technology equipment.</b>					
INTASC 8o; 8r; 7b; 7h; 7k; 7m AK 4c  A. Operate and maintain audio-visual equipment.	10	Signed Observation Log by Mentor			
<b>INTASC ##1, #4, #5, #8, #9</b> <b>AK Cultural Standard A, B, E</b> <b>AK #3, #4, #5, #7</b> <b>ICC #3, #6</b>					
<b>19. Plan opportunities for students to learn through observation and on demonstration of cultural knowledge and skills.</b>					
INTASC 1j; 1k, 8n, 9d; 1b; 4a; 4c; 4j; 4n; 4r; 8e; 5a AK 3a, 3b, 4d, 5a, 5b, 7d  A. Organize and supervise opportunities for students to learn in settings where local cultural knowledge and skills are relevant and can be used.	12	E-portfolio			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>INTASC #4, #5, #7, #8, #9, #10</b> <b>AK #1, #4, #8</b> <b>ICC #1; #2, #3, #4, #5</b> <b>20. Participate in professional development activities to further develop professional knowledge, skills, and practices.</b>					
INTASC 5j; 5q; 7e; 7m; 7o; 9l AK 1a, 4e, 8c, 8d <b>ICC 3.1, 3.2, 5</b> A. Attend staff meetings and serve on committees, as required.	27	E-portfolio			
INTASC 4j; 4o; 4r; 4g; 7e; 7m; 7o; 9l; 9j; 9o; 10s; 10t; 9e; 10i AK 4e, 8b, 8c <b>ICC 1.3. 2.1, 3.1, 3.3, 4, 5</b> B. Identify and participate in professional meetings, conferences, and workshops to maintain and improve professional skills.	64	E-portfolio			
<b>INTASC #4, #8, #9</b> <b>AK Cultural Standard B</b> <b>AK #5, #6</b> <b>21. Prepare the learning environment.</b>					
INTASC 4a; 4d; 4g; 4p; 4r; 8e; 9d; 8o; 8r AK 5b, 6a A. Prepare instructional materials or equipment and arrange the physical space in anticipation of a lesson plan.	42.5	Signed Observation Log by Mentor			
<b>INTASC #3, #5, #9</b> <b>AK Cultural Standard A, B, E</b> <b>AK #2, #3, #7</b> <b>ICC #3, #6</b> <b>22. Teach the traditional values and beliefs of the community to students.</b>					
INTASC 1g; 1j; 1k; 9d; 5a; 3a; 3n; 10d; 10m AK 3a, 3b, 7b, 7d <b>ICC 3, 6</b> A. Invite and incorporate Elders and other knowledge bearers into the classroom.	27	E-portfolio			
INTASC 3a; 3b; 3c; 3e; 3f; 3l; 3n; 3o; 3r; 3j, 9e AK 2a, 2b, 6d <b>ICC 6</b> B. Create opportunities to teach and for students to learn social skills.	10	E-portfolio			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>INTASC #1, #2, #7, #8, #9</b> <b>AK Cultural Standard E</b> <b>AK #2, #3, #6, #7</b>					
<b>23. Teach self-regulation skills.</b>					
<b>ICC 6</b> INTASC 1j, 1k, 8n, 9d; 8c; 8l; 7j; 2l; 2m; 2n AK 2b, 3a, 3b, 6c, 6d, 7a, 7b, 7e <b>ICC 6</b> A. Identify and use opportunities to help students develop perseverance and overcome trauma such as ACES.	15	E-portfolio			
<b>INTASC #8, #9</b> <b>AK #6</b>					
<b>24. Teach students to care for and respect materials and equipment</b>					
INTASC 9f; 8g; 8r AK 6d A. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.	5	Signed Observation Log by Mentor			
<b>INTASC #3, #9</b> <b>AK Cultural Standard A, B, E</b> <b>AK #3, #6, #7</b> <b>ICC #3, #4, #6</b>					
<b>25. Teach healthy life skills.</b>					
INTASC 3a; 3b; 3j; 3o AK 3b, 6a, 6d, 7b <b>ICC 3, 4, 6</b> A. Discuss with students' healthy choices related to relationships, physical, and mental well-being.	3	E-portfolio and Signed Observation Log by Mentor			
INTASC 1g; 3a; 3f; 3l; 3n; 3r; 9e AK 3a, 3b <b>ICC 6</b> B. Conduct demonstrations to teach skills, such as sports, dancing, and handicrafts.	10	E-portfolio and Signed Observation Log by Mentor			



Competencies	Hours	Artifact/ Documentation	PIT	CD	Mentor Signature
<b>INTASC #1, #2, #3, #6, #7, #9, #10</b> <b>AK Cultural Standard A, B, E</b> <b>AK #2, #3, #4, #5</b> <b>ICC #3</b>					
<b>26. Individualize instruction and/or the learning environment to support learning for all students.</b>					
INTASC 7c; 7n; 9d; 7d; 7l AK 2b, 3b, 4b, 5b  A. Tutor and assist students individually or in small groups to help them master assignments and to reinforce learning concepts.	20	E-portfolio and Signed Observation Log by Mentor			
INTASC 1a; 1b; 1d; 2a; 2d; 2g; 2h; 2m; 2n; 3r; 6p; 6t; 6u; 9c; 9a; 9b; 9h; 9n; 10i; 10t AK 2b, 3b, 4b, 5b  B. Modify or differentiate the instructional content or student assignments based on individual needs.	10	E-portfolio and Signed Observation Log by Mentor			
INTASC 7d; 7l; 7q; 8m; 8q; 8s AK 2b, 3b, 4b, 5b <b>ICC 3</b>  C. Use traditional teaching methods such as mixed ability grouping and demonstrations to promote student learning.	25	E-portfolio and Signed Observation Log by Mentor			
INTASC 2f; 2g; 6i; 6k; 6p; 6u; 7n AK 2b, 3b, 4b, 5b <b>ICC 3</b> D. Design instruction that supports the goals of an individual student's IEP.	10	E-portfolio and Signed Observation Log by Mentor			



## RELATED INSTRUCTION OUTLINE

### Tribal Educator I

O\*NET-SOC CODE: 25-2011.00

RAPIDS CODE: 3004HY

The Tribal Educator Apprenticeship has two phases, each completed after 2,000 hours of apprenticeship. The first 2,000 hours are accompanied by related instruction from UAA that culminates in an occupational endorsement certificate in early childhood development. The second 2,000 hours are paired with related instruction tied to UAA's Associated of Applied Science in Early Childhood. This AAS is required for the Tribal Educator II apprenticeship that has not yet been developed.

The Tribal Educator Apprenticeship I program includes 900 hours of related instruction. Academic program schedules vary, but a three-credit, one-term course (module) requires 45 contact hours. Required instruction is determined by one or more of the following:

- the academic requirements of an occupational endorsement certificate and an associate degree
- coursework already completed by the apprentice and accepted for transfer
- state requirements for approved educator preparation programs
- credit awarded through the college-level exam program (CLEP)
- state requirements for approved educator preparation programs

Regardless of the type of degree to be awarded, OJL/clinical experience and related instruction are designed to be interdependent and complementary. The employer(s) and UAA will work in partnership to co-construct the apprenticeship experience so that OJL and related instruction are mutually reinforcing. Apprentice workers will have the opportunity to perform out of any individual topic or complete training module.

Modules highlighted in yellow are university general education requirements to receive the A.A.S. or B.A. degrees at the completion of interdependent and complementary. Courses highlighted in green are core Early Childhood Education/Educator Preparation. Courses highlighted in red are elective courses. Courses with a "/" indicate a choice based on mathematics placement. Course descriptions encased by carats indicate employer choice or design.

The AAS degree prepares students for career advancement or transition to a baccalaureate program. This related instruction (General Education) for Tribal Educator provides **a skills and knowledge base** for the apprentices to provide accurate instructional support for students in P-3 classrooms, and the skills needed in an educational setting to communicate effectively with children, other professionals, parents, and community members. Additionally, the related instruction provides the content knowledge necessary to pass the first ([Praxis Core Academic Skills for Educators](#)), and portions of the second ([Praxis II Examination-Elementary](#)), [Alaska Department of Education and Early Development Basic Competency Examination Requirements](#) (1) for teachers. Coursework will also help the apprentices meet the Alaska Department of Education and Early Development for teacher licensure requirement for training in the areas of [Alaska Studies](#) (2) and [Multicultural Education](#) (3).

The ideal schedule for related instruction is 9 -12 credits per academic semester. Taking two series of 8-week courses per semester, would facilitate a more manageable work/life/school balance for the apprentices while expediting degree attainment.





<b>Provider: University of Alaska Anchorage</b>	
<b>Name:</b> UAA School of Education	
<b>Address:</b> 3211 Providence Dr., PSB 201, Anchorage, AK 99508	
<b>Email:</b> uaa_soedu@alaska.edu	<b>Phone Number:</b> 907-786-4402
<b>Suggested Related Instruction Hours:</b> 900 hours	

The AAS degree prepares students for career advancement or transition to a baccalaureate program. This related instruction (General Education) for Teacher Aides provides a **skills and knowledge base** for the apprentices to provide accurate instructional support for students in P-12 classrooms, and the skills needed in an educational setting to communicate effectively with children, other professionals, parents, and community members. Additionally, the related instruction provides the content knowledge necessary to pass the first ([Praxis Core Academic Skills for Educators](#)), and portions of the second ([Praxis II Examination-Elementary](#)), [Alaska Department of Education and Early Development Basic Competency Examination Requirements](#) <sup>1</sup> For teachers. Praxis Examination content knowledge is designated as “P” in the competency alignment related instruction chart.

The Alaska Department of Education and Early Development requires specific training in the areas of [Alaska Studies](#) <sup>2</sup> and [Multicultural Education](#) <sup>3</sup> for teacher licensure. Licensure related instruction is designated in the competency alignment chart as “L.”

The ideal schedule for related instruction is 9 -12 credits per academic semester. Taking two series of 8-week courses per semester, would facilitate a more manageable work/life/school balance for the apprentices while expediting degree attainment.



**Tribal Educator I, Phase I (Culminating in Occupation Education Certificate)**

<b>Course</b>	<b>Contact Hours</b>	<b>Credit Hours</b>	<b>Duration</b>
<p><b>Introduction to the Field of Early Childhood Education (EDEC A105)</b>            Surveys historical, social, and philosophical foundations of the field of early childhood education. Includes developmentally appropriate practices, observation and documentation, culturally relevant practices, survey of types of early childhood settings, ethics, and professionalism.</p>	45	3	5 weeks
<p><b>Child Development &amp; Learning (EDEC A107)</b>            Introduces the cognitive, physical, emotional, social and communicative development of children from birth through age 12. Explores the patterns and sequences of development in terms of learning that is occurring in the home, school or community environment. Applies human development and learning theories to formal and informal learning, including cultural considerations. Introduces appropriate teaching and curricular requirements to meet the needs of diverse learners, including children with exceptionalities and dual language learners</p>	45	3	8 weeks
<p><b>Health, Nutrition and Wellness for Childbirth - 12 (EDEC A108)</b>            Examines concepts of health, wellness, safety and nutrition and the relationship to the growth and development of the young child. Emphasizes promoting positive attitudes, working with culturally diverse families, and implementing developmentally appropriate curriculum strategies.</p>	45	3	5 weeks
<p><b>Infant and Toddler Development (EDEC A241)</b>            Examines the development of infants and toddlers, infant and toddler care programs, the roles of caregivers, and ways to build culturally responsive family engagement. Emphasizes cognitive, language, social, emotional, motor development and the importance of relationships in the care and education of infants and toddlers</p>	45	3	8 weeks
<p><b>Creativity and the Arts in Early Childhood (EDEC A106)</b> Explores creativity and culturally-rich, art-integrated curriculum in Early Childhood classrooms. Promotes innovative and collaborative practices that highlight ways to connect one's personal identity and build connections to place and culture.</p>	45	3	5 weeks
<p><b>Culturally Responsive Family Engagement (EDEC A242)</b> Examines the importance and complexity of building culturally responsive classrooms that support family and community engagement. The course explores programs that support family-centered principles underlying program planning, implementation, environments and relationship building.</p>	45	3	8 weeks
<b>Total Hours</b>	<b>Contact Hours 270</b>	<b>Credit Hours 18</b>	



**Related instruction will include the following activities and apprentice supports:**

- Case manager providing assistance with obtaining resources, RTI tracking and recording
- Two journey person (mentor teacher) trainings per year in best practices held in central location
- Apprentice cohort travel to two annual trainings held in central location
- Weekly online video-conference based cohort support in learning activities with tutoring support

**Tribal Educator I, Phase II (Culminating in AAS Degree)**

Course	Contact Hours	Credit Hours	Duration
<b>1. Employer-Selected Topic (***)</b> <Professional development topic of relevance to the employer. Must have fully developed course learning goal and objectives.>	45	3	8 weeks (Mar-May)
<b>2. Introduction to the Science of Reading &amp; Literacy Development (EDEC A190)</b> Explores the foundations of reading in early childhood. Examines literacy components of language, reading, and writing development for various stages, ages, and a range of social and cultural contexts. Introduction to brain research about reading and science of reading	45	3	8 weeks (Mar-May)
<b>3. Writing Across Contexts (WRTG A111)</b> An introduction to writing strategies and processes for reading and responding to rhetorical situations across a variety of public and academic contexts.	45	3	8 weeks (Mar-May)
<b>4. Public Speaking (COMM A241)</b> Speaking skills for individual presentations. Preparation, delivery and analysis of speeches in various platform speaking situations. Includes verbal and nonverbal skills, critical thinking in selecting and organizing materials, audience analysis, informative and persuasive presentations.	45	3	8 weeks (Mar-May)
<b>5. Alaska Native Cultures (***)</b> <Any relevant course that meets the four student learning outcomes expected of the UAA Alaska Native-themed general education requirements coursework.>	45	3	5 weeks (May-Jun)
<b>6. Employer-Selected Course (***)</b> <Professional development topic of relevance to the employer. Must have fully developed course learning goal and objectives.>	45	3	5 weeks (May-Jun)



<p><b>7. Intermediate Algebra (60)/Elementary Statistics (45) (MATH A105 or STAT A200)</b></p> <p>Topics include expressions, equations and applications involving linear, quadratic, rational and radical functions; graphs of linear and quadratic functions; functions and their inverses; introduction to exponential and logarithmic functions; and systems of linear equations. /Introduction to concepts and applications of elementary statistical methods. Topics include sampling, data analysis, descriptive statistics, elementary probability, probability and sampling distributions, confidence intervals, hypothesis testing, correlation, and simple linear regression.</p>	45-60	3-4	15 weeks (Aug-Dec)
<p><b>8. Writing and the Professions (WRTG A212)</b></p> <p>An introduction to what writing is and does and how people learn to do it in the professions, with a focus on the disciplinary questions, methods and reasoning that shape the genres and writing practices in the field.</p>	45	3	8 weeks (Oct-Dec)
<p><b>9. History of the United States I (HIST A132)</b></p> <p>Presents a chronological overview of the history of North America from the pre-colonial era through the U.S. Civil War. Examines social, cultural, political, and economic forces that have shaped the country during the period.</p>	45	3	8 weeks (Aug-Oct)
<p><b>10. Interdisciplinary Curriculum for Young Children (EDEC A206)</b></p> <p>Examines interdisciplinary curriculum models for young children. Explores interest-based, developmentally appropriate, culturally relevant, and standards-based curriculum.</p>	45	3	8 weeks (Oct-Dec)
<p><b>11. Early Childhood Practicum Seminar (EDEC A292)</b></p> <p>Capstone seminar provides an opportunity for the exchange of ideas and experiences during the practicum field placement. Students discuss and evaluate developmentally appropriate practices and reflect on ethics and professionalism using the NAEYC Professional Preparation Standards and Code of Ethical Conduct.</p>	45	3	15 weeks (Jan-May)
<p><b>12. Early Childhood Practicum (EDEC A295)</b></p> <p>Supervised field experience in early childhood classroom. Students develop, implement, and evaluate elements of a comprehensive, developmentally appropriate curriculum and learning environment.</p>	45	3	15 weeks (Jan-May)
<p><b>13. Guiding Young Children (EDEC A210)</b></p> <p>Examines the learning principles relevant to guidance of young children. Introduces the social, emotional, and intellectual development of young children and examines implications for effective child guidance and motivation in the classroom.</p>	45	3	8 weeks (Jan-Mar)
<p><b>14. Young Children in Inclusive Settings (EDEC A303)</b></p> <p>Examines the principles, issues and concepts of inclusive teaching practices to support young children from birth through age eight. Focuses on research-informed inclusive practices for young children with exceptionalities and those from diverse cultural and linguistic backgrounds.</p>	45	3	15 weeks (Mar-May)
<p><b>Total Hours</b></p>	<p><b>Contact Hours</b> 630-645</p>		<p><b>Credit Hours</b> 42-45</p>



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**Related instruction will include the following activities and apprentice supports:**

- Case manager providing assistance with obtaining resources, RTI tracking and recording
- Two journey person (mentor teacher) trainings per year in best practices held in a central location
- Apprentice cohort travel to two annual trainings held in central location
- Weekly online videoconference based cohort support in learning activities with tutoring support

**Foundation and Education Courses (12 credits)**

\*Although not required by the apprenticeship, specially designed general education course sections at UAA will align and meet student learning objectives through a vocation-based (education) and/or place-based focus, and be offered in an 8-week format to expedite degree attainment while assisting apprentices in maintaining a work/life/school balance.

**Education Apprenticeship and Integrated Coursework (16- 18 credits)**

Education Apprenticeship and Integrated Coursework (16- 24 credits) are courses taken within, or related to, the field of teacher preparation. The apprentice will use their school worksite as the location for the field experience or practicum.

College credit (4 – 6 credits) will be given for the OJL as documented in a Professional ePortfolio for specific professional development and training provided by the school district. With documentation in a Professional ePortfolio (EDFN A292), apprentices will be awarded practicum college credits upon completion of the OJL and related instruction (EDFN A295).

## References

- (1) Alaska Department of Education and Early Development. (n.d.) *Basic competency examination requirement*. Alaska Department of Education and Early Development.  
<https://education.alaska.gov/teachercertification/praxis>
- (2) Alaska Department of Education and Early Development. (n.d.). Alaska studies coursework requirement. Multicultural education/Cross-cultural communication coursework requirement.  
<https://education.alaska.gov/teachercertification/culture>
- (3) Alaska Department of Education and Early Development. (n.d.). Alaska studies coursework requirement. <https://education.alaska.gov/teachercertification/alaska-studies>

## SECTION V - DISCLOSURE AGREEMENT

OA routinely makes public *general information* relating to Registered Apprenticeship programs. General information includes the name and contact information of the sponsor, the location of the program, and the occupation(s) offered. **OA routinely publicly releases the contents of applications for National Guidelines for Apprenticeship Standards.**

In addition, sponsors submitting National Program Standards or Local Standards have the option of allowing OA to share publicly the contents of a sponsor's application for registration to assist in building a high-quality National Apprenticeship System. This may include a copy of the Standards, Appendix A, and Appendix D (as applicable), but not completed versions of ETA Form 671 or Appendix C "Affirmative Action Plan" because those documents are submitted after a sponsor's application is approved and the program is registered. **Please note that OA will consider a sponsor's application as releasable to the public unless the sponsor requests non-disclosure by signing below.**

I, *Jason Christensen*, acting on behalf of *Arctic Slope Community Foundation* request that OA not publicly disclose this application, other than general information about the program, as described above as it is considered confidential commercial information and steps are taken to preserve it. Further, I understand that if OA receives a request for this application pursuant to 5 U.S.C. 552, we may be contacted to support OA's withholding of the information, including in litigation, if necessary. I understand that my request that OA not publicly disclose this application will remain in effect, including with respect to subsequent amendments to this application, unless and until I notify OA otherwise.

*Jason Christensen*

\_\_\_\_\_  
*Signature of Sponsor (designee)*

Jason Christensen

\_\_\_\_\_  
*Printed Name*

3/21/2024

\_\_\_\_\_  
*Date*



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## **Appendix B**

**ETA-671 APPRENTICESHIP AGREEMENT**

**AND**

**U.S. DEPARTMENT OF LABOR, OFFICE OF  
APPRENTICESHIP  
APPLICATION FOR CERTIFICATION OF  
COMPLETION OF APPRENTICESHIP**

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**PART A: APPRENTICE'S INFORMATION**

1. First Name	Last Name	Answer Both 4a. and 4b. below  4. a. Ethnicity (Select One) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Participant Did Not Self-Identify  b. Race (Select One or More) <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Participant Did Not Self-Identify	5. Veteran Status (Select All That Apply)  <input type="checkbox"/> Non Veteran <input type="checkbox"/> Veteran <input type="checkbox"/> Non Veteran, Other Eligible Individual <input type="checkbox"/> Veteran, Eligible <input type="checkbox"/> Participant Did Not Self-Identify
Middle Name (Optional)	Suffix (Optional)		6. Education Level (Select One)  <input type="checkbox"/> Not High School graduate <input type="checkbox"/> High School graduate (including equivalency) <input type="checkbox"/> Some College or Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate or professional degree
Address (No., Street, City, State, Zip Code)	E-mail Address (Optional)		
Telephone Number (Optional)	*Social Security Number  - - -		
2. Date of Birth (Mo., Day, Yr.)	3. Sex (Select One)  <input type="checkbox"/> Male <input type="checkbox"/> Female  <input type="checkbox"/> Participant Did Not Self-Identify		
7. Employment Status of Apprentice (Select One)  <input type="checkbox"/> New Employee <input type="checkbox"/> Current Employee			
8. Did the apprentice complete a pre-apprenticeship program prior to their registration in this apprenticeship program?  <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please provide the Pre-Apprenticeship Program Name and Address:			

**PART B: PROGRAM SPONSOR'S INFORMATION**

1. Program Number	2. Occupation (The work processes listed in the standards are part of this agreement.)	
Sponsor's Name and Address (No., Street, City, State, Zip Code, County)	a. RAPIDS Code:  b. O*NET Code:  c. Interim Credentials Offered (i.e., Career Lattice Occupation)?	
Telephone Number		Cell Phone Number (Optional)
E-mail Address		



a. Sponsor's Principal Place of Business Address (If different from Sponsor's address above)	3. Occupation Type	4. Term Length (Hrs., Mos., Yrs.)	5. Probationary Period (Hrs. or Wks.)
b. Employer's Name and Address (If different from Sponsor's address above)	6. Credit for Previous On-the-Job Learning Experience (Hrs. Mos., Yrs.):  a. Term Remaining (Hrs., Mos., Yrs.)	7. Credit for Previous Related Instruction Experience (Hrs., Mos., Yrs.)	8. Date Apprenticeship Begins  a. Expected Completion Date

9. Related Instruction Provider(s) Name and Address	a. Total Length of Related Instruction
-----------------------------------------------------	----------------------------------------

b. Are Wages Paid During Related Instruction?	c. Hours When Related Instruction Is Provided
-----------------------------------------------	-----------------------------------------------

10. Progressive Wage Schedule:

a. Apprentice's Entry Wage \$	b. Journeyworker's (i.e., Experienced Worker's) Wage \$
-------------------------------	---------------------------------------------------------

		Period	1	2	3	4	5	6	7	8	9	10
c. Wage Rate Units	<b>Duration (If Applicable)</b>											
	<b>Competencies (If Applicable)</b>											
d. Wage Rate	<b>Wage Rate</b>											

11. Name and Contact Information of the Individual Designated by the Program Sponsor to Receive Complaints

---

**PART C: AGREEMENT AND SIGNATURES**

The program sponsor’s Apprenticeship Standards, which the sponsor certifies are in conformity with the requirements for program registration contained in 29 Code of Federal Regulations (CFR) part 29, subpart A and 29 CFR part 30, are attached and are hereby incorporated into this agreement. The program sponsor and apprentice hereby agree to the terms of the Apprenticeship Standards that are incorporated as part of this agreement, as those Standards existed on the date of the agreement.

These Apprenticeship Standards may be amended during the period of this agreement with the consent of the parties to the agreement, provided that such amendments are also in conformity with the requirements for program registration contained in 29 CFR part 29, subpart A and 29 CFR part 30.

The apprentice will be accorded equal opportunity in all phases of apprenticeship employment and training by the program sponsor, without discrimination because of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, age (40 or older), genetic information, or disability.

This agreement may be canceled by either of the parties, citing cause(s), with written notice to the registration agency, in compliance with 29 CFR part 29, subpart A.

During the probationary period described in Part B above, this apprenticeship agreement may be cancelled by either party upon written notice to the registration agency. After the probationary period, this agreement may be cancelled at the request of the apprentice, or suspended or cancelled by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action, and with written notice to the apprentice and to the Registration Agency of the final action taken.

This apprenticeship agreement does not constitute a certification under 29 CFR part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Office of Apprenticeship (OA) or the recognized State Apprenticeship Agency.

1. Signature of Apprentice	Date	2. Signature of Parent/Guardian (If minor)	Date
3. Signature of Sponsor’s Representative(s)	Date	4. Signature of Sponsor’s Representative(s)	Date
5. Signature of Employer’s Representative(s) (If Applicable)	Date	6. Signature of Employer’s Representative(s) (If Applicable)	Date

**PART D: TO BE COMPLETED BY REGISTRATION AGENCY**

1. Registration Agency and Address	2. Signature (Registration Agency)	3. Date Registered
------------------------------------	------------------------------------	--------------------

4. Apprentice Identification Number:

**NOTE:** The collection and maintenance of the data on ETA-671, Apprentice Agreement and Registration – Section II Form, is authorized under the National Apprenticeship Act, 29 U.S.C. 50, and 29 CFR part 29, subpart A. The data is used for apprenticeship program statistical purposes and is maintained, pursuant to the Privacy Act of 1974 (5 U.S.C. 552a), in a systems of records entitled, DOL/ETA-31, The Enterprise Business Support System (EBSS) (encompassing RAPIDS), at the U.S. Department of Labor, Office of Apprenticeship. Data may be disclosed to Federal, state, and local agencies and community-based organizations, including State Apprenticeship Agencies, to facilitate statistical research, audit, and evaluation activities necessary to ensure the success, integrity, and improvement of employment and training programs. Data may also be disclosed to these organizations to determine an assessment of skill needs and program information, and in connection with federal litigation or when required by law.

## Part A: Apprentice's Information

### Item 4a. Ethnicity

**Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

### Item 4b. Race

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. This category includes people who indicate their race as "American Indian or Alaska Native" or report entries such as Navajo, Blackfeet, Inupiat, Yup'ik, or Central American Indian groups or South American Indian groups.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. This includes people who reported detailed Asian responses such as: "Asian Indian," "Chinese," "Filipino," "Korean," "Japanese," "Vietnamese," and "Other Asian" or provide other detailed Asian responses.

**Black or African American:** A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as "Black or African American," or report entries such as African American, Kenyan, Nigerian, or Haitian.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who reported their race as "Fijian," "Guamanian or Chamorro," "Marshallese," "Native Hawaiian," "Samoan," "Tongan," and "Other Pacific Islander" or provide other detailed Pacific Islander responses.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as "White" or report entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

### Item 5. Veteran Status

A **Veteran** is a person who has served in the active military, naval, or air service of the United States, and who was discharged or released therefrom under conditions other than dishonorable.

A **Non Veteran, Other Eligible Individual** is a person who is a dependent spouse or child—or the surviving spouse or child—of a Veteran, and who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

A **Veteran, Eligible** is a Veteran who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

### Item 8.

**Pre-Apprenticeship:** A program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).

## Part B: Program Sponsor's Information

**Item 1.** A **Program Number** is a generated number assigned to a program sponsor when a program is registered in the Office of Apprenticeship's Registered Apprenticeship Partners Information Data System (RAPIDS).

**Item 1.** A **Sponsor Name** is any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.

**Item 1b.** An **Employer** is any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

**Item 2.** An **Occupation** refers to the occupation an apprentice will be trained in, and the occupation will be listed in the sponsor's program standards.

**Item 2a.** A **RAPIDS Code** is the numeric code of the occupation in the apprenticeable occupation list.

**Item 2b.** An **Occupational Information Network (O\*NET) Code** is an 8-digit code in the O\*NET data system (<https://www.onetonline.org/>).

**Item 2c.** **Interim Credentials** (Certificate of Training) applies to career lattice occupations. These credentials are issued by the Registration Agency upon request by the program sponsor. Interim credentials provide certification of competency attainment by an apprentice, but does not necessarily indicate completion of the program.

**Item 3.** **Occupation Type** refers to the following three training approaches listed below.

**Item 3a.** A **Time-based Approach** measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of on-the-job learning as described in a work process schedule.

**Item 3b.** A **Competency-based Approach** measures skill acquisition through the individual apprentice's successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program standards must address how on-the-job learning will be integrated into the program, describe competencies, and identify an appropriate means of testing and evaluation for such competencies. An apprentice must be registered in an approved competency-based occupation for 12 calendar months of on-the-job-learning.

**Item 3c.** A **Hybrid Approach** measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.

**Item 4.** A **Term Length (Hrs., Mos., Yrs.)** of the occupation is based on the program sponsor's training approach as approved by the Registration Agency.

**Item 5.** A **Probationary Period (Hrs. or Wks.)** is the number of hours or weeks of on-the-job learning during the apprentice's probationary period. A probationary period cannot exceed 25 percent of the term length of the occupation or one year, whichever is shorter.

**Item 6.** **Credit for Previous On-the-Job Learning Experience (Hrs., Mos., Yrs.)** is granted by the program sponsor based upon documented evidence provided by the apprentice. An apprentice must complete a minimum of six months on-the-job learning regardless of credits for previous experience awarded.

**Item 6a.** The **Term Remaining (Hrs., Mos., Yrs.)** is the difference between the term length of the on-the-job learning and the credits for previous experience awarded.

- Item 7. Credit for Previous Related Instruction Experience** (Hrs., Mos., Yrs.) is granted by the program sponsor based upon documented evidence provided by the apprentice.
- Item 9a. Total Length of Related Instruction** is the duration spent in related instruction in technical subjects related to the occupation, which is recommended to be not less than 144 hours per year.
- Item 10. Progressive Wage Schedule:**
- Item 10a. Apprentice's Entry Wage** (dollar amount paid): A sponsor enters this apprentice's entry wage.
- Item 10b. Journeyworker's (i.e., Experienced Worker's) Wage:** A sponsor enters the wage per unit (i.e., hourly, weekly, monthly, quarterly, semi-annually, or annually).
- Item 10c. Wage Rate Units:** A sponsor enters the apprentice schedule of pay for each advancement period based on the program sponsor's training approach (i.e., hourly, weekly, monthly, quarterly, semi-annually, annually, or competencies).
- Item 10d. Wage Rate:** Sponsor selects either percent of journeyworker (i.e., experienced worker) wage, dollar amount of wage, or both the percent of journeyworker wage and dollar amount of wage. If the sponsor selects "Both the percent of journeyworker wage and \$ amount of wage," the sponsor can enter a percentage or dollar amount for the wage in each period.
- Item 11. Complaints:** Identifies the individual or entity responsible for receiving complaints (29 CFR 29.7(k)).

**Part D: To Be Completed By Registration Agency**

- Item 4. Apprentice Identification Number, RAPIDS** encrypts the apprentice's social security number and generates a unique identification number to identify the apprentice. It replaces the social security number to protect the apprentice's privacy.

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\*The submission of the apprentice's social security number is requested. The apprentice's social security number will be used for program management purposes, such as verification of the apprentice's period of employment and earnings to align with Department of Labor's job training and employment program performance indicators for measuring performance outcomes. The Office of Apprenticeship will use wage records through the State Wage Interchange System needs the apprentice's social security number to match this number against the employers' wage records. Also, the apprentice's social security number will be used, if appropriate, for purposes of the Davis Bacon Act of 1931, as amended, U.S. Code Title 40, Sections 276a to 276a-7, and Title 29 CFR part 5, to verify and certify to the U.S. Department of Labor, Wage and Hour Division, that the apprentice is a registered apprentice to ensure that the employer is complying with the geographic prevailing wage of the occupational classification. Failure to disclose an apprentice's social security number on this form will not affect the right to be registered as an apprentice. Civil and criminal provisions of the Privacy Act apply to any unlawful disclosure of social security numbers, which is prohibited.

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Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Public reporting burden for this collection of information is estimated to average five minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond is required to obtain or retain benefits under 29 U.S.C. 50. Send comments regarding this burden or any other aspect of this collection of information including suggestions for reducing this burden to the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship, 200 Constitution Avenue, N.W., Room C-5321, Washington, D.C. 20210 (OMB Control Number 1205-0223).

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Please check one of the boxes below:

- YES, I HAVE A DISABILITY (or previously had a disability)
- NO, I DON'T HAVE A DISABILITY
- I DON'T WISH TO ANSWER

Your name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Why are you being asked to complete this form?**

Because we are a sponsor of a registered apprenticeship program and participate in the National Registered Apprenticeship System that is regulated by the U.S. Department of Labor, we must reach out to, enroll, and provide equal opportunity in apprenticeship to qualified people with disabilities.<sup>[1]</sup> To help us learn how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for apprenticeship, any answer you give will be kept private and will not be used against you in any way.

If you already are an apprentice within our registered apprenticeship program, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our apprentices at the time of enrollment, and then remind them yearly, that they may update their information. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

### **How do I know if I have a disability?**

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition. Disabilities include, but are not limited to: blindness, deafness, cancer, diabetes, epilepsy, autism, cerebral palsy, HIV/AIDS, schizophrenia, muscular dystrophy, bipolar disorder, major depression, multiple sclerosis (MS), missing limbs or partially missing limbs, post-traumatic stress disorder (PTSD), obsessive compulsive disorder, impairments requiring the use of a wheelchair, and intellectual disability (previously called mental retardation).

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<sup>[1]</sup> Part 30 – Equal Employment Opportunity in Apprenticeship. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Apprenticeship website at <https://www.doleta.gov/OA/eoo/>.

**U.S. DEPARTMENT OF LABOR  
OFFICE OF APPRENTICESHIP**

APPLICATION FOR CERTIFICATION OF COMPLETION OF APPRENTICESHIP  
*(If Required please type or print all information, attach additional apprentices on separate sheet)*  
*(This Application is optional, for Sponsor utilizing Electronic Registration)*

**Sponsor Information**

Sponsor:	Program #:
Address:	Contact Name:
City, State, Zip:	Phone:

**Apprentice Information**

Full Name of Apprentice:
Apprentice Registration Number:
Occupation:
Term:
Registration Date:
Date of Completion:
Completion Wage:

**Related Instruction Certification**

Related Instruction Hours completed:
Related Instruction Furnished By:
Teacher(s) or Director(s) of Related Instruction Certifying to above information:
Name: _____ Address: _____

**Request for Certificate**

On behalf of the above-named sponsor, I hereby certify that the apprentice named in the application has satisfactorily completed and is working at the Journeyworker Level of his/her apprenticeship program as registered with the Office of Apprenticeship and hereby recommend the issuance of the <b>Certificate of Completion of Apprenticeship</b>	
Sponsor's Signature: _____	Date: _____
Title: _____	

**Office of Apprentice use only:**

Date Entered in RAPIDS (if required): _____
Date Certificate Sent: _____



## U.S. DEPARTMENT OF LABOR OFFICE OF APPRENTICESHIP

### APPLICATION FOR CERTIFICATION OF COMPLETION OF APPRENTICESHIP

*(If Required please type or print all information, attach additional apprentices on separate sheet)  
(This Application is optional, for Sponsor utilizing Electronic Registration)*

#### **Authentication of Requests for Certificate of Completion of Apprenticeship**

Where the Office of Apprenticeship is the Registration Agency, issuance of a Certificate of Completion of Apprenticeship to apprentices upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the sponsor certifies to the Registration Agency and requests the awarding of a Certificate of Completion of Apprenticeship to the completing apprentice(s). Such requests are completed either electronically using the Registered Apprenticeship Partner Information System (RAPIDS) or in writing using this form from the sponsor to the appropriate field office.

#### **General Guidance**

The sponsor will verify that the apprentice has completed all requirements of apprenticeship including a signed copy of transcripts from the sponsor, provider or sponsor of the related instruction. The field office representative shall have in evidence an electronic or written Application for Certification of Completion of Apprenticeship.

When a large number of apprentices are completing at the same time from the same occupation, one application form from the sponsor can be used with an attached list of pertinent information for the completing apprentices. When the sponsor has more than one occupation or more than one employer, the sponsor should complete separate forms for each occupation and employer, following the procedure above.

The occupation identified, must be the occupation title as listed in the most current List of Officially Recognized Apprenticeable Occupations. For sponsors who use a slightly different occupational title, OA staff may use the sponsor's title as long as the officially recognized occupational title is included in parenthesis under the sponsor's occupational title. Please see attached "sample" for reference.

The term "journeyman, journeyworker, journeyperson, etc." should not be included in the occupational title. These terms are used to describe a level of competency rather than an occupational title.

In rare instances where a program sponsor may utilize such a term above in their occupational title and that terminology is consistently used within their organization and training materials, OA staff may use that terminology on the sponsor's occupational title as long as the officially recognized occupational title is listed in parenthesis under the sponsor's title. The practice of using a level of competency in the occupational title should be discouraged when possible.

The sponsor's name on the Certificate of Completion of Apprenticeship shall be as it is registered and approved in their apprenticeship standards.

The date completed shall be the date of completion as indicated on the request form.

#### **Issuance of Replacement OA Certificate of Completion of Apprenticeship**

Replacement certificate requests shall be verified with undeniable proof that an original certificate was either issued or requested by the sponsor. This shall be verified through OA's records or the program sponsor's records. In the event a field office has no proof, yet a program sponsor does, or vice versa, a copy of that proof shall be sent to the field office and included in the program folder. The term "**Replacement Certificate**" shall be printed in 12 pt. font size on the replacement certificate in the space centered between the last line of type and the U.S. Department of Labor seal.

The Certificate of Completion of Apprenticeship shall not be used for any other purpose than completion of a Registered Apprenticeship program.



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## **Appendix D**

### **EMPLOYER ACCEPTANCE AGREEMENT**

**ADOPTED BY**

**Arctic Slope Community Foundation**

**DEVELOPED IN COOPERATION WITH THE  
U. S. DEPARTMENT OF LABOR  
OFFICE OF APPRENTICESHIP**

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## Appendix D

### EMPLOYER ACCEPTANCE AGREEMENT

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by the Arctic Slope Community Foundation and agree(s) to carry out the intent and purpose of said Standards and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards. *The Employer* has been furnished a copy of the Standards and have read and understood them, and request certification to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline including the rotation of tasks. The employer further agrees to follow the selection procedures per the approved Standards or develop alternative selection procedures in the Employer Acceptance Agreement that are consistent with the requirements set forth in 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer or the Office of Apprenticeship.

*(Manual signatures required)*

\_\_\_\_\_  
*(Print Name of Employer Representative)*

\_\_\_\_\_  
*(Print Name of Sponsor Representative)*

**Signed:** \_\_\_\_\_  
*(On Behalf of Employer)*

**Signed:** \_\_\_\_\_  
*(On Behalf of Sponsor)*

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Employer Title: \_\_\_\_\_

Name of Company: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

cc: Registration Agency

ALASKAN INUIT  
EDUCATION  
IMPROVEMENT  
STRATEGY



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INUIT CIRCUMPOLAR  
COUNCIL-ALASKA

2015

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# ABOUT ICC-ALASKA

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## INUIT CIRCUMPOLAR COUNCIL – ALASKA

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Inuit Circumpolar Council (ICC)-Alaska is a 501(c) 3 non-profit organization that exists to be the unified voice and collective spirit of Alaskan Inuit, to promote, protect and advance Inuit culture and society. ICC-Alaska's membership includes regional organizations who represent the Inupiat of the North Slope, Northwest, and Bering Straits; the St. Lawrence Island Yupik; the Central Yup'ik and Cup'ik of the Yukon-Kuskokwim Region. Member organizations include the North Slope Borough, Inupiat Community of the Arctic Slope, Arctic Slope Regional Corporation, Northwest Arctic Borough, Maniilaq Association, NANA Regional Corporation, Kawerak, Incorporated, Bering Straits Native Corporation, and the Association of Village Council Presidents. ICC-Alaska is a national member of ICC International, an international, indigenous non-governmental organization. ICC strives to strengthen unity among Inuit of the circumpolar north; promote Inuit rights and interests on an international level; develop and encourage long-term policies that safeguard the Arctic environment; and seek full and active partnership in the political, economic, and social development of the circumpolar north. ICC was founded in 1977 and holds Consultative Status II within the United Nations Social and Economic Council. ICC is a Permanent Participant at the Arctic Council.

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## CONTACT

Kelly Eningowuk, Executive Director  
Inuit Circumpolar Council Alaska  
3900 Arctic Boulevard, Suite #203  
Anchorage, AK 99503  
[www.iccalaska.org](http://www.iccalaska.org)

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## SUGGESTED CITATION

Inuit Circumpolar Council-Alaska (2015). Alaska Inuit Education Improvement Strategy, Anchorage, AK.



# ACKNOWLEDGEMENTS

## ACKNOWLEDGEMENTS

This Strategy is based on the knowledge of and concepts generated by the ICC-Alaska Education Workshop delegates, speakers, and invited participants. The development of the strategy was guided by a five-member Education Steering Committee representative of the four Inuit regions of Alaska and a youth member. We are grateful for the wisdom and participation of the following individuals in this effort to make education of Inuit youth meaningful for individuals, impactful for communities, and sustainable for Inuit culture and knowledge.

### EDUCATION STEERING COMMITTEE MEMBERS

Bernadette Alvanna-Stimpfle, Jana Harcharek, Pauline Harvey, Renee Green, and Madelyn Alvanna-Stimpfle.

### EDUCATION WORKSHOP DELEGATES

#### North Slope Region

Jana Harcharek  
Suakpak Edna Ahmaogak  
Siakuk Maggie Sikvayugak  
Pearl Kiyaan Brower  
Qaqsu Terry Tagarook

#### Northwest Arctic Region

Pauline Harvey  
Raymond Woods  
Erica Nelson  
Terri Walker

#### Bering Straits Region

Bernadette Alvanna-Stimpfle  
Marjorie Tahbone  
Jolene Nanouk  
Ethel Fuller  
Annie Conger

#### Southwest Region

Renee Green  
Lillian Olson  
Sarah Bass  
Loddie Jones  
Janet Johnson

#### Youth Delegate

Madelyn Alvanna-Stimpfle

### SPONSORS

Thank you to our funders for believing in the importance of developing an Alaskan Inuit Education Strategy:





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# INTRODUCTION

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## INTRODUCTION

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### OVERARCHING GUIDANCE FOR DEVELOPMENT OF THE ALASKAN INUIT EDUCATION IMPROVEMENT STRATEGY

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In September, 2013, the Inuit Circumpolar Council – Alaska initiated the development of the Alaskan Inuit Education Improvement Strategy which was identified as a priority in the ICC-Alaska Strategic Plan 2010-2014. In so doing, ICC-Alaska was responding to the Nuuk Declaration of the ICC International (2010 – 2014, and renewed for 2014- 2018), which calls for sharing of best practices across the circumpolar Arctic, the development and improvement of culturally appropriate curriculum, and inclusion of Inuit languages as a critical component of education.

### THE ICC-ALASKA EDUCATION STEERING COMMITTEE

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An Education Steering Committee was selected to lead the process to develop an Alaskan Inuit Education Improvement Strategy. The Education Steering Committee is representative of the four Inuit regions of Alaska: North Slope, Northwest Arctic, Bering Strait, and Southwest. Notably, the Steering Committee also includes a strong youth voice. Once the process began, the Steering Committee met several times to plan a two-day Education Workshop in Nome, April 16-17, 2014. Invited delegates and guests included Alaska Inuit leaders, education experts and practitioners, parents, students and community members. Twenty five delegates with a broad range of experience and community roles participated in the Education Workshop.

### ICC-ALASKA EDUCATION WORKSHOP

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The workshop goals were: 1) to define education success from an Inuit perspective, 2) review the current state of Inuit education in Alaska, 3) identify recommendations for the improvement of Inuit education. The Steering Committee met throughout the fall of 2014 and winter of 2015 to turn the Education Workshop recommendations into a strong Education Strategy and Action Plan with measurable objectives. The complete Education Workshop report is available at [http://www.iccalaska.org/servlet/content/icc\\_alaska\\_projects.html](http://www.iccalaska.org/servlet/content/icc_alaska_projects.html).

The culminating Alaskan Inuit Education Improvement Strategy is intended to serve as an advocacy tool to improve Inuit education in Alaska, per the Nuuk Declaration objectives. Given the broad representation in crafting the Strategies, it is the hope of ICC-Alaska that this document will provide support for the initiatives and activities of local, regional, and statewide efforts.

# INUIT STUDENT SUCCESS

## WHAT DOES SUCCESS FOR ALASKAN INUIT STUDENTS LOOK LIKE?

Education Workshop delegates agreed on some interconnected intrinsic and extrinsic factors that contribute to the development of a whole person. An individual's attitude, emotions, and actions are intertwined with personality, motive, and goodness. Family and community influence are essential for Inuit student success. The elements of success for Alaskan Inuit students that form the foundation of the six Alaskan Inuit Education Improvement Strategies is shown graphically in Figure 1.

FIGURE 1. THE INTERCONNECTED ELEMENTS OF ALASKAN INUIT STUDENT SUCCESS



*"We need to teach to the whole person."*

*-Aviaja Lyngé,*

*Institute of Learning Processes, University of Greenland*





# FOUNDATIONAL VALUES

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THE TRUTHS WE HOLD DEAR ARE SO FOUNDATIONAL TO ONE'S BEING THAT  
THEY ARE NON-NEGOTIABLE.

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## THE TRUTHS WE HOLD DEAR: THE FOUNDATIONAL VALUES FOR INUIT STUDENT SUCCESS

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The Alaskan Inuit Education Improvement Strategy was developed based on the following foundational values identified by the Education Workshop delegates.

- Every person can learn
- We want to reclaim our own ways, including how we impart knowledge
- We value family and community engagement
- Students need to learn about and develop pride in their self-identity
- Students need to develop respect for Elders and the cultural knowledge and identity they can impart
- We want school authorities to understand the student perspective
- We want teachers to be more supportive of students
- We need to teach teachers things they don't know about our communities when they come here

*“We have educated our children for millennia. This is not something new to us. We have taught them to not only know the fundamentals of how to make a living, but we also instill them with the spirit to be Inuit. Our children should succeed not in spite of the system, but because of it.”*

*-Melanie Bahnke, President  
Kawerak, Inc.*



# ABOUT THE STRATEGY

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## ABOUT THE ALASKAN INUIT EDUCATION IMPROVEMENT STRATEGY

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The Alaskan Inuit Education Improvement Strategy has six individual strategies. Each strategy is presented individually on the following pages. There are accompanying objectives and suggested action steps for each strategy. They represent a collective call to action – no one agency, organization, or group can or should feel responsible to achieve every identified outcome. It is by combining efforts that we will achieve a common desired outcome – improvement of education, in its very broadest sense, for Alaskan Inuit children. The process begins with each person deciding to make a difference, to be accountable for the next generation. Individuals form groups taking action within their community, holding the community accountable, which holds schools, tribal organizations, and governing bodies accountable to take action.

*“Keep the community in mind. Improve collaboration among the stakeholders and move the Inuit people to be a modern people firmly rooted in ancient traditions.”*

*-Jim Stotts, ICC-Alaska President*

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## THE INDIVIDUAL ALASKAN INUIT EDUCATION IMPROVEMENT STRATEGIES

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1. Promote the indigenization of education frameworks to more clearly align with Inuit ideologies.
2. Suggest, advocate for, and influence policies related to Inuit education.
3. Research, advocate for, and promote the development, implementation, and sharing of culture-based curriculum that focuses on students’ identity as Inuit.
4. Promote Inuit language education.
5. Foster educational leadership capacity among Alaska Inuit.
6. Revitalize and reclaim traditional Inuit parenting skills.

## 1. Promote the indigenization of education frameworks to more clearly align with Inuit ideologies.

### STRATEGY 1: INDIGENIZATION OF EDUCATION FRAMEWORKS

Strategy 1 is foundational to the other strategies. It reflects a strong desire for decolonization and reclamation of Inuit ideologies. Strategy 1 encourages educators to develop awareness about the deleterious effects of colonization, establish a research and knowledge base, and form alliances to promote indigenization.

#### BACKGROUND FOR STRATEGY 1

Inuit educational and language systems have been around for tens of thousands of years, representative of an intelligent, resourceful, adaptive, and powerful people. Inuit students can only learn who they are – their connectedness and belonging – within an educational framework that is aligned to Inuit ideologies.

After hearing from two international Inuit leaders, Aviaja Lynge from Greenland and Jodie Lane from Canada, Education Workshop delegates found that related to self-determination, Alaska Inuit are not reclaiming their identity and exercising self-determination; there has been too much colonization and assimilation; education policies do not reflect an Inuit worldview; and individually and collectively, Inuit people are not living their traditional values thoroughly. Solutions to these issues need to come from the creation and implementation of policies and actions related to self-governance.

The foregoing discussion resulted in Strategy 1, viewed as a critical first step before the other strategies could be actualized.

# STRATEGY 1

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Education Workshop delegates suggested a variety of actions to operationalize the strategy, such as asking individuals to assume personal responsibility – to achieve a mental freeing from colonization; to develop a personal interest and involvement in policy issues; to gather evidence related to the effects of colonization, both within Alaska and internationally; to learn to use the structure of resolutions to achieve policy change; and, to know that the effort to indigenize education frameworks starts within individuals.

## OBJECTIVES RELATED TO STRATEGY 1

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The three objectives related to Strategy 1 include:

- 1) Create awareness about the effects of colonization and encourage individuals to assume personal responsibility for positive change in education;
- 2) Encourage research and study indigenization efforts in education worldwide for potential application in Inuit homelands; and
- 3) Form alliances with other indigenous groups/organizations who are involved in self-determination/indigenization efforts in education to benefit their people.

## ACTION STEPS FOR STRATEGY 1

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Ideas for action steps to achieve the objectives of Strategy 1 might include any of the following:

- Seek out and offer support to groups willing to sponsor “Decolonization Think Tanks” to forge Inuit determination of educational pedagogy and measures of student success.
- Develop partnerships between Inuit researchers and students, and institutions of higher education to broaden and deepen the body of Inuit research.
- Form alliances with like-minded indigenous groups and organizations to achieve similar objectives and outcomes.

## ANTICIPATED OUTCOMES

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Once implemented, this strategy will increase the body of research conducted by Inuit researchers as a basis for policy and action. Another outcome will be awareness, coordination and collaboration among Inuit organizations to achieve similar objectives. Most important, implementation of Strategy 1 will result in Inuit determination of educational pedagogy, instructional content, and success for Inuit students.

## 2. Suggest, advocate for, and influence policies related to Inuit education.

### STRATEGY 2: EDUCATION POLICY INFLUENCE

Strategy 2 was developed with the realization that formalized schooling of Inuit children occurs within a framework that can and should be influenced at the policy level to effect lasting change. Similar to the first strategy, policy change can best be achieved through collective action and alliances among like-minded groups, and use of resolution processes.

#### BACKGROUND FOR STRATEGY 2

*“The inclusion of indigenous perspectives in policy is crucial to the attainment of true self-determination.”*

*Pausauraq Jana Harcharek, Director of Iñupiaq Education, North Slope Borough School District and Education Steering Committee Member*

Education Workshop delegates noted that Inuit cultural presence at home, in the community, and at school has eroded over time in three ways: 1) Elders are not honored and accorded traditional respect that is due to them; 2) There is not a strong cultural presence in schools; and 3) there is a disconnect between the State, communities, and schools. Actions to address these gaps will take community involvement. Sustained development and implementation of curriculum that is relevant to Inuit is dependent on education policy. Local and regional advisory school boards can provide essential insight for creating local curriculum resources.

*“We have the ability and responsibility to find solutions that work for our communities – the total community. We need to look at the topic of education holistically. In other words, from the Inuit point of view, from our own cultural perspective.”*

*-Jim Stotts, ICC-Alaska President*

# STRATEGY 2

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## OBJECTIVES RELATED TO STRATEGY 2

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The two objectives to achieve the education policy advocacy strategy are:

- 1) Create alliances with other organizations and groups who are engaged in efforts to influence policy to improve Inuit education, and
- 2) Look for opportunities to effectuate education change through the resolution processes of other organizations.

## ACTION STEPS FOR STRATEGY 2

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Some action steps that might accomplish the Strategy 2 objectives include,

- Look for intersections between this Alaskan Inuit Education Improvement Strategy and similar plans of other organizations.
- Support a strategic alignment workshop at the Rural Caucus of Alaska Association of School Boards (AASB), to provide a venue for Inuit organizations to facilitate strategic alignment.
- Look for opportunities to effectuate education change through the resolution processes of your organization. In solidarity with like-minded groups, we can achieve the outcome of improved education policy for Inuit children.

## ANTICIPATED OUTCOMES

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Implementation of this strategy will result in a process for strategy alignment across Inuit groups, to better coordinate efforts related to the improvement of education for Inuit children. Ultimately the outcome will be better education policy that mirrors the collective voice of the Inuit community related to educational aspirations and expectations for children and honors the learning needs of Inuit children.

*“We need to change teachers’ behavior and develop a cultural pedagogy. It needs to be collective and based in culture; developmental and innovative while keeping culture alive. We can make a new system using the old one – repaint, resew and adapt to get the new system.”*

*-Aviaja Lynge,  
Institute of Learning Processes, University of Greenland*

3. Research, advocate for and promote the development, implementation, and sharing of culture-based curriculum that focuses on students' identity as Inuit.

## STRATEGY 3: CULTURE-BASED CURRICULUM

*“When Inuit students see themselves reflected in the curriculum, they will excel academically. When Inuit students see themselves reflected in the curriculum, teaching will become an honorable profession and Inuit students will choose to become teachers.”*

*Pausauraq Jana Harcharek, Director of Iñupiaq Education,  
North Slope Borough School District  
and Education Steering Committee Member*

Strategy 3 builds on the policy foundation of Strategy 2 by calling for culturally-relevant curriculum for Inuit students. The objectives associated with this strategy demonstrate recognition that there are pockets of excellent curriculum resources already development that could be shared with others. The objectives call for creating and disseminating culture-based instructional materials, supplemented as appropriate with teaching strategies aligned to Inuit pedagogical philosophy.

### BACKGROUND FOR STRATEGY 3

Related to the structure of schooling, Education Workshop delegates noted that control of schools is governed by Western laws; school time is limited and finite for instruction; and there is a limited pool of resources for Native language and education. Solutions to these gaps require community engagement and increased interest in and responsibility for becoming formal as well as informal educators – everyone can engage in teaching others.

There are examples of best practices in Inuit education across Alaska, both within the Western-structured school system as well as natural education opportunities organized by communities and local groups. Inuit ways of knowing should provide the framework for standards and subject matter taught to Inuit children because those ways of knowing are the schema to which all new knowledge and information can be attached. The Inuit ways of knowing transform education into understanding.

## OBJECTIVES RELATED TO STRATEGY 3

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The three objectives of Strategy 3 focus on the collection, creation, and use of culture-based curriculum resources:

- 1) Research and disseminate information about Inuit resources already developed;
- 2) Encourage individuals and organizations to create Inuit educational resources; and
- 3) Advocate for the implementation of locally produced Inuit educational resources. This will increase the Inuit-specific educational resources in use by schools and educators throughout the four Alaska Inuit regions.

## ACTION STEPS FOR STRATEGY 3

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Suggested action steps related to the culturally-based curriculum strategy include:

- Creation of a Traditional Knowledge Clearing House specifically for Inuit research and resources. The effort should be directed at gathering resources not already found elsewhere, to avoid duplication with the work of others.
- Sharing of culture-based resources and instructional strategies as appropriate for Inuit children should be encouraged across regions and schools/districts. Protocols would need to be developed both for sharing and accessing curriculum materials.
- Individuals and organizations should be encouraged to create appropriate resources, using local knowledge.

## ANTICIPATED OUTCOMES

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When implemented, this strategy will result in a virtual cache (sigluaq) of Inuit resources that is unduplicated elsewhere and available for all to use. Educational agencies and for-profit and non-profit Inuit organizations will join in creating and promoting the use of appropriate Inuit-based instructional resources. The use of locally produced Inuit educational resources in formal school settings will increase.



## 4. Promote Inuit language education.

### STRATEGY 4: INUIT LANGUAGE EDUCATION

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*“It is essential to use the Inuit language to communicate the rich and complex meaning of Inuit ideology. There are so many concepts that cannot be expressed adequately or accurately when they must first be translated into English.”*

*Bernadette Yaayuk Alvanna-Stimpfle  
Eskimo Heritage Program Director, Kawerak, Inc.  
and Education Steering Committee member*

#### BACKGROUND FOR STRATEGY 4

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Inuit communication gets meaning not only from words but also body language, mood, ways of behaving, norms, and the situation. Much is implied and hinted rather than said, in direct contrast to Western communication where more of the message is contained in words. When Inuit children face this difference in communication with their Western teachers, they are at risk of being labeled as shy, quiet, withdrawn – or worse – as incapable of learning.

Education Workshop delegates lamented that communication in the Inupiaq, Yup’ik, and Cup’ik languages is diminishing in both the home and in the community. Further, Inuit students can either write their Native language but not speak it fluently, or vice versa. Native language classes in many schools are elective and optional, but not required. Delegates attributed a breakdown in communication between generations to loss of language.

## OBJECTIVES RELATED TO STRATEGY 4

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The delegates and Steering Committee were cognizant and appreciative of the work underway by the Alaska Native Language Preservation and Advisory Council (ANLPAC), and expressed interest in amplifying the impact of that work in the Inuit regions of Alaska. Therefore, the singular objective of Strategy 4 is recommended collaboration and an alliance with ANLPAC to support language revitalization efforts. The objectives of ANLPAC are inclusive of language education for students.

## ACTION STEPS FOR STRATEGY 4

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Suggested action steps for individuals and groups that might accomplish the Strategy 4 objectives include,

- Become knowledgeable about the existing indigenous Immersion programs that promote language fluency and help teach the general population about school choices and options.
- Look for and communicate availability of experts on the subject of indigenous Immersion school choice who can answer community questions.
- Write a blog post about the Immersion Schools; feature their successes.
- Draft organizational proposals to ANLPAC offering to collaborate to achieve the five recommendations in their Report to the Governor and Legislature.
- Participate in the ANLPAC meetings to the extent that they are open to the public.

## ANTICIPATED OUTCOMES

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The anticipated outcome from implementation of Strategy 4 is best summed up by a youth panel member from the Education Workshop:

*“Success to me is learning about my language and culture and being able to teach it to another generation so it doesn’t die or go away.”*

## 5. Foster educational leadership capacity among Alaska Inuit.

### STRATEGY 5: EDUCATIONAL LEADERSHIP CAPACITY

*“Leadership means doing the foundational work for the benefit of future generations. Inuit leadership can be built by modeling to younger generations – planting and nurturing the seeds of leadership will ensure the continuance of vibrant indigenous ideologies related to education.”*

*Bernadette Yaayuk Alvanna-Stimpfle  
Eskimo Heritage Program Director, Kawerak, Inc.  
and Education Steering Committee member*

Strategy 5 addresses the dearth of Inuit representation in the ranks of education leadership. Leadership skills are cultivated and leaders emerge when individuals have opportunities to talk in groups about important education-related issues. Inuit Elders are a wise and experienced group of potential mentors for young, aspiring leaders. The objectives and actions related to leadership development show recognition that leadership in education occurs at many levels and can be either formal or informal, ad hoc or with a defined purpose and period of time.

#### BACKGROUND FOR STRATEGY 5

Currently, many education leadership positions in Inuit communities are filled by non-Inuit individuals. Education Workshop delegates recognized the need to nurture the leadership skills of young people by giving them opportunities to lead, under the tutelage and guidance of Inuit Elders.

Workshop delegates broadly defined educational leadership to include teacher leaders, administrators, local and regional school board members, appointed and elected education officials, agency and organizational managers with education responsibilities. Further, leadership opportunities were identified as both big and small, of both short and long duration. Specific examples of opportunities to develop leadership capacity include participation in the development of new educator evaluation standards and tools to include

cultural standards, and participation in the development of new student assessments that Inuit students must take as part of the formal schooling process. A focus on Inuit educational leadership development at the local level has an ancillary benefit of bringing important education topics to a grassroots level for discussion, creating better informed communities.

## OBJECTIVES TO ACHIEVE STRATEGY 5

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The objectives to achieve Strategy 5 include:

- 1) Look for opportunities to discuss important education-related issues; and
- 2) Encourage Inuit candidates to seek public office and/or positions on boards and commissions (as well as ad hoc leadership opportunities) in education.

## ACTION STEPS FOR STRATEGY 5

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To achieve Strategy 5, organizations, agencies, and groups of Inuit community members should be encouraged to apply for leadership positions to further the dialogue at the local and regional levels about education issues. This is a sound methodology for nurturing and mentoring future leaders. Vacancies on boards and commissions should be broadly advertised and communicated as they become available, as a way to encourage more Inuit applicants and grow the representation of Inuit leaders in influential educational roles. Similarly, those in a position of influence should take on the responsibility to encourage and nurture future leaders, and assist them where there are formal requirements for appointment to leadership positions.

Suggested action steps for individuals and groups that might accomplish the Strategy 5 objectives include,

- Create an awareness message so that interested individuals will know how and where to apply for vacancies on boards and commissions.
- Following the traditional concept of Qargi and Qasgiq, encourage local groups to host opportunities for dialogue about important education issues, develop cohesiveness, and mentor local leaders.

## ANTICIPATED OUTCOMES

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The anticipated outcome from a focus on leadership development is more Alaskan Inuit in positions of leadership at all levels of educational influence.

*“Show people the endless opportunities the Inuit have. Being who you are can take you places.”*

*-Madelyn Alvanna-Stimpfle, Student  
Member of the Education Steering Committee*

## 6. Revitalize and reclaim traditional Inuit parenting skills.

### STRATEGY 6: TRADITIONAL PARENTING SKILLS

*“Our strength comes from our ancestors. We look to them and honor them in our quest to hone our skills as parents. We must reclaim our traditional ways to raise our children as Inuit. Strong Inuit families lead to strong Inuit communities.”*

*Pausauraq Jana Harcharek, Director of Iñupiaq Education, North Slope Borough School District and Education Steering Committee Member*

The centrality of parenting, and the roles of family and community as foundational for student success is depicted in Figure 1 (page 2). Strategy 6 provides a call to action to reclaim traditional parenting skills, such as modeling desired actions and skills as a way of teaching and, and a return to traditional subsistence activities that draw families together.

#### BACKGROUND FOR STRATEGY 6

**“The important task is to raise children who are whole human beings”, Education Workshop delegates said.**

Education Workshop delegates candidly noted a loss of parenting skills over the generations and a viewpoint that consistent discipline is not administered or supported by the community. Children need to be praised more for their accomplishments. Alcohol, drugs, and technology are troubling distractions that are getting in the way of effective parenting. Older and more experienced adults often do not feel empowered to advise young parents about parenting skills.

Workshop delegates took a macro view in proposing solutions directed at social structures and fostering the development of self-identity in order to create well-disciplined children.

Some suggested action items from the delegates included holding community meetings; finding people who want to become involved; finding parents who need help, and those who can help; teaching parenting skills in school; using social media to promote parenting skills (e.g. Facebook); having schools host “parent nights;” to hold community events focused on parenting; collectively taking responsibility for parenting; promoting awareness that social issues have led to a loss of parenting skills; enlisting the support and assistance of local agencies for promoting healthy parenting; considering the use of Migrant Education as a funding source for parenting activities; and infusing parenting skills into subsistence activities.

## OBJECTIVES TO ACHIEVE STRATEGY 6

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The objective of the parenting strategy is to increase knowledge of and practice collective responsibility for traditional parenting.

## ACTION STEPS FOR STRATEGY 6

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Suggested action steps for individuals and groups that might accomplish the Strategy 6 objectives include,

- Research, promote, and create awareness about ways to practice traditional parenting skills.
- Promote the development of parenting skills curriculum and its inclusion in the school's curricular offerings for students.
- Organize community events that promote and teach parenting skills.
- Model engagement in subsistence activities as a way to demonstrate traditional parenting skills, and encourage others to engage in subsistence activities that involve the whole family.
- Assume personal responsibility to teach parenting skills to young parents who need help as a way to positively impact the future of children.

## ANTICIPATED OUTCOMES

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Education reform and decolonization are long term processes that require parents to take back, or take on new responsibility for teaching and learning that is currently wielded by schools. Elders and others who are exemplars of traditional parenting will be key partners for achieving the intended outcome: An increased number of young parents expressing interest in and adopting traditional parenting methods, and participating actively in traditional family subsistence activities will increase.

A youth panel member, speaking of the strength and encouragement she received from her grandmother as she left home to attend college:

*“My grandma is a really big factor in why I am where I am now. She called me all the time and said...home is always there. It is tough to leave home, especially when you have a big family. I am the first one to leave my family and my community and go away to school. It was very hard for me, especially at the beginning. And then my Grandma would remind me: Home is always there. Get your education and come back.”*

*-Youth Panel Member at the 2014 ICC Alaska Education Workshop*