

# NEPC Meeting September 9<sup>th</sup>, 2025

In person: Todd B., Peggy A., Rosa S., Karry I., Melissa M,  
Online: Cess, Clarion, Lianna, NVO via Bliss , MJ K.

\*NO quorum, cannot vote today

Land Acknowledgment; We are gathered in the Aleutiiq/Sugpiak homeland. We thank and acknowledge our Aleutiiq/Sugpiak ancestors in the 10 tribes of the Kodiak ALeutiiq/Sugpiak region as the heritage and the culture of the Aleutiiq/Sugpiak Nation continues to enrich our communities.

Review and approve last meeting minutes, will be tabled and be done through email. Will email Sharina, Ray and Fawn.

## -Staff and Program updates:

Todd Burton would like to acknowledge that Peggy Azuyak, Directors of Rural Schools, and Kerrie Irons a member of our school board.

Updates to federal funding programs, last meeting we had discussions on insight for protentional support and need for aids. Four hundred seventeen KIBSD students have successfully filled out the 506 form and to give everyone an idea of where the membership is enrolled.



**NUMBER OF IEA STUDENTS**  
IEA Student Enrolled- 417 students  
Unenrolled- 102 students

Peterson Elementary- 10	Chiniak- 4
East Elementray- 55	Old Harbor- 25
Main Elementary- 58	Ouzinkie- 8
Kodiak Middle School- 88	Port Lions- 11
Kodiak Highschool- 121	AkTeach- 25
Akhiok- 11	PreK- 1

Including the unenrolled students that is five hundred nineteen students with one hundred two student that families acknowledge their student may qualify as American Indian or Alaskan Native but are still potential candidates.

**Peggy A.** asks do we know how many of those are newly enrolled kinders? Todd B. responds that he does not know how to pull that information.

The 506 form requires their tribal enrollment number and or a grandparent's tribal enrollment number. If you do not know the number, you can call your tribe and ask.

**Melissa M** adds its very complicated, it's a one-page thing, the tricky thing is that the student does not live with the family member enrolled to the tribe and they did not want to contact that family member to get the number. So, there are different scenarios, another one is that most kids qualify to be in Migrant Ed, which usually had more money than IEA, and families will ask what is the point of being enrolled in IEA?

**Rosa S.** asks if there are any staff that can help parents enroll into IEA or fill out the forms either? Todd responds Yeah, Cess and I can do our best.

**Peggy A.** adds, "I can help out and our secretaries can help at our rural sites. There isn't a dedicated staff member that can go to school to school right now and help with that.

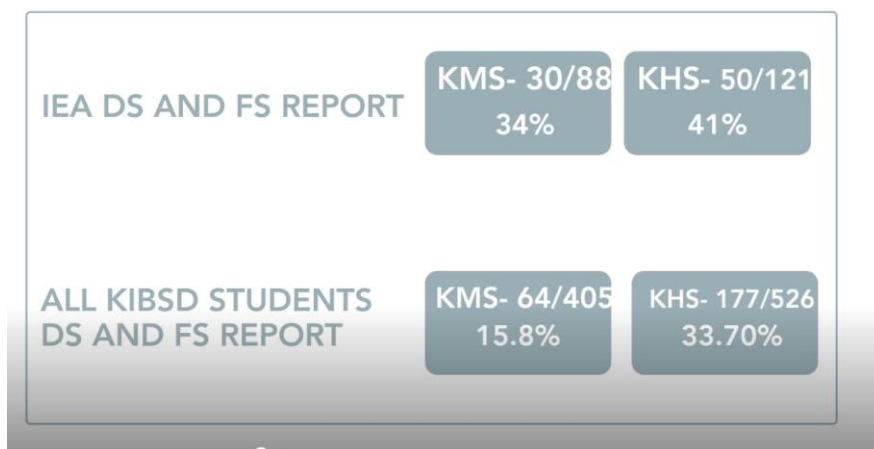
**Kerrie I.** asks, "was Meagan M. able to do that last year? Todd B. and Peggy A. replied, "Yes."

**Peggy A.** suggests that's another potential to do a TA type or part of the duties of the aid, we can get them properly trained to help support and fill out the form.

Someone asks if you have to do that annually and the answer is no you do not have to fill out the 506 form annually. Once we have it on record, it is good for the duration. And if you were to move to another school district as long as there is a ROI we could potentially share it with the next school district to make sure that you get the benefits that you need.

**Peggy A.** If they send an official records request, it seems like that should be included in that.

**Todd B.** as you can see the town schools have quite a few; high school, middle school, Main, East, Peterson with the larger numbers. We are only at one week of school and so there are going to be some missing assignments but just as a baseline. I wanted to share where we're at with our secondary students versus all students in general.



So there at the middle school of the 88, we've got 30 students that have some form of D or F or both. At the high school 50 or of 121 have some form of low grade, so 34% and 41%V of our IEA membership and when you look at all students for comparison, we continue to have a pretty big disparity at the middle school. Where of the 405 students at the middle school 64, so that means I got 34 additional non-member IEA that added to that so. These are number as of yesterday, September 8<sup>th</sup>. This is just a baseline because we will look at this at the next quarterly meeting.

**Peggy A.** at rural school we will help do an enrollment push and reach out to families that don't have them filled out.

## Sign the Letter of Support for HEP and CAMP Projects

Dear HEP/CAMP Alumni and supporters:

The Trump Administration is currently withholding \$52.1 million in funding that Congress has appropriated to HEP/CAMP projects; we need your help in urging the Trump Administration to release the HEP/CAMP grants.

Since the HEP/CAMP grants have been delayed, projects around the country have already laid off staff and have begun closing their programs. As HEP/CAMP alumni and supporters, you are an example of the positive impact the HEP/CAMP projects have had on hundreds of thousands of students over its 50+ years of service.

To ensure that future students will benefit from HEP/CAMP, we are asking that you sign on to a letter to the Trump Administration urging them to release the HEP/CAMP grants for FY 2025 before it's too late.

Thank you for your consideration and please share this letter with other HEP/CAMP alumni or others who support the HEP/CAMP program.

Sincerely,

Greg Contreras  
President of The National HEP/CAMP Association



[Scan the QR code](#)  
[or click here.](#)

Last thing here before because again I don't want to just totally ahead with new business. I met with MJ McCown, who is our liaison contact for Kodiak College and their camp program, which is an extension of the Migrant Education Program. But what is so important and what I want everyone to know is that right now they've got 15 Kodiak graduate students that are in the program, and of those 15, eight are former Migrant Education Program members, so seven of the 15 were never associated with migrant education, and yet they have found a way to be eligible to receive support and funding to the tune of over \$70,000 for those seven students. So, on average it is a little over \$10,000 to help support with housing, text, textbook purchasing, other various supports to make this more of a viable kickstart to their postgraduate education. And again, this for students that have, I believe less that, I'm positive it's less than 30 credit hours. Like I don't know if its 29 or if its 30, like if you hit 30 that pushes you out of it. The way I've always heard it is less that 30 credit hours, which is basically first year students. And so, if anyone has juniors, seniors, recent graduates, I would absolutely keep an eye on the CAMP project and funds. MJ McCown is the liaison and is very responded. There is going to be a college and career fair Saturday, October 11<sup>th</sup> coming up. There's going to be a CAMP night associated with it with food. Families are welcome to attend. Bring your little ones if you can, we have guests and people in rural site it always isn't easy to attend but Todd wanted to put that out there.

If people can use the QR code to support of join the petition survey to support CAMP that is a federally funded program, and it is pretty much in the crosshairs for pulling funding.

CAMP application is available in the KIBSD federal funds website and we will include it in our Federal Express newsletters.

#### **-Comments or Questions:**

Bliss with NVO, would like to volunteer Ouzinkie tribe to help assist Ouzinkie students.

Rosa S. suggests doing an outreach Native tribe that we found an X amount of students have identified in our IEA enrollment that they're Native American and Alaskan Native that we don't have these forms for and ask if they can help with outreach as well.

#### **-Old Business:**

IEA total funding that is available or that was received or IEA this year and we had a discussion about, here are all the things that the funding could be used for. We have not decided how to allocate this funding. We looked at how we used the funding from last year. If there are any, *what do we have to* allocate the funding too? We also asked for a drafted budget to be shared out, so we can look at to compare our needs and wants to support IEA students. The NEPC can approve through email along with giving recommendations or feedback. Last meeting, we did not have our whole committee present, and we also asked Todd B for a internal deadline for a budget to present to the grantor and that deadline as well.

**Todd B.** the tentatively due date was August 30<sup>th</sup> but that came and went. It would behoove us to try to get something sooner than later with my contact in Washington, DC Gregory Heinsley. It's just a matter of submitting the budget just as soon as possible so he can review it and give me any revisions, questions, feedback. By in large in the past, it's been very seamless and easy to work with Greg, if we have revisions that are less than \$5,000, he does not really need to hear about those. But if we were to do a large cultural field trip or bring in someone, somewhere in Alaska to do a couple evenings opportunity to work with students and staff where it costs \$6,000 -\$10,000 -\$12,000. I'd need to do that revision and get it approved with Greg. So we've got really a clean canvas to work with. We've got roughly \$170,000 and we have the freedom to truly say, well we've got X amount of students at these schools, we know that, that age group of 6-7 and 8 are struggling with turning in assignments and things we want to have the money. \$170,000, as I mentioned before, isn't enough money to put in an aid at every single campus but we could target a handful of campuses and provide a six-hour aid support at those locations. If that is what the parent committee so wished.

**Rosa S.** suggest seeing the budget reworked-drafted with at least an aid defiantly at the MS-HS, which last year we did agree that is great to have but also we need support at the elementary level. But I think looking at like can the budget support an aid at each one, the middle school, the high school and again \$170,000 isn't like a

lot of money. But I would like a budget drafted to include three aids, one at the MS, one at the HS, and maybe one more aid to rotate the elementary schools. Prioritizing the ones with higher numbers, looks like Main and East elementary, so prioritizing those. I seeing that is the greatest need versus like supplies.

**Melissa M.** You guys know how I feel about this. It was a huge mistake to move aides out of every building. They were social workers, counselors, and aides also. So that's what I would like the budget to be spent on, is people in the building.

**Peggy A.** Questions last year when the application was submitted last spring, what was there some kind of narrative that described what the plan with the money was supposed to be used for or was it not?

**Todd B.** The EC part 2 indicates, like an idea of where we were going but we're not locked into it. I can revision it and I hinted into the narrative that we were looking at aid support.

**Rosa S.** I think that's what I would like to see is prioritizing that on the budget and seeing like how we can allocate about the majority of the budget to the in, in school support for our students. And id that's like max 3 aids that we can get and then looking at what we want to do with the rest. I know we wanted to be able to support travel for AFN, youth and Elders and Camaii club and things like that. But I really think just for what I have seen and the support that Megan was providing last year. That the priority should be aids in the school, support in the schools.

**Kerrie I.** Was there after school support, homework help kind of stuff from IEA funds last year? I think there was from Migrant Education there was an after school program.

**Todd B.** There was a piece in the middle school because that was an 8-hour position and the staffer was on campus till after you dismissal and they were able to have some one-on-one with like preferably 6 students, but like sometimes there's seven or eight, often time there's only two or three. But that's only because it was still in that contract day. It wasn't after hours, and it was only at the middle school.

**Rosa S.** We didn't have any IEA aids last year. We only had the on teacher, Megan, and she did get into the elementary schools to provide some support there. But the primary focus was the high school I think first and then some support in the middle school. But a lot of the support she was doing, which is still needed, and she was doing an amazing job, but a lot of the support was in the high school and we did really have any IEA specific support in the elementary schools at all.

**Todd B.** We can create a TEA for certain folks on the early out days to extend and give them some time to potentially do some after schoolwork. Or we could create some TEAs for in the morning during breakfasts to be with kids who maybe have an early arrival somehow. Just trying to capture them when we can see them. Aids is a fantastic options if you can provide them enough hours to make it viable to apply for the position. That's what I'm afraid of too. If we can't make it but a 4.5 hour or 3.5 hour or something, will people apply? So I think that, that six-hour mark comes with benefits, and so that's what I'm going to try to build it off of is 3 six-hour aid positions with benefits.

**Bliss/NVO** I agree totally with Rosa S. and actually think it would benefit the rural communities as well to have even like an hour. Have an aide come in to help out the teachers for an hour. My nephew graduated last year and he's trying to look into applying to be an aide here in Ouzinkie but from what I understand we don't have an open position for that. So, he's signed up to volunteer at the school. He does go into volunteers for volleyball or PE. But you know it'd be nice if you know, and I understand what Todd said needing a 6-hour position to entice people to apply but the villages you know a lot of times we do like we can juggle at the tribe or the corporation and dedicate an hour or two for the schools.

Rosa S. And maybe there's also an opportunity there to have again just to round out if you wanted to offer more hours like a TEA position or an aid position that can split time. I don't know if that's like possible, but split time between IEA and Migrant Ed. support so you still are getting like the classroom in school support from IEA for IEA students and migrant ed students, especial in our rural school like the majority of them I'm sure are enrolled in both because of the travel.

**Todd B.** Migrant has been on a hold stop. We have not hired anyone or spent any significant funds on Migrant Ed. because the senate is the only body that has truly approved the allocations of the funds. We're waiting for Congress, who was on recess to come back together and fully get behind the support. We've been

substantially approved but we haven't been given like our full award letter yet. So like we haven't hired a single migrant ed this year as Melissa knows. It has been a very challenging and unique year.

**Karrie I.** I think it's really important to look into how much-you know big picture, a full-time aid costs with benefits. So the salary and benefits I would say \$170,000 probably wouldn't cover two people full-time. Maybe close but more than that it is unlikely but that it would be worth looking into to see so that you guys could have a really clear idea of what -how far the money does go and where and how to allocate between the villages and town. I don't remember the formula; do you know Peggy?

**Todd B.** Its typically you can count on in general \$45 to 65,000 for an aide, full-time with benefits. Under six hours its way more cost friendly. Its once you hit the six-hour threshold and get heavier the benefits improve which is great for our staff. But just like IEA Migrant Education, once we feel confident, we can spend, we are no longer spending for a salary and benefits for a certificated teacher. So we have the ability to really branch out and support migrant students in rural villages to braid funds there and or braid funds in town too. So this is a unique year that we haven't seen anything like this in a decade or more.

**Melissa M.** I think the benefit of a longer position is always great but if you look at 5.5 position where its still almost full-time. I can share with you guys because its me personally, Ive been working for the district for 13 or 14 years now and I make under \$26,000 a year at 5.5. So its because I don't get benefits. So under 5.5 you get more bodies in building.

**Rosa S.** Danica has a comment in the chat but also if you are looking at like if it true part time less than 6 hours that allows somebody to also have like another part-time job.

**Peggy A.** 6-hours in the district is full time and you get benefits.

**Rosa S.** maybe draft in the budget two aid at 6-hours and show if we go under that, this is how many aid we can get.

**Todd B.** I will try to do an A, B, and C. I think that would be good. And give it out to the parent committee.

**Danica** comment in the chat, I want to make a suggestion to have someone in the program to dedicate some time to reaching out to the appropriate corps and tribes to discuss arrangements for travel to and from and lodging for AFN. AFN is fun and enriching but academic support should be priority with such a limited budget.

**Rosa S.** And last year Danica, Koniag and KANA provided some support and the corporations, Ouzinkie corp. and a few other provided supports for student to attend. I think from the rural communities anyone that wanted to go to the youth and elders, there was funding for that.

**Todd B.** that was huge between the IEA funding and then like you said all the different entities to help between town and rural schools I believe like 23 students plus chaperones went to AFN.

That was with the Kodiak traveling group, there was separate groups, Ouzinkie, Port Lions, Akhiok and Old harbor usually does.

**-AFN:**

**Melissa M.** question is now that we don't have a certified teacher who is the IEA teacher, she was kind of our like lead person who traveled with these students. Obviously, there were lots of chaperones, I think there was three other chaperones besides Megan. Is that still viable even and I mean if so, we're creeping up very close.

**Rosa S.** I think the other question on this topic, who will take the lead this to organize and plan trips, get the applications/forms to students who are interested, is that rural schools that is organizing that, is that your office Todd? Because even if you can find the chaperones, if there's no one to like lead those efforts.

**Todd B.** I don't know if it becomes a semester stipend. I don't know, between IEA, Carl Perkins, CTE, all the title grants, I just think I can do it justice.

**Rosa S.** Its great if we can allocate the fundings for that but if there's no one to organize it, I don't know how that's going to come together.

**Peggy A.** I wonder if we also lean on community partners for that, I have one in mind Amy Peterson, who works as the liaison for Koniag and when she worked in Old Harbor with me, she did a lot of that. She would be amazing.

**-NYO**

**Melissa M.** Were you able to check the differences between club and sport?

**Todd B.** I was unable to get that data for this.

**MJ K.** I don't know if this adds to that but I think sports you have to have so many 5 or 6 practice days to participate and clubs don't necessarily need to meet that goal.

**Peggy A.** At least through ASA, you have to have 10 practices before you can compete. And be educated in concussion protocols and all that.

**Rosa S.** Todd will get us more information at the next meeting.

-Student Representative:

**Melissa M.** Is working on getting her son, Owen, who is a senior this year.

**Todd B.** Got to try to tap into Tanya Sylvia Johnson for that. She can help identify.

**Peggy A.** We've got a whole class of Alutiiq language learners.

**Melissa M.** Owen is taking Alutiiq 2 for the third time this year.

**Melissa M.** I actually did mentioned it to Tonya. She's had a rough few weeks though, so I don't anticipate that she's willing or ready to take on more at this moment, so we might need to look at different avenues.

-Tribal Representative:

**Rosa S.** Tribal representative, that is on here too. Do we usually have a tribal representative?

**Peggy A.** We haven't and we have people who have been joining the meetings, but not in a while.

**Todd B.** I think that was a true capacity to welcoming tribal representative to all meetings. Just continuing to push out the invites and share meeting times to get as much feedback and just more voices, more support, more ideas.

**Peggy A.** Something I had been thinking about since the last meeting was getting that support within the rural sites. One thing that is we're unsure of with our funding this year is our clubs, clinics and opportunities, which last year we were able to offer a certain number per school based on like the size of the student population, so bigger school got more stipends where each rural school got at least one, so were able to offer at least one extracurricular for the students in the rural sites which great.

## BACKGROUND

In past years, funding for after school and extra-curricular programs has allowed our rural students to participate in activities that foster connection, growth, and wellbeing. However, funding for these programs is uncertain for the current school year, and without additional support, our students may miss out on valuable enrichment experiences.

Each of our rural school sites has already generated several creative and meaningful ideas for clubs, clinics, and opportunities tailored to their students' interests and community values. Many of these activities focus on cultural learning, traditional arts, sports, exercise, and healthy lifestyle opportunities — all of which strengthen relationships and build positive school-community connections.

We've had some already some ideas from the sites wanting to utilize that opportunity.

We are requesting financial support to provide stipends for adult facilitators who are willing to lead after-school clubs, clinics, or opportunities for students at our rural school sites.

- Stipend Amount per Program: \$1,100
- Minimum Request: One stipend per rural school site (with the possibility of additional stipends depending on available funding and student demand).
- Total Number of Rural Sites: 5

## PROPOSAL

With clinics, clubs and opportunities up in the air for funding we were hoping that potentially being able to provide some kind of stipend. They were about \$1100 I believe per advisor for the club clinic or opportunity. So, a minimum request of one per of the rural school, that would be five of them, so about \$5,500.00 but open to more if there was more. But I was looking at after school these don't have to happen after school. They can happen during school days as well, depending on the availability. But potential was to also include, community members within the school.

## IMPACT ON STUDENTS AND COMMUNITIES

These programs foster:

### HEALTHY LIFESTYLES

Offering structured activities that encourage movement, skill-building, and wellness.

### COMMUNITY CONNECTION

Strengthening bonds between students, families, and the broader community through shared learning experiences.

### CULTURAL PRESERVATION

Providing students opportunities to engage in traditional arts, language, and cultural practices.

### STUDENT ENGAGEMENT

Creating meaningful, positive options for students after school, which directly supports academic and social-emotional success.

**Rosa S.** Clarifying questions, on the \$1,100 per school per advisor is that annually, monthly? What is it?

**Peggy A.** They write out a description of what their club, clinic or opportunity is going to be. Sometimes it has to be at least a certain amount like however many weeks. I would have to look at the form again. So sometimes it's a pretty short schedule like we will meet once a week for like 13 weeks sometimes it's a year long. It just depends on the club. And it is just a flat \$1,100.00 to the advisor for that whatever time period.

**Rosa S.** So maybe add this to your Budget Todd, I think this would be in that same category as a prioritizing, especially for our rural schools that don't have opportunities like sports and all the other clubs that our student in town have. I mean this is a small amount to request that could have such a great impact.