




**CHAPMAN  
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***Kenai Peninsula Borough School District***

TO: Sean Dusek, KPBSD Superintendent & Tony Graham, KPBSD KPAA President

From: Conrad Woodhead, Chapman School Principal & KPBSD Native Education  
Program Coordinator 

DATE: December 14, 2016

SUBJECT: Career Development Grant Report

As a recipient of the KPAA Career Development Grant, I recently returned from the National Indian Education Association Conference, held from October 5—October 8 in Reno, Nevada. This conference served two purposes. Firstly, as the principal of a school with a Title VI Native/Indian student population of 27%, the conference exposed me to the role Native Education plays within schools and the partnerships that schools and districts are forming with local tribes. Secondly, in my role as KPBSD Native Education Program Coordinator, it exposed me to what other Title VI programs across the country are doing to meet the needs of their students with similar partnerships. I appreciated the opportunity to attend this conference, as I feel it remains important for KPBSD to be part of the national conversation surrounding Native Education. I felt this was beneficial in both my roles with the district.

I went to several sessions that addressed the challenges with finding cultural identity in vastly different settings; public schools that serve students in rural areas, and public schools that serve students in more urban settings. KPBSD does both, and I found myself interested in how similar districts find ways to meet both academic and cultural needs for students in vastly different settings. One way is to look at different curriculums to help do this, and several of the sessions I went to addressed the need for Native Students to have the tools to navigate down a path to understanding themselves and their community

The parents, staff, and students of Chapman School, along with the community of Anchor Point, agree that Chapman Students learn best when:

1. students take pride in themselves, their school, and their community.
2. students are kind, respectful, and caring toward all citizens.
3. students set goals that help them succeed.
4. students choose healthy and safe activities.
5. students take responsibility for their learning.

to determine a congruent personal and cultural post-high school plan. Goal setting and cultural relevancy were the common themes of these sessions, and I found myself wondering how best to do this in a district with 114 different Alaska tribal affiliations encompassing a land area the size of West Virginia. Perhaps the biggest thing I came away with from these sessions is how the St. Paul School District (Minnesota) is utilizing community partnerships to help increase attendance. They actively pursue creating compacts with sports leagues, clubs, and organizations that agree to not compete with school districts to help increase school attendance. I found this to be an interesting concept and wondered how that might look in a district and state where travel, weather, and logistics provide unique challenges.

With the advent of the Every Student Succeeds Act (ESSA), there is an increased emphasis on districts working together with tribal entities in order to receive funding. This not only holds true for the Federal Title VI grant KPBSD receives, but also for any Demonstration Grant. After signing up for the conference, the Kenaitze Indian Tribe and KPBSD received a Native Youth Community Projects (NYCP) Grant from the Office of Indian Education (OIE). When we pursued this grant, we did so before ESSA was complete, but did so with a collaborative approach with Kenaitze. There were several sessions designed to help NYCP project directors, such as myself, get acquainted with the grant and learn about how to manage it. This grant is one of 32 NYCP grants awarded by the OIE and totals \$944,404 over four years. That grant provides KPBSD with four academic tutors at Homer Middle, Kenai Middle, Ninilchik, and Seward Middle. What I took away more than anything is that we did it right when developing the narrative for this grant with Kenaitze. Several entities in these sessions shared concerns about the roadblocks that exist in their states for tribes and districts working together in the manner. I felt confident knowing that we essentially received the grant because of how KPBSD and Kenaitze went about creating it.

I appreciated the opportunity to attend this conference and am proud to be in a district that supports Native Education. I believe KPBSD's investment in Native Education is making a difference for our Title VI students district wide. Thank you.

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