



# Washington Office of Superintendent of **PUBLIC INSTRUCTION**

## *Tribal Liaison*

### 1. **Purpose:**

Funds the Career Connected Learning Tribal Engagement Specialist. This position works in the Office of Native Education (ONE), under the direction of the ONE Director, and in partnership with the Career and Technical Education (CTE) Department. This position will work collaboratively with program leads in the CTE Department to ensure consistent communication and expansion of career-connected and work-based learning opportunities within the state's tribal compact schools, and school districts serving tribal youth. This position will support CTE program development, expansion of career exploration, preparation, launch activities and the establishment of CTE graduation pathways to increase access and outcomes for tribal youth.

### 2. **Description of services provided:**

- Communicated on behalf of the tribes, the State Tribal Education Compact Schools (STEC), the Washington State Native American Education Advisory Committee (WSNAEAC) and the state's tribal youth to inform the career connect Washington system, including engaging with the ESD Career Connected Learning Coordinators.
- Supported the development of high-quality and culturally relevant CTE programs, CTE graduation pathways, and career-connected learning opportunities for tribal youth.
- Supported the increase of dual credit opportunities and access to high-quality industry-recognized credentials for tribal youth.
- Provided direct technical assistance, collaboration, and communication to educators, counselors, administrators, and stakeholders to close opportunity gaps for tribal youth in accessing high-quality CTE and Career Connected Learning opportunities.
- Provided direct support within tribal compact schools and districts that serve tribal youth to educate teachers, counselors, and administrators on the CCW and OSPI CTE framework, implementation strategies, and resources available.
- Supported the development and recognition of tribal and non-tribal paid worksite learning experiences for students, in collaboration with worksite learning coordinators, ensuring all youth employment laws and regulations and school requirements are followed.

- Work in cooperation with the CTE department to support tribal compact schools and districts serving tribal youth in leveraging Federal Perkins funds.
- Provided regular updates to CCW Advisory Team and Cross-Agency Workgroup, ESDs, School Districts, regional partners, school districts, and work-integrated learning advisory committee members regarding best practices related to providing access to tribal youth.
- Provided Sovereignty 101, Tribal Consultation, and Intergenerational Trauma training to OSPI CTE, CCW, CCL, WA STEM, and other outside workforce organizations.
- Provided keynote addresses, presentations, and workshops to OSPI internal organizations, outside organizations, and tribal education organizations.

**3. Criteria for receiving services and/or grants:** N/A

**Beneficiaries in 2021-22 School Year:**

Number of School Districts:	All
Number of Schools:	All
Number of Students:	All
Number of Educators:	All
Other:	8 - State and Tribal Compact Schools and BIE Schools

**Number of OSPI staff associated with this funding (FTEs):** 1.07

**Number of contractors/other staff associated with this funding:** 0

<b>FY22 Funding:</b>	State Appropriation:	\$150,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	<b>TOTAL (FY22)</b>	<b>\$150,000</b>

**4. Are federal or other funds contingent on state funding?**

No

**5. State funding history:**

<b>Fiscal Year</b>	<b>Amount Funded</b>	<b>Actual Expenditures</b>
2022	\$150,000	\$125,907
2021	\$150,000	\$66,887

**6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

<b>Fiscal Year</b>	<b>Number of Schools</b>
FY22	295 + 8 STECs
FY21	295 + 8 STECs

**7. Programmatic changes since inception (if any):**

N/A

**8. Evaluations of program/major findings:**

- Opportunities have been identified in professional development for LEA administrators and staff, CTE Directors and staff and State Tribal Education Compact administrators and staff. Professional development opportunities include Tribal Sovereignty 101, Intergenerational Trauma, Tribal Consultation, Washington State Tribal Economic Development, County Economic Development, and Skills Center Development.
- Several WA State Tribal departments and programs have been identified as potential career and technical training programs that should be included in providing tribal students dual credit opportunities increasing graduation outcomes. Presented with a sample of Tribal Employment & Training Programs, Tribal Summer Youth Employment Programs, Tribal Skills Centers, and Tribal TERO programs to the Washington Integrated Learning Advisory Committee to share the growth opportunities.
- Providing a data analyst position to support the CCL Tribal Liaison position would be extremely beneficial. The CCL data analyst responsibilities would include supporting research with interagency and external partners to improve the CTE programs and success measurements for tribal communities and students.

**9. Major challenges faced by the program:**

Data Support:

- Adjust all agency data streams to report maximum identification of AI/AN students including the agency Report Card datasets
- Separation of CTE class requirements (Ex: Computer literacy required credit) versus actual CTE program participants - this leads to an inaccurate accounting of students in full programs
- Post-program data to include program accountability and success measurements
- Matching CTE programs to community needs in relation to local and tribal economies instead of to the educator

- CTE program employment data in relation to local and tribal economies (to support the above bullet)
- Data sovereignty and sharing agreements - Important for LEA's to be informed on the importance of data sovereignty and encourage data sharing agreements with tribes. Information shared is beneficial to both LEA's and Tribes.
- Are CTE programs working with tribes (often major employers in their areas) and tribal employment programs?

## 10. Future opportunities:

- Career Connected Learning Tribal Liaison Strategic Plan
- OSPI Office of Native Education CTE Goals and Objectives 2023-2024
- [P3 Pilot Opportunity](#) is a semi-annual opportunity from multiple, participating federal agencies (including ED, DOL, DOJ, etc.) to waive statutes, citations, and regulations governing federal funds to better serve youth disconnected from education and workforce pathways. In collaboration to discuss the concept of supporting more robust workforce pathway development to youth residing in the [Healing Lodge](#), located in Spokane Valley as a pilot program in providing culturally relevant workforce pathway development to disconnected youth.

## 11. Statutory and/or budget language:

ESSB 5693, Sec. 501(4)(l) - \$150,000 of the general fund—state appropriation for fiscal year 2022 and \$150,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for a tribal liaison at the office of the superintendent of public instruction to facilitate access to and support enrollment in career connected learning opportunities for tribal students, including career awareness and exploration, career preparation, and career launch programs, as defined in RCW 28C.30.020, so that tribal students may receive high school or college credit to the maximum extent possible.

## 12. Other relevant information:

N/A

## 13. Schools/districts receiving assistance:

See [OSPI's grantee list](#).

## 14. Program Contact Information:

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