



State-Tribal Education Compacts

1. **Purpose:**

Funding is provided to support the implementation of HB 1134 (2013 Session), State-Tribal Education Compact (STEC) schools.

2. **Description of services provided:**

Honoring treaties, Executive Orders, the 1989 Centennial Accord, and other government-to-government agreements, the STECs create a unique opportunity for tribes to lead efforts focused on improving the educational achievement outcomes for tribal students. STECs became official January 28, 2014. The Office of Native Education (ONE) and other sections of OSPI continue to provide technical support and guidance to STECs as well as information on funding and professional development opportunities. There are currently seven approved STEC schools in compact with OSPI: Chief Leschi Schools (Puyallup Tribe), Chief Kitsap Academy (Suquamish Tribe), Lummi Nation School, Muckleshoot Tribal School, Wa He Lut Indian School (Franks Landing Indian Community), Quileute Tribal School, and Yakama Nation Tribal School.

Pre-COVID, in-person quarterly meetings between OSPI and STEC staff took place. Post-COVID, meetings every other week via zoom were scheduled. Also invited to participate in these meetings were representatives from other OSPI offices, the Bureau of Indian Education, the Washington State Board of Education (SBE), Region 16 Comprehensive Center, and tribal communities. Potential topics were solicited from STEC staff and included: Special Education, Social Emotional Learning/Supports, input on SBE legislative policy proposals, distance learning strategies, summer school strategies/supports, school graduation plans, school reopening strategies, continuous learning strategies, food service options, Native Language Programs, Early Learning Programs, implementation of the Since Time Immemorial Tribal Sovereignty curriculum, career technical education, tribal regalia policy, etc. These meetings provided an opportunity for STEC staff to share ideas, strategies, potential plans, etc., to help one another successfully provide services to their students.

Twenty-six (26) new course codes were developed with First Peoples' Language and Oral Traditions.

Our office has been actively trying to find a remedy to the dual reporting systems STECs currently utilize to submit student data to OSPI (CEDARS) and the Bureau of Indian Education (NASIS).

A site visit was made to Chief Leschi Schools to learn about their Career-Technical Education Program accomplishments as well as their Salmon in the Classroom Program.

Several schools received Small School Improvement Grants through OSPI's School Facilities Office.

STECS were also provided ongoing information and technical assistance from OSPI and the Bureau of Indian Education on a variety of topics relating to providing education services during the pandemic including credits and school hours and regularly participated in informational zooms hosted through the State Superintendent's office.

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

Only tribal schools may enter into a Tribal Education Compact School agreement with OSPI. The Compact includes assurances that must be signed by tribal leadership in order to participate.

Beneficiaries in 2021-22 School Year:

| | |
|-----------------------------|--------------------------|
| Number of School Districts: | N/A |
| Number of Schools: | 7 Tribal Compact Schools |
| Number of Students: | Approximately 2,028 |
| Number of Educators: | 252 teachers |
| Other: | N/A |

Number of OSPI staff associated with this funding (FTEs): .1

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

| | | |
|----------------------|------------------------|-----------------|
| FY22 Funding: | State Appropriation: | \$14,000 |
| | Federal Appropriation: | \$0 |
| | Other Fund Sources: | \$0 |
| | TOTAL (FY22) | \$14,000 |

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

No

5. State funding history:

| Fiscal Year | Amount Funded | Actual Expenditures |
|--------------------|----------------------|----------------------------|
| 2022 | \$14,000 | \$12,456 |
| 2021 | \$14,000 | \$12,973 |
| 2020 | \$14,000 | \$12,965 |
| 2019 | \$14,000 | \$13,999 |
| 2018 | \$14,000 | \$10,705 |

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

| Fiscal Year | Number of Schools |
|--------------------|--------------------------|
| 2022 | 7 |
| 2021 | 7 |
| 2020 | 7 |
| 2019 | 6 |

7. Programmatic changes since inception (if any):

No program changes were made.

8. Evaluations of program/major findings:

Program evaluations were not required under the law. Schools receiving certain categories of funds through OSPI are required to participate in Consolidated Program Reviews.

9. Major challenges faced by the program:

Duplicate reporting in the CEDARS and NASIS systems, funds for capital building projects, and increased CTE opportunities.

10. Future opportunities:

The future holds great promise because Native students have access to federal/state programs and services that they may not have had access to previously. Increased opportunities in Native Language Program development, dual credit, etc.

11. Statutory and/or budget language:

ESSB 5693, Sec. 501(1)(j)-\$14,000 of the general fund—state appropriation for fiscal year 2022 and \$14,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for implementation of chapter 242, Laws of 2013 (state-tribal education compacts).

12. Other relevant information:

N/A

13. Schools/districts receiving assistance:

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

14. Program Contact Information:

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