



## *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 on 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 eight 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, Pascal Sherman, 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).



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A site visit to Quileute Tribal School provided the ONE team and Senator Wellman’s office the opportunity to engage directly with students, staff, administration, and community members. A planned visit to the Yakama Nation Tribal School and direct work with our educational partners in the region is planned immediately post this report.

### 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 the 2022-23 School Year:

Number of School Districts:	NA
Number of Schools:	8
Number of Students:	2146
Number of Educators:	N/A
Other:	N/A

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

No

### 5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$14,000	\$13,364
2022	\$14,000	\$12,456
2021	\$14,000	\$12,973
2020	\$14,000	\$12,965
2019	\$14,000	\$13,999

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

Fiscal Year	Number of Schools
2023	8
2022	7
2021	7
2020	7
2019	6



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

No programmatic changes were made.

## 8. **Program evaluation or evaluation of 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:**

\$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:**

This year Chief Leschi was selected as a Bureau of Indian Education Bright Spot School and a Department of Education Green Ribbon School.

## 13. **Schools/districts receiving assistance:**

[preliminaryfy23state-fundedprovisograntawardsupdated-42823.xlsx \(live.com\)](#)

## 14. **Program Contact Information:**

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