



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Increased Services to Tribes

1. **Purpose:**

Funding was provided solely for the office of native education to increase services to tribes, including but not limited to, providing assistance to tribes and school districts to implement Since Time Immemorial, applying to become tribal compact schools, convening the Washington state native American education advisory committee, and extending professional learning opportunities to provide instruction in tribal history, culture, and government.

2. **Description of services provided:**

Funds through this bill provided for districts and Native American Tribes to receive technical assistance from the Office of Native Education (ONE), specifically from the ONE Director funded under this law.

The bill also provided funds to OSPI to form and conduct meetings of the Washington State Native American Education Advisory Committee (WSNAEAC). The WSNAEAC reconvened in March 2019 with the purpose of promoting leadership and the unique principles and effective practices of Native American education which helps to assure academic success and cultural integrity at the community, school, state, and tribal levels. The committee consists of 19 members nominated by tribes and tribal organizations to provide consultation with OSPI on matters and issues related to the well-being and achievement of AI/AN students who attend public, STEC and tribal schools in Washington state.

In addition, professional development funds were provided to support the implementation and expansion of the Since Time Immemorial (STI) Tribal Sovereignty Curriculum. In 2015, the Legislature passed Senate Bill 5433 requiring the inclusion of tribal sovereignty curriculum be taught in all schools. The resulting curriculum is called Since Time Immemorial: Tribal Sovereignty in Washington State.

In response to previously stated legislation and the subsequent Memorandum of Understanding (MOU) between the Tribal Leaders Congress on Education, the Washington State School Directors' Association, the Washington State Board of Education, and OSPI, a model online curriculum for elementary, middle, and high schools was developed. Native American history, culture, and civics were infused into curriculum content and resources most commonly used in school districts. The intent was and continues to be to imbed the history of surrounding tribal sovereignty and inter-governmental responsibilities into our state's classrooms, so that all citizens understand the unique relationships of tribes and tribal citizens in Washington State. Now all lesson resources are aligned with state Social Studies, English Language Arts, Environmental and Sustainability Education, and SEL standards. The



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STI curriculum is available free, online at <https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state>. Tribal leaders and educators continue to develop tribal-specific lessons to integrate and/or add to existing STI curriculum.

3. Criteria for receiving services and/or grants:

No grants are awarded under this allocation.

Beneficiaries in the 2022-23 School Year:

- Number of School Districts:** 303 (includes the 8 compact schools)
- Number of Schools:** Data not kept
- Number of Students:** 0
- Number of Educators:** 0
- Other:** 29 Federally recognized tribes

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

Yes, please explain.

Yes. If state funds are not available, OSPI will not be able to continue the ONE Director position, provide for the continuation of the WSNAEAC, or provide STI professional development opportunities to Tribes and school districts/compact schools.

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$385,000	\$268,320
2022	\$385,000	\$189,521
2021	\$385,000	\$234,000
2020	\$235,000	\$148,674
2019	\$240,000	\$240,000

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

Fiscal Year	Number of Schools
FY23	303
FY22	302
FY21	302
FY20	302



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

None

8. **Program evaluation or evaluation of major findings:**

- ONE staff provided Since Time Immemorial trainings, and they continue to be well received – we have learned that place-based trainers have the greatest impact. That is due to their ability to elevate the context of the local tribe. An area of focus will be to collect implementation information with this type of support in place.
- ONE has experienced high turnover in the director position - Director Strom began on May 1;
- At the time of authoring this report, a great deal of effort has been on building relationships, building on, and improving existing program systems and structures. WSNAEAC meetings have been gravitating more toward an in-person delivery and a more pre-pandemic frequency. We are conducting Hybrid meetings for those that cannot make our in-person meetings.

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

In our office's support of localizing Since Time Immemorial to the federally recognized tribe(s) nearest the school district or schools, we rely on "cultural guides". These individuals are tribal experts with cultural knowledge or expertise. Our office would like to assist in compensating the individuals for their time and expertise in partnership with school instructional leaders. The OSPI contract development structure and process can be problematic for this area of support.

Support of Tribes in building meaningful consultation with school districts requires in person time of our staff. The logistics of coordinating the key leaders of tribes, ESDs, school superintendents and our staff are challenging and can be overcome. It takes time. We are building a structure to center Tribes and elevate sovereignty in a regional model which could offer more efficiency for all parties. Similarly, when you work in tribal communities, there is a native way of being that honors our elders and cultural experts through gift giving. Agency gifting regulations are challenging to work with and be in harmony in Native communities.

10. **Future opportunities:**

Full implementation of STI, which provides the opportunity for Native American students to see their history, culture, government, and language valued and taught in public schools, as well as an opportunity for ALL students to learn about the rich history of tribes in Washington State and the US. There will also be a greater understanding of sovereignty and



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state and federal rules to consult with tribes and school districts. The intent was and continues to be to embed the history surrounding Tribal sovereignty and inter-governmental responsibilities into our state's classroom, so that all citizens understand the unique relationships of tribes and tribal citizens in Washington State. The STI curriculum is available free, online at [Since Time Immemorial: Tribal Sovereignty in Washington State | OSPI](#).

There is an effort through HB 1332 to provide more clarity and guidance in defining when and how to implement Since Time Immemorial. Though the bill did not pass in the 2023 legislative session, we are anticipating an increased demand for support from Tribes and school districts to support this strengthened requirement should it pass in 2024.

11. Statutory and/or budget language:

\$385,000 of the general fund—state appropriation for fiscal year 2022 and \$385,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the office of native education to increase services to tribes, including but not limited to, providing assistance to tribes and school districts to implement Since Time Immemorial, applying to become tribal compact schools, convening the Washington state native American education advisory committee, and extending professional learning opportunities to provide instruction in tribal history, culture, and government. The professional development must be done in collaboration with school district administrators and school directors. Funding in this subsection is sufficient for the office, the Washington state school directors' association government-to-government task force, and the association of educational service districts to collaborate with the tribal leaders congress on education to develop a tribal consultation training and schedule. The tribal consultation training and schedule must be developed by January 1, 2022.

12. Other relevant information:

For the Fall of 2023 ONE has provided two regional STI trainings: Squaxin Island/TESC and Yakama Nation/Heritage University; with another training scheduled at Jamestown S'Klallam on November 29 and one Webinar on November 16. 47 people attended the Squaxin training, 57 were at the Yakama training and 71 were in attendance for the webinar. Where possible, tribal education and/or culture specialists were involved in the planning and teaching of these trainings. Increasingly, districts are developing systemic district-wide plans, in collaboration with Tribal partners, to implement the curriculum.

13. Schools/districts receiving assistance:

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



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14. Program Contact Information:

Name: Henry Strom
Title: Executive Director
Phone: 360-918-3953
Email: henry.strom@k12.wa.us