



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Indigenous Language Programs

1. **Purpose:**

Funds grants awarded through a competitive process to school districts, public charter schools, or State-Tribal Education Compact schools for key start-up costs with planning or implementing Tribal language programs. When American Indian/Alaska Native students have the opportunity to learn Tribal languages, customs, and traditional ways there are long-term, positive impacts on their academic achievement and self-efficacy. This grant program focused on capacity-building for Tribal language programs.

2. **Description of services provided:**

Lead the competitive grant process, application support, and budget management for the grant program. Provide the grantees, and all other districts, public charter schools, and State Tribal Education Compact schools, with technical assistance and virtual professional learning communities to support the effective planning and implementation of Tribal language programs. Co-lead the technical assistance and professional learning community with the Office of Native Education. We collaboratively guide the work forward and seek guidance from the First Peoples' Language and Culture Committee as we build the statewide scaffold of support for the [OSPI P-12 Dual Language Initiative](#) which includes Tribal language programs.

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

Tribal language programs must be designed for, and prioritize, multilingual/English learners (Title III Native American students) and American Indian/Alaska Native students. Grants that supported Tribal languages also required formal consultation with the local Tribe(s).

Beneficiaries in 2020-21 School Year:

Number of School Districts:	10
Number of Schools:	11
Number of Students:	Not determined at this time.
Number of Educators:	Not determined at this time.
Other: Non-Grantees	Approx. 15

Number of OSPI staff associated with this funding (FTEs): .27

Number of contractors/other staff associated with this funding: 0.0

FY21 Funding: State Appropriation: \$400,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$400,000

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

- No
 Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$400,000	\$394,815

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

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators	Number of Other Non-Grantee Districts
FY21	10	11	Not determined at this time.	Not determined at this time.	Approx. 15

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

FY21 was the first time that the legislative proviso indicated a specific funding amount for Tribal language programs. OSPI developed four budgets to reflect the proviso language for specific language programs, including Tribal language, heritage language, new dual language, and expanding dual language programs. Another programmatic change was the FY19 addition of preschool to this grant program. This supported the development of dual language education in Transitional Kindergarten programs for 4-year-old students.

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

During the OSPI government-to-government consultation with the federally recognized Tribes in Washington, we learned that each Tribe is working on preserving and revitalizing their Tribal language and culture. The Tribal language program grantees are at different points of the revitalization process, but all are making steady progress with this important work. For example:

- Cape Flattery School District and the Makah Tribe have developed a preschool through adult Makah language and culture program. Grant funds were used to expand the Makah language classes in the secondary schools.
- Wa He Lut Indian School expanded their Quilshootseed language and culture instruction through interactive videos and activities such as beading, weaving, drum making, and traditional dance and songs.
- Chief Kitsap Academy (State-Tribal Education Compact school) and the Suquamish Tribe collaborated to expand their Lushootseed language, culture, and traditional dance program for students in grades 6 – 12 grades.
- Quileute Tribal School (State-Tribal Education Compact school) completed their Quileute grammar and dictionary books and used their grant funds to develop a digital Quileute language app to use in the school and community.

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

Remote learning and shifting to virtual professional learning communities (PLCs) were new challenges. Since language learning is highly contextualized and dependent upon authentic language opportunities, remote learning was not beneficial to the programs overall. However, the six, monthly virtual PLCs were well-attended with statewide participants to support program development and share resources, best practices, and lessons learned with one another.

10. **Future opportunities:**

OSPI will continue to host the PLCs and have added two more for a total of eight, monthly, virtual PLCs to support Tribal, heritage, and dual language program development. The PLCs include the Tribal Language Educators' PLC, Heritage Language Educators' PLC, Dual Language Leaders' PLC, Planning & New Dual Language Programs' PLC, Small & Rural Dual Language Programs' PLC, Spanish Dual Language Educators' PLC, Dual Language Educators' PLC, and the ELL & Bilingual Educator Prep Programs' PLC.

11. **Statutory and/or budget language:**

ESSB 5092, Sec. 1518 (10)(e) - \$400,000 of the general fund-state appropriation for fiscal year 2021 is provided solely for grants to create indigenous language programs for native students.

12. **Other relevant information:**

Since Tribal language programs are part of the general curricula, they can be funded through the Basic Education Allocation (BEA). The grant program is seed funding to support key start-up and capacity building of Tribal language programs. Grantees and others planning or implementing Tribal language programs in the state are encouraged to use other supplemental funding sources to sustain and grow their

programs, including Title I Part A, Learning Assistance Program (LAP), Title II Part A, and/or a portion of their Title III Part A funds.

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

See [OSPI's 2021 Grantee List](#).

14. **Program Contact Information:**

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