



REPORT TO THE LEGISLATURE

UPDATE: The State of Native Education

2017

Authorizing legislation: RCW 28A.300.105

(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.105>)

Gayle Pauley

**Assistant Superintendent of Special Programs and Federal
Accountability at OSPI**

Prepared by:

- **Michael M. Vendiola**, Program Supervisor, Office of Native Education
michael.vendiola@k12.wa.us | 360-725-6160
- **Joan Banker**, Administrative Program Specialist II, Office of Native Education
joan.banker@k12.wa.us | 360-725-6160



Executive Summary

In the 2016–17 school year, Washington’s schools served 69,490 public school students that identified as American Indian/Alaskan Native (AI/AN).

The Office of Native Education (ONE), established in the 1960s, assists AI/AN students to achieve basic education goals and meet state standards while supporting cultural identity. This report addresses the accomplishments and recommendations of the ONE, a department within the Office of Superintendent of Public Instruction (OSPI). Accomplishments include:

- Continued revision of website and statewide professional development offerings of the *Since Time Immemorial: Tribal Sovereignty in Washington State* (STI) web-based curriculum as directed by [Substitute Senate Bill \(SSB\) 5433](#) that amended [RCW 28A320.170](#).
- Improved training and consultation for the STI curriculum.
- Wa He Lut Indian School became the fifth State-Tribal Education Compact School, joining Lummi Nation Schools, Chief Kitsap Academy, Muckleshoot Tribal School, and Quileute Indian School.
- Developed a State-Tribal Education Compact School Guide.
- Deeper relations continue to be developed with tribes, tribal education staff, Indian education programs, and state entities from early learning to higher education as directed by [43.376 RCW](#).
- Developed consultation policies for OSPI and school districts & tribes, provided consultation to state agencies and Indian Education programs, and completed five ESSA Tribal Consultations.

Background

OSPI has supported the education of Native students in Washington since the mid-1960s. In 2011, [House Bill 1829 \(RCW 28A.300.105\)](#) formalized ONE within OSPI. ONE serves as liaison between OSPI and:

- School districts
- State-Tribal Education Compact schools (STECs)
- Tribal governments and schools
- Native communities and parents/guardians of Native children
- Native organizations
- Federal Title VI Indian Education Programs

American Indian/Alaskan Native Student Data

About 6.3 percent of Washington state’s public school students are Native American. In Washington, Native students fall into three enrollment categories:

- American Indian or Alaskan Native-Hispanic
- American Indian or Alaskan Native-Non Hispanic
- American Indian or Alaskan Native-Two or More Races

Federal reporting requires a single ethnicity and race for each student, so:

- American Indian or Alaskan Native-Hispanic students are counted as Hispanic.
- American Indian or Alaskan Native-Two or More Races students are counted as Two or More Races.

Only Native non-Hispanic students show up as Native American in federal reports. In Washington, Native non-Hispanic students are about 25 percent of all Native students in public schools.

Table 1: 2015–16 Federal Race Roll-Up Categories for American Indian or Alaska Native Pre-K–12 Students in Washington

Native Race Category	Number of Students
AI/AN-Hispanic	32,148
AI/AN-Non Hispanic	17,224
AI/AN-Two or More Races	20,118

AI/AN Student Data

Table 2: Native Student Graduation Rates

Data for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non Hispanic, and AI/AN Two or More Races).

Four-Year Cohort:

Year	Graduates	Total Students
2014	3,154	5,083
2015	3,333	5,037
2016	3,427	5,076

Five-Year Cohort:

Year	Graduates	Total Students
2014	2,287	5,020
2015	3,333	5,112
2016	3,606	5,066

Six-Year Cohort:

Year	Graduates	Total Students
2014	No data	No data
2015	3,513	5,116
2016	3,550	5,175

Seven-Year Cohort:

Year	Graduates	Total Students
2014	No data	No data
2015	3,457	4,932
2016	3,585	5,132

Table 3: Native Student Dropout Rates

Data for all Native students (combined groups: AI/AN-Hispanic, AI/AN-Non Hispanic, and AI/AN Two or More Races).

Year	Drop/Push Outs	Total Students
2014	1,066	5,083
2015	919	5,037
2016	997	5,076

Update Status

STI Curriculum and Training

In 2017 ONE continued focus on updating, editing, and adding new lessons to the [STI curriculum website](#).

ONE conducted nine STI curriculum all-day in-service workshops (basic level and training of trainers), conference workshops, and district-coordinated staff trainings. This included 296 participants in full-day STI basic training sessions and 30 participants in training of trainer workshops. Participants were from 42 school districts, two private schools, two tribal schools, and five Tribes. Other organizations included educational service districts, environmental groups, universities, museums, and state and federal government agencies. Training also took place within school districts facilitated by trained individuals. ONE worked with individual districts to use the STI curriculum across grade levels. Furthermore, we continue to work with college teacher education programs to implement and provide information about the STI curriculum and Native student learning styles to future teachers.

Providing Professional Development for School Personnel

With the creation of the “Since Time Immemorial” Tribal Sovereignty Curriculum, there are now resources available to impact teaching. However, too few educators are aware or have taken advantage of the opportunity to acquire new, accurate, culturally sound training. The state needs to find ways to motivate the participation of all district personnel in the use of mandated STI curriculum.

State-Tribal Education Compact Schools (STECs)

In 2017, the Wa He Lut Indian School at the Franks Landing Community became the fifth STECs. Chief Kitsap Academy, Lummi Nation Schools, Quileute, and Muckleshoot Indian School continue as STECs in Washington. Tribes in the state are building an understanding of the STECs by observing and consulting with the current schools. ONE has drafted a compliance guidebook for operating a Compact School. ONE continues consultation with multiple tribes on the opportunity to create a Compact School in their tribal community.

Statewide Collaborations for Native Education

ONE continues to partner with, and provide support to, organizations that support Native Education within the state and networks across the country, including:

- Affiliated Tribes of Northwest Indians (ATNI)
- Bureau of Indian Education (BIE)
- Washington State Department of Early Learning
- Education Northwest/Comprehensive Center Collaborative
- First Peoples, First Steps (FPFS)-Thrive
- Indian Policy on Early Learning (IPEL)
- National Indian Education Association (NIEA)
- Title VI-Indian Education programs
- Tribal Leaders Congress on Education (TLC)
- Washington Education Association's (WEA) Future Native Teacher Initiative (FNTI)
- Washington State Indian Education Association
- Western Washington Native American Education Consortium (WWNAEC) Educator Conference

ESSA Consultation

In December of 2016 [Public Law 115-64, Every Student Succeeds Act](#), passed into law. ONE worked to develop two consultation policies. The OSPI-Tribal Consultation Protocol is in draft form and awaiting approval from partnering tribes in Washington State. The Washington Tribal Consultation Guide for Education is in distribution to tribes in Washington and school districts. The Protocol and Guide are designed to build stronger relations between the state and the tribes for education. ONE provided consultation to state agencies and Indian Education programs, and completed five ESSA Tribal Consultations.

Increased Collaboration with Tribes and Tribal Communities

Significant gains have been made in strengthening relationships between OSPI, Indian Education stakeholders, and tribes. The creation of Tribal Compact Schools, the STI curriculum implementation, and the development of Tribal Consultation protocols are examples of progress. However, these examples also reveal how much there is to be done. The key to success for Native students depends upon strong and healing relationships with tribes, tribal communities, and Native parents. Increased meetings/consultations with Tribal councils, school boards, schools, and communities (both reservation and urban) to establish timely, meaningful, and sustainable dialogue on Native student success is one way to ensure their voice is heard at the state and national levels.

Tribal Education Guide

ONE has oversight of five STECs. To provide support to each STECs and provide information to tribes interested in creating a STECs ONE created the State-Tribal Education Compact School Guide. The purpose of the guide is to provide support and guidance to all areas that make up STECs. The guide will be made available on the ONE [website](#).

Challenges

Supports, Assistance, and Coordinated Technical Assistance for School Districts

ONE is responsible for accomplishing the responsibilities listed in [RCW 28A.300.105](#). One of those responsibilities is to facilitate the development and implementation of curricula and instructional materials in native languages, culture, and history, and the concept of tribal sovereignty pursuant to [RCW 28A.320.170](#). During FY 2016–17 a one-time allocation was received for STI: Tribal Sovereignty Curriculum for updating, moving the website to the OSPI server, new lessons/units, and trainings. ONE has sustained STI development and trainings by annually seeking small grants; however, these are not sustainable methods of supporting this work.

[RCW 28A.300.105](#) also requires ONE to work with the Washington State Native American Education Advisory Committee (WSNAEAC) to develop and implement support services to increase the number of AI/AN teachers and principals and to support continued professional development. Due to a lack of funds to support this work, the WSNAEAC has not been active since 2002. The Committee served a vital role in developing guidance for ONE in impacting the statewide initiative for Indian Education.

Although the ONE office has been successful in soliciting grants and donations primarily to support the STI Tribal Sovereignty Curriculum, the levels of support ebb and flow making it difficult to do long range planning. A more sustainable funding source would be used to reinstate the highly successful and popular annual Native Youth Summits, the last one having been held in 2008 when the decision was made to focus available funds on STI curriculum development instead.

Finally, increased statewide coordination is needed to better support school districts in meeting the educational needs of American Indian and Alaska Native students. As additional or more sustainable funding becomes available, the ONE could accomplish increased statewide coordination through:

1. An annual Tribal or Indian Education Summit;
2. A Native Language Summit including Tribes, school district administrators, Indian Education coordinators, tribal and tribal compact schools, the Governor's Office of Indian Affairs, and others as appropriate;
3. Implementation of Native parent/guardian involvement training workshops with sessions on homework assistance, effective interaction with districts, planning for higher education (i.e., researching and applying for scholarships);

4. Additional staffing at OSPI to increase opportunities to meet with Tribes, tribal schools, and districts to facilitate consultations as outlined in RCW 28A.320.170. Additional staffing would also support the ONE's goal of increased STI trainings as well as the planning of and participation at Native student college and career fairs.

Accurate Data Collection for AI/AN Students

Despite an ongoing effort to improve accurate, useful data collection around American Indian and Alaskan Native students, there continues to be challenges around data collection for our Native American and Alaska Native students. Federal policy on ethnicity and race data collection and reporting requirements creates three basic categories of Native students within the Comprehensive Education Data and Research System (CEDARS): 1) Native non-Hispanic, 2) Native-Hispanic and 3) Two or More Races. Only students identified as Native non-Hispanic are identified on our agency's Report Card, attendance data, dropout data, graduation data, and other areas in the category of "Native American". Native-Hispanic students appear in the 'Hispanic' category on these reports and Native students who are of two or more races are reported as "Two or More Races."

Individuals accessing OSPI data resources through the OSPI website may not be aware of this fact, and may perceive a small Native student population in our public schools. In reality, there are actually a significant number of Native students enrolled in our schools, but they are identified in the Native-Hispanic (which automatically drops them into the Hispanic category), or Two or More Races categories. The ONE is working closely with CEDARS and Student Information staff at OSPI to explore ways and establish a system to retrieve accurate data including graduation rates, dropout/pushout rates, academic success, and accurate Native student enrollment counts for ALL American Indian/Alaskan Native students in our state's schools.

Conclusion and Next Steps

ONE's momentum continues to grow, more schools are using the STI curriculum, and STECs are growing into a viable option for tribes in Washington. Relationships between tribes and Indian Education programs across the state are stronger than ever. The success of these initiatives will help ONE impact Native dropout/graduation rates in the future. We will continue to use collaboration as a central tool in our work, and next steps will focus on:

- Working to build greater support for STECs.
- Working with a broad array of partners to teach Native students about the value of staying in school and graduating.
- Increasing training and support for the STI curriculum across the state.
- Increasing college teacher education programs that offer STI curriculum training to pre-service education students.
- Creating an operational model for STECs.
- Reimplementation of the ONE Advisory Board.

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at <http://k12.wa.us/LegisGov/Reports.aspx>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 17-0047.



Chris Reykdal • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200