

Increased Services to Tribes

Statutory and/or Budget Language

\$880,000 of the general fund—state appropriation for fiscal year 2024 and \$1,240,000 of the general fund—state appropriation for fiscal year 2025 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.

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 the Office of Superintendent of Public Instruction (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 American Indian/Alaska Native (AI/AN) students who attend public, State-Tribal Education Compact Schools (STECs), and tribal schools in Washington state.

In addition, professional development funds were provided to support the implementation and expansion of the *John McCoy (luliláš) Since Time Immemorial (JMLSTI)* Curriculum. In 2015, the Legislature passed Senate Bill 5433 requiring the inclusion of tribal sovereignty curriculum be taught in all schools. The resulting curriculum was 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 Social Emotional Learning standards. The [JMLSTI curriculum](#) is available free, online. Tribal leaders and educators continue to develop tribal-specific lessons to integrate and/or add to existing JMLSTI curriculum.

Criteria for Receiving Services and/or Grants

No grants were funded under this provision.

Beneficiaries in the 2023-24 School Year

Number of School Districts	303
Number of Schools	Data not kept
Number of Students	N/A
Number of Educators	N/A
Other	29 Federally recognized Tribes

Are Federal or Other Funds Contingent on State Funding?

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 JMLSTI professional development opportunities to Tribes and school districts/compact schools.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$880,000	\$533,622
2023	\$385,000	\$268,320
2022	\$385,000	\$189,521
2021	\$385,000	\$234,000
2020	\$235,000	\$148,674

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	303
2023	303
2022	302
2021	302
2020	302

Programmatic Changes Since Inception (If Any)

None

Program Evaluation or Evaluation of Major Findings

Office of Native Education staff provided Since Time Immemorial trainings, and they continue to be well received. We have learned that place-based trainers have the greatest impact 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. Director Strom has been in this office for one year. ONE strives to reduce turnover in this office that has been an ongoing issue.

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 who cannot make our in-person meetings. STEC meetings occur on a regular basis and the first ever STEC in-person gathering, in partnership with the Lummi Nation, occurred August 2024.

Major Challenges Faced by the Program

In our office's support of localizing Since Time Immemorial to the tribe in the nearest area of 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.

Additionally, there was an effort through HB 1332 to provide more clarity and guidance in defining when and how to implement Since Time Immemorial and the crucial piece of evaluation and assessment. Currently there are no ramifications if a school district chooses to ignore state law around implementing JMLSTI curriculum. We are anticipating an increased demand for support from Tribes and School districts to support this strengthened requirement if a similar Bill is passed in the upcoming legislative session.

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.

Future Opportunities

We intend for full implementation of JMLSTI curriculum, 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 state and federal rules to consult with tribes and public 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 [JMLSTI curriculum](#) is available free, online.

Other Relevant Information

With the passage of [House Bill 1879](#) in 2024, *Since Time Immemorial* has been renamed the *John McCoy (lulilaš) Since Time Immemorial (JMLSTI)* curriculum. During this reporting period, ONE conducted JMLSTI trainings through conference workshops and district/school coordinated staff trainings reaching over 4,000 participants. As JMLSTI is a place-based curriculum, tribal education and/or culture specialists engaged in the planning and teaching of these training courses. Fifteen of our Tribal partners collaborated on joint JMLSTI trainings. Districts are developing systemic district-wide plans, in collaboration with tribal partners, to implement the curriculum.

The Office of Native Education also continues to collaborate with the Professional Educator Standards Board (PESB) and tribal higher education representatives with the implementation of integrating JMLSTI curriculum into all teacher preparation programs. Administrative preparation programs are also integrating JMLSTI into their courses.

We are excited to announce that a new Traditional Ecological Knowledge (TEK) unit and lesson plans have been developed and will be populating the OSPI website soon. This unit will highlight our TEK partners and the utilization of a seasonal calendar that is front facing for educators to access and implement.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

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