

Additional Native Literacy Supports

Statutory and/or Budget Language

Of the amounts provided in this subsection: \$345,000 of the general fund—state appropriation for fiscal year 2024 and \$705,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the office of native education to convene a work group to develop the supports necessary to serve American Indian and Alaska Native students identified as needing additional literacy supports. The work group must include representation from Washington's federally recognized tribes and federally recognized tribes with reserved treaty rights in Washington. The work group must conduct tribal consultations, develop best practices, engage in professional learning, and develop curricula and resources that may be provided to school districts and state-tribal education compact schools to serve American Indian and Alaska Native students with appropriate, culturally affirming literacy supports.

Purpose

Funds have been appropriated specifically to address the needs of American Indian and Alaska Native students identified as needing additional literacy supports.

Description of Services Provided

Identified and recruited educators from across the state with expertise in literacy, representative of Native Educators across the state or non-native educators who have worked with high populations of native students, general and special education teachers, building and district leaders, Indigenous language speakers, eastern and western representation. We met virtually throughout the winter and spring to analyze data, discuss best practices; hosted two Native Parent Literacy Nights, on the east and west sides of the state. We featured Native storytelling to center education and cultural values, surveyed parents, distributed Indigenous authored books to attendees. We culminated the year with an in-person convening of Native Literacy leaders from across the state, in May, with over 50 attendees.

Criteria for Receiving Services and/or Grants

N/A



Beneficiaries in the 2023-24 School Year

Number of School Districts	10: Inchelium, Mount Adams, Marysville, Taholah, La Conner, Wapato, Keller, Toppenish, Grand Coulee, and Cape Flattery
Number of Schools	15: Elementary Schools: Inchelium, Harrah, Quil Ceda Tulalip, Taholah, La Conner, Adams, Satus, Wellpinit, Keller, Valley View, Kirkwood, Garfield, Lake Roosevelt, and Neah Bay.
Number of Students	All
Number of Educators	All
Other	17: Native Work Group participants

Are Federal or Other Funds Contingent on State Funding?

No

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$345,000	\$316,749

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

Fiscal Year	Number of Beneficiaries
2024	42

Programmatic Changes Since Inception (If Any)

During the first year we requested to shift funds to the second year to afford more time to plan so that funding would be best utilized.

Program Evaluation or Evaluation of Major Findings

We took time to navigate the scope of the inability of our educational systems to meet the needs of our native learners and related community. In this first year, we were able to join the OSPI state literacy team to represent Native learners in our statewide literacy efforts. That experience has influenced our direction for partner schools to assist them in preparing for research-based literacy practices. We are focusing on professional development for Kinder, first, and second grade teachers in our partner districts. We have made connections with educators in the last year and are better poised to recruit more literacy experts to join us in year two. Finally,

the historical trauma of boarding schools and the impact on Native communities is still very present in our students and families. Social and Emotional learning support will be a part of our efforts in literacy moving forward.

Major Challenges Faced by the Program

Office of Native Education has had high turnover in leadership over the last several years; the new director is transitioning in and getting familiar with leading statewide initiatives. We've had a strong presence in schools and communities with high native populations in the last year to build relationships for a foundation for this work.

Future Opportunities

With the inclusion in our statewide literacy we have strengthened our understanding of research-based literacy practices, fostered strong relationships with agency programs related to literacy, narrowed our focus, and have a plan to support educators in our partner districts. We also have a way to assess elementaries who have strong practices and are working to prepare a summary of these to include in our final report at the close of this year.

Other Relevant Information

We have enlisted the support of a respected consultant to support this work and have a solid plan for this year with a clear sense of purpose aligned to the legislative proviso requirements.

Schools/Districts Receiving Assistance

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

Program Contact Information

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