

Increased Services to Tribes

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. 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.

Proviso Purpose

Established by state law, the Office of Native Education (ONE) provides assistance to school districts in meeting the educational needs of American Indian and Alaska Native (AI/AN) students and serves as a critical liaison between OSPI and school districts, tribal governments, State-Tribal Education Compact schools (STECs), tribal schools, Native communities, parents/guardians of Native children, and other stakeholders. The Increased Services to Tribes proviso provided the Office of Native Education to fulfill its statutory obligations under RCW 28A.300.105 and reaffirm the state's ongoing commitment to the Centennial Accord.

Services Provided

Office of Native Education Staffing

Increased Services to Tribes funding supported salary and benefits for five (5) essential employees who ensure the Office of Native Education fulfills statutory responsibilities, delivers



services to tribal nations, coordinates professional development, and maintains partnerships between tribal communities and school districts.

Washington State Native American Advisory Committee

ONE convened and provided administrative support to the Washington State Native American Education Advisory Committee (WSNAEAC), a 22-member body nominated by tribes that provides formal consultation with OSPI on matters affecting AI/AN students. The committee met regularly to inform OSPI policies and uphold government-to-government relationships.

State Tribal Education Compacts (STECs)

ONE initiated a State Tribal Education Compact School Convening to provide curated professional development and support to STEC administrators and staff on fiscal, reporting, state/federal requirements, language and culture, staffing, and curriculum development.

John McCoy (Iulilaš) Since Time Immemorial Curriculum

ONE conducted 13 professional development training events from August 2024 through May 2025, reaching 879 education professionals across western and eastern Washington through collaborative partnerships with nine (9) school districts and 11 tribal nations.

Washington State Tribal Education Leaders Summit (TELS)

The summit was held April 17–18, 2025, at Washington State University (WSU), hosted by OSPI, ONE, and WSU. The two-day event included expert presentations on education topics and government-to-government discussions between Tribally Elected Leaders and Superintendent Reykdal on Native Education priorities, resulting in concrete OSPI commitments to strengthen ONE, continue annual summits, pursue legislative engagement, improve communication tools, expand teacher pathways, and develop AI/AN-specific data resources.

Contracted Services

Increased Services to Tribes funding supported three contracted services: a University of Washington Student Consultant to review and update the curriculum website to ensure tribal educators and school districts have accessible digital resources; OSPI Communications Support to develop professional video and informational content for statewide educator professional learning; and office rental space for the Executive Director to establish a dedicated physical presence for coordinating services to tribes, convening WSNAEAC, and supporting tribal compact school initiatives.

Criteria for Receiving Services/Grants

N/A

Beneficiaries in the 2024-25 School Year

Number of School Districts: All

Number of Schools: All

Number of Students: All

Number of Educators: All

Other (Tribes): All

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$535,000	\$432,754
2024	\$535,000	\$533,622
2023	\$385,000	\$268,320
2022	\$385,000	\$189,521
2021	\$385,000	\$234,000

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

Fiscal Year	Number of Beneficiaries
2025	
2024	303
2023	303
2022	302
2021	302

Programmatic Changes Since Inception (If Any)

N/A

Program(s) Evaluation or Major Findings

Site Visit Impact

Conducting site visits with tribal nations and school districts during the 2024–25 fiscal year strengthened government-to-government relationships and enhanced the Office of Native Education's capacity to deliver technical assistance. These direct engagements facilitated information sharing, provided training opportunities, supported tribal consultation processes,

and gathered student input. The site visit model proved essential to ONE's ability to effectively coordinate State Tribal Education Compact support, implement John McCoy (lulilaš) Since Time Immemorial (JMLSTI) curriculum professional development, and respond to the unique needs of tribal communities across Washington State.

Regional Convenings

In coordination with the Cowlitz, Colville, Spokane and Kalispel Tribes, Educational Service District leaders and school district superintendents, we hosted regional convenings where Tribal leaders shared information on tribal governance, educational plans and areas of interest to collaborate in the future. These gatherings were able to support relationships between tribal leaders and district leaders with the awareness that the strength of their relationships directly influences the efforts to support native learners.

John McCoy (lulilaš) Since Time Immemorial Curriculum Support

Washington State tribes consistently identified JMLSTI curriculum development, implementation, and support as a priority throughout the 2024–25 fiscal year. Tribal engagement in professional development planning and curriculum delivery demonstrated strong tribal nation investment in ensuring K–12 educators receive culturally responsive training. Feedback from the 13 training events and partnerships with 11 tribal nations indicated continued tribal commitment to JMLSTI as a foundational tool for accurate representation of tribal history, culture, and government in Washington classrooms.

Tribal Education Leaders Summit Commitments

Following the April 2025 Tribal Education Leaders Summit, OSPI committed to strengthening ONE, establishing annual summits, pursuing legislative engagement and policy development, improving communication tools for Native student identification, expanding teacher certification pathways, and developing an AI/AN-specific data dashboard.

Major Challenges Faced by Program(s)

Not all allocated funding was expended due to a combination of staffing transitions, time constraints, and the need to navigate complex state regulations and administrative processes. As this work involves coordination across multiple agencies and compliance with specific legal and procedural requirements, time was needed to build internal capacity, understand regulatory frameworks, and establish sustainable systems. Additionally, changes in staffing impacted the pace of implementation, and certain activities were delayed or adjusted to ensure alignment with state protocols. These factors contributed to a slower-than-anticipated expenditure rate, but they also laid the groundwork for more efficient and compliant operations moving forward.

Future Opportunities

Based on outcomes from the 2024–25 fiscal year, future iterations of this work could consider: establishing the Tribal Education Leaders Summit as a regular annual convening to strengthen state-tribal relations and serve as a precursor to the Centennial Accord; expanding technical assistance to tribes interested in developing STEC schools through site visits, webinars, and guidance materials; enhancing professional development opportunities for the JMLSTI curriculum based on feedback from educators and tribal nations; and reviewing and updating JMLSTI curriculum materials to ensure culturally and historically accurate content.

Other Relevant Information

The budget language regarding the Native Literacy Workgroup is addressed in the proviso report for KB2: Additional Native Literacy Supports Work – FY2.

[Washington State Tribal Education Leaders Summit Witnessing](#)

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

Program Contact Information

Name: Shandy Abrahamson

Title: Director

Phone: 360-725-6160

Email: shandy.abrahamson@k12.wa.us