



TO: Washington State Native American Education Advisory Committee (WSNAEAC)
FROM: Maxine Alex, Tribal Consultation Program Supervisor
DATE: July 15, 2025
RE: Tribal Consultation Program Report

Tribal Consultation Program WSNAEAC Report SY2024-2025

Overview

The purpose of Tribal Consultation is to ensure that Tribal governments or representatives and state or federal education agencies have meaningful opportunities to provide input, feedback, and recommendations on education policies, programs, and services that impact the success of American Indian/Alaska Native (AI/AN) students.

The Tribal Consultation Program implements and oversees Elementary and Secondary Education Act and state legislation for Tribal Consultation.

Conferences

Attended and reported at: Affiliation of Northwest Indian Tribes, Western Washington Native American Education Consortium Gatherings and Annual Conference, Washington State Indian Education Conference, and National Indian Education Association Annual Conference.

Administrator Government-to-Government Relationships Training

Implementation of HB1426 (2020-2021)

School Administrator Government-to-Government Relationships Training House Bill 1426 mandates in renewing an administrator certificate on or after July 1, 2023, continuing administrators must attend a 5-hour Government-to-Government Relationships Training to focus on:

- Introduction to Tribal Sovereignty in Washington State
- Boarding Schools and Historical Trauma
- Identifying Native Students in Public Schools
- Agents of Change: School Leadership Behaviors and Dispositions
- Creation of Government-to-Government Systems

The introduction of this new training initiative marked a significant step toward equitable education reform, ensuring that administrators are equipped with the knowledge necessary to

engage in meaningful Tribal Consultation. To assess the effectiveness and engagement of the curriculum, satisfaction and feedback surveys were implemented, providing real-time insights into participant experiences. These surveys allowed for immediate improvements to the training structure and informed critical adjustments for the second co-hort. In addition to formal surveys, Padlets were utilized as an interactive tool to collect qualitative feedback from participants. This approach enabled contractors to receive direct input on their effectiveness, ensuring that training delivery remained responsive, impactful, and aligned with cultural and Tribal sovereignty principles.

Now, as the training enters its third year, the next phase of evaluation will focus on long-term impact assessment. A comprehensive survey will be carried out and conducted among all the administrators who have completed the training and examination:

- Information retention and application of key concepts.
- Student policy changes resulting from administrator engagement.
- Data policy modifications to improve AI/AN education reporting.
- Pedagogical shifts in instructional approaches and curriculum integration.
- Advancing Equity Through Data-Driven Policy Adjustments.

By systematically analyzing these critical areas, I aim to ensure that the training does not merely serve as a compliance requirement but fosters sustainable, justice-oriented change within Washington's K-12 institutions. More recently, the training has been identified a source to gather cultural literacy and experience in AI/AN communities educator data. The findings will inform future curriculum enhancements, strengthen Tribal Consultation practices, and reinforce Indigenous agency in shaping education policy. Another issue has been creating a planned routine schedule and advertising among partner organizations. Entering the third year, the end of June continues to be prime opportunity for administrators with additional events in late Fall and one 15-30 days before the January 1st recertification paperwork submittal deadline.

CTE Modules added:

Present and vet two new CTE modules for the Administrators Government-to-Government Relationships Training curriculum to Tribal Leaders Congress and Governor's Office of Indian Affairs in September 2024.

Certification Year 2023-2024 (Recertification paperwork due April 30, 2024):

- 2023-2024: 5 G2G options (Certification Training Year: July 1st-April 30th)
 - 1,539 individual registrations for the synchronous.
 - 961 registrations for asynchronous modules.
 - 637 Administrators requiring recertification in Certification Year 23-24.

Certification Year 2024-2025. (Recertification paperwork due January 30, 2025):

- 902 Recertifying Administrators took the training for recertification as of July 1, 2025.

- In-person training was held at Association of Washington Principals/Washington Association of School Administrators Annual Pre-Conference Workshop June 22, 2025 (114 registered-in person only)
- Hybrid event, Western Washington University on July 16, 2024 (126 registered Virtual; 26 registered for in-person)
- Hybrid Central Washington on July 23, 2024 (149 registered Virtual; 14 in-person)
- Virtual Only on September 28, 2024. (115 registered)
- In-person training with Washington Association of Career and Technical Administrators post-conference in October 2024 (81 registered)
- Virtual Only on December 13, 2025 (75 registered)
- Virtual Only on January 24, 2025 (239 registered)
- Asynchronous Canvas Online Modules opened on December 13, 2025-February 28, 2025 (75 registered)

Certification Year 2025-2026 (Recertification paperwork due January 1, 2026:

- In-person training was held at Association of Washington Principals/Washington Association of School Administrators Annual Pre-Conference Workshop June 21, 2025 (122 registered)
- Hybrid June 30, 2025, at Bethel School District (45 registered in-person; 305 registered virtual)
- Tentative: October 2025 with one each at WACTA and NIEA, December in Southwest Washington, and online modules opening in December.

Preliminary Satisfaction Survey Data:

- 92% Satisfied/Very Satisfied in subject matter topics presented
- 90% Satisfied/Very Satisfied with the amount of material presented.
- 47% No Preference (largest answer) on delivery mode when asked about in-person or virtual.
- Number one answer for favorite part of the training: Introduction to new topics from Presenters in storytelling fashion
- Number one answer for dislike the most: "Sit & Get"

Introductory Administrator Education on AI/AN data from two zoom polls (n=449 CY2024-2025):

- 70% of educators in the event received their K-12 teacher in Washington State.
- 42% of educators in the event received very little education on AI/AN in their K-12 education.
- 62.5% received Zero education on AI/AN in College.
- 85% received Zero education on AI/AN in their Teacher Ed Program.
- 78.5% teach on or near Tribal Lands or an Indian Reservation.
- 40.5% answered yes, they knew their district had a Title VII Program.
- 60.5% answered they did not know if their district had a JOM Program.

- 36% of administrators selected the school they currently teach at because it was on or near a reservation.
- 14 Administrators claimed to be AI/AN.

Strengthening Tribal Consultation Training

Implementation of SB5252 (2020-2021)

Substitute Senate Bill 5252 (2022) states that beginning September 1, 2024, school board members, superintendents, and any other staff at school districts that are required to perform Tribal consultation under Title VI of the federal ESSA (P.L. 114-95, 20 U.S.C. Sec. 1001 et seq., 20 U.S.C. 6301 et seq.) must take and certify completion of the 3-hour Strengthening Tribal Consultation (STC) training focusing on:

- Native Student Identification
- Data Sharing
- Implementation of Tribal history, culture and government – Since Time Immemorial

The Strengthening Tribal Consultation (STC) training is a mandatory professional development course designed to equip Washington State school directors with the knowledge necessary to engage in effective government-to-government relationships with federally recognized tribes. This training focuses on historical context, federal racial/ethnic data reporting policies, and best practices in Tribal Consultation, ensuring that school boards uphold equity, sovereignty, and culturally responsive governance.

Washington State law requires school directors to complete three mandatory training courses, including:

- Strengthening Tribal Consultation (STC) Training – Focuses on Tribal sovereignty, consultation best practices, and Indigenous student advocacy.
- Open Government Training (RCW 42.30.205) – Covers public transparency laws, ethical governance, and compliance with open meeting regulations.
- Cultural Competency, Diversity, Equity, and Inclusion (SB 5044) – Addresses institutional racism, cultural proficiency, and strategies for equitable education leadership.

To assist newly elected or appointed school directors, the Board Boot Camp provides foundational training on roles, responsibilities, and governance structures. Additionally, the Washington State School Directors Association (WSSDA) offers the "Serving on Your Local School Board Handbook", a resource designed to guide directors in effective policy implementation and leadership.

The Strengthening Tribal Consultation (STC) training is a critical State requirement under Every Student Succeeds Act (ESSA), ensuring that Local Education Agency (LEA)

superintendents and directors engage in meaningful government-to-government relationships with federally recognized tribes. This training, mandated every three years, reinforces Tribal sovereignty, the need to work with Tribal Governments and strengthens educational equity for all AI/AN students in public schools.

Each spring, LEAs receive notification through the ESSA Affected LEAs List Bulletin, which includes links to all supporting documents necessary for compliance. Previously, registration was facilitated by the departmental administrative assistant, but with the loss of this position, a new registration system must be developed to ensure efficient processing and the issuance of Certificates of Completion to maintain accountability, a database of all ESSA Affected LEA superintendents and directors is maintained, tracking completion status and ensuring compliance. Additionally, a new election cycle will begin in Fall 2025, requiring updated coordination efforts to onboard newly elected officials.

The highly mobile and cost-effective STC training model requires only the Tribal Consultation Program Supervisor and a venue equipped for informational slide deck projection and handouts allowing for a larger number of training courses than the Administrator Government-to-Government Training. Previously, the administrative assistant facilitated LEA partnerships for hosting events, ensuring accessibility across regions. However, like the Administrator Government-to-Government Relationships training, challenges arose for directors who frequently travel for work or are unable to attend hybrid training. To address this, asynchronous online modules were extracted from the Administrator Government-to-Government Relationships training and duplicated in Canvas, ensuring flexibility for participants. The first and third hours of these modules remain consistent, providing continuity in training content. Recognizing the need for accessible training formats, the R16 Comprehensive Center provided immediate funding to develop an additional module on Areas of Strengthening Tribal Consultation, completing a three-hour asynchronous training option. This expansion ensures that school directors who cannot attend in-person sessions still receive comprehensive instruction, reinforcing their responsibilities in Tribal Consultation. Continuing education and expansion of curriculum should be taken into consideration shortly for part two of the STC Training; the Certificate of Completion is good for 3 years and most likely renewed at least once in a director's term.

Washington State continues to prioritize Indigenous representation and advocacy within education governance by embedding equity-driven policies into training accessibility. This approach reinforces the intersection of top-down policy initiatives with grassroots advocacy, ensuring that systemic change is both institutionally supported and community-driven at the School Board policy and budget levels.

By integrating mandatory training programs that center Tribal sovereignty, consultation best practices, and Indigenous student advocacy, Washington State strengthens its government-to-government relationships with federally recognized tribes. These policies

ensure that school directors, administrators, and educators receive comprehensive instruction on historical context, federal racial/ethnic data reporting, and culturally responsive governance.

The implementation of Strengthening Tribal Consultation (STC) training exemplifies the alignment of institutional mandates with community-led initiatives. By ensuring accessible training formats, including hybrid and asynchronous modules, Washington State removes barriers to participation, allowing Indigenous voices to remain central and sustainable in education policy development for school directors to integration into LEA policy and financially tribal consultation initiatives.

Through these strategic policy implementations, Washington State continues to advance educational equity, ensuring that Indigenous communities are active participants in shaping the future of education governance.

Washington State School Directors Association Partnership

Beginning in 2023, the Washington State School Directors' Association shall convene annual regional meetings and invite the tribal councils from the federally recognized tribes in the region. The purpose of these meetings is to establish government-to-government relationships and facilitate dialogue between tribal councils and school district boards of directors. Data was mandated to be collected at these meetings and reported out every year by WSSDA.

Meetings are encouraged to be in person but may be conducted virtually if cost or other factors impact participants' ability to travel or meet in person. Participants should discuss issues of mutual concern and work too:

- Identify the extent and nature of the achievement gap and develop strategies necessary to close it.
- Emphasize the importance of creating an inclusive educational environment where all Native students receive the resources and support required to succeed in their educational pursuits.
- Ensure school boards understand the importance of identifying and adopting curriculum that includes federally recognized tribes' experiences and perspectives, ensuring that Native students are more engaged and learn more successfully. Additionally, all students should learn about the history, culture, government, and experiences of their Native peers and neighbors.

Regional meetings must also include discussions on:

- Tribal consultation training and training requirements are created under Section 1 of this act.
- Identification of Native students, including federal identification guidelines for American Indian and Alaska Native students.

- Data sharing from school districts to federally recognized tribes.
- Consultations between individual school boards and local federally recognized tribes.

Number of STC to date:

- 2023: 4 STC options
- 2024: 13 STC options
- November 2025 STC Start Trainings to start Fall 2025

Number of Individuals in 42 Districts trained in first year: 274 (98% Completion Rate)

Preliminary Satisfaction Data:

- 89.6% Satisfied/Very Satisfied in subject matter topics presented
- 94.4% Satisfied/Very Satisfied on the amount of material presented.
- 47% No Preference (largest answer) on delivery mode when asked about in-person or virtual.
- 58.1% Neutral when was asked if STC needs to be more research based.
- 47.2% Neutral when asked if more social activities need to incorporate.
- 41.2% In-Person, 41.8% No Preference and 17% for delivery mode.
- Answers for favorite part of the training:
 - Learning about Tribal Sovereignty
 - Data Policies
 - Recommendations for Tribal Consultation
 - concise & Practical Presentation
 - Storytelling/Humor/Lived Experience
 - Videos
 - Question & Answer Opportunities
- Answers for the least part of the training:
 - Too Short/rushed
 - Need more JMLSTI
 - Time: evening
 - Need Food
 - Too Far to Travel/More Locations
 - Not Enough Activities for online People
 - QR codes: would like handouts
 - More research Based
 - Length/More breaks
 - Mandated
- When asked to list other areas the STC should lean into these topics for second training:

- Examples of Good LEA/Tribal Relationship
- Tribal Language & Culture in Schools
- Before & after Policy implement stats
- Grad/data Rates for High Native Pop LEAs
- Data from Successful Partnership LEAs
- Deeper Data dive
- Contiguous Tribe information
- Data broken down by ESD
- Historical Trauma/Boarding Schools
- JMLSTI-Everything

Tribal Facing Consultation

Implementation of Tribal Education Leaders Summit (TELS):

- Aided in planning the inaugural year of sponsoring the two (2) day TELS event at Washington State University.
- Created survey to gather data on subject matter to formulate subject matter for day one (1) of training.
- Presented: Best Practice for Tribal Consultation on first day of training.
- Assisted in administrative and logistical work to host two (2) day event for Tribal Leaders.

Staff contact

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