



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

SSB 5252 (School Consultation/Tribes)

1. **Purpose:**

Starting from September 1, 2024, individuals serving as school board members, superintendents, and any other personnel within school districts mandated to engage in Tribal consultation under Title VI of the federal Every Student Succeeds Act (ESSA), also known as Public Law 114-95, Sections 20 U.S.C. 1001 et seq. and 20 U.S.C. 6301 et seq., are required to complete and obtain certification for the 3-hour Strengthening Tribal Consultation training. This training will primarily focus on the following aspects:

- Identification of Native Students.
- Sharing of Data.
- Implementation of Tribal history, culture, and government, spanning from time immemorial.

2. **Description of services provided:**

Initial service developed curriculum and training of the three-hour training. Continued services are the administration, organization and delivering of trainings across the state to include travel, materials and supplies to provide direct and hybrid trainings.

3. **Criteria for receiving services and/or grants:**

ESSA Tribal Consultation is required by all districts receiving Title VI Indian Education Grant Awards of more than \$40,000 and/or that have a Native American student population of over 50 percent (ESEA section 1111(a)(1)(A)). Tribal consultation is required for all Title programs covered by ESSA, not solely Title VI – Indian Education. Beginning with fiscal year 2017, affected Local Education Agencies (LEAs) must consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA before submitting plans or applications for the Title I-VI programs.

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	11
Number of Schools:	N/A
Number of Students:	N/A
Number of Educators:	21
Other:	2 Tribes



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4. Are federal or other funds contingent on state funding?

No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$294,000	\$202,031

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of Schools
22-23	11 Districts
	2 Tribes
	6 School Board
	5 5 Superintendents
	5 5 District Employees
	22 Tribal Employees

7. Programmatic changes since inception (if any):

Delay in fulfilling the Tribal Consultation Program Supervisor position and change in Office of Native Education leadership deterred the expediting of direct services. Once the Tribal Consultation Program supervisor was hired, substantial time was devoted to curriculum research, development, and curriculum finalization. Once curriculum was finalized by the Tribal Consultation Program Supervisor, the curriculum mandating vetting by Tribal Leaders Congress and the Governor’s Office of Indian Affairs which required additional time to gather both groups due to calendar constraints. From here on out, curriculum approval is null. In addition, onboarding to department policies of contracting, vendor site approvals, and procurement methods took time to complete. Once completed, contracting and procurement of vendors and sites took an additional 10-12 weeks. The learning curve usurped time that in the following year should not be a major obstacle.

8. Program evaluation or evaluation of major findings:

End surveys of first trainings reveal 88% Satisfaction Rate with the overall training. The amount of information in the three-hour training was found to be the appropriate amount by 44% of the attendees. The same amount preferred to attend this training in person versus hybrid or online. Initial findings support the purpose of the curriculum and inform the structure of the trainings to ensure learning goals and objectives are met in the time provided; attendees of the training have adequate time to process and learn as



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demonstrated by check for knowledge online game played by attendees. Follow up surveys and additional checks for knowledge will be sent out 90 after the first training. Trainings started in a rural area of the state to give attention to underserved areas of the state.

9. Major challenges faced by the program:

One major challenge of the program is that there is one individual to present the Strengthening Tribal Consultation and the Government-to-Government trainings which means a lot of travel to provide all the trainings required by this bill. Additionally, venue funds are limited. Fortunately, Tribes have partnered with ONE to provide some gratis venues at Tribal facilities for the SSB 5252. Another hardship is the time of the trainings. School Directors either work during the day or must take time off to attend this training. Therefore, trainings must take place late in the afternoon or evening resulting in complicated travel itineraries.

10. Future opportunities:

Future opportunities have been created by Tribes that want to host the trainings for the districts they Consult with. In addition, partnership with Washington State School Directors Association, Association of Washington State Principals and Washington Association of School Administrators have invited ONE to their annual conferences to provide an additional venue and opportunity to provide trainings.

11. Statutory and/or budget language:

\$294,000 of the general fund—state appropriation for fiscal year 2023 is provided solely for implementation of Substitute Senate Bill No. 5252 (school consultation/tribes).

12. Other relevant information:

SSB 5252 and HB 1426 are similar curriculums but address differing audiences. SSB 5252 is for ESEA Required School Districts of which there are 39 in the state currently. HB 1426 requires all administrators in the State to take a five-hour Government-to-Government training. While SSB 5252 requires more traveling, the costs are substantially higher for the HB 1426 due to the contractors and venues required to training 950-1250 administrators a year. Extra costs are also needed to create online modules to provide an alternative method of recertification which was not included in the original outlines of the bill. However, it is greatly needed to provide an asynchronous method for busy administrators. Another overlooked area is the role of Career and Technical Educators. Their recertification needs and training to work with Tribes in Tribal Consultation is very different than school administrators. More relevant curriculum on Tribal Economics and Tribal Businesses is needed to make the training relevant to their line of work.



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13. Schools/districts receiving assistance:

[preliminaryfy23state-fundedprovisograntawardsupdated-42823.xlsx \(live.com\)](#)

14. Program Contact Information:

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