



Executive Order 14191 To Expand Educational Freedom and Opportunity for Families

Consultation Summary Report

January 22, 2026

Table of Contents

Overview 1

Summary of Comments 2

 a. The Consultation Process 5

 b. Tribal Sovereignty and Trust Responsibility 5

 c. Legal Constraints 6

 d. Impact on BIE Schools and BIE/TCS is School of Choice..... 7

 e. Cultural and Educational Quality 7

 f. Geographic and Socioeconomic Concerns 8

 g. Special Education Concerns 8

 h. Historical Trauma and Assimilation..... 8

 i. Additional Comments

 1. Funding Allocation 9

 2. Impact to Tribal Colleges and Universities 9

 3. Lack of Infrastructure Support 9

 4. School Choice through Student Vouchers..... 9

Conclusion 9

Executive Order 14191 to Expand Educational Freedom and Opportunity for Families

Consultation Summary & Analysis: Tribal Consultation Sessions held July 14-15, 2025 with Comment Deadline on July 25, 2025

1. Overview

The Department of the Interior's ("Department" or "DOI"), Bureau of Indian Education ("BIE") organized three additional tribal consultation webinars to seek input on Executive Order 14191 ("EO"). On January 29, 2025, President Trump issued EO 14191 on Expanding Educational Freedom and Opportunity for Families. The EO included Section 7: Helping Children Eligible for BIE Schools. Section 7 on Helping Children Eligible for BIE Schools directs the Secretary of the Interior ("Secretary") to "...review any available mechanisms under which families of students eligible to attend BIE schools may use their Federal funding for educational options of their choice..." and that "...[t]his order shall be implemented consistent with applicable law and subject to the availability of appropriations..."

The Department, through the BIE, provided a two week notice for two virtual tribal consultation sessions¹ with Tribal leaders and education stakeholders that were held on March 14, 2025. To inform the development of the mechanisms requested in the EO, the BIE conducted two virtual tribal and education stakeholder consultation sessions on March 14, 2025. The first session was attended by 484 participants and 315 participants attended the second. As part of the consultation, the BIE received 85 written and 54 verbal comments from tribes, tribal community members, tribal schools, tribal school boards, tribal education departments, and other key stakeholders in Indian education.

To build on those sessions, on May 23rd, a Dear Tribal Leader Letter announced additional webinars to receive comments and review the mechanisms developed based on feedback from tribes and stakeholders in March. Mechanism highlights include:

- Reserving nearly \$1.3 million of BIE's Elementary and Secondary Education Act (ESEA) allocation pursuant to ESEA Section 1003A to allow schools to offer a range of direct student service options. These options will allow parents to exercise a meaningful choice in their child's education. Such options may include access to advanced courses, dual enrollment, academic tutoring, career and technical education, personalized learning, and out-of-school activities;

¹ Under the Education Amendments Act, as amended, any actions performed under the Act shall be done with active consultation with Tribes, which is to include all interested parties such as both Tribes and school officials. 25 U.S.C. § 2011(b)(2)(B). Under BIE regulations, the Assistant Secretary for Indian Affairs, through the BIE Director, must assure that no new policy shall be established nor any existing policy changed or modified without consultation with affected Tribes, and be guided in policy formulation and funding priorities, including the proposing and awarding of contract and grants, by periodic and systematic consultation with governing bodies of Tribes. 25 C.F.R. § 32.4(a)(1)-(2). According to DOI Tribal consultation procedures, Bureaus/Offices must invite Indian Tribes early in the planning process to consult whenever a Departmental plan or action with Tribal Implications arises. Procedures for Consultation with Indian Tribes, U.S. Department of the Interior, 512 DM 5.

- Determining the interests of Tribes exercising authority to assume control of BIE-operated schools under the Tribally Controlled Schools Act of 1988 and directing ongoing technical assistance to interested parties;
- Increasing the number of Tribal Education Department (TED) grants ahead of the 2025-26 school year to increase local control of education by Tribes and their TEDs; and
- Hosting additional stakeholder input before the 2025-26 school year to strengthen postsecondary pathway development for students.

Written comments were received from tribes, tribal community members, tribal schools, tribal school boards, tribal education departments, tribal education associations, including the American Indian Higher Education Consortium and the National Indian Education Association, among others. During the virtual sessions, attendees provided most comments verbally, with some using the chat function to submit comments. Each virtual session followed the same format. The BIE Director welcomed the participants and introduced the presenters from the BIE Associate Deputy Director, Division of Performance and Accountability, and the BIE Chief Academic Officer. In coordination with the Department's Office of the Solicitor, BIE solicited input on the following topics: (1) Any available mechanisms that could provide families of eligible students use of Federal funding for educational options of their choice including how any such mechanisms will be funded; (2) To the extent that there exist any such mechanisms to implement in the 2025-26 school year, the eligibility criteria for students in the plan referenced in the EO; and (3) Educational options near existing BIE-funded schools that could provide potentially eligible students local flexibility to attend a non-BIE school, such as private, faith-based, or public charter schools. The majority of participants did not provide comments pertaining directly to the questions posed but provided commentary regarding the EO, preferred supports, and possible school choice options supported by the BIE, generally.

Tribal leaders and education stakeholders once again objected to the consultation webinars as inadequate on such an EO prior to any finalization or implementation. The majority of comments opposed school choice options under the EO that would divert funding from the BIE system to other sources.

Between the two different consultation sessions more than 120 tribes, tribal leaders, tribal schools, tribal school boards, tribal education organizations or individuals submitted either written comments or provided oral comments reflecting the general commentary noted above. They often specifically advocated in favor of additional funding for the BIE and their TCS and cited that TCS are already their school of choice and underfunded. Participants also commented that diverting funds to schools outside the current system is a threat to tribal education sovereignty and could abrogate existing tribal treaty, the federal-tribal trust relationship, and other legal obligations to tribes and tribal students.

2. Summary of Comments

Twelve written comments were received from tribal leaders. Tribal schools, tribal education organizations, tribal organizations, an Alaskan village and three Native organizations also provided comments. Seventeen participants in the webinars provided comments including tribal leaders, school leaders, school boards and members of the public, which were accommodated despite an oral warning during the webinar that members of the public and press were prohibited from participating in the consultation.

The following tribes submitted written comments:

- Cherokee Nation
- Confederated Tribes of the Umatilla Indian Reservation
- Gila River Indian Community
- Hopi Tribe
- Navajo Nation
- Oneida Nation
- Peoria Tribe of Indians of Oklahoma
- Pueblo of Acoma
- T'ohono O'odham
- The Sault Ste. Marie Tribe of Chippewa Indians
- Winnebago Tribe of Nebraska
- Yakama Nation

Some tribes and tribal leaders, including Cherokee Nation and the Sault Ste. Marie Tribe of Chippewa Indians, offered diplomatic responses, stating that while they were appreciative of the intent of providing choice of high quality education to students and parents, they nonetheless insisted that any school choice options must be in addition to fully funding BIE and BIE-funded TCS, in order to meet treaty, trust and other legal obligations to tribes and tribal students. In addition, seven tribal schools, the National Congress of American Indians, the National Indian Education Association, two local tribal education organizations, and seventeen individuals including two North Dakota legislators

commented with a similar stance as the tribes listed above. In total, the webinars had 799 virtual participants, with 54 individuals making comments and 85 written comments received.

Only two individual letters made express comments in support of the EO. These letters, both of which stood to potentially gain financially from potential changes, included one from a former teacher who had started a charter school and a second college prep instructor who supported broader eligibility for college prep programs.

Between the two separate periods of consultation of the individuals and organizations who provided comments:

- Approximately 75% expressed clear opposition to EO 14191 or the concept of redirecting BIE funds to non-BIE education options.
- Around 20% were neutral or cautiously supportive, primarily requesting clarification or conditional flexibility under strict protections for BIE/TCS funding.
- Less than 5% of participants expressed full support, typically from private school leaders or those advocating for expanded eligibility for urban Native students.

1. Reserving \$1.3M of ESEA Funding for Direct Student Service Options Mechanism Summary:

BIE proposed using \$1.3 million under ESEA Section 1003A to allow schools to offer expanded options such as dual enrollment, advanced courses, academic tutoring, career and technical education, and personalized learning.

Feedback Themes:

- **Conditional Support for Student Services:**
Many tribal stakeholders supported additional educational services *only if* these options were administered within existing BIE or TCS and not used to fund private or non-tribal schools.
 - **Opposition to Redirection of Funds:**
Many commenters were concerned this mechanism would redirect existing BIE funds rather than constitute new funding, thereby weakening already under-resourced institutions.
 - **Fairness Concerns:**
Some noted that rural locations and lack of infrastructure (e.g., broadband, qualified instructors) would make many of the proposed services infeasible without broader systemic investment.
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2. Assessing Tribal Interest in Assumption of BIE-Operated Schools Mechanism Summary:

The Department proposed identifying tribes interested in assuming control of BIE-operated schools under the Tribally Controlled Schools Act of 1988 (TCSA) and providing technical assistance to support transitions.

Feedback Themes:

- **Support for Tribal Control in Principle:**
Many tribal leaders supported expanded tribal governance over education in line with self-determination principles.
 - **Skepticism of Readiness and Support:**
A few speakers referenced past unsuccessful efforts to transition BIE schools to tribal control without adequate federal support.
 - **Desire for Clarity and Transparency:**
Several commenters requested specific details about the technical assistance promised and how the transition process would be structured.
- 3. Increasing TED Grants to Expand Tribal Local Control**
Mechanism Summary:

BIE proposed expanding the number of Tribal Education Department (TED) grants prior to the 2025–26 school year to strengthen Tribal governance and educational planning.

Feedback Themes:

- **Broad Support for TED Capacity Building:**
Tribal leaders were highly supportive of increasing TED grants, viewing them as a vital tool for local control and culturally responsive programming.
- **Implementation and Fairness Concerns:**
Some Tribes worried that the application process favors larger, more resourced Tribes. Recommendations included:
 - Simplifying the grant application process
 - Providing pre-application technical assistance
 - Ensuring fair distribution to smaller or rural Tribes
- **Insufficient Without Broader Investment:**
Some cautioned that TED expansion must come with additional funding for school operations, not in place of it.

4. Additional Stakeholder Input to Strengthen Postsecondary Pathways **Mechanism Summary:**

BIE proposed more consultation and stakeholder engagement before the 2025–26 school year to improve postsecondary readiness and career pathways.

Feedback Themes:

- **Strong Support for Continued Consultation:**
Tribal educators welcomed additional engagement but emphasized that previous consultations were rushed and inadequate.

- **Postsecondary Gaps Are Structural:**

Many stakeholders stressed that improving postsecondary outcomes requires investments in:

- Native language and cultural coursework
- Dual-credit programs
- Career and technical education (CTE)
- Counseling and college prep support

- **Need for Funding Not Just Input:**

Several comments emphasized that listening alone won't solve underfunding, particularly for Tribally Controlled Colleges and Universities (TCCUs) and support programs for high school transitions.

Conclusion

The proposed federal mechanisms were met with widespread caution and express concern. Stakeholders emphasized that any effort to expand Tribal educational options must not come at the expense of BIE schools or tribal sovereignty. Overall, the consistent message was clear: funding for BIE and TCS must be increased and protected, and any new initiatives must be implemented through collaboration, transparency, and legally compliant Tribal consultation.

Bureau of Indian Education Actions

The Bureau acknowledges the concerns raised by tribal leaders regarding the use of webinars and the limited time frame in which tribes and schools were expected to respond to the Dear Tribal Leader Letter, but notes that the timeframe laid out in the Executive Order made the webinars the best possible option for receiving tribal input on these proposals.

The BIE developed several legally permissible options for expanding educational freedom and opportunities for families of BIE students.

Department of Education Funds: ESSA Section 1003A & Title IV, Part A

Activity Description

- Utilizing flexibility offered under the Elementary and Secondary Education Act Section 1003A, and highlighted by recent guidance from the U.S. Department of Education (ED), BIE, while serving the functions of a state education agency, may reserve funds from its Title I allocation to provide funds to BIE-funded schools for direct student services that allow parents to exercise a choice in their child's education. Such direct student services may include:
 - Enrollment and participation in academic courses not otherwise available at the student's BIE school. This could potentially provide increased access to advanced courses and Career and Technical Education coursework aligned to State standards.
 - Credit recovery and academic acceleration courses that lead to a regular high school diploma (as defined in ESEA section 8101(43)).
 - Activities that assist students in successfully completing postsecondary level instruction

- and examinations that are accepted for credit at institutes of higher education (IHEs), such as tribal colleges and universities, and including but not limited to Advanced Placement courses, which may include reimbursing students from low-income backgrounds to cover all of the costs of fees for such examinations; such activities may also include the costs of dual or concurrent enrollment in postsecondary coursework.
- Components of a personalized learning approach, which may include high-quality tutoring. 20 U.S.C. § 6303b(c)(3).
- Further, BIE may use Title IV, Part A funds to expand school choice through support for a well-rounded education, school safety initiatives, and technology enhancements. 20 U.S.C. § 7116(e). These funding sources are designed to strengthen academic performance.
- Title IV, Part A may help schools support a well-rounded student by offering opportunities to enhance students' academic achievement and digital literacy and providing access to a wide range of disciplines, including arts, music, social studies, and computer science. 20 U.S.C. § 7117.

ESEA section 1003A authorizes a State to award funds to LEAs for the following activities:

- Enrollment and participation in academic courses not otherwise available at a student's school, including advanced courses and CTE coursework that is aligned to State standards and leads to industry-recognized credentials that meet the quality criteria established by the State under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).
- Credit recovery and academic acceleration courses that lead to a regular high school diploma (as defined in ESEA section 8101(43)).
- Activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutes of higher education (IHEs), including AP and IB courses, which may include reimbursing students from low-income backgrounds to cover all of the costs of fees for such examinations; such activities may also include the costs of dual or concurrent enrollment in postsecondary coursework.
- Components of a personalized learning approach, which may include high-quality tutoring.
- Transportation to allow a student enrolled in a school identified for comprehensive support and improvement (CSI) under ESEA section 1111(c)(4)(D)(i) to transfer to another public school (including a public charter school) that has not been identified for CSI (i.e., public Page 2 – Chief State School Officer school choice), in the case of an LEA that does not reserve Title I funds as permitted under ESEA section 1111(d)(1)(D)(v) for this purpose

<https://www.ed.gov/media/document/oese-letter-state-chiefs-title-1-part-guidance-march-31-2025-109686.pdf>


Considering the input, caution and concerns of the tribal education community, BIE determined that existing 1003A Direct Student Service funds will serve as the mechanism for this initiative. Priority for funding will go to BIE comprehensive support and improvement schools to provide students with high-dosage tutoring, after-school enrichment, advanced courses, dual enrollment, and pathway programs.

All Division of Performance and Accountability staff received the most recent training during the week of August 18, from the U.S. Department of Education for State Education Agency on the appropriate and effective use of federal funding to ensure accountability for the use of federal education monies that will include 1003A, Title I money for this purpose. A 1003A grant application is ready for use. General technical assistance webinars occurred in the Fall of 2025.

Comprehensive Chart of Comments – BIE Consultation on EO 14191

This chart consolidates all oral and written comments from the July 14–15, 2025, Bureau of Indian Education consultation sessions and subsequent written submissions. Comments are organized into categories, with Tribal Leaders and Governments listed first, followed by Tribal Schools/Institutions and Individual Educators/Advocates.

Category 1: Tribal Leaders / Tribal Governments

Speaker / Entity	Affiliation / Role	Position	Key Points	BIE Response
Principal Chief Chuck Hoskins	Cherokee Nation	 Neutral – Acknowledges the “goal” of the EO.	<p>Any new policy must be shaped in true partnership with tribal nations, grounded in federal trust responsibility.</p> <p>ESEA Section 1003A allocations for BIE schools should prioritize fairness, integrity, capacity, and alignment with tribal priorities.</p> <p>Notes chronic underfunding of Tribally Controlled Schools (TCS).</p> <p>For tribes seeking to assume control of BIE-operated schools under the Tribally Controlled Schools Act, criteria should facilitate—not obstruct—self-governance.</p> <p>Requests expansion of TED grants with:</p> <ul style="list-style-type: none"> • Simplified applications. • Clearer eligibility criteria. • Targeted outreach to underserved Tribes. 	<p>BIE has reviewed this comment and reaffirms that its consultations are implemented in full accordance with the law. BIE values tribal concerns about the consultation process. In accordance with Department of the Interior policy, BIE provides required notice through Dear Tribal Leader Letters and is committed to conducting consultations with tribes in a respectful manner.</p> <p>BIE will use existing 1003A Direct Student Service funds for this initiative, prioritizing comprehensive support and improvement schools to provide students with high-dosage tutoring, after-school programs, advanced courses, dual enrollment, and pathway opportunities. A 1003A grant application is ready for use. General technical assistance webinars commenced in the Fall of 2025 (November and December).</p> <p>BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools’ funding allocations to implement the 1003A grant.”</p> <p>BIE appreciates this comment. However, TCSA grant eligibility criteria is determined by statute.</p> <p>https://www.ed.gov/media/document/oese-letter-state-chiefs-title-1-part-guidance-march-31-2025-109686.pdf</p> <p>BIE recognizes the importance of Tribal Education Department (TED) grants in advancing Tribal sovereignty and local control over education systems.</p> <p>BIE will utilize Congressional appropriated funds to strengthen Tribal capacity for educational planning and culturally responsive programming.</p> <p>BIE will continue working to simplify the application process, provide pre-application</p>

				technical assistance, and ensure the fair distribution of grants, including for smaller and rural Tribes. BIE also acknowledges the feedback that TED expansion should complement—not replace—broader investments in school operations.
Chairman Verlon M. Jose	T’Ohono O’odham	✗ Opposes EO 14191	<p>Three, two-hour webinars for tribes and tribal schools across the entire country to be heard is not consultation.</p> <p>Supports 1003(A) if it has separate funding from BIE.</p> <p>BIE Tribally Controlled Schools need additional funding.</p> <p>Requests additional information regarding Direct Student Services portion of the Section 7 Draft Implementation Plan</p>	<p>BIE has reviewed this comment and reaffirms that its consultations are implemented in full accordance with the law. BIE values tribal concerns about the consultation process. In accordance with Department of the Interior policy, BIE provides required notice through Dear Tribal Leader Letters and is committed to conducting consultations with tribes in a respectful manner.</p> <p>BIE will use existing 1003A Direct Student Service funds for this initiative. A 1003A grant application is ready for use. General technical assistance webinars will commence in the Fall of 2025.</p> <p>BIE acknowledges the concern regarding funding for TCS and, consequently, BIE is not drawing from schools’ funding allocations to implement the 1003A grant.</p> <p>Utilizing flexibility offered under the Elementary and Secondary Education Act Section 1003A, and highlighted by recent guidance from the U.S. Department of Education (ED), BIE, while serving the functions of a state education agency, may reserve funds from its Title I allocation to provide funds to BIE-funded schools for direct student services that allow parents to exercise a choice in their child’s education. As noted above, the BIE has provided general technical assistance webinars so that stakeholders are fully informed of the 1003A Direct Student Services Program.</p> <p>https://www.ed.gov/media/document/oese-letter-state-chiefs-title-1-part-guidance-march-31-2025-109686.pdf</p>
Oneida Nation	Education Department	✗ Opposes EO 14191	Strong opposition to vouchers and redirection of funds.	<p>BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE funded schools for not eligible for 1003A funding.</p> <p>BIE strongly supports tribal sovereignty and works to honor the treaty and trust</p>

			Emphasizes treaty responsibilities.	relationship between tribes and the federal government.
Gila River Indian Community	Community Council	✗ Opposes EO 14191	<p>Opposes use of BIE funds for non-tribal schools.</p> <p>Stresses federal trust responsibility.</p>	<p>BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE funded schools for not eligible for 1003A funding.</p> <p>BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government.</p>
Pueblo of Acoma	Governor's Office	✗ Opposes EO 14191	Objects to privatization; insists funds should remain with tribal/BIE schools.	BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE funded schools for not eligible for 1003A funding.
Sault Ste. Marie Tribe of Chippewa Indians	Chairman Austin Lowers	✗ Opposes EO 14191	<p>Chairman requests the results of the Consultation be published in full.</p> <p>Urges expansion of tribally controlled schools, not diversion of funds to private/charter options. Strongly opposes federal voucher use for private/religious schools, citing treaty rights and constitutional separation of church and state.</p> <p>Calls for: Long-term structural funding changes (multi-year transition, not rushed cuts).</p> <p>Expanded Tribal Education Department (TED) grants for local control.</p> <p>Greater investment in postsecondary readiness, CTE, TCUs.</p>	<p>BIE will publish the summary report on its website.</p> <p>BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE funded schools for not eligible for 1003A funding.</p> <p>BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.</p> <p>BIE recognizes the importance of Tribal Education Department (TED) grants in advancing Tribal sovereignty and local control over education systems.</p> <p>BIE will utilize Congressional appropriated funds to strengthen Tribal capacity for educational planning and culturally responsive programming.</p> <p>BIE will continue working to simplify the application process, provide pre-application</p>

			<p>Use of ESEA 1003A funds with flexibility (not mandated solely for Direct Student Services).</p> <p>Full support for converting BIE schools into tribally controlled grant schools under ISDEAA/1988 Act.</p> <p>Stresses expansion of early childhood education (Head Start) and postsecondary opportunities as top tribal priorities.</p>	<p>technical assistance, and ensure the fair distribution of grants, including for smaller and rural Tribes. BIE also acknowledges the feedback that TED expansion should complement—not replace—broader investments in school operations.</p> <p>Schools applying for 1003A grants will have flexibility in the use of funds, as directed by ESEA.</p> <p>BIE supports tribal sovereignty by supporting tribally controlled schools. A BIE to TCS conversion handbook was finalized in the fall of 2025 and submitted for 508 compliance. TCS has also developed an internal SOP to support alignment and strengthen internal operations to enhance our services.</p> <p>BIE acknowledges the concern; however, the identified comment is not applicable to this tribal consultation.</p>
Peoria Tribe of Indians of Oklahoma	Tribal Government	✗ Opposes EO 14191	Opposes any mechanisms that divert funding; reaffirms sovereignty and self-determination.	BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.
Confederated Tribes of the Umatilla Indian Reservation	Tribal Government	✗ Opposes EO 14191	Warns vouchers undermine sovereignty; insists on honoring treaties.	<p>BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government.</p> <p>BIE will use existing 1003A Direct Student Service funds for this initiative. A 1003A grant application is ready for use. General technical assistance webinars occurred in the Fall of 2025.</p>
Hopi Tribe	Tribal Government	✗ Opposes EO 14191	Strong opposition.	BIE acknowledges the support expressed for separate BIE funding. BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE funded schools for not eligible for 1003A funding.

			Emphasizes importance of language and cultural education.	BIE's mission is to provide quality and culturally relevant education including supporting tribal languages to benefit our students.
Winnebago Tribe of Nebraska	Tribal Government	✗ Opposes EO 14191	Opposes diversion of funds. Urges fulfillment of trust responsibility first.	BIE acknowledges the support expressed for separate BIE funding. BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE funded schools for not eligible for 1003A funding. BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government.
Ketchikan Indian Community Tribal Council	Gloria Burns, President	⚖️ Neutral - Supports "vision" of the EO 14191, conditioned on trust/treaty responsibility and sustainable funding.	Emphasizes federal trust responsibility. Must not reduce BIE funding. Supports tribal compacting: Alaska House Bill 59. Requests additional funding for Tribal Education Departments.	BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government. BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant. BIE acknowledges the comment but has no schools in Alaska. Utilizing flexibility offered under the Elementary and Secondary Education Act Section 1003A, and highlighted by recent guidance from the U.S. Department of Education (ED), BIE, while serving the functions of a state education agency, may reserve funds from its Title I allocation to provide funds to BIE-funded schools for direct student services that allow parents to exercise a choice in their child's education. https://www.ed.gov/media/document/oese-letter-state-chiefs-title-1-part-guidance-march-31-2025-109686.pdf BIE recognizes the importance of Tribal Education Department (TED) grants in advancing Tribal sovereignty and local control over education systems.

				<p>BIE will utilize Congressional appropriated funds to strengthen Tribal capacity for educational planning and culturally responsive programming.</p> <p>BIE will continue working to simplify the application process, provide pre-application technical assistance, and ensure the fair distribution of grants, including for smaller and rural Tribes. BIE also acknowledges the feedback that TED expansion should complement—not replace—broader investments in school operations.</p>
Hon. Crystalayne Curley	Speaker, Navajo Nation Council	✗ Opposes EO 14191	EO undermines treaty obligations; siphons funds from underfunded BIE schools; threatens sovereignty.	BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government. BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.
United South and Eastern Tribes Sovereignty Protection Fund	Chief Kirk Francis and Kitcki A. Carroll, Director	✗ Opposes EO 14191	<p>BIE schools underfunded. Any “school choice” funding must be separately funded.</p> <p>Urges fulfillment of trust and treaty responsibility first.</p> <p>Supports tribal assumptions of BIE schools via Tribally Controlled Schools Act.</p>	<p>BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.</p> <p>BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government.</p> <p>BIE will use existing 1003A Direct Student Service funds for this initiative. A 1003A grant application is ready for use. General technical assistance webinars occurred in the Fall of 2025.</p> <p>BIE supports tribal sovereignty by supporting tribally controlled schools. A BIE to TCS conversion handbook was finalized in the fall of 2025 and submitted for 508 compliance. TCS has also developed an internal SOP to support alignment and strengthen internal operations to enhance our services.</p>
Dr. Sherry Johnson	Tribal Education Director, Sisseton-Wahpeton Oyate	✗ Opposes Fund Diversion	BIE schools underfunded; opposes redirection of funds.	BIE acknowledges the support expressed for separate BIE funding. BIE will use existing 1003A Direct Student Service funds for this initiative. BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to

			<p>implement the 1003A grant. Non-BIE funded schools for not eligible for 1003A funding.</p> <p>BIE values Tribally Operated School where sovereignty, Native cultures and communities are their foundation and acknowledges and supports the exercise of Tribal sovereignty in the creation and management of Tribal Education Departments.</p>
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Category 2: Tribal Schools & Institutions

Speaker / Entity	Affiliation / Role	Position	Key Points	BIE Actions
AIHEC		⚖️ Neutral / Questioning	<p>AIHEC supports the underlying goals of offering direct student services options.</p> <p>TCS chronic underfunding.</p> <p>Executive Order likely cannot be fulfilled due to its potential violation of several existing laws and the lack of availability of appropriated funds to carry it out.</p>	<p>BIE appreciates this comment. BIE will use existing 1003A Direct Student Service funds for this initiative.</p> <p>BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.</p>
Dr. Carolyn S. Dale	Superintendent, Joseph K. Lumsden Bahweting Anishnabe School (MI)	❌ Opposes EO 14191	<p>Warns of layoffs, closures, and cuts to cultural programs.</p> <p>Raises legal questions on ISEP, IDEA, ESSA; questions accountability, services, and equity for private/charter options.</p>	<p>BIE acknowledges the support expressed for separate BIE funding.</p> <p>BIE will use existing 1003A Direct Student Service funds for this initiative. BIE is confident that this mechanism is compliant with all applicable law.</p>
Casa Blanca Community School Board	Gila River Indian Community	❌ Opposes EO 14191	<p>Emphasizes culture and language.</p> <p>Funds must remain with tribal schools.</p>	<p>BIE's mission is to provide a quality and culturally relevant education including supporting tribal languages to benefit our students.</p> <p>BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.</p>
Rock Point Community School	Navajo Nation	❌ Opposes EO 14191	<p>Calls EO an attack on sovereignty and cultural continuity.</p>	<p>BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government.</p> <p>BIE's mission is to provide a quality and culturally relevant education including</p>

				supporting tribal languages to benefit our students.
St. Stephens Indian School Board	Northern Arapaho Tribe	✗ Opposes EO 14191	States EO violates treaty rights; schools already underfunded.	BIE strongly supports tribal sovereignty and works to honor the treaty and trust relationship between tribes and the federal government. BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.
Dine Grant Schools Association	Faye BlueEyes, Administration Advisor	✗ Opposes EO 14191	<p>Cites delays in receiving existing funding. Opposes any mechanisms that divert funding.</p> <p>Emphasizes culturally informed education.</p> <p>Emphasizes the webinar does not constitute meaningful consultation.</p>	<p>BIE will use existing 1003A Direct Student Service funds for this initiative. BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.</p> <p>BIE's mission is to provide a quality and culturally relevant education including supporting tribal languages to benefit our students.</p> <p>BIE values tribal concerns about the consultation process. In accordance with Department of the Interior policy, BIE provides required notice through Dear Tribal Leader Letters and is committed to conducting consultations with tribes in a respectful manner. BIE insists that its consultations meet all applicable law.</p>
Sue	President, Federation of Indian Service Employees Union	✗ Opposes EO 14191	BIE workers are dedicated; EO unfairly criticizes BIE; remote areas lack alternatives.	BIE will use existing 1003A Direct Student Service funds for this initiative.
Nora Pulskamp	Univ. of Redlands (Navajo Nation)	✗ Opposes EO 14191	Vouchers harm tribal control; supports tribally run schools only.	BIE will use existing 1003A Direct Student Service funds for this initiative.
Lori Corn	Principal, BIE School, Wisconsin	✗ Opposes EO 14191	Tribally controlled schools already provide choice; opposes further diversion of funds.	BIE will use existing 1003A Direct Student Service funds for this initiative. BIE acknowledges the concern regarding funding for BIE-funded schools and, consequently, BIE is not drawing from schools' funding allocations to implement the 1003A grant.
Alberto Castruita	Principal, Crystal Boarding School	✗ Opposes EO 14191	School shows measurable gains; critics lack data; BIE teachers effective.	BIE acknowledges the comment and appreciates the support for BIE teachers.
Unnamed Community Member	Navajo area	✗ Opposes Navajo Nation Control	Cites failures in past programs (e.g., Head Start); questions tribal readiness to run BIE schools.	BIE acknowledged the comment and defers questions on readiness to the tribal government.

Connie	President, Tribal Montessori Academy, MT	✅ Supports EO 14191	Supports Indian-owned private schools receiving funds; argues sovereignty means community choice.	BIE has considered this comment. The overwhelming number of comments has expressed concern for the diversion of funding away from BIE-funded schools. Consequently, BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE-funded schools are not eligible for this funding.
Joseph Jessepe	College Prep Coach, Hopa Mountain	✅ Supports Expanded Eligibility	Wants BIE funds for Indian students in public schools, funds for ACT prep, tutoring, dual credit.	Non-tribal schools are not eligible for BIE dedicated funding. BIE-funded schools that receive a 1003A Direct Student Service grant may determine to use funds to support college prep.
Kathy Cornelius	School Board Member	⚖️ Neutral / Questioning	Asked if funds could support charter schools and language revitalization.	BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE-funded schools are not eligible for this funding.
Judy	Tribal Education Board, Sovereign School	⚖️ Neutral / Questioning	Asked if sovereign tribal schools are eligible for funding.	BIE will use existing 1003A Direct Student Service funds for this initiative. Non-BIE-funded schools are not eligible for this funding.
Heath Clayton	National Fund for Excellence in American Indian Education	✅ Offers support for Native language programs, local control by tribes and expanding tribal schools.	Supports community-led options; Native language immersion; advanced academics; TED expansion.	BIE will use existing 1003A Direct Student Service funds for this initiative, which the U.S. Department of Education has highlighted as increasing parental choice options. BIE's mission is to provide a quality and culturally relevant education including supporting tribal languages to benefit our students.
Dr. Pulver	Special Education Director	✅ The comment did not address the substance of the consultation.	Advocates neurofeedback and trauma-informed supports; highlights cost-effective alternatives.	BIE acknowledges the comment, however, the use of neurofeedback technicians in BIE schools was not relevant to the consultation nor has BIE done any work on neurofeedback in education so BIE cannot comment on the substance of the comment at this point.
Dr. Nadine Eastman	Superintendent, Dakota Nation	✅ Constructive Support	Calls for open eligibility; discretionary grants should be tied to school improvement plans.	BIE will use existing 1003A Direct Student Service funds for this initiative, which are open for applications by any BIE-funded program. The BIE Webinars addressed this issue; funding is tied to the school improvement plan.
Dr. Porter Swentzell	Exec. Director, Santa Clara Pueblo School	⚖️ Cautious Support	Wants assurance reforms don't interfere with cultural and language mission.	BIE's mission is to provide a quality and culturally relevant education including supporting tribal languages to benefit our students.
Quinten Roman Nose	Executive Director of TEDNA, Cheyenne/ Arapaho	✅ Supports Expanded Options	Supports off-reservation boarding schools and homeschooling; wants TED grants broader and faster.	BIE funding cannot be diverted from Bureau funded schools. 1003A grants can be applied for by TCS off-reservation boarding schools. BIE recognizes the importance of Tribal Education Department (TED) grants in advancing Tribal sovereignty and local control over education systems.

				<p>BIE will utilize Congressional appropriated funds to strengthen Tribal capacity for educational planning and culturally responsive programming.</p> <p>BIE will continue working to simplify the application process, provide pre-application technical assistance, and ensure the fair distribution of grants, including for smaller and rural Tribes. BIE also acknowledges the feedback that TED expansion should complement—not replace—broader investments in school operations.</p>
Terry	Educator, Southern Colorado	⚖️ Mixed Experience	Supports equity for students on/off-reservation; warns against diverting funds from BIE.	<p>BIE acknowledges the concern regarding funding for TCS. BIE will use existing 1003A Direct Student Service funds for this initiative. Any BIE school (BOS and TCS) can apply for the grant. Non-BIE-funded schools are not eligible for this funding.</p> <p>DPA notes that not all BIE schools will want to apply for the 1003A funds. There is a very limited amount of funds available, thus the need for an application process in the event more BIE schools apply than BIE has funds available to provide. All BIE schools are eligible to apply with CSI, TSI and TSI schools receiving priority since these schools are BIE's schools most in need of academic support.</p>