BUREAU OF INDIAN EDUCATION
STRATEGIC DIRECTION 2024-2029
Tribal and Stakeholder Consultation

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OPENING PRAYER
- Background and Process
- Research and Benchmarking
- 2018-2023 Strategic Direction Review
- 2024-2029 Strategic Direction Proposed Terminology and Philosophy
- Summary of Input Received at Listening Sessions (What We Heard)
- Draft Strategic Direction (How We Responded) and Open for Comments
The BIE’s strategic planning process is rooted in the evidence-based practice of conducting research, benchmarking, environmental scans, and, most importantly, an iterative process of collecting input and feedback from BIE stakeholders.

Content of the DRAFT 2024-2029 Strategic Direction was developed through an inclusive process, collecting input from a broad audience at listening sessions where feedback was obtained in person, through written comments, and through an online questionnaire.

Tribal consultations and an additional post-secondary listening session are being conducted on the DRAFT plan for further input and refinement. The BIE will use this feedback to develop the 2024-2029 Strategic Direction.
BENCHMARKING AND RESEARCH ON STRATEGIC PLANNING
Strategic Plan Defined

- A document that lays out the **actions** that the system is going to take **to fulfill its mission** through backward mapping.

- A referendum on the principles of your organization and **reflects your beliefs** about what really matters.

- An informed and **intentional** set of **aligned** choices about actions to generate a desired outcome.
Elements of an Effective Strategic Plan

- **Describes** the work to be done
- **Accounts** for capacity
- **Stipulates** leadership **action**
- **Addresses challenges** that need to be met to generate the outcome
- **Includes opportunities to collect** important **data** along the way to improve the strategy
Common Pitfalls to Strategic Planning

- **No guiding framework** to understand the purpose and principles of strategy

- **No concrete or clear processes** for turning the principles into a plan that makes sense

- **No capacity to execute** - i.e., the structures, culture, time, human/financial/physical resources

- **No coherence** - i.e., too many different interventions at one time
## Plans of the Most Successful School Systems: 2023

<table>
<thead>
<tr>
<th>K-12 Highest Performing School Districts or States</th>
<th># of Goals</th>
<th># of Strategies</th>
<th># of Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of Top 3 SEAs</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Average of Top 5 LEAs</td>
<td>5</td>
<td>12</td>
<td>0*</td>
</tr>
<tr>
<td>DoDEA Blueprint Vol 4</td>
<td>4</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td><strong>BIE Strategic Direction 2018-2023</strong>**</td>
<td>6</td>
<td>26</td>
<td>104</td>
</tr>
</tbody>
</table>

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* The top 5 LEAs only have two levels: 1) goals and 2) strategies, milestones, or activities
** The BIE Strategic Direction has a fourth level of 326 actions
REVIEW OF 2018-2023
STRATEGIC DIRECTION
2018-2023 STRATEGIC DIRECTION

- 6 Goals
- 26 Strategies
- 104 Milestones
- 326 Actions
2024-2029 STRATEGIC DIRECTION
PROPOSED TERMINOLOGY & PHILOSOPHY
Strategic Direction Proposed Terminology

- **Vision**: What we aspire to achieve
- **Mission**: What we are doing to achieve our Vision
- **Overarching Priorities**: The high-level targets that help us achieve our Mission and realize our Vision
- **Strategies**: Cross-functional projects that last multiple years and impact the entire organization
- **Milestones**: Specific projects and actions we must accomplish to complete a strategy
Strategic Direction 2024-2029: Philosophy

*Student-Centered*

- Vision
- Overarching Priorities
- Strategies
- Milestones
- Mission
- Core Values
Strategic Direction 2024-2029: Philosophy

**Fewer, Focused Priorities**

- 2018–2023 Strategic Direction was comprehensive with significant stakeholder input and was not able to be seen through to completion. Streamlining the 2018–2023 plan into fewer, focused strategies and milestones honors the input provided and work that has been done on the previous Strategic Direction.

**Tangible, Achievable, and Meaningful Roadmap**

- The 2024-2029 Strategic Direction will be a tangible and achievable plan that is meaningful to all stakeholders, a living document that can be added to as the Bureau evolves or as milestones are completed, and a roadmap to achieve BIE’s Mission and Vision.

**Eliminate Silos**

- Every individual is a valuable part of the greater collective whole and will work collaboratively towards all priorities to help BIE students rise in academic achievement, wellness, and sovereignty for the next 5 years.
2024–2029 Strategic Direction Estimated Timeline

Sept – Oct 2023
- Obtain Employee Feedback through Questionnaire

Oct – Dec 2023
- Listening Sessions and Questionnaire Conducted at NIEA and NCAI

January 2024
- Develop Draft Strategic Direction (SD) Using All Feedback Provided

Jan – June 2024
- Tribal Consultations, Revisions from Feedback, and Publish Final SD
INPUT AND INSIGHT
(WHAT WE HEARD)
Seeking Input and Insight

- **Input** is especially **valuable** and adds insight to our strengths and weaknesses, what **educating the future generations** should mean, and what the **BIE’s priorities** need to be to achieve the **Vision** and **Mission**.

- To reach a broad audience, the BIE published a Dear Tribal Leader Letter to encourage input at listening sessions in conjunction with the 54th Annual National Indian Education Association (NIEA) Convention & Trade Show and the 80th Annual National Congress of American Indians (NCAI) Convention & Marketplace. During and following the listening sessions, **feedback** was **obtained in person**, through **written comments**, and through an **online questionnaire**.

- The **questionnaire** contained the updated **Strategies** and **Milestones** that were developed during the **2018-2023 Strategic Direction cycle**, as well as the BIE **Mission**, **Vision**, and **Core Values**.
Through these processes, the BIE received 607 survey responses and 138 qualitative responses, along with comments from roughly 175 individuals. This feedback, along with the input from the 2018-2023 Strategic Direction, was used to develop a draft of the upcoming 2024-2029 Strategic Direction.
VISION

Federal Employees
- Satisfied: 77%
- Other: 23%

Education Partners
- Satisfied: 71%
- Other: 29%

Input Themes:
- Student-centered
- Include Tribal Sovereignty
- Embed Self-determination
MISSION

Federal Employees

- Satisfied: 83%
- Other: 17%

Education Partners

- Satisfied: 86%
- Other: 14%

Input Themes:
- Customer Service
- Holistic, Culturally Relevant Approach
- Partner with Tribes
CORE VALUES

Federal Employees
- 84% Satisfied
- 16% Other

Education Partners
- 71% Satisfied
- 29% Other

Input Themes:
- Shared Accountability
- Partnerships
- Sovereignty and Self-determination
- Culturally-responsive Service
- Student Voice
Instruction, Standards, Assessment, and PD

<table>
<thead>
<tr>
<th>Federal Employees</th>
<th>RANKING</th>
<th>Education Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a system of standards, curriculum, and assessment with guidance, training, and supports to schools. [60%]</td>
<td>#1</td>
<td>Provide professional learning, expanded student learning opportunities, and responsive supports and interventions. [71%]</td>
</tr>
<tr>
<td>Provide a system of interventions and supports for students to schools. [48%]</td>
<td>#2</td>
<td>Provide a system of interventions and supports for students to schools. [43%]</td>
</tr>
<tr>
<td>Partner with early childhood development organizations and Tribes to increase access and supports for high-quality early childhood education. [45%]</td>
<td>#3</td>
<td>Partner with early childhood development organizations and Tribes to increase access and supports for high-quality early childhood education. [43%]</td>
</tr>
</tbody>
</table>

Input Themes:
- Asset Mindset
- Holistic
- Comprehensive and Culturally Relevant
- Assessment Challenges
- Support for Tribally Controlled Schools
## Wellness, Behavioral Health, and Safety

<table>
<thead>
<tr>
<th>Federal Employees</th>
<th>RANKING</th>
<th>Education Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a comprehensive wellness framework inclusive of the physical, mental, emotional, and social needs of all students. [61%]</td>
<td>#1</td>
<td>Develop a comprehensive wellness framework inclusive of the physical, mental, emotional, and social needs of all students. [86%]</td>
</tr>
<tr>
<td>Develop programs and supports for student behavioral health. [53%]</td>
<td>#2</td>
<td>Support effective safety practices and interventions. [57%]</td>
</tr>
<tr>
<td>Support effective safety practices and interventions. [51%]</td>
<td>#3</td>
<td>Develop programs and supports for student behavioral health. [43%]</td>
</tr>
</tbody>
</table>

### Input Themes:
- Staff, Students, and Families
- Resources
- Partnerships
- Comprehensive Frameworks and Supports
# Self-Determination and Cultural Identity

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<th>Education Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with and support Tribes in their efforts to revitalize and maintain cultures and languages. [63%]</td>
<td>#1</td>
<td>Partner with and support Tribes in their efforts to revitalize and maintain cultures and languages. [86%]</td>
</tr>
<tr>
<td>Identify resources and supports needed to implement effective educational programs in partnership with Tribes. [56%]</td>
<td>#2</td>
<td>Implement an effective system of support aligned to the education needs of Tribally controlled schools. [29%]</td>
</tr>
<tr>
<td>Implement an effective system of support aligned to the education needs of Tribally controlled schools. [41%]</td>
<td>#3</td>
<td></td>
</tr>
</tbody>
</table>

**Input Themes:**
- Sovereignty and Self Determination
- Decision-making Authority
- Student Voice
- Language and Culture
Data-Driven Performance Management

<table>
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<th>Education Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with schools to recruit, hire, and retain highly effective principals, teachers, and staff, including those from local communities. [42%]</td>
<td>#1</td>
<td>Collaborate with schools to recruit, hire, and retain highly effective principals, teachers, and staff, including those from local communities. [86%]</td>
</tr>
<tr>
<td>Actively analyze, support, and develop its workforce through active engagement with employees using meaningful performance management that is driven by results. [42%]</td>
<td>#2</td>
<td>Implement a system of accountability and support with guidance and training. [57%]</td>
</tr>
</tbody>
</table>

Input Themes:
- Data-driven Decision Making
- Funding
- Advocacy
- Tribal Autonomy
- Support for Schools
- Workforce Development
Results

• This process has resulted in a revised Vision, Mission, and Core Values with **3 Overarching Priorities** and **13 Strategies**.

• Every Overarching Priority and Strategy is important and are critical means to achieving the BIE’s Vision and Mission. For each Overarching Priority, one or more Strategies were developed.

• Some **Strategies address more than one Overarching Priority**, and some **Overarching Priorities are connected to more than one Strategy**.

• This DRAFT 2024-2029 Strategic Direction is being brought to Tribal consultations across the country and virtually for **further input and refinement**.
DRAFT 2024-2029 STRATEGIC DIRECTION (HOW WE RESPONDED) & COMMENT PERIOD
Does the BIE’s **Proposed Vision Statement** reflect what we should aspire to achieve as a school system? Why, or why not?

**Proposed Vision Statement**

**Excellence in Student-centered, Indigenous Education**

**Current Vision Statement:** The Bureau of Indian Education (BIE) is the preeminent provider of culturally relevant educational services and supports provided by highly effective educators to students at BIE-funded schools to foster lifelong learning.
Does the BIE’s *Proposed Mission Statement* define what we should be doing to achieve our Vision? Why, or why not?

In partnership with Sovereign Native Nations, the BIE provides a culturally-based education that prepares and empowers students to be healthy and successful.

Current Mission Statement: Provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.
Do the BIE’s Proposed Core Values represent what the organizational principles should be to successfully accomplish our work? Why, or why not?

**Excellence**
Achieves success through continuous self-assessment and improvement

**Integrity**
Maintains high standards of character and professionalism as the foundation upon which the agency is built

**Respect**
Fosters communities of support through recognition of Tribal sovereignty and Tribal self-determination

**Service**
Supports students through proactive and responsive teamwork with schools, Tribes, and communities

**Partnership**
Commits to identify resources for the benefit of students through collaborative relationships

Current Core Values: Excellence, Focus, Integrity, Respect, Service
Do the BIE’s Proposed Overarching Priorities represent what the high-level targets should be that help us achieve our Mission and realize our Vision? Why, or why not?
Do the BIE’s **Proposed Strategies** represent what the cross-functional projects should be that impact our entire organization? Why, or why not?

- Aligned Academics and Professional Learning
- Four Domains of Rapid School Improvement
- Comprehensive Wellness Framework
- Advocacy, Communication, and Outreach
- Facilities Management Plan
- Revitalize and Maintain Cultures and Languages
- Partnership with Tribes
- Tribally Controlled Schools System of Support
- Data Mgmt System
- Accountability and Support
- Early Childhood and Postsecondary Partnership
- Tech and Innovation
- School Safety Practices
Closing Prayer