

The background of the slide features a large, semi-transparent seal of the Bureau of Indian Education. The seal is circular and contains a central figure of a Native American man in traditional dress, holding a bow and arrow. Above him is a sun or moon, and below him is an open book. The text "BUREAU OF INDIAN EDUCATION" is written around the top inner edge of the seal, and "CULTURE • KNOWLEDGE • LEADERSHIP" is written around the bottom inner edge.

BUREAU OF INDIAN EDUCATION STRATEGIC DIRECTION 2024-2029

Tribal and Stakeholder Consultation

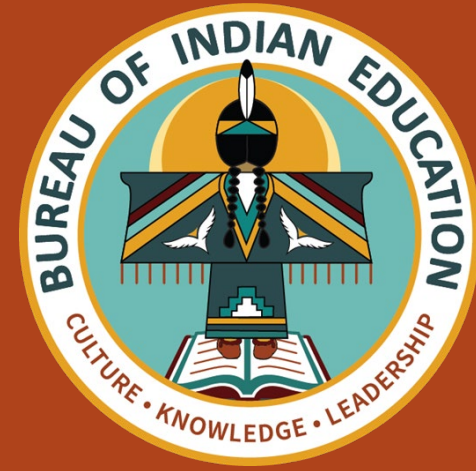
Tony L. Dearman
Director

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Senior Advisor



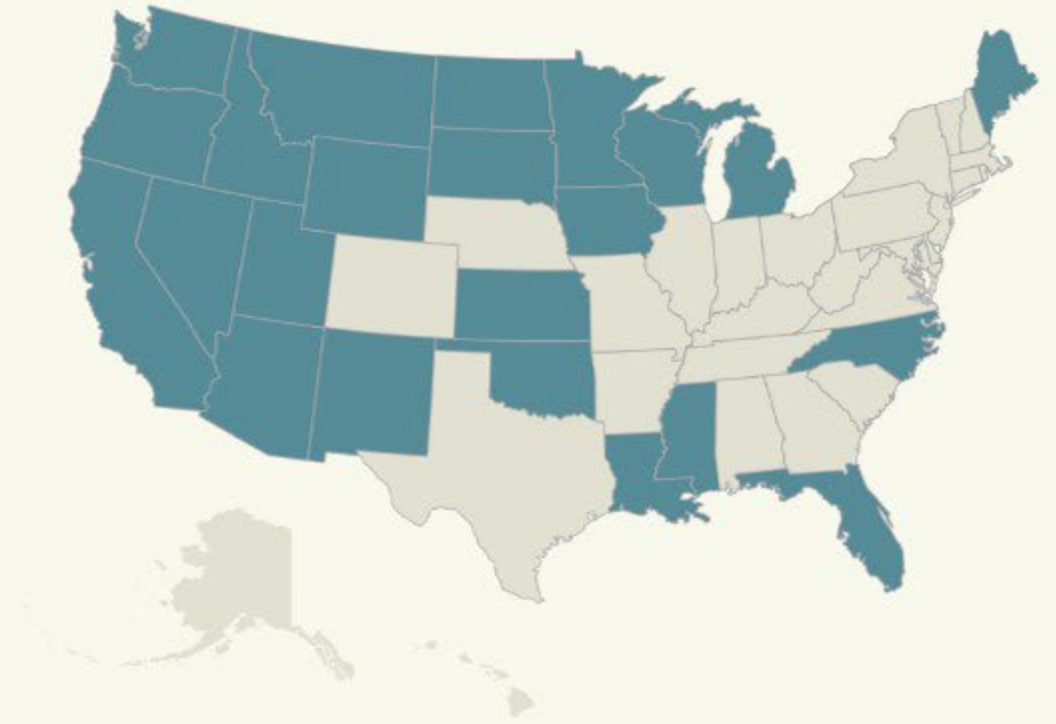
OPENING PRAYER





- 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

Agenda



STUDENTS

45,000



RESERVATIONS

64

STATES

23



POSTSECONDARY



SOUTHWESTERN INDIAN
POLYTECHNIC INSTITUTE

Haskell



2024-2029 Strategic Direction Background and Process

- 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

| K-12 Highest Performing School Districts or States | # of Goals | # of Strategies | # of Milestones |
|--|------------|-----------------|-----------------|
| Average of Top 3 SEAs | 5 | 5 | 20 |
| Average of Top 5 LEAs | 5 | 12 | 0* |
| DoDEA Blueprint Vol 4 | 4 | 11 | 18 |
| BIE Strategic Direction 2018-2023** | 6 | 26 | 104 |

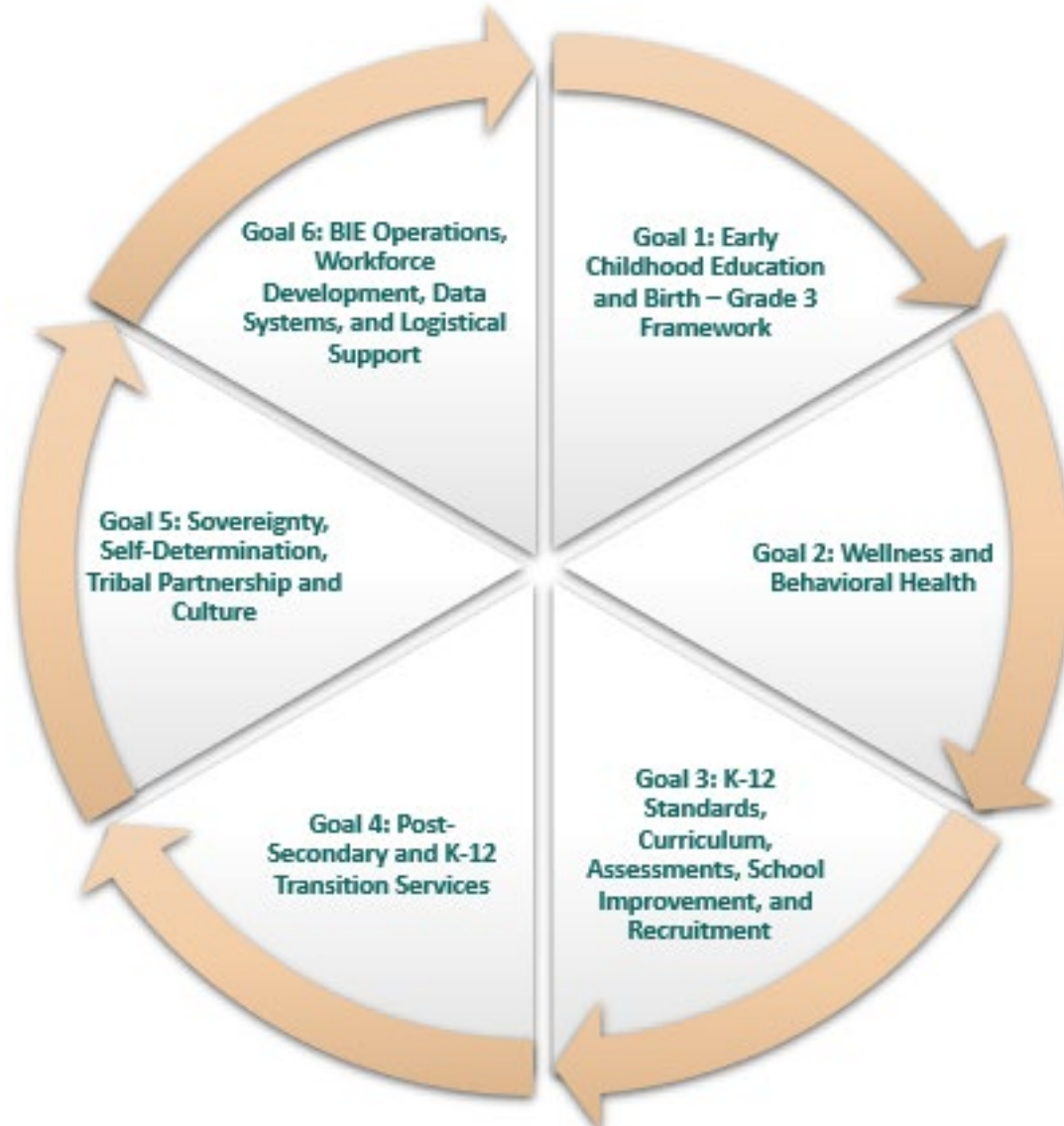
** The top 5 LEAs only have two levels: 1) goals and 2) strategies, milestones, or activities*

*** 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

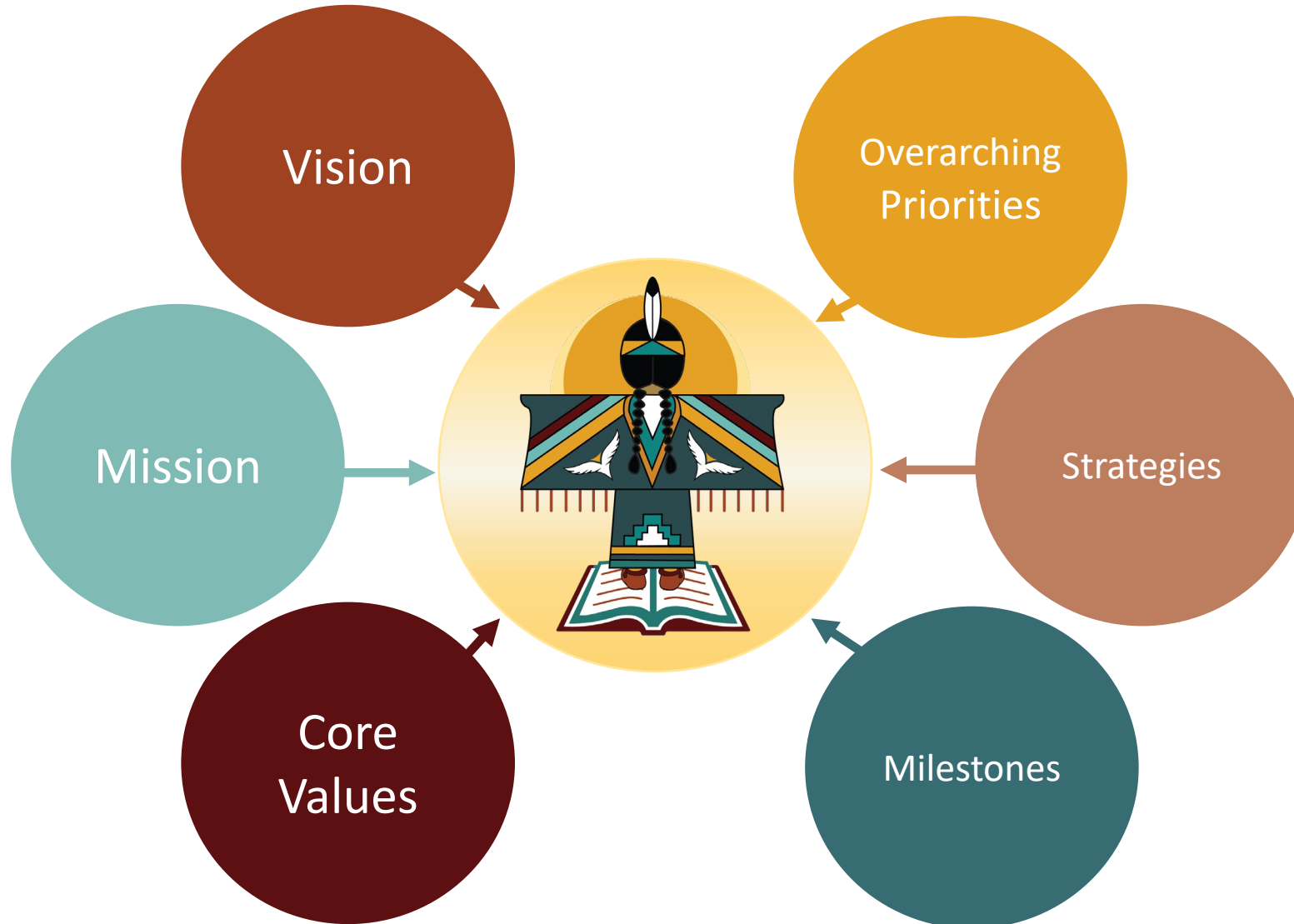
Overarching Priorities The high-level targets that help us achieve our Mission and realize our Vision

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





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

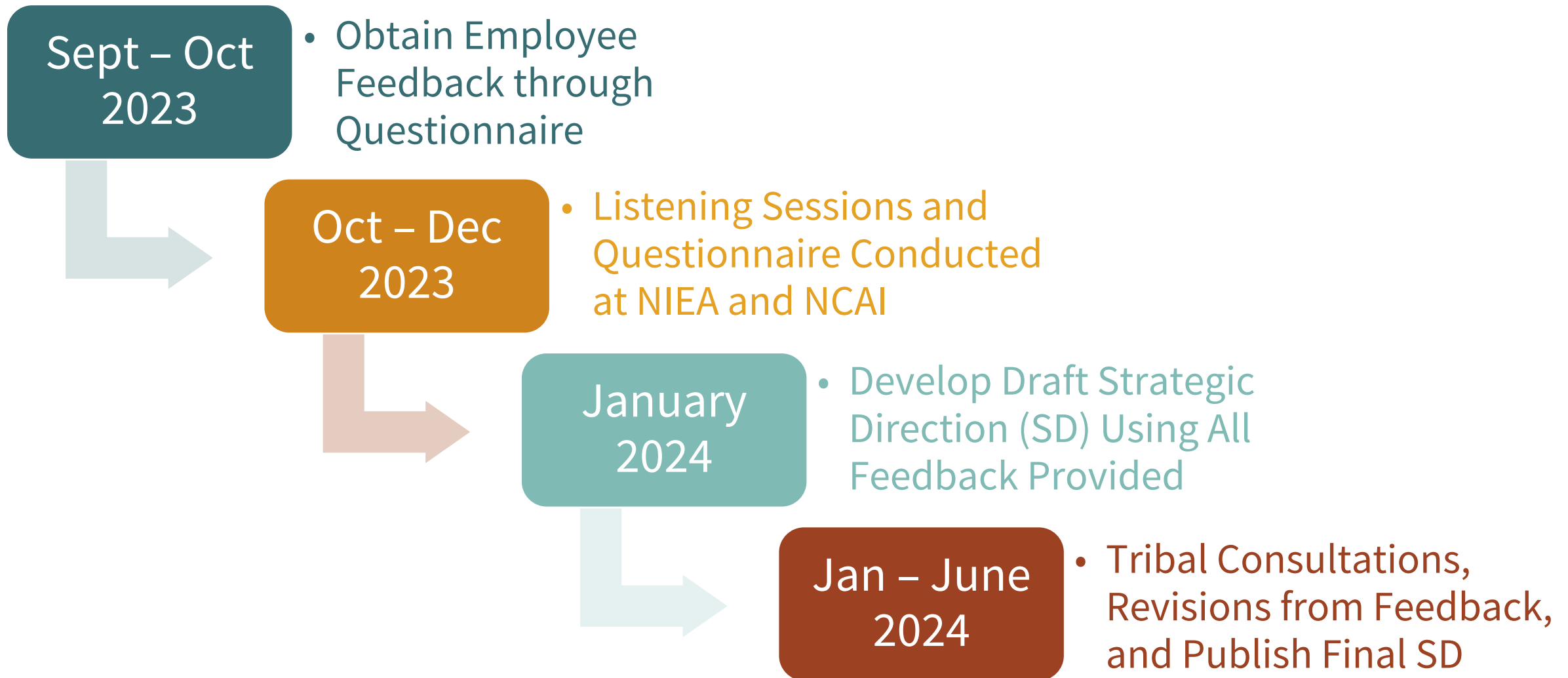
- The 2024-2029 Strategic Direction will be a tangible and achievable plan that is meaningful to all stakeholders, a living document that can be added to as the Bureau evolves or as milestones are completed, and a roadmap to achieve BIE's Mission and Vision.

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





**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**.

Input Vehicles:

- ✓ Questionnaire
- ✓ Listening Sessions
- ✓ Tribal Consultations

Desired Audiences:

- ✓ Employees
- ✓ Students and Families
- ✓ Tribal Leaders
- ✓ Educational Partners
- ✓ School Boards
- ✓ Unions

Input Incorporated into the 2024-2029 Strategic Direction

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.

607

Survey
Responses

138

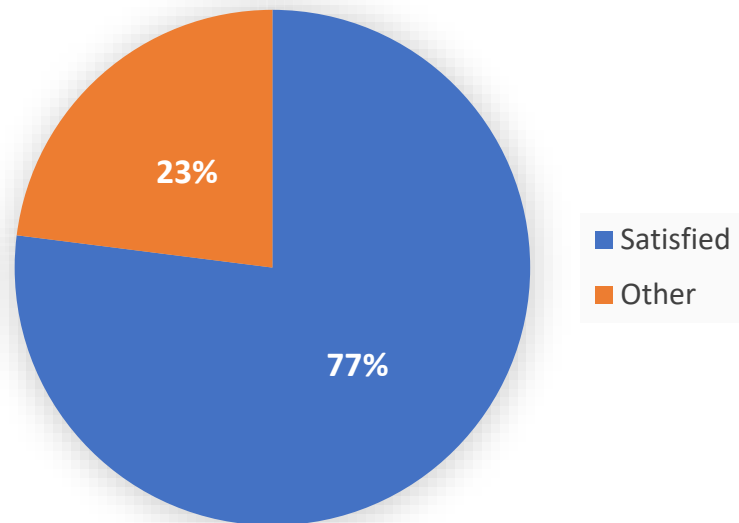
Written
Responses

175

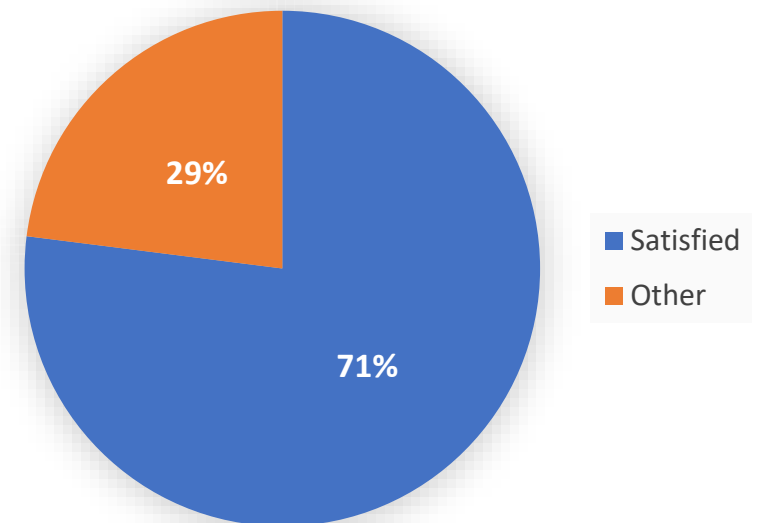
Listening
Session
Participants

VISION

Federal Employees



Education Partners

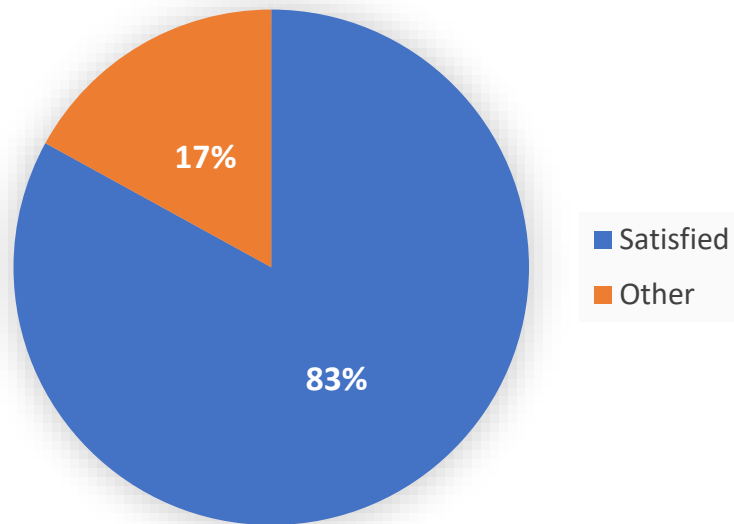


Input Themes:

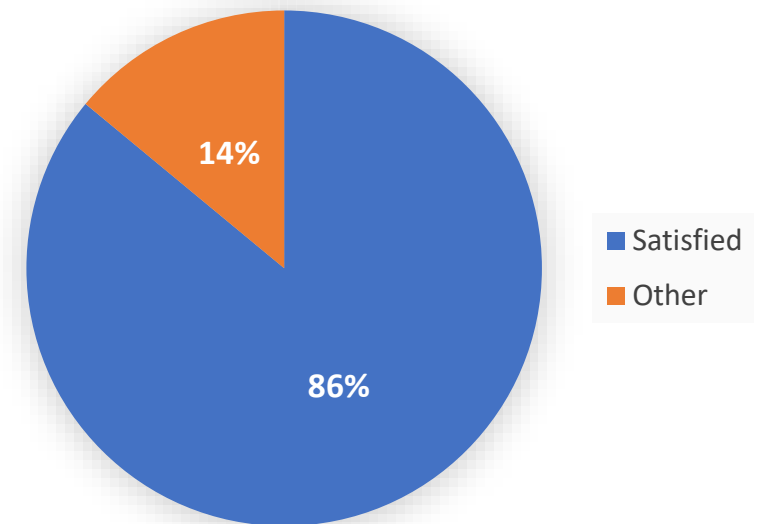
- Student-centered
- Include Tribal Sovereignty
- Embed Self-determination

MISSION

Federal Employees



Education Partners

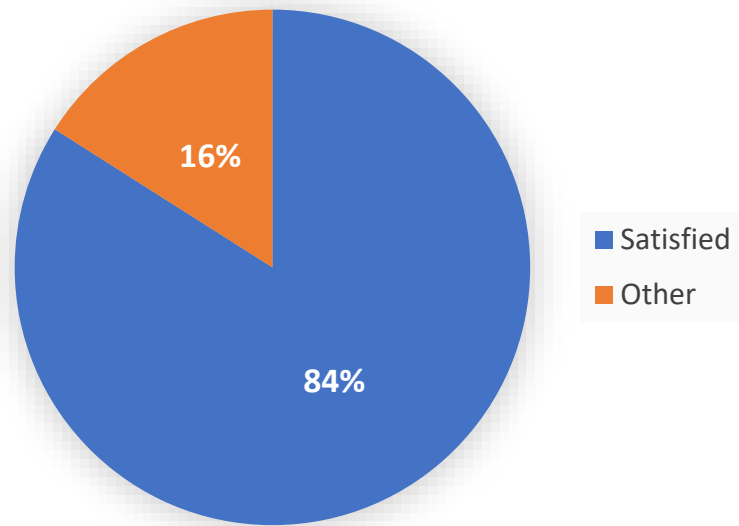


Input Themes:

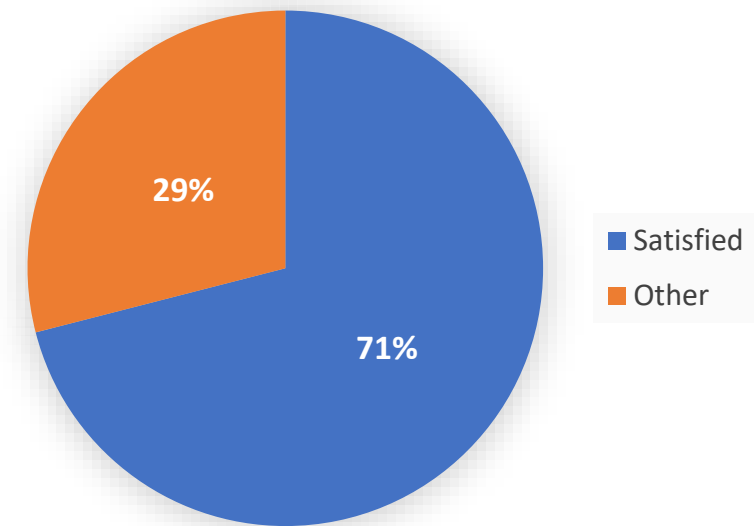
- Customer Service
- Holistic, Culturally Relevant Approach
- Partner with Tribes

CORE VALUES

Federal Employees



Education Partners



Input Themes:

- Shared Accountability
- Partnerships
- Sovereignty and Self-determination
- Culturally-responsive Service
- Student Voice



Instruction, Standards, Assessment, and PD

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

Input Themes:

- Asset Mindset
- Holistic
- Comprehensive and Culturally Relevant
- Assessment Challenges
- Support for Tribally Controlled Schools



Wellness, Behavioral Health, and Safety

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

Input Themes:

- Staff, Students, and Families
- Resources
- Partnerships
- Comprehensive Frameworks and Supports



Self-Determination and Cultural Identity

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

Input Themes:

- Sovereignty and Self Determination
- Decision-making Authority
- Student Voice
- Language and Culture



Data-Driven Performance Management

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

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?*

Proposed
Mission
Statement



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



Mvto HiyHiy LemLmts Wado
Wawaenon DaWaEh Miigwech Wopila
Quyana Pinagigi Wimblahaho
Baasee AnaaBasee Pilamiya Taikuu
Ahéhee Hiriwetudahe Nya:Weh Aho
ThankYou Tansi



Closing Prayer