

Educational Partners Strategic Direction Input

Input from the Bureau of Indian Education's (BIE) educational partners is especially valuable and adds insight to what educating the future generations should mean and what BIE's priorities need to be. As we embark on the development of the 2024-2029 Strategic Direction, we want your help in identifying which Strategies and Milestones are most important in order for BIE to achieve our Vision and Mission as well as your satisfaction with the BIE Vision, Mission, and Core Values. In order to reach a broad audience of educational partners, as stated in the Dear Tribal Leader Letter dated September 12, 2023, we will conduct listening sessions at the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI) annual conventions followed by six Tribal consultations in the spring.

For the previous Strategic Direction, we sought substantive input to collectively develop a comprehensive Vision and Mission with 6 Goals, 26 Strategies, 104 Milestones, and 326 Actions. In order to maintain momentum on the progress we have made as well as honor the input provided and work that has been done, we are asking for your feedback on the Vision, Mission, and Core Values as well as which priorities are most critical to move the BIE ahead for the next 5 years.

Questions 1-3 provide the opportunity for you to indicate your satisfaction with BIE's existing Vision, Mission, and Core Values.

Questions 4-11 contain the Strategies and Milestones that were developed during the 2018-2023 Strategic Direction cycle. Please follow the prompts to select the most critical items, strategic in nature, that are required for BIE to achieve its Mission and realize its Vision. You will also have the opportunity to enter an item you feel is critical if it is not included already.

The definitions of Vision, Mission, Goals, Strategies, and Milestones are provided below as they pertain to terminology used in this questionnaire.

Vision: Our long-term destination as a school system.

Mission: Defines what BIE is currently doing to achieve our Vision.

Goals: The high-level targets that help us achieve our Mission and realize our Vision.

Strategies: Cross-functional projects that impact the entire organization. Will last multiple years but can be revised or updated as we advance or as needs change.

Milestones: Specific projects and actions we must accomplish to complete a strategy. If the milestone is not completed, the Strategy will likely not reach completion.

Core Values: Guiding organizational principles underpinning how the work of the BIE is successfully accomplished.

This questionnaire will be open through December 17, 2023 and should take 15-20 minutes to complete, including reading this introduction. Should you have any questions, please contact Dr. Wendy Cooley at wendy.cooley@bie.edu.

1. **Please indicate your satisfaction with the BIE Vision statement (BIE's long-term destination):** The Bureau of Indian Education 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.

☐ I am satisfied with the BIE Vision statement.

☐ I believe the BIE Vision statement should be revisited.

2. **Please indicate your satisfaction with the BIE Mission statement (what we are doing to achieve the Vision):** 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.

☐ I am satisfied with the BIE Mission statement.

☐ I believe the BIE Mission statement should be revisited.

3. **Please indicate your satisfaction with the BIE Core Values (guiding organizational principles underpinning how the work of BIE is successfully accomplished):**

Excellence: The BIE achieves success through continuous self-assessment and improvement.

Focus: The BIE is student-centered, a commitment to addressing the holistic needs of students.

Integrity: The BIE maintains high standards of character and professionalism as the foundation upon which the agency is built.

Respect: The BIE fosters communities of support through mutual regard and collaboration.

Service: The BIE supports students through proactive and responsive teamwork with schools, Tribes, and communities.

☐ I am satisfied with the BIE Core Values.

☐ I believe the BIE Core Values should be revisited.

4. Questions 1-4 are regarding the Strategies in the Strategic Direction.

Strategies are cross-functional projects that impact the entire organization. In the category of **“Aligned and High-Quality Instruction, Standards, Assessments, and Professional Learning”**, please select the 1 Strategy that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Strategy that you feel is critical, you may select up to 3 Strategies.

If you would like to suggest a Strategy that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Strategies you may select.

- ☐ When BIE provides a system of standards, curriculum, and assessment with guidance, training, and supports to schools, then schools will implement standards-based instruction matched to student needs, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.
- ☐ When the BIE provides a system of interventions and supports for students to schools, then schools will identify and provide supports to students, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.
- ☐ When the BIE, in collaboration with colleges and universities, aligns and supports high school graduation and postsecondary entry requirements and provides transition supports to students, then schools will implement a seamless system of support that bridges K-12 and postsecondary career planning and student self-advocacy, and all students will graduate from high school ready to think globally and succeed in postsecondary study and careers.
- ☐ When the BIE provides professional learning, expanded student learning opportunities, and responsive supports and interventions, then K-12 schools will provide more expansive rigorous learning opportunities that foster high school graduation and prepare students to become leaders in their communities and Tribal governments, and all students will graduate from high school ready to think globally and succeed in postsecondary study and careers.

- ☐ When the BIE leverages Haskell Indian Nations University and Southwestern Indian Polytechnic Institute as options for postsecondary education and partners with Tribal colleges and universities, then students, families, and communities will have multiple pathways for postsecondary education, and all students will graduate from high school ready to think globally and succeed in postsecondary study and careers.
- ☐ When the BIE partners with early childhood development organizations and Tribes to increase access and supports for high-quality early childhood education, then barriers to accessing high-quality early childhood education will be addressed, and all students will enter kindergarten academically, socially, and emotionally prepared to succeed in school.
- ☐ Other

5. Strategies are cross-functional projects that impact the entire organization. In the category of “**Wellness, Behavioral Health, and Safety**”, please select the 1 Strategy that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Strategy that you feel is critical, you may select up to 3 Strategies.

If you would like to suggest a Strategy that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Strategies you may select.

- ☐ When the BIE develops a comprehensive wellness framework inclusive of the physical, mental, emotional, and social needs of all students, then schools will be equipped with the necessary tools and resources necessary for providing proactive programs and culturally responsive supports that foster a safe and supportive environment, whether students are learning virtually or in-person.
- ☐ When the BIE develops programs and supports for student behavioral health, then schools will implement a comprehensive behavioral health plan, programs and interventions that foster an encouraging and supportive environment, and all students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.

☐ When the BIE supports effective safety practices and interventions, then schools will implement programs and routines that support the safety of students, and all students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.

☐ Other

6. Strategies are cross-functional projects that impact the entire organization. In the category of “**Self-Determination and Cultural Identity**”, please select the 1 Strategy that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Strategy that you feel is critical, you may select up to 3 Strategies.

If you would like to suggest a Strategy that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Strategies you may select.

☐ When the BIE partners with and supports Tribes in their efforts to revitalize and maintain cultures and languages, then schools will support Tribal efforts to teach and maintain cultures and languages, and all students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

☐ When the BIE, in partnership with Tribes, identifies resources and supports needed to implement effective educational programs, then Tribes will have resources and supports to oversee and implement successful educational programs which contribute to the future of their sovereign nations, and all students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

☐ When the BIE implements an effective system of support aligned to the education needs of Tribally controlled schools, then Tribes will have the capacity to effectively oversee and support their BIE-funded schools in providing high-quality education to their students, and all students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

☐ Other

7. Strategies are cross-functional projects that impact the entire organization. In the category of “**Data-driven Performance Management and Organizational Excellence**”, please select the 1 Strategy that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Strategy that you feel is critical, you may select up to 3 Strategies.

If you would like to suggest a Strategy that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Strategies you may select.

- ☐ When the BIE actively analyzes, supports and develops its workforce through active engagement with employees using meaningful performance management that is driven by results, then all staff will be equipped to provide the best services BIE can deliver, and all students will benefit from an education system that is effective, efficient, transparent, and accountable.
- ☐ When the BIE develops, implements, and maintains a comprehensive data management system, then accurate data will be used to improve education services and supports and drive decision-making in all directions.
- ☐ When the BIE establishes clear, consistent communication and storytelling processes that model and facilitate multilateral, reciprocal public engagement, then all stakeholders will have up-to-date, reliable information on BIE business and access to powerful stories of our students and families for generations to come.
- ☐ When the BIE develops and implements a comprehensive operations plan that includes accountability measures across the organization, standardized operational policies and best practices to include facilities management and transportation, then BIE will be equipped to ensure that its responsibilities are being fulfilled as safely, effectively and efficiently as possible.
- ☐ When the BIE collaborates with schools to recruit, hire, and retain highly effective principals, teachers, and staff, including those from local communities, then schools will have the instructional leaders, teachers, and staff to provide highly effective, culturally relevant instruction, services, and supports, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsec-ondary study and/or career opportunities.

- ☐ When the BIE implements a system of accountability and support with guidance and training, then schools will engage in continuous improvement to increase the quality of instruction, intervention, and supports for students, and all students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary study and/or career opportunities.
- ☐ Other

8. Questions 5-8 are regarding the Milestones in the Strategic Direction.

Milestones are specific projects and actions we must accomplish to complete a strategy. In the category of **“Aligned and High-Quality Instruction, Standards, Assessments, and Professional Learning”**, please select the 1 Milestone that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Milestone that you feel is critical, you may select up to 3 Milestones.

If you would like to suggest a Milestone that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Milestones you may select.

- ☐ Conducted a feasibility review of early childhood education organizations, established partnerships, developed a plan for implementation, and created meaningful engagement opportunities for early childhood education partner entities.
- ☐ Conducted an inventory of aligned CTE programs in Bureau Operated Schools and Tribally Controlled Schools and developed a high-quality career and technical education initiative, that begins in middle school and extends into high school, and schoolwide Individual Career Activity Plan (ICAP) models.
- ☐ Continues to develop, approve, and implement standards, curriculum, developmentally appropriate practices, and assessments that are culturally relevant, and regional trainings have either taken place or are scheduled.
- ☐ Identified an evaluation process to identify school utilization of standards-aligned curricula.
- ☐ Selected and is implementing a common assessment throughout BIE funded schools.

- ☐ Conducted English Language Proficiency testing throughout BIE funded schools.
- ☐ Researched and conducted a study related to absenteeism prevention initiatives and has disseminated the Chronic Absenteeism Concept Paper.
- ☐ Provided supports to schools related to Section 504 and English language learners and proficiency to address identified student needs.
- ☐ Finalized, disseminated, and provided professional learning on a best practices toolkit to support transitional services.
- ☐ Researched, developed, and implemented College and Career Readiness (CCR) requirements in secondary schools and will enhance CCR by drafting a revision of the high school graduation regulation, engaging in negotiated rulemaking, developing a plan for implementing College and Career Readiness, and engaging appropriate stakeholders in the development of CCR requirements and supports.
- ☐ Implemented high quality and compliant secondary transition IEP planning and services.
- ☐ Other

9. Milestones are specific projects and actions we must accomplish to complete a strategy. In the category of **“Wellness, Behavioral Health, and Safety”**, please select the 1 Milestone that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Milestone that you feel is critical, you may select up to 3 Milestones.

If you would like to suggest a Milestone that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Milestones you may select.

- ☐ Developed a comprehensive wellness, behavioral health, and student safety toolkit.
- ☐ Participated in a Collaborative Improvement and Innovation Network (ColIN) focused on making systemic improvements regarding the mental health of students by expanding the partnership with IHS to identify innovative ways to collaborate and develop a more robust and succinct method for offering behavioral health services and resources for BIE funded schools.

- ☐ Developed and implemented a Social and Emotional Learning (SEL) Project.
- ☐ Initiated an overarching Behavioral Health and Wellness Program (BHWP) contract to provide behavioral health and wellness supports for our schools, staff, and students. This contract is also serving as a model for all future behavioral health and wellness efforts within the BIE.
- ☐ Developed and implemented a comprehensive Wellness, Behavioral Health, and Safety Report that includes the current status of physical health, safety, and wellness programs, policies, practices, and resources as well as potential barriers for BIE funded schools.
- ☐ Developed a positive behavioral support framework for Bureau Operated Schools and Tribally Controlled Schools.
- ☐ Other

10. Milestones are specific projects and actions we must accomplish to complete a strategy. In the category of **“Self-Determination and Cultural Identity”**, please select the 1 Milestone that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Milestone that you feel is critical, you may select up to 3 Milestones.

If you would like to suggest a Milestone that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Milestones you may select.

- ☐ Completed a comprehensive analysis of all Tribes served by BIE-funded schools regarding BIE support for language and culture.
- ☐ Published protocols and delivered professional learning for BIE to support engagement regarding language and culture at the local level.
- ☐ Partnered with local Tribes, Tribal Education Departments, and Tribal colleges to establish an ongoing professional learning program regarding local cultural competency for the Tribes served by respective BIE employees.
- ☐ The School Task Force is in place and is actively reviewing products and processes so BIE can better meet tribal education needs.

- ☐ Developed technical assistance training modules to increase internal capacity for engaging Tribes and implemented trainings on a continuous basis.
- ☐ Identified priorities and developed supports to share successes and best practices.
- ☐ Created and provided technical assistance and support to Tribes to assume functions of their local BIE schools. Guidance and procedures aligned to current needs, practice, and regulatory requirements have been updated.
- ☐ Conducted and verified an updated baseline count for the Johnson-O'Malley Program; finalized and approved the draft Program Guidebook for the Johnson-O'Malley Program.
- ☐ Developed, piloted, and implemented a system of support for assisting Tribes in their oversight of Tribally Controlled Schools.
- ☐ Supported Tribal School Boards in providing leadership and support to schools and improving student learning.
- ☐ Completed geospatial analyses, identified partnerships between tribal colleges and schools, and is implementing outreach to address needs of private/public employers that graduating students could fill.
- ☐ Identified existing data on the K-12 schools that a majority of our post-secondary students come from and completed a review of labor and occupational trends needed across our communities, in partnership with Tribal organizations.
- ☐ Considered Public Law 100-297, which allowed schools to become a Tribally Controlled School (TCS) governed by a Board of Trustees, as the focal point in which all communication and interaction with TCS schools is carried out, thereby building their programs based on educational sovereignty.
- ☐ Other

11. Milestones are specific projects and actions we must accomplish to complete a strategy. In the category of **“Data-driven Performance Management and Organizational Excellence”**, please select the 1 Milestone that you feel is the most important for moving BIE forward for the next five years. If there is more than 1 Milestone that you feel is critical, you may select up to 3 Milestones.

If you would like to suggest a Milestone that is not already listed, please select “Other” and type your suggestion. Please note that this suggestion will count towards the maximum of 3 Milestones you may select.

- ☐ Established and maintains a uniform and consistent employee orientation program and has developed and implemented a standardized induction framework for principals, teachers, and paraprofessionals.
- ☐ Identified data stewards to manage BIE’s use of DOI Talent, a learning management platform, for onboarding and training employees.
- ☐ Established (in collaboration with field staff) and maintains by position, employee professional learning and ongoing training program, to include applicable statutes, regulations, and policies for which they are responsible for complying.
- ☐ Established and maintains an employee support initiative which, at a minimum, addresses employee burnout and stress management.
- ☐ Developed (in collaboration with managers) standardized Employee Performance Appraisal Plans (EPAP) for any position that has certification/licensure or positions that require physicals and established quality and aligned performance appraisals for all BIE employees on a timely basis.
- ☐ Started a pathways program to take internees into employment to grow our own employees to address the staffing shortages.
- ☐ Implemented the employee awards process and adjusted or added to as needed.
- ☐ Implemented the employee wellness program and adjusted as needed.

- ☐ Established an overarching vision for the data system that includes system mission, goals, and expected outcomes, as well as set norms and expectations for data collection, and established data system rules; established decision-making authority to communicate each BIE staff member's responsibilities, the leadership structure, and determined the BIE's data collection responsibilities; established a comprehensive, consistent, and regular training program for BIE and school level employees and provided school staff members with necessary supports, training, and resources to work with the data system.
- ☐ Developed data collection and reporting methods that minimize data collection and reporting burdens; established a data collection and reporting calendar to communicate precisely when data is to be collected and reported; provided schools, parents, and community members with information about the data system; published communication with schools to support the reporting and use of data; established regular communications to support data system implementation and maintenance; determined how data is collected and stored to guide data systems development and use; established BIE's principles for data cataloging and storage.
- ☐ Established criteria that illustrate whether the data system is working as intended; established mechanisms for compliance to ensure that users are implementing the data system as intended.
- ☐ Established provisions for data security and confidentiality; developed data privacy and security protocol rules (Used the Family Educational Rights and Privacy Act and Protection of Pupil Rights Amendment laws); identified BIE staff members who are granted access to student data; specified permissions and data security protocol for accessing each data point; made clear which BIE staff members and external stakeholders have access to data.
- ☐ Established a comprehensive communications plan, including internal, external, and emergency communications sections and has developed standard communication operating procedures.
- ☐ Created and implemented an Education Resource Center School Board engagement schedule.
- ☐ Updated the websites managed by the Content Management Team.

- ☐ Developed and implemented a system that tracks the milestones and actions of the Strategic Direction and continues to maintain the strategic performance management system to adjust the Strategic Direction and address implementation issues in a timely manner.
- ☐ Continues to maintain financial and programmatic oversight of all programs and school spending as required, has created and implemented the financial and program oversight policy, and has drafted Standard Operating Procedures regarding unified fiscal and programmatic monitoring for areas impacted by laws and regulations.
- ☐ Identified and implemented the components of a responsive system of a school improvement process and has provided training and supports to schools to implement the framework and processes for accountability and continuous improvement.
- ☐ Implemented the Indian School Equalization Program (ISEP) process.
- ☐ Developed an expedited process for executing MOUs/MOAs and partnership agreements.
- ☐ Provided fiscal resources to support a formalized outreach process between Tribal colleges and BIE-funded schools.
- ☐ Conducted a joint study with interested Bureau Operated Schools, Tribally Controlled Schools, and Tribal education departments identifying and addressing barriers to community members serving as principals, teachers, and staff; developed guidance based on vacancy data from a pilot on how to recruit and retain highly effective principals, teachers, and staff; formalized a recruiting and staffing process with aligned policies to attract highly effective principals, teachers, and staff.
- ☐ Trained staff and disseminated guidance on how to effectively utilize federal funds, particularly Title IIA funds, to hire highly effective principals, teachers, and staff.
- ☐ Established consistent and regular coordination and communications to include an outlined workflow of projects between the respective schools, BIE Facilities, and DFMC (as applicable), resulting in the improvement of school facilities management and oversight.
- ☐ Other