

# BUREAU OF INDIAN EDUCATION REORGANIZATION

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*National Congress of American Indians*

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# Background

Why:

*Longstanding*

- Achievement gap
- Organization fragmentation
- Neglecting tribal self-determination

How:

*September 2012-2014*

- Study Group Established
- President's visit to Standing Rock
- Secretarial Order 3334
- Blueprint for Reform

*"The future of Indian Country rests on ensuring American Indian children receive a high-quality education that honors their cultures, their languages and their identities as Indian people." Secretary Sally Jewell*

# Ann Marie Bledsoe Downes

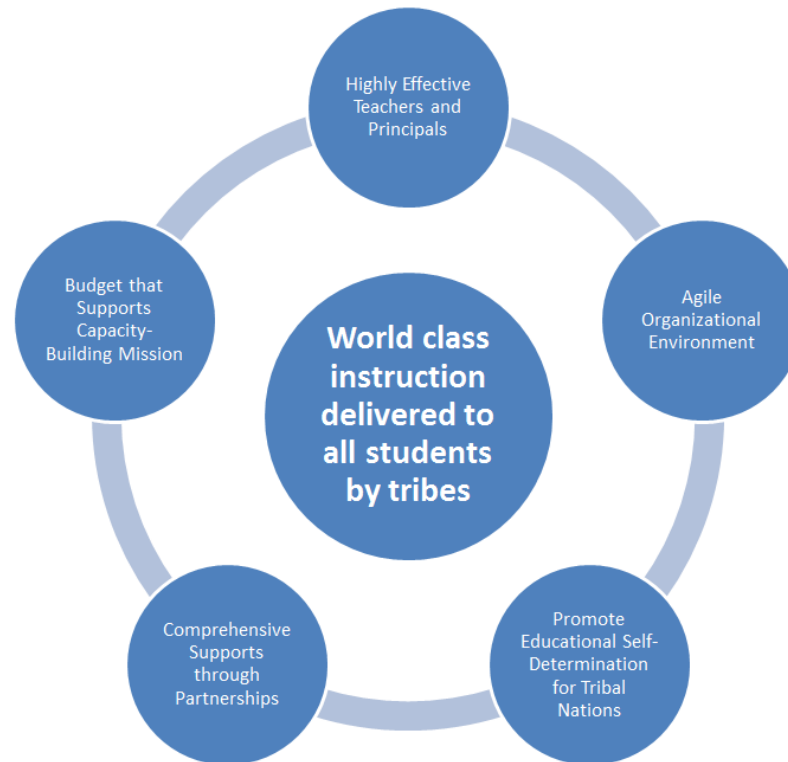
- Winnebago Tribe of Nebraska
- Acting BIE Director and Deputy Assistant Secretary for Indian Affairs
- Bio:



[http://www.indianaffairs.gov/cs/groups/public/documents/t  
ext/idc1-033717.pdf](http://www.indianaffairs.gov/cs/groups/public/documents/t<br/>ext/idc1-033717.pdf)

# Blueprint for Reform

Focus: Student Achievement, Student Wellbeing, and Tribal Sovereignty



# Activities under Five Pillars

- **Promote Self-Determination**
  - Establishment of the Office of Sovereignty in Indian Education (SIE)
  - \$8.4 million to 13 tribes in our SIE and Tribal Education Department (TED) grant program
- **Highly Effective Principals and Teachers**
  - The New Teacher Project
  - National Board for Professional Teaching Standards
  - Department of Education Teacher Equity Plan
- **Agile Organizational Environment**
  - Phase 1 – Reorganization of ADDs and ERCs
  - Phase 2 – School Operations
- **Comprehensive Supports through Partnerships**
  - Collaboration with AIHEC to enhance college readiness and build pathways to post secondary education; NCAI and CCSSO
- **Budget Supports Capacity Building Mission**
  - FY 16 plus up of \$100 million to fully fund tribal grant support costs, TEDs, and provide funding for planning and designing new schools, forward funding for tribal technical colleges

# Significant Reorganization Milestones

- December 18, 2015: House Approval Letter on Reprogramming with conditions
- February 2016: Unofficial Senate 'green light'
- Continuing commitment to solicit feedback
- Staffing up the Associate Deputy Directors (ADDs) and the Education Resource Centers (ERCs)
  - ADD Leadership Teams Established
- Standing up School Operations
  - FY16 Budget Increase (\$2.6M) to begin realignment of School Operations Division
  - Hiring School Safety Specialists in response to GAO recommendations



# Staffing

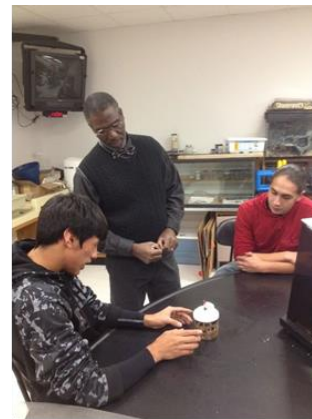
- 57 of 123 advertised positions in the ADD offices and ERCs have been filled
- Applicant interviews for Central Office positions are being scheduled
- Unfilled positions will be re-announced within the next several weeks



[www.usajobs.gov](http://www.usajobs.gov)

# Inspiring the Next Generation through a New BIE Culture and Environment

- Relentless focus on teaching and learning and improving outcomes and opportunities for students
- An organization that communicates across divisions instead of demanding multiple reports and information
- Moves from a command and control environment to a technical assistance approach
- Identifies best practices to drive changes in student and school performance





# Reorganization Implementation

- Hiring at ADD, ERC, and Central offices
- Staff induction/orientations
- Tribal accountability systems development and support
- Technical assistance to support tribes
  - Implementation of Native language and cultural instruction
  - Tribal education codes
  - FERPA Data agreements
- Phase II: School operations

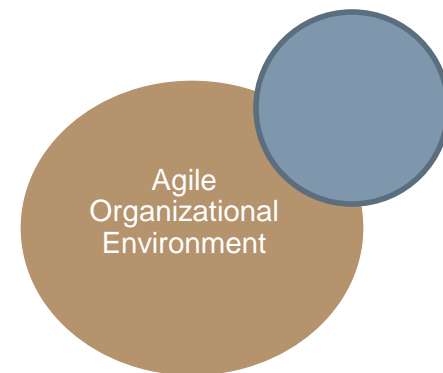
# School Operations Division (SOD)

## *Restructuring for Student Achievement*

Goal: Establish Organizational Capacity to Support Improved Student Achievement and School Operations

### SOD Functions – Day-to-Day Operations of Schools

- Human Resources
- Communications
- Educational Technology
- Budget and Finance
- School Facilities, Safety, Environment, and Property
- School Grants and Acquisitions



### SOD Design:

- Is based on sound educational practice and detailed functional analysis
- Mirrors (where appropriate) leading practices of U.S. public school systems
- Has no negative impact on school-level resources
- Avoids bulking-up of above-school resources
- Adds a Chief Organizational Performance Officer (GS-15) reporting to the Deputy Director for School Operations for improved operational accountability
- Retains DAS-M authority for overall Departmental policy, leadership, accountability
- Leverages DOI automated systems and databases – no duplication of operation
- Architects each function based on unique needs and requirements – “no cookie cutter” designs

# School Operations Division

## *Restructuring for Student Achievement*

### Structural Design Elements Include:

- Technical assistance capability
- Increased organizational capacity
- Streamlined processes
- Prioritized, aligned, and re-balanced resources reflecting BIE's student focus
- Delineation of roles and responsibilities, decision authorities
- Enhanced educational and operational services to support schools and tribes

### Supporting Improvements Include:

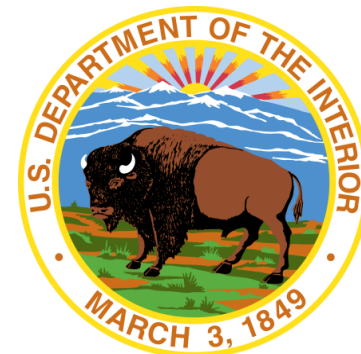
- Regulatory review and changes
- Training and professional development
- Human resources re-engineering
- Leadership development
- Process improvement
- Collaborative engagement of customers (e.g., teachers, principals, tribes)

# For more information:

## Bureau of Indian Reorganization

- <http://www.bie.edu/BFRI/index.htm>

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