THE SECRETARY OF THE INTERIOR
WASHINGTON

ORDER NO. 3334

Subject: Restructuring the Bureau of Indian Education

Sec. 1 **Purpose**. Under the Federal Trust responsibility, the United States has charged itself with significant moral obligations to American Indian tribes. We cannot ignore a history of mistreatment and destructive Federal policies that have hurt tribal communities, including repudiated policies regarding the education of Indian children. The boarding school era and other historical failures have created a complicated and difficult legacy for Indian people and their relationship with the Federal Government. The United States must do better. 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. To achieve this goal, the Department of the Interior will: (1) strengthen and support the efforts of tribal nations to directly operate Bureau of Indian Education (BIE) funded schools; (2) help tribes to identify, recruit, retain, and empower diverse, highly effective teachers and principals to maximize the highest achievement for every student in all BIE funded schools; (3) build a responsive organization that provides resources, direction, and services to tribes so they can help their students attain high levels of student achievement; (4) foster parental, community, and organizational partnerships to provide the emotional and social support BIE students need in order to be ready to learn; and (5) develop a budget that is aligned with and supports BIE's new institutional focus of providing resources and services to tribes.

The purpose of this Order is to begin the process of implementing those reforms by redesigning and restructuring the BIE into an innovative organization that will improve operations for both tribally-controlled and BIE-operated schools. The redesign and restructuring of the BIE will occur in two phases to ensure an orderly and minimally disruptive transition and will emphasize: (1) improving responsiveness of BIE operational support to schools; and (2) improving performance of individual schools.

Sec. 2 **Background**. In the area of Indian education, tribal self-determination has become the dominant mechanism for providing education to Indian children. In education, as in other areas of Federal Indian services, Congress and the Administration have recognized that Indian education is most successful when Indian tribes manage their schools. Today, far more BIE schools are run by tribes than by the BIE. However, given the long historical challenges faced by Indian students, it will take time and resources to achieve significant improvement. The Department has comprehensively reviewed the operations of BIE to achieve improvements in Indian education, as described in Findings & Recommendations Prepared by the Indian Education Study Group. The review revealed that significant organizational changes are necessary to provide tribes the resources and support needed to directly operate high-performing schools, to remove institutional obstacles that hamper student achievement, and to enable principals to focus on instructional leadership. The review also highlighted the need to provide

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targeted and highly customized technical assistance that meets the unique instructional needs of each BIE-funded school, including instruction on the tribe's language, history, and culture.

Sec. 3 **Authority**. This Order is issued in accordance with the authority provided by Section 2 of Reorganization Plan No. 3 of 1950 (64 Stat. 1262) and 25 U.S.C. § 13 and § 2006.

Sec. 4 **Organizational Changes - Phase I**. Phase I will be a transitional phase expected to be operational before the start of School Year 2014-15. Phase I will utilize existing resources and Phase I will focus on improving BIE operational support to schools.

a. *Establishment of a School Operations Division*. The School Operations Division shall be established and will report directly to the Director, BIE. The Division will focus on teacher and principal recruitment, acquisition and grants, school facilities, educational technology, and communications.

b. *Restructuring the BIE*. The BIE shall be restructured as follows:

i) Realignment of the Associate Deputy Directors (ADDs). The three current BIE ADD positions will be realigned to the following responsibilities: ADD-Navajo, ADD-Grant Schools, and ADD-BIE-Operated Schools.

ii) Establishment of Education Resource Centers and School Improvement Solutions Teams. The Education Line Offices (ELOs) shall be restructured and re-named Education Resource Centers, each to be staffed by a School Improvement Solutions Team. The teams will provide customized technical assistance to schools in such areas as: curriculum and instruction, data systems, intervention strategies, local job embedded professional development, and school leadership.

iii) Establishment of the Office of Sovereignty and Indian Education. There shall be established an Office of Sovereignty and Indian Education, reporting to the Director, BIE. The Office will focus on supporting tribal sovereignty by building the capacity of tribes to operate high performing schools and allowing tribes to shape what their children learn about their tribes, language, and culture. It will also support grant status for schools, provide support and guidance for effective use of incentive grants, and provide curriculum support for tribal culture, language, and traditions.

Sec. 5 **Organizational Changes - Phase II**. Phase II completes the institutionalization of the redesign and restructuring of BIE, which is anticipated to occur by the end of the 2015-2016 school year. Phase II will focus on providing the resources and customized technical assistance to support tribes in establishing and operating high-performing schools of their own.

a. *Creation of School Support Solutions Teams*. At the start of Phase II, School Support Solutions Teams will be created in the office of each of the three ADDs (ADD-Navajo, ADD-Grant Schools, ADD-BIE-Operated Schools). The Team members will be experienced professionals who can provide exceptional customized technical assistance to the schools in the areas of teacher and principal recruitment, professional development, and evaluation; acquisition;

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school facilities, financial management, and technology. The teams will work with individual schools and tribes to help maximize school performance.

b. *Realignment of Support of BIE-Operated Schools*. At the start of Phase II, appropriate resources will be transferred from the Assistant Secretary–Indian Affairs (AS–IA) and the Bureau of Indian Affairs to the Director, BIE, for assignment to School Support Solutions Teams.

c. *Enhancing School Improvement Solutions Team Services*. At the start of Phase II, School Improvement Solutions Teams will become responsible for expanding their capacity to support schools by developing local school improvement teams in each school to build and sustain a high quality education, including "cradle to the classroom" assistance with such services as parenting, early literacy, numeracy, vocabulary, local parent counseling, training, and mentoring (parents as trainers and mentors).

Sec. 6 **Implementation**.

a. The AS–IA will perform a Phase I functional analysis for the new functions and develop a workforce plan to be submitted to the Secretary by August 31, 2014.

b. The AS–IA will perform a Phase II functional analysis and develop a workforce plan, to be submitted to the Secretary before September 2014.

Sec. 7 **Performance Monitoring and Evaluation**. The AS–IA will ensure that progress is monitored toward the goal of American Indian children receiving a high-quality education that honors their culture, languages, and identities, as Indian people.

Sec. 8 **Administrative Provisions**. The AS–IA and the Assistant Secretary – Policy, Management and Budget will take appropriate steps to implement the provisions of this Order.

Sec. 9 **Effective Date**. This Order is effective immediately and will remain in effect until its provisions are incorporated into the Department Manual, or until it is amended, suspended, or revoked, whichever occurs first.

Sally Jewell

Secretary of the Interior

Date: JUN 12 2014

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