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TRANSCRIPT OF AUDIO RECORDED WEBINAR
BUREAU OF INDIAN EDUCATION CONSULTATION
ON APRIL 28, 2015, AT 9:00 A.M.

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1 RECORDED WEBINAR

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DR. ROESSEL: Welcome, everybody.
We'll go ahead and get started in a couple
minutes, kind of let people get ready.

As we begin to go through this
Consultation process, a couple things for this
webinar.

First of all this is (electronic
interference). This session is being recorded
and it will be made available on the BIE
website. In addition, it will be transcribed,
so we would have a record of this
Consultation, as well as the others that we
are handling.

A couple things, one, within this
webinar, if you could mute your phone so we
don't hear any background noise, and if you
have to take a call, hang up and answer your
call. This will keep us from hearing your
elevator music that may be on the hold with
your phone.

And also, the process that we do with
these Webinars, we'll go through the
presentation first, and then provide an

1 opportunity for questions. And for questions,
2 you use the chat feature in the right-hand
3 corner, and we will respond to these after the
4 presentation.

5 So, we'll get started. (Electronic
6 interference). Again, while we wait, we'll
7 just kind of go through a couple things here.

8 The Consultation team for BIE is
9 myself. I have Wendy Greyeyes here, and Kim
10 Vischu (phonetic), and I believe (electronic
11 interruption) on the line, Don?

12 MR. DON YU: Monty, I'm here.

13 DR. ROESSEL: These are the
14 individuals representing BIE and Department of
15 Interior, Bureau of Indian Affairs.

16 (Pause)

17 DR. ROESSEL: Okay. So, let's go
18 ahead and get started (inaudible) calling in
19 to this webinar. I appreciate everybody
20 taking time. I know it's a lot earlier out
21 West, and we appreciate you taking the time
22 and the interest in trying to make a better
23 organization and improving the outcomes of our
24 schools and for our students.

25 This is the second to the last

1 Consultation. Just for review, we started in
2 Rapid City. We then went to Nashville. We
3 were in New Mexico, Winter Rock, Navajo
4 Nation, and now we have our -- and then, on
5 Friday, we'll be going to Oklahoma City.

6 Just to remind people that we have
7 through the 15th of May for comments -- for
8 written comments. So even if you do not get
9 your comments in today, you have until the
10 15th to submit them in writing.

11 I want to say upfront that this
12 Consultation process and what we're going
13 through, it is very much a living document.
14 We have had individual consultations with
15 individual Tribes that are being impacted by
16 the Proposed Re-Organization. We have made
17 some changes to the original plan, and we're
18 very open, even based on the consultations
19 we've had as far as last week, of making even
20 more, because it really is our goal to make
21 this a successful Re-Organization.

22 It's not just boxes on an org chart.
23 It is really about how we can get the buy-in
24 from the schools, the Tribes, as well as BIE,
25 and how we can afford to make it a better

1 organization within that. That's our primary
2 goal.

3 With that said, I think, a quick
4 review of the Agenda. We go through
5 Consultation Overview, which is the PowerPoint
6 presentation, and then, after that we set up
7 for comments. (Inaudible) allows us to
8 (inaudible) leader (other conversation on the
9 phone line) and then that opportunity, because
10 some may have to go to -- are on the line,
11 other committee meetings, they may be
12 traveling. So, we just afford them that
13 courtesy and respect.

14 Before we go into, if you could just
15 give me one second, kind of get some things in
16 order.

17 (Pause)

18 DR. ROESSEL: Okay. Let's go ahead
19 and get started.

20 Just to ensure that people know what
21 we are consulting on, the first slide, if you
22 go to Number 1 and Number 2, specifically.

23 The proposed changes have two primary
24 objectives.

25 One is to strengthen BIE's capability

1 to address school operating needs; and, Two,
2 provide greater oversight and improve service
3 delivery to BIA-Op and Tribally-Controlled
4 schools.

5 This is the primary focus of this
6 Consultation. How do we make BIE better? How
7 do we make it better in terms of educational
8 outcome? How do we make it better in terms
9 of oversight financial and the accountability
10 ventures? We're all aware of the GAO reports
11 that have been coming out on BIE on how it
12 needs to improve the management and oversight
13 of the flow of the funds (inaudible).

14 (Electronic interference)

15 DR. ROESSEL: Again, could I ask
16 people who have their phones, put them on
17 mute. We're hearing background noises.

18 (Pause)

19 DR. ROESSEL: And I think the other
20 is to also -- I think the focus that we
21 really want to look at is how do all of these
22 proposed changes, how does it impact the
23 classroom? How does it impact learning? And
24 I think that's what we really want to look at.
25 While this may look like a much more abstract

1 idea, the focus is really everything we do
2 should be on (inaudible) educational outcome
3 of our students as we honor the Native
4 history, language, and culture of the Tribes
5 that we also serve.

6 So, as we move forward through this
7 presentation, I -- that is what I hope you'll
8 see is that these changes in the Proposed
9 Re-Organization reflect a focus on the
10 classroom of improving instruction, providing
11 services to teachers and schools, but, also,
12 expanding what we do right now within BIE and
13 having a direct impact on Native language,
14 history, and culture, building partnerships
15 with our other Nations that can help us meet
16 the needs of our student who have a very
17 different set of needs than other students
18 might have across this country.

19 And, Don, since you're not here, any
20 time, just chime in when you need to, because
21 it's a little different.

22 MR. DON YU: Sounds good.

23 DR. ROESSEL: So, the primary
24 focus, again, is on those two items and is the
25 result of Order 3334, which we'll get into a

1 little bit later.

2 Before we get started into the
3 details, I think it's really important that we
4 take a minute and just understand what this
5 means when we talk about a Re-Org. The most
6 important number on this page right now is 64,
7 and that is the 64 Tribal Communities that we
8 serve; the 46 that have one school; the 7
9 Tribes that have two schools; and the 11
10 Tribes that have three or more schools. This
11 is what this Consultation is really about, and
12 by that I mean that we cannot, and no
13 re-organization can be a one-size-fits-all.

14 We developed this Re-Organization so
15 that we can have a framework, if you will, so
16 that Tribes along the spectrum of control and
17 their abilities and capabilities are able to
18 fit into this framework, and whether or not it
19 be a high-functioning Tribal ED Department
20 that operates like a state agency, or whether
21 it's still a young Tribal ED Department that
22 is still in the process of figuring out
23 exactly what it wants to do. This
24 Re-Organization (electronic interruption)
25 proposal (electronic interruption) entire

1 spectrum.

2 So, as we go forward, I think you'll
3 see (inaudible) to come up with those ideas
4 and what it means (electronic interruption) as
5 lot of people get a better idea when, how does
6 it impact my Tribe if I have a
7 less-functioning Tribal ED Department? How
8 does this impact my Tribe if I have
9 (electronic interruption) more functioning?
10 So, I think that is really important for us to
11 look at.

12 The other that's really important, of
13 course, the geography of this Re-Organization.
14 We are in 23 states, and, you know, that
15 produces challenges in and of itself. What
16 accountability works in those states, what
17 kind of support they need provided, the 23
18 separate accountability workforce, and that
19 means every school have its own experts.

20 So, if we change what we're trying to
21 do in terms of accountability and assessment
22 from 23 down to a smaller number, that impacts
23 then what we need in terms of technical
24 service at those individual Educational
25 Resource Centers and at the schools. So,

1 that's the other number that's (electronic
2 interruption) here.

3 And of course, the other highlight and
4 again, this chart, there's so much information
5 on here we could have a whole webinar just on
6 this one slide, is you have 183 schools and
7 residential homes. You have 126
8 Tribally-Controlled schools (electronic
9 interruption) operated. If we would have
10 created a chart thirty years ago, you would
11 have had opposite. You would have had 126
12 BIE-Operated schools and, maybe, 7
13 Tribally-Controlled schools, but times have
14 changed.

15 (Technical/electronic interruption)

16 DR. ROESSEL: So, getting back to
17 those numbers, BIE has not changed what has
18 happened at the school level. This
19 Re-Organization does reflect that. It takes
20 into account where Tribes (inaudible) that
21 gives us that opportunity to try to address
22 the needs of a new BIE, one that is more
23 focused on Tribal ED Departments running and
24 operating schools, Tribal schools being
25 operated by themselves. And so, that's the

1 reflection of what we're looking at.

2 The other number, just so you know, is
3 look at all the different students we have
4 across these different states. We have to
5 meet the needs and service to those students,
6 too. And this is just focusing on the needs.
7 I want to make that quite clear to you, we're
8 not focused on public school systems, and we
9 understand there is inter-connectedness with
10 public schools. Our students go from one to
11 the other, but this Re-Organization is focused
12 primarily on BIE though. You'll see as we get
13 further into the Org chart, it also focuses on
14 Tribal colleges, on JOM, it focuses on early
15 childhood.

16 Don, do you want to take these slide
17 now?

18 MR. DON YU: Hi, everyone. I'm
19 just going to give a really, really quick
20 overview, high-level stuff, before we get into
21 a lot of the details.

22 This team was put together back in
23 September 2013. Secretary Sally Jewell and
24 Secretary Arnie Duncan from the US Department
25 of Education, they both met shortly after

1 Secretary Jewell was confirmed to be Secretary
2 of the Interior by the Senate. And they both
3 realized that at that time there's
4 three-and-a-half years left in the
5 Administration, and they decided that it would
6 be important to give Monty a lot of support
7 and put together a team of people, kind of,
8 really, visit all the schools, visit Tribal
9 leaders (inaudible) them about what the issues
10 are that kind of plague the BIE. And one of
11 our charges was, for the first time, rather
12 than DC trying to figure out how to fix all
13 the problems, go out and speak to Tribal
14 Leaders, BIE stakeholders, listen to them,
15 figure out what they think the problems are
16 and, also, what those solutions might be.

17 So, the BIE Study Group was probably -
18 - we spent several weeks on the road, visited
19 dozens -- hundreds of stakeholders including
20 Tribal Leaders, dozens of BIE principals at
21 grant and federal schools, local school board
22 members, probably visited (inaudible) in the
23 hundreds. All of that information that people
24 had all cataloged in that back of the BIE
25 Blueprint for Reform.

1 At any rate, after the listening
2 sessions, the team went back to DC, took, and
3 reviewed all of the comments that we received
4 and then put together a Blueprint for Reform.
5 That BluePrint, we issued a draft of the
6 Blueprint just over a year ago, and we were
7 kind of, at the time I couldn't really say --
8 we couldn't really say why we were -- had to
9 send the Blueprint so quickly through
10 Consultation process, et cetera, but the
11 reason was the President of the United States
12 was going to visit Standing Rock Sioux
13 Reservation on June 13th, 2014, and then, he
14 really was -- the White House was really
15 pushing us to have a reformed plan in place
16 that he could talk about.

17 So, we went on consultations on the
18 draft of the Blueprint. Received a lot of
19 great comments. Revised the Blueprint
20 substantially in response, and then issued the
21 Blueprint, as I mentioned on June 13, 2014.

22 As Monty mentioned earlier, I really
23 want to re-emphasize that the Blueprint is not
24 set in stone. It is constantly changing, not
25 only -- as we have begun implementation of the

1 Blueprint since the President's trip. We were
2 happy to give a quick update on where we are
3 in (inaudible) but, again, I really want to
4 emphasize the Blueprint is a living document,
5 can change at any time.

6 So, anyway, Blueprint is based on five
7 areas of reform. Today, we're really just
8 talking about -- we'd like to talk about --
9 you can ask any question you like, obviously,
10 but really much of the remaining slides of the
11 deck are focused on one area of reform, the
12 Agile Organizational Environment.

13 That kind of area deals with when we
14 went out in the field, almost every single
15 person we spoke to, didn't matter if we were
16 in the Plains or in the Southwest, or the
17 Northwest, people complained about the BIE's
18 bureaucracy, and that it was too complicated,
19 too confusing, didn't know where to go for
20 support, support was often delayed, minor
21 issues of -- they should be minor, but getting
22 textbooks on time, getting repairs done,
23 things like that, taking too long, because of
24 the bureaucracy.

25 So, most of this deck here, including

1 Secretarial Order 3334, which Secretary Sally
2 Jewell --

3 (Comment on muting phones)

4 MR. DON YU: Thank you so much.

5 So This deck in Secretarial Order 3334 which
6 Secretary Sally Jewell signed on the same day
7 as the President's trip, again, designed
8 (inaudible) for a federal agency strained by
9 so many federal statutes and regulations
10 (inaudible) you know, there's a limit to how
11 quick and efficient it can be, but still,
12 there's a lot that can be done to improve it,
13 and that's what this deck is about today.

14 The other (electronic interruption)
15 could probably have a deck on each of those.
16 Happy to discuss those today as well,
17 although, that is not the focus of the
18 Consultation that we're having right now.

19 But the most important area of Reform
20 is promoting self-determination for Tribal
21 Nations. That is primarily focused on
22 building the capacity of Tribal Education
23 Departments. Monty can talk more about this,
24 but, you know, one thing that we heard from
25 the field, organizations like NIEA and NCI,

1 that was one of the biggest reasons that
2 Indian education has had poor outcomes and
3 that is there's been a major missing player, a
4 partner, and that has been Tribal Nations not
5 involved in the education of their own
6 children on the Reservations, whether that be
7 State-run schools on Tribally-Controlled land,
8 or if it's BIE-Funded schools located on the
9 Reservations. So, that area of reform mostly
10 focused on building the capacity of Tribal
11 Education Departments.

12 The other area of Reform is Effective
13 Teachers and Principals. That area is focused
14 on so many comments from the field about how
15 typical it is to recruit great teachers and
16 principals to their school (electronic
17 interruption) locations. So, that one is
18 mostly focused on making sure we have the best
19 possible teacher there. Our strategy has been
20 really, since recruitment is so challenging
21 and, also, we have really focused on improving
22 the instructional -- existing instructional
23 workforce and, also, retaining them.

24 So, one of our early initiatives is a
25 partnership with the National Board for

1 Professional Teaching Standards. As most of
2 you probably know, teachers that are
3 (inaudible) are generally considered elite
4 teachers. They're the cream of the crop, and
5 so we have a partnership with the National
6 Board of Professional Teaching Standards.

7 We are in the first year of that
8 partnership implementing BIE as paying for all
9 of the costs -- the training costs involved
10 for attaining National Board Certification for
11 any teacher at any BIE-Funded school, grant or
12 federal, that would like to achieve their --
13 receive their National Board Certification, a
14 long and challenging process, but BIE is going
15 to pay for all the costs. First year of
16 implementation, we have 252 teachers
17 registered for Component "1" of the National
18 Board Certification process.

19 So, some of the other circles are, we
20 talked about Agile Organizational Environment,
21 Effective Teachers and Leaders, Promoting
22 Self-Determination with Tribal Nations.
23 Also, we're focused on building new
24 (inaudible) with outside organizations to
25 build the capacity of the BIE-funded system.

1 That -- one example of that is our partnership
2 with the National Board of Professional
3 Teaching Standard.

4 We're also pursuing at the national
5 level. I know many of you have partnerships
6 at the local level. That's so fantastic. I
7 really applaud that kind of work, but we're
8 also at the national level, BIE is trying to
9 partner with national organizations that can
10 provide support.

11 Other things that we're partnering
12 with right now, BIE is working on getting
13 these other grants from the United States
14 Department of Education. One is called the
15 Project SERV Grant, which is funding that ED
16 provides on a discretionary basis to schools,
17 where children at schools experience traumatic
18 events. That funding can be used to restore
19 the learning environment. So, right now, some
20 of our BIE-Funded, grant and federal, schools
21 are going to be applying with BIE's support,
22 technical assistance to received funding for
23 so many of our schools that have experienced a
24 rash of student suicides.

25 Other partnerships include the United

1 States Department of Housing and Urban
2 Development. HUD has set aside in the Fiscal
3 Year '16 budget funding to repair teacher
4 housing at any BIE-Funded school. I think
5 it's about ten million dollars in the HUD
6 budget for us.

7 Also -- other partnerships include,
8 also, for the first time ever, BIE will be
9 eligible for one of Department of Education
10 Early Learning grants that previously had only
11 been available to state educational agencies.
12 BIE will be eligible for that.

13 BIE will also receive some funding
14 from the Kellogg Foundation for professional
15 development and, also, has a partnership with
16 Verizon and Microsoft to deliver free
17 high-speed internet and tablets to students
18 living in our stand-alone dorms.

19 So, there's just some examples of
20 partnership, and resources that BIE at the DC
21 level is trying to bring to all the schools

22 The last piece is -- last area of
23 Reform is the budget piece, kind of aligning
24 the budget, the BIE budget, so it supports the
25 other four areas of Reform. So, some big

1 things in there are the biggest things. So in
2 Fiscal Year '15 (inaudible) signed that
3 spending bill in December of 2015. That
4 budget had forty million dollars, additional
5 funds for the BIE -- for BIE schools. Twenty
6 million of that went to, that funding we
7 appropriated to build the Beatrice Rafferty
8 School, for the Passamaquoddy Tribe in Maine.
9 That school had, unfortunately, been on our
10 2004 construction for, at this point, for
11 eleven years. Entirely too long. BIE has not
12 built a new school since the Recovery Act, and
13 the Study Group is recommending a BluePrint a
14 surging of funding for to help build the BIE's
15 infrastructure.

16 Also, in that budget, as we heard from
17 almost every single stakeholder that we spoke
18 to that BIE-Tribal grant support costs for the
19 grant schools was way under-funded at about 67
20 percent. So, the Fiscal Year '15 budget
21 includes an increase of fourteen million
22 dollars in that area for BIE's 120 grant
23 schools, and that bring us up to 84 percent of
24 funding for Tribal grant support costs for
25 their grant schools.

1 There's also another two million
2 dollars in the Fiscal Year '15 budget. We're
3 recalling Section 2020 grants to build the
4 capacity of Tribal Education Departments. Two
5 million dollars was the statutory maximum, so
6 we weren't able to receive more than that.
7 But those are some of the increases in the
8 Fiscal Year '15 budget, and, you know, to say
9 that -- to receive -- for any agency, federal
10 agency, to receive an increase in the '15
11 budget is a huge win. Most federal agencies
12 are just trying to protect the existing fund
13 levels, but that is all support coming from --
14 since we have support from, really, the
15 highest levels.

16 The '16 Budget increase from the
17 President, which was introduced back in
18 February of this year, the total increase is a
19 hundred -- the requested increase is 180
20 million dollars over the requested amount from
21 Fiscal Year '15. So, huge increase --
22 historic increase in the President's budget
23 for the BIE. Probably the most since the
24 Recovery Act for this school system.

25 That budget includes a huge increase

1 for infrastructure, 58.6 million new dollars
2 for new school construction. That money has
3 been -- will be assigned to two schools.

4 The remaining two schools on the 2004
5 construction list, that is Cove Day School and
6 Little Singer, both located in Arizona, also
7 funding to replace -- about 11.9 million
8 dollars to replace individual school buildings
9 in disrepair.

10 Huge increase for IT infrastructure to
11 bring high-speed internet to our schools. A
12 34 million dollar total request that is 28
13 million dollars over the Fiscal Year '15
14 amount, because, also, we heard that so many
15 of our schools don't have access to high-speed
16 internet, unable or extremely challenging to
17 implement the new 21st Century kinds of
18 academic assessments, Smarter Balance, and
19 Park, also, unable to really able to access of
20 the wealth of educational resources available
21 online. So, a huge surge in funding there to
22 make sure all of our schools have access to
23 high-speed internet.

24 Also, funding in there -- even more
25 funding for Tribal grant support costs,

1 bringing us up to -- we asked for 33 million
2 dollars over the '15 requested. That brings
3 us up to 100 percent for all 120 Grant schools
4 and, also, because, since the Blueprint for
5 Reform in general seeks to diminish the
6 federal footprint and promote and strengthen
7 Tribal capacity to run schools. That number
8 is also actually -- it over shoots the total
9 number of grant schools, and provides funding
10 for additional federal schools that may
11 convert to Tribally-Controlled status during
12 Fiscal Year '16. So, those are the major,
13 major increases in the '16 budget. Also,
14 about twenty million dollars total for
15 Operations and Maintenance and, also, Facility
16 Improvement there as well, but those are some
17 of the major increases there.

18 This is, again, a historic increase in
19 the BIE budget request for '16. That is
20 currently with the Hill now, and the
21 Appropriations staff probably exalting that
22 Bill right now.

23 Secretary Jewell, Assistant Secretary
24 Kevin Washburn, and Monty, have all been up
25 the Hill to defend the Administration's

1 request. All of those hearings are online and
2 can be viewed at any time.

3 I think that is a summary for the
4 Blueprint and kind of high-level summary of
5 implementation, since the President's trip in
6 June.

7 Again, the rest of this deck, as Monty
8 will go into detail, had to do with the area
9 of streamline the bureaucracy, delivering more
10 effective services to students, that area
11 called Agile Organizational Environment.

12 Monty, do you want to take it from
13 here? I hope everyone can hear me okay.

14 DR. ROESSEL: Thank you, Don.

15 And I think -- as we now get into the
16 part of the deck that deals with the specific
17 Re-Organization, I think it's important to
18 note some of the things that we looked at when
19 we started developing these org charts, the
20 locations of Education Resource Centers, the
21 conversion from an Education Line Office to
22 and Education Resource Center.

23 In the past, an ELO office was
24 primarily about just command and control.
25 Very specific areas focused a lot more on

1 compliance, less on school function. And so,
2 what we're trying to do now, and part of the
3 research that we did as we began this effort
4 is what are other states doing? And I think
5 when you look at a lot of states you have --
6 there are an awful lot of -- we call them
7 Resource Centers, but they're really regional
8 (inaudible) centers that can combine the
9 resources needed at the school level.

10 And one of the primary emphasis that
11 we had with this Re-Org is how do we try to
12 get those services closer to the schools? And
13 the BIE Grant Management and Acquisition for
14 things, but it's also specifically DPA,
15 Division of Performance and Accountability,
16 Title I Program. How do we try to get that
17 (inaudible) filled?

18 But one of the things we had to do is
19 (inaudible), you know, who we are. The
20 Tribally-Controlled schools, the BIE-Operated,
21 the Navajo schools. The number of students
22 that we have in each area, the boarding school
23 students, the residential and school students.

24 I think one of the important things to
25 note within this presentation is the status of

1 No Child Left Behind, because I think that's
2 something we really wanted to focus on. Our
3 outcomes are (electronic interruption) those
4 outcomes. So, anything we do with the
5 Re-Organization (electronic interruption)
6 outcomes.

7 So, this slide is primarily to take a
8 look at what it is that we are right now, a
9 quick snapshot of our enrollment, some are
10 demographics, the AYP structuring, and then
11 now move forward, figure out, okay, now that
12 we know this information, what are we going to
13 do about it?

14 The breakdown at the very end, which
15 talks about (electronic interruption) number
16 of Tribes that each of the ADDs work with --
17 it is important as we move forward. Again, I
18 reiterate it's not a one-size-fits-all.

19 At first glance, this slide seems
20 confusing, but if you actually work through
21 it, you'll notice that it's very simple
22 (inaudible). How do you take these services
23 that were located where primarily those of you
24 that know BIE know that administration is
25 handled out of Albuquerque. Division of

1 Performance and Accountability has been
2 managed out of Albuquerque, and if you take
3 those arrows you know it's (inaudible) how to
4 aid even further to the ERC.

5 One of the primary focuses of this
6 Re-Organization is putting those services out
7 in the field (inaudible). And what we heard
8 when we were asked (inaudible) the different
9 consultations that we've had. Now, this whole
10 process (electronic interruption) I know BIE
11 has ever had, because this part of it, if you
12 will recall, I think two-and-a-half years ago
13 went out consultation on reorganizing BIE, and
14 then, last spring a year ago, we went out to
15 do consultation to talk specifically about the
16 BluePrint for Reform, and now we're putting
17 those two documents together. How do you
18 reorganize?

19 The first one, which is reorganization
20 for administrative purposes. Last
21 consultation was about how do we try to
22 improve the outcome. This is about combining
23 those two (electronic interruption) talk about
24 the Administration, (inaudible) talk about how
25 then do you then reorganize to improve

1 education, and one of the founding principles
2 that we said is that you have to have those
3 services closer to the schools.

4 You also have to define the roles and
5 responsibilities of what an ERC is going to
6 do, what an ADD is going to do, what central
7 office is going to do. So, part of this
8 process, also, has taken us through a long,
9 long process of defining what are those
10 primary functions at each level? What are
11 those primary functions as we get into the
12 details of the Org chart coming up of each
13 position? How do we ensure the defined roles
14 and responsibilities that are articulated not
15 only vertically through the system, but also
16 horizontally, so people know what the other
17 person is doing. And then, how do you take
18 this information and make sure that the
19 Tribes, the schools, and our stakeholders
20 understand it, also. So this is a much longer
21 process in terms of the education and the
22 outreach and what we're trying to do in terms
23 of making this much more transparent.

24 So, if you look at this slide, you
25 just kind of have to work with it for a

1 little bit and you'll realize what you're
2 really doing is saying take what is
3 centralized and expanding that out to the
4 local level and the ERC.

5 Now, this Org chart is what we look
6 like in terms if you take what we just talked
7 about from a high level. This is not getting
8 into the details of staffing, but it's really
9 just looking at the boxes of function.

10 The yellow represents the new areas
11 that we are adding for those that are
12 reorganized in terms of change from their
13 major function. So, the first part, Deputy
14 Bureau Director School Operations Division.
15 If you recall the -- hold on a second.

16 (Technical interruption)

17 DR. ROESSEL: And so, if you look
18 at this, you say, okay, these are the changes
19 that we're looking at with those arrows. And
20 now, when we go to this next slide, the
21 yellow, those are the changes that are
22 represented in (inaudible).

23 (Technical interruption)

24 DR. ROESSEL: So, the Deputy Bureau
25 Director -- somebody is on the line talking.

1 If you could mute your phone. We're hearing
2 your conversation. Thank you.

3 So the -- excuse me, somebody on the
4 line we can hear your conversation on the
5 telephone. If you could, mute your phone for
6 this call.

7 Hello? We can hear your conversation.
8 If you could mute this call. Thank you.

9 So the School Operations Division is
10 dealing primarily what was previously just
11 administration but, also, adding the other
12 functions that currently are not under BIE.
13 That includes Acquisitions and Contracting,
14 HR, Facilities, Communication and -- I'm lost,
15 I'm being distracted by the conversation --
16 but taking all of those elements, and IT is
17 the last one, and putting them under BIE.

18 One of the problems that we saw when
19 we went out to consultation and we heard from
20 people, but also, just the obvious that we
21 knew, was that for BIE we had to go to BIA
22 for Facilities via Deputy Assistant Secretary
23 for Management for HR, but we did not have
24 those functions and those responsibilities
25 under BIE, and it made it very difficult for

1 us to do business. We would have, you know,
2 the problems of contracting and people not
3 understanding contracts, the problems at
4 facilities and people not understanding
5 education facilities.

6 So, part of this Re-Organization is
7 also to take some of that responsibility that
8 is outside of BIE and putting it under BIE,
9 and I think that's a major plus in terms of
10 this Re-Organization. It had the biggest
11 impact on our BIE-Operated schools, but it,
12 also, in the areas of IT and Facilities. It
13 impacts all of our school systems. So, those
14 functions, and we'll get into it will go under
15 the School Operation.

16 A new area that we have, a Division
17 Chief for Office of Sovereignty and Indian
18 Education. Within this office, we will have
19 our JOM Program. We will have Early
20 Childhood, and we will also have our Native
21 language, history, and culture coordinator, so
22 that we can work and better utilize that
23 across the entire system, and not have it be
24 just an office down at a lower level. It
25 really needs coordination. It really needs a

1 section with early childhood.

2 We want to, you know, expand on -- I
3 think Don talked about partnerships earlier,
4 and I think one of the biggest partners that
5 we've been able to, I think, build a better
6 partnership and cooperation is with the
7 Department of ED. Bill Mendoza and his
8 initiative with expanding all of Indian
9 education, not just BIE, I think we've really
10 been able to move forward in ways that we
11 hadn't before, and think Don mentioned Project
12 SERV, but also, in this office talking about
13 early childhood, how we can try to expand our
14 offerings of early childhood in concert with
15 the Department of ED. So, I think that's
16 something that we -- you know, there have been
17 some really bright spots that we've had
18 throughout this process, and that's one of
19 them.

20 The other two areas, the Associate
21 Deputy Director for Tribally-Controlled
22 schools and the Associate Deputy Director for
23 Bureau-Operated schools, those are what we
24 talked about earlier, aligning the functions
25 and no longer looking at the way we did things

1 in the past.

2 One of the things that we heard when
3 we went out to consultation earlier, as well
4 as listening sessions, and they came out
5 saying that you should have an ADD for
6 Tribally-Controlled schools because that's
7 different, and you should have one for
8 BIE-Operated because those are different, and
9 this reflects that.

10 Right now, we have 127
11 Tribally-Operated schools, and we put them all
12 under one area, and you'll see how it looks
13 like when we start talking about our defined
14 organizational charts with personnel, but they
15 used to be East, West, and Navajo. Now, it's
16 aligned by function, Tribally-Controlled,
17 Bureau-Operated, and Navajo, because it's one
18 Tribe and one geography is still off to
19 itself.

20 This is the Proposed School Operation
21 Division. A couple things to look at, the top
22 yellow are those new functions of Secretarial
23 Order that define those areas of Facilities,
24 Communications, Acquisition and Contracts,
25 Educational Technology, and Human Resources.

1 This is the first phase as we're working right
2 now, we're working to bring the support, not
3 just the upper level support, these people
4 will be working right now as we start that
5 transition, but the entire HR office, we'll
6 have our own HR office. IT will have a much
7 more expanded presence, and hopefully being
8 able to provide that direct assistance that
9 schools desperately need out there, and
10 they're not getting.

11 Same way with Acquisitions and Grants.
12 We would have our own contracting office that
13 deals specifically and only with BIE work.

14 Facilities. We have very specific
15 needs that we have with education facilities,
16 making sure that the people that are working
17 in the, the Division Chief, architects,
18 engineers, those people know school building
19 standards, they understand what are the needs
20 of a new school, a school for the 21st
21 Century. So, that's important.

22 Communications, a position that we
23 already have now. We've hired that person,
24 and they are currently working within BIE.

25 So, the other areas are things that we

1 are in the process of working within this
2 Secretarial Order. Primarily, Phase II of
3 that Order, if you remember and recall the
4 slide earlier.

5 One of the things to make note of is
6 that if you look at these positions, these are
7 positions that are spread out throughout the
8 BIE currently. These are not plus-ups.

9 One of the important things, I think,
10 to note is that in this Re-Organization, we
11 are looking at budget neutral. I know there
12 are different ways to say budget neutral, but
13 we're talking about funding specifically and
14 we're talking about the personnel.

15 We have a lot of vacancies currently
16 in our system. We've been going through a
17 hiring freeze, so a lot of this is taking what
18 we have on the books right now, and then what
19 we can actually utilize to meet the needs that
20 we have along the lines of the new functioning
21 and Proposed Re-Organization.

22 If we take a look at where we were
23 when they had the Re-Organization back in -- I
24 think, it was 2008 when it actually was
25 implemented, there were many, many more

1 positions and, again, we're looking at a new
2 BIE. We understand the money. The budget, I
3 think, it's important to note at this point
4 that when that was done, the budget was around
5 nineteen million for Education Program
6 Management, which funds most of what we're
7 talking about and, currently, if you look at
8 the Green Book, we're funded at about 14.2
9 million dollars. So, there's a considerable
10 cut in those funds, and this reflects that new
11 reality as we go forward.

12 I think what's really important to
13 note is that, again, previously we were
14 talking about these positions, all being
15 centrally located in Albuquerque; and, yet, if
16 you look at the chart here you'll see that
17 they're in Minneapolis, Bismarck, Rapid City,
18 Flandreau, Albuquerque, because we have an ERC
19 there for two people -- Seattle, Nashville,
20 Ship Rock, spread out to Washington. And so,
21 you see what the idea behind the Re-Org is
22 that trying to get these services in the areas
23 that we can get closer to the field.

24 And this is a Proposed Re-Organization
25 for DPA. Again, what I want to note to all

1 of you, this is not Interior-funded positions.
2 This is all Department of ED-funded positions.
3 And, again, what I want to point out is that
4 currently this office is out of Albuquerque,
5 and if you look at, now, those positions for
6 Special ED and School Improvement, as well as
7 our two different levels of NASIS. One, is at
8 the ADD level, then one is at the central
9 level.

10 If you look at this across the board,
11 you'll see once again they're out in areas of
12 Bismarck, Rapid City, Flandreau, Albuquerque,
13 Seattle, Nashville, Phoenix, Belcourt; Chinle,
14 Arizona, Tuba City, Ship Rock, Crown Point.

15 The idea here is to get these services
16 closer to the school. I always use the
17 example of -- and these are the people that
18 come out and monitor the Department of ED
19 Programs. And so, you know, to get to some
20 of these places it takes a day-long travel,
21 then they're there a day, then a day back.
22 Now, they'll be located out in the field, so
23 they can hit two or three schools in the same
24 amount of time that they could just travel to
25 one. So, again, an underlying principle here

1 in the Re-Org is getting services closer to
2 the schools.

3 If you look at the Re-Org in this,
4 also, is that the managers who deal with the
5 Department of ED, they are moving back to
6 Washington, DC. That's where they deal mostly
7 with it, so it makes sense for them to be
8 able to have that opportunity to interact and
9 work with the Department of ED as they move
10 forward.

11 The Data Unit will be coming back,
12 because that's really what we need. One of
13 the big things that we found was a hole, is
14 not having the type of data we needed in order
15 to make decisions, in order to drive our
16 budget, in order to respond to congressional
17 questions, O&D questions, so that we needed to
18 also provide that data.

19 But at the same time, you'll notice
20 the NASIS Specialists are still going to be at
21 the ADD level providing that support for
22 schools as they do now, and then beefing up a
23 Data Unit that needs to be much more robust in
24 being able to meet the needs that we have and
25 the new demands that are being placed on us

1 currently.

2 We're getting into now the ADDs for
3 the different school areas, and just so you
4 know as you're moving forward, the first slide
5 of each ADD will show the schools and where
6 they align with ERCs, and then the following
7 slide will show the actual staffing. So,
8 here, you have three area ERCs that serve 27
9 schools in eight states. The ERCs, of course,
10 are in Albuquerque, Phoenix, and Belcourt,
11 North Dakota.

12 One of the things I want to point out
13 is when we talk about this being a living
14 document that one of the conversations that
15 I've had during our one-on-one consultations
16 out in Indian Country was in the area in the
17 area of -- in the Plains; Cheyenne, Eagle
18 Butte, Pine Ridge, Flandreau.

19 Those Tribes in that area, one of the
20 concerns they had is that, you know, they have
21 some -- these are big schools. These are
22 schools, six hundred, seven hundred, eight
23 hundred enrollment. And so, they have
24 different needs, and they wanted to have
25 somebody closer and are in Administrative to

1 oversee these schools. And so, we added that
2 to that. So, I bring that up to show you
3 that we are very much interested in making
4 sure that this is successful, and that this
5 plan as we move forward actually helps, you
6 know, the questions you have, the concerns you
7 have. We want to try to make sure we address
8 them, and this is an example of how we've
9 already responded to some to try to meet those
10 concerns, ensure that we have the proper
11 oversight for some schools that I think need
12 to have that added attention, because of their
13 size and because of the challenges that are
14 not -- I'm not going to say "common," but
15 there are some common elements to those
16 schools. So, these are our Direct Operation
17 schools, and they're aligned by and according
18 to those ERCs.

19 And then, this is the staffing. So,
20 if you thought about the Albuquerque and the
21 schools that they deal with, remember these
22 are schools, an organization that reflects a
23 direct oversight of. So, these are the
24 schools that we provide the curriculum. We
25 provide the schedules. We provide the hiring.

1 We provide everything in terms of that
2 support. So, our resource is much more of, to
3 go back to an old term, of saying that we
4 have that direct oversight. We control these
5 schools. So, the staffing reflects that.

6 In addition, though, we also have at
7 these ERC centers, we have these Education
8 Program Specialists for Special ED. We have
9 an Education Program Specialist for School
10 Improvement, and they're working out there
11 with these schools, also.

12 The colors that you see on the screen,
13 if you have it is, blue is for administration,
14 and green is for DPA, and black is EPM, which
15 is funding from Education Program Management.

16 One of the things that we also tried
17 to do, and those of you that are at our BIE
18 schools know this, a consolidated school
19 budget. We keep pushing that idea, and if
20 we're pushing that idea to schools, why don't
21 we use it? And so one of the things that we
22 look at is saying, okay, how do we try to
23 approach this Re-Organization and the
24 operation and oversight of BIE of all our
25 schools in the same manner that we are asking

1 our schools to do, and in the same manner that
2 most schools in this country operate, a
3 consolidated school budget.

4 So, rather than work in silos, what
5 we've done is try to say these Centers will
6 all work together, whether it's DPA,
7 Administration, or EPM, which is ERC staff
8 which, currently, is yellow staff. So, this
9 is reflective.

10 If you notice up at the top level,
11 there are some commonalities that you'll see
12 with BIE-Operated, Tribally-Operated, as well
13 as Navajo, and one of them is we want to have
14 a position at the ADD level that deals with
15 Native language, not just at the central
16 office level, but also having people at the
17 ADD level that can work with the Tribes in
18 terms of helping them develop programs, a
19 curriculum. Again, this is an ADD bureau, so
20 we oversee the curriculum. But somebody
21 that's overseeing the curriculum; a school
22 safety specialist. So we tried to meet the
23 needs that we felt we had for this.

24 One of the other areas I think that's
25 really important up here that's new, is

1 Residential Life Program Specialist. An added
2 position that I don't think is reflected in
3 here, but we've added also, is a position
4 based on what we are currently going through,
5 like in Pine Ridge, and a lot of our Indian
6 Communities have had these terrible situations
7 where we have a rash of suicides.

8 We don't have the capacity right now,
9 we don't have a person right now that can help
10 coordinate those services.

11 People are working on the ground to
12 address these needs on a day-to-day,
13 case-by-case basis, but we need somebody above
14 it all to kind of be able to have this as
15 their background -- behavioral health, and
16 that type of background, to work with these
17 agencies, like FEMSA, IHS, at a higher level
18 than the day-to-day school levels, where we
19 can find some monies to help improve some of
20 these services and coordinate it with our
21 schools, provide training and reach out. So,
22 that's one of the positions that is now added.

23 And again, I think it's reflective of
24 this consultation process where people have
25 said what about this, you don't have anything

1 that addresses these needs, and we're
2 including that now at the central office level
3 so they can work at the level with those
4 different federal agencies.

5 And this is the breakup of the
6 Tribally-Controlled schools. Again, this will
7 show you where the ERCs are at. There are
8 seven ERCs serving 93 schools in 21 states.
9 It's a huge responsibility, but at the same
10 time it's a different type of responsibility,
11 whereas BIE-Operated was an organization that
12 we are controlling everything that's happening
13 within the school. This is not the case with
14 the Tribal-Controlled schools. Tribes are
15 operating the schools. School Boards are
16 operating these schools.

17 What we need to do is provide the
18 support once they decide what they want to do.
19 So, as we get into this, I'll kind of explain
20 what it means, but this shows you that
21 Albuquerque, Bismarck, Nashville, Flandreau,
22 Minneapolis, Rapid City, as well as Seattle,
23 that's where we have our ERCs.

24 Now, based on consultations with the
25 Great Plains, we're looking at, maybe,

1 addressing some concerns that would change
2 this, but we haven't received anything yet,
3 but at the same time, I just want to bring it
4 up that this is not about a
5 command-and-control structure. This is about
6 a support structure that can help focus on
7 building capacity at the school level, as well
8 as the Tribal level.

9 And this is a structure, if you recall
10 the BIE-Operated, there were more employees
11 that dealt with, because they're actually
12 overseeing these people and supervising them.
13 This is much more of a support-type of
14 organization here. But you also have a
15 different type of support.

16 You have Grant Management Specialists
17 that are at every ERC. Their primary focus is
18 ensuring that Tribes and schools understand
19 what the requirements are for safe, financial
20 audits. One of the challenges that we have,
21 of course, is financial audits at a lot of our
22 schools, but we don't want to get to the
23 point, and we're trying to move away from this
24 idea that we're just there to punish them,
25 we're just there to say gotcha. We need to

1 provide that capacity-building at the school
2 level, at the Tribal level, and that's why we
3 have these Grant Management Specialists at
4 every ERC, so they can go out and provide
5 training to the schools on allowable costs,
6 disallowed costs, the new super circular, all
7 of these things that will be coming up. So,
8 we want to be much more proactive, and this
9 Org chart reflects that change in philosophy.

10 The specialist from the DPA, they're
11 listed in the green there, same thing. They
12 still have that same role. They're closer to
13 the schools. You're looking at Rapid City,
14 they're closer to the schools so they can deal
15 with, as opposed to coming in from
16 Albuquerque. So, again, that philosophy is
17 throughout.

18 One of the things I want to point out
19 when you see the Education Program Specialists
20 at these levels, the idea is not to take away
21 from the local schools. Schools are still
22 going to have their money. But what will
23 happen here is let's say, let's take, Seattle,
24 for instance, the schools in Seattle, they're
25 having their own professional development

1 based on what their data says and what their
2 leadership teams have developed. At the same
3 time, though, this program specialist will be
4 talking to the principals and having meeting
5 with the principals, and then finding
6 commonalities between one school and another
7 school.

8 And so, let's say they look at Chief
9 Lechi and Nisqually Schools, and they say, you
10 know, we noted that we have some similar
11 challenges here.

12 At that level, then, this person will
13 help coordinate, in concert with the
14 principals, training in professional
15 development that can meet across our school
16 levels. A lot of our schools are very small.
17 So, if you were to say let's have a
18 third-grade training, it would be one teacher
19 sitting in a corner by themselves.

20 We need collaboration. That's one of
21 the things that, if you look at School
22 Improvement and the research now, there's a
23 big focus on collaboration, but if you're
24 based on geography it's very hard to have
25 collaboration, but if you're based on

1 functions it's a lot easier, because you can
2 bring people together.

3 So, in this case, Seattle, they then
4 can provide training. Say Nisqually Schools
5 were to host it. Then Tribes and schools can
6 come there for, say, a third-grade issue on
7 reading, and then, maybe Chief Lechi want to
8 do something on science, when they look at
9 these common, and these schools come together
10 and teachers come together. Maybe it's for
11 elementary. Maybe it's for high school.
12 Whatever that case is. I think one of the
13 things that these people are going to be doing
14 is helping to foster collaboration between
15 schools.

16 We're always talking about a vertical
17 collaboration, which, really, isn't. It's
18 more alignment. What we want to talk about
19 now is focus on this grade-level collaboration
20 that's horizontal. Collaboration that is
21 between schools and among teachers, and that's
22 something that, again, is really a big part of
23 this. So, these Program Specialists are not
24 in the position to tell schools what to do.
25 It's really they'll be working with principals

1 and leadership teams and defining where those
2 common elements that we can provide training
3 for.

4 And then, if you look at the larger
5 structure, we have two subsets with our ADD
6 Tribally-Controlled. Minneapolis, as well as
7 Albuquerque. So, there will be a small team
8 split between Albuquerque, Nashville, Seattle.
9 Minneapolis, you'll see Minneapolis, Rapid,
10 Flandreau, Bismarck. So, they have a small
11 team that they can work as supervisors for
12 that staff.

13 In the ADD level you see some of the
14 common things, but, again, the focus here --
15 look at the blue, really focusing on providing
16 that grant officer and ensuring, again, the
17 idea of audits and working with Tribes,
18 providing the staff and the backup that is
19 needed to provide quality financial
20 management.

21 And then you have the other positions,
22 as we've seen before, the Residential Life
23 Specialists. A lot of our Tribally-Operated
24 have dorms. Some of those same concerns.

25 One of the new things, too, is that at

1 every ADD level, there will be an Education
2 Research Analyst, so that they have the
3 capabilities to run data and work with schools
4 in and among themselves in addition to what we
5 saw earlier with DPA.

6 Here is a breakdown of the Navajo
7 schools. They have five ERCs serving 65
8 schools. Almost split evenly, 32 BIE, 33
9 Tribal, the breakdown here with those schools.
10 And again, you see a structure. Navajo is
11 unique in the fact that they're creating with
12 their 33 and combined (electronic
13 interruption) 65 schools, their own School
14 Operations Division, but they also have the
15 offices, Curriculum, it's really the same
16 structure, but it's just a little different in
17 terms of more horizontal because of the
18 Resource Centers, but then again, it's having
19 the capabilities of Native language at every
20 site, Research at every site (electronic
21 interruption).

22 And then, at the same time, you have
23 the ERCs. One of the things I want to bring
24 up in this slide is the staffing at the ERC
25 levels, one of the things that we looked at,

1 say, okay, how do we determine how many people
2 we're staffing? So, we looked back and said
3 (electronic interruption) and where do we have
4 a lot of challenges? And if you notice here,
5 this one area in Crown Point, we noticed that
6 we had some more challenges in support. So,
7 we needed greater help with Special ED. So,
8 we added an additional (inaudible).

9 So, you'll see that what we tried to
10 do within this structure is not just picking
11 and throw people out there and cookie-cutter
12 it, but actually looked at what are those
13 things that we have (electronic interruption)
14 and then staff accordingly. So, again, within
15 this structure, you can see, this is the
16 Navajo schools. And that's the Organizational
17 Chart.

18 What I'd like to do now, again, is not
19 on the PowerPoint, but it is in the
20 Consultation Booklet that was online.
21 (Inaudible).

22 (Inaudible conversation)

23 DR. ROESSEL: Some of this has to
24 deal basically with concerns about ERCs and
25 ELOs. So, I want to make it very clear and

1 go to that, but in the Consultation Booklet
2 that is online is a chart, and it goes through
3 what are those ELOs that are closing, and then
4 the transition to ERCs, and things like that.
5 So, I just want to point that out right now
6 to everybody so you know this, and it's not
7 like we're trying to hide anything. I think
8 it's very important to maintain transparency.

9 Those ELO Offices that we are
10 proposing to close -- fully close, are New
11 Mexico, Navajo -- or, New Mexico North, in
12 Espanola, California/Nevada, which is in
13 Sacramento, Montana/Idaho/Wyoming, which is in
14 Billings, and New Mexico Navajo South, which
15 is in Gallup. Those offices we are proposing
16 to close. Some of those have been closed. I
17 mean, as many of you know, because of the
18 hiring freeze, we have not been able to staff
19 some of these offices.

20 In other areas, it's important to note
21 that we've had not just line-office functions,
22 but we've had joint functions. We've had ELO
23 office combined with, say, an Agency Facility
24 office. I wanted to be really clear that
25 we're not close -- we're just talking about

1 the educational side as we move forward.

2 So, in those areas, I wanted to
3 identify those areas that we have -- that have
4 changed, and that would be Arizona North,
5 (electronic interruption) line-office
6 functions are being closed, but the facility
7 is remaining open.

8 In Standing Rock, the same thing. The
9 line offices -- actually the Tribe, and I'll
10 get into this in a little bit, is handling
11 some of these, but the facility function is
12 staying open.

13 Cheyenne River, the facility function
14 is remaining open, but at the same time,
15 remember, you saw that administrator position
16 that is going to be covering that area also.

17 One of the new things that we have now
18 that wasn't there in the past is that we now
19 have Tribes taking over some of these
20 functions for technical assistance, and in
21 effect taking over these line-office functions
22 that were dealing with more education. And in
23 those areas, we have Standing Rock, Crow
24 Creek, Lower Brule, Rosebud. (Inaudible).

25 These technical assistance centers,

1 they're being handled now by the Tribes. So,
2 right now, those then are not closing totally.
3 So, what we're trying to do is make sure that
4 we reflect what is actually happening at the
5 line offices.

6 So, in terms of total closure, we have
7 four. Conversions where we have Tribes that
8 are taking over some of the responsibilities
9 that BIE was doing, we have three of those.
10 And then, we have facility support centers as
11 I outlined earlier.

12 In terms of ERCs, we're going from 22
13 ELOs to 15 ERCs, but then that doesn't also
14 include the Facility Support Centers we have,
15 the Tribal Assistance Centers that are out
16 there as well as in Oklahoma City office, it
17 will be a business support center.

18 That is, I know, what some people have
19 been interested in. If you want to, and if
20 you don't have the Consultation Booklet in
21 front of you, you can go online to look at
22 that, and that is spelled out in detail there.

23 With that, we can start the questions,
24 but I would ask, if we could, could we take a
25 couple minutes break right now, so I can take

1 a little bit of a break, and then we'll be
2 back in about a couple minutes, okay?

3 (Break)

4 FEMALE VOICE: Hello, everybody. I
5 just wanted to remind everybody that if you do
6 have questions, we do have the chat feature in
7 the right corner of the webinar, and we will
8 address those questions in the chat feature.
9 Otherwise, as soon as we get started, Dr.
10 Roessel will begin responding to your
11 questions verbally for those who are not
12 logged on to WebEx, so give us a few more
13 minutes.

14 (Pause)

15 FEMALE VOICE: All right. Good
16 afternoon, everybody. I'll go ahead and
17 phrase the first question, and Dr. Roessel
18 will respond.

19 So, the first question is related to
20 the issue of, my school currently has an
21 education line office in Phoenix, Arizona.
22 Based on the Proposed Re-Organization chart,
23 we will be assigned to the ADD Education
24 Resource Center in Albuquerque.

25 The question is, why can't we work

1 with the Education Line Office, which is now
2 the Education Resource Center, which is
3 located right in our backyard?

4 DR. ROESSEL: Again, what we're
5 trying to do in a big part of this Re-Org is
6 move on and try to make sure that we have an
7 ERC support that is specific to the type of
8 school, and I would assume in this case you're
9 talking that your school is a Tribal school,
10 and while we can still work and there will be
11 training that will be amongst them,
12 (inaudible) the functions that each of them
13 have. So, a Tribal school has much more of a
14 unique element in terms of what we can provide
15 and what they will then want to accept from
16 BIE. Whereas, the Phoenix office will
17 primarily be focused on the BIE-Operated
18 schools.

19 FEMALE VOICE: Okay. So, we have
20 only had that one question, and we will go
21 ahead and open up the lines for people who
22 have questions. In your questions, please
23 identify your name, the organization you're
24 representing, and we will go ahead and begin
25 verbally responding to your questions.

1 All right. The lines are open.

2 (Pause)

3 DR. ROESSEL: We'll actually allow
4 a few more minutes. Some people could come on
5 late. We will be here, so.

6 Okay. We have another question.

7 FEMALE VOICE: Okay. So, we did
8 get another question from the chat feature
9 box. This question is related to Facilities
10 and Maintenance issues, and so, the question
11 is:

12 Can you explain how this
13 Re-Organization will impact the Facilities and
14 Maintenance function?

15 DR. ROESSEL: I guess -- and maybe
16 you can clarify a couple things, but, again,
17 what we're looking at doing is it would really
18 depend on whether you're a Tribal-grant
19 school, or whether you're a BIE-operated, but
20 in terms of generally what we're trying to do
21 once we get the Re-Organization done where we
22 have our own Facilities, we will now be able
23 then to generate -- as you know, right now, we
24 have to go to each region to actually have
25 BIE, our school type of maintenance issues,

1 MINR, and, of course, FINR, done outside of
2 BIE.

3 When we actually get Facilities under
4 BIE, we will have the capabilities at our
5 level to have that same comparable regional
6 type director, where you have a regional
7 facility manager, we will have a comparable
8 position at the ADD level, so that rather than
9 having decisions made for us at the regional,
10 we'll be able to make those decisions
11 ourselves amongst the schools.

12 So the school, imagine, like, say,
13 you're in Phoenix, right now you go to the
14 western region facility manager. What we
15 would have at the ADD, we would have our own
16 regional manager. We would be able to make
17 determinations in terms of priorities. If you
18 recall, some of those maintenance functions,
19 in terms of the broken schools, broken
20 promises, talked about a new formula where you
21 would have some funding that would have
22 (inaudible) will remain at the school level,
23 some that remain at the regional level, and
24 then, national, so that you could have
25 different areas of priorities. If you look at

1 that regional level, that's where the ADD
2 would come into play.

3 So, even though you focused money on
4 your own regions -- I mean, your own school,
5 the ADD region would still be able to look at
6 all the schools under their control and say,
7 here's a priority that we have, working in
8 concert with the schools. I think that's
9 something that I think is really important.
10 So, that's how we would actually try to
11 address some of these concerns that we have
12 with maintenance.

13 A lot also depends on if we can get
14 increased funding. As you know, our '16
15 Budget Proposal has a plus-up of 10 million
16 dollars in maintenance and 10 million dollars
17 in operations. If we're able to focus on
18 that, that has a great impact, of course, on
19 the maintenance functions, but it also has a
20 big impact on our ISEP functions, because no
21 longer you have to take from ISEP to take care
22 of some of these other needs that you have in
23 operations, say, in terms of paying the bills.

24 So, the idea right now is that we
25 would try to create, you know, at the ERC

1 level, focusing on creating the maintenance
2 functions, but really at the ADD level is
3 where I think we have the biggest impact --
4 have our own regional-type facility manager
5 that can work with all the schools within
6 those areas, Tribally-Controlled,
7 BIE-operated, and Navajo.

8 FEMALE VOICE: All right. Well,
9 thank you for that question.

10 We have another question related to
11 the grants officer. The question is, can you
12 explain what the duties are of the grant
13 officer that will be housed in the Education
14 Resource Centers and the ADDs?

15 DR. ROESSEL: Okay. Part of this
16 process that we're in right now is redefining,
17 and, actually, as we do this Re-Organization,
18 let me kind of jump in and I'll come back to
19 this question, and I'll answer it in its
20 totality.

21 In order to go through this process
22 and Re-Organization, go through a formal
23 process, which is called (inaudible) where we
24 have to have Congress's approval in order to
25 make these changes. We've briefed them once,

1 and at the conclusion of Consultation, we'll
2 go back and tell them this is what we heard
3 (inaudible) and we're making based on those
4 Consultations.

5 While this is happening, what we're
6 doing is we're actually working -- when I
7 talked about all those positions that we saw,
8 we're actually -- and I don't remember the
9 exact number of positions, but we are
10 re-writing our position descriptions to match
11 those new duties and responsibilities. So,
12 part of this right now is that we're in that
13 process right now. When you talk about what
14 are the duties, again, a big part of our
15 duties is building capacities. So, there's
16 going to be a heavy element outside of what we
17 do now of training and working with Tribes and
18 schools (inaudible) in the audits and the
19 training of (inaudible). The other areas that
20 we have, we say, okay, how do we distribute
21 the more centralized functions that we could
22 have.

23 So, right now, what we're doing is
24 we're taking those descriptions that we have,
25 we're updating them and adding them based on

1 the conversations that we're having right now
2 with people in the field. We have people
3 working on this.

4 In conclusion, we're hoping that at
5 the same time, simultaneously, we'll be able
6 to link this process and, also, then have an
7 updated position description, not just for
8 grant officers or grant management
9 specialists, but also for the other
10 educational spec positions that we there, too.

11 We are going to be creating our own
12 finance-type department for BIE. We don't
13 have the capabilities of budgeting and
14 execution, planning, any of that. As we move
15 forward, we will be doing this and our org
16 chart reflects that. So, it's really trying
17 to look at all the finance structure and not
18 just focus. But I will tell you this, the
19 primary focus is we need the capacity at the
20 school level, talk to grant officers, and also
21 at the Tribal level, because we had these
22 school teams that will be deployed out to
23 Tribes and help work with them and us in terms
24 of creating the type of sound financial
25 structure we need.

1 FEMALE VOICE: All right. We have
2 another question.

3 The question is, where will
4 Procurement and Contracts be for the BIEs that
5 are located under the Navajo Bureau of Indian
6 Education schools?

7 DR. ROESSEL: Again, as I mentioned
8 earlier, one of the things to keep in mind is
9 that we have two areas of reorganization
10 that's happening right now. This proposed
11 area -- and you saw some of the stuff with
12 the School Improvement, and if you look at
13 this Secretarial Order 3334, the realignment
14 of the ADDs, the realignment of those
15 positions, School Office of Professional
16 Standards, beginning that realignment, that's
17 what we're really talking about in detail.

18 We are working right now on that other
19 part that's due by October, which is those
20 areas of Acquisitions and Contracting and at
21 Facilities, and (inaudible).

22 We are working with BIA, as well as
23 the Deputy Assistant Secretary for Management,
24 in identifying how do we distribute that work
25 that is done right now?

1 Now, you have your question about
2 Navajo BIE, and some of that is being done --
3 a majority is being done out of Gallup. Some
4 of it's being done out of some other offices,
5 and even here centrally.

6 So, we're in that process right now of
7 determining and meeting with BIA and NavSemi
8 in terms of exactly where are we going to have
9 this office located? Is this going to be a
10 separate office, as we move forward. So,
11 that's what we're in the process of and we're
12 getting ready to present that to the Assistant
13 Secretary in the next couple weeks, and then
14 it has to go through the Department for
15 approval.

16 One of the things that's important
17 that we have, also, is the founding principle,
18 moving forward, in this question is that we
19 don't want to take right now -- of course,
20 because you ask that question, I think you
21 understand that Procurement and Contracts is
22 not done by BIE. It's done by BIA. So,
23 we're working right now in this case with BIA
24 regional office in Navajo.

25 If we were to just take, and a

1 majority of those transactions are BIE. So,
2 the majority of transactions at the Navajo
3 region, because we have 32 BIE schools there,
4 are BIE functions. If you look at the amount
5 of money, if you look at the number of
6 transactions. That's where we have the
7 biggest amount.

8 So, we don't want to come in and just
9 take something, and then that hurts the
10 region. So, we're trying to make sure that
11 just -- because we know it will be better if
12 it's under BIE, that we end up hurting BIA and
13 the Deputy Assistant Secretary. So, that's
14 the research that we're trying to do and
15 that's why we're not ready to actually propose
16 anything. We're still in that phase of trying
17 to work through that, because the last thing
18 we want to do is that we meet BIE's needs at
19 the expense of BIA.

20 We need to really be careful on how we
21 move forward, because what you're really
22 talking about, unlike the stuff we talked
23 about, the Re-Org, which is within BIE, you're
24 talking about taking and dividing things up,
25 and we don't want to end up hurting Tribes and

1 the services that they receive because of
2 that. So, we're taking our time with that.

3 FEMALE VOICE: All right. We're
4 getting a lot of questions. So, the next
5 question that was asked is, the Blueprint
6 currently emphasizes a transition from BIE
7 operations to Tribally-Controlled. How will
8 that transition be supported or encouraged?

9 DR. ROESSEL: Well, I think the
10 first thing to note there is that -- it is
11 the policy of this Government of
12 self-determination, but it is also the
13 sovereign rights of every Tribe to decide what
14 that looks like.

15 So, the first thing is that
16 (electronic interruption) the implication be
17 within the Federal Government. If a Tribe
18 wants to self-determine, they're able to.

19 So, what do we do? We want to be in a
20 position that we can make sure that it doesn't
21 result in failure.

22 What does that mean? I gave you the
23 example of audits. Currently, right now, what
24 happens if the school wants to convert, they
25 just do it. We don't really look at what is

1 the capabilities and why type of technical
2 assistance is needed; and we, also, don't
3 require the Tribe to be a part of that
4 conversation.

5 What we're saying right now is that
6 the Tribe has to be a partner in that
7 (inaudible) in the conversion, because,
8 ultimately it is the Tribe that is responsible
9 for the outcomes of that (electronic
10 interruption). So if there's an audit, if
11 there's disallowed costs, ultimately the Tribe
12 authorizes a grant school, and because of
13 that, any financial mismanagement, ultimately
14 can come back to the Tribe. So, we want to
15 make sure, one, that we provide backing of the
16 Tribe so that they know exactly what is
17 happening.

18 So, as we move forward, one of the
19 things that we're doing in terms of trying to
20 support the conversion is to ensure that
21 Tribes are at that table during the conversion
22 process.

23 Secondly, I think what we want to make
24 sure that -- and I think one of the things
25 that we're doing is trying to make clarify

1 exactly what is that conversion.

2 We've had a checklist that has been
3 done over the years. I think one of the
4 things we really want to focus on now is it
5 can't be and it is not a one-size-fits-all
6 checklist. Some areas have greater capacity,
7 say, in financial management; maybe it's the
8 background of the school boards, you may have
9 some educators on the school board, or maybe
10 you have business people. So, you have to
11 take in account current setup at the school
12 level with the conversion. Other areas in the
13 Tribe (inaudible) involved are not involved.

14 So, as we move forward, one of the
15 things that we're looking at is really trying
16 to create a manual or conversion that is a
17 useful, I believe, a useful tool before
18 conversion starts, so that Tribes and schools
19 can begin to ask those questions of conversion
20 before they actually convert.

21 We have one right now, one school that
22 has hired an outside firm to look at what are
23 those questions. I think that type of process
24 is something that I think is helpful.

25 In the past, we've had a lot of

1 schools that have converted, and then, it's
2 just a real (inaudible) deadline, a race to
3 the deadline. We want to make sure that we
4 have the support (electronic interruption)
5 these conversions at the schools.

6 FEMALE VOICE: Can someone please
7 mute their phone, please. We can hear a phone
8 ringing in the background. Can someone mute
9 their phone, please.

10 Thank you.

11 DR. ROESSEL: And I think we're
12 looking at different ways -- and some of the
13 other ways that we're looking at it is in
14 terms of also some of the other funding, not
15 directly about conversion, but for the first
16 time ever that Tribal ED Departments have been
17 funded of two million dollars, and that's the
18 cap that we have by statute, that Tribes can
19 use that money in planning.

20 In addition to that, we have
21 (inaudible) Education Initiative, which,
22 again, allows Tribes -- and, again, some of
23 these Tribes have schools, and one of the
24 purposes of the grant is to try to get Tribes
25 to consolidate and to be better partners in

1 the operation, not just (electronic
2 interruption). And so, what we're looking at
3 there is allowing them that opportunity to
4 plan in greater detail in terms of what does
5 it look like.

6 What type of govern instruction do you
7 want? What kind of school board do you want?
8 Do you want a recommending school board, or do
9 you want total authority? What kind of
10 academics do you want? What standards are you
11 going to use? Do you want to have a language
12 program? An (inaudible) program? Bilingual
13 (inaudible)?

14 So, part of those are funded to help
15 Tribes develop what type of schools they want.
16 So, I think we're trying to come at it in two
17 different ways. One, is the actual conversion
18 at the school level; but the other is making
19 sure that Tribes are a part of it, and they
20 then, if a school converting under their
21 jurisdiction, that they also have an
22 opportunity to see how they can create their
23 own Tribal education system.

24 FEMALE VOICE: All right. Thank
25 you for that. We have another question, which

1 is related to funding for technology, and the
2 question is focused on:

3 Some grants have been receiving
4 technology-related funding from ERate, but are
5 not part of BIE's common operating
6 environment, and therefore, they do not
7 receive any funding from the BIE even though
8 BIE has received a substantial increase in
9 funding for technology.

10 The question is: Do grant schools have
11 to be part of the common operating environment
12 in order to receive some of those additional
13 from the Bureau of Indian Education?

14 DR. ROESSEL: Trying to figure out
15 how to attack this question. I think the
16 answer -- the short answer is no, okay, from
17 my perspective, and if you've heard otherwise,
18 I'd like to know that so then I can work with
19 you, because you shouldn't have to.

20 I understand what you're saying. I
21 understand that some people -- but the
22 increase in the President's Budget for '16 for
23 technology, is not linked to ensuring that we
24 have common operating environments.

25 That increase is for all of our

1 schools across our system, and specific to
2 increase the bandwidth. So, if you're in an
3 area that has high bandwidth, I'll be honest,
4 you may not get some of the funds that are
5 placed -- that is in a very remote area would
6 get.

7 But the biggest point of that funding
8 that we have for '16 is try to create the
9 bandwidth that we can provide these PARKS and
10 Smarter Balance, and also, just provide the
11 common curriculum that is so much relied on
12 with technology nowadays.

13 So, that's what that plus-up on
14 technology funding is really for, is how do we
15 try to increase the bandwidth at our schools.
16 So, it's not like individual grants. It will
17 be looking at our entire system, and then
18 approach it from that manner.

19 So, that's why the answer is it's not
20 -- you don't have to be on the COE in order
21 to receive those funds, because, primarily
22 those funds are going to be used to try to
23 develop the bandwidth that's needed out there.

24 In terms of the other, I would say,
25 again, it is up to a Tribally-controlled

1 school if they want to be a part of the BIE
2 ERate, or if they don't want to. I mean, I
3 know a lot of our schools that are
4 Tribally-controlled. They are really
5 advanced. Some of them that I've talked to
6 are light years away from where BIE is right
7 now. We don't want to hobble anybody by
8 saying you must do it our way or you get no
9 money. I think what we're focused on is how
10 do we ensure we have outcome, and that's what
11 we're really looking at.

12 Of course, I will say this, it is a
13 networking system that its looking at, the
14 Federal Government, so there are certain
15 things that we have to follow, but just on a
16 personal note, when I was at Rough Rock. I
17 mean, we did not use the COEs. We had our
18 own, not BIE addresses either. We had our own
19 specific address for our technology, so I know
20 where you're coming from, and we are not
21 trying to say you must do it BIE's way or you
22 don't get anything.

23 FEMALE VOICE: All right. Thank
24 you for that.

25 We have another question, which is a

1 follow-up from an earlier question, but I
2 think it's more for precision purposes.

3 We're a BIE-Operated school. Which
4 positions would be responsible for procuring
5 books and supplies?

6 DR. ROESSEL: Right now -- again,
7 the way things are being done right now is
8 what's going to be happening probably through
9 the summer, because this realignment is really
10 talking about the ERCs.

11 The next part that we'll be working
12 on, and I mentioned earlier about providing
13 this to the Assistant Secretary, moving up,
14 that we're almost done with, that's focusing
15 on the Procurement, Acquisitions, and
16 Contract, and it will be at ADD/BIE-Operated
17 level for all non-Navajo BIE-Operated schools.
18 Navajo will have their own procurement office.

19 So, right now, you'll be doing it the
20 way you have been doing it, when things change
21 as -- and when BIE receives the Procurement
22 and Acquisitions and Contracts functions, then
23 it will be split between the two.

24 If you look at the Org chart that was
25 presented earlier, you'll notice that there

1 are at those levels the people to provide
2 those services in Phoenix. So, that's with
3 who you'll work with if you're outside of
4 Navajo.

5 FEMALE VOICE: All right. Well,
6 thank you for that response.

7 Give us one second as we pull together
8 our documents.

9 (Pause)

10 FEMALE VOICE: Okay. So, our next
11 question is related to the Elementary and
12 Secondary Education Act.

13 The BIE requested an ESEA waiver to
14 develop a common curriculum for the
15 BIE-Operated schools. What was the Department
16 of Education's response, and how will the
17 Education Resource Centers coordinate with
18 states to keep up with the changing states'
19 curriculum?

20 DR. ROESSEL: The waiver that was
21 submitted, actually, was not -- we withdrew at
22 the very end. Primarily because we could not
23 get the alternative rule done. So, what we
24 looked at was then we needed to go back out
25 for negotiated rulemaking, and as you may have

1 seen, I believe it's been posted in the
2 Federal Register, I think we're requesting to
3 refill those positions.

4 We went out earlier, and then that's
5 what we ended up meeting with ED about,
6 saying, okay, we need to first figure out this
7 aspect of it, a big part of it.

8 And again, I think, one of the big
9 questions you're asking is because of ESEA and
10 the re-authorization process and where it is,
11 it is something that I think what we have
12 decided to do is what we've mentioned earlier,
13 go back out to negotiate a rulemaking, come up
14 with a plan forward for BIE.

15 Now, whether or not that's what we'd
16 like to do, of course, is a unitary assessment
17 that is used throughout. I don't know if that
18 will be feasible. Again, that will be up to
19 their negotiated rulemaking committee.

20 If you look at it right now, 23
21 states, separate, and right now with BIE,
22 probably about five different assessments.
23 You have PARK, Smarter Balance, and then you
24 have, like Arizona and Minnesota that have
25 done their own. I think there's a couple

1 others. That's a much more manageable path
2 forward.

3 But at the same time, I think one of
4 the things that I want to bring up here is
5 that, we've approved Miccosukee's alternative
6 (inaudible) AYP. It's something that we think
7 is going to be a good model moving forward for
8 Tribes.

9 So, in addition to all this, I think
10 it's also important that we want to provide
11 that resource for Tribes and continue that
12 opportunity for them to develop their own
13 accountability workbook.

14 We have within BIE adopted the Common
15 Core state standard, but, again, it really
16 comes down to what are the assessments that
17 are aligned to it out at the different state
18 levels.

19 So, the Department of Education, what
20 we're looking at doing, the way things are
21 kind of falling out, of course, is that
22 they're moving away from AYP to a growth
23 model, so then, what do we need to have in
24 place as we move forward.

25 That's the whole purpose of negotiated

1 rulemaking, and that's what we'll be doing.
2 Hopefully, we'd like to be able to get
3 something as we go into, probably, mid-year of
4 next year. It is a very timely process in
5 terms of it's very tedious and as you know,
6 the last time they were convened they couldn't
7 come up with an agreement on that, so they
8 converted back to the states.

9 In terms of how the ERCs coordinate
10 with states to keep up with the changing
11 curriculum, I think that's one of the things
12 at the ADD level I think that will be focused
13 on. I don't think that's as big as a deal as
14 we try to make it out to be. I mean, right
15 now, we deal with 23 separate states, and I
16 think when we move forward, I think we'll have
17 less in terms of there will be more
18 commonality, PARK, Smarter Balance, and a
19 couple others, and so I think that will make
20 it a little easier as we move forward, also.

21 And if you remember that chart that we
22 had early on, a bulk of our students come from
23 a certain number of schools, and I think we've
24 actually worked with some of these states now
25 as they've converted to PARK. So, next year,

1 I think we'll be in a much better place, and
2 Smarter Balance, for that matter, a much
3 better place.

4 We are now a member of Smarter Balance
5 Consortium. In addition, we're looking at
6 PARK, to be a part of their consortium, so
7 that we'll be able to be a part of the
8 conversation and not have to react to it.

9 FEMALE VOICE: Okay. Thank you for
10 that response and thank you for the question.

11 We have not received any additional
12 questions on the chat feature through WebEx,
13 but I would like to open the phone line for
14 any questions related to the Bureau of Indian
15 Education reform. But before you ask a
16 question, please provide your full name and
17 the organization you're representing, or you
18 can provide your question through the chat box
19 feature in the WebEx.

20 We'll go ahead and hold for any other
21 additional questions.

22 (Pause)

23 MS. DOREEN RANKE: Hello. This is
24 Doreen Ranke, Circle of Nation School, in
25 Wampaden, North Dakota, and we got in late on

1 the webinar, so I didn't know if you went over
2 these -- the Blueprint for Reform, the reform
3 areas.

4 FEMALE VOICE: Could you repeat
5 your name again?

6 MS. DOREEN RANKE: I'm sorry.
7 Doreen Ranke at Circle of Nation School.

8 FEMALE VOICE: Okay. Thank you.

9 MS. DOREEN RANKE: When I looked
10 through these reform areas, one, two, and your
11 areas there, it has providing incentives to
12 recruit effective teachers, provide incentive
13 to Tribes to adopt, and provide incentive to
14 Tribes to locate all these things.

15 What do you mean by that "provide
16 incentive"? Is there additional money coming
17 through, or -- because I know the pie hasn't
18 gotten any bigger. It's gotten smaller. This
19 all sounds good based at the school level, but
20 looking at all the Re-Organization, it looks
21 like it's a little top-heavy again. So, I
22 guess, just kind of asking, when you say
23 "provide incentives", what does that mean to
24 the schools at the school level?

25 DR. ROESSEL: Okay. Well,

1 actually, it's not as top-heavy as it used to
2 be. I think it's now spread out to the
3 schools and out into the regions and not
4 top-heavy and centrally located.

5 The other thing is, the pie has
6 actually gotten bigger this year. We have a
7 plus-up of 40 million dollars, and next year
8 we're proposing a plus-up of about a \$174.
9 So, within those plus-ups, we've actually had
10 in them the incentives, and that's where we
11 have some of the funding. So, like, for
12 instance, right now, one of the incentives in
13 terms of improving teachers is the National
14 Board Certification initiative we have, where
15 we are paying for the process of teachers
16 going through asking for certification.

17 We, also, then are going to provide
18 the bonuses. There are four phases, when each
19 teacher, whether Tribally-Controlled or BIE,
20 when they go through that process, at each of
21 those four levels, we will provide a thousand
22 dollar bonus to the teacher, moving forward.
23 So, that's one thing. So, that's an example.

24 In terms of Tribes and the incentive,
25 part of what we're looking at, again, we have

1 the Sovereignty in Indian Education
2 initiative, which is trying to help Tribes to
3 consolidate their management systems to better
4 operate schools. Those are grants that are
5 going out.

6 We have Tribal ED Department grant, 2
7 million dollars. Those are going out to
8 Tribes to try to help them upgrade and maybe
9 even just write and develop their education
10 codes.

11 So, those are the types of things that
12 we're talking about in terms of providing
13 incentives, or opportunities as we move
14 forward. I think you're looking at the Org
15 chart -- or the presentation that was posted
16 from our first consultation, and we've left
17 that up there, but in terms of the language
18 we're using it's really about increasing
19 opportunities and not just incentives.

20 FEMALE VOICE: Okay, Doreen, thank
21 you for your question.

22 (Pause)

23 MS. DOREEN RANKE: This is Doreen
24 again. I have one more question, and like I
25 said, we got in late. What is the timeline?

1 Is that, like, 2018 that you're planning to
2 have this in place, all this reorganization or
3 -- and I guess I have another question, too,
4 is -- it's good to see -- or a comment I
5 should say.

6 It's good to see that there is a
7 Residential Director position, which is
8 greatly needed for the boarding schools, but,
9 again, what is the timeline for that?

10 DR. ROESSEL: The timeline that we
11 have and we're optimistic and we're really
12 pushing it as much as we can is that we start
13 to have this have an impact on this coming
14 school year. It is our goal to -- again, I
15 don't think we'll have all these positions
16 filled, but there's a process that we have to
17 go through, and I think that we, the goal that
18 we have is to try to have as many of these
19 positions filled by the beginning of this
20 coming school year.

21 So, it's not '18. We're looking at
22 2015 as much as possible, knowing that some of
23 these others might take a while. It may be
24 harder to recruit in certain areas, but we're
25 looking to -- we need services in the schools.

1 Currently, as you all know, our line
2 offices are depleted of staff, and we need to
3 provide these services out at the school
4 level.

5 FEMALE VOICE: Okay, Doreen, thank
6 you for that.

7 So, we have another question on the
8 chat and the question is related to the
9 Re-Organization, so the question is:

10 Is there any difference in supporting
11 Tribal-contact schools versus Tribal-grant
12 schools, especially with respect to
13 accountability and financial management?

14 DR. ROESSEL: Well, I think, again,
15 since you ask that question, I think you know
16 the answer. So, I think the question actually
17 has the answer within it.

18 I think what we're looking at as we
19 move forward is that most Tribes, and I think
20 a lot of Tribes -- again, I think we only
21 have three contract schools within our system.
22 So, I don't think that we want to get into
23 the details when you're talking about three
24 schools as opposed to 124 schools.

25 But I will say this, what we're

1 looking at is one of the things that Tribes
2 have talked to us about is actually in the
3 consolidation, maybe, of their schools. They
4 would actually become a contract school as
5 opposed to a grant school.

6 Now, that does have a change, because
7 then, all of a sudden, you're going under BIA
8 with the 638. That does have an impact, and
9 so we're looking at those items. At the same
10 time they want to maintain the flexibility.

11 In terms of accountability and
12 financial management, moving forward, from the
13 school level, what we're looking at, you know,
14 it changes in terms of what we're trying to
15 accomplish.

16 In the '15 budget, we have a plus-up
17 in Tribal grant support costs. In the '16
18 budget, we're proposing 100 percent. So, in
19 terms of from a Tribal level, we're trying to
20 make it so that the Tribal grant support cost
21 is equal to the contract support costs that,
22 currently, is afforded if you go under 638.

23 In terms of accountability and
24 financial management, no. I think the idea is
25 that we need to hold both accountable, and I

1 think that's the whole purpose of part of this
2 Re-Org is how do we try to hold them
3 accountable?

4 Well, again, I think the first step we
5 do is to make sure that we build capacity, our
6 own capacity, not just Tribes, and we keep
7 saying Tribes, but we don't have the capacity.
8 We don't have the people that actually know
9 some of these areas, they're spread too thin.
10 They can't cover the entire regions that
11 they're responsible for. Some of them were in
12 one position and were covering another duty
13 and they were never trained in that.

14 If you look at the GAO report, you'll
15 see that that's one of the big criticisms we
16 had. So, one of the things that we did
17 within this Re-org is try to make sure that we
18 aligned that, so we actually have -- and
19 reclassified some of these positions that are
20 going to be given that accountability and
21 financial management oversight.

22 (Pause)

23 FEMALE VOICE: All right. Thank
24 you for that response.

25 We do have another question in the

1 chat box feature. Their question is:

2 How will the new structure promote a
3 consistent message and response for all 180-
4 plus schools regarding what schools can and
5 cannot do?

6 DR. ROESSEL: Well, I think one of
7 the things that we looked at, again, going
8 back to, if you look at the presentation,
9 under that Secretarial Order 3334 part, under
10 the areas that we have identified is
11 Communication, and I think if you'll look at
12 over the last couple weeks, or in the month,
13 you'll see a big change in terms of trying to
14 get a consistent message out to all our
15 schools, providing opportunity for two
16 different levels.

17 One, we have a monthly call with me
18 with the different regions that we have ADD,
19 Tribally-Controlled, BIE-Operated, Navajo, as
20 well as DPA and Administration, and trying to
21 have those calls so people can have that
22 contact.

23 But in addition, the Assistant
24 Secretary, we have a stakeholders' call, which
25 is really not for the schools, but it's for

1 the other people that are (electronic
2 interruption) system -- you know, Tribal
3 Leaders, if you will, organizations like NIEA.
4 So, we have those monthly calls, every two
5 weeks we have one or the other.

6 In addition to that, we have a
7 newsletter that has now been produced, and
8 that comes out regularly.

9 We have a presence on facebook and
10 Twitter to try to (electronic interruption)
11 and get messages out and information out as
12 much as possible.

13 We have this, which is an extension.
14 First time we've had a webinar consultation,
15 but we've had almost bi-weekly webinar series
16 that deals with budget. Next week,
17 (electronic interruption) dealing with budget
18 policy.

19 We've had one on facilities, new
20 school construction, O&M funding. A lot of
21 these different things to really make sure
22 that we can get that information out to
23 people.

24 We don't just have those. Then we
25 actually then house them so you can go back

1 and look at them on your own time, in
2 addition. So, we're trying to build a library
3 of information as we move forward.

4 So, I think, again, this is one of the
5 things that we like, and it's nice when you
6 ask a question like this and we can say all
7 the changes that we've already made and not
8 the changes that we're going to make. But I
9 think that's just the beginning of the tip of
10 the iceberg.

11 The other thing is, also, trying to
12 ensure that we have conversations with Tribal
13 Leaders in addition to (electronic
14 interruption).

15 And I think the focus is that we
16 really would like to work on with schools and
17 everybody is, how do we then get to parents?
18 I think they are (electronic interruption)
19 Tribal Leaders and Tribes being the missing
20 contact of this. The other are parents, and
21 I've heard that over and over at a
22 consultation two days ago out in New Mexico,
23 and we heard that a lot in a meeting with
24 Navajo Nation yesterday. We heard that a lot.
25 We need to do something with our parents.

1 So, I think trying to get this
2 information out is something (electronic
3 interruption) too, and I think if you look at
4 our just recent history, you'll see a huge
5 change in what we are doing at BIE.

6 FEMALE VOICE: Okay. Thank you for
7 that question and that response.

8 We have another question in the chat
9 box feature, and this one is related to all
10 the structures, so.

11 Can you explain why the South Dakota
12 and North Dakota Education Resource Centers
13 have a technical assistance center, a
14 facilities support center, and an
15 administrative support center?

16 DR. ROESSEL: Again, as I mentioned
17 earlier with these functions, this is, I think
18 something that, again, at that local level
19 that is at the discretion of the Tribes. They
20 can decide what they want to do with -- and,
21 in this case, it was the line office, and some
22 of these Tribes decided that they wanted to
23 have their own technical assistance.

24 So, they say, they -- kind of slanged
25 it, they 638'd those services, technical

1 assistance centers, so they would provide the
2 technical assistance and not the ELO staff,
3 the federal staff.

4 So, that's what the technical
5 assistance centers are resulting in, and that
6 process is a Tribe then says, we want to do
7 that. Then you develop scope of work in terms
8 of what specifically and what type of
9 technical assistance.

10 And I think that's something that it's
11 kind of new, and I think one of the challenges
12 that we have is to ensure that they get the
13 kind of technical assistance they want,
14 because we're still going to be held
15 accountable at the end of the day, by Congress
16 in terms of how these things work and are they
17 getting what they need out there.

18 I think that's something that we've
19 learned in this process is trying to really
20 help both sides of coming to terms and really
21 having a robust and a very specific technical
22 assistance work. So, that's one thing.

23 In terms of the Facility Support
24 Center, again, the idea there was that we had
25 these areas, like I say, at Pine Ridge, for

1 example, that had a facilities department in
2 addition to a line office department.

3 So rather than shutting the entire
4 thing down. That would be a misnomer. We're
5 not closing the entire Pine Ridge (electronic
6 interruption) or the office. What we're doing
7 is we're proposing to change the -- take the
8 ELO, if you will, the Education Line Office
9 functions out, but it will still have a
10 facility function.

11 So, trying to come up with, okay, what
12 does that look like? (Electronic
13 interruption) develop in terms of Facility
14 Support Center in those areas.

15 And then the Administrative Support
16 Center, I think if you're talking about the
17 Plains, again, I mentioned this earlier, that
18 when I went up and I met with -- Tribal
19 consultation, personal consultation, with Crow
20 Creek, Lower Brule, Pine Ridge, as well as
21 System Wamp Server (phonetic), Yankton, one of
22 the things that came up in that area is that
23 they wanted to have some more direct, someone
24 that's closer by the schools and the
25 challenges that they're faced with, someone

1 that's closer that could actually help oversee
2 their schools.

3 So, responding to that, we decided,
4 okay, this is like having a line officer, if
5 you will, that's just focused on oversight.

6 One of the challenges we have with our
7 schools is that supervision to ensuring that
8 things are done, and distance is a real
9 problem for the schools. And so, in some of
10 these schools we've had a lot of turnover, so
11 I think providing that administrative support
12 is important.

13 If you look at some of our schools,
14 and those three schools that are identified
15 here, there has been a history of turnover,
16 and one of the things you need is stability to
17 actually improve educational outcome.
18 Providing that stability and support for a
19 principal, a new principal, in any situation
20 is tantamount and very important, and so
21 that's why we created that administrative
22 support, so one person that helps supervise
23 these principals and guide them and coach
24 them.

25 FEMALE VOICE: All right. Thank

1 you for that response.

2 I just wanted to remind everybody to
3 mute your phone while we're having this
4 webinar. But, in addition, if you have to
5 take a call, please hang up and dial in after
6 your call. We've just listened to someone
7 beeping noises for their -- as they were on
8 another call. So, let's avoid our session
9 recording your hold music and your hold
10 noises. Thank you for that.

11 (Pause)

12 DR. ROESSEL: We're still just
13 waiting. If you have any questions, you can
14 type them in. Again, we ask you to mute your
15 phones. We all are listening to a
16 conversation of somebody right now.

17 But again, if you came in late just
18 let us know, and if you have any questions
19 about our point, we'll be happy to clarify if
20 that's the case.

21 (Pause)

22 MS. CHERI FARLEY: Hello?

23 FEMALE VOICE: Hello.

24 MS. CHERI FARLEY: This is Cheri
25 Farley from Cheyenne River. I'm sorry. I

1 need you to repeat. What did you say about
2 Cheyenne River and the ELO office? I had
3 people in and out of here and I'm trying to
4 listen. Is there a position being advertised
5 at the Cheyenne River Line Office for the line
6 officer, or did I hear wrong.

7 DR. ROESSEL: No, not at that
8 office.

9 MS. CHERI FARLEY: Oh, okay.

10 DR. ROESSEL: The help server at
11 that office in terms of Cheyenne and Eagle
12 Butte, Pine Ridge School, and Flandreau, but
13 it will be located in Pine Ridge.

14 MS. CHERI FARLEY: Oh, okay. Gotch
15 you. Thank you.

16 FEMALE VOICE: Okay. So, we have
17 another question located on our chat box
18 feature, and the question is related to the
19 number of staffing. So, the question is:

20 How does the final FTE count compare
21 with the current, and what would it be if it's
22 fully staffed?

23 Give us one moment as I pull these
24 documents together.

25 (Pause)

1 DR. ROESSEL: We're getting that.
2 It's a much more complicated question than it
3 seems in terms of the FTE.

4 (Pause)

5 DR. ROESSEL: The numbers that we
6 have, the FTEs -- the FTEs that we had was
7 171 current, and the proposal that included
8 bringing the people over for that are like, we
9 talked about earlier, those positions that are
10 in the other areas that are not BIE now, but
11 they're BIA and NavSemi, would be 196.

12 So, the proposal would be at 196. But
13 the way, earlier as I had mentioned that we're
14 budget neutral. The reason why we're budget
15 neutral is that where actually those functions
16 are being done for us by some of the other
17 areas, BIA and NavSemi (phonetic), they now
18 will be realigned under us. So, in other
19 words, there's no additional funding issues,
20 the realignment of those funding and
21 positions.

22 FEMALE VOICE: Okay. Well, then,
23 thank you for that question and thank you for
24 the response.

25 Again, just a reminder, if you have

1 any questions, please use our chat function in
2 the WebEx, and we'll go ahead and do our best
3 to respond to your questions. Thank you.

4 (Pause)

5 DR. ROESSEL: Okay. If there are
6 no more questions, that would conclude our
7 consultation. I'd like to thank you all for
8 being a part of this. Again, you have until
9 May 15th to submit written comments.

10 The timeline that was asked earlier is
11 (electronic interruption) those comments back,
12 and then, go through them and then begin to
13 work, making any changes we need to based on
14 those comments and then presenting that to
15 Congress for their approval.

16 Okay. Thank you all. Bye.

17 (Webinar recording concluded)

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C E R T I F I C A T E

STATE OF OKLAHOMA)
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I, CHRISTY A. MYERS, Certified
Shorthand Reporter in and for the State of
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IN WITNESS WHEREOF, I have hereunto
set my hand and official seal on this, the 5th
day of June, 2015.

Christy A. Myers

Christy A. Myers, C.S.R.
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