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

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RECORDED WEBINAR

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

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

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

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

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

(Pause)

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

This is the second to the last
Consultation. Just for review, we started in Rapid City. We then went to Nashville. We were in New Mexico, Winter Rock, Navajo Nation, and now we have our -- and then, on Friday, we'll be going to Oklahoma City.

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

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

It's not just boxes on an org chart. It is really about how we can get the buy-in from the schools, the Tribes, as well as BIE, and how we can afford to make it a better
organization within that. That's our primary goal.

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

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

(Pause)

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

Just to ensure that people know what we are consulting on, the first slide, if you go to Number 1 and Number 2, specifically. The proposed changes have two primary objectives.

One is to strengthen BIE's capability
to address school operating needs; and, Two, provide greater oversight and improve service
delivery to BIA-Op and Tribally-Controlled schools.

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

(Electronic interference)

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

(Pause)

DR. ROESSEL: And I think the other is to also -- I think the focus that we
really want to look at is how do all of these proposed changes, how does it impact the
classroom? How does it impact learning? And I think that's what we really want to look at.
While this may look like a much more abstract
idea, the focus is really everything we do should be on (inaudible) educational outcome of our students as we honor the Native history, language, and culture of the Tribes that we also serve.

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

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

MR. DON YU: Sounds good.

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

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

We developed this Re-Organization so that we can have a framework, if you will, so that Tribes along the spectrum of control and their abilities and capabilities are able to fit into this framework, and whether or not it be a high-functioning Tribal ED Department that operates like a state agency, or whether it's still a young Tribal ED Department that is still in the process of figuring out exactly what it wants to do. This Re-Organization (electronic interruption) proposal (electronic interruption) entire
So, as we go forward, I think you'll see (inaudible) to come up with those ideas and what it means (electronic interruption) as lot of people get a better idea when, how does it impact my Tribe if I have a less-functioning Tribal ED Department? How does this impact my Tribe if I have (electronic interruption) more functioning? So, I think that is really important for us to look at.

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

So, if we change what we're trying to do in terms of accountability and assessment from 23 down to a smaller number, that impacts then what we need in terms of technical service at those individual Educational Resource Centers and at the schools. So,
that's the other number that's (electronic interruption) here.

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

(Technical/electronic interruption)

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

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

Don, do you want to take these slide now?

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

This team was put together back in September 2013. Secretary Sally Jewell and Secretary Arnie Duncan from the US Department of Education, they both met shortly after
Secretary Jewell was confirmed to be Secretary of the Interior by the Senate. And they both realized that at that time there’s three-and-a-half years left in the Administration, and they decided that it would be important to give Monty a lot of support and put together a team of people, kind of, really, visit all the schools, visit Tribal leaders (inaudible) them about what the issues are that kind of plague the BIE. And one of our charges was, for the first time, rather than DC trying to figure out how to fix all the problems, go out and speak to Tribal Leaders, BIE stakeholders, listen to them, figure out what they think the problems are and, also, what those solutions might be.

So, the BIE Study Group was probably -- we spent several weeks on the road, visited dozens -- hundreds of stakeholders including Tribal Leaders, dozens of BIE principals at grant and federal schools, local school board members, probably visited (inaudible) in the hundreds. All of that information that people had all cataloged in that back of the BIE Blueprint for Reform.
At any rate, after the listening sessions, the team went back to DC, took, and reviewed all of the comments that we received and then put together a Blueprint for Reform. That Blueprint, we issued a draft of the Blueprint just over a year ago, and we were kind of, at the time I couldn't really say -- we couldn't really say why we were -- had to send the Blueprint so quickly through Consultation process, et cetera, but the reason was the President of the United States was going to visit Standing Rock Sioux Reservation on June 13th, 2014, and then, he really was -- the White House was really pushing us to have a reformed plan in place that he could talk about.

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

As Monty mentioned earlier, I really want to re-emphasize that the Blueprint is not set in stone. It is constantly changing, not only -- as we have begun implementation of the
Blueprint since the President's trip. We were happy to give a quick update on where we are in (inaudible) but, again, I really want to emphasize the Blueprint is a living document, can change at any time.

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

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

So, most of this deck here, including
Secretarial Order 3334, which Secretary Sally Jewell --

(Comment on muting phones)

MR. DON YU: Thank you so much.

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

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

But the most important area of Reform is promoting self-determination for Tribal Nations. That is primarily focused on building the capacity of Tribal Education Departments. Monty can talk more about this, but, you know, one thing that we heard from the field, organizations like NIEA and NCI,
that was one of the biggest reasons that Indian education has had poor outcomes and that is there's been a major missing player, a partner, and that has been Tribal Nations not involved in the education of their own children on the Reservations, whether that be State-run schools on Tribally-Controlled land, or if it's BIE-Funded schools located on the Reservations. So, that area of reform mostly focused on building the capacity of Tribal Education Departments.

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

So, one of our early initiatives is a partnership with the National Board for
Professional Teaching Standards. As most of you probably know, teachers that are (inaudible) are generally considered elite teachers. They're the cream of the crop, and so we have a partnership with the National Board of Professional Teaching Standards.

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

So, some of the other circles are, we talked about Agile Organizational Environment, Effective Teachers and Leaders, Promoting Self-Determination with Tribal Nations. Also, we're focused on building new (inaudible) with outside organizations to build the capacity of the BIE-funded system.
That -- one example of that is our partnership with the National Board of Professional Teaching Standard.

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

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

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

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

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

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

The last piece is -- last area of Reform is the budget piece, kind of aligning the budget, the BIE budget, so it supports the other four areas of Reform. So, some big
things in there are the biggest things. So in Fiscal Year '15 (inaudible) signed that spending bill in December of 2015. That budget had forty million dollars, additional funds for the BIE -- for BIE schools. Twenty million of that went to, that funding we appropriated to build the Beatrice Rafferty School, for the Passamaquoddy Tribe in Maine. That school had, unfortunately, been on our 2004 construction for, at this point, for eleven years. Entirely too long. BIE has not built a new school since the Recovery Act, and the Study Group is recommending a Blueprint a surging of funding for to help build the BIE's infrastructure.

Also, in that budget, as we heard from almost every single stakeholder that we spoke to that BIE-Tribal grant support costs for the grant schools was way under-funded at about 67 percent. So, the Fiscal Year '15 budget includes an increase of fourteen million dollars in that area for BIE's 120 grant schools, and that bring us up to 84 percent of funding for Tribal grant support costs for their grant schools.
There's also another two million dollars in the Fiscal Year '15 budget. We're recalling Section 2020 grants to build the capacity of Tribal Education Departments. Two million dollars was the statutory maximum, so we weren't able to receive more than that. But those are some of the increases in the Fiscal Year '15 budget, and, you know, to say that -- to receive -- for any agency, federal agency, to receive an increase in the '15 budget is a huge win. Most federal agencies are just trying to protect the existing fund levels, but that is all support coming from -- since we have support from, really, the highest levels.

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

That budget includes a huge increase
for infrastructure, 58.6 million new dollars for new school construction. That money has been -- will be assigned to two schools.

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

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

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

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

Secretary Jewell, Assistant Secretary
Kevin Washburn, and Monty, have all been up
the Hill to defend the Administration's
request. All of those hearings are online and can be viewed at any time.

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

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

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

DR. ROESSEL: Thank you, Don.

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

In the past, an ELO office was primarily about just command and control. Very specific areas focused a lot more on
compliance, less on school function. And so, what we're trying to do now, and part of the research that we did as we began this effort is what are other states doing? And I think when you look at a lot of states you have -- there are an awful lot of -- we call them Resource Centers, but they're really regional (inaudible) centers that can combine the resources needed at the school level.

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

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

I think one of the important things to note within this presentation is the status of
No Child Left Behind, because I think that's something we really wanted to focus on. Our outcomes are those outcomes. So, anything we do with the Re-Organization outcomes.

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

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

At first glance, this slide seems confusing, but if you actually work through it, you'll notice that it's very simple (inaudible). How do you take these services that were located where primarily those of you that know BIE know that administration is handled out of Albuquerque. Division of
Performance and Accountability has been managed out of Albuquerque, and if you take those arrows you know it's (inaudible) how to aid even further to the ERC.

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

The first one, which is reorganization for administrative purposes. Last consultation was about how do we try to improve the outcome. This is about combining those two (electronic interruption) talk about the Administration, (inaudible) talk about how then do you then reorganize to improve
education, and one of the founding principles that we said is that you have to have those services closer to the schools.

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

So, if you look at this slide, you just kind of have to work with it for a
little bit and you'll realize what you're really doing is saying take what is centralized and expanding that out to the local level and the ERC.

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

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

(Technical interruption)

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

(Technical interruption)

DR. ROESSEL: So, the Deputy Bureau Director -- somebody is on the line talking.
If you could mute your phone. We're hearing your conversation. Thank you.

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

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

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

One of the problems that we saw when we went out to consultation and we heard from people, but also, just the obvious that we knew, was that for BIE we had to go to BIA for Facilities via Deputy Assistant Secretary for Management for HR, but we did not have those functions and those responsibilities under BIE, and it made it very difficult for
us to do business. We would have, you know, the problems of contracting and people not understanding contracts, the problems at facilities and people not understanding education facilities.

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

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

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

The other two areas, the Associate Deputy Director for Tribally-Controlled schools and the Associate Deputy Director for Bureau-Operated schools, those are what we talked about earlier, aligning the functions and no longer looking at the way we did things.
One of the things that we heard when we went out to consultation earlier, as well as listening sessions, and they came out saying that you should have an ADD for Tribally-Controlled schools because that's different, and you should have one for BIE-Operated because those are different, and this reflects that.

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

This is the Proposed School Operation Division. A couple things to look at, the top yellow are those new functions of Secretarial Order that define those areas of Facilities, Communications, Acquisition and Contracts, Educational Technology, and Human Resources.
This is the first phase as we're working right now, we're working to bring the support, not just the upper level support, these people will be working right now as we start that transition, but the entire HR office, we'll have our own HR office. IT will have a much more expanded presence, and hopefully being able to provide that direct assistance that schools desperately need out there, and they're not getting.

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

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

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

So, the other areas are things that we
are in the process of working within this Secretarial Order. Primarily, Phase II of that Order, if you remember and recall the slide earlier.

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

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

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

If we take a look at where we were when they had the Re-Organization back in -- I think, it was 2008 when it actually was implemented, there were many, many more
positions and, again, we're looking at a new BIE. We understand the money. The budget, I think, it's important to note at this point that when that was done, the budget was around nineteen million for Education Program Management, which funds most of what we're talking about and, currently, if you look at the Green Book, we're funded at about 14.2 million dollars. So, there's a considerable cut in those funds, and this reflects that new reality as we go forward.

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

And this is a Proposed Re-Organization for DPA. Again, what I want to note to all
of you, this is not Interior-funded positions. This is all Department of ED-funded positions. And, again, what I want to point out is that currently this office is out of Albuquerque, and if you look at, now, those positions for Special ED and School Improvement, as well as our two different levels of NASIS. One, is at the ADD level, then one is at the central level.

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

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

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

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

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

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

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

Those Tribes in that area, one of the concerns they had is that, you know, they have some -- these are big schools. These are schools, six hundred, seven hundred, eight hundred enrollment. And so, they have different needs, and they wanted to have somebody closer and are in Administrative to
oversee these schools. And so, we added that to that. So, I bring that up to show you that we are very much interested in making sure that this is successful, and that this plan as we move forward actually helps, you know, the questions you have, the concerns you have. We want to try to make sure we address them, and this is an example of how we've already responded to some to try to meet those concerns, ensure that we have the proper oversight for some schools that I think need to have that added attention, because of their size and because of the challenges that are not -- I'm not going to say "common," but there are some common elements to those schools. So, these are our Direct Operation schools, and they're aligned by and according to those ERCs.

And then, this is the staffing. So, if you thought about the Albuquerque and the schools that they deal with, remember these are schools, an organization that reflects a direct oversight of. So, these are the schools that we provide the curriculum. We provide the schedules. We provide the hiring.
We provide everything in terms of that support. So, our resource is much more of, to go back to an old term, of saying that we have that direct oversight. We control these schools. So, the staffing reflects that.

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

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

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

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

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

One of the other areas I think that's really important up here that's new, is
Residential Life Program Specialist. An added position that I don't think is reflected in here, but we've added also, is a position based on what we are currently going through, like in Pine Ridge, and a lot of our Indian Communities have had these terrible situations where we have a rash of suicides.

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

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

And again, I think it's reflective of this consultation process where people have said what about this, you don't have anything
that addresses these needs, and we're including that now at the central office level so they can work at the level with those different federal agencies.

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

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

Now, based on consultations with the Great Plains, we're looking at, maybe,
addressing some concerns that would change this, but we haven't received anything yet, but at the same time, I just want to bring it up that this is not about a command-and-control structure. This is about a support structure that can help focus on building capacity at the school level, as well as the Tribal level.

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

You have Grant Management Specialists that are at every ERC. Their primary focus is ensuring that Tribes and schools understand what the requirements are for safe, financial audits. One of the challenges that we have, of course, is financial audits at a lot of our schools, but we don't want to get to the point, and we're trying to move away from this idea that we're just there to punish them, we're just there to say gotcha. We need to
provide that capacity-building at the school level, at the Tribal level, and that's why we have these Grant Management Specialists at every ERC, so they can go out and provide training to the schools on allowable costs, disallowed costs, the new super circular, all of these things that will be coming up. So, we want to be much more proactive, and this Org chart reflects that change in philosophy.

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

One of the things I want to point out when you see the Education Program Specialists at these levels, the idea is not to take away from the local schools. Schools are still going to have their money. But what will happen here is let's say, let's take, Seattle, for instance, the schools in Seattle, they're having their own professional development
based on what their data says and what their leadership teams have developed. At the same time, though, this program specialist will be talking to the principals and having meeting with the principals, and then finding commonalities between one school and another school.

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

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

We need collaboration. That's one of the things that, if you look at School Improvement and the research now, there's a big focus on collaboration, but if you're based on geography it's very hard to have collaboration, but if you're based on
functions it's a lot easier, because you can bring people together.

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

    We're always talking about a vertical collaboration, which, really, isn't. It's more alignment. What we want to talk about now is focus on this grade-level collaboration that's horizontal. Collaboration that is between schools and among teachers, and that's something that, again, is really a big part of this. So, these Program Specialists are not in the position to tell schools what to do. It's really they'll be working with principals...
and leadership teams and defining where those common elements that we can provide training for.

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

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

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

One of the new things, too, is that at
every ADD level, there will be an Education Research Analyst, so that they have the capabilities to run data and work with schools in and among themselves in addition to what we saw earlier with DPA.

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

And then, at the same time, you have the ERCs. One of the things I want to bring up in this slide is the staffing at the ERC levels, one of the things that we looked at,
say, okay, how do we determine how many people we're staffing? So, we looked back and said (electronic interruption) and where do we have a lot of challenges? And if you notice here, this one area in Crown Point, we noticed that we had some more challenges in support. So, we needed greater help with Special ED. So, we added an additional (inaudible).

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

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

(Inaudible conversation)

DR. ROESSEL: Some of this has to deal basically with concerns about ERCs and ELOs. So, I want to make it very clear and
go to that, but in the Consultation Booklet that is online is a chart, and it goes through what are those ELOs that are closing, and then the transition to ERCs, and things like that. So, I just want to point that out right now to everybody so you know this, and it's not like we're trying to hide anything. I think it's very important to maintain transparency.

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

In other areas, it's important to note that we've had not just line-office functions, but we've had joint functions. We've had ELO office combined with, say, an Agency Facility office. I wanted to be really clear that we're not close -- we're just talking about
the educational side as we move forward.

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

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

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

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

These technical assistance centers,
they're being handled now by the Tribes. So, right now, those then are not closing totally. So, what we're trying to do is make sure that we reflect what is actually happening at the line offices.

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

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

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

With that, we can start the questions, but I would ask, if we could, could we take a couple minutes break right now, so I can take
a little bit of a break, and then we'll be back in about a couple minutes, okay?

(Break)

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

(Pause)

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

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

The question is, why can't we work
with the Education Line Office, which is now
the Education Resource Center, which is
located right in our backyard?

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

FEMALE VOICE: Okay. So, we have
only had that one question, and we will go
ahead and open up the lines for people who
have questions. In your questions, please
identify your name, the organization you're
representing, and we will go ahead and begin
verbally responding to your questions.
All right. The lines are open.

(Pause)

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

Okay. We have another question.

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

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

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

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

So the school, imagine, like, say, you're in Phoenix, right now you go to the western region facility manager. What we would have at the ADD, we would have our own regional manager. We would be able to make determinations in terms of priorities. If you recall, some of those maintenance functions, in terms of the broken schools, broken promises, talked about a new formula where you would have some funding that would have (inaudible) will remain at the school level, some that remain at the regional level, and then, national, so that you could have different areas of priorities. If you look at
that regional level, that’s where the ADD would come into play.

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

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

So, the idea right now is that we would try to create, you know, at the ERC
level, focusing on creating the maintenance functions, but really at the ADD level is where I think we have the biggest impact -- have our own regional-type facility manager that can work with all the schools within those areas, Tribally-Controlled, BIE-operated, and Navajo.

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

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

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

In order to go through this process and Re-Organization, go through a formal process, which is called (inaudible) where we have to have Congress's approval in order to make these changes. We've briefed them once,
and at the conclusion of Consultation, we'll go back and tell them this is what we heard (inaudible) and we're making based on those Consultations.

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

So, right now, what we're doing is we're taking those descriptions that we have, we're updating them and adding them based on
the conversations that we're having right now with people in the field. We have people working on this.

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

   We are going to be creating our own finance-type department for BIE. We don't have the capabilities of budgeting and execution, planning, any of that. As we move forward, we will be doing this and our org chart reflects that. So, it's really trying to look at all the finance structure and not just focus. But I will tell you this, the primary focus is we need the capacity at the school level, talk to grant officers, and also at the Tribal level, because we had these school teams that will be deployed out to Tribes and help work with them and us in terms of creating the type of sound financial structure we need.
FEMALE VOICE: All right. We have another question.

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

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

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

We are working with BIA, as well as the Deputy Assistant Secretary for Management, in identifying how do we distribute that work that is done right now?
Now, you have your question about Navajo BIE, and some of that is being done -- a majority is being done out of Gallup. Some of it's being done out of some other offices, and even here centrally.

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

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

If we were to just take, and a
majority of those transactions are BIE. So, the majority of transactions at the Navajo region, because we have 32 BIE schools there, are BIE functions. If you look at the amount of money, if you look at the number of transactions. That's where we have the biggest amount.

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

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

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

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

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

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

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

What does that mean? I gave you the example of audits. Currently, right now, what happens if the school wants to convert, they just do it. We don't really look at what is
the capabilities and why type of technical assistance is needed; and we, also, don't require the Tribe to be a part of that conversation.

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

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

Secondly, I think what we want to make sure that -- and I think one of the things that we're doing is trying to make clarify
exactly what is that conversion.

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

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

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

In the past, we've had a lot of
schools that have converted, and then, it's just a real (inaudible) deadline, a race to the deadline. We want to make sure that we have the support (electronic interruption) these conversions at the schools.

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

Thank you.

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

In addition to that, we have (inaudible) Education Initiative, which, again, allows Tribes -- and, again, some of these Tribes have schools, and one of the purposes of the grant is to try to get Tribes to consolidate and to be better partners in
the operation, not just (electronic interruption). And so, what we're looking at there is allowing them that opportunity to plan in greater detail in terms of what does it look like.

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

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

FEMALE VOICE: All right. Thank you for that. We have another question, which
is related to funding for technology, and the question is focused on:

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

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

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

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

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

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

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

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

In terms of the other, I would say, again, it is up to a Tribally-controlled
school if they want to be a part of the BIE ERate, or if they don't want to. I mean, I know a lot of our schools that are Tribally-controlled. They are really advanced. Some of them that I've talked to are light years away from where BIE is right now. We don't want to hobble anybody by saying you must do it our way or you get no money. I think what we're focused on is how do we ensure we have outcome, and that's what we're really looking at.

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

FEMALE VOICE: All right. Thank you for that.

We have another question, which is a
follow-up from an earlier question, but I think it's more for precision purposes.

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

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

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

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

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

Christy A. Myers
Certified Shorthand Reporter
are at those levels the people to provide those services in Phoenix. So, that's with who you'll work with if you're outside of Navajo.

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

Give us one second as we pull together our documents.

(Pause)

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

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

DR. ROESSEL: The waiver that was submitted, actually, was not -- we withdrew at the very end. Primarily because we could not get the alternative rule done. So, what we looked at was then we needed to go back out for negotiated rulemaking, and as you may have
seen, I believe it's been posted in the Federal Register, I think we're requesting to refill those positions.

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

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

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

If you look at it right now, 23 states, separate, and right now with BIE, probably about five different assessments. You have PARK, Smarter Balance, and then you have, like Arizona and Minnesota that have done their own. I think there's a couple
others. That's a much more manageable path forward.

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

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

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

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

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

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

And if you remember that chart that we had early on, a bulk of our students come from a certain number of schools, and I think we've actually worked with some of these states now as they've converted to PARK. So, next year,
I think we'll be in a much better place, and Smarter Balance, for that matter, a much better place.

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

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

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

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

    (Pause)

    MS. DOREEN RANKE: Hello. This is Doreen Ranke, Circle of Nation School, in Wampaden, North Dakota, and we got in late on
the webinar, so I didn't know if you went over these -- the Blueprint for Reform, the reform areas.

FEMALE VOICE: Could you repeat your name again?

MS. DOREEN RANKE: I'm sorry.

Doreen Ranke at Circle of Nation School.

FEMALE VOICE: Okay. Thank you.

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

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

DR. ROESSEL: Okay. Well,
actually, it's not as top-heavy as it used to be. I think it's now spread out to the schools and out into the regions and not top-heavy and centrally located.

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

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

In terms of Tribes and the incentive, part of what we're looking at, again, we have
the Sovereignty in Indian Education initiative, which is trying to help Tribes to consolidate their management systems to better operate schools. Those are grants that are going out.

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

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

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

(Pause)

MS. DOREEN RANKE: This is Doreen again. I have one more question, and like I said, we got in late. What is the timeline?
Is that, like, 2018 that you're planning to have this in place, all this reorganization or -- and I guess I have another question, too, is -- it's good to see -- or a comment I should say.

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

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

So, it's not '18. We're looking at 2015 as much as possible, knowing that some of these others might take a while. It may be harder to recruit in certain areas, but we're looking to -- we need services in the schools.
Currently, as you all know, our line offices are depleted of staff, and we need to provide these services out at the school level.

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

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

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

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

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

But I will say this, what we're
looking at is one of the things that Tribes have talked to us about is actually in the consolidation, maybe, of their schools. They would actually become a contract school as opposed to a grant school.

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

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

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

In terms of accountability and financial management, no. I think the idea is that we need to hold both accountable, and I
think that's the whole purpose of part of this Re-Org is how do we try to hold them accountable?

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

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

(Pause)

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

We do have another question in the
chat box feature. Their question is:

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

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

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

But in addition, the Assistant Secretary, we have a stakeholders' call, which is really not for the schools, but it's for
the other people that are (electronic interruption) system -- you know, Tribal Leaders, if you will, organizations like NIEA. So, we have those monthly calls, every two weeks we have one or the other.

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

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

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

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

We don't just have those. Then we actually then house them so you can go back
and look at them on your own time, in addition. So, we're trying to build a library of information as we move forward.

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

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

And I think the focus is that we really would like to work on with schools and everybody is, how do we then get to parents? I think they are (electronic interruption) Tribal Leaders and Tribes being the missing contact of this. The other are parents, and I've heard that over and over at a consultation two days ago out in New Mexico, and we heard that a lot in a meeting with Navajo Nation yesterday. We heard that a lot. We need to do something with our parents.
So, I think trying to get this information out is something (electronic interruption) too, and I think if you look at our just recent history, you’ll see a huge change in what we are doing at BIE.

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

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

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

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

So, they say, they -- kind of slanged it, they 638'd those services, technical
assistance centers, so they would provide the technical assistance and not the ELO staff, the federal staff.

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

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

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

In terms of the Facility Support Center, again, the idea there was that we had these areas, like I say, at Pine Ridge, for
example, that had a facilities department in addition to a line office department.

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

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

And then the Administrative Support Center, I think if you're talking about the Plains, again, I mentioned this earlier, that when I went up and I met with -- Tribal consultation, personal consultation, with Crow Creek, Lower Brule, Pine Ridge, as well as System Wamp Server (phonetic), Yankton, one of the things that came up in that area is that they wanted to have some more direct, someone that's closer by the schools and the challenges that they're faced with, someone
that's closer that could actually help oversee their schools.

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

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

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

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

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

(Pause)

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

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

(Pause)

MS. CHERI FARLEY: Hello?
FEMALE VOICE: Hello.
MS. CHERI FARLEY: This is Cheri Farley from Cheyenne River. I'm sorry. I
need you to repeat. What did you say about Cheyenne River and the ELO office? I had people in and out of here and I'm trying to listen. Is there a position being advertised at the Cheyenne River Line Office for the line officer, or did I hear wrong.

DR. ROESSEL: No, not at that office.

MS. CHERI FARLEY: Oh, okay.

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

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

FEMALE VOICE: Okay. So, we have another question located on our chat box feature, and the question is related to the number of staffing. So, the question is: How does the final FTE count compare with the current, and what would it be if it's fully staffed?

Give us one moment as I pull these documents together.

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

(Pause)

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

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

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

Again, just a reminder, if you have
any questions, please use our chat function in the WebEx, and we'll go ahead and do our best to respond to your questions. Thank you.

(Pause)

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

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

Okay. Thank you all. Bye.

(Webinar recording concluded)
CERTIFICATE

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I, CHRISTY A. MYERS, Certified Shorthand Reporter in and for the State of Oklahoma, do hereby certify that the above recorded webinar was recorded by me, and thereafter transcribed by me to the best of my ability; and that I am neither attorney for, nor relative of any of said parties, nor otherwise interested in said action.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal on this, the 5th day of June, 2015.

__________________________
Christy A. Myers, C.S.R.
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