

Bureau of Indian Education
Strategic Direction
Quarter 1 Progress Report

On July 1, 2018, the Bureau of Indian Education (BIE) began implementation of its Strategic Direction. BIE will publish quarterly progress reports each quarter to ensure transparency to Tribes and stakeholders, including:

Year 1 (July 2018 through June 2019)

- First Quarter – July, August, September 2018
- Second Quarter – October, November, December 2018
- Third Quarter – January, February, March 2019
- Fourth Quarter – April, May, June 2019.

BIE intends to post quarterly progress reports on its website within three weeks of the end of each quarter. BIE delayed Quarter 1 reporting to ensure the successful creation of the reporting template to ensure transparency and accessibility for our stakeholders.

Quarter 1 Progress Report Summary

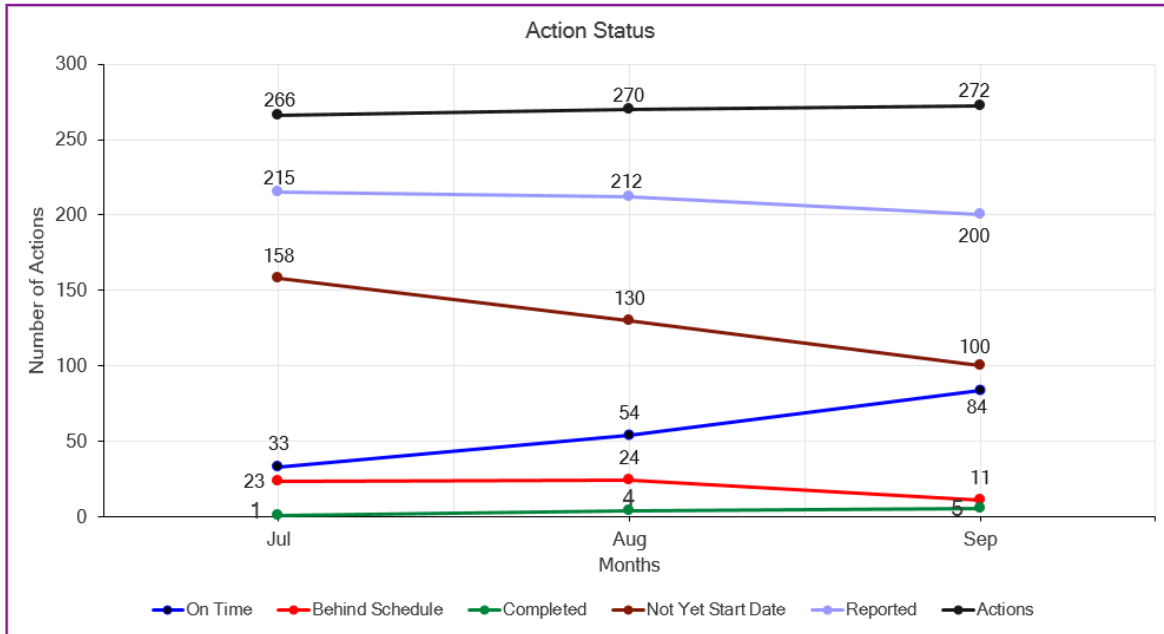
Quarter 1 was a time for learning and adjusting as teams finalized their membership, established collaboration and communication routines, and began routine work on actions. Team leads maintained monthly action status reports to keep leadership informed of progress as well as challenges. Reporting ranged from 74% of actions reported to 80%, with the highest level of reporting occurring in July 2018. BIE continues to strive for 100% reporting each month. As such, BIE leadership implemented reforms after Quarter 1 to improve coordination and personalized technical assistance to team leads.

At the end of September 2018, BIE had 272 actions planned for Year 1. BIE teams reported 200 actions (74%) with 11 actions (4%) behind schedule. 161 actions were scheduled to start between July and September 2018. However, staff actually initiated 168 actions with some beginning earlier than planned.

Of those 168 actions that staff initiated:

- 72 actions (43%) were unaccounted for (no status report).
- 84 actions (50%) were confirmed as on time.
- 5 actions (3%) were confirmed as completed.
- A total of 89 actions (53%) were confirmed as completed or on time.

Bureau of Indian Education 2018-2019



Highlights of work completed include:

- A data inventory instrument developed to support the local level and improve coordination with schools;
- Research on entry requirements for Tribal colleges and universities (e.g., credit hours, grade point average, SAT/ACT, other experiences or performances) and college and career readiness requirements (e.g., ACT recommended coursework, specified credit hours in core content areas, state mandates, AP, IB, dual enrollment, etc.); and
- Two data gathering instruments (one for Bureau-funded high schools and one for Bureau-funded post-secondary schools) drafted for Bureau-wide High School Graduation Requirements.

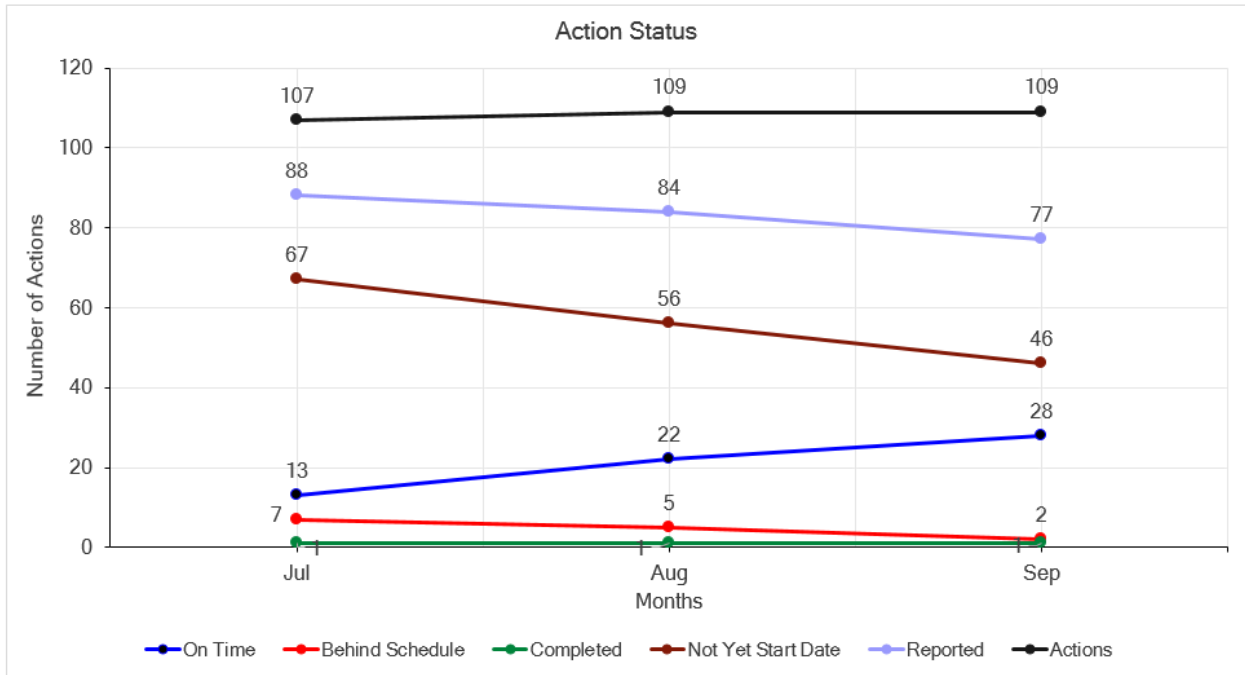
BIE Leadership continues to monitor progress, celebrate successes and address challenges to keep work on track and continually improve services to Tribes and stakeholders. For example, the start of one action was delayed due to staff recognizing other actions with overlapping work and a need for baseline data to inform their associated work. To address this, the team developed a means to collect baseline data and added two key stakeholders to the team. Although the milestones and action are defined based on consultation, each team has the flexibility to determine how the work is accomplished and how best to address challenges that may arise.

BIE Division Quarter 1 Progress Report

Office of the Director

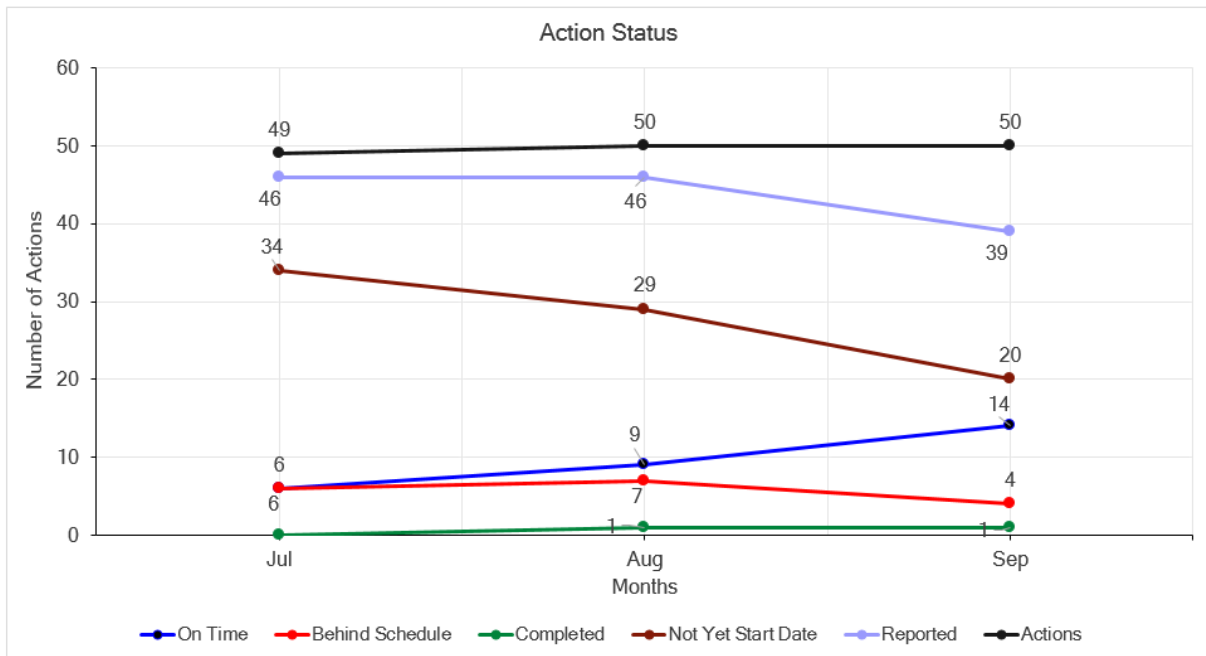
Of the 109 actions assigned to this division, 32 actions (29%) were unaccounted for (no status report) at the end of September. 63 actions were scheduled to start by the end of September. However, 64 actually started. Of the 64 actions started, one action (2%) was completed, 28 actions (44%) are on time and two actions (3%) are behind schedule.

Bureau of Indian Education
BIE Director's Office 2018-19



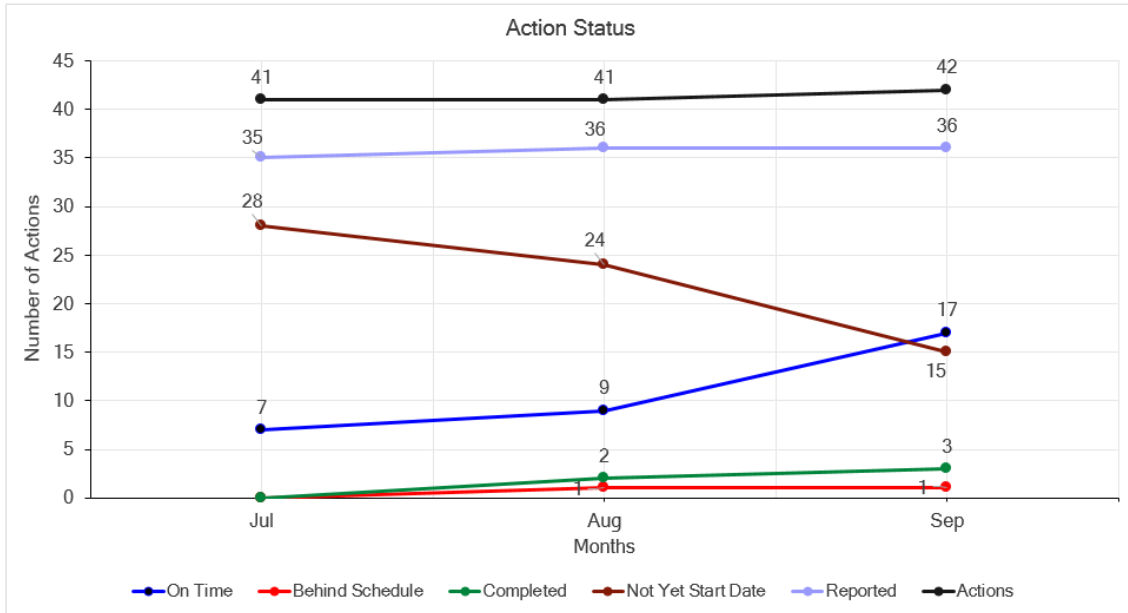
Bureau Operated Schools

Of the 50 actions assigned to this division, 11 actions (22%) were unaccounted for (no status report) at the end of September. 27 actions (54%) were scheduled to start by the end of September, and 27 actions (54%) actually started. Of the 27 actions started, one action (4%) was completed, 14 actions (52%) are on time and four actions (15%) are behind schedule.



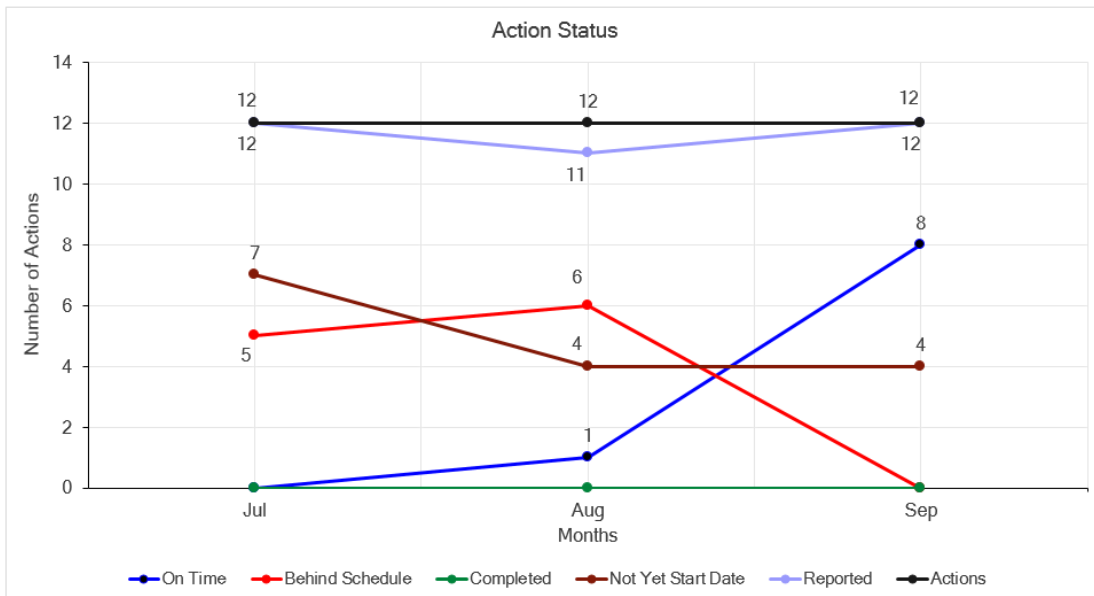
Navajo Schools

Of the 42 actions assigned to this division, six actions (14%) were unaccounted for (no status report) at the end of September. 22 actions (52%) were scheduled to start by the end of September. However, 26 actions (62%) actually started. Of the 26 actions started, three actions (12%) were completed, 17 actions (65%) are on time and three actions (12%) are behind schedule.



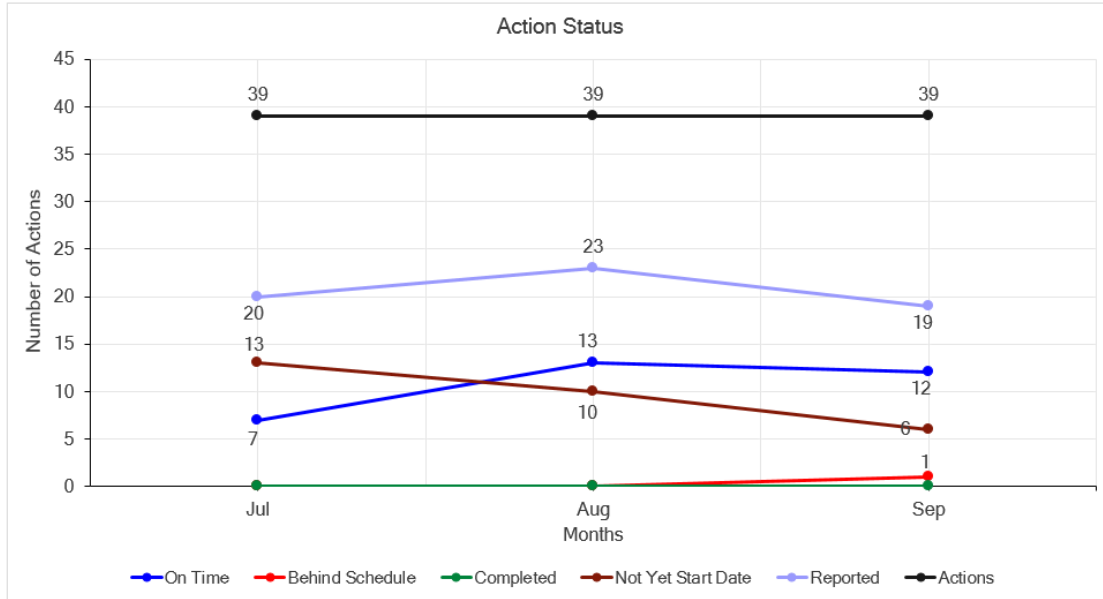
Performance & Accountability

Of the 12 actions assigned to this division, all actions were accounted for at the end of September. Eight actions (66%) were scheduled to start, and eight actions (66%) actually started. Of the eight actions started, no actions are completed, eight actions (100%) are on time and no actions were reported as being behind schedule.



School Operations

Of the 39 actions assigned to this division, 20 actions (51%) were unaccounted for (no status report) at the end of September. 30 (77%) actions were scheduled to start by the end of September. However, 32 actions (82%) actually started, no actions are completed, 12 actions (38%) are on time and one action (3%) is behind schedule.



Tribally Controlled Schools

Of the 20 actions assigned to this division, 3 three actions (15%) were unaccounted for (no status report) at the end of September. 11 Actions (55%) were scheduled to start by the end of September, and 11 actions (55%) actually started. Of the 11 actions started, no actions are completed, five actions (45%) are on time and three actions (27%) are behind schedule.

