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Bureau of Indian Education

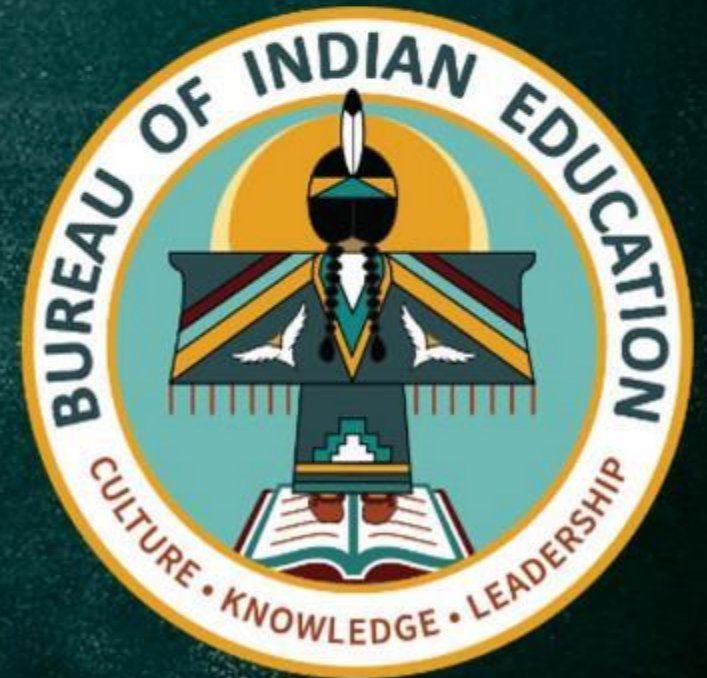
Writing Effective SMART Goals School Year 2024-2025

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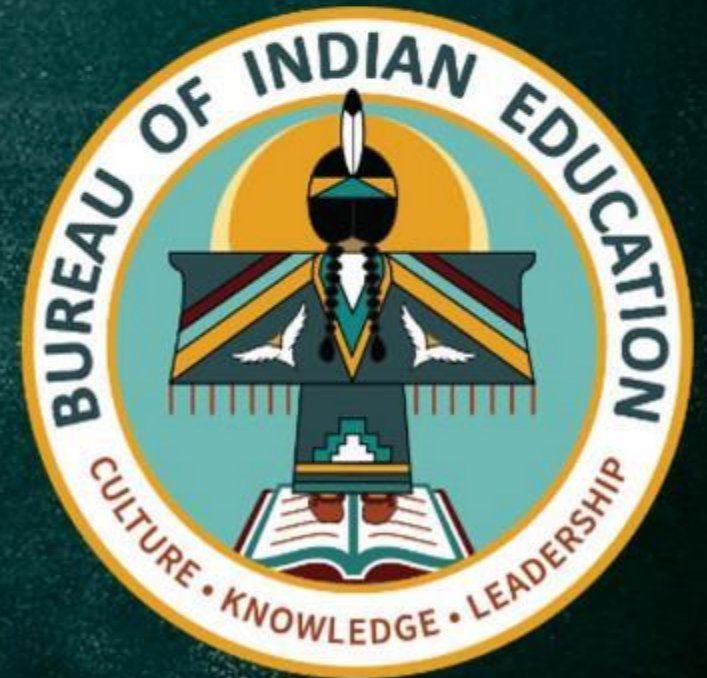
Webinar Schedule:

Tuesday, March 5, 2024 @ 10:00 AM (MT)

Wednesday, March 6, 2024 @ 1:00 PM (MT)
(Repeat Webinar)

Office Hour:

Thursday, March 7, 2024 @ 9:00 AM (MT)



Before we begin....



- As a courtesy, please mute your devices.



- Upon joining the webinar, enter your name, title, and email address in the chat box. A copy of the power point presentation and the webinar recording will be emailed to all participants who provide their email address.



- If you have any questions, type them in the chat box and we will respond to the questions at the end of the presentation or during the scheduled Office Hour on Thursday. You can also email any questions you have, and we will answer those questions during Thursday's Office Hour.

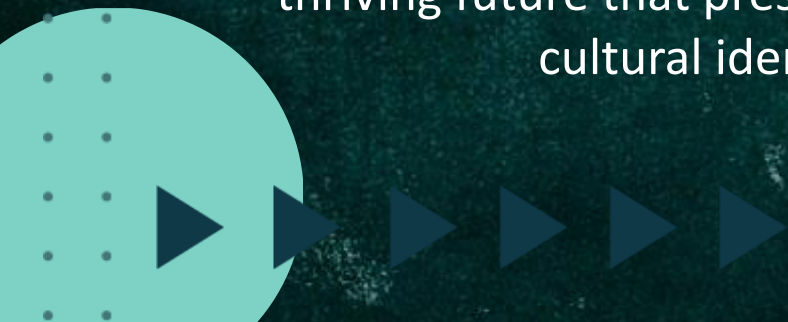


- This webinar session is recorded.



MISSION

The mission of the BIE is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.





Session Objectives:

As a result of this session, participants will be able to:

- Understand there are steps prior to creating SMART Goals, which include conducting a Needs Assessment, Identifying Root Causes, and Setting Priorities.
- Be informed it is a systematic approach undertaken by local stakeholders to build ownership and sustainability.
- Recognize the purpose of creating SMART Goals is to help schools stay focused and on target.
- Develop SMART Goals that are Specific, Measurable, Attainable, Relevant, and Time-Bound.





Every Student Succeeds Act





Purpose of a Comprehensive Needs Assessment

- Identify priority needs and understand the root causes.
- Select evidence-based strategies that address the areas of need.
- Allocate resources (budgetary, staffing, course offerings) to support the areas of need.
- Implement evidence-based strategies to address the areas of need.
- Monitor and evaluate the implementation of the evidence-based strategies to determine if desired results are being achieved.





When a school conducts a Comprehensive Needs Assessment it:

- Is using a systematic approach that progresses through a defined series of steps focused on the outcomes;
- Establishes priorities and determines criteria for solutions;
- Sets criteria for determining how to allocate available resources;
- Gathers data by a means of established procedures and methods that lead to implementation of the plan that will improve outcomes.



Data Sources Needed for a Comprehensive Needs Assessment

- Demographic Data: school, community,
- School Processes and Programs Data: school instructional programs, assessment programs (formative/summative), gifted education, special education, strategies/activities, technology
- Student Achievement Data: state assessments, other assessment data
- Perception Data: parent, staff, student and community surveys



Questions to Consider

Demographics	
<i>Who are we? With whom are we engaged? With what level of success? How do we know?</i>	
WHAT	Description of School~School Environment Data~Students Race/Ethnicity~Student Groups~Staff Quality & Data~Parents/Guardians/ Community
Note: As you reflect on the questions, consider areas of overlap within Student Learning (SL) , Processes and Programs (PP) and Perceptions (P). Some overlapping areas are referenced for you.	
ASK	<ul style="list-style-type: none"> How do we describe our school? What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan? P, PP Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? ex. Gifted/Talented, CTE, Fine Arts P, PP What percentage of students who are migrant, experiencing homelessness, served in special education, English learners, at-risk, gifted are enrolled in special programs? PP, SL What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning? SL, PP What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility? PP, SL What are our dropout rates and which students are dropping out? PP, P What are the retention rates for all groups of employees? PP, P What is the average class size, student-to-teacher ratio and student-to-support staff ratio? PP What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these? PP, SL What race/ethnicity/gender percentages make up our student population and how does it differ from the past? What percentage of students do we serve in various groups? ex. economically disadvantaged, ELs, SpEd, homeless, migrant, GT, AP, at-risk PP, SL Who is our staff and how do their skills align with student needs/demographics? ex. years experience, capacity levels, certifications, race/ethnicity PP, SL Who resides in our community and what is it like? ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates? How do we interact with the major employers and the universities/community colleges in our community? PP

Questions to Consider

Processes & Programs <i>What are our procedures, methods, and practices?</i>	
WHAT	Personnel Policies & Procedures~Professional Practices~Programs & Opportunities for Students~School Organization~Staff Recruitment & Retention~Curriculum, Instruction, & Assessment~Technology Practices
Note: As you reflect on the questions, consider areas of overlap within Demographics (D) , Student Learning (SL), and Perceptions (P). Some overlapping areas are referenced for you.	
ASK	<ul style="list-style-type: none"> • What is the process for recruiting and hiring high-quality educators? D • Are roles and responsibilities clear? P • Are educators' strengths matched to classrooms and subjects based on student need? SL • What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching & learning? SL • What systems are in place to support new or struggling teachers? D • Do teacher evaluation results correlate to summative and formative student data? SL • What level of understanding and buy-in does staff have in regards to continuous improvement and comprehensive needs assessment processes? P • What is the process for developing a focused improvement plan that addresses the root causes of low performance? SL • How are all stakeholders involved in this process? P • What systems are in place to address needs and track progress towards intended outcomes or performance objectives? SL • How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration? D, SL • How well do we coordinate and integrate academic and CTE content, college and career guidance counseling, and blended learning experiences? SL • Is lesson planning data driven and include formative assessments and interventions? SL • In what ways do we protect and maximize instructional time? SL • Is there equity of service for all students? P, D • What procedures are in place to support students during transitions from one grade to the next and one campus to the next throughout EC-Elementary-Middle School-High School-Post Secondary? SL • What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals? D • What is the data for bullying, drug, violence and suicide prevention, as appropriate? Include data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. D • Do the programs we have in place align with our vision, mission, goals, and values? P • What is our plan for school safety? How do we address safety issues? P

Questions to Consider

Student Learning	
<i>How well are our students doing? How do we describe the performance data beyond the numbers?</i>	
WHAT	Description of Performance/Achievement ~Formative Data~Summative Data~Student Options Data~Subgroup Data
<p>Note: As you reflect on the questions, consider areas of overlap within Demographics (D) , Processes and Programs (PP), and Perceptions (P). Some overlapping areas are referenced for you.</p>	
ASK	<p>In summatively state tested grades and subjects (ELA, Math, Science, Social Studies)...</p> <ul style="list-style-type: none"> • How are our students performing overall, compared to other similar schools / school systems? D • How are our subgroups performing? (Consider race/ethnicity, gender, English proficiency, Section 504, students with disabilities, economic status) D • Are indicators available to suggest individual student growth / longitudinal data? What does this data tell us about individual student learning? PP <p>In formatively state or locally tested grades and subjects (ELA, Math, Science, Social Studies)...</p> <ul style="list-style-type: none"> • How do our formative results compare to our summative results? PP • How are our formative results used to improve student learning and / or classroom teaching? PP • How are our youngest learners (preK - 3rd) performing in ELA and Math? (Consider subgroups) D <p>Additional Academic Success Indicators to consider...</p> <ul style="list-style-type: none"> • What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students? P, D • What additional help do we offer to students who are failing or retained? How do we meet individual student needs of retained students and/or students who persistently struggle with academic content? P, D • How is academic success measured with regards to our local educational programs? P • What percentage of our students are on track to graduate on time? How do we prevent our students from dropping out of school? P • Are our students College and Career Ready when they graduate? What data supports this claim and how? P • How are our high school students performing on the ACT / SAT / PSAT? Are our high school students participating in AP and IB programs? Are they successful? • How is Response to Intervention (RtI) being implemented? Is there data to suggest the implementation is successful? P • What do classroom observations reveal about the correlation between student success and teacher effectiveness? How is this addressed? PP

Questions to Consider

Perceptions <i>How well do we conduct business?</i>	
WHAT	Description of Interactions~Student, Staff, Parent, and Community Engagement~Surveys/Interviews/Focus Groups~Culture & Climate
Note: As you reflect on the questions, consider areas of overlap within Demographics (D), Student Learning (SL), and Processes and Programs (PP). Some overlapping areas are referenced for you.	
ASK	<ul style="list-style-type: none"> • How do students and staff describe the school and learning environment? D • Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline? PP • Do our teachers want to teach at the school? How do you explain staff turnover? PP • Do our teachers feel supported in their daily work, both by administration and by each other? • How are we mentoring new teachers and struggling teachers? Is our process working? PP • Do our students want to attend school daily? Do they feel supported and protected? Do they feel challenged and engaged? PP • Is there a difference in attendance, discipline, and academic data among varying subgroups of students? SL • What is our drop-out rate? How do we explain it? Are there ethnic or race group trends? SL • Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working? PP • Do we provide conflict resolution among students? Is it working to decrease conflict? • How do our parents and community stakeholders describe our school? Do they feel welcomed into the school? D • What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement? PP • How do we consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education? PP • What is the level of support from our community? How do we measure participation? • Do we create pathways to engage and support the community? • How do our parents, students, and community stakeholders describe our school and school administration? How do they describe the climate and culture of our school and school district? • Do our parents feel their children are safe at school, and on the way to and from school? • What strategies do we have in place to address student behaviors and bullying? PP • How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc.? Is it effective? • How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high academic expectations? Do we have any barriers to allowing and / or accepting stakeholder involvement? PP • How does our school ensure access to information for our non-English speaking families? D, PP



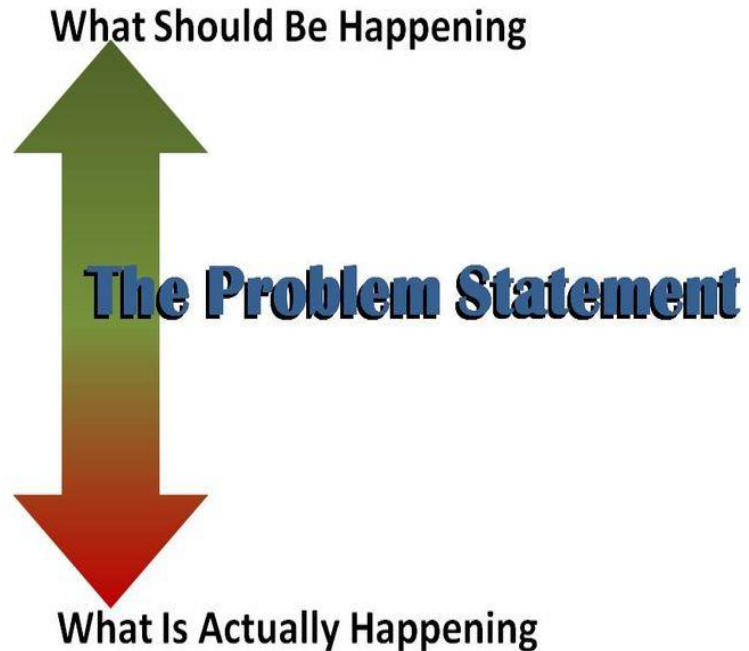
Contributing Factors that Impact Student Achievement

- Learner Factors: grade span, ELL, SPED, SEL-emotional health, motivation, maturation
- Instructional Factors: teacher qualification, teacher shortage, curriculum, teaching and engagement strategies
- Climate/Culture Factors: environment, safe and healthy, acceptance
- Family & Community Factors



Problem Statement –

an unfavorable fact backed up by data about an unfavorable condition that prevents the goal or objective being achieved.



Well-developed problem sets the stage for a successful root cause analysis.

These statements may describe a situation, issue, barrier, impediment, or challenge that a school must meet to meet its obligation and prepare students to be successful.

It defines a gap between current reality and desired performance.



Problem Statement –

an unfavorable fact backed up by data about an unfavorable condition that prevents the goal or objective being achieved.

Allows more creative thinking than the word “need”

Helps stakeholders be more open to brainstorming possible root cause(s)

The problem statement answers:

Who does it impact?

What program, grade level or subject does it involve?

Where is it occurring?

When is it occurring?





Strong Problem Statement

You can answer “yes” with a quality problem statement:

- ☐ Does it focus on only one issue?
- ☐ Is it verified by facts/data?
- ☐ Does it provide context?
- ☐ Does it avoid a cause or solution?
- ☐ Does it contain clear, jargon-free language?
- ☐ Does it avoid personal feelings or opinions?
- ☐ Does it include specific details (who, what, when, where)?



A Root Cause Is...

the biggest and deepest underlying reason (or reasons) which if removed, would eliminate, or substantially reduce the problem.





Root Cause Analysis

Is a method of problem-solving by repeatedly asking the question “Why”?

Helps identify and understand what, how and why a problem exists.

Process helps to identify the problem:

- Gather data
- Determine causal factors
- Identify the root cause
- Recommend and implement solutions

Root causes are issues that are within the school’s control and cannot be factors outside of the school’s control.



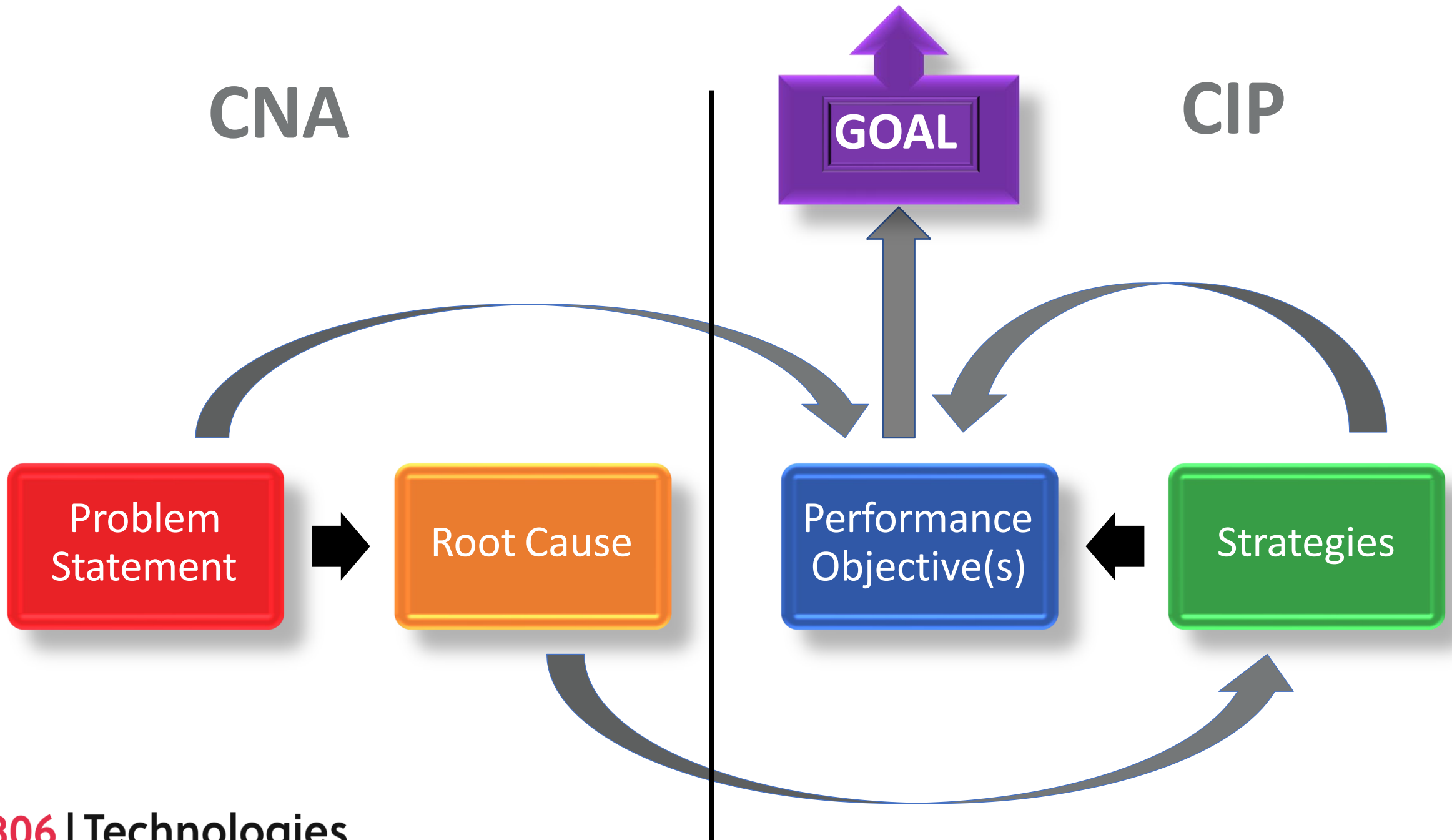
Criteria for Prioritizing Problem Statements and Root Causes:

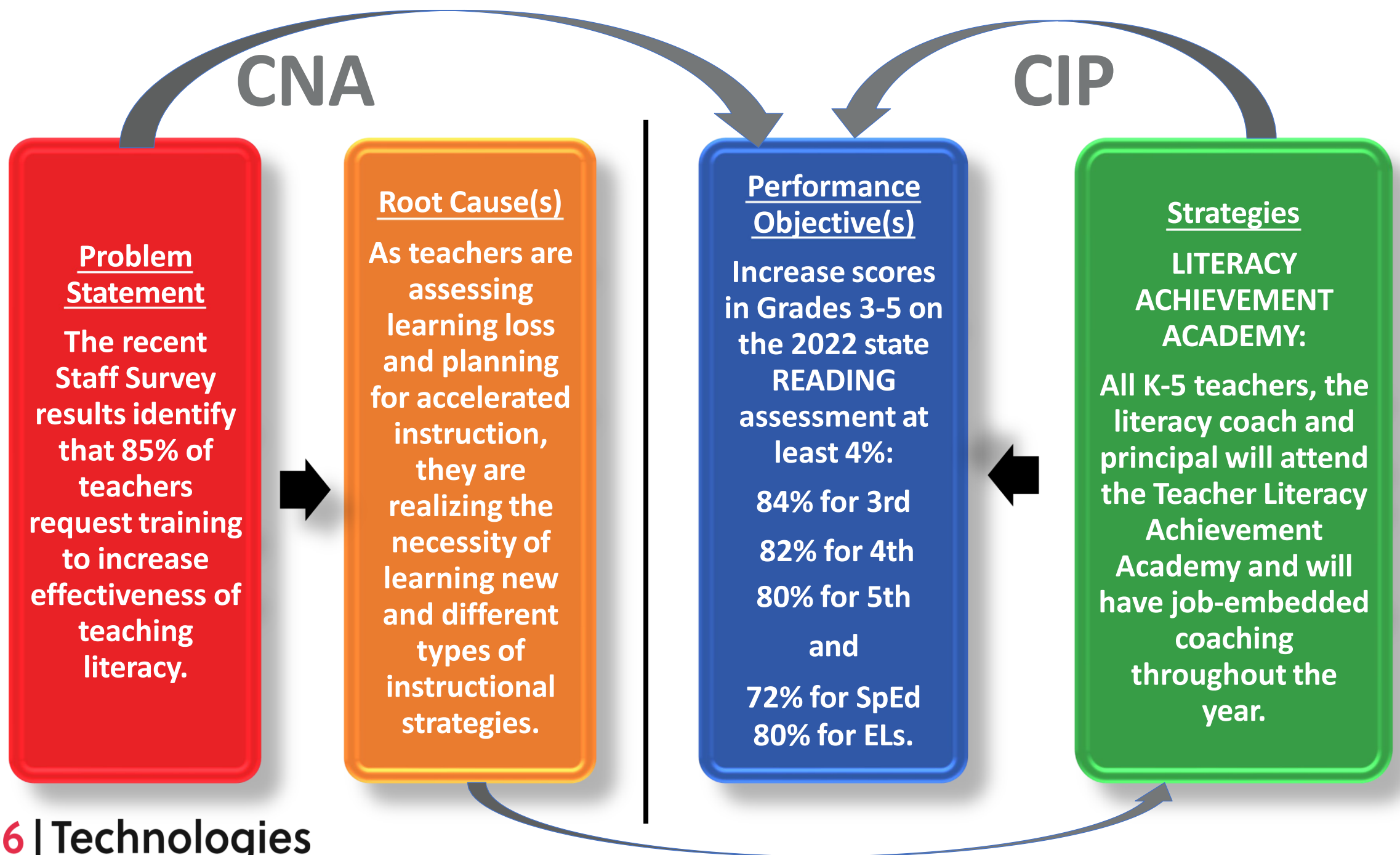
- How important is the problem?
- How feasible is it to address this problem?
- How aligned is the problem to our current status and our desired state?
- How is eliminating or reducing the problem going to help us reach our Vision?
- How aligned is the problem to your desired outcome to your Schoolwide plan and SMART goals?



CNA

CIP







Pulling it all Together to Develop SMART Goals

- The comprehensive needs assessment summary will be utilized to develop the SMART Goals (goal setting).
- What is it that needs to be improved?
- Identifying the school's priority areas and the Problem Statement is essential and contributes to the creation of the school's SMART Goals.



SMART GOALS



“Believe you can and you’re halfway there.” – Theodore Roosevelt



Questions to consider in creating SMART Goals:



- Are all goals growth-oriented?



- Are goals based on instructional and leadership practices?



- What does success look like for classroom teachers and students at the school?



- What are high-impact, ambitious, long-term goals that could result in the school reaching high levels of student achievement?

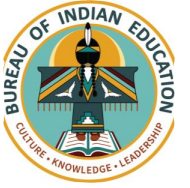


- What are high-priority short-term goals for targeted “early wins” to use as proof points of success?



- How are you reducing time spent on unrelated activities to ensure focus on priorities?

SMART GOALS



SMART goals help to clarify your ideas, focus your efforts, use your time and resources productively, and achieve what you want.



How often does your school set goals that somehow end up falling by the wayside? Chances are, the team sets out with great intentions and loads of enthusiasm. But then in time the team loses track of the goals. Perhaps they got distracted by the pressures and demands of daily school occurrences and work. Or maybe the goals set were so overwhelming that the team just didn't know where to start.



Making the team's goals, SMART can increase the chances of success.

How SMART are your Goals?

S

- Specific
- The Who, What, Where, When and Why?

M

- Measurable
- How are you going to measure it?

A

- Attainable
- Can you accomplish the goal?

R

- Relevant
- Have you addressed the school challenges identified in needs assessment?

T

- Time-bound
- When will you reach your goal?



SMART Goals

SPECIFIC: First, the goal should be **specific**. Be precise. Ask the team: "What do we want to accomplish?" "Why is this important?" "Who is involved?" "What resources will we need?" "What constraints might we encounter?"



MEASURABLE: Next, the goal needs to be measurable. If we are going to increase student achievement: "What resources will be needed?" "What assessment(s) will be used to monitor student learning and how often?" Setting concrete objectives and deadlines can help the team measure student progress and stay focused and motivated.



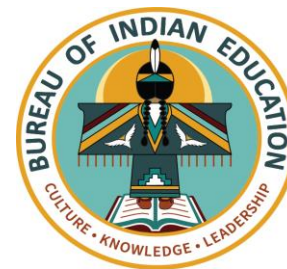
ACHIEVABLE: The goal should expand your student's abilities and never be out of reach. Ask the team: "How can we accomplish this goal?" "How realistic is it?"



RELEVANT: Then, examine whether the goal is relevant, and it matters to your stakeholders. Ask: "Is this goal worthwhile?" and "Is this the right time?"



TIME-BOUND: Finally, make your goal **time-bound**. Set a target date to work toward. When you have a deadline in place, it will be easier to focus on achieving the goal. This will keep other less important tasks from sidetracking the team.



Additional guiding questions to develop your SMART goals



What do you want to achieve this week, month, year?



Explain exactly what you want to accomplish.



How will you measure progress during and/or after?



Is your goal attainable this week, month, year?



Is it realistic?



When do you want to accomplish this?



All 3rd grade students will increase reading proficiency by 10% as measured by the BIE summative assessment by EOY SY 2023-2024.

PLAN4LEARNING Portal



Plan4Learning



Switch Products



PLAN4LEARNING Portal



Home

Needs Assessment

Summary

Priority Opportunities for Growth

Data Documentation

Questions to Consider

SMART Goals

Plan Checklist

Uploads

SMART Goals Revised/Approved date not set!

Save Date

Cancel

Please Select a SMART Goals Revised/Approved Date



SMART Goals

Tips

Expand All

Edit All

Reorder

SMART Goal 1

Edit

Remove

New Strategy/Activity

Grade 2 will increase math proficiency from 10% to 40% as measured by X assessment by the end of SY 2023-2024

Evaluation Data Sources

X Assessment

Targeted or ESF High Priority

No

Add a SMART Goal



Creating Effective SMART Goals

Example:

By spring 2025, 40% of 3rd - 6th grade students will meet/exceed proficiency on the ELA assessment as measured by the BIE ELA Summative Assessment.

- **Specific:** 3rd – 6th grade students
- **Measurable:** 40% will meet/exceed proficiency on the ELA assessment
- **Attainable:** 40%
- **Reliable:** BIE ELA Summative Assessment scores
- **Time Bound:** Fall 2024 to Spring 2025





Creating Effective SMART Goals

EXAMPLE:

SY 2023-2024, the NASIS student attendance rate was 83%. The goal is to increase the student attendance rate by 11% to 94% as reported in NASIS by end of SY 2024-2025.

- **Specific:** Student attendance rate
- **Measurable:** Increase from 83% to 94%
- **Attainable:** Increase attendance by 11%
- **Reliable:** NASIS Attendance Reports
- **Time Bound:** From SY 2023-2024 to SY 2024-2025 (BoY to EoY).





Creating Effective SMART Goals



EXAMPLE:

- The number of NASIS discipline referrals was 58 in SY 2023-2024. The goal is to decrease the number of discipline referrals from 58 to 29 for a 50% decrease for SY 2024-2025 (BoY to EoY).
- **Specific:** Number of discipline referrals
- **Measurable:** Decrease 58 referrals to 29 referrals
- **Attainable:** Decrease number of discipline referrals by 50%
- **Reliable:** NASIS discipline referral data for SY 2023-2024
- **Time Bound:** BoY to EoY SY 2024-2025



Creating Effective SMART Goals

EXAMPLE:

SY 2024-2025 Parent and Family Engagement was 20%. The goal is to increase Parent and Family Engagement to 50% in SY 2024-2025 as measured by parent/caregiver sign-in sheets from Parent and Family Engagement meetings and Parent/Teacher conferences.

- **Specific:** Parent and Family Engagement
- **Measurable:** Increase from 20% to 50%
- **Attainable:** Increase attendance by 30%
- **Reliable:** Parent/caregiver sign-in sheets
- **Time Bound:** From SY 2023-2024 to SY 2024-2025 (BoY to EoY)



SMART Goal or Strategy?

The following slides are either a SMART goal or a strategy. Identify by if it is SMART goal or a strategy.
Ask yourself if it is:

- Specific?
- Measurable?
- Achievable?
- Relevant?
- Time Bound?



**Is this a
SMART Goal
or Strategy?**

**45% of students in 3rd-8th
grade will become
proficient in Reading as
measured by the BIE
Summative Assessment by
the end of the 2023-2024
academic school year.**



Is this a **SMART Goal** or Strategy?

By utilizing our community liaison on a daily basis to knock on doors or make daily phone calls to parents of absent children, the number of unexcused absences will decrease as well as the rate of chronic absenteeism.





Word to the Wise

Consider the capacity your school needs to:

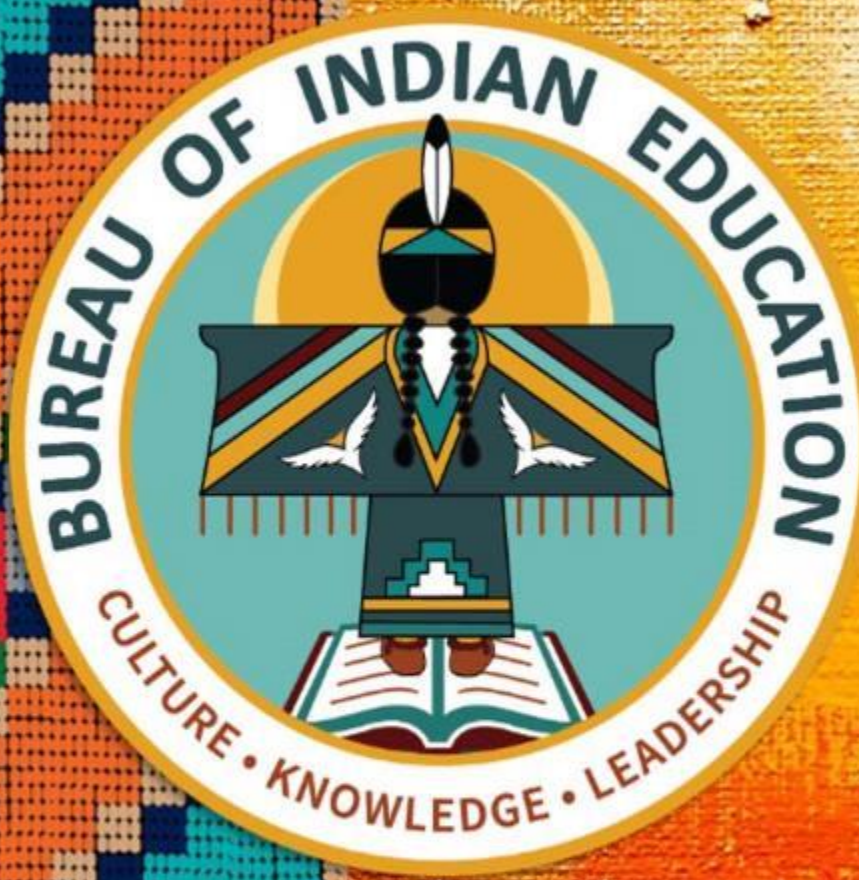
- effectively focus on the SMART Goals, perhaps 3 to 5 goals;
- effectively implement the SMART Goals using evidence-based strategies;
- monitor the SMART Goals for improvement and progress;
- revise and modify the implementation plan to achieve your SMART Goals, if necessary.



Conclusion

SMART Goals help to:

- Set priorities;
- Set goals;
- Allocate resources;
- Set timelines to achieve your goals;
- Stay focused;
- Monitor the goals by collecting data and making adjustments if needed.





Upcoming Trainings

Topic	Date	Sessions--Times are Mountain Time	Registration Link
Conducting a Comprehensive Needs Assessment	2/15/24	Session One @ 10:00 AM	Register Here
	2/21/24	Session Two (Repeat) @ 1:00 PM	Register Here
	2/22/24	Office Hour Q/A @ 9:00 AM	Register Here
Problem Statements and Conducting a Root Cause Analysis	2/27/24	Session One @ 10:00 AM MST	Register Here
	2/29/24	Session Two (Repeat) @ 1:00 PM MST	Register Here
	3/1/24	Office Hour Q/A @ 9:00 AM MST	Register Here
Writing Effective SMART Goals	3/5/24	Session One @ 10:00 AM	Register Here
	3/6/24	Session Two (Repeat) @ 1:00 PM	Register Here
	3/7/24	Office Hour Q/A @ 9:00 AM	Register Here
Selecting Evidence-Based Strategies	3/11/24	Session One @ 10:00 AM	Register Here
	3/14/24	Session Two (Repeat) @ 1:00 PM	Register Here
	3/15/24	Office Hour Q/A @ 9:00 AM	Register Here
Title Programs Budget Development	3/19/24	Session One @ 10:00 AM	Register Here
	3/20/24	Session Two (Repeat) @ 1:00 PM	Register Here
	3/21/24	Office Hour Q/A @ 9:00 AM	Register Here
20/20 Rule for Title IV-A (SSAE)	3/25/24	Session One @ 10:00 AM	Register Here
	3/27/24	Session Two (Repeat) @ 1:00 PM	Register Here
	3/29/24	Office Hour Q/A @ 9:00 AM	Register Here
Required School Documents for the Every Student Succeeds Act (ESSA)	4/2/2024	Session One @ 11:00 AM	Register Here
	4/3/2024	Session Two (Repeat) @ 1:00 PM	Register Here
	4/5/2024	Office Hour Q/A @ 9:00 AM	Register Here





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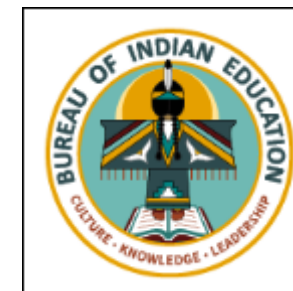
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 Pinagigi Wimblahaho
 Qu yana Baasee Pilamiya Taikuu
 Ahéhee Nya:Weh Aho
 AnaaBatee HiriweTudahe
 ThankYou Tansi



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