



Indian Education Act: Needs Assessment-Systemic Framework Reference Chart

This chart is a quick reference guide for the IEA Needs Assessment-Systemic framework to include programs, services, culturally relevant activities and professional development that need to be provided to improve Indian education

Academic Framework Keywords	Academic and other programs may include, within the context of the Indian education division's development or selection of culturally relevant curricula and instructional materials as provided in Subsection E of Section 22-23A-5 NMSA 1978:	Needs Assessment: Potential Questions
Innovative programs	(1) Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students;	What are the needs of educationally disadvantaged Indian students?
Professional development	(2) High-quality professional development for teaching professionals and paraprofessionals;	What professional development is in place now? What kinds of professional development should be in place?
Early childhood and family programs	(3) The identification of early childhood, pre-kindergarten and family programs in the school district that emphasize school readiness and that are effective in preparing young children to make sufficient academic growth by the end of grade three, including family-based early childhood programs that provide screening and referral and provide services to Indian children with developmental delays and disabilities;	What is in place now? How well are these strategies working? What are the needs regarding delays and disabilities?
Intervention/educational programs	(4) Educational programs that are not usually available in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian students in one or more of the subjects of English, mathematics, science, foreign languages, art, history and geography;	What works for us? What is not available? Why?
Bilingual/bicultural programs	(5) Bilingual and bicultural programs and projects;	What is in place? What is needed?
Enrichment programs	(6) Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards;	What programs are in place now? What is working? What is needed?
College access Programs	(7) Programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education;	Who is going to college now? How do the percentages of Indigenous students compare to the percentages of other race/ethnic groups? Why are there disparities? What strategies seem to work? What is not as effective? What does the literature say? What do high school counselors think works? What do admissions officers and career/college/university counselors and admission officers have to say?
Retention programs	(8) Special compensatory and other programs and projects that are designed to assist and encourage Indian students to enter, remain in or reenter school and to increase the rate of high school graduation for Indian students	What are the rates now? Where should the rates be? What programs work? What strategies are practical?
Career Technical Education programs	(9) Career preparation activities that enable Indian students to participate in programs such as the programs supported by the	Who is participating now? Who else should participate? What is the nature of the gap? Why?

	federal Carl D. Perkins Career and Technical Education Act of 2006, including programs for technology preparatory education, mentoring and apprenticeship;	
Internship and apprenticeship programs	(10) Partnership projects between public schools and local businesses for career preparation programs designed to provide Indian students with the knowledge and skills needed to make an effective transition from school to a high-skill career; and	What skills do they have now? What skills are needed in the future?
Life-skill curricula and programs	(11) Rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students.	What does rigorous curricula look like? What is in place now? Where does curricula need to move to achieve lifelong success for all students?
Cultural framework keywords	Cultural related activities may include	Needs Assessment: Potential Questions
Culturally Responsive programs	(1) Culturally related activities that support the academic program of the public school;	What are these programs? What do they look like? Where are we now with implementing these activities? Where do we need to be?
Native Language Programs	(2) Activities that support Indian language programs and Indian language restoration program that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a student's diploma of excellence as provided in Section 22-9-9, NMSA 1978;	What activities/programs are in place now? Where do these activities/programs need to be?
Culturally Responsive Teaching and curriculum	(3) Activities that promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational program; and	What is in place now in public schools? What is needed? What is the nature of the gap? How can the gap be addressed?
Wrap-around services framework keywords	Services to be provided may include	Needs Assessment: Potential Questions
Wrap-around intervention programs	(1) Early interventions to help struggling students, such as after-school programs, tutoring and mentoring and school and community interventions to prevent truancy and reduce dropout rates;	What are the truancy and dropout rates now for Indigenous students? How do they compare to other race/ethnic groups? What is the nature of the gap? What programs/interventions are in place now? What is working? What is needed?
Counseling	(2) Comprehensive guidance and counseling services;	What do counseling and guidance services look like now? What is the present capacity of the counseling and guidance services? What are the unmet needs? What is the nature of the gap and how can it be addressed?
Student and family engagement services	(3) Integrate educational services in combination with other programs that meet the needs of Indian students and their families, including programs that promote parental involvement in school activities and increase student achievement;	What is in place now? How well integrated are the services and activities? Where is parent involvement in school activities now? How is it defined? What is the nature of the gap between Indigenous parents and other groups of parents? How can it be addressed?
Health and wellness services	(4) Special health- and nutrition-related services and other related activities that address the special health, social and psychological programs of Indian students and their families; and	What services and activities are in place now? What is the nature of unmet needs? What is the nature of the gap? What sorts of strategies can be implemented to address the gap?
Family literacy services	(5) Family literacy services, including New Mexico even start and adult basic education programs	What sorts of services and programs are in place now? How effective are they? How can these efforts be built upon in the future? Where should we be? What is the nature of the gaps related to even Start and adult basic education?

