**Indian Education Act: Accountability Systemic Framework**

**Reference Chart: Activities, Inputs and Impacts**

*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*

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| **Activities** | **Inputs** | **Impacts** |
| Innovative programs | Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students; | How did the innovative programs change outcomes for educationally disadvantaged students? |
| Professional development | High-quality professional development for teaching professionals and paraprofessionals; | How did professional development for teaching professionals and paraprofessionals impact instructional practices? |
| Early childhood and family programs | 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; | To what extent did participation in the programs result in sufficient academic growth by the end of grade three? How well did the supports work? |
| Intervention/educational programs | 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 educational programs were put in place to raise the achievement of Indian students in multiple subject areas? To what extent was achievement raised in these subject areas? |
| Bilingual/bicultural programs | Bilingual and bicultural programs and projects; | What bilingual and bicultural programs and projects were implemented? To what extent did the programs change bilingualism and biculturalism? |
| Enrichment programs | Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards; | What enrichment programs were put in place? To what extent did these programs directly support the attainment of challenging state academic standards?  |
| College access Programs | Programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education | What programs were implemented for Indian student participation at Institutes of Higher Education? How effective were these programs? |
| Retention programs | 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 compensatory and other programs and projects were implemented? To what extent was the rate of high school graduation for Indian students increased?  |
| Career Technical Education programs | Career preparation activities that enable Indian students to participate in programs such as the programs supported by the federal Carl D. Perkins Career and Technical Education Act of 2006, including programs for technology preparatory education, mentoring and apprenticeship | What career preparation activities were implemented? To what extent did participation in these programs increase? What percentage of Indian student participants successfully completed these programs?  |

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| **Activities** | **Inputs** | **Impacts** |
| Internship and apprenticeship programs | 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 | What partnership projects for career preparation were formed? To what extent did these partnerships provide Indian students with the knowledge and skills needed to participate in high-skill careers? |
| Life-skill curricula and programs | Rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students. | What rigorous and meaningful curricula and educational opportunities were put in place? To what extent do they lead to lifelong success for all students?  |
| Culturally Responsive programs | Culturally related activities that support the academic program of the public school; | What culturally related activities were implemented? How did they impact the academic program of the public school? |
| Native Language Programs | 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.` NMSA 1978 | What activities/programs were implemented? Who provided them? How many students participated? What percentage of students qualified for the state seal of bilingualism-biliteracy? |
| Culturally Responsive Teaching and curriculum | Activities that promote the incorporation of culturally responsive teaching and learning strategies into the public school’s educational program | To what degree were culturally responsive teaching and learning strategies incorporated into the school’s educational program? What were the impacts of these programs on students?  |
| Wrap-around intervention programs | 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 early intervention programs were implemented to help struggling students? How did the truancy and dropout rates for Indigenous students change?  |
| Counseling | Comprehensive guidance and counseling services; | What comprehensive guidance and counseling services were provided? What were the impacts of these services on Indian students?  |
| Student and family engagement services | 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; | How were educational services integrated to meet the needs of Indian students and their families? How did circumstances change as a result? What was the impact on student achievement?  |
| Health and wellness services | 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 were provided? How did these services impact Indian students and their families? What changes resulted from these services?  |
| Family literacy services | Family literacy services, including New Mexico even start and adult basic education programs | What sorts of services and programs were provided? How effective were they? What were the impacts on participants? How did things change for them?  |

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