



# Presenters

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# Agenda

- Introduction
- Review of the Indian Education Act Requirements & Other Initiatives: Martinez\_Yazzie, STARS, NM Vistas, CLR Guidance Handbook, TESR, etc.
- Small Group Presentations—Progress Made:
  - Identifying Priorities from a Needs Assessment
  - Building Accountability Frameworks
  - Overview & Development of Logic Models or Other Approaches
  - Monitoring Outputs and Outcomes for Accountability
- Next Steps



# Summary of August 5<sup>th</sup> Work Group Meetings

- Review the requirements of the legislation
- Review progress made on Student Needs Assessment
- Cover Gap Analysis in more depth
- Review Next Steps



# Share out

*Where Are You in This  
Work?*



# Amended Indian Education Act (HB250)

## Elements: Districts and Charters

### Directs Districts and Charters to:

- Develop a prioritized needs assessment, use of education data, prioritizing budgets, and reports. determine support for: a. Public schools; b. “at home”; and c. “In the community”
- Meet with Tribes to prioritize needs.
- Apply for federal, state, and private funding to address prioritized needs.
- **Develop an “accountability tool” to measure efforts to address the prioritized needs.**
- Host bi-annual public meetings with tribal leaders, parents, and the Indian Education Division to report on prioritized needs and progress toward addressing them.
- **Develop a “systemic framework” to improve educational outcomes for Indian students in collaboration with stakeholders, including school employees; Tribal leaders; Indian students and families; Social services providers; and community and civic organizations.**

# Accountability Tool

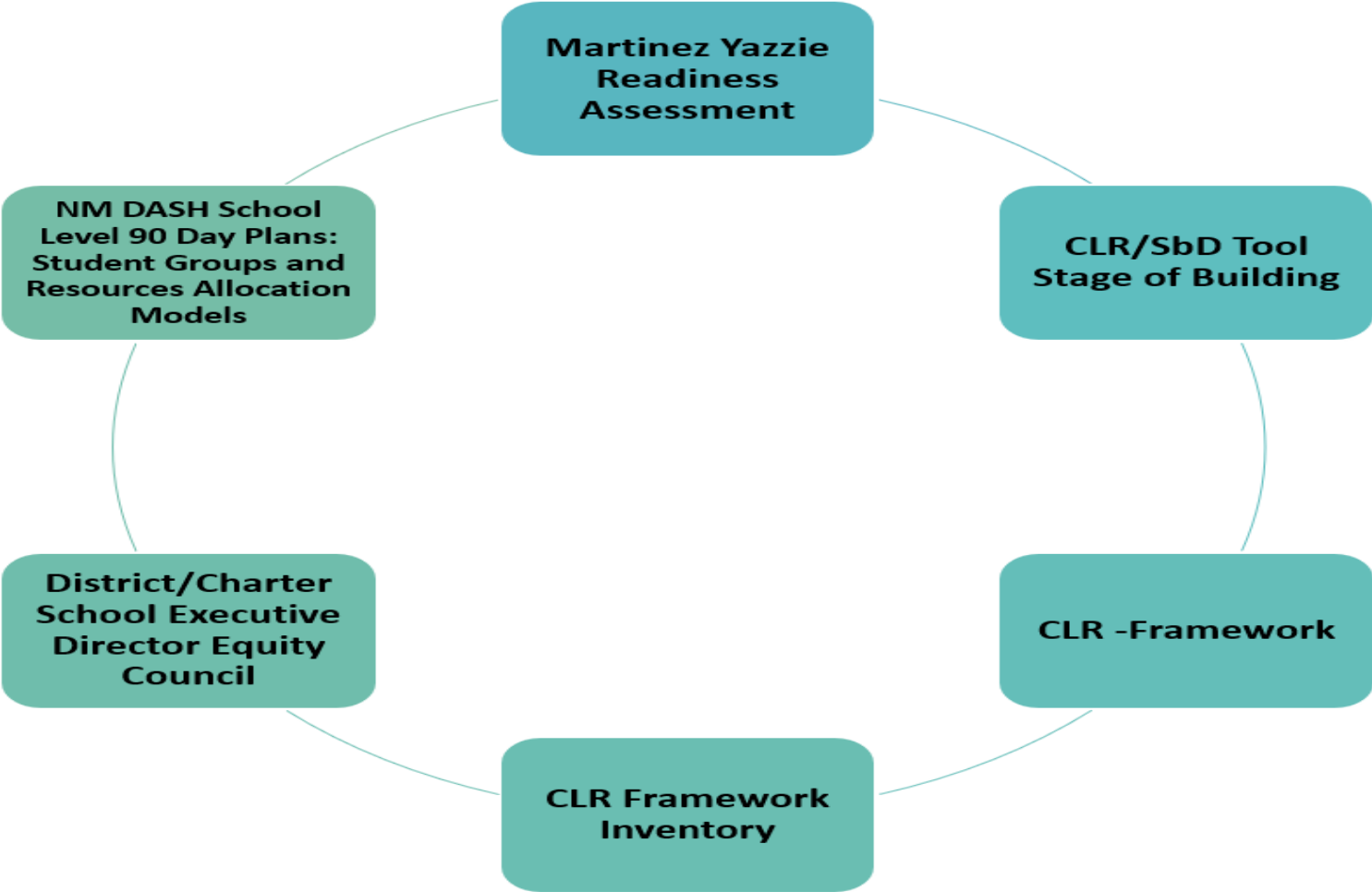
*“The school district shall develop an accountability tool that measures public school efforts pursuant to the systemic framework provided for in Sections 2 and 3 of this 2019 act and the success or failure of those efforts.”*

# Systemic Framework Elements

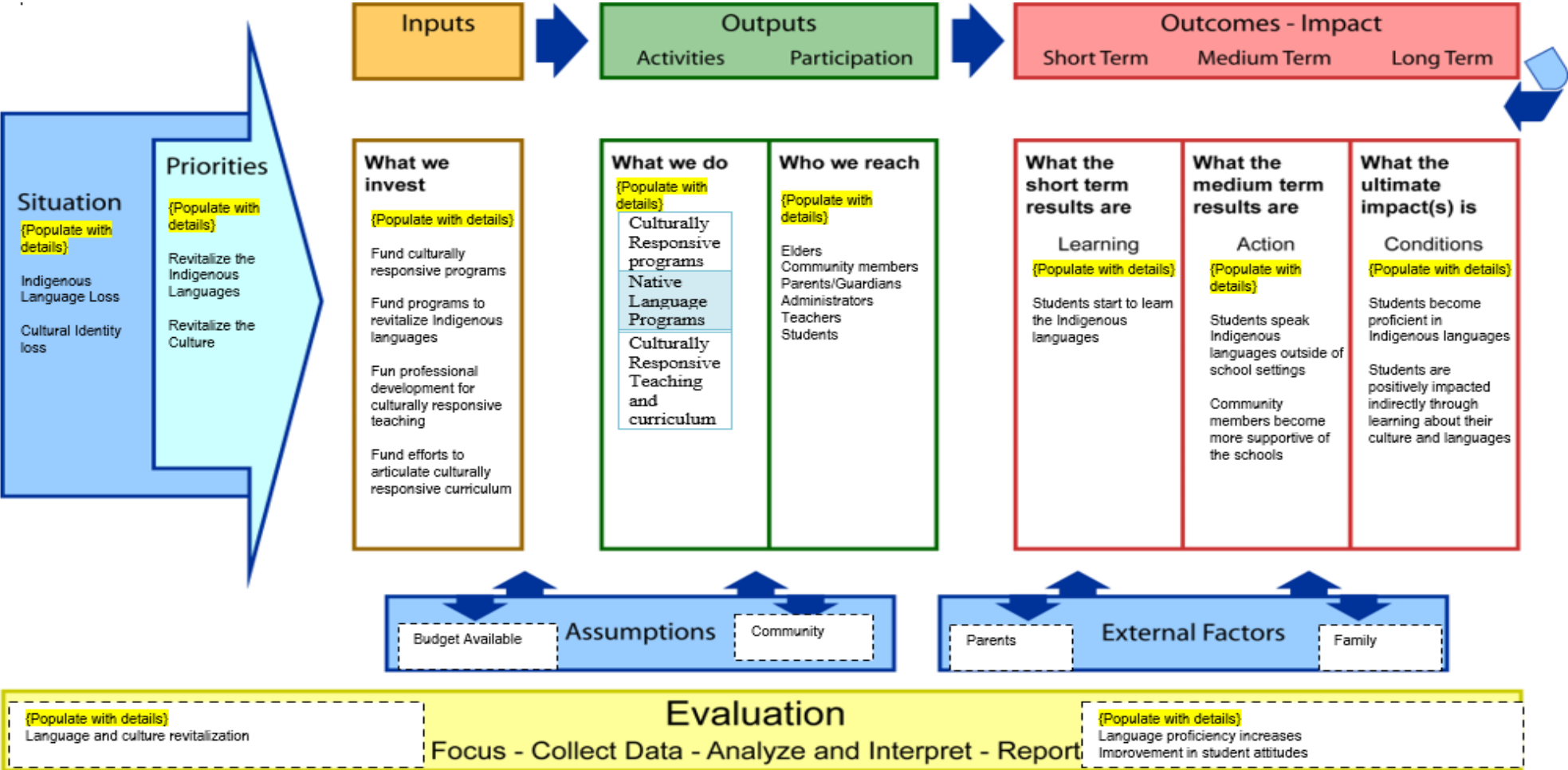
- Innovative programs
- Professional development
- Identification of early childhood programs
- Educational programs that are “not usually available in sufficient quantity or quality”
- Bilingual and cultural programs and projects
- Enrichment programs for problem solving/cognitive skills development
- Programs for Indian students to go on to Institutions of Higher Education.”
- Programs to assist Indian students to stay in school, or to reenter school to graduate.
- Career preparation programs support--Carl D. Perkins Career and Technical Education Act of 2006.
- Programs for public school and private business for career preparation.
- Curricula and education opportunities leading to student success.
- Culturally related “activities” that support academic programs



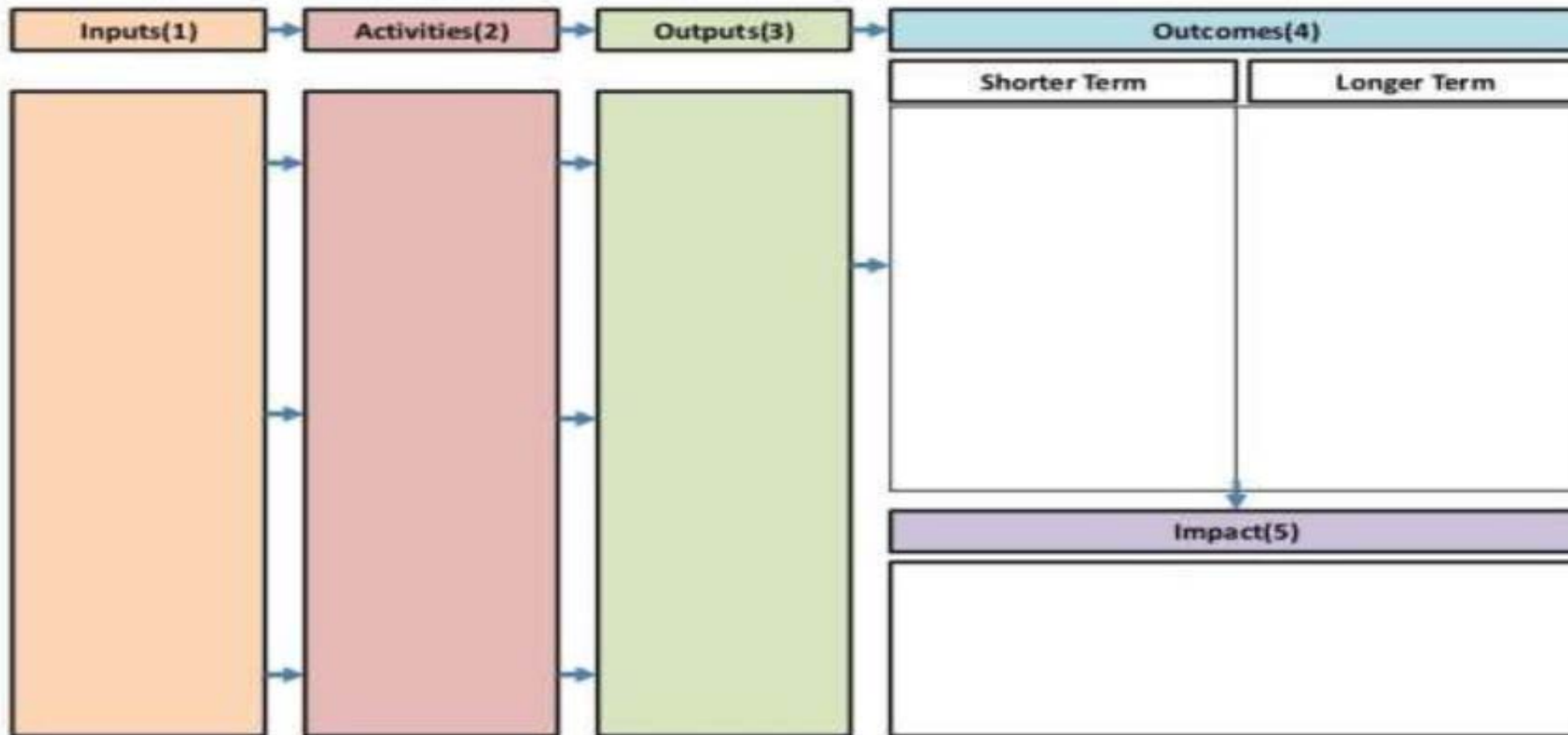
# Martinez Yazzie Requirements



# Logic Model-Program Action



# Logic Model-Sample



# Systemic Framework Elements-Handout



## /Indian Education Act: Needs Assessment-Systemic Framework Reference Chart

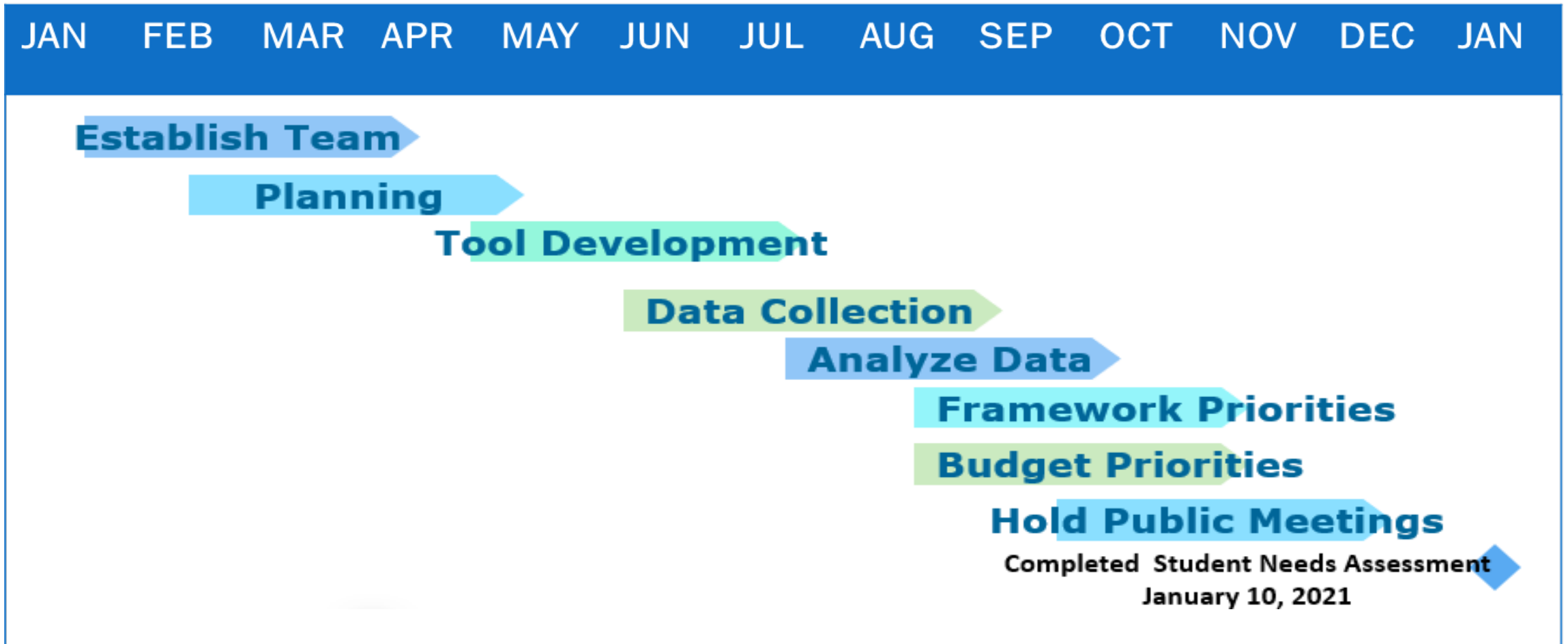
*This chart is a quick reference guide for the IEA Needs Assessment-Systemic framework to include programs, services, culturally relevant activities and professional development that need to be provided to improve Indian education*

### Using the resources given:

- Build your own academic framework
- Select a notetaker
- Select a group spokesperson to report/ share out.

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 educational 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?

# Suggested Timeline



# Resources

- *Culturally and Linguistically Responsive Guidance Handbook*. (2020, June). Santa Fe, NM: Language and Culture Division, New Mexico Public Education Department. Retrieved from <https://webnew.ped.state.nm.us/bureaus/languageandculture/culturally-and-linguistically-responsive-instruction/>
- Identity, Equity and Transformation (IET) Team (2020). *Martinez and Yazzie Consolidated Lawsuit*. Santa Fe, NM: Language and Culture Division, New Mexico Public Education Department. Retrieved from [https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/M\\_Y-NMPED-Update.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/M_Y-NMPED-Update.pdf)
- *Tribal Education Status Report: 2018-2019*. Santa Fe, NM: Language and Culture Division, New Mexico Public Education Department Retrieved from [https://webnew.ped.state.nm.us/wp-content/uploads/2020/01/IED\\_2018\\_2019\\_TESR\\_IEA.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/01/IED_2018_2019_TESR_IEA.pdf)
- Corporation for National and Community Service. (n.d.). *How to develop a Program Logic Model*. Retrieved from <https://www.nationalservice.gov/sites/default/files/upload/OpAC%20Logic%20Model%20draft%20in%20progress.pdf>
- W.K. Kellogg Foundation Logic Model Development Guide. (2004). Retrieved from <https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide>

# Any Questions?

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# WEEAC Evaluation



## Direct Link

- August 19-20 training link:

<https://www.surveygizmo.com/s3/5386118/NMPED-8-19-20-2020>



# Reflection

What challenges do you face as you develop an accountability framework for your setting?

Other Questions?



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