Indian Education Act: Needs Assessment-Systemic Framework Cesar Chavez Community School

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?** 114 of hours of Professional Development. **What kinds of professional development should be in place?** Add additional PD specific to supporting Native students.
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;	N/A
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?** Small class sizes, low threshold high ceiling, one on one instruction and tutoring. We offer remedial support in small Read 180 classes and Resource Math. **What is not available?** We are a small school focused on interventions and do not have School Sports, certain clubs **Why?** We have tried to integrate more clubs and sports in the past and there was little to no student interest at those times.
Bilingual/bicultural programs	**(5)** Bilingual and bicultural programs and projects;	**What is in place?** - Currently offering ELD and ELL classes in the master schedule. - Students also have access to Language Tree and ESL support during 4th period. - Adding the bilingual seal pathway **What is needed?** - Bilingual and Bicultural Projects -Contacts for certifying native language proficiency
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?** Dual Credit Courses. CTE Courses
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?** 73% of 2022-23 Seniors enrolled at CNM. Post Grad Survey Data shows that 57% of Graduates are registered in college as of October 2023. 5 of 31 Graduates (or 16%) are Native. Out of those 5 graduates, 50% are registered at CNM and 1 was unable to be reached to answer the survey. **What strategies seem to work?** Wrap around supports to help stabilize barriers and then work toward building a bridge with Dual Credit enrollment where possible. What is not as effective? PR Campaigns.
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	As a charter high school that focuses on re-engagement, we prefer to look at graduation recovery rates rather than mobility which tends to be high for re-engagement students overall due to out of school factors.
Career Technical Education programs	**(9)** 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;	
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	CCCS offers a Work Experience Program. We would like to further development more internship/apprenticeship opportunities for students.
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? CCCS uses low threshold, high ceiling philosophy to make sure we meet every student where they are at and allow access to students at all levels while supporting students to reach college level skills and learning.
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;	
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.` NMSA 1978;	**What activities/programs are in place now?** Bilingual seal is now in place and we are working on finding native language contacts to certify potential native language speakers through the Bilingual seal program.
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	
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? - Dropout Rate as of 11/6/2023 7% (2 out of 29) In contact with one of the two.
Counseling	**(2)** Comprehensive guidance and counseling services;	**What do counseling and guidance services look like now?** National rates of student to counselor ratios recommend 250 students to 1 Counselor. CCCS currently has 184 students to 1 Counselor.
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?** CCCS utilizes a school-wide staff Mentoring program where every staff has 7-10 students/families assigned to them. The mentor builds relationship through weekly phone calls to students and biweekly to monthly calls to parents. Also Quarterly parent report card meetings and mid-qtr progress meetings. This program is consistently reported by students and parents to be very helpful and has become a backbone of services and relationship building.
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?** National rates of student to counselor ratios recommend 250 students to 1 Social Worker. CCCS currently has approximately 90-100 students to 1 Social Worker. This is an important service to provide needs for students. We also do a survey of needs each year.
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?** Read 180. Daily one-on-one Tutoring with highly qualified tutors.