Long Term Outcomes (15-25) (LTO)

IMO-01: Improved results in student achievement
IMO-02: Increased use of education services
IMO-03: Improved access for children, students and families to:
  1) Indigenous language, culture and land-based education programming
  2) Tailored support services
  3) Programming that meets delivery standards
  4) Early childhood development programs
IMO-04: Improved support and training for teachers and faculty

Intermediate Outcomes (5-15) (INO)

INO-01: Indigenous students achieving improved outcomes at all levels and in all areas of formal education
INO-02: Improved experiences in education institutions
INO-01: Indigenous students achieving improved outcomes at all levels and in all areas of formal education
INO-02: Improved experiences in education institutions
INO-03: Indigenous students achieving improved outcomes at all levels and in all areas of formal education
INO-04: Improved experiences in education institutions

Immediate Outcomes (0-5 years) (IMO)

IMO-01: Improved support and training for teachers and faculty
IMO-02: Increased use of education services
IMO-03: Improved access for children, students and families to:
  1) Indigenous language, culture and land-based education programming
  2) Tailored support services
  3) Programming that meets delivery standards
  4) Early childhood development programs
IMO-04: Improved support and training for teachers and faculty

Activities/Outputs (On-going) (A/O)

A/O-01: Coordination between Indigenous governments/organizations, school boards, relevant partner organizations and other governments
A/O-02: Ongoing data gathering, monitoring and evaluation of initiatives
A/O-03: Key indicators and data are reviewed between governments at regular, agreed intervals
A/O-04: Determination of whether to scale-up successful initiatives

Input (IN)

IN-01: Financial resources
IN-02: Human resources & leadership
IN-03: Agreements, policies, framework, guidelines, reports & data

Assumptions:
- Indigenous Government initiatives are culturally relevant and reflect community needs.
- Gaps in education may be influenced by other areas of social well-being.
- Initiatives will be targeted at outcomes.
- Activities/outputs should be flexible to reflect Indigenous Government-specific initiatives.
- Teachers and faculty may include families as early educators.

External influences:
- Education gaps may be influenced by other areas of social well-being (e.g. infrastructure, housing); it may be difficult to attribute successes and challenges in outcomes of initiatives.
- Stability of national economic conditions will influence outcomes.

Risks:
- Timely release and coordination of fiscal policy gap-closing processes including securing funding, and agreeing on performance measurement objectives.
- Use of logic model as an evaluative tool requires supporting data.
- Long-term capacity, momentum, and support for fiscal policy will be required for long-term outcomes.