



# NEW MEXICO

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## Public Education Department

Request for Application #20-92400-00002

Multilingual STEM Experiences for Students

**RfA Released: December 9, 2019**

**Deadline for Submission:**

**January 13, 2020 at 5:00 pm Mountain Daylight Time**

Mayra Valtierrez, Director of Language and Culture

**Language and Culture Division**

New Mexico Public Education Department

300 Don Gaspar Ave. Room 2

Santa Fe, NM 87501

Phone: 505-827-6667

Email: [Mayra.Valtierrez@state.nm.us](mailto:Mayra.Valtierrez@state.nm.us)

## Multilingual STEM Experiences for Students

### REQUEST OVERVIEW

This request for application (RfA) is issued to provide enriching multilingual science, technology, engineering, and mathematics (STEM) learning experiences for students within the state. Grants will be made available to New Mexico school districts and charter schools, institutions of higher education, including community colleges, community organizations, including non-profit organizations, or regional educational cooperatives to establish educational programs that will provide multilingual STEM experiences for students in districts and charters schools.

This RfA does not constitute an award. This RfA is designed to support effective multilingual STEM experiences with culturally and linguistically responsive (CLR) pedagogy. Up to a total of sixty thousand (\$60,000.00) in competitive grants are available to applicants to:

- Reinvigorate STEM education by providing differentiated multilingual educational opportunities for students to enhance their academic excellence, socio-cultural competence, and critical consciousness
- Cultivate the academic engagement of multilingual learners by providing a multilingual STEM learning experience
- Create comprehensive CLR instructional approaches to validate, affirm, build and bridge the experiences of multilingual learners in STEM education
- Ensure that multilingual learners receive equitable access to STEM learning experiences
- Build educational experiences for multilingual students that allow students to develop language and STEM skills jointly
- Engage culturally and linguistically diverse parents and community effectively in multilingual students' STEM experiences

### APPLICATION SUBMISSION TIMELINE

Date	Action	By Whom
December 9, 2019	Request for Applications Released	NMPED
December 9 - January 13, 2020	Application Development	Applicant
December 9 - December 27, 2019	Open Consultation for Applicants	NMPED
January 13, 2019	Application Submission	Applicant
January 14, 2020- January 24, 2020	Application Review Period	Review Team
January 27, 2020	Notification of Award	NMPED

Applications must be submitted via email\* to [language.culture@state.nm.us](mailto:language.culture@state.nm.us) by 5:00 pm Mountain Daylight Time (MDT) on January 13, 2020.

\* Any applications not submitted to [language.culture@state.nm.us](mailto:language.culture@state.nm.us) will not be considered for funding.

## EXPLANATION OF EVENTS

**Issuance of RfA:** This RfA is being issued on behalf of the New Mexico Public Education Department (NMPED) on the date specified in the above timeline.

**Consultation for Applications:** Potential applicants may request a 15-20 minute consultation from the Language and Culture Division (LCD) by sending an email to [Mayra.Valtierrez@state.nm.us](mailto:Mayra.Valtierrez@state.nm.us). Potential grantees should collect all the questions and concerns regarding the application prior to the consultation to receive the most out of this time.

**Submission of Applications:** All applications must be received for review by January 13, 2020 at 5:00pm MST. Applications received after this time will not be accepted.

**Review of applications:** The Review Committee will perform an objective evaluation. Each assigned reviewer will have a broad level of knowledge and experience with culturally responsive education and STEM education. Reviewers will be highly familiar with New Mexico's education system and the diversity across the state. The process will take place as indicated in the timeline. During this time, NMPED may initiate discussions with applicants for further clarifications. Discussions may not be initiated by applicants.

**Notification of Award:** NMPED will work directly with successful grantees to establish contract terms leading to the execution of an Intergovernmental Agreement (IGA) or issuance of an award letter. The funding will be awarded to the applicants whose proposals are most advantageous to multilingual learners, the State of New Mexico, and the NMPED. The award is subject to appropriate NMPED and State approval and both entities reserve the right to not fund any of the applications, if none are judged to be advantageous and/or do not score sufficiently.

## ALIGNMENT REQUIREMENTS

1. New Mexico Public Education (NMPED) Mission: The NMPED partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.
2. NMPED Vision: Students in New Mexico are engaged in a CLR educational system that meets the social, emotional, and academic needs of ALL students.
3. CLR: Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.
4. NMPED Core Values: Student Centered, Responsive, Collaborative, Transformative, Innovative, and Reflective.
5. New Mexico STEM Ready! Science Standards – <https://webnew.ped.state.nm.us/bureaus/math-science/nm-stem-ready-science/nm-stem-ready-science-standards/>

## ELIGIBLE APPLICANTS

The applicant must be a

- New Mexico public school district and charter school;
- New Mexico institution of higher education, including community colleges;
- Community organization, including non-profit organizations; or

- New Mexico regional educational cooperative.

#### LEVEL OF FUNDING:

For fiscal year 2020, NMPED intends:

Applicants will receive one award. Current and continued funding for this project will depend on annual legislative appropriations and program performance.

Funds will be utilized for the cost of establishing multilingual STEM experiences for students, such as professional development, curriculum design, transportation, lodging, stipends, and other program related costs.

Funds made available under this grant shall be used to supplement, and not supplant, any other federal state, or local education funds.

#### LENGTH OF FUNDING

The resulting contract shall begin upon execution of an Intergovernmental Agreement (IGA) between NMPED and successful applicants, or an award letter in the case of districts and charter schools, and is intended to continue through the proposed project period, but not longer than June 30, 2020. The NMPED reserves the right to terminate any award that does not meet the requirements as defined by the guidelines governing the program or otherwise provided in an executed IGA or award letter.

#### FUNDED PROJECTS/PROGRAMS:

Applications must demonstrate alignment with NMPED Vision, Mission, Core Values, and be CLR. CLR is an example of a holistic approach that promotes cognitive and socio-emotional well-being of ALL students. CLR creates foundations to promote barrier-free school and classroom environments for ALL students. CLR is a key to ensure equity for all students to reach equal goals.

The following supporting areas that may be used as alignment to providing a multilingual STEM education program. Best practices of CLR inform educators to utilize all resources to create school and classroom cultures that prioritize

- **inclusiveness** of every student,
- **validation and affirmation** of every culture and language,
- positive **connections between academic content and student culture**,
- emphasis on **socio-emotional development** of every student, and
- the belief that any student can premise **high academic expectations** regardless of any culture or language.

#### PROJECT/PROGRAM MANAGEMENT:

NMPED will manage the progress of the projects/programs. The program contact as follows:

Mayra Valtierrez, Director of Language and Culture- [Mayra.valtierrez@state.nm.us](mailto:Mayra.valtierrez@state.nm.us)

**APPLICATION CRITERIA**

1. Applications are limited to five pages.
2. Section 3 (supporting documents) is not included in the page limit.
3. Applicants may use the template below by copy-pasting into a new Microsoft Word document to include their information (boxes auto-expand).
4. Applications to be considered must include the following sections:

- Section 1.A. Applicant Information and Service Area Demographics
- Section 1.B. Projected short-term and long-term goals and outcomes
- Section 1.C. Proposed Impact
- Section 1.D. Coordination and Sustainability
- Section 1.E. Timeline
- Section 1.F. Monitoring and Data Collection
- Section 2.A. Budget
- Section 3.A. Provide any supporting documents that may strengthen the application.

**SCORING AND RUBRIC**

Section 1: Applicant must provide information about current work aligned with CLR multilingual education; information on multilingual students that are served under this project; projected short-term and long-term outcomes for the extracurricular multilingual STEM education program; measurable objectives, coordination and sustainability, a timeline, and success measurement plan for the program.	Section 1.A.	Applicant Information and Service Area Demographics	5 Points
	Section 1.B.	Projected short-term and long-term goals and outcomes	10 Points
	Section 1.C.	Proposed Impact	5 Points
	Section 1.D.	Coordination and Sustainability	5 Points
	Section 1.E.	Timeline	5 Points
	Section 1.F.	Monitoring and Data Collection	5 Points
Section 2: Multilingual STEM experiences budget: Provide a budget that details the requested funding for the first year of the program.	Section 2.A.	Budget	15 Points
Section 3: Provide any documents that may strengthen the application.	Section 3.A.	Provide any documents that may strengthen the application.	Not Scored
<b>TOTAL</b>			<b>50 Points</b>

Accepted applications will be scored by the review team using this rubric:

<b>Strong evidence (50 points)</b>	<b>Moderate Evidence (35 points)</b>	<b>Limited Evidence (20 points)</b>	<b>Insufficient Evidence (10 points)</b>
Project narrative provides a robust, detailed, and specified explanation for the role of multilingual STEM experiences in increasing the academic achievement of multilingual students	Project narrative provides a brief explanation for the role of extracurricular multilingual STEM experiences in increasing the academic achievement of multilingual students	Project narrative provides a limited explanation for the role of multilingual STEM experiences in increasing the academic achievement of multilingual students	Project narrative lacks the explanation for the role of multilingual STEM experiences in increasing the academic achievement of multilingual students
Project narrative provides a robust, detailed, and specified explanation for the role of multilingual STEM experiences in providing resources to establish equity in STEM education	Project narrative provides a brief explanation for the role of multilingual STEM experiences in providing resources to establish equity in STEM education	Project narrative provides a limited explanation for the role of multilingual STEM experiences in providing resources to establish equity in STEM education	Project narrative lacks the explanation for the of multilingual STEM experiences in providing resources to establish equity in STEM education
Project narrative provides a robust, detailed, and specified explanation for the role of the multilingual STEM experiences in building differentiated educational opportunities for multilingual students to better acquire language and STEM skills jointly.	Project narrative provides a brief explanation for the role of multilingual STEM experiences in building differentiated educational opportunities for multilingual students to better acquire language and STEM skills jointly	Project narrative provides a limited explanation the of multilingual STEM experiences in building differentiated educational opportunities for multilingual students to better acquire language and STEM skills jointly	Project narrative lacks the explanation for the role of multilingual STEM experiences in building differentiated educational opportunities for multilingual students to better acquire language and STEM skills jointly

**REPORTING:**

Successful grantees will work together with NMPED to establish a reporting schedule focused on the progress towards projected outcomes and project budgeting aligned to project goals and requirements.

<i>Applicants may use the following template or use their own format.</i>
<p>Section 1.A: Applicant Information and Service Area Demographics (5 POINTS)</p> <ul style="list-style-type: none"> <li>• Applicants current work aligned with CLR multilingual STEM programs</li> </ul>
<p>Section 1.B: Projected Short / Long Term Goals and Outcomes (10 POINTS)</p> <p>Provide short and long term outcomes for the multilingual STEM experiences. Describe how the activities will meet the goals of increasing the academic achievement in STEM education for multilingual students, in providing resources to establish equity in STEM education, and building differentiated educational opportunities for multilingual students to better acquire language and STEM skills at the same time.</p>
<p>Section 1.C: Proposed Impact- (5 POINTS)</p> <ul style="list-style-type: none"> <li>• Describe how this funding will reinvigorate multilingual students’ academic achievement, identity development, and college and career readiness.</li> <li>• Describe how this funding will utilize best practices that ensure CLR and teaching.</li> </ul>
<p>Section 1.D: Coordination and Sustainability (5 POINTS)</p> <ul style="list-style-type: none"> <li>• What programs are offered to bolster STEM education of multilingual students?</li> <li>• Applicant demonstrates how existing resources/partnerships and funds will be leveraged to support the multilingual STEM experiences.</li> </ul>
<p>Section 1.E: Timeline (5 POINTS)</p> <p>Applicant proposes a realistic and specific timeline of activities that will help guide them through implementation.</p>
<p>Section 1.F. Monitoring and Data Collection (5 POINTS)</p> <p>Applicant describes how the project will be monitored, what type of data will be collected, and how data will be used to measure success and areas of improvement throughout the life of the program.</p>
<p>Section 2.A: Description- Budget (10 POINTS)</p> <p>Applicant proposes a cost-effective budget that directly links costs to proposed activities.</p>
<p>Section 3.A: Supporting Documents (NO POINTS)</p> <p>Provide any documents that may strengthen the application.</p>