



IEA RFA training/ application updates

Indian Education Division

April 2021

Agenda

- Review changes/updates for FY21-22 IEA application.
- Verify SharePoint access and password.
- The purpose of the online grants management system.
- Accessing the system.
- Tasks the user will complete within the system.
- Dive into how to use the system.

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Important Dates:

ACTION	RESPONSIBLE PARTY	DUE DATE
Issue RFA	PED	April 16, 2021
Deadline to submit written questions	Potential applicants	April 30, 2021
Response to questions	PED	May 7, 2021
Submission of applications	Potential applicants	May 14, 2021
Evaluation of applications	Review panel	May 17, 2021-May 21, 2021
Selection of grantees	Review panel	May 24, 2021
Finalize contractual arrangements	PED and grantees	June 1, 2021-June 30, 2021
Award letters issued by	PED and grantees	July 1, 2021

PURPOSE OF THIS REQUEST FOR APPLICATION

- This Request for Applications (RFA) is issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act.
- Grants will be made available to tribal departments of education, local education agencies (LEAs) including state-chartered charter schools, and locally-chartered charter schools, serving significant numbers of Native American students through programs and services aligned to NMSA 1978, Sections 22-23A-1 through 22-23A-11.

RFA FOCUS

A. The systemic framework shall include programs, services, culturally relevant activities and professional development that need to be provided to improve Indian education in the State.

B. 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:

C. Culturally related activities



Funding Strategies and Programs

- Applications must demonstrate alignment with the IEA's Systemic Framework, and PEDs priority area one.
- Applicants may select any other priorities as two, three, or four as an alignment to the applicants proposed program(s):



Level of Funding

Currently pending as Governor
signed state budget 4/9/2021

PRIORITY 1-COLLEGE, CAREER AND LIFE READINESS

- K-12 public education prepares students to have the necessary knowledge and skills to participate in a rapidly-changing, democratic society by successfully transitioning to a post-secondary institution without needing remedial coursework, entering the workforce and competing in the labor market, and aligning interests to the career of the student's choice and living fulfilling lives.
- Alignment to the Indian Education Act: NMSA 1978, Section 22-23A-11 Systemic Framework Elements

** Must select at least 2 to 3 of the outcomes for data collected from the PED**

PRIORITY 1-COLLEGE, CAREER AND LIFE READINESS

Outcomes or data that can be collected from the PED

1. Increased graduation rates
2. Increased attendance
3. Increased dual enrollment
4. Increased student achievement
 - a. Math
 - b. Reading
 - c. Science
5. decrease in dropout rates
6. number of students who are in CT classes and or increased numbers in CT

Outcomes or data that can be collected from applicant

1. Increase participation at financial aid workshops
2. Increase FAFSA completions
3. Increase scholarships
4. Increase local employment-CTE
5. Increase attendance at college fairs
6. outcomes for parent involvement
7. Post school outcomes
8. follow-up surveys on academic achievements of graduates
9. Numbers of students in honors classes
10. Number of students who have taken ACT/SAT/PSAT
11. % of students requiring English/math remediation in college
12. Increased scores on performance based assessments
13. Enrollment in advanced math or science increased from prior year

PRIORITY 2-CULTURALLY AND LINGUISTICALLY RELEVANT EDUCATION AND SOCIAL AND EMOTIONAL LEARNING

- Social and emotional learning provides the foundation for students to develop social skills (empathy, reflection, cooperation, interpersonal skills, communication), academic behaviors (attendance, academic purpose, self-guided learning, participation), and an academic mindset (belonging, belief in one self, and value in work, meaningful learning). These are critical success factors to improving academic and life outcomes.
- Alignment to the Indian Education Act: 22-23A-11 Systemic Framework Elements

PRIORITY 2-CULTURALLY AND LINGUISTICALLY RELEVANT EDUCATION AND SOCIAL AND EMOTIONAL LEARNING

Outcomes/data that can be collected from the NMPED	Outcomes/Data that can be collected from applicant
<ol style="list-style-type: none">1. Increased graduation rates2. Increased attendance3. Increased dual enrollment4. Increased numbers in higher numbers of courses/AP5. Increased student achievement<ol style="list-style-type: none">a. Mathb. Readingc. Science6. Numbers of students in honors classes	<ol style="list-style-type: none">1. Parent and Community involvement2. Increased numbers of students in program

PRIORITY 3- CULTURE AND IDENTITY DEVELOPMENT

- Programs that provide opportunities for students to participate in activities that reflect their unique cultural and linguistic heritages, and that are centered on student strengths and needs, and incorporate student voice into the design of curriculum. Programs must be grounded in the context of the student's community, language, and culture.
- Alignment to the Indian Education Act: 22-23A-11 Systemic Framework Elements

PRIORITY 3- CULTURE AND IDENTITY DEVELOPMENT

Outcomes or data that can be collected from the PED

Outcomes or Data that can be collected from applicant

1. Increase in the Native Languages strand of the bilingual seal (culture)
2. Decrease of student infractions (identity)

1. Parent and Community involvement
2. Trainings held to staff and students
3. number of activities, and #'s attended

PRIORITY 4-INCREASING ACCESS TO NATIVE AMERICAN LANGUAGE PROGRAMS

- Programs that provide Indigenous Language programs within the community or school that are accessible to students on a regular basis and grounded in the context of the community and approved by the tribe in which the program represents. Indigenous language programs should set goals for students that are aligned with the LEA, Charter and Tribes overall Indigenous Language Program goals. If your district or charter receives funding from the Bilingual Multicultural Education Act, please provide a justification on how the IEA funding will be used above and beyond to support a Native American Language Program.
- Alignment to the Indian Education Act: 22-23A-11 Systemic Framework Elements

PRIORITY 4-INCREASING ACCESS TO NATIVE AMERICAN LANGUAGE PROGRAMS

Outcomes/data that can be collected from the NMPED	Outcomes/Data that can be collected from applicant
<ol style="list-style-type: none">1. Increased number of NALC in District/Charter School2. Increased retention rates	<ol style="list-style-type: none">1. Increase in number of students who learn a native language (pre/post-tests)2. Increase in knowledge of culture (pre/post- tests)3. Increase in participation rates from prior years4. Parent and Community involvement

SCORING GUIDELINES

Project Narrative: Provide a detailed narrative illustrating the community need for the program, the program's alignment with the Tribe/Pueblo/District/Charter strategic plan, planned activities and timeline, and project partners.

Describe how the proposed program meets the goals of the IEA and how it aligns with NMPED high priority areas, including culturally and linguistically relevant programs, programs that support college and career readiness, and programs that support social emotional learning, culture, and identity development. Describe the extent to which the Tribe, Pueblo, Nation, District, or Charter serves Native American students and the unique needs faced by these students. Indicate whether the program will serve low-income students, students with disabilities, and English language learners as applicable. (40 points)



SCORING GUIDELINES

Project Outcomes and Measurement Plan: Provide the intended short-term and long-term outcomes of the program, measurable objectives, numbers of students served under the proposed program, and a plan to measure the success of the program. (30 points)

Project Budget: Provide a budget that details the requested funding for the first year of the program. Use the online form included in the IED grant management. (15 points)



SCORING GUIDELINES

Support Documents: Provide any additional information that documents community support of the program (e.g. letters of support, community engagement activities, meeting minutes, etc.) and that furthers NMPED's understanding of your proposal. (10 points)

District Assurances: Provide a signed agreement with the assurances included within the online management system. (5 points)



Welcome!

Click on the link provided below
[IED Grants Management System](#)

Please save the URL to your favorites

[Password Retrieval Link](#)

If you do not remember your password

SharePoint Login Page

Step 1: Click on drop down arrow

Step 2: Select Windows Authentication

Step 3: Enter STARS Username & Password

Sign In

Select the credentials you want to use to logon to this SharePoint site:

1

Sign In

Select the credentials you want to use to logon to this SharePoint site:

Windows Authentication
Forms Authentication

2

Authentication Required

http://webed.ped.state.nm.us is requesting your username and password.

User Name:

Password:

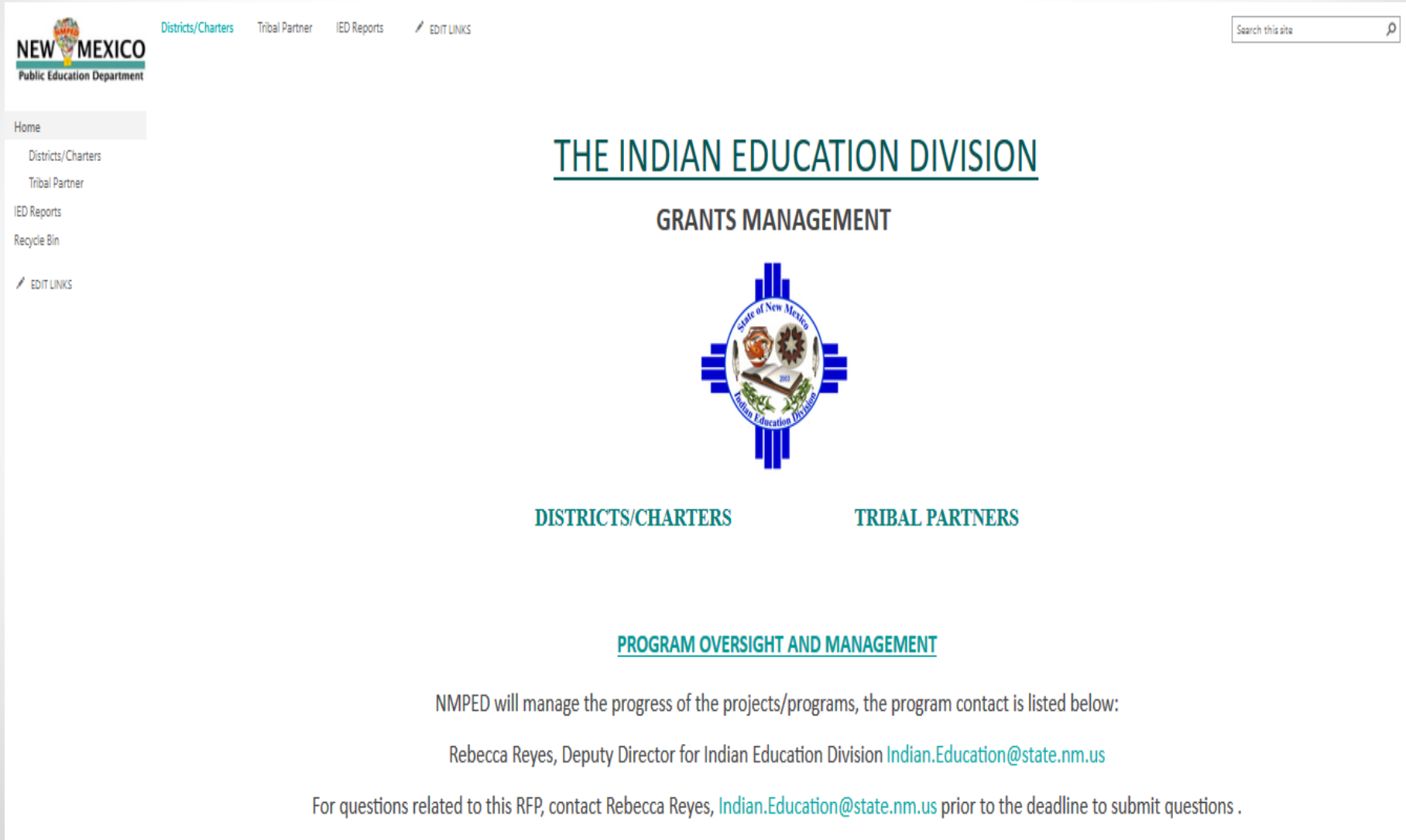
OK Cancel

3

NOTE: SharePoint login may look different depending on browser

Home Page

Step 1: Click on District/ Charter or Tribal Partners



The screenshot shows the New Mexico Public Education Department website. The header includes the state logo and navigation links for Districts/Charters, Tribal Partner, IED Reports, and EDIT LINKS. A search bar is located in the top right corner. The main content area features the title "THE INDIAN EDUCATION DIVISION" underlined, followed by "GRANTS MANAGEMENT". Below this is the Indian Education Division logo, which is a circular emblem with a cross-like border, containing the state seal and the text "State of New Mexico" and "Indian Education Division". Under the logo are two buttons: "DISTRICTS/CHARTERS" and "TRIBAL PARTNERS". Below these buttons is the underlined heading "PROGRAM OVERSIGHT AND MANAGEMENT". The text below states: "NMPED will manage the progress of the projects/programs, the program contact is listed below: Rebecca Reyes, Deputy Director for Indian Education Division Indian.Education@state.nm.us". At the bottom, it says: "For questions related to this RFP, contact Rebecca Reyes, Indian.Education@state.nm.us prior to the deadline to submit questions .".

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Public Education Department

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- [Tribal Partner](#)
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- [Recycle Bin](#)
- [EDIT LINKS](#)

THE INDIAN EDUCATION DIVISION

GRANTS MANAGEMENT



[DISTRICTS/CHARTERS](#) [TRIBAL PARTNERS](#)

PROGRAM OVERSIGHT AND MANAGEMENT

NMPED will manage the progress of the projects/programs, the program contact is listed below:

Rebecca Reyes, Deputy Director for Indian Education Division Indian.Education@state.nm.us

For questions related to this RFP, contact Rebecca Reyes, Indian.Education@state.nm.us prior to the deadline to submit questions .

District/Charter or Tribal home page

Either page will redirect to this page.

Step 1: Click on Complete Grant Application



The screenshot shows the New Mexico Public Education Department website. The header includes the state logo and navigation links for Districts/Charters, Tribal Partner, IED Reports, and EDIT LINKS. A search bar is located in the top right corner. The main content area features the heading "THE INDIAN EDUCATION DIVISION" underlined, followed by "GRANTS MANAGEMENT". Below this, there are three main links: "Complete Grant Application", "Indigenous Education Initiative - RFA", and "Mid-Year, End-Of-Year Updates". A secondary navigation menu on the left side of the page lists Home, Districts/Charters (highlighted), Tribal Partner, IED Reports, Recycle Bin, and EDIT LINKS.

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Public Education Department

[Districts/Charters](#) [Tribal Partner](#) [IED Reports](#) [EDIT LINKS](#)

Search this site

Home
Districts/Charters
[Tribal Partner](#)
[IED Reports](#)
[Recycle Bin](#)
[EDIT LINKS](#)

THE INDIAN EDUCATION DIVISION

GRANTS MANAGEMENT

[Complete Grant Application](#)

[Indigenous Education Initiative - RFA](#)

[Mid-Year, End-Of-Year Updates](#)

District/Charter or Tribal List Home page

You will only have access to your district/charter.

Purpose of RFA

Level of Funding

Timeline

Scoring guidelines

Step 1: Click edit button to enter application.

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Public Education Department

[Districts/Charters](#) [Tribal Partner](#) [IED Reports](#) [EDIT LINKS](#)

Home
[Districts/Charters](#)
[Tribal Partner](#)
[IED Reports](#)
[Recycle Bin](#)

THE INDIAN EDUCATION DIVISION

Edit	School Name	District/Charter ID	School Year	IED Contact
	ALBUQUERQUE PUBLIC SCHOOLS	001	2020-2021	

[EDIT LINKS](#)

Application Home page

Step 1: Required fields to be completed

Step 2: Links to download documents

Step 3: Click here to add content to subsections

SharePoint

BROWSE EDIT

Home

Districts/Charters

Tribal Partner

EDIT LINKS

DISTRICTS/CHARTERS REQUEST FOR APPLICATION

School Name: AZTEC MUNICIPAL SCHOOL

District/Charter ID: 064

School Year: 2019-2020

Primary User: Kimberly Zalt

Status: Incomplete - The application is started but not finished

SED Contact: Do Ana Calabaza

Superintendent Name:

Superintendent Email:

Phone Number:

Address:

SED Coordinator Name:

SED Coordinator Email:

Comments:

Created at 6/6/2019 10:09 AM by Sriram Venkatesh
Last modified at 6/25/2019 4:26 PM by Sriram Venkatesh

Save and Continue Cancel

Resources - Application Files

Districts/Charters Program Assurances - (5 points)

Request for Application Overview

Program Demographics

Edit Anticipated number of American Indian Students to be served Business Manager Name District American Indian Enrollment Number of Schools to be Served Principal Name Total Dist

There are no items to show in this view of the "District Program Demographics" list.

Add District Program Demographics

Project Narrative - (40 points)

Edit Priority Detail Narrative Describe how the proposed program meets the goals of the EA Describe the extent to serve Native American students Indicate whether the program will serve low-income


There are no items to show in this view of the "District Program Project Narrative" list.

Add Program Project Narrative


Project Outcomes and Measurement Plan - (30 points)

Edit Provide the intended short-term and long-term outcomes of the program Provide measurable objectives Provide numbers of students served under the proposed program Provide a plan to meas


There are no items to show in this view of the "Project Outcomes and Measurement Plan" list.



1



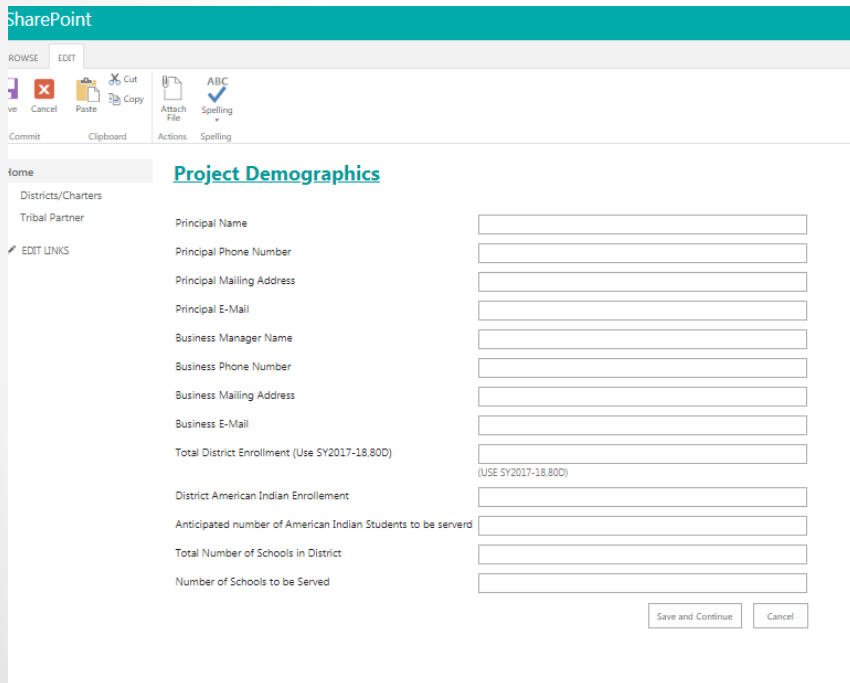
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3

Fill out all fields on form and click save

For District/Charter Use



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Home

Project Demographics

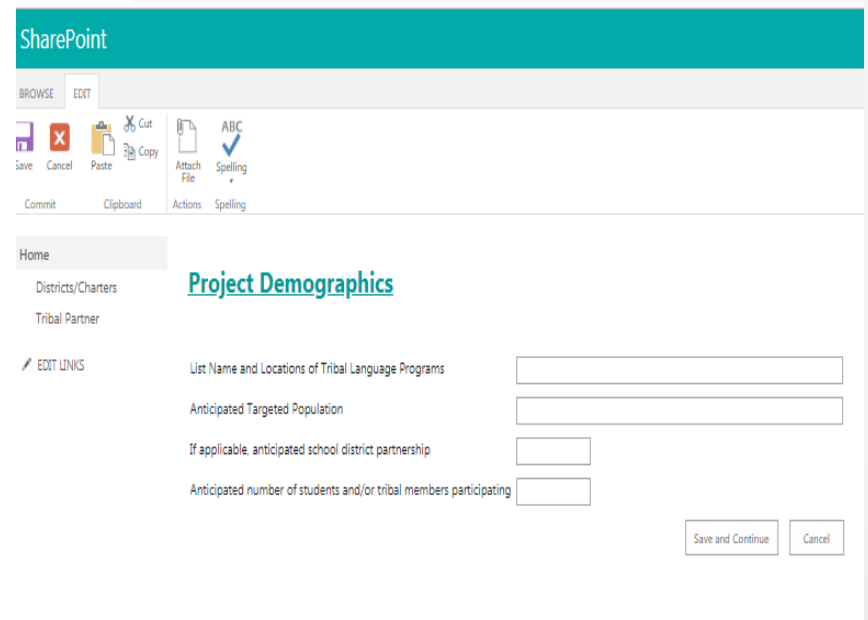
Districts/Charters
Tribal Partner

EDIT LINKS

Principal Name	<input type="text"/>
Principal Phone Number	<input type="text"/>
Principal Mailing Address	<input type="text"/>
Principal E-Mail	<input type="text"/>
Business Manager Name	<input type="text"/>
Business Phone Number	<input type="text"/>
Business Mailing Address	<input type="text"/>
Business E-Mail	<input type="text"/>
Total District Enrollment (Use SY2017-18,80D)	<input type="text"/>
	(USE SY2017-18,80D)
District American Indian Enrollment	<input type="text"/>
Anticipated number of American Indian Students to be served	<input type="text"/>
Total Number of Schools in District	<input type="text"/>
Number of Schools to be Served	<input type="text"/>

Save and Continue Cancel

For Tribal Use



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Home

Districts/Charters
Tribal Partner

Project Demographics

EDIT LINKS

List Name and Locations of Tribal Language Programs	<input type="text"/>
Anticipated Targeted Population	<input type="text"/>
If applicable, anticipated school district partnership	<input type="text"/>
Anticipated number of students and/or tribal members participating	<input type="text"/>

Save and Continue Cancel

Fill out all fields on form and click save

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BROWSE EDIT PAGE

Submit Clipboard Spelling

Home

- Districts/Charters
- Tribal Partner

EDIT LINKS

Project Narrative

Save and Continue Cancel

Priority *

Detail Narrative

Describe how the proposed program meets the goals of the IEA

Describe the extent to serves Native American students

Indicate whether the program will serve low-income students

Save and Continue Cancel

Provide a detailed narrative illustrating the community need for the program, the program's alignment with the Tribe/Pueblo/District/Charter strategic plan, planned activities and timeline, and project partners.

Describe how it aligns with NMPED high priority areas, including culturally and linguistically relevant programs, programs that support college and career readiness, and programs that support social emotional learning, culture, and identity development.

Describe the extent to which the Tribe/Pueblo/District/Charter serves Native American students and the unique needs faced by these students.

Indicate whether the program will serve low-income students, students with disabilities, and English language learners as applicable.

Fill out all fields on form and click save

SharePoint

BROWSE EDIT

Submit Clipboard Actions ABC Spelling Spelling

Home

- Districts/Charters
- Tribal Partner

EDIT LINKS

Project Outcomes and Measurement Plan

Provide the intended short-term and long-term outcomes of the program

Provide measureable objectives

Provide numbers of students served under the proposed program

Provide a plan to measure the success of the program

Save and Continue Cancel

Fill out all fields on form and click save

District Budget Form

SharePoint

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Print Clipboard Actions Spelling

Home

Districts/Charters
Tribal Partner

EDIT LINKS

Project Budget Totals

Total-Personnel	<input type="text"/>
Total- Educational Retirement	<input type="text"/>
Total-Retiree Health	<input type="text"/>
Total - FICA	<input type="text"/>
Total - Medicare	<input type="text"/>
Total - WC Insurance	<input type="text"/>
Total - General Supplies/Instructional Materials	<input type="text"/>
Total - Travel and Training	<input type="text"/>
Total - Travel and training for Student and/or Non-Employee	<input type="text"/>
Total - Contractual Services	<input type="text"/>
Specify general categories for professional development, consultants, and trainers.	
Total - Other purchase Services	<input type="text"/>
Total	<input type="text"/>
Program Signature:	<input type="text"/>
Please Print Your Name (Required Approvals for Proposed Budget)	
Program Date	<input type="text" value="6/28/2019"/>
Business Manager Signature	<input type="text"/>
Please Print Your Name (Required Approvals for Proposed Budget)	
Business Manager Signature Date	<input type="text" value="6/28/2019"/>

Save and Continue Cancel

Tribal Budget Form

Project Budget Totals

Total - Personnel	<input type="text"/>	For each staff person, provide: Position title; please indicate if FTE or PTE, wage rate, annual salary, grant salary for specified programs and why position was not supported by Tribe. (For Example: (1) certified language teacher \$10.00/hr for 203 hours = 10.00 X 203 = \$2,030)
Total - Fringe Benefits	<input type="text"/>	1.)Title, 2.) rate %, 3) wage, 4) cost (For Example: 6% rate = 6% X 2,030 = \$121.8)
Total - Travel, Training, & State Request	<input type="text"/>	Explain need for all travel including required activities by this application. May include conference fees and professional development training costs. Show per diem; mileage allowances, if privately owned vehicles will be used; and other transportation costs and subsistence allowances.
Total - Equipment	<input type="text"/>	1) a description of the equipment, 2) the cost per unit, 3) the number of units, 4) the total cost, and 5) alignment with program plan.
Total - Supplies	<input type="text"/>	computations and provide other information that supports the amount requested.
Total - Contractual	<input type="text"/>	categories for professional development, consultants, and trainers.
Total - Other Purchases Services	<input type="text"/>	This category should be used only when the applicant currently has an indirect cost rates approved by the Tribe. Indirect Cost ___%(up to 5%)
INDIRECT CHARGES	<input type="text" value="0"/>	
Total Project Cost	<input type="text"/>	

Save and Continue Cancel

Fill out all fields on form and click save

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Print Clipboard Actions Spelling

Home

- Districts/Charters
- Tribal Partner

EDIT LINKS

Project Budget Justification

Budget Codes

Budget Amount

Description

Save Cancel

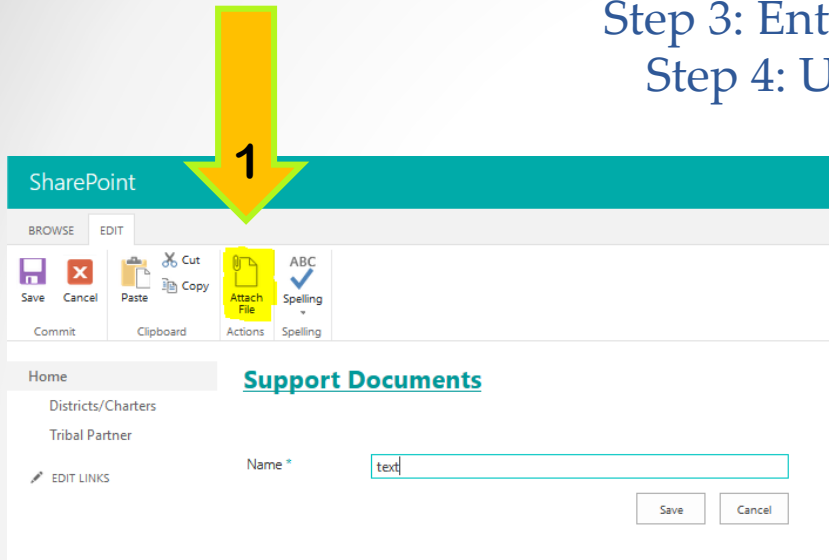
Uploading supporting documents

Step 1: Click attach file

Step 2: Browse and attach file

Step 3: Enter Document title

Step 4: Upload and save



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BROWSE EDIT

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Commit Clipboard Actions Spelling

Home **Support Documents**

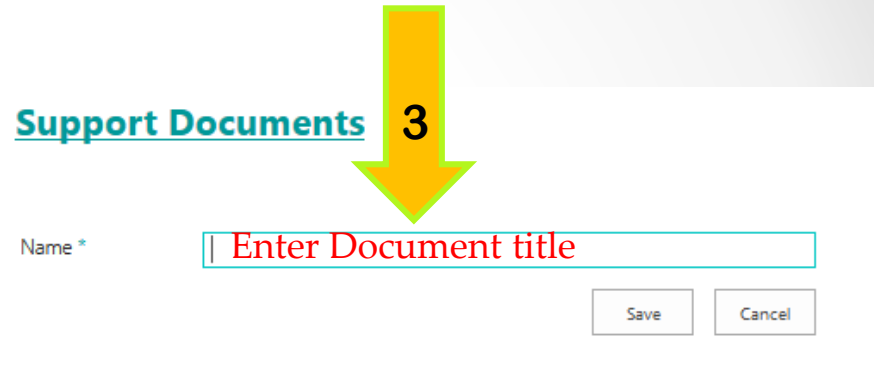
Districts/Charters

Tribal Partner

EDIT LINKS

Name *

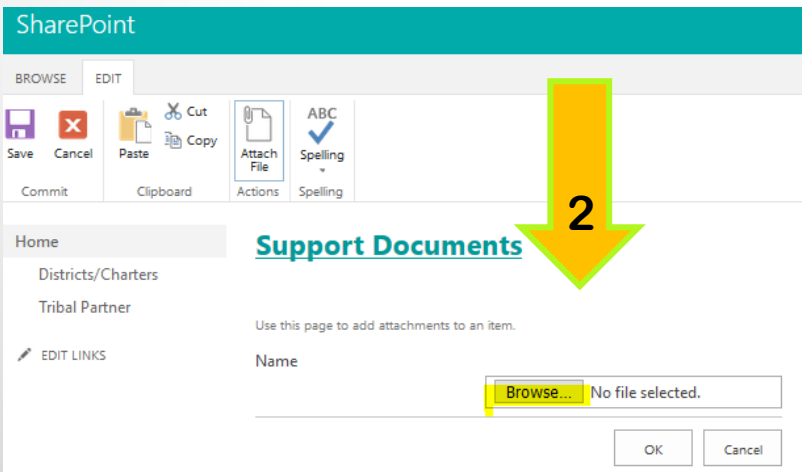
Save Cancel



Support Documents 3

Name *

Save Cancel



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Commit Clipboard Actions Spelling

Home **Support Documents**

Districts/Charters

Tribal Partner

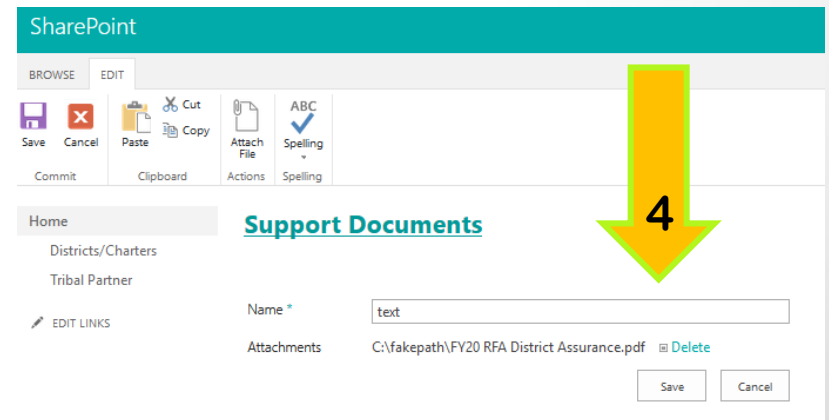
Use this page to add attachments to an item.

EDIT LINKS

Name

No file selected.

OK Cancel



SharePoint

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Save Cancel Paste Copy Attach File Spelling

Commit Clipboard Actions Spelling

Home **Support Documents**

Districts/Charters

Tribal Partner

EDIT LINKS

Name *

Attachments C:\fakepath\FY20 RFA District Assurance.pdf [Delete](#)

Save Cancel

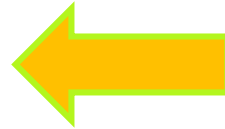
Submit your Application

Application Status

Edit Application Status Modified Modified By


There are no items to show in this view of the

[Submit your Application](#)



SharePoint

BROWSE EDIT

 Save	 Cancel	 Paste	 Cut	 Copy	 Attach File	 Spelling
Commit		Clipboard		Actions		Spelling

Site Contents

Application Status

(None)	▼
(None)	
Submitted	
Re-Submitted	

Save	Cancel
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Questions



For additional questions or support on the online Grant Management system please contact Cassaundra Garcia or Rebecca Reyes at Indian.Education@state.nm.us

Cassaundra 505.500.5152

Rebecca 505.670.3781