



Request for Application Indian Education Act Funding

RFA # 21-92400-00002

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Deadline Date: May 14, 2021

Contact Information:

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

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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

This RFA is focused on the elements in the systemic framework in NMSA 1978, Sections 22-23A-10, and 22-23A-11:

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:

- (1) innovative programs designed to meet the educational needs of educationally disadvantaged Indian students;
- (2) high-quality professional development for teaching professionals and paraprofessionals;
- (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 or disabilities;
- (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;
- (5) bilingual and bicultural programs and projects;
- (6) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards;
- (7) programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education;
- (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;
- (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;
- (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
- (11) rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students.

C. Culturally related activities may include:

- (1) culturally related activities that support the academic program of the public school;
- (2) activities that support Indian language programs and Indian language restoration programs 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 [22-1-9.1](#) NMSA 1978;

(3) activities that promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational program; and

(4) activities to educate students about the prevention of violence, suicide and substance abuse.

D. Services to be provided may include:

(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;

(2) comprehensive guidance and counseling services;

(3) integrated 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;

(4) special health- and nutrition-related services and other related activities that address the special health, social and psychological problems of Indian students and their families; and

(5) family literacy services, including New Mexico even start and adult basic education programs.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT MISSION & VISION

Equity, Excellence, and Relevance

The New Mexico Public Education Department (PED) 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.

Rooted in Strengths

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students

LEVEL OF FUNDING

For Fiscal Year 2022, PED intends to award amounts within the following ranges based on student count:

- \$50,000- \$90,000 for LEAs and charter schools that enroll a significant number of Native American students, as previously determined by the PED
- \$75,000- \$100,000 for New Mexico Tribes, Pueblos and Nations Departments of Education

Applicants may propose a project period between one and four years. The above amounts reflect annual funding. Current and continued funding is dependent upon annual legislative appropriations and program performance.

Funds may be utilized for costs related to personnel, professional development, curriculum and resource materials, tribal heritage language support, 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.

Please see the Scoring Guideline for further information.

LENGTH OF FUNDING

The resulting contract shall begin upon execution of an award and is intended to continue through the proposed project period, but not longer than June 30, 2022. PED reserves the right to terminate any award that does not meet the requirements as defined by the guidelines governing the program or that is otherwise provided for the award. Annual funding is dependent upon annual legislative appropriations.

ELIGIBLE ENTITIES

Eligible applicants must be one of the twenty-four (24) New Mexico public school districts or ten state-chartered or district-chartered schools identified* as Native-serving institutions or any New Mexico tribe, nation or pueblo.

*See appendix for eligible schools and districts.

FUNDED STRATEGIES AND PROGRAMS

Applications must demonstrate alignment with the IEA's Systemic Framework, and PEDs priority area one. Applications are submitted through the IED Grant Management System. Applicants may select any other priorities as two, three, or four as an alignment to the proposed programs:

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.

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.

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.

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.

APPLICATION REQUIREMENTS

Applicants must describe:

- how their program aligns with these high-priority areas,
- intended measurable outcomes, and
- how progress toward these outcomes will be measured annually.

To meet the intended alignment with the IEA, applicants must demonstrate the extent to which the school/LEA or TED serves Native American students by specifying:

- the number that attend the school or LEA,
- the percentage of each subgroup in relation to the overall student population,
- the specific needs faced by the target population, and
- how the school/LEA or TED will provide services to the target population.

If the LEA is asking for a position, please state where this position will be held, schools that the person filling the position will assist with, students the person in the position will assist with, programs that person will participate with, and provide other related information.

PED's GOALS FOR THIS RFA

- Increased positive student academic and social outcomes
- Increased readiness for post-secondary education and career pathways
- Engaged communities, tribes, and families
- Identification of bright spots for replication in other areas of the State

PROJECT OUTCOMES AND MEASUREMENT PLAN

In order to develop outcomes, what interventions or services are being implemented with the funding. Outcomes should be something that the applicant wants either to maximize, such as evidence of "increased learning by workshop participants" or minimize, such as "the number of student infractions will decrease by 10%".

The outcomes are the changes or results that the grantee expects to be achieved after the successful completion of the award. The outcomes could be qualitative, quantitative or both.

In terms of the performance measurements, the measurements chosen must determine the overall program or project management and effectiveness. The outcomes should align with each of the project outcomes, they should define what successful performance is, and they should more easily measure and demonstrate results.

The outcomes MUST align to the narrative and activities of the program.

Applications submitted in the IED Grant Management System must demonstrate alignment with the IEA's Systemic Framework, and PED's priority area one.

Applicants may select any other priorities as two, three, or four as an alignment to the proposed programs.

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**

Outcomes or data that can be collected from the PED	Outcomes or data that can be collected from applicant
<ol style="list-style-type: none"> 1. Increased graduation rates 2. Increased attendance 3. Increased dual enrollment 4. Increased student achievement <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

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 rates 2. Increased attendance 3. Increased dual enrollment 4. Increased numbers in higher numbers of courses/AP 5. Increased student achievement <ol style="list-style-type: none"> a. Math b. Reading c. Science 6. Numbers of students in honors classes 	<ol style="list-style-type: none"> 1. Parent and Community involvement 2. 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

Outcomes or data that can be collected from the PED	Outcomes or Data that can be collected from applicant
<ol style="list-style-type: none">1. Increase in the Native Languages strand of the bilingual seal (culture)2. Decrease of student infractions (identity)	<ol style="list-style-type: none">1. Parent and Community involvement2. Trainings held to staff and students3. 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

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 School 2. 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 years 4. Parent and Community involvement

WORKSHEET

Applicants may use this Project Outcomes and Measurements worksheet to organize their submission.

Title of Program/Project:						
Year(s):						
General Goal of the Program/Project						
Choose one or more categories: <input type="checkbox"/> Personnel <input type="checkbox"/> Professional Development <input type="checkbox"/> Curriculum/Resource Materials <input type="checkbox"/> Tribal Heritage Language Support <input type="checkbox"/> Transportation <input type="checkbox"/> Lodging <input type="checkbox"/> Stipends <input type="checkbox"/> Other Program-related Costs.	Choose one or more NMPED priority areas: <input checked="" type="checkbox"/> 1. College, Career, and Life (required) <input type="checkbox"/> 2. CLR <input type="checkbox"/> 3. Culture & Identity <input type="checkbox"/> 4. Access to NALC	Choose one or more from section of the Indian Education Act Systemic Framework (22-23A-11 NMSA 1978) <input type="checkbox"/> B.(1)-(11). Academic and other programs <input type="checkbox"/> C.(1)-(4). Culturally related activities <input type="checkbox"/> D.(1)-(5). Services	Native American Student Subgroup(s) to be served through this program/project: <input type="checkbox"/> low-income students <input type="checkbox"/> students with disabilities <input type="checkbox"/> English language learners <input type="checkbox"/> Other subgroup _____			
Objective	How does this objective align to the NMPED priority area(s)?	Detail which component from the IEA Systemic Framework this objective is aligned to (22-23A-11)	What is the intended outcome of this objective?	What will you use to measure progress?	What student (subgroup) needs will this objective meet?	How will services of the program/project be provided/delivered?

PROGRAM OVERSIGHT AND MANAGEMENT

PED will manage the progress of the projects or programs; the program contact is listed below:

Rebecca Reyes, Deputy Director Indian Education Division Rebecca.Reyes2@state.nm.us

For questions related to this RFP, contact Rebecca Reyes Rebecca.Reyes2@state.nm.us prior to the deadline to submit questions April 15, 2021.

SCORING GUIDELINES

Each application (submitted in the IED Grant Management System) will be scored across five (5) application sections:

- I. **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, 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)
- II. **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)
- III. **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)
- IV. **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)
- V. **District Assurances:** Provide a signed agreement with the assurances included within the online management system. (5 points)

Applications will be scored across five rubric areas ranging from "Complete, coherent, convincing" to "Section not included in application, or is conspicuously incomplete." Either a score of '0' or 'no submission' of any of the components of the application will result in a disqualification of the application.

Applications are limited to five (5) pages for Items I through III above. Items IV and V are not included in the page limit.

TIMELINE

PED will make every effort to adhere to the following schedule:

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
Contract awards	PED and grantees	July 1, 2021

Grantees will need to provide mid-year and annual review on the progress of outcomes.

EXPLANATION OF EVENTS

1. Issuance of RFA: This RFA is being issued on behalf of the PED on the date specified in the above timeline.
2. Deadline to Submit Questions: Potential grantees may submit questions to Rebecca Reyes at Rebecca.Reyes2@state.nm.us regarding the intent or clarity of the RFA until 5:00pm MST on April 30, 2021 as indicated in the timeline above. Questions shall be clearly labeled and shall cite the relevant sections of the RFA or any other attending document.
3. Response to Questions: Responses to questions will be distributed as indicated in the timeline above and according to order in which the questions were received.
4. Submission of Application: All applications must be received for review and evaluation by 5:00pm MST on May 14, 2021, Applications received after this time will not be accepted. The date and time of receipt of application will be time-stamped by the online system.
5. Evaluation of Applications: The Evaluation Committee will perform the evaluation of applications. The process will take place as indicated in the timeline above depending on the number of applications received. During this time, NMPED may initiate discussions with applicants who submit applications requiring clarification. Discussions may not be initiated by applicants.
6. Selection of Grantees: The Evaluation Committee will notify all applicants of the decision on their application by May 24, 2021 or earlier. Feedback and final application score will be distributed to applicants not selected for funding if requested. Each application will be scored by the panelists individually and then discussed at a meeting of the entire panel in order to arrive at final scores for each component. For more detail on the scoring guidelines, see "Scoring Guidelines" section above.
7. Finalize Contractual Agreements: During the window of time stipulated in the timeline above, PED will work directly with successful grantees to establish contract terms leading to execution of an Intergovernmental Agreement (IGA).
8. Contract Awards: After review of the Evaluation Committee Report and the signed contractual agreement, the Agency Procurement Office will award as per the schedule in the timeline above. This date is subject to change at the discretion of the State Purchasing Division or relevant Agency Procurement Office. The contract(s) shall be awarded to the applicants whose proposals are most advantageous to the State of New Mexico and the Public Education Department, taking into consideration the evaluation factors set forth in this RFA. The award is subject to appropriate Department 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.

REPORTING

Successful grantees will work together with PED to establish a reporting schedule focused on progress to outcomes and project budgeting aligned to milestones. Awardees will need to present their project at the annual Government to Government meetings to share their learning and outcomes from their project. *A historically defined Indian impacted school district or an Indian nation, tribe, or pueblo may request amendments to the systemic framework or accountability tool as the result of the annual review on the evaluation of progress.*

EVALUATION COMMITTEE COMPOSITION

The committee tasked with the evaluation of applications will have a broad level of experience with Native American education, charter schools, school leadership, teaching experience representing a variety of perspectives and seniority in the field. Members will be highly familiar with New Mexico's educational system, the tribal and charter landscape, and cultural and linguistic relevance within education.

CHECKLIST FOR SUBMISSION

(Also available in the IED Grant Management System)

- I. Project Narrative
- II. Project Outcomes and Measurement Plan
- III. Project Budget
- IV. Project Support Documents
- V. District Assurances Page

Combine all documents into a single file and submit online at: [IED Grant Application](#) Please submit the FY 2022 application using the online application on the IED grant management system.

APPENDIX: ELIGIBLE DISTRICTS AND CHARTER SCHOOLS

Aztec
Albuquerque
Bernalillo
Bloomfield
Central Consolidated
Cuba
Dził Dít'ooí School of Empowerment Action and Perseverance (DEAP)
Dream Diné Charter School
Dulce
Española
Farmington
Gallup-McKinley
Gordon Bernal Charter School
Grants-Cibola
Hózhó Academy Charter School
Jemez Mountain
Jemez Valley
Los Lunas
Las Cruces
Magdalena
Middle College High School Charter-Gallup
Native American Community Academy (NACA)
Peñasco
Pojoaque
Rio Rancho
Ruidoso
San Diego Riverside School
Santa Fe
Six Directions Indigenous School
Taos
Tularosa
Vista Grande High School
Walatowa High Charter School
Zuni