



**Request for Application (RFA)
Indian Education Act
RFA # 22-92400-00009**

RFA Issue Date: *April 8, 2022*
Final Date to Submit RFA: May 6, 2022, by 4:00 p.m.
***RFAs received after final date will not be considered for
funding.***

Contact Information:

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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 those public entities listed in the Appendix to this RFA, including tribal departments of education and local education agencies (LEAs), including state-chartered charter schools and locally chartered charter schools, that serve a significant number of Native American students through programs and services aligned to the Indian Education Act, Sections 22-23A-1 through 22-23A-11 NMSA 1978.

RFA FOCUS

This RFA is focused on the elements in the systemic framework for improving educational outcomes for Indian students detailed in Sections 22-23A-10, and 22-23A-11 NMSA 1978. According to Section 22-23A-11 NMSA 1978:

- A. The systemic framework shall include programs, services, culturally relevant activities and professional development that are needed 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 para professionals;
 - (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.

FUNDING

Award amounts for Fiscal Year 2023 will be determined by student count and operational need, refer to page 17 and 18 for approximate amounts that the tribal departments of education, local education agencies (LEAs), including state-chartered charter schools and locally chartered charter schools, that serve a significant number of Native American students can apply for.

Applicants may propose a project for up to one year. Award amounts for FY23 is based on 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, 2023. 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

See appendix for eligible tribal departments of education, local education agencies (LEAs) including state-chartered charter schools, and locally chartered charter schools.

FUNDED STRATEGIES AND PROGRAMS

Applications must demonstrate alignment with the IEA's Systemic Framework, and any of the four priority areas as it aligns to your proposed program(s). Applicants must select at least two to three outcomes that align to data that can be collected from PED.

PRIORITY 1- College, Career and Life Readiness (Profiles and Pathways):

Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and to contribute as productive members of their communities. 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, competing in the labor market, and aligning interests to the career of a student's choice, and helping enable them to live fulfilling lives

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 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. Increase Career and Technical Education (CTE) opportunities 7. Increase in student enrollment in postsecondary education after graduation 	<ol style="list-style-type: none"> 1. Increased participation at financial aid workshops 2. Increased FAFSA completions 3. Increased scholarships 4. Increased attendance at college fairs 5. Increased parent involvement 6. Follow-up surveys on academic achievements of graduates 7. Numbers of students in AP classes 8. Number of students who have taken ACT/SAT/PSAT 9. Percentage of students requiring English/Math remediation in college 10. Increased scores on performance-based assessments 11. Enrollment in advanced Math or Science increased from prior year 12. Increase in students participating in experiential learning opportunities 13. Increase in students earning industry-recognized credentials 14. Increased access to work-based learning opportunities, dual credit, and early college opportunities, community service-based opportunities, and study abroad opportunities

PRIORITY 2- Whole Child and Culturally Responsive Education:

Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning, that is culturally and linguistically responsive (empathy, reflection, cooperation, interpersonal skills, communication), and that focuses on academic behaviors (attendance, academic purpose, self-guided learning, participation), and an academic mindset (belonging, belief in oneself, and value in work, meaningful learning). These are critical success factors to improving academic and life outcomes.

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 enrollment in higher numbers of AP courses 5. Increased student achievement <ol style="list-style-type: none"> a. Math b. Reading c. Science 	<ol style="list-style-type: none"> 1. Increase in parent and community involvement 2. Increased numbers of students in program 3. Students gain increased social and emotional learning competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making 4. Increased student sense of belonging and inclusion in school

6. Increased numbers of students in honors classes 7. Declining school discipline rates, by type of infraction	5. Families see their own lived experiences reflected in the curriculum
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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 voices into the design of curriculum. Programs must be grounded in the context of the student’s community, language, and culture.

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 in numbers of student infractions (identity)	1. Increase in parent and community involvement 2. Trainings held for staff and students 3. Number of activities, and their attendance rates

PRIORITY 4- Programs: Asset-Based Supports and opportunities

Provide equitable access to asset-based support and learning opportunities that enable all students to thrive in their educational settings regardless of their demographic, family income level, or disability status.

Outcomes/data that can be collected from the NMPED	Outcomes/Data that can be collected from applicant
1. Increase student attendance 2. Decrease retention rates 3. Increased participation in innovative programs	1. Expand/create culturally and linguistically responsive afterschool programs, including community and tribal based programs. 2. Increase parent and community involvement increased 3. Increase in students with access to a digital device and high-speed internet connection

APPLICATION REQUIREMENTS

Applicants must describe:

- how their program aligns with the systemic framework and priority area
- 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 tribal education department (TED) serves Native American students by specifying:

- the number of students who attend the charter school or LEA or are served by the TED,
- 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 program is needing to hire or continue to pay for a position:

- state position title and purpose,
- where this position will be held,
- which school(s) will this position work with,
- how many students this person will assist with,
- programs this person will participate with, and
- any other related information.

PED's GOALS FOR THIS RFA

- Increased positive student academic achievement,
- Increased readiness for post-secondary education and career pathways,
- Engaged communities, tribes, urban native communities, and families,
- Identification of bright spots (successful programs) for replication in other areas of the State.

PROJECT OUTCOMES, GOALS AND MEASUREMENT PLAN

It is important that responses to RFAs be written clearly and include two to four goals, supporting objectives, and desired outcomes that are attainable WHILE challenging the grantees to improve the quality of education and increase educational success for Native American students.

***Goals** are observable and measurable end results having one or more objectives to be achieved. Goals are typically broad in scope (the WHAT).*

EXAMPLE: A goal might be for a grantee to “increase Native American student achievement in math”.

***Objectives** are specific results you're trying to achieve within a time frame. They're considered specific and easier to measure (document) than goals. Think of them as the steps you will take to achieve the goal (the HOW).*

EXAMPLE: Using the goal above, a grantee's objective might be to “Provide 8 hours of professional development for all or 100% of math teachers focused on culturally and linguistically responsive instruction,” including a suggested timeline, such as at least once a year, each semester, or annually.

***Outcomes** are the measurement and evaluation of an activity's actual results against their intended or projected results. Outcomes are what you hope to achieve when you accomplish the goal (WAS THE GOAL ACHIEVED?). Outcomes should be the things that the applicant wants to either maximize or minimize. The*

outcomes are the desired 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.

EXAMPLES: “Increase Native American student achievement in math by 8% percent over last school year,” or “decrease the number of student infractions by 10%.”

In terms of the performance measurements, the measurements chosen must determine the overall program or project management and effectiveness. 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 priority area one.

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

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 RFA, contact Rebecca Reyes Rebecca.Reyes2@state.nm.us prior to the deadline to submit questions April 22, 2022

SCORING GUIDELINES

Applications will be scored across five rubric areas, with scores ranging from “Complete, coherent, convincing” to “Section not included in application, or is conspicuously incomplete.” A score of ‘0’ or ‘no submission’ on any of the components of the application will result in a disqualification of the application. The five scored sections of each application submitted to the IED Grant Management System are:

- I. **Program Narrative:** The narrative is developed by the applicant. The narrative should include the goals of the proposed project; an outline and description of activities required to reach the goals; and a schedule of the activities. The applicant should describe how the proposed program meets the required elements of the *IEA systemic framework for improving educational outcomes for Indian Students* and how it aligns with the priority areas (college- and career-readiness profiles and pathways, whole child and culturally responsive education, identity development and increasing access to Native American language programs).

Program Narrative Components include:

- Scope of work
- Community needs for the program.
- The program’s alignment with the district’s or charter school’s IEA systemic framework.
- Collaborative elements and partners.
- Description of the needs of the Native American students to be served.
- Description of the implementation plan, including the actions to be taken to reach the program goals and the expected student outcomes, including a timeline of activities.
- Description of how and what implementation data will be collected and analyzed to

determine whether both the program goals are met, and the students are successful in the program.

- Description of how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes.

- II. **Program Measurement Plan:** Performance measurement improves the overall program management and effectiveness. By focusing on project outcomes, one can define success, and more easily measure and demonstrate results. Applicants should focus on using qualitative and/or quantitative data to measure success of their proposed program.

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.

- III. **Program Outcomes:** The outcomes are the ultimate changes or results to be achieved after the successful completion of the program. Outcomes are specific, measurable, and meaningful. Outcomes are not activity-based, such as “conduct five training workshops” or “develop a new testing protocol.” These are outputs, and do not reflect results achieved. Outcomes may be short- or long-term, or both.

Applicants should have at least two outcomes per priority area

- IV. **Project Budget:** Provide a project budget that is aligned with the narrative, outcomes, and measurements of the program. Use the online form included in the IED grant management.
- Provide the TED’s organizational budget, charter school’s budget or school district’s division budget.

- V. **Attachments:** Please upload the following documents:
- Operation Plan to include staffing capacity

- VI. **Assurance Document:** Provide a signed agreement with the assurances included within the online management system.

Applications are limited to five (5) pages for Items I through III above. Items IV through VI 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 8, 2022
Deadline to submit written questions	Potential applicants	April 22, 2022
Response to questions	PED	April 29, 2022
Submission of applications	Potential applicants	May 6, 2022
Evaluation of applications	Review panel	May 9, 2022-May 13, 2022

Selection of grantees	Review panel	May 20, 2022
Finalize contractual arrangements	PED and grantees	June 1, 2022-June 30, 2022
Contract awards	PED and grantees	July 1, 2022

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 4:00pm MST on April 22, 2022 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 4:00pm MST on May 6, 2022, 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 20, 2022, 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 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) or award letter.
8. Contract Awards: After review of the Evaluation Committee Report and the signed contractual agreement, the Agency Procurement Office will make awards 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 toward 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 (Section 22-23A-10 NMSA 1978) or accountability tool (Section 22-23A-9 NMSA 1978) as the result of the annual review on the evaluation of progress.* Grantees shall provide mid-year and annual review on the progress of outcomes:

- Mid-year report, due February 15, 2023; and
- End-of-year report, due July 14, 2023.

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)

- Program Narrative
- Program Measurement Plan
- Program Outcomes
- Project Budget and Operational Budget
- Program Supporting Documents
- Signed Assurance Document

Combine all documents into a single file and submit online at: [IED Grant Application](#) Please submit the FY 2023 application using the online application on the IED grant management system.

RESPONSE TO AN RFA SUBMISSION TEMPLATE

Applicants use a version of this Project Outcomes and Measurements worksheet to organize their submission and if awarded, grantees will use a similar excel sheet to manage their program, organize data and documentation for reviews, track progress, make adjustments, and be prepared for the end-of-year submission. Please see the IED website for more information:

<https://webnew.ped.state.nm.us/bureaus/indian-education/ied-is-seeking-for/>

School Name or Tribal Partner Name:		
School Year:		
Goal 1:		
Objective 1:		
EXAMPLE		
Desired Outcome 1		
Goal 2:		
Objective 2:		
Desired Outcome 2:		
CATEGORY: (personnel, professional development, Curriculum/Resource Materials, Tribal Heritage Language support, transportation, lodging, stipends, other program-related costs)		
ALIGNMENT		
<p>Choose one NMPED priority area:</p> <p><input type="checkbox"/> College, Career, and Life Readiness (Profiles and Pathways)</p> <p><input type="checkbox"/> Whole Child and Culturally Responsive Education</p> <p style="padding-left: 20px;"><input type="checkbox"/> Tribal Libraries (community and tribal based programs/after school)</p> <p><small>*need to select D1 under systemic framework if priority is for funding Tribal Libraries*</small></p> <p><input type="checkbox"/> Culture & Identity Development</p> <p><input type="checkbox"/> Asset-Based Supports and Opportunities</p>	<p>Choose one or more from section of the Indian Education Act Systemic Framework (22-23A-11 NMSA 1978)</p> <p>THE IEA SYSTEMIC FRAMEWORK</p> <p><input type="checkbox"/> B.(1)-(11). Academic and other programs</p> <p><input type="checkbox"/> C.(1)-(4). Culturally related activities</p> <p><input type="checkbox"/> D.(1)-(5). Services</p>	<p>Native American Student Subgroup(s) to be served through this program/project:</p> <p><input type="checkbox"/> Economically disadvantaged students</p> <p><input type="checkbox"/> students with disabilities</p> <p><input type="checkbox"/> English language learners</p> <p><input type="checkbox"/> Other subgroup</p>
KEY QUESTIONS		

Main Narrative:

Explain in detail. Narrative should include an outline and description of activities required to reach the goals along with a schedule of the activities. Applicants should describe how the proposed program meets the goals of the IEA systemic framework and how it aligns with an NMPED high priority area (programs that support college, career and life readiness, whole child and culturally responsive education, culture and identity development and Asset-Based Supports and Opportunities.

Program Narrative Components:

Provide a brief description of the scope of work, the community needs of the program, the program's alignment with district or charter IEA Systemic framework, collaborative elements and partners, and description of the needs of the Native American students to be served.

How will the grant meet the intended outcomes of these objectives?

What specific data from the district or charter school IEA Needs Assessment pursuant Section 22-23A-9 NMSA 1978 is aligned to this objective or from a Tribal needs assessment?

How will you measure your progress and success for these outcomes? Example student achievement data including short cycle assessments.

What percentage or number of Native American students will this grant serve?

How will the services of the program or project be provided or delivered?

Additional information:

INDIAN EDUCATION ACT GRANT ASSURANCE FORM

The Governor/President, an Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____, 2022, _____ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the entity agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The entity also certifies that all program and pertinent administrative requirements will be met. In addition, grantees agree to the following assurances:

1. We the undersigned, assure that the information included in the enclosed application is true and accurate.
2. Monies received as a result of this application will be utilized for implementation of the activities of this application.
3. The grantee will provide the New Mexico Public Education Department (PED) a Mid-year and End-of-Year Program Report.
4. The grantee will work with and provide requested data to the PED for the Grant Program within the timeframes specified.
5. The entities will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
6. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
7. All records of the program will be retained for five years and access to those records will be available for the purposes of review and audit.
8. If any findings of misuse of these funds are discovered, project funds will be returned to the PED.
9. If any misuse of these funds is discovered, project funds shall be returned to the PED.
10. Period of agreement shall begin July 1, 2022 and shall terminate on June 30, 2023.

Note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Name of President/Governor	Signature of President/Governor	(date)
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Name of Tribal Education Director	Signature of Tribal Education Director	(date)
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Note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

INDIAN EDUCATION ACT GRANT ASSURANCE FORM

The Superintendent/Charter Leader must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ 2022, _____ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the entity agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The entity also certifies that all program and pertinent administrative requirements will be met. In addition, grantees agree to the following assurances:

1. We the undersigned, assure that the information included in the enclosed application is true and accurate.
2. Monies received as a result of this application will be utilized for implementation of the activities of this application.
3. The grantee will provide the New Mexico Public Education Department (PED) a Mid-year and End-of-Year Program Report.
4. The grantee will work with and provide requested data to the PED for the Grant Program within the timeframes specified.
5. The entities will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
6. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
7. All records of the program will be retained for five years and access to those records will be available for the purposes of review and audit.
8. If any findings of misuse of these funds are discovered, project funds will be returned to the PED.
9. If any misuse of these funds is discovered, project funds shall be returned to the PED.
10. Period of agreement shall begin July 1, 2022 and shall terminate on June 30, 2023.

Name of Superintendent _____ Signature of Superintendent _____ (date)

Name of Indian Education Director _____ Signature of Indian Education Director _____ (date)

Note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

APPENDIX: ELIGIBLE DISTRICTS AND CHARTER SCHOOLS

Funding will be determined based on Operational needs and student enrollment.

District/Charter	Potential Award Amount
Albuquerque	\$50,000-\$118,985
Aztec	\$50,000-87,530
Bernalillo	\$50,000-92,005
Bloomfield	\$50,000-\$90,335
CCSD	\$50,000-\$108,400
Cuba	\$50,000-\$87,465
DEAP	\$50,000-\$85,245
Dream Dine	\$50,000-\$85,235
Dulce	\$50,000-\$87,645
Espanola	\$50,000-\$86,210
Farmington	\$50,000-\$108,125
Gallup McKinley	\$50,000-\$131,345
Gordon Bernell	\$50,000-\$85,235
Grants Cibola	\$50,000-\$92,420
Hozho	\$50,000-\$86,185
Jemez Mountain	\$50,000-\$85,365
Jemez Valley	\$50,000-\$86,270

District/Charter	Potential Award Amount
Los Lunas	\$50,000-\$88,860
Magdalena	\$50,000-\$85,520
Middle College High	\$50,000-\$85,505
NACA	\$50,000-\$87,230
Penasco	\$50,000-\$85,160
Pojoaque Valley	\$50,000-\$86,590
Rio Rancho	\$50,000-\$92,800
Ruidoso	\$50,000-\$86,685
San Diego Riverside	\$50,000-\$85,270
Santa Fe	\$50,000-\$86,715
Six Directions	\$50,000-\$85,310
Taos Municipal	\$50,000-\$86,160
Tularosa	\$50,000-\$86,200
Vista Grande	\$50,000-\$85,190
Walatowa	\$50,000-\$85,195
Zuni Public	\$50,000-\$90,575

APPENDIX: ELIGIBLE TRIBES, PUEBLOS AND NATIONS

Funding will be determined based on Operational needs and student enrollment.

Pueblo/Tribe/Nation	Potential Award Amount
Pueblo of Acoma	\$75,000-\$110,935
Pueblo of Cochiti	\$75,000-\$103,150
Pueblo of Isleta	\$75,000-\$109,945
Pueblo of Jemez	\$75,000-\$108,355
Jicarilla Apache	\$75,000-\$109,285
Pueblo of Laguna	\$75,000-\$116,080
Mescalero Apache	\$75,000-\$109,810
Pueblo of Nambe	\$75,000-\$102,730
Navajo Nation	\$75,000-\$300,000
Ohkay Owingeh	\$75,000-\$104,230
Pueblo of Picuris	\$75,000-\$100,555
Pueblo of Pojoaque	\$75,000-\$100,960
Pueblo of Sandia	\$75,000-\$100,885
Pueblo of San Ildefonso	\$75,000-\$101,575
Pueblo of San Felipe	\$75,000-\$108,985
Pueblo of Santa Ana	\$75,000-\$102,535
Pueblo of Santa Clara	\$75,000-\$102,010
Pueblo of Santo Domingo	\$75,000-\$113,335
Pueblo of Taos	\$75,000-\$104,605
Pueblo of Tesuque	\$75,000-\$100,870
Pueblo of Zia	\$75,000-\$102,400
Pueblo of Zuni	\$75,000-\$130,105