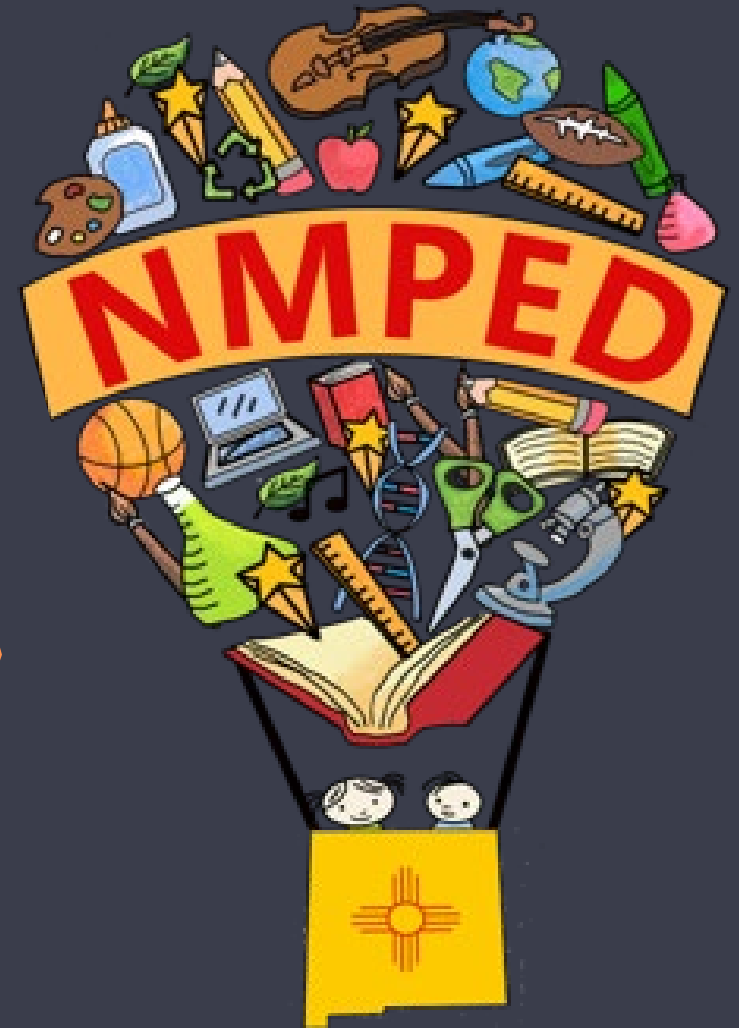# Indian Education Program Grants
Fiscal Year 2023

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Overview

- Indian Education Program Grants
  - Indian Education Act
    - Grant Management System
  - NM Indigenous Language Revitalization Initiative
  - Recruiting and Retaining High Quality Teachers and Administrators for Native American Communities
- Getting organized
- Allowable use of funding
- MOUs
- Q&A
- Extended Learning Programs

HB2- Indian education fund:

Appropriation: 14,988.6

The general fund appropriation to the Indian education fund includes fourteen million nine hundred eighty-eight thousand six hundred dollars ($14,988,600) to meet requirements of the Indian Education Act.

> *The secretary of public education, in collaboration with the assistant secretary for Indian education, shall develop a methodology to allocate the fourteen million nine hundred eighty-eight thousand six hundred dollar ($14,988,600) general fund appropriation to tribal education departments, tribal libraries, Native American language programs, school districts and charter schools based on operational needs and student enrollment.*

RfA: Indian Education Act

Who Can Apply for:

✓ NM Tribal Departments of Education (TEDs)

✓ Local Education Agencies (LEAs)

- ✓ School Districts
- ✓ State-Chartered Charter Schools,
- ✓ Locally-Chartered Charter Schools

Serving a significant number of Native American students through programs and services aligned to Sections 22-23A-1 through 22-23A-11 NMSA 1978 *LEAs and Charters*

Indian Education Act Grant RFA

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.

➢ Non-Competitive Grants

➢ This RFA is focused on the elements outlined in the systemic framework in IEA;

➢ The systemic framework *(Includes: programs, services, culturally relevant activities, and professional development that are needed to improve Indian education in the State);*

➢ Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students;

➢ Additional Services *(ex. 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)*

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Indian Education Act Grant RFA

Purpose: To improve academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act.

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)	**Priority 2** Whole Child and Culturally Responsive Education (Tribal Libraries- community and tribal based programs/after school)	**Priority 3** Culture and Identity Development	**Priority 4** Programs: Asset-Based Supports and opportunities

College, Career and Life Readiness (Profiles and Pathways)

Outcomes or data that can be collected from the PED	Outcomes or data that can be collected from applicant

1. Increase in 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. Increase Career and Technical Education (CTE) opportunities
7. Increase in students enroll in postsecondary education after graduation
	1. Increase participation at financial aid workshops
	2. Increase FAFSA completions
	3. Increase scholarships
	4. Increase attendance at college fairs
	5. Increase 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. % 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

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Whole Child and Culturally Responsive Education

Outcomes/data that can be collected from the NMPED	Outcomes/Data that can be collected from applicant

1. Increased graduation rates
2. Increased attendance
3. Increased dual enrollment
4. Increased numbers in higher numbers of courses/AP
5. Increased student achievement
   a. Math
   b. Reading
   c. Science
6. Numbers of students in honors classes
7. School discipline rates, by type of infraction decreased
	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
	5. Families see their own lived experiences reflected in the curriculum

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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

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Asset-Based Supports and Opportunities

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

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Indian Education Act Funding proposed

District/Charter	Potential Award Amount	District/Charter	Potential Award Amount
Albuquerque	$50,000-$118,985	Los Lunas	$50,000-$88,860
Aztec	$50,000-87,530	Magdalena	$50,000-$85,520
Bernalillo	$50,000-$92,005	Middle College High	$50,000-$85,505
Bloomfield	$50,000-$90,335	NACA	$50,000-$87,230
CCSD	$50,000-$108,400	Penasco	$50,000-$85,160
Cuba	$50,000-$87,465	Pojoaque Valley	$50,000-$86,590
DEAP	$50,000-$85,245	Rio Rancho	$50,000-$92,800
Dream Dine	$50,000-$85,235	Ruidoso	$50,000-$86,685
Dulce	$50,000-$87,645	San Diego Riverside	$50,000-$85,270
Espanola	$50,000-$86,210	Santa Fe	$50,000-$86,715
Farmington	$50,000-$108,125	Six Directions	$50,000-$85,310
Gallup McKinley	$50,000-$131,345	Taos Municipal	$50,000-$86,160
Gordon Bernell	$50,000-$85,235	Tularosa	$50,000-$86,200
Grants Cibola	$50,000-$92,420	Vista Grande	$50,000-$85,190
Hozho	$50,000-$86,185	Walatowa	$50,000-$85,195
Jemez Mountain	$50,000-$85,365	Zuni Public	$50,000-$90,575
Jemez Valley	$50,000-$86,270		

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

Note: Per HB2, funding will be determined based on Operational Needs and Student Enrollment.

Important Dates to remember

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

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Changes to application

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.

Attachments: Please upload the following documents:
- ✓ Operation Plan to include staffing capacity

School Name or Tribal Partner Name:

School Year:

Goal 1:

Objective 1:

Desired Outcome 1

Goal 2:

EXAMPLE

Objective 2:

Desired Outcome 2:

CATEGORY: (personnel, professional development, Curriculum/Resource Materials, Tribal Heritage Language support, transportation, lodging, stipends, other program-related costs)

ALIGNMENT

| Choose one NMPED priority area:
 • College, Career, and Life Readiness (Profiles and Pathways)
 • Whole Child and Culturally Responsive Education
    • Tribal Libraries (community and tribal based programs/after school)
 need to select D1 under systemic framework if priority is for funding Tribal Libraries
 • Culture & Identity Development
 • Asset-Based Supports and Opportunities | Choose one or more from section of the Indian Education Act Systemic Framework (22-23A-11 NMSA 1978)
 THE IEA SYSTEMIC FRAMEWORK
 ☐ B.(1)-(11). Academic and other programs
 ☐ C.(1)-(4). Culturally related activities
 ☐ D.(1)-(5). Services | Native American Student Subgroup(s) to be served through this program/project:
 ☐ Economically disadvantaged students
 ☐ students with disabilities
 ☐ English language learners
 ☐ Other subgroup _____ |

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. Potential Grantees should describe how the proposed program meets the goals of the IEA systemic framework and how it aligns with 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 Need Assessment 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 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/project be provided/delivered?

Additional information:

IED Grants Management System

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

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SharePoint Login Page

Step 1: Click on drop down arrow
Step 2: Select Windows Authentication
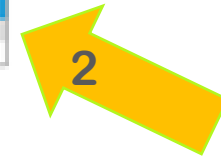Step 3: Enter STARS Username & Password

NOTE: SharePoint login may look different depending on browser

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Website: Homepage

Step 1: Click on District/ Charter or Tribal Partners

Website: District/Charter or Tribal homepage

Either page will redirect to this page.
Step 1: Click on Complete Grant Application

Website: District/Charter or Tribal List Homepage

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

NEW MEXICO
Public Education Department

Districts/Charters   Tribal Partner   IED Reports   ✏ EDIT LINKS

Home
    Districts/Charters
    Tribal Partner
IED Reports
Recycle Bin
   ✏ EDIT LINKS

THE INDIAN EDUCATION DIVISION

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

Website: Application Homepage

Who Can Apply for: NM Indigenous Language Revitalization Initiative RFA

- NM Tribal Departments of Education

- Local Education Agencies (LEAs) *

- State – Chartered Charter Schools *

- Locally – Chartered Charter Schools *

- Schools identified by the Bureau of Indian Education as Tribally Controlled

- Organizations serving Urban Native American

- Non-profits organizations serving Native American Students

- Higher Education Institutions

- Tribal Colleges

Serving a significant number of Native American students through programs and services aligned to Sections 22-23A-1 through 22-23A-11 NMSA 1978

NM Indigenous Language Revitalization Initiative RFA

Purpose: Improve academic and cultural achievement opportunities that align with the requirements of the Indian Education Act 22-23A-2- through 22-23A-11.

- Competitive grants will be made available for the purpose of supporting innovative, effective instruction for tribally based and Urban Indigenous language programs.

- This RFA is to develop the recommended programs to build Indigenous Language Revitalization Ecosystems. Several strategies have shown evidence that Indigenous Language Revitalization Ecosystems to effectively grow the number of speakers within a given community and to support effective and successful immersion schools and programs.

- The Indigenous Language Initiative aims to directly increase the number of speakers, access to Culturally and Linguistically Responsive learning environments, supporting development of curriculum, assessments, and teacher development, and assessing the status of Indigenous Languages in New Mexico.

NM Indigenous Language Revitalization Initiative RFA

Purpose: To improve academic and cultural achievement opportunities that align with the requirements of the Indian Education Act 22-23A-2- through 22-23A-11.

Native American Community Based Immersion Schools - To establish, expand or strengthen immersion schools to serve Native American students. This can include creating school design plans and specific outcomes to develop an immersion school, along with best practices of immersion methodology, and culturally responsive and sustaining education. Grantees will have the opportunity to participate in a community of practice and receive technical assistance.
- ✓ **Five competitive grants are available in the amount of $200,000 each annually for five years**

Native American Language Immersion Programs - To establish, expand or strengthen an existing Native American Language program.
- ✓ **Twenty competitive grants are available in the amount of $50,000 each for one year**

Native American Community Based Immersion School Grant- Narrative Questions and outcomes

a. Please describe your vision of the Immersion School?

b. If you are establishing a new school describe your learning goals during your first year of inquiry and planning (i.e. training, research, planning)? What are your goals for the next five years once the school is established? If you are an established Immersion school what is the status of your program and what are your goals for the next five years?

c. Who is on your core team and do you currently have teachers who are certified through your Tribe, Nation, Pueblo and or the NMPED?

d. How many students are you currently serving or intend to serve?

e. What is the current status of your community's language and what impact do you plan to achieve through this initiative?

Outcomes or data that can be collected from the PED	Outcomes or data that can be collected from applicant

1. Increased number of NALC in District/Charter School
2. Increased attendance rates
3. Increased student achievement
   a. Math
   b. Reading
   c. Science
	1. Increase in Parent and Community involvement
	2. Increased numbers of students in program
	3. Increase in number of students who learn a native language (pre/post-tests)
	4. Increase in knowledge of culture (pre/post- tests)
	5. Increase in participation rates from prior years
	6. Increase parent and community involvement

Native American Language Immersion Programs

a. Please describe your vision for your Immersion Program?

b. How many Immersion classes will be provided to students? How often will classes be provided?

c. How do you plan to design and implement your program?

d. How many students are you currently serving or intend to serve?

e. What is the current status of your community's language and what impact do you plan to achieve through this initiative?

Outcomes or data that can be collected from the PED	Outcomes or data that can be collected from applicant

1. Increased student achievement
   a. Math
   b. Reading
   c. Science
2. Increased number of NALC in District/Charter School
3. Increased attendance rates
	1. Increase in Parent and Community involvement
	2. Increased numbers of students in program
	3. Increase in number of students who learn a native language (pre/post-tests)
	4. Increase in knowledge of culture (pre/post- tests)
	5. Increase in participation rates from prior years

NM Indigenous Language Revitalization Initiative RFA

Purpose: To improve academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act 22-23A-2- through 22-23A-11.

Indigenous Language Fellows - To establish or support an existing Mentor Apprentice Indigenous Language program that increases the number of fluent speakers within a specific community. Programs must have at least two Mentor Teachers and support two cohorts of four or more apprentices who will dedicate two full years to pursuing fluency in the target language over the period of the grant. Upon completion of the fellowship participants must complete the 520 certification process and serve in an educational setting. Salary must be commensurate compensation to that of a Level I licensed teacher.

- ✓ **Four competitive grants are available in the amount of $500,000 each annually for five years.**

Increased access to High Quality Curriculum, Instruction, and Assessment - Development of Instructional Materials and Assessments for Native American Language Programs for Tribal Departments of Education and community based immersion schools ($10,000- $50,000.00 each, up to $1,000,000 total in competitive awards available)

- ✓ **20 competitive grants are available in the amount of $50,000 each**

Indigenous Language Fellows

a. Please describe your vision for your Mentor apprentice program?

b. What is the current status of your community's language and what impact do you plan to achieve through this initiative?

c. What are the goals of your program in producing new speakers (i.e. number, purpose, focus and desired outcomes)?

d. Please share your goals for your first semester of planning. How will you recruit and select Mentor Speakers and Apprentice Speakers?

e. Who is on your core team? Are they currently involved with Language Revitalization efforts with the Tribe, Pueblo, Nation or Urban Indian Community?

Outcomes or data that can be collected from the PED	Outcomes or data that can be collected from applicant
1. Increased number of NALC in District/Charter School 2. Increase in the Native Languages strand of the bilingual seal (culture/language)	1. Increase in Parent and Community involvement 2. Increase in number of students who learn a native language (pre/post-tests) 3. Increase in knowledge of culture (pre/post- tests)

Increased access to High Quality Curriculum, Instruction, and Assessment

a. What is the scope of your proposed Curriculum, Instruction or Assessment project?

b. Provide a timeline and work plan to complete the project scope by the end of the grant's term.

c. Who is on your core team and are they currently involved with Language Revitalization efforts in your community?

d. How will your resources be utilized and shared to impact student achievement?

Outcomes or data that can be collected from the PED	Outcomes or data that can be collected from applicant

1. Increased student achievement
   a. Math
   b. Reading
   c. Science
2. Increased graduation rates
3. Increased attendance rates
4. decrease in School discipline rates, by type of infraction
	1. Increase in Parent and Community involvement
	2. Survey information collected

Important Dates to remember

Action	Responsible Party	Due Date
Issue RFA	PED	April 11, 2022
Deadline to submit written questions	Potential applicants	April 25, 2022
Response to questions	PED	May 2, 2022
Submission of applications	Potential applicants	May 9, 2022
Evaluation of applications	Review panel	May 16 – 20, 2022
Selection of grantees	Review panel	May 27, 2022
Finalize contractual arrangements	PED/grantees	June 1 – 30, 2022
Contract awards	PED/grantees	July 1, 2022

Who can apply:

- NM approved alternative, and or traditional preparation programs to facilitate, develop and or expand teacher/administrative preparation programs across the state of NM to recruit and retain high quality Indigenous teachers and or administrators

Recruiting and Retaining High Quality Teachers and Administrators for Native American Communities RFA

This is a Request for Applications (RFA) and <u>does not</u> constitute an award. This RFA is issued for the purpose of increasing the number of tribal teachers, administrators and principals as per the Indian Education Act 22-23A-5.

➢ This 1 million dollars initiative aims to increase access to the teaching profession by providing a variety of incentives that will encourage prospective teachers/administrators to teach in a Native American serving school district or charter school whose enrollment of Native American students is 45% or more.

➢ This RFA promotes partnerships between educator preparation programs (EPPs) and local educational agencies (LEAs).

➢ The New Mexico Public Education Department (PED) believes that in order to recruit and retain Native American staff, some critical barriers need to be provided by high quality programs.

Recruiting and Retaining High Quality Teachers and Administrators for Native American Communities RFA

PED's GOALS FOR THIS RFA

- Provide tutoring/academic counseling for candidate
- Help candidates pass state assessments for licensure
- Tuition and book reimbursement for candidate
- Pay the cost of licensure fee
- Professional Development Seminars
- Pay the cost for National Board for Professional Teaching Standards
- Mentor/Mentee or coach for administrative internship
- Recruitment and Retention Stipends, etc.

Recruiting and Retaining High Quality Teachers and Administrators for Native American Communities RFA

Funding

- PED intends to award <u>three-four competitive grants</u> ranging from $100,000-$250,000 to recruit, retain and provide professional development for Native American teachers or administrators.

Outcomes/data that can be collected from the NMPED

1. Increase the number of newly licensed native American teachers who enter the profession
2. Increase the number of newly licensed native American administrators who enter the profession
3. Increase the teacher retention rate for Native American teachers
4. Increase the administrative retention rate Native American Administrators

Outcomes/Data that can be collected from applicant

1. Increase professional development and training in culturally and linguistically responsive pedagogy, teacher development and retention, systems leadership, and the teacher evaluation system
2. Increase professional development opportunities and support structures for school and district leaders. Focused on culturally and linguistically responsive pedagogy, teacher development and retention, and systems leadership.

RfA: **Indigenous Education Initiative**

Who Can Apply for:

➢Local education agencies (LEAs)

➢State-chartered charter schools

➢Locally-chartered charter schools

Serving a significant number of Native American students through programs and services aligned to Sections 22-23A-1 through 22-23A-11 NMSA 1978

RfA: Indigenous Education Initiative

This RFA is issued by the New Mexico Public Education Department (NMPED) for Indigenous Education Initiatives to support transformational educational opportunities in New Mexico districts and schools that serve a significant number of Native American students.

Each school will work in a network model to conduct a strong community-based school design process through community engagement, professional development, and technical assistance.

Phase 1-Year	Phase 2-Year	Phase 3-Year
• Internal school review process and assessment	• School accesses system-wide support structure and technical assistance from PED	• School relaunches with new vision, based on design plan • New accountability and support structures
• Community engagement around future school design toward CLR and holistic models of education • Development and launch of Growing Educators for Native American Communities (GENAC) Talent Development Initiative to recruit and train Native American teachers	• Design plan based on community engagement • Waivers granted for certain requirements	• Joint support from district and tribal education department

Four competitive grants are available in the amount of $200,000 each annually for three years

All IED Program Dates

	Indian Education Act RFA # **In Grants Management**	RfA: Indigenous Education Initiative Continuous from FY20-22 RFA# __ The below schools can apply Bernalillo Public Schools, Cuba Independent School District, Santa Fe Public Schools, Taos Municipal School	Recruiting and Retaining High Quality Teachers and Administrators for Native American Communities RFA # __	New Mexico Indigenous Language Revitalization Initiative RFA # __	Indigenous Education Initiative All Districts and Charters from IEA can apply RFA # __ **In Grants Management**	To Plan, Design, and Construct Tribal Libraries RFA # __
Issue RFA	4/8/2022	4/8/2022	4/11/2022	4/11/2022	4/11/2022	4/18/2022
Deadline to submit written questions	4/22/2022	4/22/2022	4/25/2022	4/25/2022	4/25/2022	5/2/2022
Response to questions	4/29/2022	4/29/2022	5/2/2022	5/2/2022	5/2/2022	5/9/2022
Submission of applications	5/6/2022	5/6/2022	5/9/2022	5/9/2022	5/9/2022	5/16/2022
Evaluation of applications	May 9 – 13, 2022	May 9 – 13, 2022	May 16 – 20, 2022	May 16 – 20, 2022	May 16 – 20, 2022	May 23 thru June 3, 2022
Selection of grantees	5/20/2022	5/20/2022	5/27/2022	5/27/2022	5/27/2022	June 6 – 10, 2022
Finalize contractual arrangements	June 1 – 30, 2022	June 1 – 30, 2022	June 1 – 30, 2022	June 1 – 30, 2022	June 1 – 30, 2022	June 10 – 30, 2022
Contract awards	7/1/2022	7/1/2022	7/1/2022	7/1/2022	7/1/2022	7/1/2022

Getting Organized for an RFA Submission

Read the Request for Applications (RFA) thoroughly. Pay close attention to the eligibility requirements. Think critically about whether you are eligible and how these align to IEA.

1. Does this grant fit with the mission and goals of your district, charter school, or Tribal Education Department?

2. Does it fit with the strategic direction of your program?

3. Does my district, charter school, or Tribal Education Department have the staff to support the implementation of this grant?

   a. Consider how many staff are dedicated to this grant, and that the grant touches all lines of an organization. For example, HR, Financial/Grant Accountant, Program Coordinator, Governance etc.

4. Does my district, charter school, or Tribal Education Department have a strategic and operational plan in place? (does it addresses where we are now, where we want to be, how we plan to get there, and how we plan to measure that progress)

5. Does your program have meaningful data (i.e. qualitative and quantitative) to answer the above questions?

Getting Organized for RFA Submission

6. Does your program have the capacity to carry out the work required?

7. Is your program able to keep track of the funded project expenses and monthly expense reports for this grant?

8. Is your program able to prepare timely invoices for funded projects?

9. Is the amount of money reasonable to cover the true costs of implementing the work required under the grant?

10. Do you and your team have the time to write a grant and schedule regular time to review your progress?

11. Are you likely to expend and meet the requirements of the RFA(s)?

Allowable Use of Funding that is aligned to the IEA

- ✓ Personnel Salaries and Benefits

- ✓ Stipends (non-teachers)

- ✓ Professional development (PD) to include lodging and transportation for out of state PD trainings, educational conferences

- ✓ Curriculum and Resource Materials,

- ✓ Tribal heritage language support

- ✓ Transportation (ie. teachers and staff to attend PD, student field trips for College & Career Readiness (CCR), etc.)

- ✓ Equipment/Supplies

- ✓ Program activities

Example of Request for Reimbursement Documentation

ITEM	EXAMPLE OF DOCUMENTATION
Personnel Services	Contract Time & Effort (IEA funds)
Professional Development	Agenda Itemized Travel Expenditure Summary Receipts if traveling based on Actuals Attendance sign-in sheet (if applicable) **Insufficient or Missing Documentation may cause disapproval of travel**
Contractual Services	Copy of contract Invoice for services
Supplies	Invoice Equipment > $5K Signed PED Pre-Approval equipment form
Mileage	Mileage log reporting odometer readings, date of travel, purpose Signed by employee and supervisor

Appropriate Costs

Appropriate costs are those costs that are directly connected to the actions and to sustaining the practices prompted in the categories of the project narrative (e.g., College, Career and Life Readiness, Culturally and Linguistically relevant education, social emotional learning, Culture and Identity Development, and increasing access to Native American Language programs), continuous use of data to drive decision making, extended/expanded learning time, etc.)

- Must be necessary, reasonable, allocable
- Categorized, as direct or indirect
- Consistent with grantees policies and procedures
- Adhere to accounting principles
- Not included in other state or federal grants

Examples of Professional Development

- Conduct staff study groups or Professional Learning Communities (PLC) at the school (e.g., pay stipends for staff, purchase books and materials, contract with speakers or consultants pertaining to the subject of the study).

- Pay for professional development costs associated with bringing a new supplemental program into the school.

- Pay staff stipends and benefits for curricular mapping activities and other academic standards-related activities.

- Hire instructional coaches to assist staff with instruction and assessment in reading and/ or math.

- Pay registration fees and travel expenses for trainings, within reason.

- Pay costs of substitute teachers while regular teachers are participating in professional development.

- Pay costs associated with bringing a speaker or consultant into the school to work with staff on data analysis

MOU Agreements

School Districts and Charter Schools may enter into an agreement with Tribes to count up-to 30 hours as school time for cultural ceremonies, dances, and feast days

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU" or "Memorandum"), is entered into on _____ (the "Effective Date"), by and between _____ located at _____, _____, _____ _____ (the "First Party"), and _____ located at _____, _____, _____ _____ (the "Second Party"). First Party and Second Party may be referred to individually as the "Party", or collectively, the "Parties".

1. **MISSION**

The _____ on which the Parties are intending to collaborate, has the following intended mission in mind:

_____

2. **PURPOSE AND SCOPE**

The Parties intend for this Memorandum to provide the cornerstone and structure for any and all future contracts being considered by the Parties and which may be related to the _____.
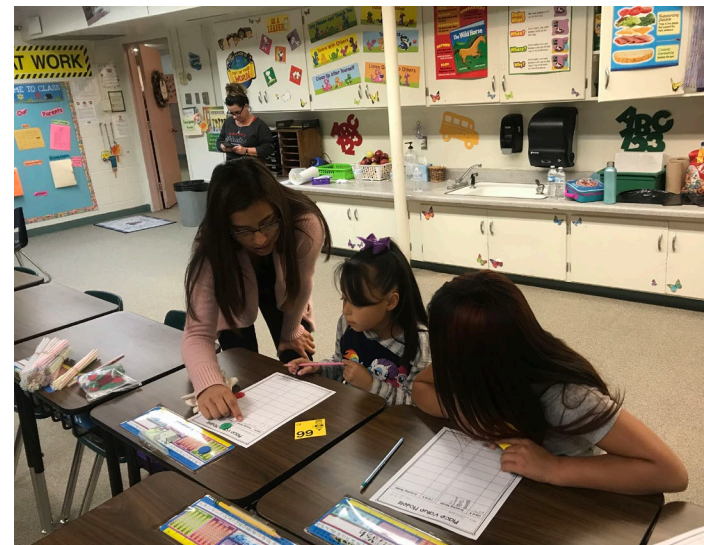
Questions

Funding Opportunities for Tribes, Nations, and Pueblos

Extended Learning Programs

- **$13,310.3** For tribal and rural community-based extended learning programs

Investing for tomorrow, delivering today.

Tribal and Rural Community Based - ELTP

Community Schools will be putting out an RFA for Tribal Education Departments to apply for the following allocation:

For tribal and rural community-based extended learning programs-$13,310.3

- This funding will be used for extended learning, summer school, professional development at tribal libraries and tribally controlled schools

Questions & Answers

Investing for tomorrow, delivering today.