



**Request for Application (RFA)
New Mexico Indigenous Language
Revitalization Initiative
RFA # 22-92400-00007**

RFA Issue Date: *April 11, 2022*
Final Date to Submit RFA: May 9, 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 is a Request for Applications (RFA) and does not constitute an award. This RFA is issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education, Section Act 22-23A-1- through 22-23A-11 NMSA 1978.

Competitive grants will be made available to New Mexico 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, schools identified by the Bureau of Indian Education as tribally controlled, urban Native American serving organizations, non-profit organizations, higher education departments, and tribal colleges 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 effectively grow the number of indigenous language speakers within a given community and support effective and successful immersion schools and programs.

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

Indigenous Language Strategy Areas:

1. Native American Community Based Immersion Schools PreK-12 - 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.
2. 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
3. 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 with that of a Level I licensed teacher. Four competitive grants are available in the amount of \$500,000 each, annually for five years.
4. 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). Twenty competitive grants are available in the amount of \$50,000 each.

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

For Fiscal Year 2023, the PED intends to award competitive grants ranging from \$50,000-\$200,000 to build the capacity of Native American language immersion programs, grow Indigenous Language speakers, and support the development of local measures of assessment, curriculum, and instruction.

Current and continued funding for this project is dependent upon annual legislative appropriations and program performance, as determined by the PED.

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

The payment structure is through a reimbursable grant. As funding is expended on the program, the entity may draw down that amount.

LENGTH OF FUNDING

The funding shall begin upon the execution of an award between PED and successful applicants and is intended to continue through the proposed project period, but not longer than through 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 otherwise provided in an executed award. Annual funding is dependent upon annual legislative appropriations. Multi-year awards will be dependent upon state appropriations annually and progress in meeting project outcomes and goals.

PROJECT OUTCOMES, GOALS AND MEASUREMENT PLAN

It is important that responses to RFAs are written clearly and include two to four goals, supporting objectives, and desired outcomes that are attainable WHILE challenging the grantee 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 use of in Diné Language in a variety of community and school situations and for a variety of purposes”.

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 language 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 results against their intended or projected results. Outcomes are what you hope to achieve when you accomplish the goal (the WAS THE GOAL ACHIEVED?). Outcomes should be the things that the applicant wants to either maximize or minimize. 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.

EXAMPLE: “Students will be able to increase their vocabulary 5% in the Diné Language by applying the language in various settings, quarterly, as aligned with seasonal activities.”

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.

PROGRAM OVERSIGHT AND MANAGEMENT

PED will manage the progress of the projects or programs. The primary contact will be Rebecca Reyes, Deputy Director, Indian Education Division. For questions related to this RFA, please contact Ms. Reyes prior to the April 25, 2022, deadline for submission of questions, at Rebecca.Reyes2@state.nm.us.

SCORING GUIDELINES

Each application will be scored across five (5) application sections 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:

- 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.

Program Narrative Components include:

- Scope of work
- Community needs for the program and status of Indigenous Language
- 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 attainment of the desired student language proficiency and academic achievement outcomes.

Answer the below questions for the specific grant your organization is applying for:

Native American Community Based Immersion Schools Grant - To establish, expand or strengthen immersion schools to serve Native American students. This can include creating school design plans and specific outcomes for an immersion school, best practices of immersion methodology, and culturally responsive and sustaining education.

- Please describe your vision of the Immersion School?
- 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?
- Who is on your core team, and do you currently have teachers who are certified through your Tribe, Nation, Pueblo, and/or the NMPED?
- How many students are you currently serving or intend to serve?
- 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 <ol style="list-style-type: none"> Math Reading 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)
2. Increased number of Native American Language Certificate (NALC) in District/Charter School	4. Increase in knowledge of culture (pre/post- tests)
3. Increased attendance rates	5. Increase in participation rates from prior years
	6. Increased parent and community involvement

Native American Language Immersion Programs - To establish, expand or strengthen an existing Native American Language program.

- Please describe your vision for your Immersion Program.
- How many immersion classes will be provided to students? How often will classes be provided?
- How do you plan to design and implement your program?
- How many students are you currently serving or intend to serve?
- 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 <ul style="list-style-type: none"> 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

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.

- 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. Increased in the Native Languages strand of the bilingual seal (culture/language) for students	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 - Development of Instructional Materials and Assessments for Native American Language Programs for Tribal Departments of Education.

- 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 <ul style="list-style-type: none"> 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

- II. **Program Measurement Plan:** Performance measurement improves the overall program management and effectiveness. By focusing on project outcomes, it can define success, and more easily measure and demonstrate results. Focus on using qualitative and/or quantitative data to measure success of your 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, long-term, or both. Applicants should have at least two outcomes per strategy area

- IV. **Project Budget:** Provide a proposed project budget that is aligned with the narrative, outcomes, and measurements of the program. Applicants need to include:
- Charter School or District or Organization’s Operational Budget for the current year, 2022-2023.

- V. **Assurance Document:** Provide the signed assurances.

Applications are limited to 5 pages for items I through III above.

TIMELINE

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

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, 2022-May 20, 2022
Selection of grantees	Review panel	May 27, 2022
Finalize contractual arrangements	PED/grantees	June 1, 2022-June 30, 2022
Contract awards	PED/grantees	July 1, 2022

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 shall present their project at the annual Government-to-Government meetings to share their learning and outcomes from their project. Grantees shall provide mid-year and annual review on the progress of outcomes.

- Mid-year report, due February 15, 2023
- End-of-year report, due July 14, 2023
- Ongoing participation in the Community of Practice with fellow Grantees

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, and 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

- Cover Page
- Project Narrative
- Measurable Program Goals and Objectives
- Project Budget
- Program Supporting Documents
- Assurance Form

Combine all documents into a single file and submit via email at: Indian.Education@state.nm.us.

Cover Page

Applicants Information

Please Select Indigenous Language Strategy Area(s) you are applying for:

Applicants may apply for more than one area or all 4 strategies.

- Native American Community Based Immersion Schools
- Native American Language Programs
- Indigenous Language Fellows
- Increased access to High Quality Curriculum, Instruction, and Assessment

Name

Phone

e-mail

Mailing Address

Number of students

PROJECT NARRATIVE

Project Budget Justification		
LINE ITEMS	Budget Amt.	Description
Personnel		
Fringe Benefits		
Travel & Training		
Equipment		
Supplies		
Contractual		
Other Purchased Services		
Subtotal:		
Indirect Cost 5%		
Total:		

New Mexico Native Language Immersion Initiative
Assurances Form

An Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____, 202_____, _____ 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. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
10. Period of agreement shall become as of July 1, 2022, and shall terminate on June 30, 2023.

Name of Authorized Representative Signature of Authorized Representative (date)

Name of Director Signature of 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.