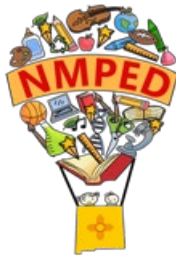




INDIAN EDUCATION DIVISION REQUEST FOR APPLICATION (RFA) TECHNICAL ASSISTANCE GUIDE



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
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State of New Mexico
Public Education Department

REQUEST FOR APPLICATION (RFA) TECHNICAL ASSISTANCE GUIDE

Michelle Lujan Grisham
Governor

Kurt Steinhaus, Ed.D.
Secretary of Education

Vickie C. Bannerman, Ed.D.
Deputy Secretary of Identity, Equity, and Transformation

Rebecca Reyes, MSW, MBA
Interim Assistant Secretary of Indian Education

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This document is available on the New Mexico Public Education Department's (NMPED) website at: <https://webnew.ped.state.nm.us/bureaus/indian-education/ied-is-seeking-for/>

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PURPOSE OF THIS GUIDE

This technical assistance guide will provide school districts, charter schools, and tribes with technical assistance for submission in response to an Indian Education Division (IED) Request for Application (RFA). This guide also includes the process for submission of reimbursements as well as the required mid and end-of-year grant closeout process.

SHARED LANGUAGE IN THIS GUIDE

Applicant	The entity responding to the Request for Application.
Award	The funded amount approved of an IEA grant application.
Award letter	A written letter approving the grant award from the NMPED and Division to the grantee.
Budget	A written plan of financial operation for one fiscal year to include an estimate of proposed expenditures.
Bar	Process for the public entity to approve acceptance of the grant.
Competitive Grant	Is a grant that is given through a competitive process. A Request for Applications (RFA) a Request for Proposals (RFP) a Notice of Availability of Funding (NOFA) or Funding Opportunity Announcement (FOA), all of which are basically just notices sent out by the funding agency with the details of the grant and the requirements needed in the grant application.
Continuation Grant	Grants that can be applied for to continue funding existing funding awards. When the original term of the grant expires, a program may have the option of applying for additional funding to continue their work, if the funding agency has additional funds for supporting that type of project. Many programs are able to apply for and are awarded continuation grants, allowing those programs to exist long past the terms of their original grants.
Fact Sheet	The document published by the IED at the close of the grant.
Fiscal Year	A twelve-month period, beginning July 1 and ending June 30.
Goals	Measurable outcomes and objectives- Must be specific, measurable, attainable, realistic, time bound. Should give a good indication of the success of the program in the evaluation.
Grantees	Entities that successfully submit a response to a Request for Applications (RFA) and are awarded funds through Indian Education Act Grant.
Granter	The IED through the New Mexico Public Education Department (NMPED).
IEA	Means the Indian Education Act, 22-23A.2-11 NMSA 1978.
IED	Means the Indian Education Division of the Public Education Department.
Indian Education Grant	Legislatively appropriated Indian Education Act (IEA) funds distributed to specific entities for projects and programs to improve American Indian students' outcomes. Funds appropriated from the Indian education fund shall be used for the purposes stated in the Indian Education Act and shall not be used to correct for previous reductions of program services.
OBMS	Means the NMPED's Online Budget Management System used by the NMPED, district, and charter schools.

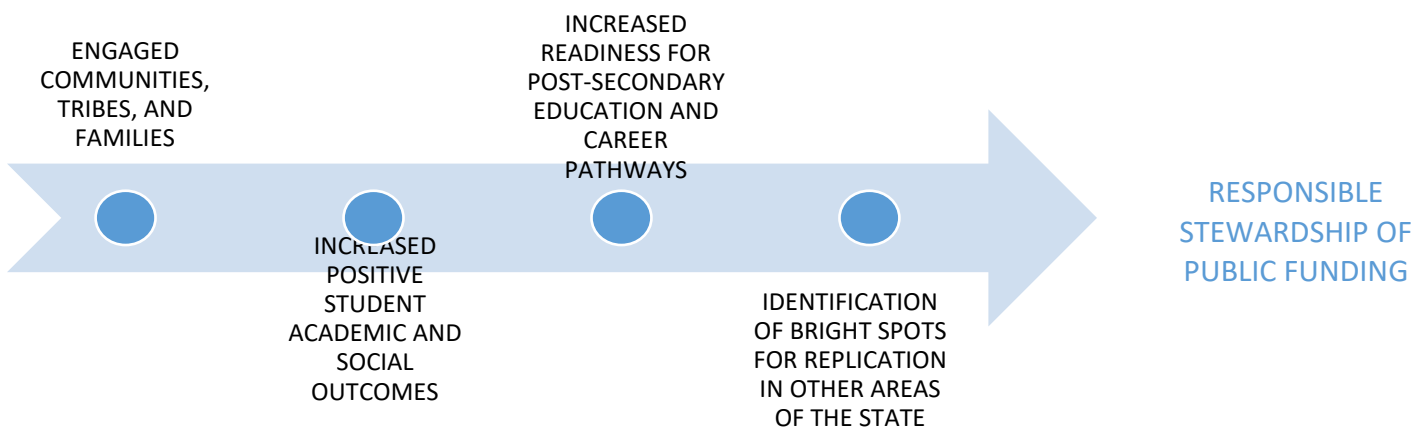
Project Activities	Project activities should be laid out in the grant timeline in the proposal, which needs to be closely adhered to if the grant is funded. Project activities should provide measurable deliverables that can attest to the effectiveness of the grant.
Reasonable Timeline	A reasonable timeline will account for many different factors in a grant, including time for hiring staff, acquiring equipment, and will include reporting and closeout of the grant.
RFA	The written notice issued by the department, outlining the terms and conditions of the department and applicant.
RFR	Means Request for Reimbursement for an expenditure related to the IEA grant.
Technical Assistance and Compliance Tracker	The technical assistance tool used by the IED Program Manager and the grantee to track the progress of the intended outcomes of the grant.

NMPED INVESTMENT GOALS

The following goals are at the center of the IED's grant management to ensure responsible stewardship of public money by both the NMPED and the grantee. Each RFA is anchored in these goals:

- increased positive academic and social outcomes,
- college and career readiness, and
- family and tribal engagement

The NMPED will use results of desktop technical assistance reviews and the grantees' final summaries to identify bright spots.



It is also an expectation that applicants align their applications to the following statutory requirements that can be found on the State of New Mexico Compilation Commissions website:

<https://www.nmcompcomm.us/>.

- The purpose of the Indian Education Act 22-23A-2.A-K. NMSA 1978.
- The Indian education; school district responsibilities; needs assessments; use of data; prioritizing budgets; reports, 22-23A-9. NMSA 1978.
- The systemic framework for improving educational outcomes for American Indian students, 22-23A-10 and 22-23A-11.A-D.

It is the responsibility of each applicant to carefully read and familiarize themselves with the statutory requirements of the Indian Education Act to ensure compliance, a well-developed application, and a true focus on American Indian students and their families.

THE PURPOSE OF THE INDIAN EDUCATION ACT

It is the responsibility of the NMPED to ensure that the IEA is adhered to.

22-23A-2. Purpose of act.	The purpose of the Indian Education Act is to:
Equity	A. ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
Native Languages	B. ensure maintenance of native languages;
Student Success	C. provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students;
Tribal Consultation	D. ensure that the [public education department] partners with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities;
Navajo Nation	E. encourage cooperation among the educational leadership of Arizona, Utah, New Mexico, and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states;
Government-to-Government	F. provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students;
Urban Indian Education	G. provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas;
Collaboration and Educational Opportunities	H. ensure that parents; tribal departments of education; community-based organizations; the [public education department]; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students;
Tribal Consultation	I. ensure that tribes are notified of all curricula development for their approval and support;
Data Sharing	J. encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and tribes; and
Parent Involvement	K. encourage and foster parental involvement in the education of American Indian students.

INDIAN EDUCATION ACT FUNDING

Funding that supports the IEA is called the Indian education fund and its sole purpose is to support the IEA. The statutory reference is below:

22-23A-8. Fund created.

A. The "Indian education fund" is created in the state treasury. The fund consists of appropriations, gifts, grants and donations and income from investment of the fund. Money in the fund shall not revert. The fund shall be administered by the department, and money in the fund is appropriated to the department to distribute awards to support the Indian Education Act.

B. The department shall ensure that funds appropriated from the Indian education fund shall be used for the purposes stated in the Indian Education Act and shall not be used to correct for previous reductions of program services.

C. The department shall develop procedures and rules for the award of money from the fund. Disbursement of the fund shall be made by warrant of the department of finance and administration pursuant to vouchers signed by the secretary of public education.

Funds may be utilized for costs related to:

- personnel, salaries, and benefits
- professional development,
- curriculum/resource materials,
- tribal heritage language support,
- transportation, (ie. teachers and staff to attend PD, student field trips for College & Career Readiness (CCR), etc.)
- lodging,
- stipends, and
- equipment/supplies
- other program-related costs.

Note: Funds made available under this grant shall be used to supplement, and not supplant, any other federal, state, or local education funds.

THE IEA NEEDS ASSESSMENT

Before submitting an application, applicants should use the data from the statutorily required needs assessment to inform the design of their response to an RFA. Please visit the IED website for more information: <https://webnew.ped.state.nm.us/bureaus/indian-education/>. The following statute requires that the district or charter school meet with local Tribe(s) to ensure that the results of the needs assessment as well as any application for funding are explicitly focused on the needs of American Indian students and families.

22-23A-9. Indian education; school district responsibilities; needs assessments; use of data; prioritizing budgets; reports.

A. As used in Sections 1 through 3 [[22-23A-9](#) to [22-23A-11](#) NMSA 1978] of this 2019 act, "school district" includes charter schools.

B. Historically defined Indian impacted school districts are required to conduct a needs assessment to determine what supports are needed in public school, at home and in the community to help American Indian students succeed in school, graduate with a diploma of excellence and be prepared to enter post-secondary education or the workplace.

C. After the needs assessment, the school district shall meet with the local tribes to prioritize the needs to be addressed. The school district shall make meeting the needs of American Indian students and closing the achievement gap between Indian students and all other student groups a priority in the school district budget, including applying state and federal funding for Indian students, disadvantaged students, at-risk students, students in poverty and other categories of state and federal funding to help disadvantaged students.

D. The school district shall apply for appropriate state, federal and private grants to help it carry out the provisions of Sections 1 through 3 of this 2019 act. When approving budgets, the department shall consider whether a school district's budget accomplishes the prioritized needs from the American Indian students needs assessment.

E. The school district shall develop an accountability tool that measures public school efforts pursuant to the systemic framework provided for in Sections 2 and 3 of this 2019 act and the success or failure of those efforts.

F. The school district shall hold a public meeting with members of the American Indian students' tribal leaders, parents, and the Indian education division at least twice in the school year to report on the needs assessment and the school district's evaluation of progress.

THE IEA SYSTEMIC FRAMEWORK

All submissions to an RFA should use the results of the needs assessment and be aligned with the statutorily required and locally developed systemic framework. The framework is designed to improve educational outcomes for American Indian students and any awarded funding must be anchored in the framework.

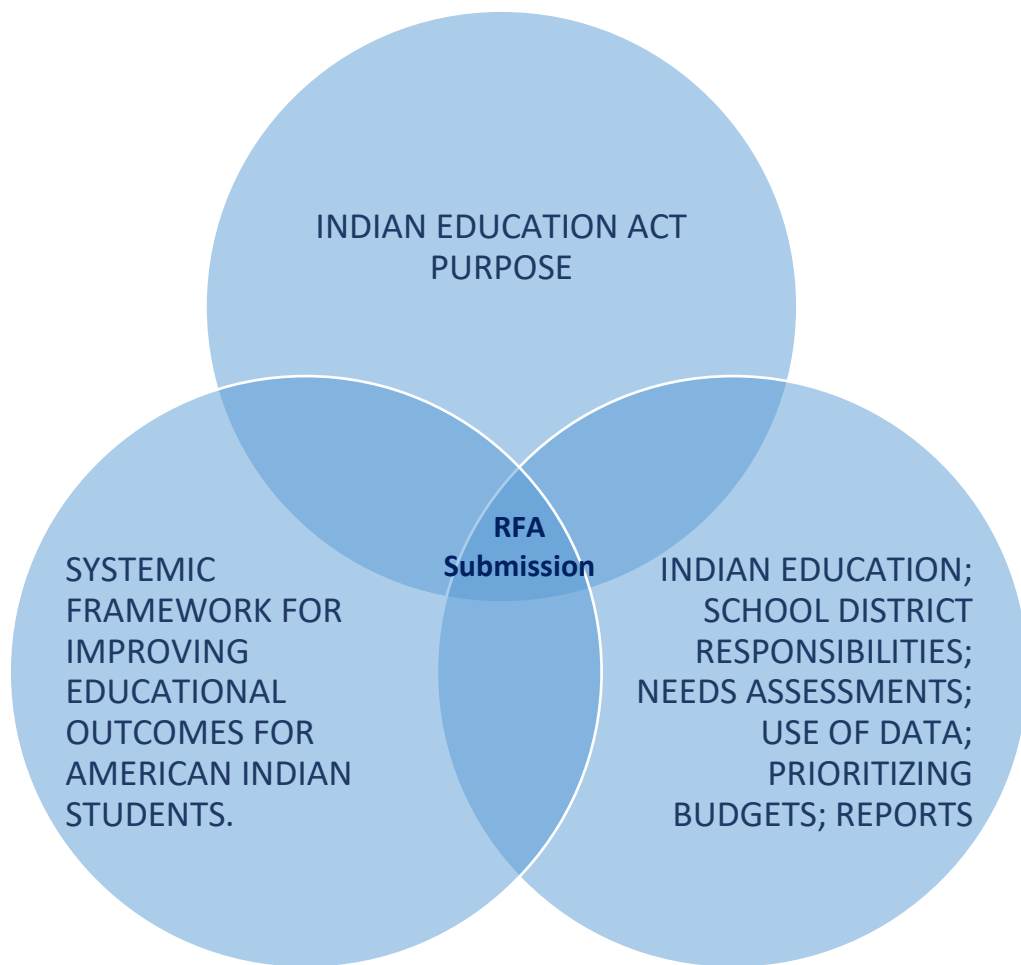
22-23A-10. Systemic framework for improving educational outcomes for American Indian students.

Historically defined Indian impacted school districts shall develop and publish a systemic framework for improving educational outcomes for American Indian students. The school district shall develop the framework in collaboration with school employees, tribal leaders, American Indian students and families, social service providers and community and civic organizations. The Indian education division shall assist the school district as required during the development and implementation of the framework. The school district may request assistance from schools of education at state educational institutions to identify best practices in collecting and using student-centered data to inform teaching strategies and schoolwide efforts to close the achievement gap between American Indian students and all other student demographic groups.

22-23A-10-11: Systemic Framework elements

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. Based on the priorities developed through the needs assessment and the priorities set in the budget for the school year, the systemic framework may include some or all the elements provided in this section.
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 American 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 American 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 American 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 American 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 American Indian students to enter, remain in or reenter school and to increase the rate of high school graduation for American Indian students;
(9)	career preparation activities that enable American 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 American 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 Indigenous/Native language programs and Indigenous/Native 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 American 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 American Indian students and their families; and
(5)	family literacy services, including New Mexico even start, and adult basic education programs.



REQUEST FOR APPLICATIONS PRIORITY AREAS

Within each focus area from 22-23A-2.A.-K. NMSA 1978, each RFA includes the following priority areas:

College, Career, and Life Readiness (Profiles and Pathways)	Whole Child and Culturally Responsive Education
<p>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 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 and competing in the labor market, and aligning interests to the career of the student's choice and living fulfilling lives.</p>	<p>Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social emotional learning and that is culturally and linguistically responsive (empathy, reflection, cooperation, interpersonal skills, communication), 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.</p>
Culture and Identity Development	Asset-Based Supports and Opportunities
<p>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.</p>	<p>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.</p>

COLLEGE, CAREER, AND LIFE READINESS (PROFILES AND PATHWAYS) CONSIDERATIONS FOR ELEMENTARY SCHOOL SUBMISSIONS

Here are some ways that elementary schools can foster college, career, and life readiness (profiles and pathways) at the elementary school level by using funds to enlist a program/project manager to design or organize one or more of the ideas below:

1. Encourage student goal setting: Use the next step plan at the elementary school level by modifying it to fit the needs of elementary school students and families. Have teachers, counselors, after-school programs, etc. engage parents and students in conversations about middle school, high school, and college readiness and revisit the plan every quarter.

2. Enlist outside support: Implement a community speaker program that uses a hands-on approach. Have business, community, tribal leadership, and university faculty host an activity while they share about what it is like to be in a certain career and the pathway requirements and successes.

3. Celebrate current and future success: Start a tradition of having the students transition from each grade. Hold transition ceremonies with caps and gowns and/or traditional regalia and have students share publicly about what they see for their future with their family and community.

4. Mentorship: Facilitate middle school and high school student's mentorship of elementary students in goal setting, career setting, service learning and life skills. There are various programs nationwide to choose from that have successful models.

5. Embed into the school and district curriculum and Instructional strategies, various modalities of CCL for K-5 grades; link to middle and high school grades.

HOW TO SUBMIT A COMPLETE AND WELL ORGANIZED RFA

Applicants should ensure that each section of their application is aligned to and adheres to the various requirements of the Indian Education Act. Before beginning the submission, please do the following:

1. Carefully read through the RFA,
2. Review and reflect on the statutory requirements previously mentioned in this guide.
3. Read through the local district or charter Indian Education Act Needs Assessment data and decide which data is aligned with your submission concept.
4. Read through the local district or charter Indian Education Act Systemic Framework and ensure that your submission is aligned to the specified outcomes of the Framework.
5. Tribal entities may or may not have a needs assessment and will only complete steps 1 and 2 and reference their Tribal Education Priorities as part of their local Tribal Education Strategic Plan.

Begin writing and collecting the necessary documents/data to complete the sections of the RFA as follows.

APPLICATION SECTIONS

NARRATIVE	<p>The narrative is developed by the potential grantee. The narrative should include the goals of the proposed project; an outline and description of activities required to reach the goals along with a schedule of the activities. The applicant should describe how the proposed program meets the elements of the <i>IEA systemic framework for improving educational outcomes for American Indian Students</i> and how it aligns with the priority areas (College, Career and Life Readiness (Profiles and Pathways), whole child and culturally responsive education, culture and identity development and Asset-Based Supports and Opportunities) (See the Goals and Priorities sections of this document).</p>
PROGRAM NARRATIVE COMPONENTS	<ul style="list-style-type: none"> ▪ Scope of work ▪ Community needs for the program ▪ The program’s alignment with district or charters IEA Systemic framework ▪ Collaborative Elements and Partners ▪ Description of the needs of the American Indian students to be served ▪ Describe the implementation plan, including the actions to be taken to reach the program goals and the expected student outcomes to include a timeline of activities. ▪ Describe 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.

	<ul style="list-style-type: none"> Describe how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes.
MEASUREMENT	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.
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.
BUDGET	Provide a budget that is aligned with the narrative, outcomes, and measurements of the program. Use the online form included in the IED grant management.
Assurances	Provide a signed assurance form included within the online management system.

WHAT ARE GOALS, OBJECTIVES, AND OUTCOMES?

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

Goals are an observable and measurable, with the end result 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 American Indian student achievement in math”.

Objectives are a specific result you’re trying to achieve within a time frame. They’re considered specific and easier to measure (document) than a goal. 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% math teachers focused on culturally and linguistically responsive instruction.” (“...at least once a year..... each semester.....annually”....suggested timeline)

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?).

EXAMPLE: “Increase American Indian student achievement in math by 8% over last school year”.

GETTING ORGANIZED TO SUBMIT A RESPONSE TO AN RFA

Applicants may use the tips below to prepare to respond to an RFA.

RFA Writing Tips	
General Tips	Detailed Tips
<p>Study the Request for Applications (RFA) document to make sure you are eligible to apply and competitive.</p>	<p>Read the Request for Applications (RFA) thoroughly. Pay close attention to the eligibility requirements. Think critically about whether you are eligible and aligned.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does this grant fit with the mission and goals of your district, charter school, or Tribal Education Department? <input type="checkbox"/> Does it fit with the strategic direction of your program? <input type="checkbox"/> Does my district, charter school, or Tribal Education Department have the staff to support the implementation of this grant? Consider how many staff are dedicated to this grant, and the staff not directly involved. For example, HR, Financial/Grant Accountant, Program Coordinator, Governance etc. <input type="checkbox"/> Does my district, charter school, or Tribal Education Department have a strategic and operational plan in place? (Addresses where we are now, where we want to be, how we plan to get there, and how we plan to measure that progress) to address grants in this manner <ul style="list-style-type: none"> ● Does your program have meaningful data (i.e., qualitative, and quantitative) to answer the above questions? <input type="checkbox"/> Does your program have the capacity to carry out the work required? <input type="checkbox"/> Is your program able to keep track of the funded project and monthly expense reports for this grant? <input type="checkbox"/> Is your program able to prepare timely invoices for this funded project? <input type="checkbox"/> Is the amount of money reasonable to cover the true costs of implementing the work required under this grant? <input type="checkbox"/> Do you and your team have time to write a grant and schedule time to review your progress? <input type="checkbox"/> Are you likely to expend and meet the requirements of the RFA? <p>Depending on the type of grant, you may need to have early brainstorming sessions (internally and externally).</p>

<p>Think before you write.</p>	<p>Always participate in the question-and-answer session, even if you don't have questions. Listen carefully to the responses from the granter for clues of what they are looking for.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research the funding agency/program. <input type="checkbox"/> Read the RFA to understand what the focus is of the funding source. <input type="checkbox"/> Have a clear idea for your project before you start writing. <input type="checkbox"/> Read through the grant narrative guidance and the evaluation criteria. <input type="checkbox"/> Set up your grant narrative document with plenty of time ahead of the deadline. <input type="checkbox"/> Format spacing, font, and margins according to RFA guidelines. <input type="checkbox"/> Make sure to use the section titles that the RFA uses. <input type="checkbox"/> Develop grant writing deadlines. <input type="checkbox"/> Make sure you know what appendices you will need. <input type="checkbox"/> Request letters of support early (when applicable).
<p>Write aligned to the RFA.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Answer the narrative questions in the RFA but WRITE to the evaluation criteria. <input type="checkbox"/> Use the RFA language in your proposal. <input type="checkbox"/> Pay attention to formatting. Use headers. Don't crowd the document to fit in more words. It is better to cut than to cram. <input type="checkbox"/> Use bold, italics, and underlines where appropriate to draw the reviewer's attention to key headers and/or information. <input type="checkbox"/> Use logical numbering for objectives and activities. <input type="checkbox"/> Do not submit supplemental information unless it is requested.
<p>Write concisely, specifically, and clearly.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Less is more. Be concise, specific, and clear. <input type="checkbox"/> Use plain language. Keep your sentences short and understandable. <input type="checkbox"/> Convey the main idea intended. <input type="checkbox"/> Write cohesively—logically and smoothly. <input type="checkbox"/> Use consistent tenses.

	<ul style="list-style-type: none"> <input type="checkbox"/> Put one space between sentences or phrases within a single bullet (do not double space). <input type="checkbox"/> Use left justification instead of full justification. <input type="checkbox"/> Don't use jargon.
<p>Be mindful of sentence syntax and word choice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write in active voice <input type="checkbox"/> Don't use unnecessary adverbs (really, very, extremely) or adjectives <input type="checkbox"/> Don't use first or second person nouns (I, we, you) <input type="checkbox"/> Don't use qualifiers (sort of, rather, quiet, somewhat) <input type="checkbox"/> Use key words and phrases at the beginning or end of a sentence. Avoid awkward interruptions in a sentence that distract from the key points <input type="checkbox"/> Avoid contractions. For example, use "do not" instead of "don't." Please remember "it's" means "it is." The possessive of "it is" "its." <input type="checkbox"/> Avoid acronyms if possible. If you must use acronyms, never use acronyms that are not explained at least once prior to their use, e.g., New Mexico Public Education Department (NMPED) at first use and then NMPED thereafter. <input type="checkbox"/> Avoid abbreviations whenever possible. Do not use an abbreviation as the first word of a sentence or bullet.
<p>Follow punctuation rules and style conventions.</p>	<ol style="list-style-type: none"> a) Follow the AP or Chicago Style Guide. b) Put one space between sentences c) In general, spell out numbers one through nine, and use figures for numbers 10 and higher (see the AP Style Guide Cheat Sheet for exceptions) d) Use percent instead of % in sentences; at the beginning of a sentence, both the number and symbol are spelled. Using % is ok in tables and figures.

<p>Edit, edit, edit.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Look for common errors (word swap, from/form) <input type="checkbox"/> Make sure the writing is understandable <input type="checkbox"/> Ask yourself if you accomplished your objective in a logical manner <input type="checkbox"/> Edit three times --- once for meaning, once for power, once for correctness <input type="checkbox"/> Have an outside reader that is not familiar with the grant review a full draft. If they understand, the reviewers will too. <input type="checkbox"/> After the complete grant is done make sure you read through it with the evaluation criteria in mind. Think about how you would score the application if you were a reviewer.
<p>Proofread thoroughly before submitting your grant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read it aloud to yourself <input type="checkbox"/> Read it backwards <input type="checkbox"/> Read it forward line by line <input type="checkbox"/> Check and double check the attachments before you route the final version.

REQUEST FOR APPLICATIONS CHECKLIST

Responsible	RFA/RFP/RFI Process
NMPED	Identify funds directly following the legislative session.
NMPED Program Manager	Design RFA for grants including goals, evaluation components, and procedures.
NMPED Program Manager	Obtain required approvals.
NMPED Program Manager + Potential Grantees	Review application content, clarify intent, and respond to questions relating to grant via phone, zoom, email or mail (within the parameters of the grant).
NMPED	Post RFA announcement on NMPED website.
Prepare for Grant Review	
NMPED-IED	Post and share request for readers (internal) (if needed)
NMPED Program Manager	Provide training and share rubric, confidentiality, and conflict of interest documents
NMPED Program Manager	Host reading, documents reader's rating results, and finalizes for award/more information needed.
IED Business Operation Specialist or EA	Request additional information for those needing resubmissions with edit
Award Notification of the Grant	
IED Business Operation Specialist	Send award letters (including timelines and terms) to grantees
IED	Submit planning awards into OBMS
GRANTEE	Submit to OBMS
Monitoring, RfR, data collection	
GRANTEE	Implement grant and monitor to ensure compliance, data collection, and adherence to scope of work.
GRANTEE	Submit monthly RfR and create a tracking system.
NMPED + GRANTEE	Conduct and participate in training provided by the NMPED.
GRANTEE	Submit baseline data to NMPED.
NMPED Program Manager	Provide ongoing technical assistance, quarterly meetings, etc.

GRANTEE	Submit mid-year progress report
NMPED Program Manager	Conduct on site visits as appropriate.
NMPED + GRANTEE	Conduct and participate in spring training.
End-of-Year Closeout	
GRANTEE	Complete End-of-Year Report and submit final invoice.
NMPED Program Manager	Review End-of-Year Report, data, and budget.
NMPED Program Manager or Designee	Compile fact sheet which will be published and include grant project/program, goals, objectives, outcomes, students served, award amount, reimbursements, and remaining balance.

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 refer to Grants Management for the completion of the RFA [IED- IEA Grant Management System](#)

Indian Education Act Funding:		
School Name or Tribal Partner Name:		
School Year:		
Goal 1:		
EXAMPLE		
Objective 1:		
Desired Outcome 1:		
Goal 2:		
Objective 2:		
Desired Outcome 2:		
CATEGORY:		
ALIGNMENT		
Choose one NMPED priority area: <input type="checkbox"/> College, Career, and Life Readiness (Profiles and Pathways) <input type="checkbox"/> Whole Child and Culturally Responsive Education <input type="checkbox"/> Tribal Libraries (community and tribal based programs/after school) <input type="checkbox"/> Culture & Identity Development <input type="checkbox"/> 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 <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	American Indian student Subgroup(s) to be served through this program/project: <input type="checkbox"/> Economically disadvantaged students <input type="checkbox"/> Students with disabilities <input type="checkbox"/> English language learners <input type="checkbox"/> 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. 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.		

<p>Program Narrative Components:</p> <p>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 American Indian students to be served.</p>
<p>How will the grant meet the intended outcomes of these objectives?</p>
<p>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?</p>
<p>How will you measure your progress and success for these outcomes? Example achievement data including short cycle assessments, attendance increase,</p>
<p>What percentage or number of American Indian students will this grant serve?</p>
<p>How will the services of the program/project be provided/delivered?</p>
<p>Other?</p>

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 findings of misuse of these funds are discovered, project funds will be returned to the PED.
9. If 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 President/Governor

Signature of President/Governor

(date)

Name of Tribal Education Director

Signature of Tribal 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.

INDIAN EDUCATION ACT GRANT ASSURANCE FORM

Superintendents and Charter School Leaders

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 findings of misuse of these funds are discovered, project funds will be returned to the PED.
9. If 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.

Superintendent/Charter Leader Name

Signature- Superintendent/Charter Leader (date)

Indian Education Director Name

Signature- 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.

INITIAL SCREENING OF APPLICATION

In the initial screening, the agencies will check each proposal to ensure it includes all the required elements to qualify for the grant. What the specific requirements are will vary for each grant, but common elements are program narrative, program measurement plan, outcomes, and budget, along with attachments. The key for the initial screening is that the agency is looking for the presence of the required element, not just the quality of the element. If your application does not meet all of these basic requirements, then your application is likely to be rejected.

PROGRAMMATIC REVIEW AND ASSESSMENT OF APPLICATIONS

The remaining applications undergo a thorough review and assessment for their technical and programmatic quality and competency. A review panel of at least three people, who assess and score each application independently. Then, the review panel will convene to discuss the merits of the applications. A series of policies and assurances are in place to maintain a fair, objective process based on material facts in the applications and without conflicts of interest (COI).

Financial Review

While an application may have technical and programmatic quality, your budget also needs to be well-documented and reflect the requirements of the grant program. The agency will review each line item and the overall proposed budget to ensure compliance with statutory and financial regulations. Additionally, the financial review also factors in the total budget for the grant program in relation to how much money each application requests.

Grant Scoring

Grants are scored using a scoring system where each section of the grant is worth a predetermined amount of points. The scoring system for the grant can be found in the grant application. It is important to examine the scoring system and design your application to maximize the number of points awarded. Grants are highly competitive. It can easily be a matter of 1 or 2 points that determines which grants are funded and which are not.

The scoring system will determine where you put the largest amount of effort in your grant application. For example, if the scoring system has a maximum score of 100, and the project narrative is worth 40 points, you should anticipate spending a large amount of time on that section. That section should also account for approximately 40% of the application pages. If the evaluation is set for 20 points, the evaluation should receive 20% of the effort and page space for the evaluation, and so on.



Indian Education Act Funding RFA Application Screening Tool

Tribe/Pueblo/District/Charter:
Reviewer:

FY:
Priority Area:

Meets	Does not Meet
<i>Tribe/ Pueblo/ District/Charter provides a <u>detailed, and thoughtful</u> description of programs and services that is Native student centered and aligned to the IEA- Systemic Framework and Priority Areas.</i>	<i>Tribe/ Pueblo/ District/Charter <u>did not provide sufficient detail and description</u> in creating a program(s) and services that is American Indian student centered and aligned to the IEA- Systemic Framework and priority areas.</i>

I. Narrative/Program Narrative Components	Meets OR Does not Meet	IED Feedback for Potential Grantee
<p>Main narrative explains in detail-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.</p> <p>1. <i>The proposed program meets the goals of the IEA systemic framework and how it aligns with NMPED high priority area</i></p> <p>2. <i>The Goals are:</i></p> <ul style="list-style-type: none"> • Smart/achievable • Realistic and feasible 	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	
<p>Program Narrative Components provides a description of the 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 American Indian 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, and description of how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes.</p>	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	

Description provides sufficient detail as to how the grant will meet the intended outcomes of the objectives listed?	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	
The specific data from the IEA needs assessment is aligned to Objective 1 or 2?	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	

II. Project Outcomes and Measurement Plan	Meets OR Does not Meet	IED Feedback for Potential Grantee
Description provides sufficient detail as to how grantee will measure progress and success for outcomes	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	
Percentage or number of American Indian students to be served provided	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	
Description provides sufficient detail as to how the services of the program or project will be provided/delivered?	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	
III. Project Budget	Meets OR Does not Meet	IED Feedback for Potential Grantee
Budget aligns to program or project. The costs relate directly to the proposal activities and programs.	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	
Each line item in the budget has a justification including how the cost is calculated.	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	
IV. Attachments	Meets OR Does not Meet	IED Feedback for Potential Grantee
Operation Plan provided to include staffing capacity TEDs Organizational budget/District/Charter school budget provided	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not meet	

IV. Assurance Form	Meets OR Does not Meet	IED Feedback for Potential Grantee
A signed assurance form included within the online application.	<input type="checkbox"/> Meets OR <input type="checkbox"/> Does not Meet	

RFA Components	Meets/Does Not Meet	Comments
Project Narrative		
Project Outcomes and Measurement Plan		
Project Budget		
Supporting Documents		
District Assurances		

Notes:

**2022-2023
Indigenous Education Initiative (IEI) Funding (Continuous)
Application Scoring Tool**

District/Charter: _____

Reviewer: _____

This IEI RFA will provide additional resources and key supports aimed at innovation and community engagement work that promote academically excellent and culturally relevant educational opportunities. The end goal of this funding is twofold: 1) students benefit from initiatives that design schools to provide the best opportunity for academic preparation for college, career, and community leadership, for identity development, and for holistic health; and 2) funded projects act as “bright spots” for future support by the NMPED to expand successful programs based on community needs and desires in Indigenous Education.

Complete	Coherent	Convincing	Section not included in application/ incomplete
District/Charter provides a <u>robust, detailed, and thoughtful</u> description of mission that is student centered.	District/Charter provides a description of mission that <u>is clear, and the description includes a focus area.</u>	District/Charter provides <u>a limited and brief</u> mission statement. <u>Focus area is not clearly identified.</u>	District/Charter presents lack of attempt or action in creating mission statement.

I. Project Narrative (65 points)
<p>a. Describe how your Indigenous Education Initiative (IEI) team has made improvements in establishing culturally responsive experiences for your students during the first three years of the grant. What data, narratives, or outcomes were successful at the end of year three (3), and what are your markers for success?</p> <p>b. What barriers (apart from the COVID pandemic) have you encountered during the first three years of the grant and how do you plan to overcome them in this final year?</p> <p>c. Which 1-2 projects or initiatives will be your biggest priorities during the final year of the grant? What will success look like? What will you need to succeed?</p> <p>d. In the final year of the grant, how do you plan to ensure the sustainability of your project initiatives after this grant funding has expired (e.g., staffing allocations, budgeting, etc.)?</p> <p>e. What new or existing stakeholders will you include in your efforts this year to ensure sustainability and investment from across your district or school?</p> <p>f. What objectives and deliverables have you achieved and do you plan for in year four (4) to achieve and to meet your goals in the following areas:</p> <ul style="list-style-type: none"> ▪ workforce development goals of increasing the representation of indigenous staff and/or increasing the cultural and linguistic knowledge of existing staff at your district/school

- curriculum and instruction goals of engaging stakeholders to identify areas of curriculum, instruction, and assessment to decolonize such as embedding indigenous literacy/resources and aligning indigenous knowledge with New Mexico Content Standards
- community engagement goals of affirming and integrating the cultural identities of our students, families, and communities in your school

- g. What is your district’s or charter school’s professional development goals to increase the representation of Indigenous staff and/or increase the cultural and linguistic knowledge of existing staff at your district/school?
- h. What is your district’s or charter school’s curriculum and instruction goals to engage stakeholders in identifying areas of curriculum, instruction, and assessment to indigenize, such as embedding indigenous literacy resources and aligning indigenous knowledge with New Mexico Content Standards, or adopting Tribal Content Standards and key learning priorities?
- i. What is your district’s or charter school’s community engagement goals to affirm and integrate the cultural identities of students, families, and communities in your school?
- j. What types of evaluation and accountability measures does your school, district, or community value, and how do you envision using these measures to redesign your current educational process?

Rate each sub-question using the following scoring:
 0 – Section not included in application/conspicuously incomplete
 1-3 – convincing
 4-6 – coherent
 7.5 – complete

Points Awarded	Comments
a)	
b)	
c)	
d)	
e)	
f)	
g)	
h)	
i)	
j)	

II. Project Outcomes and Measurement Plan (20 points)

<p>a) Provide the intended short-term and long-term outcomes of the program. (10 points)</p> <p>b) Provide a plan to measure the success of the program. (10 points)</p>	
<p>0 – Section not included in application/conspicuously incomplete</p> <p>1-6 – convincing</p> <p>7-9 – coherent</p> <p>10 – complete</p>	
Points Awarded	Comments
a)	
b)	

III. Project Budget (10 points)	
<p>a) Project Budget: Provide a budget that details the requested funding for the first year of the program. Applicants must budget for at least 1.0 FTE at a Level II or III educator’s salary. Other line items can include additional staffing, professional development costs, curriculum/resource materials, curricular development costs, community engagement expenses, transportation, lodging and per diem, and contractual expenses. Use the online form included in the IED grant management platform.</p>	
<p>0 – Section not included in application/conspicuously incomplete</p> <p>1-9 – convincing</p> <p>10-14 – coherent</p> <p>15 – complete</p>	
Points Awarded	Comments
a)	

IV. Supporting Documents	
<p>a) 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. <i>*Relevance of supporting documents</i></p>	
<p>0 – Section not included in application/conspicuously incomplete</p> <p>1-6 – convincing</p> <p>7-9 – coherent</p> <p>10 – complete</p>	
Points Awarded	Comments
a)	

V. District Assurances (5 points)	
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a) Provide a signed agreement with the assurances included within the online application.	
0 – signed agreement with assurances not included 5 – signed agreement with assurances included	
Points Awarded	Comments
a)	

Total Scores:

- I. Project Narrative (65 points total)
- II. Project Outcomes and Measurement Plan (20 points total)
- III. Project Budget (10 points total)
- IV. Supporting Documents (0 points total)
- V. District Assurances (5 points total)

Total Points (100 points total)

Notes:

2022-2023
NM Indigenous Education Initiative (IEI)
Application Scoring Tool

Organization: _____

Reviewer: _____

This IEI RFA will provide additional resources and key supports aimed at innovation and community engagement work that promote academically excellent and culturally relevant educational opportunities. The end goal of this funding is twofold: 1) students benefit from initiatives that design schools to provide the best opportunity for academic preparation for college, career, and community leadership, for identity development, and for holistic health; and 2) funded projects act as “bright spots” for future support by the NMPED to expand successful programs based on community needs and desires in Indigenous Education.

Complete	Coherent	Convincing	Section not included in application/ incomplete
District/Charter provides a <u>robust, detailed, and thoughtful</u> description of mission that is student centered.	District/Charter provides a description of mission that <u>is clear, and the description includes a focus area.</u>	District/Charter provides a <u>limited and brief</u> mission statement. <u>Focus area is not clearly identified.</u>	District/Charter presents lack of attempt or action in creating mission statement.
I. Project Narrative (65 points)			
<ul style="list-style-type: none"> a) Describe your community, including its resources and strengths, as well as challenges faced in providing a strong and effective education that is culturally relevant and prepares all students for success in college, career, and life. b) Provide data that documents your districts or school’s need to participate in the Indigenous Education Initiative. This data may be quantitative (e.g., test scores) or qualitative (e.g., family feedback, staffing, or infrastructure challenges), or both. c) Describe the extent to which the district or school serves American Indian students, including demographic data, 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, using demographic data. d) Describe your districts or school’s current efforts to engage the community in the educational process. What has been successful and where do you face challenges? e) Why does your school or district wish to participate in the Indigenous Education Initiative? What do you hope to gain from participation? f) How do you envision engaging the broader community in educational design and development to ensure the participating school(s) aligns with local cultural values and priorities? g) If a district, identify which one to two schools will participate in the work over the next three years. Why were these schools selected? h) Identify key staff that will contribute to the district or school’s participation in the Indigenous Education Initiative. This should include district staff (if appropriate), as well as school staff. i) A requirement of selection is that your school or district dedicates 1.0 FTE specifically to the proposed work. Provide a statement agreeing with this requirement. Identify whether this person is already hired and will move to this new role, or if you will hire for the position. If already hired, provide a summary of the 			

individual’s qualifications. If the position is to be hired, provide a summary of desired qualifications and skillsets and a timeline for hiring.

j) What types of evaluation and accountability measures does your school/district/community value, and how do you envision using these measures to re-design the current educational process?

Points Awarded	Comments
a)	
b)	
c)	
d)	
e)	
f)	
g)	
h)	
i)	
j)	

II. Project Outcomes and Measurement Plan (20 points)

- a) Provide the intended short-term and long-term outcomes of the program. **(10 points)**
- b) Provide a plan to measure the success of the program. **(10 points)**

0 – Section not included in application/conspicuously incomplete
1-6 – convincing
7-9 – coherent
10 – complete

Points Awarded	Comments
a)	
b)	

III. Project Budget (10 points)

- a) Project Budget: Provide a budget that details the requested funding for the first year of the program. Applicants must budget for at least 1.0 FTE at a Level II or III educator’s salary. Other line items can include additional staffing, professional development costs, curriculum/resource materials, curricular development costs, community engagement expenses, transportation, lodging and per diem, and contractual expenses. Use the online form included in the IED grant management platform.

0 – Section not included in application/ incomplete
1-6 – convincing
7-9 – coherent
10 – complete

Points Awarded	Comments
a)	

IV. Supporting Documents	
a) 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. <i>*Relevance of supporting documents</i>	
0 – Section not included in application/ incomplete 1-6 – convincing 7-9 – coherent 10 – complete	
Points Awarded	Comments
a)	
V. District Assurances (5 points)	
a) Provide a signed agreement with the assurances included within the online application.	
0 – signed agreement with assurances not included 5 – signed agreement with assurances included	
Points Awarded	Comments
a)	

Total Scores:

I.	Project Narrative	(65 points total)
II.	Project Outcomes and Measurement Plan	(20 points total)
III.	Project Budget	(10 points total)
IV.	Supporting Documents	(0 points total)
V.	District Assurances	(5 points total)

Total Points (100 points total)

Notes:

2022-2023
NM Indigenous Language Revitalization Initiative
Increased access to High Quality Curriculum, Instruction, and Assessment
Application Scoring Tool

Organization: _____

Reviewer: _____

Complete	Coherent	Convincing	Section not included in application/ incomplete
Organization provided a <u>robust, detailed, and thoughtful</u> description	Organization provided a description that <u>is clear, and the description includes a focus area.</u>	Organization presents a <u>limited and brief</u> statement. <u>Focus area is not clearly identified.</u>	Organization presents lack of attempt or action

Increased access to High Quality Curriculum, Instruction, and Assessment - Development of Instructional Materials and Assessments for Indigenous/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.

I. Project Narrative (60 points)	
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?	
Rate each sub-question using the following scoring: 0 – Section not included in application/conspicuously incomplete 1-3 – convincing 4-6 – coherent 7-15 – complete	
Points Awarded	Comments
a)	
b)	
c)	

d)	
----	--

II. Project Outcomes and Measurement Plan (20 points)	
a) Provide the intended short-term and long-term outcomes of the program. (10 points) b) Provide a plan to measure the success of the program. (10 points)	
<i>0 – Section not included in application/conspicuously incomplete</i> <i>1-6 – convincing</i> <i>7-9 – coherent</i> <i>10 – complete</i>	
Points Awarded	Comments
a)	
b)	
III. Project Budget (10 points)	
Project Budget: proposed project budget that is aligned with the narrative, outcomes, and measurements of the program. a) Charter School or District or Organization’s Operational Budget for the current year, 2022-2023.	
<i>0 – Section not included in application/conspicuously incomplete</i> <i>1-5 – convincing</i> <i>6-10 – complete</i>	
Points Awarded	Comments
IV. Supporting Documents	
a) 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. <i>*Relevance of supporting documents</i>	
Points Awarded	Comments
a)	
V. District Assurances (5 points)	
a) Provide a signed agreement with the assurances included within the online application.	
<i>0 – signed agreement with assurances not included</i> <i>5 – signed agreement with assurances included</i>	

Points Awarded	Comments
a)	

Total Scores:

- I. Project Narrative (60 points total)
- II. Project Outcomes and Measurement Plan (20 points total)
- III. Project Budget (10 points total)
- IV. Supporting Documents (0 points total)
- V. District Assurances (5 points total)

Total Points (95 points total)

Notes:

2022-2023
NM Indigenous Language Revitalization Initiative
Indigenous Language Fellows
Application Scoring Tool

Organization: _____

Reviewer: _____

Complete	Coherent	Convincing	Section not included in application/ incomplete
Organization provided a <u>robust, detailed, and thoughtful</u> description	Organization provided a description that is <u>clear, and the description includes a focus area.</u>	Organization presents a <u>limited and brief</u> statement. <u>Focus area is not clearly identified.</u>	Organization presents lack of attempt or action

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.

I. Project Narrative (65 points)	
<p>a) Please describe your vision for your mentor/apprentice program?</p> <p>b) What is the current status of your community's language and what impact do you plan to achieve through this initiative?</p> <p>c) What are the goals of your program in producing new speakers (i.e., number, purpose, focus and desired outcomes)?</p> <p>d) Please share your goals for your first semester of planning. How will you recruit and select Mentor Speakers and Apprentice Speakers?</p> <p>e) Who is on your core team? Are they currently involved with Language Revitalization efforts with the Tribe, Pueblo, Nation, or Urban Indian Community?</p>	
<p>Rate each sub-question using the following scoring: 0 – Section not included in application/conspicuously incomplete 1-3 – convincing 4-6 – coherent 7-13 – complete</p>	
Points Awarded	Comments
a)	
b)	
c)	
d)	
e)	

II. Project Outcomes and Measurement Plan (20 points)	
a) Provide the intended short-term and long-term outcomes of the program. (10 points) b) Provide a plan to measure the success of the program. (10 points)	
<i>0 – Section not included in application/conspicuously incomplete</i> <i>1-6 – convincing</i> <i>7-9 – coherent</i> <i>10 – complete</i>	
Points Awarded	Comments
a)	
b)	
III. Project Budget (10 points)	
Project Budget: proposed project budget that is aligned with the narrative, outcomes, and measurements of the program. a) Charter School or District or Organization’s Operational Budget for the current year, 2022-2023.	
<i>0 – Section not included in application/conspicuously incomplete</i> <i>1-5 – convincing</i> <i>6-10 – complete</i>	
Points Awarded	Comments
a)	
IV. Supporting Documents	
a) 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. <i>*Relevance of supporting documents</i>	
Points Awarded	Comments
a)	
V. District Assurances (5 points)	
a) Provide a signed agreement with the assurances included within the online application.	
<i>0 – signed agreement with assurances not included</i> <i>5 – signed agreement with assurances included</i>	
Points Awarded	Comments
a)	

Total Scores:

- | | | |
|------|---------------------------------------|-------------------|
| I. | Project Narrative | (65 points total) |
| II. | Project Outcomes and Measurement Plan | (20 points total) |
| III. | Project Budget | (10 points total) |
| IV. | Supporting Documents | (0 points total) |
| V. | District Assurances | (5 points total) |

Total Points (100 points total)

Notes:

2022-2023
NM Indigenous Language Revitalization Initiative
Indigenous/Native American Community Based Immersion Schools PreK-12
Application Scoring Tool

Organization: _____

Reviewer: _____

Complete	Coherent	Convincing	Section not included in application/Conspicuously incomplete
Organization provided a <u>robust, detailed, and thoughtful</u> description	Organization provided a description that <u>is clear, and the description includes a focus area.</u>	Organization presents a <u>limited and brief</u> statement. <u>Focus area is not clearly identified.</u>	Organization presents lack of attempt or action

Indigenous/Native American Community Based Immersion Schools PreK-12 - To establish, expand or strengthen immersion schools to serve American Indian 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.

I. Project Narrative (65 points)	
<p>a. Please describe your vision of the Immersion School?</p> <p>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?</p> <p>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?</p> <p>d. How many students are you currently serving or intend to serve?</p> <p>e. What is the current status of your community's language and what impact do you plan to achieve through this initiative?</p>	
<p>Rate each sub-question using the following scoring: 0 – Section not included in application/conspicuously incomplete 1-3 – convincing 4-6 – coherent 7-13 – complete</p>	
Points Awarded	Comments
a)	

b)	
c)	
d)	
e)	

II. Project Outcomes and Measurement Plan (20 points)	
a) Provide the intended short-term and long-term outcomes of the program. (10 points) b) Provide a plan to measure the success of the program. (10 points)	
0 – Section not included in application/conspicuously incomplete 1-6 – convincing 7-9 – coherent 10 – complete	
Points Awarded	Comments
a)	
b)	

III. Project Budget (10 points)	
Project Budget: proposed project budget that is aligned with the narrative, outcomes, and measurements of the program. a) Charter School or District or Organization’s Operational Budget for the current year, 2022-2023.	
0 – Section not included in application/conspicuously incomplete 1-5 – convincing 6-10 – complete	
Points Awarded	Comments
a)	
IV. Supporting Documents	
a) 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. <i>*Relevance of supporting documents</i>	
Points Awarded	Comments
a)	

V. District Assurances (5 points)
--

a) Provide a signed agreement with the assurances included within the online application.	
0 – signed agreement with assurances not included 5 – signed agreement with assurances included	
Points Awarded	Comments
a)	

Total Scores:

- I. Project Narrative (65 points total)
- II. Project Outcomes and Measurement Plan (20 points total)
- III. Project Budget (10 points total)
- IV. Supporting Documents (0 points total)
- V. District Assurances (5 points total)

Total Points (100 points total)

Notes:

2022-2023
NM Indigenous Language Revitalization Initiative
Indigenous/Native American Language Immersion Programs
Application Scoring Tool

Organization: _____

Reviewer: _____

Complete	Coherent	Convincing	Section not included in application/incomplete
Organization provided a <u>robust, detailed, and thoughtful</u> description	Organization provided a description that <u>is clear, and the description includes a focus area.</u>	Organization presents a <u>limited and brief</u> statement. <u>Focus area is not clearly identified.</u>	Organization presents lack of attempt or action

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

I. Project Narrative (65 points)	
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?	
Rate each sub-question using the following scoring: 0 – Section not included in application/conspicuously incomplete 1-3 – convincing 4-6 – coherent 7-13 – complete	
Points Awarded	Comments
a)	

b)	
c)	
d)	
e)	

II. Project Outcomes and Measurement Plan (20 points)

- a) Provide the intended short-term and long-term outcomes of the program. **(10 points)**
- b) Provide a plan to measure the success of the program. **(10 points)**

0 – Section not included in application/conspicuously incomplete
1-6 – convincing
7-9 – coherent
10 – complete

Points Awarded	Comments
a)	
b)	

III. Project Budget (10 points)

Project Budget:
 proposed project budget that is aligned with the narrative, outcomes, and measurements of the program.

- a) Charter School or District or Organization’s Operational Budget for the current year, 2022-2023.

0 – Section not included in application/conspicuously incomplete
1-5 – convincing
6-10 – complete

Points Awarded	Comments
a)	

IV. Supporting Documents

- a) 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. **Relevance of supporting documents*

Points Awarded	Comments
a)	

V. District Assurances (5 points)

a) Provide a signed agreement with the assurances included within the online application.	
0 – signed agreement with assurances not included 5 – signed agreement with assurances included	
Points Awarded	Comments
a)	

Total Scores:

- I. Project Narrative (65 points total)
- II. Project Outcomes and Measurement Plan (20 points total)
- III. Project Budget (10 points total)
- IV. Supporting Documents (0 points total)
- V. District Assurances (5 points total)

Total Points (100 points total)

Notes:

AWARD LETTER PROCESS

ROLES

DocuSign Envelope Holder (Envelope Originator): The Holder initiates the award process by creating a new envelope in DocuSign. The Holder will use the predefined templates in DocuSign. Files cannot be deleted from DocuSign.

Requestor: The Requestor is a program designee. The Requestor works closely with the Liaison to begin the process for awards. The Requestor collects all the needed documents for the awards. The Requestor will be the main contact for the awards, will upload required documents and will monitor where the awards are in the process.

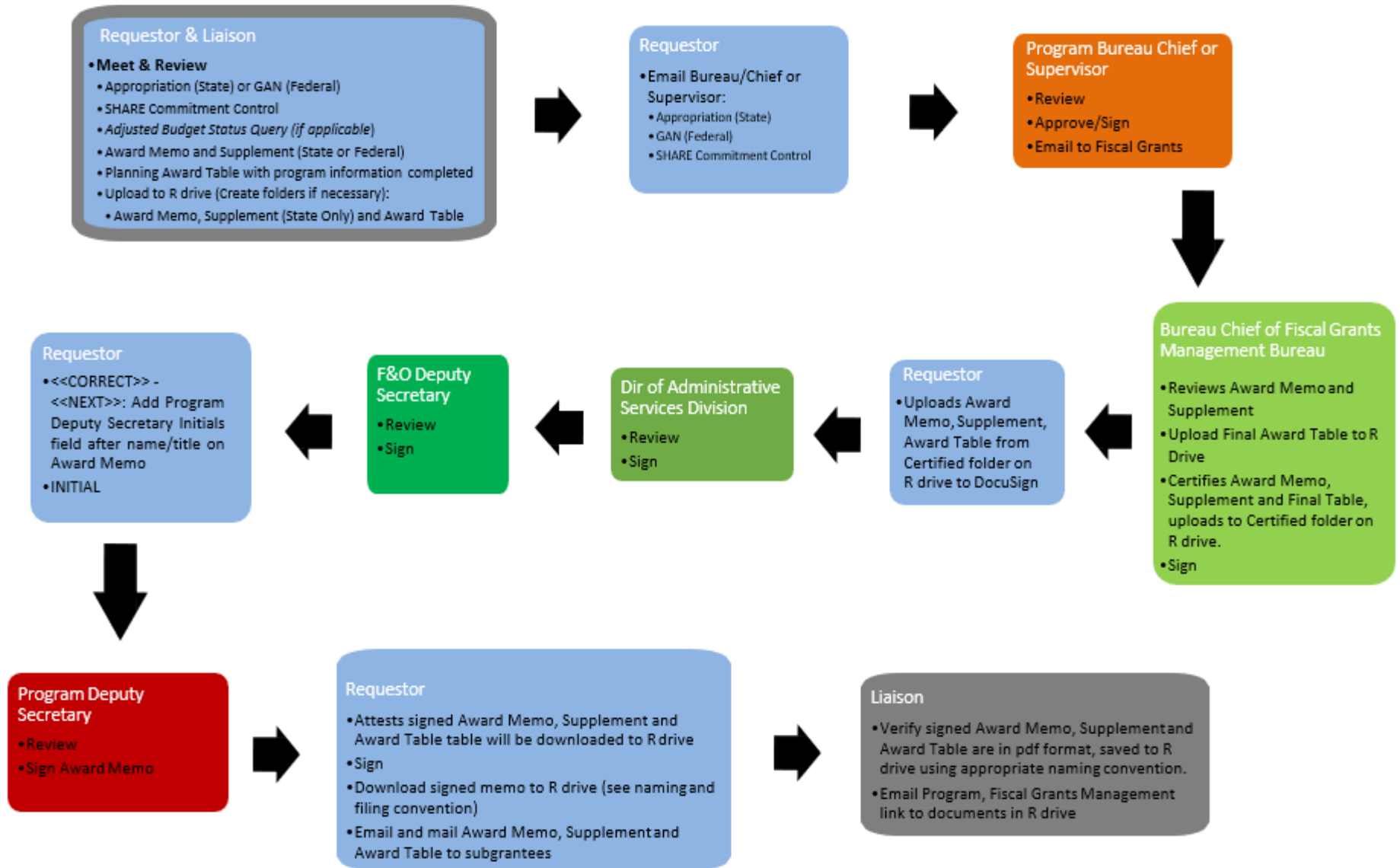
Liaison: The Liaison will work closely with, and will complement the work of, the Requestor. The Liaison will ensure all documents submitted are correct and the award memo or adheres to the *Award Memo Checklist*.

Deputy Secretary Names and Titles

Dr. Vickie Bannerman, Deputy Secretary

Katarina Sandoval, Deputy Secretary

NMPED AWARD MEMO FLOWCHART



REQUEST FOR REIMBURSEMENT (RFR PROCESS)

Once an applicant receives the award letter and has aligned the scope of work to the approved budget, the work of the program may begin. In order to submit to the NMPED for reimbursement (RfR), the following steps must be followed:

Work with the IED Business Operations Specialist to establish budget authority in the NMPED's Online Budget Management System (OBMS) prior to expenditure of funds.

1. Allows for Increases/Decreases/Transfers/Maintenance of funds awarded.
2. Requires Supporting Documentation Attachment (Award Letter/Request for Application (RFA)).
3. Required for Districts, Charters, RECs, State Supported Institutions, BIE Institutions, Post-secondary Institutions and Contractually Based Organizations receiving funding from NMPED.
4. Budget Authority provides:
 - a. Transfer of funds to other functions and object codes to ensure compliance with grant expenditure requirements.
 - b. Ensures conformance with NMAC 6.20.2.10.

HOW TO SUBMIT A SUCCESSFUL REQUEST FOR REIMBURSEMENT

Grantees will log into OBMS and follow these steps:

1. All allowable fields must have an entry.
2. Total request amount must correspond to supporting documentation.
3. An accounting-system driven expenditure report is attached (range on report must match range requesting reimbursement for).
4. Electronic submission by Business Manager through OBMS ID confirms RFR is just, correct, and due according to law.
5. Average processing time for state (noncapital) and federal funds is 33 days.
6. Average processing time for state (capital) funds is 60 days due to funds transfer requirements between NMDFA-BOF and NMPED.

For more information visit the Administrative Services Division website:

<https://webnew.ped.state.nm.us/bureaus/administrative-services/fiscal-grants-management/>

OTHER REQUEST FOR REIMBURSEMENT CONSIDERATIONS

Reimbursement requests should be submitted monthly by the grantee.

A grantee may request reimbursement only for expenditures that have already occurred.

Example A: The grantee has ordered and received supplies and has paid the vendor. The grantee may request reimbursement.

Example B: The grantee makes salary payments on the first and fifteenth of each month. In a given month, the grantee may request reimbursement for payroll expenditures actually made during the month. The grantee may not request reimbursement in anticipation of subsequent pay dates that they have not paid.

Example C: The grantee is responsible for payment of health benefits to its provider on a quarterly basis. The grantee must request reimbursement during the month following payment.

CONTENT OF A REQUEST FOR REIMBURSEMENT

Reimbursement requests must contain a brief description of the expenditures for which reimbursement is being requested. Individual line items need not be detailed.

Expenditures must be supported by documentation at the grantee level. This documentation should not be submitted to the IED without a reimbursement request.

Supporting documentation for all expenditures, including copies of receipts, invoices, and purchase orders.

Note: Each invoice should have the corresponding receipts and evidence of payment attached.

Keep in Mind the following:

- Claim period on RfR MUST match claim period on expenditure report
- Total amount requested MUST correspond to supporting documentation
- MUST attach an accounting-system generated expenditure report
- Detailed period to date
- Detailed year to date (adjustment RfR)
- When Business Manager submits an RfR through OBMS, she/he confirms the RfR is just, correct, and due according to law.

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 Indigenous/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

DIRECT COSTS

- Direct costs must directly benefit a program
- Are connected to a cost object
- Are charged directly to an award
- Materials and Supplies used for the grant award
- Contractual Services for grant award

INDIRECT COSTS

- Benefits more than one program or project
- Utilities, Lease of Copiers/Printers
- Administrative Salaries
- Accounting and HR Costs
- Procurement
- Auditing
- Budgeting
- Commercial Liability Insurance

EXAMPLES 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) e) 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

WHAT ARE SOME EXAMPLES OF ACTIVITIES THAT ARE CONSIDERED 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 training, 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

WHAT IS HIGH QUALITY PROFESSIONAL DEVELOPMENT

- Evidence based
- Raises student achievement
- Improves and changes teaching practices
- Addresses the needs of students with different learning styles
- Improves engaging students and classroom culture
- Involves parents in the student’s education
- Using data and assessments to improve classroom practice

WHAT IS AN ALLOWABLE COST?

The cost is allowable if ONE or more of the following–

f) it is part of a per diem or subsistence allowance provided in conjunction with allowable travel.

OR

- g) it is a necessary and integral part of a conference, meeting, or training supported by the grant (provided that such charges are not duplicated in a participant’s per diem or subsistence allowance as described in number 1.
- the food must be incidental to the meeting, not just desirable
 - attendance of the participant at the meal is necessary for his or her full participation in the conference or meeting, or to fully benefit from the training
 - the participant is not free to take the meal elsewhere without being absent from essential discussion, lectures, or speeches concerning the purpose of the conference, meeting, or training;

OR

- h) it is clearly related to the goals and objectives of the grant, for example:
- pizza for students during lunchtime as an incentive to come to a voluntary tutoring session; or
 - donuts for dads as an incentive to increase parental involvement at the school.

Reasonable – The cost of the food must be reasonable. It is not reasonable to spend \$750 on pizza for 10 students who participate in the voluntary lunch time tutoring session.

Allocable – The cost must be related to an activity that is specifically and clearly identified in the budget.

Reimbursement requests must be in accordance with approved grant applications. Grantees are responsible for submitting an amendment to IED for approval if a new budget category for which no funds were previously budgeted or approved has been created.

END OF YEAR BUDGET REPORT

Grantees will use the grant management budget form online for mid-year and end-of-year reporting.

BUDGET REPORT				
School district initiative and strengthening language grant				
Contract		Budget Contact:		
Contact:				
LINE ITEMS	Budget Amt.	Mid-Year Submission	End-of Year Submission	Balance
Personnel				
Fringe Benefits				
Travel & Training				
Equipment				
Supplies				
Contractual				
Other Purchased Services				
Subtotal:				
Indirect Cost (for tribes)				
Total:				

EXAMPLE

COMPLIANCE TRACKER

This tracker is adapted from 22-23A-11 NMSA 1978. Grantees and the NMPED Program Manager will use this compliance checklist throughout the life of the grant and during the mid-year and end-of-year review to ensure compliance with the Indian Education Act.

Grantees will complete this during the life of the grant and update it during mid and end-of-year reporting in the online system.

Intended outcomes- (see RFA Project Outcomes and Measurement Plan)	
Short Term	Long Term
EXAMPLE	
Data Collected/Activities Completed from July 1-June 30:	
Qualitative	Quantitative

Directions: Use only the systemic framework elements that the grant is aligned to. (To be completed in the online system for mid-year and end-of-year reporting periods).

In column one, please indicate which priority area(s) align with the chosen systemic framework element in column. Use only the number (1, 2, 3, and/or 4) of the priority area.

- | | |
|---|--|
| 1. College, Career, and Life Readiness | 3. Culture and Identity Development |
| 2. Culturally and Linguistically Relevant Education and Social and Emotional Learning | 4. Increasing Access to Indigenous/Native American Language Programs |

PRIORITY AREA 1, 2, 3, and/or 4?	SYSTEMIC FRAMEWORK ELEMENT Choose all that apply to the grant.	INITIAL REVIEW-- DOCUMENTED AND ALIGNED OUTCOME FROM GRANT Please complete all that apply to the grant.	MID-YEAR REVIEW-- DOCUMENTED AND ALIGNED OUTCOME FROM GRANT What has the grant achieved thus far that is progress towards meeting the proposed outcomes of the grant?	LIST DATA COLLECTED TO MEASURE MID-YEAR PROGRESS OF PROPOSED OUTCOMES Please list the data used to measure the mid-year progress of the proposed outcomes.)	END-OF-YEAR REVIEW DOCUMENTED AND ALIGNED OUTCOME FROM GRANT Did the grant achieve the proposed outcomes of the grant? If yes, how? If not, why? If partially, explain.	LIST DATA COLLECTED TO MEASURE EOY PROGRESS OF PROPOSED OUTCOMES Please list the data used to measure the EOY progress of the proposed outcomes.)	PERCENTAGE OF AMERICAN INDIAN STUDENTS' TEACHERS PARENTS/FAMILY IMPACTED BY THE OUTCOME (Percent of the total number in program/project)
	B. (1) innovative programs designed to meet the educational needs of educationally disadvantaged American Indian students;	How is this program innovative?					
	B. (2) high-quality professional development for teaching professionals and paraprofessionals;	How is the professional development high quality?					
	B. (3) the identification of early childhood, pre-kindergarten and family programs in the school district that emphasize school readiness and that	How does this grant project support school readiness for early childhood students?					

EXAMPLE

	<p>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 American Indian students/children with developmental delays or disabilities;</p>						
	<p>B. (4) educational programs that are not usually available in sufficient quantity or quality, including remedial instruction, to raise the achievement of American Indian students in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography;</p>	<p>How does this grant project raise the achievement of American Indian students?</p>					
	<p>B. (5) bilingual and bicultural programs and projects;</p>	<p>How does this grant project enhance bilingual and bicultural programs for American students?</p>					
	<p>B. (6) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards;</p>	<p>How does this grant project support American Indian students' attainment of</p>					

		state academic standards?					
	B. (7) programs designed to encourage and assist American Indian students to work toward, and gain entrance into, institutions of higher education;	How does this grant project support American Indian students' entrance into institutions of higher education?					
	B. (8) special compensatory and other programs and projects that are designed to assist and encourage American Indian students to enter, remain in or reenter school and to increase the rate of high school graduation for American Indian students;	How does this grant project support American Indian students in graduating from high school?					
	B. (9) career preparation activities that enable American 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;	How does this grant project support American Indian students in successfully participating in college, career, and technical education programs?					
	B. (10) partnership projects between public schools and local businesses for career preparation programs designed to provide	How does this grant project support partnerships with local businesses to					

	American Indian students with the knowledge and skills needed to make an effective transition from school to a high-skill career; and	support American Indian students transition to a high-skill career?					
	B. (11) rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students.	How does this grant project American Indian students with opportunities for success?					
	C. (1) culturally related activities that support the academic program of the public school;	How does this grant project provide American Indian students with culturally related academic activities?					
	C. (2) activities that support Indigenous/Native American language programs and Indigenous/Native American 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;	How does this grant project support American Indian students' participation in language restoration programs and access to the state bilingualism-biliteracy seal?					
	C. (3) activities that promote the incorporation of culturally responsive teaching and learning	How does this grant project provide culturally responsive					

	strategies into the public school's educational program; and	teaching to American Indian students?					
	C. (4) activities to educate students about the prevention of violence, suicide, and substance abuse.	How does this grant project provide violence, suicide, and substance abuse prevention activities for American Indian students?					
	D. (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;	How does this grant project provide early interventions for American Indian students?					
	D. (2) comprehensive guidance and counseling services;	How does this grant project provide guidance and counseling services to American Indian students?					
	D. (3) integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parental involvement in school activities and increase student achievement;	How does this grant project ensure family engagement to increase American Indian students' achievement?					

	D. (4) special health- and nutrition-related services and other related activities that address the special health, social and psychological problems of American Indian students and their families; and	How does this grant project support the health and nutrition of American Indian students and their families?					
	D. (5) family literacy services, including New Mexico Even Start and adult basic education programs.	How does this grant project provide literacy services to American Indian students and their families?					