



**Request for Application (RFA)  
New Mexico Native Language Preservation,  
Maintenance, and Immersion Programs  
RFA # 23-92400-00008**

**RFA Issue Date: *May 8, 2023***

**Final Date to Submit RFA: *June 5, 2023, by 4:00 p.m.***

*RFAs received after 4pm on June 5, 2023, will not be considered for funding.*

**Contact Information:**

Rebecca Reyes  
Deputy Director  
Indian Education Division  
[Indian.Education@ped.nm.gov](mailto:Indian.Education@ped.nm.gov)

## **PURPOSE OF THIS REQUEST FOR APPLICATION**

This Request for Applications (RFA) is issued by the New Mexico Public Education Department (NMPED), Indian Education Division (IED) for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act, Sections 22-23A-1 through 22-23A-11 NMSA 1978.

This RFA is a continuous grant from FY23 that was made available to New Mexico tribal departments of education, local education agencies (LEAs), including state-chartered charter schools and locally chartered charter schools serving significant numbers of Native American students, schools identified by the Bureau of Indian Education (BIE) as tribally controlled, urban Native American serving organizations, non-profit organizations, higher education departments, and tribal colleges for the purpose of supporting innovative, effective instruction for tribally based and Urban Indigenous language programs.

The Native Language Initiative Programs aim to directly increase the number of Native language speakers; provide access to culturally and linguistically responsive learning environments that support the development of curriculum and instruction, assessments, and teacher development; and assess the status of Native American Languages in New Mexico.

## **FUNDING**

For Fiscal Year 2024, grants will be made available to those public entities listed in **Appendix A** of this RFA.

If a grantee wishes to not apply or apply for a lesser amount, both options are available.

Grantees may propose a timeline for up to the following years listed below to include budget expenditures in fiscal year 2024 and fiscal year 2025:

- **Native American Community Based Immersion Schools Prek-12**
  - Year 2, 2023-2024, Year 3, 2024-2025, Year 4, 2025-2026, Year 5, 2026-2027
- **Native Language Fellows**
  - Year 2, 2023-2024, Year 3, 2024-2025, Year 4, 2025-2026, Year 5, 2026-2027
- **Native American Language Programs**
  - Year 2, 2023-2024, Year 3, 2024-2025
- **Increased Access to High Quality Curriculum, Instruction and Assessment**
  - Year 2, 2023-2024, Year 3, 2024-2025

Current and continued funding is dependent upon annual legislative appropriations and program performance.

Funds may be utilized for costs related to personnel, professional development, student support services, curriculum and resource materials and development, Native American language support, community and parent engagement, transportation, lodging, stipends, and other program-related costs. All equipment requests over \$500 must receive prior approval from PED staff and be

included in the proposed budget.

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

Funds are held to the administrative requirements, cost principles, and audit requirements for federal and state awards.

## LENGTH OF FUNDING

The funding shall begin upon the execution of an award between PED and a successful applicant and is intended to continue through the proposed project period, but not longer than through June 30, 2024.

PED reserves the right to terminate any award that does not meet the requirements as defined by the guidelines governing the program or otherwise provided in an executed award.

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

## PROJECT OUTCOMES AND MEASUREMENT PLAN

Include at least two focused outcomes and at least one self-determined outcome, that are attainable WHILE challenging the grantee to improve the quality of education and increase educational success for Native American students.

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

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

**EXAMPLES:** "Increase Native American student achievement in math by 3% percent over last school year," or "decrease the number of student infractions by 5%."

Outcomes MUST align to the narrative and activities of the program.

## OUTCOME TO CHOOSE FROM (at least two)

- Increase student achievement in English Language Arts by \_\_\_ % points
- Increase student achievement in Math by \_\_\_ % points
- Increase student achievement in Science by \_\_\_ % points
- Increase attendance by \_\_\_ % points
- Increase the graduation rate by \_\_\_ % points
- Increase in the Native Language strand of the bilingual seal (culture) by \_\_\_ % points
- Increase the number of students learning a native language by \_\_\_ % points
- Increase Culturally related activities by \_\_\_ % points
- Increase a student sense of belonging & inclusion in school by participating in programs by \_\_\_ % points
- Increase parent and community involvement by \_\_\_ % points

- Increase the number of students enrolled in the program by \_\_\_ % points
- Increase dual enrollment by \_\_\_ % points
- Increase family literacy by \_\_\_ % points
- Increase Professional Development of Staff by \_\_\_ % points
- Increase the numbers of students attending institutions of higher education by \_\_\_ % points
- Increase students' knowledge and skills needed to make an effective transition from high school to a high-skill career by \_\_\_ % points
- Increase number of Native American Language and Culture Certified Staff by \_\_\_ % points
- Decrease Chronic Absenteeism by \_\_\_ % points
- Decrease the dropout rate by \_\_\_ % points
- Decrease the number of student infractions by \_\_\_ % points

**Grantees Self-Determined Outcomes (at least one)**

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**OUTCOME MEASUREMENT PLAN**

Outcome Measurement is the process for assessing, on a regular basis, the **results** of a grantee's programs for its participants.

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

**REPORTING**

Grantees shall submit quarterly reports no later than October 31, January 31, April 31, and a final report no later than July 15 of each year, which describes, in detail, progress on activities funded through the Indian Education Act focused on progress towards outcomes and project budget aligned to milestones. The end of year report shall describe, in detail, activities supported and outcome of efforts (success in meeting/achieving desired outcomes).

Grantees shall submit reimbursement requests at least monthly, including appropriate expenditure documentation. Applicants shall provide monthly budget amount total, budget amount spent, budget amount remaining, budget amount allocated for upcoming expenditure(s).

**EVALUATION COMMITTEE COMPOSITION**

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

**TIMELINE**

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

ACTION	RESPONSIBLE PARTY	DUE DATE
Issue RFA	PED	May 8, 2023
Deadline to submit written questions	Potential applicants	May 22, 2023
Response to questions	PED	May 30, 2023
Submission of applications	Potential applicants	June 5, 2023
Evaluation of applications	Review panel	June 6, 2023-June 9, 2023
Selection of grantees	Review panel	June 12, 2023
Finalize contractual arrangements	PED and grantees	June 13, 2023-June 30, 2023
Contract awards	PED and grantees	July 3, 2023

## REVIEW GUIDELINES

If applying for multiple grants, a separate application must be completed for each separate project. The same project cannot be applied across different funding areas. Each application will be reviewed across five (5) application sections with scores ranging from “Complete, coherent, convincing” to “Section not included in application, or is incomplete.”

- I. **Program Narrative:** The narrative is developed by the grantee; it is important that responses are written clearly. The narrative should include the goals of the proposed program; an outline and description of activities required to reach the outcomes; and schedule of activities. Program Narrative Components should include:
- ✓ Scope of work.
  - ✓ Community needs for the program and status of Indigenous Language.
  - ✓ Collaborative elements and partners.
  - ✓ Description of the needs of the Native American students to be served.
  - ✓ Description of the implementation plan, including the actions to be taken to reach the program goals and the expected student outcomes, including a timeline of activities.
  - ✓ Description of how and what implementation data will be collected and analyzed to determine whether both the program goals are met, and the students are successful in the program.
  - ✓ Description of how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes.

*Include the below responses into your program narrative for the specific grant application you are applying for. For example, if you are applying for the Native American Community Based Immersion School PreK-12 Grant your program Narrative Components should include:*

- ✓ Scope of work.
- ✓ Community needs for the program and status of Indigenous Language.
- ✓ Collaborative elements and partners.
- ✓ Description of the needs of the Native American students to be served.
- ✓ Description of the implementation plan, including the actions to be taken to reach the program goals and the expected student outcomes, including a timeline of

activities.

- ✓ Description of how and what implementation data will be collected and analyzed to determine whether both the program goals are met, and the students are successful in the program.
- ✓ Description of how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes. **AND**
  - Please describe your vision of the Immersion School?
  - If you are establishing a new school, describe your learning goals during your first year of inquiry and planning (i.e., training, research, planning).
  - What are your goals for the next four 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 four years?

**Native American Language Fellows** - To establish or support an existing Mentor/Apprentice Indigenous Language program that increases the number of fluent speakers within a specific community.

- Please describe your vision for your mentor/apprentice program?
- What is the current status of your community's language and what impact do you plan to achieve through this initiative?
- What are the goals of your program in producing new speakers (i.e., number, purpose, focus and desired outcomes)?
- Please share your goals for your first semester of planning. How will you recruit and select Mentor Speakers and Apprentice Speakers?
- Who is on your core team? Are they currently involved with Language Revitalization efforts with the Tribe, Pueblo, Nation, or Urban Indian Community?

**Native American Community Based Immersion Schools PreK-12** - To establish, expand or strengthen immersion schools to serve Native American students. This can include creating school design plans and specific outcomes for an immersion school, best practices of immersion methodology, and culturally responsive and sustaining education.

- Please describe your vision of the Immersion School?
- If you are establishing a new school, describe your learning goals during your first year of inquiry and planning (i.e., training, research, planning).
- What are your goals for the next four 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 four years?
- Who is on your core team, and do you currently have teachers who are certified through your Tribe, Nation, Pueblo, and/or the NMPED?
- How many students are you currently serving or intending to serve?
- What is the current status of your community's language and what impact do you plan to achieve through this initiative?

**Access to High Quality Curriculum, Instruction, and Assessment** - Development of Instructional Materials and Assessments for Native American Language Programs.

- What is the scope of your proposed Curriculum, Instruction, or Assessment project?
- Provide a timeline and work plan to complete the project scope by the end of the grant's term.
- Who is on your core team and are they currently involved with Language Revitalization efforts in your community?
- How will your resources be utilized and shared to impact student achievement?

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

- Please describe your vision for the Native American Language program.
- How many language classes will be provided for students? How often will classes be provided?
- How do you plan to design and implement your program?
- How many students are you currently serving or intend to serve?
- What is the status of your community's language and what impact do you plan to achieve through this initiative?

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

Provide a plan to measure the success of the program.

**III. Program Outcomes:** The outcomes are the ultimate changes or results to be achieved after the successful completion of the program. Outcomes are specific, measurable, and meaningful.

Outcomes are **not** activity-based, such as “conduct five training workshops” or “develop a new testing protocol”, these are outputs and do not reflect results achieved. Outcomes may be short, long-term, or both. Grantees should have at least two outcomes, and one self-determined outcome.

Provide intended short-term and long-term outcomes of the program, measurable objectives, and number of students that will be served under the proposed program.

**IV. Program Budget:** The program budget that is aligned with the narrative, outcomes, and measurements of the program. Applicants need to include the following:

- **Narrative Description of Program Budget for FY24-** Proposed Budgets for Quarter 1, 2, 3, 4-final
- **Final Narrative Description of Program Budget for FY24 due no later than:**
  - ✓ Quarter 1- October 31
  - ✓ Quarter 2-January 31
  - ✓ Quarter 3- April 31
  - ✓ Final Report- July 15

- **Narrative Description of Program Budget for FY25**

- ✓ By July 15- if there are expenditures left for FY24 will need to provide how the remaining funding will be spent by Quarter 1 (October 31) to spend down those remaining funds.

V. **Assurance Document:** Provide signed assurance(s)

The funding under this award must be used as specified by legislation; and the Indian Education Act activities must be implemented, as described, within the Request for Application (RFA). Please refer to the following link [Grant Management System](#) to submit your application to include the following items:

- Program Narrative
- Program Measurement Plan
- Program Outcomes
- Program Budget
- Signed Assurance Document(s)



**APPENDIX A:  
Native American Language Fellows  
Eligible to Re-Apply (Fund Code 27902)**

Entity Name	Grant Allocation
APS-Need updated budget only	\$499,800.00
Cuba Schools	\$500,000.00
Jicarilla Apache	\$500,000.00
Mescalero Apache School	\$500,000.00
NACA Inspired Schools Network (NISN)	\$372,198.75
Pueblo of Sandia	\$499,523.26

**Native American Community-Based Immersion Schools PreK-12  
Eligible to Re-Apply (Fund Code 27903)**

Entity Name	Grant Allocation
APS- Need updated budget only	\$200,000.00
Pueblo of Jemez/DOE	\$200,000.00
Navajo Prep- Need updated budget only	\$200,000.00
NISN- Saad K'idlyé Diné Language Nest's- Need updated budget only	\$154,754.00
Pueblo of Santa Clara	\$200,000.00

**Access to High Quality Curriculum, Instruction and Assessment  
Eligible to Re-Apply (Fund Code 27904)**

Entity Name	Grant Allocation
Jicarilla Apache	\$50,000.00
Navajo Prep	\$50,000.00
Pueblo of Santo Domingo	\$50,000.00
Pueblo of Zia	\$50,000.00

**Native American Language Program-  
Eligible to Re-Apply (Fund Code 27905)**

Entity Name	Grant Allocation
APS	\$50,000.00
Bloomfield	\$50,000.00
Jicarilla Apache	\$50,000.00
Pueblo of Santo Domingo	\$50,000.00
Pueblo of Taos	\$50,000.00

## **APPENDIX B: Allowable Expenses**

**Indian Education Act funds may be used for the following:**

*Costs must be necessary, reasonable, and allocable. The costs must directly benefit the program.*

- Personnel
  - General Ledger
  - Timesheets
  
- Professional Development, must provide the following documentation: (falls under Travel and Training)
  - Agenda
  - Itemized Travel Expenditure summary per traveler
  - Receipts, if traveling based on actuals
  - Attendance sign-In Roster, certificate of completion, etc.
  
- Contractual Services
  - Copy of Contract
  - Invoice for services
  
- Supplies (Materials/Supplies)
  - Invoices
  - Proof of Delivery (if applicable)
  
- Equipment (\$500 or more)
  - Must have PED Pre-Approval, Equipment Form needs to be completed and signed off on
  - Invoice
  
- Mileage (falls under Travel and Training)
  - Mileage log reporting odometer readings, date of travel, purpose
  - Signed by employee & supervisor
  
- Other purchased services
  - Dues and Memberships related to activities/program
  - Books and other reference materials

## **APPENDIX C: Non-Allowable Expenses**

**Funds may not be used for the following:**

- **Administrative costs**
- **Capital expenditures**
- **Furniture**
- **Food**
- **Vehicles**
- **Livestock**
- **Indirect costs (Districts/Charters only)**

**Cover Page**

**Applicants Information**

**Please Select the Native Language Strategy Area(s) you are applying for:**

- Native American Community Based Immersion Schools PreK-12
- Native American Language Programs
- Native American Language Fellows
- Access to High Quality Curriculum, Instruction, and Assessment

**Name**

**Phone**

**e-mail**

**Mailing Address**

**Number of students**

**PROGRAM NARRATIVE**



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

NEW MEXICO NATIVE LANGUAGE PRESERVATION, MAINTENANCE, AND IMMERSION PROGRAMS- ASSURANCE FORM

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

On \_\_\_\_\_, 2023, \_\_\_\_\_ 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. Funding received as a result of this application will be utilized for implementation of the activities of this application.
3. 75% of funding will be expended by end of grant.
4. We will provide the New Mexico Public Education Department (PED) quarterly reports no later than October 31, January 31, April 31, and a final report no later than July 15 of each year which describes, in detail, progress on activities funded through the Indian Education Act focused on progress towards outcomes and project budget aligned to milestones.
5. Reimbursement requests will be submitted at least monthly, including appropriate expenditure documentation.
6. We will ensure compliance with the Indian Education Act, Sections 22-23A-1 through 22-23A-11 NMSA 1978 for all staff working with Native American Students.
7. The grantee will work with and provide requested data to the PED for the activities within the timeframes specified.
8. 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.
9. All records of the activities will be retained for five years and access to those records will be available for the purposes of review and audit.
10. If any findings of misuse of these funds are discovered, project funds shall be returned to the PED.
11. The period of the agreement shall begin July 1, 2023, and shall terminate on June 30, 2024.

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

Name of Authorized Representative Signature of Authorized Representative Date

Name of Director Signature of Director Date