



Request for Application (RFA)

Improving Educational & Cultural Outcomes for Native American Students Grant (27901)

RFA#24-92400-00002

RFA Issue Date: April 16, 2024 (Tribes); April 22, 2024 (Eligible LEAs)
Final Date to Submit Application and Supporting Documents: May 3, 2024 (5PM) – Tribes Only
May 6, 2024 (5PM) – Eligible LEAs

PURPOSE OF THIS REQUEST FOR APPLICATION

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

Grants are made available to public entities identified by the New Mexico Public Education Department (PED)/Indian Education Division (IED). Entities can include tribes and local education agencies (LEAs), including state and local charter schools, that serve a significant number of Native American students in New Mexico. **The list of eligible entities will be available during the week of April 22-26, 2024, and will be added to this RFA as well as emailed to eligible grantees. All twenty-two (22) Pueblos, Tribes, and Nations are eligible for this grant.**

OBJECTIVES OF THIS GRANT

Objectives for this grant are directly aligned to the **systemic framework and elements** of the Indian Education Act. To be approved and awarded, applicants must identify at least one (1) element, from the list below, that the grantee will use to design and execute activities/programs, goals, and metrics for the funding period.

1. PROGRAMMING: Innovation programs designed to meet the educational needs of educationally disadvantaged Indian students.
2. PROGRAMMING: Family programs that emphasize school readiness and that are effective in preparing children to make sufficient academic growth, including family-based programs that provide screening and referral and provide services to Indian children with developmental delays or disabilities.
3. PROGRAMMING: Educational programs that are not usually available in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian students in one or more of the subjects of English, mathematics, science, foreign languages, art, history, and geography.
4. PROGRAMMING: Bilingual and Bicultural programs and projects.
5. PROGRAMMING: Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards.
6. PROGRAMMING: Programs designed to encourage and assist Indian students to work toward and gain entrance into institutions of higher education.
7. PROGRAMMING: Special compensatory and other programs and projects that are designed to assist and encourage Indian students to enter, remain in or reenter school and to increase the rate of high school graduation for Indian students.
8. PROGRAMMING: Career preparation activities that enable Indian students to participate in programs such as the programs supported by the federal Carl D. Perkins Career and Technical Education Act of 2006, including programs for technology preparatory education, mentoring and apprenticeship.

9. PROGRAMMING: Partnership projects between public schools and local business for career preparation programs designed to provide Indian students with the knowledge and skills needed to make an effective transition from school to high-skill career.
10. CULTURAL RELATED ACTIVITIES: Culturally related activities that support the academic program of the public school.
11. CULTURAL RELATED ACTIVITIES: Activities that support Indian language programs and Indian language restoration programs that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a student's diploma of excellence.
12. CULTURAL RELATED ACTIVITIES: Activities that promote the incorporation of culturally responsive teaching and learning strategies.
13. CULTURAL RELATED ACTIVITIES: Activities to educate students about the prevention of violence, suicide, and substance abuse.
14. SERVICE: 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.
15. SERVICE: Comprehensive guidance and counseling services.
16. SERVICE: Integrated educational services in combination with other programs that meet the needs of Indian students and their families, including programs that promote parental involvement in school activities and increase student achievement.
17. SERVICE: Special health and nutrition related services and other related activities that address the special health, social, and psychological problems of Indian students and their families.
18. SERVICE: Family literacy services, including New Mexico even start and adult basic education programs.
19. PROFESSIONAL DEVELOPMENT: High-quality professional development for teaching professionals and paraprofessionals.

FUNDING (INCLUDING LENGTH OF FUNDING)

The funding period for this grant will be July 1, 2024-June 30, 2025. Applicants can apply for the identified eligible amount or may choose to apply for an amount less than the identified eligible amount. All Tribes who apply for the grant will receive 25% upfront from the approved amount.

Continued funding of this grant and/or extensions are dependent upon annual legislative appropriations and grantee performance (i.e. outcomes/impacts met at the end of the fiscal year and expenditures/draw downs at the end of each fiscal year). Funding from this grant must be used to supplement federal, state, or location funding to each entity. Funds are held to the administrative requirements, cost principles, and audit requirements for federal and state awards.

PED reserves the right to terminate any award that does not meet the requirements defined by the guidelines governing the program or otherwise provided in an executed award. This is a **reimbursement-based grant** – as funds are spent by the entity, the entity will draw down the

amount, and complete required documents that must be submitted to IED at the end of each month.

REQUIREMENTS FOR APPLYING

All applications must be submitted on the aligned application, per grant, offered by IED. Applicants interested in applying for this grant will use the document titled, APPLICATION_FY25_ImprovingEducationalandCulturalOutcomesforNAStudents. All applications must be emailed to monty.begaye@ped.nm.gov and cc'd to katieann.juanico@ped.nm.gov.

All applicants must understand the requirements of this grant. Requirements include timely reporting as well as a commitment to spend the funds AND submit required documents to reflect spending. Before applying for this grant, applicants should first acknowledge whether the requirements identified below can be met:

- **REQUIREMENTS OF THE APPLICATION** – Applications must be written in language that is understandable to the reviewer. Most importantly, all the contents of the application must align with the Indian Education Act (IEA) and objectives for this grant. Please read the directions on the application thoroughly and ask questions to check for understanding. The application is purposely designed to align with the Act. Refer to page 7 and 8 for worked examples.

- **INTENDED ACTIVITIES/PROGRAMS**

This section of the application must be written using clear and specific language to help the reviewer understand WHAT the intended activity/program is and HOW the funds will be spent aligned to the activity/program. The reviewer needs enough details to clearly understand the activity/program. If the activity/program is one that is a continuation from previous fiscal years, identify this as well. There is not a requirement to create new activities/programs each fiscal year.

When applicants intend to use funding on personnel costs, explain to the reviewer which positions will be funded to carry out the activities/programs aligned to the Act. Also explain how these positions are essential to the activities/programs aligned to the Act.

When applicants intend to use funding on supplies and equipment, explain to the reviewer how the supplies and equipment align to the activities/programs aligned to the Act.

- **GOALS**

This section of the application must clearly identify the goals directly aligned to the activity/program that will be continued or created using these funds.

The reviewer needs enough information to understand HOW students and community members will benefit from the activities/programs aligned to the Act. Remember to keep your goals broad. *See page 9 for more support.*

As applicants write goals for each activity/program, applicants should think about future reporting that will capture outcomes and impacts from each goal. Outcomes and Impacts must be captured on the mid-year report and the end-of-year (final) report.

- **METRICS/MEASUREMENT PLAN**

This section of the application must clearly identify what metrics grantees will use to measure the outcomes/impacts of each goal. The reviewer needs enough information to identify metrics that will produce qualitative and quantitative data. *See page 8 and 9 for more support.*

- **ASSURANCE FORM (See page 13 and 14)**

Each applicant must submit the page titled, *Assurance Form*. This page documents the applicant's understanding of the requirements for the grant if awarded. Applications will not be reviewed without the Assurance Form. Pueblos, Tribes, and Nations must have this document signed by a Tribal Leader.

Please see page 7 to cross-verify whether you have submitted all required documents and have completed the application meeting the identified criteria.

- **REQUIREMENTS ONCE YOU ARE SELECTED AS AN AWARDEE**

- **REPORTING**

Each grantee is required to submit a mid-year report and an end-of-year (final) report. Mid-year reports are due January 31, 2025. Final reports are due July 15, 2025. IED will send the template to approved grantees.

In addition, all grantees are required to attend four (4) quarterly face-to-face check-ins with the IED team. These quarterly face-to-face check-ins will support grantees and the IED team to meet goals identified within the application as well as identify areas of support with spending down the grant. Data will be gathered from the quarterly face-to-face check-ins and used to drive decisions. General reports using the data from grantees can be shared with the Office of the Governor and members of the legislature. Quarterly face-to-face check-ins with grantees are scheduled for October (Quarter 1), January (Quarter 2), April (Quarter 3), and June (Quarter 4).

- **25% Upfront Requirements (specific to tribes only)**

When tribes spend the 25% upfront funding, grantees are required to submit documentation identifying how the 25% upfront funding was spent. This can include general ledgers and/or expenditure reports from your finance department with supporting receipts/invoices.

PROCEDURE FOR IED's APPLICATION REVIEW AND EVALUATION

- Upon receipt of an application, the application will be assigned to a designated IED team member for review. The designated IED team member will be the team member responsible for ongoing communication as well as technical assistance throughout the entire fiscal year (FY25). All applicants will receive an email from the Deputy Director stating the application was received. The next email applicants will receive is an email from the applicant's designated IED team member.
- All applications for Pueblos, Tribes, and Nations for this grant will be reviewed May 4th and May 5th. All applications submitted by LEAs are anticipated to be reviewed from May 7th – May 24th, 2024. If applicants submit applications before the deadline, the IED team will immediately begin the review. After you submit the application, please check your email daily for any communication from the IED team member assigned to your application. IED team members will also call as needed.
- All applications will be reviewed and approved based on the criteria set forth on the application.
- IED intends to notify Pueblos, Tribes, and Nations about their approval by May 6, 2024. IED anticipates sending an Intergovernmental Agreement (IGA) to tribes on May 6th and May 7th for tribal leader signature. Tribes are expected to return a signed IGA to IED by May 9, 2024. IGAs submitted after May 9, 2024, may not be fully executed by July 1, 2024. However, IED will support the timely process of these approvals once tribes submit a signed IGA.
- IED intends to notify all other selected grantees during the week of May 27th – May 31, 2024.
- The last step will include the release of an award letter for LEAs and IGAs for Tribes. Please refer to the timeline below.

ALLOWABLE COSTS

Costs must be necessary, reasonable, and allocable. The costs must directly benefit the program and most importantly, must directly align to the application. Allowable costs include:

- Personnel
- Professional Development
- Contractual Services

- Supplies (Materials/Supplies)
- Equipment (\$5,000.00 or more requires prior approval)
- Mileage (for travel and training)
- Other purchased services (i.e. dues and memberships related to activities/program, books, and other reference materials), etc.)

NON-ALLOWABLE COSTS

Indian Education Act funds cannot be used for the following:

- Administrative costs
- Capital expenditures
- Furniture
- Food (Unless the expense is directly related to the activities/programs in the application, are necessary, reasonable, and allocable)
- Vehicles (leases for vans)
- Livestock
- Indirect costs (Districts/Charters only)

TIMELINE FOR APPLICATION PROCESS

ACTION	RESPONSIBLE PARTY	DUE DATE
Release RFA and Application	Indian Education Division	Tuesday, April 16, 2024 (Tribes Only) Monday, April 22, 2024 (Eligible LEAs)
Submit Application	Eligible Applicant	May 3, 2024 (5PM) (Tribes Only) May 6, 2024 (5PM) (Eligible LEAs) <ul style="list-style-type: none"> • All applicants are encouraged to submit before the established deadline.
Review Applications	Indian Education Division	May 4-5, 2024 (Tribes Only) May 7-24, 2024 (Eligible LEAs)
IGAs sent to Tribes for Signature	Indian Education Division	May 6-7, 2024 (Tribes Only)
Signed IGAs sent back to IED	Eligible Applicant	May 9, 2024 (Tribes Only)
Notify Selected Grantees	Indian Education Division	May 6-7, 2024 (Tribes Only) May 27-31, 2024 (Eligible LEAs)
Release Award Letters (LEAs) and 25% Upfront Funding with IGAs (Tribes)	Indian Education Division	June and by July 1, 2024

- **When applicants submit documents late and/or request extensions, the grantee risks receiving the Award Letter or IGA after July 1, 2024.**

CHECKLIST FOR APPLICANTS

All applications must be submitted as a complete packet before the review process by IED team is initiated. Use the checklist below to ensure you submit all required documents.

	Required Documents
	Application – All requirements complete, and all contents followed the guidance within the RFA. Requirements include all necessary columns and boxes PLUS projected budget information.
	Assurance Form – Reviewed and Signed by the proper designee. For Tribes, this must be signed by the Tribal Leader.

WORKED EXAMPLE

ELEMENTS	INTENDED ACTIVITIES/PROGRAMS TO BE COMPLETED WITHIN FY25 (REQUIRED)	GOAL THAT IS DIRECTLY ALIGNED TO THE ACTIVITIES/PROGRAMS (REQUIRED)	WHAT METRICS WILL YOU USE TO MEASURE THE OUTCOME/IMPACTS OF EACH GOAL? (REQUIRED)
(11) CULTURAL RELATED ACTIVITIES: Activities that support Indian language programs and Indian language restoration programs that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a	Afterschool language classes will be offered from 5-6PM (Tuesday-Thursday) taught by an elder from the community. Language classes will incorporate activities and lessons that will support students – especially high school Seniors – to attain his/her bilingual seal. Students will be required to attend ten (10) classes before registering to take the tribe’s language assessment.	Increase the number of high school seniors who graduate with a bilingual seal.	At the beginning of the 2024-25 school year, the tribe will release <u>community surveys</u> with the objective of identifying how many high school seniors in the community would like to participate in language classes to earn their bilingual seal. The tribe will also release <u>questionnaires</u> to high school seniors enrolled in the language class after five (5) classes, to gather data on how confident students are in passing

student's diploma of excellence.			the tribe's language assessment. Using this data, the tribe will tailor language lessons to meet the needs of the students. The tribe will release another questionnaire after ten (10) languages classes to gather the same data.
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MORE GUIDANCE ON THE APPLICATION

Requirements of Indian Education Act	Requirements of Application
ELEMENT(S)	Does the application contain information that aligns to one (1) or more element(s)? (Y/N)
INTENDED ACTIVITIES/PROGRAMS TO BE COMPLETED WITHIN FY25	<p>Does the application contain at least one activity/program aligned to at least one element that meets the criteria below? (Y/N)</p> <ul style="list-style-type: none"> Clearly and thoroughly describes what the activity or program is, AND Clearly and thoroughly describes what students and individuals will do that aligns with the element. <p>When more than one activity or program is identified, the reviewer must verify that each activity/program meets the bulleted criteria above.</p>
GOAL(S) DIRECTLY ALIGNED TO THE ACTIVITIES/PROGRAMS	<p>Does the application contain at least one goal, aligned to each activity/program? (Y/N)</p> <p>Use the criteria below to create goals for this section:</p> <ul style="list-style-type: none"> Does the goal align to the activity/program? Is the goal specific enough for effective planning? Is the goal measurable while also ensuring that progress can be determined twice within the fiscal year? Is the goal achievable within the fiscal year? Is the goal relevant and aligned to the selected element? Is the goal time-based and realistic for one fiscal year?
WHAT METRICS WILL YOU USE TO MEASURE EACH GOAL?	<p>Does the application contain at least one metric, aligned to each goal? (Y/N)</p> <p>Use the criteria below to create metrics to measure the goal(s):</p> <ul style="list-style-type: none"> Do the metrics align to the goal?

	<ul style="list-style-type: none"> • Will the metrics appropriately measure and assess outcomes/impacts that align to the selected element? • Will the identified metrics produce data that are BOTH qualitative and quantitative? • Will the identified metrics produce data that can be gathered and reported at mid-year and at the end of the fiscal year?
<p>PROJECTED BUDGET</p>	<p>Does the application contain a projected budget that was submitted correctly following the criteria below? (Y/N)</p> <p>Use the criteria below to generate the projected budget:</p> <ul style="list-style-type: none"> • Are all amounts correctly totaled? • Is information – numerical amounts AND descriptions – entered in the correct places? • Is information clear, thorough, and understandable? Can the reviewer clearly identify how the funds will be spent? • Are all intended expenditures allowable?

APPENDIX A: ELIGIBLE GRANTEES & AMOUNTS
Improving Educational and Cultural Outcomes for Native American Students
Pueblos, Tribes, and Nation

FY25			
Tribe	*Total Student Count Per Tribe	Total Eligible Award Amount	25% Upfront Funding (of the total amount)
Acoma	738	\$ 151,817.77	\$ 37,954.44
Cochiti	133	\$ 131,696.38	\$ 32,924.10
Isleta	703	\$ 150,653.73	\$ 37,663.43
Jemez	490	\$ 143,569.67	\$ 35,892.42
Jicarilla Apache	706	\$ 150,753.50	\$ 37,688.38
Laguna	983	\$ 159,966.11	\$ 39,991.53
Mescalero Apache	709	\$ 150,853.28	\$ 37,713.32
Nambe	159	\$ 132,561.10	\$ 33,140.28
Navajo Nation	26473	\$ 1,007,725.32	\$ 251,931.33
Ohkay Owingeh	273	\$ 136,352.57	\$ 34,088.14
Picuris	37	\$ 128,503.56	\$ 32,125.89
Pojoaque	81	\$ 129,966.94	\$ 32,491.73
San Felipe	690	\$ 150,221.37	\$ 37,555.34
San Ildefonso	105	\$ 130,765.14	\$ 32,691.29
Sandia	64	\$ 129,401.54	\$ 32,350.39
Santa Ana	173	\$ 133,026.72	\$ 33,256.68
Santa Clara	131	\$ 131,629.86	\$ 32,907.47
Santo Domingo	907	\$ 157,438.46	\$ 39,359.62
Taos	272	\$ 136,319.31	\$ 34,079.83
Tesuque	53	\$ 129,035.70	\$ 32,258.93
Zia	159	\$ 132,561.10	\$ 33,140.28
Zuni	2042	\$ 195,186.86	\$ 48,796.72
Total NA Students	36081	\$ 4,000,006.00	\$ 1,000,001.50

Total = Eligible Award Amounts per Pueblo, Tribe, or Nation.

The eligible award amount was calculated using 80-Day, SY23-24 student data based on tribal affiliation per district, state, or local charter. All eligible grantees will receive a base amount of \$127,273.00 in addition to an amount calculated at 30% for each tribe's student count. The funding formula includes \$4M divided by the total number of students who identify as one of the 22 Pueblos, Tribes, and Nations, multiplied by 30%, multiplied by a tribe's individual student count.

The total number of students attending a public district, state, or local charter within New Mexico who identify as one of the 22 Pueblos, Tribes, and Nations in SY2023-2024 at 80-days was 36,081.

APPENDIX B: ELIGIBLE GRANTEES & AMOUNTS
Improving Educational and Cultural Outcomes for Native American Students
Local Education Agencies (LEAs) *Updated 4/25/2024

District	HDIISD Criteria	Eligible Amount	District	HDIISD Criteria	Eligible Amount
(1) Albuquerque Public Schools	1	\$503,233.12	(13) Jemez Valley Public Schools	1	\$88,969.22
(2) Aztec Municipal Schools	1	\$104,940.50	(14) Las Cruces Public Schools	1	\$86,990.47
(3) Bernalillo Public Schools	1	\$174,337.83	(15) Los Lunas Public Schools	1	\$117,590.32
(4) Bloomfield Schools	1	\$140,204.52	(16) Magdalena Municipal Schools	2	\$77,308.77
(5) Central Consolidated Schools	1	\$374,120.17	(17) Pojoaque Valley Public Schools	1	\$92,149.34
(6) Cuba Independent Schools	1	\$110,170.03	(18) Rio Rancho Public Schools	1	\$153,207.68
(7) Dulce Independent Schools	1	\$105,364.51	(19) Ruidoso Municipal Schools	1	\$91,583.98
			(20) Santa Fe Public Schools	1	\$87,838.51
(8) Espanola Public Schools	1	\$84,375.71	(21) Taos Municipal Schools	1	\$82,750.31
(9) Farmington Municipal Schools	1	\$356,664.83	(22) Tularosa Municipal Schools	1	\$91,159.97
(10) Gallup-McKinley County Schools	1	\$711,566.46	(23) Zuni Public Schools	1	\$153,066.34
(11) Grants-Cibola County Schools	1	\$179,638.03	Total Eligible Districts		23
(12) Jemez Mountain Public Schools	3	\$76,390.07			
Local Charter	HDIISD Criteria	Eligible Amount	State Charter	HDIISD Criteria	Eligible Amount
(1) Albuquerque Public Schools: Native American Community Academy (NACA)	1	\$96,036.15	(1) ABQ Sign Language Academy	2	\$71,867.23
			(2) ACES Technical Charter School	2	\$71,937.90
(2) Albuquerque Public Schools: Gordon Bernell Charter School	2	\$73,209.94	(3) Dzit Dit Lool School of Empowerment Action and Perseverance (DEAP)	3	\$74,057.98
(3) Dream Dine Charter School	3	\$71,867.23	(4) Middle College High School Charter	3	\$77,874
(4) Jemez Valley Public Schools: San Diego Riverside	3	\$72,785.93	(5) Six Directions Indigenous School	3	\$74,694.00
(5) Albuquerque Public Schools: Gilbert L. Sena Charter High School	2	\$71,867.23	(6) Taos Integrated School of the Arts	2	\$72,008.57
(6) Albuquerque Public Schools: Voz Collegiate Preparatory Charter School	2	\$71,160.53	(7) Vista Grande High School	2	\$71,443.21
(7) Albuquerque Public Schools: William W. & Josephine Dorn Charter Community School	2	\$70,665.85	(8) Walatowa Charter High School	3	\$72,503.25
Total Eligible Local Charter Schools		7	(9) Hozho Academy	1	\$88,757.21
See next page for more information.			Total Eligible State Charter Schools		9

Other Pertinent Information

Per the Indian Education Act (IEA), a Historically Defined Indian Impacted School district (HIISD) means a school district, state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria: (1) Serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; (2) Identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; (3) Identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.

All eligible grantees are those that meet at least one of the criteria. The eligible award amount was calculated using 80-Day, SY23-24 student data based on tribal affiliation per district, state, or local charter. All eligible grantees will receive a base amount of \$70,312.20 in addition to an amount calculated at 50% for each district's student count. The funding formula includes 5M divided by total number of students who identify as one of the 22 Pueblos, Tribes, and Nations, multiplied by 50%, multiplied by a district, state, or local charter student count. Of those attending a public district, state, or local charter identified as HDIISD, the total number of students who identify as one of the 22 Pueblos, Tribes, and Nations for SY2023-2024 at 80-Days was 35,399.

Box A: No longer identified as HDIISD

- (1) **Penasco Independent Schools** (Eligible for \$21, 766.73 for FY25, for this grant only)
- (2) **Quemado Independent Schools** (Eligible for \$20, 777.36 for FY25, for this grant only)
- (3) **Chama Valley Schools** (Eligible for \$22,261.42 for FY25, for this grant only)
- (4) **Cesar Chavez Community School** (Eligible for \$21,201.38 for FY25, for this grant only)
- (5) **NM Connections Academy** (Eligible for \$27,773.63 for FY25, for this grant only)
- (6) **NM School for Arts** (Eligible for \$20,918.70 for FY25, for this grant only)
- (7) **Rio Grande Academy of Fine Arts** (Eligible for \$20,706.69 for FY25, for this grant only)

Eight (7) districts, state, or local charters, no longer qualify as HDIISD. These districts, state and local charters will be eligible for a lesser amount AND are only eligible for this grant, for FY25. See Box A on page 12.

Improving Educational & Cultural Outcomes for Native American Students
ASSURANCE FORM for PUEBLOS, TRIBES, and NATIONS

The Governor/President must sign this form to document approval of the application.

On _____, 2024, _____ hereby applies for state funds requested in this application. If awarded, the entity agrees that the 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.

Grantees agree to the following assurances:

1. We, the undersigned, assure the New Mexico Public Education Department (PED)/Indian Education Division (IED) that the information included in the enclosed application is true and accurate.
2. Funding received because of this application will be used for implementation of the activities of this application.
3. 75%-100% of the funding will be expended by the end of the funding period.
4. We will meet with PED for face-to-face quarterly check-ins no later than October 31, January 31, April 30, and June 30 of each fiscal year.
5. We will provide a mid-year report no later than January 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.
6. Reimbursement requests will be submitted monthly with appropriate supporting documentation.
7. 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.
8. Funded projects will maintain appropriate fiscal and program records.
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 PED/IED.

The grant application will not be reviewed without a signature on this document.

Name of President/Governor: _____

Signature of President/Governor: _____ Date: _____

Name of Individual Submitting the Application: _____

Signature of Individual Submitting the Application: _____ Date: _____

Improving Educational & Cultural Outcomes for Native American Students
ASSURANCE FORM for LOCAL EDUCATION AGENCIES (LEAs)

The Superintendent/Charter Leader must sign below to indicate their approval of the application.

On _____, 2024, _____ hereby applies for state funds requested in this application. If awarded, the entity agrees that the 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.

Grantees agree to the following assurances:

1. We, the undersigned, assure the New Mexico Public Education Department (PED)/Indian Education Division (IED) that the information included in the enclosed application is true and accurate.
2. Funding received because of this application will be used for implementation of the activities of this application.
3. 75%-100% of the funding will be expended by the end of the funding period.
4. We will meet with PED for face-to-face quarterly check-ins no later than October 31, January 31, April 30, and June 30 of each fiscal year.
5. We will provide a mid-year report no later than January 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.
6. Reimbursement requests will be submitted monthly with appropriate supporting documentation.
7. 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.
8. We will work with Pueblos, Tribes, and Nations to prioritize and address the needs identified in the AI/AN student needs assessment. This will include tribal consultation.
9. We will hold a public meeting with members of the district's American Indian and Alaska Native students' tribal leadership, parents, and the Indian Education Division at least twice during each school year, once by November 30 and once by April 30, to report on the AI/AN student needs assessment and the historically defined Indian impacted school district's evaluation of progress.
10. We will conduct, submit to the department, and publish on the grantee's website an annual review on the evaluation of progress to determine if amendments are needed to the systemic framework or accountability tool.
11. We will provide a Written Statement detailing the ways the district budget successfully met or failed to meet the prioritized needs in the most recent Student Needs Assessment. We will submit this with the operating budget.
12. A school district with tribal lands located within its boundaries shall provide a district-wide tribal education status report (TESR) to PED/IED and to all New Mexico tribes represented within the school district boundaries, by September 15 annually.
13. Funded projects will maintain appropriate fiscal and program records.
14. 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.
15. If any findings of misuse of these funds are discovered, project funds shall be returned to PED/IED.

Name of Superintendent/Charter Leader: _____

Signature of Superintendent/Charter Leader: _____ Date: _____

Name of Indian Education Director: _____

Signature of Indian Education Director: _____ Date: _____