



REQUEST FOR INFORMATION (RFI)

STRENGTHENING TRIBAL LANGUAGE PROGRAMS For New Mexico Tribes, Pueblos and Nation - Governments only

First Date to Submit RFI: April 21, 2015
Last Date to Submit RFI: May 13, 2015

This is a Request for Information (RFI) and does not constitute an award. If this RFI results in an award, then the Tribal Governors, and/or Tribal Presidents will be notified by an official award letter.

Upon issuance of an award letter signed by Hanna Skandera, Secretary of Education, the Tribe, Pueblo, and/or Nation will officially enter into an Intergovernmental Agreement with PED – Indian Education Division.

Information Checklist

Please take the time to complete the checklist below to ensure that all required information and actions have been completed before submission of the completed RFI Application to De Alva Calabaza, Indian Education Division, New Mexico Public Education Department at dealva.calabaza@state.nm.us.

Submission of FY 16 RFI Application for Strengthening Tribal Language Program Initiative as follows:

- _____ Cover page and attachments (see below)
- _____ Electronic submission Strengthening Tribal Language Program information page to dealva.calabaza@state.nm.us no later than **May 13, 2015**.
- _____ Tribal Assurances page signed and **original hard copy mailed** to De Alva Calabaza, 300 Don Gaspar Avenue, Santa Fe, NM 87501 to be received no later than 4:00 pm, **May 13, 2015**.

BACKGROUND INFORMATION

The Indian Education Act was passed and signed into law in 2003 amended 2007 to implement the following purposes:

- A. Ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools.
- B. Ensure maintenance of native languages.
- C. Provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students.
- D. Ensure that the department of education partners with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities.
- 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.
- 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.
- 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.
- H. Ensure that parents; tribal departments of education; community-based organizations; the department of education; universities; and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students.
- I. Ensure that tribes are notified of all curricula development for their approval and support.
- 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.
- K. Encourage and foster parental involvement in the education of Indian students.

PURPOSE OF REQUEST FOR INFORMATION

The New Mexico Public Education Department Indian Education Division is requesting information from the New Mexico pueblo and tribal governments to continue the support of revitalization, maintenance and sustainability of native languages. The appropriation for fiscal year 2016 is \$30,000 to each of the 22 Tribes, Pueblos, and Nations.

The New Mexico Indian Education Act, NMSA 1978 Section 22-23A-1 through 22-23A-8, in the effort to ensure maintenance of native languages, requires coordination with tribal and pueblo leaders, elders, parents, and students. Public Law 101-477 enacted as Title I, Native American Languages Act of 1990 (Section 102), defines the role of government by stating the need to preserve, protect, and promote the rights and freedoms of Native Americans to use, practice, and develop Native American languages. The New Mexico State Tribal Collaboration Act, NMSA 1978 Section 11-18-1 through 11-18-5, promotes positive government-to-government relations and effective communication and collaboration between the state agency and Indian nations, tribes or pueblos. The Public Education Department's Strategic Plan includes various strategies that facilitate academic achievement, including the importance of teaching native languages as critical to the learning process for native students.

GOAL

In an effort to maximize the use of tribal language grant funds, including consideration for equal and equitable distribution of grant amounts, the Indian Education Division continues its strengthening Tribal language program initiative considering the following:

- To support current grant recipients with continued funding based on program effectiveness and measured outcomes in addressing language revitalization and maintenance.
- To support programs that are demonstrating progress and effectiveness in meeting the proposed scope of work, including the effective use of fiscal resources towards the revitalization, maintenance, and sustainability of native language(s).
- To challenge tribal and pueblo departments of education to match resources to develop, implement, monitor, evaluate, and strengthen capacity as a shared-effort in the revitalization, maintenance, and sustainability of native language(s).
- To define culturally-relevant strategies, methodologies, and evaluation methods that demonstrates increased language proficiency of native language(s).
- To match pueblo and tribal government efforts that includes Native language development, revitalization, maintenance, and sustainability as authorized by their respective pueblo and tribal leadership.
- To ensure a positive collaborative relationship is developed and implemented with neighboring schools.

An Intergovernmental Agreement will be completed and processed, upon review and approval of the continued work plans and outcomes.

A Pre-submission/Technical Assistance workshop will be held on April 28, 2015 at the 2015 Indian Education Government to Government summit. The pre-application conference is required for all prospective applicants and/or designated staff from the Tribal governments. There will be discussion regarding different procedural methods for next year involving intergovernmental agreements between tribes/pueblos and NMPED.

**COVER APPLICATION FORM FISCAL YEAR 2016
Strengthening Tribal Language Programs**

A. Tribal, Nation or Pueblo:

B. Mailing and Rural Address:

C. Telephone number: _____ Fax number: _____

D. List Name(s) and Locations of Tribal Language Programs:

E. Contact Person Regarding Application (this person should be the assigned personnel of the grant and program):

Name:
Telephone:

Title:
Email Address:

Tribal Authorization

SIGNATURE OF APPLICANT: I hereby certify that I am authorized to sign this application, that all information contained in this application contains no willful misrepresentation and that the information is true and complete to the best of my knowledge.

Authorized Tribal Leader's Official Signature: _____

Printed Name (Legible) : _____ Date: _____

The information on this form must be completely filled out including signature and date.

APPLICANT INFORMATION:

NEW: _____ CONTINUING _____

PROGRAM ACTIVITIES:

- | | | |
|--|---|---|
| <input type="checkbox"/> LANGUAGE NEST | <input type="checkbox"/> AFTER SCHOOL | <input type="checkbox"/> SUMMER PROGRAM |
| <input type="checkbox"/> ADULT/EMPLOYEE | <input type="checkbox"/> CURRICULUM | <input type="checkbox"/> ELDERS COUNCIL |
| <input type="checkbox"/> MEDIA/PRODUCTION | <input type="checkbox"/> TRIBAL LIBRARY | <input type="checkbox"/> SCHOOL PARTNERSHIP |
| <input type="checkbox"/> CERTIFICATION & RECRUITMENT | <input type="checkbox"/> POLICY DEVELOPMENT | (NATIVE LANGUAGE IN |
| <input type="checkbox"/> PROFESSIONAL DEVELOPMENT | | SCHOOLS) |
| <input type="checkbox"/> OTHER: (PLEASE SPECIFY) | | |

List programs to receive grant monies below with contact information as applicable:

Manager:		Email:	
Address:		Phone:	
School Name:		Principal:	
Address:		Email:	
		Phone:	
Language Nest Name:		Coordinator:	
Address:		Email:	
		Phone:	
Tribal Library/ Media Name:		Librarian/ IT Media::	
Address:		Email:	
		Phone:	
Summer Program Name:		Coordinator::	
Address:		Email:	
		Phone:	

Use the **S.M.A.R.T.** method of writing your goals/objectives in supporting the program. **Specific, Measurable, Attainable, Realistic, and Time-bound.**

Keep the following in mind when preparing your objectives:

- State your objectives in quantifiable terms.
- State your objectives in terms of outcomes, not process.
- Objectives should specify the result of an activity.
- Objectives should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

The New Mexico Indian Education Division will work with the pueblos and tribes to develop a Scope of Work and Budget to be included into an Inter-Government Agreement (IGA) as the instrument to award the Strengthening Tribal Languages grant. Grantees should include relevant information for their language program, but not limited to the following:

Program Support	Please provide detailed information	Estimated Budget
Goals and Outcomes		
<ul style="list-style-type: none"> • What are your Tribal priorities on Tribal language? 		
<ul style="list-style-type: none"> • Are these goals aligned to prior year initiatives? 		
<ul style="list-style-type: none"> • How do these deliverables align with past initiatives? 		
<ul style="list-style-type: none"> • With this grant, what will be the goal(s) of the language program? 		
<ul style="list-style-type: none"> • What are the deliverables to the goal and outcomes? 		
<ul style="list-style-type: none"> • What foundations do the goals and outcomes provide for future Tribal language endeavors? 		
<ul style="list-style-type: none"> • How will the Tribe build sustainability with this grant? 		
Participant and Location Information		
<ul style="list-style-type: none"> • Who is being served? (schools, teachers, students, committee members, etc.) 		
<ul style="list-style-type: none"> • What is the anticipated number of the targeted population? 		
Program Work Plan		
<ul style="list-style-type: none"> • What will be your program activity? 		
<ul style="list-style-type: none"> • Is your program community-based or school-based? 		
<ul style="list-style-type: none"> • Will the tribe hire/consult program services? 		

Program Support	Please provide detailed information	Estimated Budget
(Manager, teachers, elders, etc.)		
<ul style="list-style-type: none"> How will the activity be conducted? 		
<ul style="list-style-type: none"> When is it going to be done? How often? 		
<ul style="list-style-type: none"> How is the program aligned to tribal standards, if applicable? 		
<ul style="list-style-type: none"> Will there be development and teaching strategies that include use of media and technology? (If so, please explain.) 		
<ul style="list-style-type: none"> Provide viable native languages with evidence of program plans that aim to maintain, revitalize, and sustain Tribal language. 		
<ul style="list-style-type: none"> Does the program appear to be effective in the teaching and learning of the Tribal language? 		
Partnerships		
<ul style="list-style-type: none"> Is there evidence of consultation and collaboration with parents, community, and/or schools? 		
<ul style="list-style-type: none"> Will there be evidence of activities that engage parents, students, community members, elders, and tribal leaders in the development of curricula materials, culturally relevant activities and teaching strategies? 		
<ul style="list-style-type: none"> Will there be a Native language teacher program to include certification and recruitment process, if applicable? 		

Program Support	Please provide detailed information	Estimated Budget
Program Management <ul style="list-style-type: none"> Who are the responsible parties to implement the program? 		
<ul style="list-style-type: none"> Is there capacity to complete the work? 		
<ul style="list-style-type: none"> Who will be the fiscal agent within the Tribe? 		
<ul style="list-style-type: none"> Are there sufficient resources available to ensure success of the program? 		
Outcome and evaluation. <ul style="list-style-type: none"> Will the tribe be able to assess and evaluate the language program? 		
<ul style="list-style-type: none"> Will the tribe be able to report outcomes on a year to year basis to show progress of this grant? 		
<ul style="list-style-type: none"> Is the Tribal language program able to demonstrate the level of proficiency and fluency of Tribal language speakers and non-speakers? 		
<ul style="list-style-type: none"> Will the tribe be able to showcase the plus/deltas of this initiative? 		

BUDGET NARRATIVE AND JUSTIFICATION

Budget and Justification Line Items for <u>Direct Service Funds</u>	Amount
<p>A. PERSONNEL Costs of employees' salary and wages. For each staff person, provide: Position title FTE or PTE, wage rate, and annual salary, grant salary for specified programs and why position was not supported by Tribe. (For Example: (1) certified language teacher \$10.00/hr for 203 hours = 10.00 X 203 = \$2,030)</p>	
<p>B. FRINGE BENEFITS List all components of fringe benefits rate. 1.) title, 2.) rate %, 3) wage, 4) cost (For Example: 6% rate = 6% X 2,030 = \$121.8)</p>	
<p>C. TRAVEL, TRAINING, & STATE REQUEST: Explain need for all travel including required activities by this application. May include conference fees and professional development training costs.</p>	
<p>D. JUSTIFICATION: Describe the purpose of travel and how costs were determined. Costs of project-related travel by employees. Include required travel expense for year-end presentation to NMPED Indian Education and/or Advisory Council. 1) per diem rates, 2) meal expenses, 3) lodging expenses, and 4) registration fees.</p>	
<p>E. EQUIPMENT: Explain the need and purpose for Equipment. For each type of equipment requested, provide: 1) a description of the equipment, 2) the cost per unit, 3) the number of units, 4) the total cost, and 5) alignment with program plan.</p>	
<p>F. SUPPLIES: Specify general categories of supplies and their costs. Show computations and provide other information that supports the amount requested.</p>	
<p>G. CONTRACTUAL: Costs of all contracts for services. Specify general categories for professional development, consultants, and trainers.</p>	
<p>H. OTHER PURCHASE SERVICES: Specify general categories of space and equipment rentals; printing and publication; computer use; stipends; and student travel.</p>	
<p>I. INDIRECT CHARGES: This category should be used only when the applicant currently has an indirect cost rate approved by the Tribe. Indirect Cost ___% [Up to 5%]</p>	
<p>TOTAL PROJECT COST</p>	

TRIBAL ASSURANCES

The information will not be considered without all required signatures.

We, the undersigned, assure that the information included in the enclosed is true and accurate.

Tribe, Nation or Pueblo: _____

Tribal Leader Signature

Date

If tribe, nation or pueblo is collaborating with a public school district, complete the section below.

School District: _____

Superintendent Signature

Date

If tribe, nation or pueblo is collaborating with a Bureau of Indian Education school, complete the section below.

School: _____

Principal Signature

Date

The tribal financial authorized personnel is consulted and agreed to herein submitted budget for this application, complete the section below.

Tribe, Nation or Pueblo: _____

Authorized Financial Signature

Date