2025

NEW MEXICO
Public Education Department

Request for Application (RFA): Indian Education Allocation-Based Award for FY26 Historically Defined Indian Impacted School Districts (HDIISDs)

INDIAN EDUCATION DIVISION, NEW MEXICO PUBLIC EDUCATION DEPARTMENT

(*REVIEWED WITH PED OFFICE OF GENERAL COUNSEL ON 5/28/2025*)

Contents

Purpose of this Request for Application 2
Grant Objectives 2
Funding 3
Application Requirements 4
Grantee Requirements 5
Application Review and Evaluation Process 5
Allowable & Prohibited Costs 6
Application Process Timeline 7
Applicant Checklist 7
Additional Application Guidance 8
Appendix A: FY26 Historically Defined Indian Impact School Districts 11
Appendix B: Examples of Allowable Costs for Indian Education Division Grants 12
Appendix C: Application for Allocation-Based Award to LEAs 15
Appendix D: Worked Example for Allocation-Based Award to LEAs 24

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 eligible entities identified by the New Mexico Public Education Department (NM PED) in alignment with the provisions of 6.35.2 NMAC, Implementing the Indian Education Act. Eligible entities may include local education agencies (LEAs), including state and locally chartered charter schools, that serve a significant number of Native American students in New Mexico. See Appendix A for a list of districts and charters who meet the definition of Historically Defined Indian Impacted School Districts (HDIISDs) for fiscal year 2026.

Districts and charters who meet the definition of HDIISDs are eligible to apply for the allocation-based award. On May 22, 2025, a memo was released from the Office of the Secretary with a list of districts and charters that meet the definition. Within the memo lists the responsibilities of HDIISDs as well as requirements for submitting a Tribal Education Status Report (TESR). Please reference the memo titled, *Updated_FY26_HDIISDs_APPROVED_5.22.2025*, located on the Indian Education page of the PED website. A copy of the memo can also be retrieved from the Indian Education Division (IED).

Grant Objectives

The objectives of this grant align directly with the systemic framework elements of the Indian Education Act. To receive approval and funding, applicants must select and identify at least one element from the list below, which will guide the design, implementation, goals, and evaluation metrics of the proposed activities or programs during the funding period.

1. Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students.
2. Early childhood, pre-kindergarten, and family programs in the school district that emphasize school readiness and that are effective in preparing children to make sufficient academic growth by the end of grade three, including family-based programs that provide screening and referral and provide services to Indian children with developmental delays or disabilities.
3. 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. Bilingual and Bicultural programs and projects.

5. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards.
6. Programs designed to encourage and assist Indian students to work toward and gain entrance into institutions of higher education.
7. 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. 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. 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. Culturally related activities that support the academic program of the public school.
11. 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. Activities that promote the incorporation of culturally responsive teaching and learning strategies.
13. Activities to educate students about the prevention of violence, suicide, and substance abuse.
14. 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. Comprehensive guidance and counseling services.
16. 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. 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. Family literacy services, including New Mexico Even Start and adult basic education programs.

Funding

The grant funding period runs from **July 1, 2025, through June 30, 2026**. Applicants may request the full eligible amount or a lesser amount.

Continued funding depends on annual legislative appropriations and grantee performance, including achievement of outcomes and impacts, fulfillment of reporting requirements, and timely spending and drawdowns by the end of each fiscal year. Grantees must use these funds to supplement – *not replace* – existing federal, state, or local funding. All funds are subject to federal and state administrative, cost, and audit requirements.

The Public Education Department (PED) may terminate any award that fails to meet program guidelines or the terms of the executed award.

This is a reimbursement-based grant. Grantees must spend funds before requesting reimbursement and must submit the required documentation to IED through the Operating Budget Management System (OBMS) at the end of each month.

Application Requirements

Completed applications must be emailed to Indian Education Division Deputy Director Damian Wierzbicki (Damian.Wierzbicki@ped.nm.gov) with Assistant Secretary KatieAnn Juanico (KatieAnn.Juanico@ped.nm.gov) cc'd.

Applicants must understand and be prepared to meet all grant requirements, including timely reporting, spending funds, and submitting documentation to verify expenditures. Applications must fulfill the requirements listed below:

- **Application Clarity and Alignment**
  Applicants must use clear and specific language in their applications. Avoid using educational jargon. All content must align with the Indian Education Act (IEA) and this grant's objectives.
- **Length Requirement for Responses**
  Each response to a question on the application should be approximately 50 to 500 words long.
- **Intended Activities/Programs**
  Describe each activity or program clearly, including how the funds will be used and how each activity or program aligns with the objectives of the grant. Include enough detail for reviewers to understand both the purpose and the execution strategy. If continuing a previous activity, state this. Creating new activities annually is not required.
- **Goals**
  State the goals tied to each activity or program. Explain how these goals will benefit students and community members. Keep goals broad but clearly aligned to the objectives of the grant. Ensure each goal connects to measurable outcomes for future reporting.

- **Metrics/Measurement Plan**
  Identify how you will measure the outcomes and impacts of each goal. Include both qualitative and quantitative metrics.
- **Supplies and Materials**
  Identify what is needed to execute the activity or program.
- **Personnel**
  Identify who is responsible for executing the activity or program. If personnel costs are tied to an activity or program within the application, this cost must be identified in the projected budget.
- **Outcomes or Impacts**
  A clear explanation of how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26.
- **Assurance Form**
  All applicants must submit the Assurance Form to confirm understanding of grant requirements. Applications without this form will not be reviewed.

Grantee Requirements

Grantees must submit two reports:

- Mid-Year Report – Due January 31, 2026
- Final Report – Due July 15, 2026

IED will provide the report templates to grantees. All reporting must align with the approved application.

Grantees must also participate in quarterly in-person check-ins with the IED team, scheduled for:

- October (Q1)
- January (Q2)
- April (Q3)
- June (Q4)

These check-ins help monitor progress toward application goals and address challenges with spending. IED will collect data during these meetings to inform program decisions and may share aggregated findings with the Office of the Governor and the Legislature.

Application Review and Evaluation Process

Upon receiving an application, IED assigns it to a designated team member who will serve as the applicant's main point of contact for all communication and technical assistance throughout FY26. Applicants first receive an email confirmation from the Deputy Director

acknowledging receipt of the application. Shortly after, the designated IED team member will follow up with a direct email introduction.

LEA applications will be reviewed between **June 12 and June 20, 2025**. If an applicant submits their application before the deadline, the review process will begin immediately. Applicants are encouraged to check their email daily after submission, as IED team members will follow up with questions or clarifications via email or phone as needed.

All applications are evaluated based on the criteria outlined in the application instructions. LEAs will be notified during the week of **June 23 -27, 2025**. The final step in the process includes the release of official award letters for LEAs. Applicants can refer to the grant timeline for more detailed information.

Allowable & Prohibited Costs

Costs must be necessary, reasonable, and allocable (see definition of allocable below). The costs must directly benefit the program and most importantly, must directly align to the application. The table below lists prohibited costs. Additionally, for a list of concrete examples of allowable costs, reference **Appendix B**.

Prohibited costs include but are not limited to:
Capital expenditures (e.g., construction, major renovations, major installations, networking and wiring installation, security camera systems, purchase of land, paving a parking lot, playground construction or athletic field upgrades)
Furniture purchases (e.g., desks, tables, and chairs for classroom or offices, modular furniture systems, storage cabinets or lockers)
Food and meal costs (**excluding** travel-related purchases and purchases of food ingredients for classroom-based cooking activities associated with a structured instructional program)
Leasing or purchasing vehicles; the cost of transporting students in anything but an authorized vehicle.
Livestock
Indirect costs
Unapproved equipment purchases of over $5,000 (prior approval is required for the purchase of computers, servers, whiteboards, over $5,000)
Non-educational travel expenses (e.g., personal travel)
Professional Development
Non-grant related operational expenses (e.g., rent, utilities, cell phone plans)
Costs for events not aligned with educational or cultural objectives
Celebrations or parties including supplies for celebrations or parties not aligned with educational or cultural objectives
Staff bonuses or incentives (e.g., T-shirts, SWAG, gift cards)
Donations, fundraising, lobbying expenses or any other activity that conflicts with the anti-donation clause of the New Mexico Constitution (N.M. Const., art. IX, § 14).

Allocable means that a cost can be clearly connected to a specific program or activity. If you spend money on something that directly supports your grant project (like after-school supplies or staff time), that cost is **allocable**—because it helps achieve the goals of that project.

Example:

If a tutor is paid to help students in your after-school program, their pay is **allocable** to the grant because they're doing work funded by the grant.

But if you buy a general office printer that's used by everyone, not just for the program, it might **not be fully allocable** unless you can show how much is used for the grant.

Application Process Timeline

ACTION	RESPONSIBLE PARTY	DUE DATE
Informational Meeting on RFA and Application	Indian Education Division	Thursday, May 29, 2025
Release RFA and Application	Indian Education Division	Thursday, May 29, 2025 (Eligible LEAs)
Submit Application	Eligible Applicant	Thursday, June 12, 2025 (5PM) (Eligible LEAs) • **All eligible applicants are encouraged to submit before the established deadline.**
Review Applications	Indian Education Division	June 12-20, 2025 (Eligible LEAs)
Notify Selected Grantees	Indian Education Division	June 23-27, 2025 (Eligible LEAs)

Applicant Checklist

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

	Required Documents
	Application – All questions are answered thoroughly in the manner prescribed in the application.
	Assurance Form – Reviewed and signed by the proper designee.

Additional Application Guidance

Application Requirements	
Element(s)	**Does the application contain information that aligns to one or more element(s)? (Y/N)**
Activities and Programs to be Completed Within FY26	**Does the application contain at least one activity/program aligned to at least one element that:** • Clearly and thoroughly describes what the activity or program is, AND • Cleary and thoroughly describes what students and individuals will do that aligns with the element. When more than one activity or program is identified, the reviewer shall verify that each activity/program meets the criteria above.
Goal(s) for the Identified Activities and Programs	**Does the application contain at least one goal aligned to each activity/program? (Y/N)** Use the criteria below to create goals for this section: • Does the goal align to the activity/program? • Is the goal specific enough for effective planning? • Is the goal measurable, 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?
Metrics Used to Measure Whether Identified Goals Were Achieved	**Does the application contain at least one metric aligned to each goal? (Y/N)** Use the criteria below to create metrics to measure the goal(s): • Do the metrics align to the goal? • 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?
Supplies and Materials	**Does the application identify the supplies and materials needed to execute the activities and programs associated with each selected element?** Utilize a backward planning approach. Consider what the desired outcomes will be then generate a list of supplies and materials needed to reach that outcome.
Personnel	**Does the application identify which personnel will execute the activities/programs associated with each selected element?** Before committing to a particular activity or program, ensure you have the personnel to complete the work or that you will be able to hire necessary personnel.
Outcomes or Impacts	**Does the application clearly explain how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26?**
Projected Budget	**Does the application contain a projected budget that was submitted correctly following the criteria below? (Y/N)** Use the criteria below to generate the projected budget: • Are all amounts correctly totaled? • Is information clear, thorough, and understandable? Can the reviewer clearly identify how the funds will be spent? • Are all intended expenditures allowable?

Grant Assurances

The Superintendent/Charter School Leader must sign the assurances form to indicate their approval of the application. See Appendix C for the fillable version of the assurances form that must be submitted with the application. Applications will not be reviewed without a signed assurances form.

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 Fund 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 develop, implement, and annually review a systemic framework in alignment with the Indian Education Act to ensure ongoing support for Native American students and communities. This will include tribal consultation.
11. 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.
12. 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.
13. 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.
14. Funded projects will maintain appropriate fiscal and program records.
15. 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.
16. We have reviewed the prohibited costs list and understand that any misuse of funds will require repayment to PED/IED and may result in additional penalties.

Appendix A: FY26 Historically Defined Indian Impact School Districts

	Local Education Agency (LEA)	*Number of Enrolled NA Students	**Total Students Enrolled	% of NA Students	HDIISD Criteria Met
	School Districts				
1	Albuquerque Public Schools	6619	64436	10%	1, 2
2	Bernalillo Public Schools	1462	2631	56%	1, 2
3	Bloomfield School District	1030	2293	45%	1, 2
4	Central Consolidated School District	4119	4357	95%	1, 2
5	Cuba Independent School District	535	679	79%	1, 2
6	Dulce Independent School District	483	558	87%	1, 2
7	Espanola Public Schools	195	2597	8%	1
8	Farmington Municipal Schools	5067	10564	48%	1, 2
9	Gallup-Mckinley County Schools	8633	12520	69%	1, 2
10	Grants-Cibola County Schools	1509	2973	51%	1, 2
11	Jemez Mountain Public Schools	76	157	48%	2
12	Jemez Valley Public Schools	209	278	75%	1, 2
13	Los Lunas Schools	750	7991	9%	1
14	Magdalena Municipal Schools	110	281	39%	2
15	Penasco Independent School District	34	258	13%	2
16	Pojoaque Valley School District	325	1477	22%	1, 2
17	Rio Rancho Public Schools	1833	16087	11%	1, 2
18	Ruidoso Municipal Schools	336	1665	20%	1, 2
19	Santa Fe Public Schools	320	10408	3%	1
20	Taos Municipal Schools	200	1721	12%	1, 2
21	Tularosa Municipal School District	297	952	31%	1, 2
22	Zuni Public School District	1178	1205	98%	1, 2
	Locally Chartered Charter Schools				
23	Albuquerque Public Schools: Native American Community Academy (NACA)	413	422	98%	3
	State Chartered Charter Schools				
24	Dream Dine Charter School	15	16	94%	1, 2
25	Dzit Dit Lool Schools of Empowerment Action and Perseverance (DEAP)	56	56	100%	2
26	Hozho Academy	433	752	58%	3
27	Middle College High School	121	151	80%	3
28	San Diego Riverside Charter School	47	54	87%	2
29	Six Directions Indigenous School	59	59	100%	3
30	Walatowa High Charter School	34	35	97%	2
	TOTAL # of NA Students within FY26 HDIISDs	36498	147633	25%	

**Total number of students affiliated with Tribal Nations across the United States and Canada enrolled in New Mexico public schools at the 80-day mark in SY24-25*

***Total number of students enrolled in an LEA at the 80-day mark in SY24-25*

Historically defined Indian impacted school district means a school district, a 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; or*
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; or*
3. *identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.*

When determining HDIISD status for charter schools, the physical location of the campus was considered.

State Chartered Charter School means a public school that operates as either a conversion school or a start-up school and is authorized by the Public Education Commission (22-8B-2 NMSA 1978).

Locally Chartered Charter School means a public school that operates as either a conversion school or a start-up school and is authorized by a local school board (22-8B-2 NMSA 1978).

Appendix B: Examples of Allowable Costs for Indian Education Division Grants

The following list is not exhaustive but provides several concrete examples of allowable costs under the Allocation-Based Award for Historically Defined Indian Impacted School Districts (HDIISDs). If you have questions about whether a specific cost is allowable under this grant, please contact Deputy Director Damian Wierzbicki at damian.wierzbicki@ped.nm.gov or (505) 570-7816.

Instructional Programming and Support

- Salaries for licensed teachers providing in-school reading and math intervention services specifically for Native American students.
- Compensation for after-school tutors supporting high school Native students at risk of not meeting graduation requirements.
- Stipends for educators leading a summer education camp for Native students, with transportation and materials included.
- Salaries or partial salaries for Indian Education Directors, Coordinators, or similar positions at the district or charter level whose responsibilities include planning, implementing, and evaluating instructional programs and services for Native students funded under the grant.
- Purchase of customized bilingual education software that supports Native student proficiency in English and their heritage language.
- Printing and distribution of tribal history and civics curriculum materials used during the regular school day in social studies classes.

Native Language & Cultural Programs

- Compensation for certified 520-licensed language instructors offering daily language instruction during school hours.
- Costs of producing student workbooks, flashcards, and similar materials for tribal language immersion classes.
- Honoraria for tribal elders co-teaching traditional cultural practices (e.g., pottery, farming, regalia-making) in school-based elective courses.
- Development and printing of assessments that measure student progress toward fluency for use in tribal language programs aligned to the state Seal of Bilingualism-Biliteracy.
- Subscriptions to culturally appropriate digital language learning platforms customized for tribal dialects in New Mexico.
- Purchase of food ingredients for classroom-based cooking activities that teach Native language vocabulary, cultural traditions, or tribal foodways as part of a structured instructional program.

College and Career Readiness

- Transportation and admission fees for 11th and 12th grade Native students to visit tribal colleges and universities.
- Purchase of ACT/SAT prep books and online test preparation licenses for all Native juniors and seniors at a high school.
- Monthly stipends for Native high school students participating in a local internship with a department of a tribal or other governmental entity.
- Supplies and training fees for Native students enrolled in a CTE program that prepares students for local industry certification.

Student Wellness and Support Services

- Contract with a licensed counselor to provide counseling sessions specifically for Native students.
- Honoraria for speakers delivering culturally grounded suicide prevention workshops in collaboration with tribal health departments.
- Transportation and meals for students attending a weekend cultural resilience retreat focused on mental wellness and identity.
- Salaries or stipends for truancy coaches, attendance interventionists, or truancy officers working with middle and high school Native students to address chronic absenteeism through direct outreach, culturally responsive engagement, and family support.

Early Childhood and Family Services

- Salaries for a Native family engagement liaison coordinating home visits for families with preschool-aged Native children.
- Purchase of culturally relevant board books and early literacy kits for Native families with children enrolled in district pre-K programs.
- Contracted services from child development specialists to conduct speech and developmental screenings for Native toddlers in early education centers.
- Supplies for family literacy nights that pair parents and children in intergenerational storytelling and language learning activities.

Supplies and Equipment

- Chromebooks, laptops, or tablets purchased for use by Native students but owned, stored, and maintained by the local education agency.
- Hands-on science lab kits used in a summer science academy for Native students.
- Art supplies used by Native students to create traditional regalia and artwork in a school-based cultural arts course.
- Cultural reference materials, including tribal dictionaries, tribal law handbooks, and Native-authored literature for use in classroom libraries.

Student Transportation and Travel

- Bus rental and driver fees to transport Native students to tribal museums, historical sites, or other cultural destinations that support classroom curriculum and grant objectives.
- Meal costs for students and chaperones participating in day trips to tribal councils, higher education institutions, or intertribal student conferences.
- Lodging and supervision costs for overnight field trips tied to Native history, language preservation, or participation in cultural education events (e.g., youth summits, language immersion camps).
- Charter transportation and travel coordination for multi-day college access trips for Native high school students visiting colleges or universities in New Mexico and other states.
- Shuttle services for students attending evening or weekend Native language classes or tutoring when district transportation is unavailable.
- Entry fees for students visiting cultural centers, tribal archives, or ceremonial grounds as part of structured learning experiences aligned to the grant.

Community Partnerships and Programming

- Contract with a tribal education department to provide a semester-long Native identity and self-advocacy program for students.
- Honoraria to a local Native artist to co-teach a culturally focused art course that culminates in the creation of student-produced works such as murals, sculptures, traditional crafts, or public installations that reflect Native identity, history, or values.
- Supplies and stipends for student-led service projects developed in partnership with tribal governments (e.g., language restoration projects, cultural revitalization programs, food sovereignty initiatives).
- Fees for community facilitators to lead weekend parent workshops on supporting Native children in math and literacy at home.

Testing and Evaluation Tools

- Purchase of formative assessments for Native students in bilingual programs to track growth in both English and tribal language proficiency.
- Licensing for digital software that collects and visualizes student attendance and academic intervention data disaggregated by tribal affiliation.
- Printing costs for end-of-year program surveys distributed to Native students and families to evaluate effectiveness of grant-funded services.
- Contract with a data analyst to support evaluation of student outcomes linked to IEA-funded programs, ensuring the findings are shared in TESRs and public meetings.

Appendix C: Application for Allocation-Based Award to HDIISDs

Please submit the completed application as a PDF document with a signed assurances form. All applications must be email to Damian.Weirzbicki@ped.nm.gov with KatieAnn.Juanico@ped.nm.gov cc'd in the correspondence.

Contact Information	
Name of Entity:	
Name of Individual Completing Application:	
Title of Individual Completing Application:	
Phone Number of Individual Completing Application:	
Email Address of Individual Completing Application:	

TO BE COMPLETED BY THE INDIAN EDUCATION DIVISION	
Date application received:	
Assigned IED Team Member:	

Application Overview
Per the Indian Education Act (IEA), the systemic framework must include programs, services, and culturally relevant activities designed to improve Indian education in the state. For FY26 (July 1, 2025 – June 30, 2026), identify which element(s) your proposed activities or programs will target. Select only those elements that address the specific needs of your entity and that can reasonably be completed within the fiscal year. While some elements may overlap, avoid duplication by choosing the one that best aligns with your intended goals. For each selected element, include: • At least one **goal** that the activity or program is intended to achieve. • At least one **metric** that will be used to measure progress toward the goal. • The **supplies and materials** needed to execute the activity or program. • The **personnel** responsible for executing the activity or program. • A clear explanation of how the activity or program supports the selected element and leads to meaningful **outcomes or impacts** by the end of FY26.

All activities and programs must be outcomes driven. Grantees will be required to submit a mid-year and final report demonstrating both qualitative and quantitative outcomes that result directly from their efforts. Be sure to choose metrics that will allow this type of reporting. Refer to the Request for Application (RFA) for additional guidance.

Systemic Framework Elements

1. Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students.

2. Early childhood, pre-kindergarten, and family programs in the school district that emphasize school readiness and that are effective in preparing children to make sufficient academic growth by the end of grade three, including family-based programs that provide screening and referral and provide services to Indian children with developmental delays or disabilities
3. 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. Bilingual and Bicultural programs and projects.

5. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards.

6. Programs designed to encourage and assist Indian students to work toward and gain entrance into institutions of higher education.
7. 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. 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. 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. Culturally related activities that support the academic program of the public school.

11. 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. Activities that promote the incorporation of culturally responsive teaching and learning strategies.
13. Activities to educate students about the prevention of violence, suicide, and substance abuse.

14. 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. Comprehensive guidance and counseling services.

16. 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. 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. Family literacy services, including New Mexico Even Start and adult basic education programs.

Element: Copy your selected element from the list above and paste it in this box.
Describe the intended activities/programs aligned to this element that will be completed in FY26. What will students and adults do that aligns with this element?
Enter your response here. Approximately 50 – 500 words.
Identify at least one goal aligned to each activity and program. Your goal(s) should be specific, measurable, achievable, relevant, and time-based.
Enter your response here. Approximately 50 – 500 words.
Identify at least one metric that will be used to evaluate each goal you identified in the previous question. Ensure your metrics appropriately measure and assess outcomes. Your metrics should be both quantitative and qualitative.
Enter your response here. Approximately 50 – 500 words.
Identify the supplies and materials needed to execute the intended activities/programs associated with this element.
Enter your response here. Approximately 50 – 500 words.
Identify the personnel responsible for executing the activities/programs related to this element.
Enter your response here. Approximately 50 – 500 words.

Explain how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26.
Enter your response here. Approximately 50 – 500 words.

Element: Copy your selected element from the list above and paste it in this box.
Describe the intended activities/programs aligned to this element that will be completed in FY26. What will students and adults do that aligns with this element?
Enter your response here. Approximately 50 – 500 words.
Identify at least one goal aligned to each activity and program. Your goal(s) should be specific, measurable, achievable, relevant, and time-based.
Enter your response here. Approximately 50 – 500 words.
Identify at least one metric that will be used to evaluate each goal you identified in the previous question. Ensure your metrics appropriately measure and assess outcomes. Your metrics should be both quantitative and qualitative.
Enter your response here. Approximately 50 – 500 words.
Identify the supplies and materials needed to execute the intended activities/programs associated with this element.
Enter your response here. Approximately 50 – 500 words.

Identify the personnel responsible for executing the activities/programs related to this element.
Enter your response here. Approximately 50 – 500 words.
Explain how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26.
Enter your response here. Approximately 50 – 500 words.

Element: Copy your selected element from the list above and paste it in this box.
Describe the intended activities/programs aligned to this element that will be completed in FY26. What will students and adults do that aligns with this element?
Enter your response here. Approximately 50 – 500 words.
Identify at least one goal aligned to each activity and program. Your goal(s) should be specific, measurable, achievable, relevant, and time-based.
Enter your response here. Approximately 50 – 500 words.
Identify at least one metric that will be used to evaluate each goal you identified in the previous question. Ensure your metrics appropriately measure and assess outcomes. Your metrics should be both quantitative and qualitative.
Enter your response here. Approximately 50 – 500 words.

Identify the supplies and materials needed to execute the intended activities/programs associated with this element.
Enter your response here. Approximately 50 – 500 words.
Identify the personnel responsible for executing the activities/programs related to this element.
Enter your response here. Approximately 50 – 500 words.
Explain how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26.
Enter your response here. Approximately 50 – 500 words.

PROJECTED BUDGET		
Categories	**Amount**	**Description**
TOTAL PERSONNEL: Identify Number of Staff with identified salary.	[INSERT AMOUNT]	[INSERT INFORMATION HERE]
TOTAL SUPPLIES: Specify general categories of supplies to be purchased.	[INSERT AMOUNT]	[INSERT INFORMATION HERE]
TOTAL CONTRACTUAL: Include costs of all contracts for services.	[INSERT AMOUNT]	[INSERT INFORMATION HERE]
TOTAL EQUIPMENT: Explain the need and purpose for equipment and include cost per unit and total cost.	[INSERT AMOUNT]	[INSERT INFORMATION HERE]
TOTAL FRINGE BENEFITS: List all components of fringe benefits rate.	[INSERT AMOUNT]	[INSERT INFORMATION HERE]
TOTAL OTHER PURCHASED SERVICES:	[INSERT AMOUNT]	[INSERT INFORMATION HERE]
IN-STATE AND OUT-OF-STATE TRAVEL EXPENDITURES:	[INSERT AMOUNT]	[INSERT INFORMATION HERE]
GRAND TOTAL	[INSERT AMOUNT]	

Improving Educational & Cultural Outcomes for Native American Students
Assurances Form for Local Education Agencies (LEAs)

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

On _____, 2025, _____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 Fund 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 develop, implement, and annually review a systemic framework in alignment with the Indian Education Act to ensure ongoing support for Native American students and communities. This will include tribal consultation.
11. 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.
12. 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.
13. 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.
14. Funded projects will maintain appropriate fiscal and program records.
15. 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.
16. We have reviewed the prohibited costs list and understand that any misuse of funds will require repayment to PED/IED and may result in additional penalties.

Name of Superintendent/Charter School Leader:

Signature of Superintendent/Charter School Leader: Date:

Name of Individual Completing and Submitting Application:

Signature of Individual Completing and Submitting Application: Date:

Appendix D: Worked Example for Allocation-Based Award to HDIISDs

Contact Information	
Name of Entity:	Sunrise Public Schools
Name of Individual Completing Application:	Maria Yazzie
Title of Individual Completing Application:	Indian Education Director
Phone Number of Individual Completing Application:	505-555-5555
Email Address of Individual Completing Application:	Marie.yazzie@sunriseschools.org

Application Overview
Per the Indian Education Act (IEA), the systemic framework must include programs, services, and culturally relevant activities designed to improve Indian education in the state. For FY26 (July 1, 2025 – June 30, 2026), identify which element(s) your proposed activities or programs will target. Select only those elements that address the specific needs of your entity and that can reasonably be completed within the fiscal year. While some elements may overlap, avoid duplication by choosing the one that best aligns with your intended goals. For each selected element, include: • At least one **goal** that the activity or program is intended to achieve. • At least one **metric** that will be used to measure progress toward the goal. • The **supplies and materials** needed to execute the activity or program. • The **personnel** responsible for executing the activity or program. • A clear explanation of how the activity or program supports the selected element and leads to meaningful **outcomes or impacts** by the end of FY26. All activities and programs must be outcomes-driven. Grantees will be required to submit a mid-year and final report demonstrating both qualitative and quantitative outcomes that result directly from their efforts. Be sure to choose metrics that will allow for this type of reporting. Refer to the Request for Application (RFA) for additional guidance.

Systemic Framework Elements

1. Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students.

2. Early childhood, pre-kindergarten, and family programs in the school district that emphasize school readiness and that are effective in preparing children to make sufficient academic growth by the end of grade three, including family-based programs that provide screening and referral and provide services to Indian children with developmental delays or disabilities

3. 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. Bilingual and Bicultural programs and projects.

5. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards.

6. Programs designed to encourage and assist Indian students to work toward and gain entrance into institutions of higher education.

7. 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. 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. 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. Culturally related activities that support the academic program of the public school.

11. 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. Activities that promote the incorporation of culturally responsive teaching and learning strategies.

13. Activities to educate students about the prevention of violence, suicide, and substance abuse.

14. 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. Comprehensive guidance and counseling services.

16. 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. 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. Family literacy services, including New Mexico Even Start and adult basic education programs.

Element: 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.

Describe the intended activities/programs aligned to this element that will be completed in FY26. What will students and adults do that aligns with this element?

We will implement a tribal language immersion course for grades 6-8, taught daily by a certified 520-licensed instructor. Instructional materials will include conversations and storytelling from fluent speakers, audio recordings, and a developed workbook. Traditional leaders will co-teach weekly cultural sessions focused on oral storytelling and ceremonial vocabulary.

Identify at least one goal aligned to each activity and program. Your goal(s) should be specific, measurable, achievable, relevant, and time-based.

Increase language fluency among middle school students participating in the course, with 80% of students showing measurable growth on tribal language assessments by June 2026.

Identify at least one metric that will be used to evaluate each goal you identified in the previous question. Ensure your metrics appropriately measure and assess outcomes. Your metrics should be both quantitative and qualitative.

- Pre- and post-assessment scores measuring vocabulary retention and conversational fluency.
- Student self-assessments and teacher observational checklists.
- Attendance and engagement logs.

Identify the supplies and materials needed to execute the intended activities/programs associated with this element.

Custom-developed student workbooks, audio playback devices (e.g., CD players or digital recorders), headphones, and printed vocabulary cards. Includes transcription materials and printed assessments aligned to the tribal language curriculum.

Identify the personnel responsible for executing the activities/programs related to this element.

1 Certified 520-Licensed Language Instructor – $22,000
Delivers daily instruction for the middle school tribal language immersion course. Prepares lesson plans, assesses student progress, and coordinates with traditional leaders to integrate cultural content.

2 Traditional Cultural Leaders – $6,000
Co-teach weekly sessions focusing on ceremonial vocabulary, oral storytelling, and language restoration practices. Their participation also models intergenerational knowledge transmission.

Explain how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26.

The tribal language immersion program directly fulfills this element by offering structured, daily instruction in a Native language by a certified 520-licensed teacher, ensuring both linguistic integrity and academic rigor. Weekly co-teaching by traditional leaders embeds cultural knowledge and ceremonial vocabulary, creating a community-based model of language restoration that honors intergenerational transmission. By aligning the curriculum with the criteria for New Mexico's State Seal of Bilingualism-Biliteracy, the program provides a clear pathway for students to achieve formal recognition of their language proficiency.

This approach not only increases fluency but also promotes cultural identity, student confidence, and school engagement. Meaningful outcomes by the end of FY26 will include measurable gains in conversational fluency and vocabulary, increased student eligibility for the bilingual seal, and stronger partnerships between the school and tribal communities. The presence of fluent speakers and traditional knowledge-holders in the classroom affirms the relevance of students' cultural heritage in their educational experience and contributes to long-term efforts in language preservation.

Element: 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.

Describe the intended activities/programs aligned to this element that will be completed in FY26. What will students and adults do that aligns with this element?

Sunrise Public Schools will expand its after-school mentoring and tutoring program for Native American students in grades 9–12 who are at risk of academic failure or chronic absenteeism. The program will operate four days per week from 3:30–5:30 p.m. and be staffed by certified teachers and trained cultural mentors from tribal communities. Tutoring will focus on core subjects such as English, mathematics, and science, with individualized academic support based on student needs identified through progress reports and assessments. Mentoring sessions will include culturally grounded activities such as storytelling, cultural identity exploration, and discussions on resilience and self-advocacy. Transportation and healthy snacks will be provided to ensure equitable participation. The program will also include quarterly parent nights that allow families to review student progress and learn strategies to support learning at home.

Identify at least one goal aligned to each activity and program. Your goal(s) should be specific, measurable, achievable, relevant, and time-based.

Reduce the number of Native American high school students with two or more failing grades by 30% and decrease chronic absenteeism among participants by at least 25% by the end of FY26.

Identify at least one metric that will be used to evaluate each goal you identified in the previous question. Ensure your metrics appropriately measure and assess outcomes. Your metrics should be both quantitative and qualitative.

- Baseline and end-of-year GPA reports for all program participants.
- Monthly attendance data disaggregated by subgroup.
- Surveys from students, families, and mentors evaluating cultural engagement, student confidence, and support effectiveness.
- Logs documenting student participation, tutoring sessions completed, and mentoring engagement.

Identify the supplies and materials needed to execute the intended activities/programs associated with this element.

Academic tools such as calculators, notebooks, writing utensils, and supplemental textbooks for tutoring. Includes culturally responsive mentoring materials such as reflective journals, vision boards, and art supplies for identity-building exercises.

Identify the personnel responsible for executing the activities/programs related to this element.

2 Certified High School Teachers – $12,000
Provide academic tutoring four days per week in core subjects (English, math, science). Track student academic progress, communicate with families, and customize instruction to individual needs.

2 Trained Cultural Mentors – $6,000
Facilitate mentoring sessions addressing cultural identity, resilience, and academic motivation. These mentors also participate in family engagement nights and help monitor student well-being.

Explain how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26.

This intervention is grounded in both academic and cultural supports to improve student achievement and well-being. By combining academic tutoring with culturally responsive mentoring, the program addresses not just cognitive gaps, but also the social-emotional and cultural needs of Native students—many of whom face systemic challenges that impact school success. Engaging tribal mentors and incorporating Native values builds stronger school-community relationships and creates a space of belonging for students, which research shows is

critical to reducing dropout rates and improving attendance. Quarterly family events also foster intergenerational support networks and ensure alignment between home and school strategies.

Element: Culturally related activities that support the academic program of the public school.

Describe the intended activities/programs aligned to this element that will be completed in FY26. What will students and adults do that aligns with this element?

Sunrise Public Schools will implement a year-long Cultural Arts Integration Project for students in grades 4–8. This project will integrate tribal history, oral storytelling, and traditional arts into the visual arts and social studies curriculum. Students will work with local Native artists to create regalia, murals, and digital storytelling projects reflecting tribal knowledge and identity. The project will culminate in a student-led Cultural Showcase Night featuring student art, family engagement activities, and presentations in tribal languages. Instructional materials will include tribal-authored literature, visual storytelling templates, and cultural reference guides curated in partnership with tribal education departments.

Identify at least one goal aligned to each activity and program. Your goal(s) should be specific, measurable, achievable, relevant, and time-based.

Increase student engagement and cultural identity by ensuring that at least 90% of participants demonstrate deeper knowledge of tribal history and artistic practices, as evidenced by pre/post cultural knowledge rubrics and project completion by June 2026.

Identify at least one metric that will be used to evaluate each goal you identified in the previous question. Ensure your metrics appropriately measure and assess outcomes. Your metrics should be both quantitative and qualitative.

- Rubrics evaluating student-created projects for historical and cultural accuracy.
- Student surveys on cultural connection and school engagement.
- Attendance logs and showcase participation rates.
- Teacher feedback forms evaluating student engagement and learning.

Identify the supplies and materials needed to execute the intended activities/programs associated with this element.

Art supplies including canvases, paints, beads, fabric for regalia, digital storytelling kits (microphones, drawing tablets), and printing of visual guides. Includes materials for showcase night such as signage, printed programs, and display boards.

Identify the personnel responsible for executing the activities/programs related to this element.
2 Native Artists in Residence – $10,000 Deliver hands-on arts instruction tied to tribal history and identity, guide student projects (murals, regalia, digital storytelling), and co-host the culminating Cultural Showcase Night. **Project Coordination and Administrative Support – $4,000** Provides cross-program coordination (including scheduling, supply procurement, and data reporting) across all three elements listed above. Ensures fidelity of implementation and timely reporting.
Explain how the activity or program supports the selected element and leads to meaningful outcomes or impacts by the end of FY26.
This program embeds cultural relevancy into daily instruction and affirms students' tribal identity as a core part of their academic journey. Through hands-on, culturally meaningful projects guided by Native artists and educators, students see their lived experiences and community knowledge reflected in school curricula. The Cultural Showcase Night serves as a high-visibility celebration of student achievement and community connection, helping to bridge school and home environments.

PROJECTED BUDGET		
Categories	**Amount**	**Description**
TOTAL PERSONNEL: Identify Number of Staff with identified salary.	$60,000	Salaries for instructors, mentors, and artists across all three programs.
TOTAL SUPPLIES: Specify general categories of supplies to be purchased.	$10,000	Language materials, art supplies, and academic tools.
TOTAL CONTRACTUAL: Include costs of all contracts for services.	$6,000	Curriculum consultants and artist honoraria.
TOTAL EQUIPMENT: Explain the need and purpose for equipment and include cost per unit and total cost.	$3,500	Audio equipment, tech tools for digital storytelling.
TOTAL FRINGE BENEFITS: List all components of fringe benefits rate.	$12,000	Fringe benefits for all personnel.
TOTAL OTHER PURCHASED SERVICES:	$2,000	Printing, certificates, and showcase materials.
IN-STATE AND OUT-OF-STATE TRAVEL EXPENDITURES:	$2,500	Travel for cultural site visits, tribal speakers, and student field trips.
GRAND TOTAL	$96,000	

Improving Educational & Cultural Outcomes for Native American Students
Assurances Form for Local Education Agencies (LEAs)

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

On May 28, 2025, Sunshine Public Schools 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 Fund 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 develop, implement, and annually review a systemic framework in alignment with the Indian Education Act to ensure ongoing support for Native American students and communities. This will include tribal consultation.
11. 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.
12. 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.
13. 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.
14. Funded projects will maintain appropriate fiscal and program records.
15. 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.
16. We have reviewed the prohibited costs list and understand that any misuse of funds will require repayment to PED/IED and may result in additional penalties.

Name of Superintendent/Charter School Leader: John Garcia

Signature of Superintendent/Charter School Leader: *John Garcia* Date: 05/28/25

Name of Individual Completing and Submitting Application: Marie Yazzie

Signature of Individual Completing and Submitting Application: *Marie Yazzie* Date: 05/28/25