

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Native American Language Grant Program

CFDA # 84.415B

PR/Award # S415B170024

Grants.gov Tracking#: GRANT12431189

OMB No. , Expiration Date:

Closing Date: Jun 19, 2017

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (1243-FINAL NALED GEPA Statement)	e12
6. Grants.gov Lobbying Form	e14
7. Dept of Education Supplemental Information for SF-424	e15
8. ED Abstract Narrative Form	e16
Attachment - 1 (1234-FINAL NALED Abstract)	e17
9. Project Narrative Form	e18
Attachment - 1 (1242-FINAL NALED Project Narrative)	e19
10. Other Narrative Form	e54
Attachment - 1 (1235-FINAL Applicant Information Form)	e55
Attachment - 2 (1236-FINAL Tribal Certification-IAIA)	e57
Attachment - 3 (1237-FINAL Tribal Certification-Zuni)	e58
Attachment - 4 (1238-FINAL Competitive Preference Form)	e59
Attachment - 5 (1239-FINAL Indirect Cost Rate)	e60
Attachment - 6 (1240-FINAL NALED Bibliography)	e61
Attachment - 7 (1241-FINAL Resume PD)	e62
11. Budget Narrative Form	e67
Attachment - 1 (1244-FINAL NALED Budget Narrative)	e68

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="06/19/2017"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="85-6000101"/>	* c. Organizational DUNS: <input type="text" value="0734135440000"/>
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

d. Address:

* Street1:	<input type="text" value="P.O. Box 25704"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Albuquerque"/>
County/Parish:	<input type="text" value="Bernalillo"/>
* State:	<input type="text" value="NM: New Mexico"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="87125-0704"/>

e. Organizational Unit:

Department Name: <input type="text" value="Indian Education Department"/>	Division Name: <input type="text"/>
------------------------------------------------------------------------------	----------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Daisy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Thompson"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(505) 884-6392"/>	Fax Number: <input type="text" value="(505) 872-8849"/>
-----------------------------------------------------------------	---------------------------------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.415

CFDA Title:

State Tribal Education Partnership (STEP)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050417-001

*** Title:**

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Native American Language (NAL@ED) Program CFDA Number 84.415B

13. Competition Identification Number:

84-415B2017-1

Title:

Native American Language (NAL@ED)

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Diné Bizaad & Shiwí'ma Bena:we Language Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	727,248.09
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Albuquerque Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	128,640.00	129,390.00	130,140.00			388,170.00
2. Fringe Benefits	46,824.96	47,097.96	47,370.96			141,293.88
3. Travel	9,503.32	9,503.33	9,503.33			28,509.98
4. Equipment	3,600.00	0.00	0.00			3,600.00
5. Supplies	20,220.00	12,000.00	12,000.00			44,220.00
6. Contractual	32,500.00	32,500.00	32,500.00			97,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	2,280.00	2,280.00	2,280.00			6,840.00
9. Total Direct Costs (lines 1-8)	243,568.28	232,771.29	233,794.29			710,133.86
10. Indirect Costs*	5,870.00	5,609.79	5,634.44			17,114.23
11. Training Stipends						
12. Total Costs (lines 9-11)	249,438.28	238,381.08	239,428.73			727,248.09

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S415B170024

Name of Institution/Organization Albuquerque Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Lori Webster	Grant Writer and Manager
APPLICANT ORGANIZATION	DATE SUBMITTED
Albuquerque Public Schools	06/19/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="United States Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="State Tribal Education Partnership (STEP)"/> CFDA Number, if applicable: <input type="text" value="84.415"/>
--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--------------------------------------------------------------------	--------------------------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1243-FINAL NALED GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Albuquerque Public Schools
General Education Provisions Act (GEPA) Statement

Board of Education Policy A.03: Albuquerque Public Schools affirms its commitment to the rights of students, parents and employees, as set forth in Federal and State statutes, for nondiscriminatory treatment in relation to disability, race, ethnicity, color, sex, sexual orientation, gender identity, national origin or ancestry, religion, age, veteran status, HIV status and/or any other protected status as defined by law, in all its programs and activities. Nondiscrimination shall include freedom from harassment and retaliation based on disability, race, ethnicity, color, sex, sexual orientation, national origin or ancestry, religion, age, veteran status, HIV status and/or any other protected status as defined by law.

Albuquerque Public Schools (APS) serves an academically, culturally and socioeconomically diverse population of students and families. The largest school district in New Mexico and the 34th largest nationally, the district serves over 84,000 students in 141 schools. The district encompasses over 1,200 square miles, including the City of Albuquerque, the Villages of Corrales and Los Ranchos, and the Pueblos of Isleta and Laguna. The student population of APS is 67% Hispanic, 21% Anglo, 4% American Indian/Alaskan Native, 3% Black, 2% Asian/Pacific Islander and 3% Multiple. 72% of students are economically disadvantaged, 17% are English Language Learners and 15% are students with disabilities.

APS is committed to ensuring that every child graduates fully prepared and eager to become a world-class citizen. Albuquerque Public Schools is aware that gender, race, national origin, color, disability, age or other protected statuses can serve as barriers that impede equitable access and participation in programs and services. The ***Diné Bizaad & A:shiwí Language Program*** project described in this Native American Language Program (NAL@ED) application has been designed to ameliorate such barriers through a variety of means described below.

Albuquerque Public Schools meets all Section 200 GEPA requirements and complies with all state, city and local policies and procedures. APS will take include the following additional steps:

1. APS will hold all grant-related programs and services in facilities that are compliant with the Americans with Disabilities Act (ADA) and accessible to those with a variety of disabilities. As needed, grant staff will identify any special access needs indicated by program participants and will implement a plan of action to meet those needs, which may exceed the minimum basic requirements of the ADA.
2. APS will provide interpretation and translation services as needed for all ***Diné Bizaad & A:shiwí Language Program*** services and materials to be fully accessible.
3. APS will review all instructional materials and professional development materials used in the ***Diné Bizaad & A:shiwí Language Program*** and ensure that such materials are culturally relevant and appropriate to inclusive instruction sensitive to gender, race, national original, color, disability or age. Staff will review all curriculum and grant

materials for relevance to the target population, accuracy and cultural specificity to the needs of American Indian/Alaskan Native students, families and community members. Materials will be adapted to provide access for students with disabilities.

4. APS will design all *Diné Bizaad & A:shiwi Language Program* professional development activities to be inclusive of all teachers and other school and district staff members, regardless of gender, race, national origin, color, disability, age or other protected status.
5. APS will recruit project participants and hire project personnel according to federal (e.g. GEPA Section 427, Section 7B, Indian Self-Determination and Education Assistance Act) and institutional guidelines to provide access and preference for Native Americans to the extent allowable by law. Individuals with backgrounds similar to the student population they will serve will be recruited to provide grant-funded services.
6. APS will recruit parents and community members to provide input into the goals, objectives and strategies of the grant-funded program in order that the program is designed and services provided in a manner that responds to community needs and is deemed culturally relevant and appropriate. Community participation is an integral component of the planning, oversight and evaluation of program activities. APS will work with a variety of parent, community and cultural groups to promote awareness of and interest in the *Diné Bizaad & A:shiwi Language Program*.
7. APS has established grievance procedures related to equal access for applicants, employees and students/families alleging discrimination, and these procedures are posted on the district website and accessible for use by these groups as well as the general public.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with students and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adaptations to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
<input style="width: 100%;" type="text" value="Albuquerque Public Schools"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Lori"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Webster"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Grant Writer and Manager"/>		
* SIGNATURE: <input style="width: 300px;" type="text" value="Lori Webster"/>		* DATE: <input style="width: 150px;" type="text" value="06/19/2017"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Ms.	First Name: Daisy	Middle Name:	Last Name: Thompson	Suffix:
----------------	----------------------	--------------	------------------------	---------

Address:

Street1:	P.O. Box 25704
Street2:	
City:	Albuquerque
County:	Bernalillo
State:	NM: New Mexico
Zip Code:	87125-0704
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(505) 884-6392	(505) 872-8849

Email Address:
thompson_dai@aps.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Albuquerque Public Schools Indian Education Department
Diné Bizaad & A:shiwí Language Program
Abstract

The Albuquerque Public Schools Indian Education Department seeks funding from the Office of Elementary and Secondary Education through the 2017 Native American Language Program (NAL@ED) competition. Albuquerque Public Schools is eligible to apply for this funding as a Local Education Authority under State law. The ***Diné Bizaad & A:shiwí Language Program***, if funded, will support the instruction of both the Navajo (Diné) and Zuni languages. Albuquerque Public Schools is not applying as a part of a consortium.

As an LEA, the Albuquerque Public Schools Indian Education Department is applying under **Absolute Priority 1** and will support Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the schools that will be served by the project. The Albuquerque Public Schools Indian Education Department is also applying under **Competitive Preference Priority 1**. In this application, Albuquerque Public Schools has included an assurance that the Indian Education Department will use 25% of its title VI formula grant, beginning in the 2020-2021 school year, and that parent committee input and approval of this action will be obtained as necessary.

The goal of the ***Diné Bizaad & A:shiwí Language Program*** is to establish and sustain Native language classes in both Zuni and Navajo (Diné) at the elementary and middle school levels in order to revitalize Native languages through quality language instruction provided by well-prepared instructors. Albuquerque Public Schools believes that, when students receive culturally relevant instruction that supports, recognizes and honors their background, academic achievement and student outcomes will improve. Project outcomes include developing a tracking and reporting system for Native language fluency, ensuring at least 80% of project participants make progress towards fluency, increasing the number of students who demonstrate Native language fluency by earning the Native American Bilingual Seal, increasing project participants' reading proficiency, increasing project participants' average daily attendance and increasing the number of students enrolled in Native language immersion programs. In order to achieve these goals, the Indian Education Department will hire qualified Native language teachers, administer Native language proficiency assessments, provide professional development in Native language immersion models, recruit American Indian/Alaskan Native students and families to participate in the program and evaluate the success of the program in meeting its goal and outcomes.

The ***Diné Bizaad & A:shiwí Language Program*** plans to offer Navajo (Diné) language immersion at Painted Sky Elementary School (K-5, 116 Navajo students), Jimmy Carter Middle School (6-8, 62 Navajo students), McKinley Middle School (6-8, 51 Navajo students) and Cleveland Middle School (6-8, 54 Navajo students). Zuni language immersion will be offered at Hodgkin Elementary School (K-5, 8 Zuni students), John Adams Middle School (6-8, 7 Zuni students), Grant Middle School (6-8, 8 Zuni students), Wilson Middle School (6-8, 8 Zuni students) and Kennedy Middle School (6-8, 7 Zuni students). In total, the APS Indian Education Department anticipates serving at least 100 Navajo students and 20 Zuni students annually.

The Project Director for the ***Diné Bizaad & A:shiwí Language Program*** will be Daisy Thompson, Director of the Indian Education Department. For questions about this proposal, she can be reached at (505) 884-6392 or via email at thompson_dai@aps.edu.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Albuquerque Public Schools Indian Education Department

Diné Bizaad & Shiwí'ma Bena:we Language Program

Table of Contents

<i>Application Narrative</i>	<i>Page</i>
(a) Quality of the Project Design	2
(b) Quality of the Project Services	15
(c) Quality of Project Personnel	21
(d) Adequacy of Resources	25
(e) Quality of the Management Plan	27
(f) Quality of the Project Evaluation	32

(a) Quality of the Project Design

Rationale for Project Design

As the largest school district in New Mexico and 34th largest in the United States, Albuquerque Public Schools (APS) has a total enrollment of 83,435 students in grades K-12. APS is comprised of 141 schools scattered across 1,200 square miles, which include 88 elementary schools, 2 K-8 schools, 27 middle schools, 13 high schools, and 11 schools of choice. Nearly 80% of the students attending APS are students of color. The largest group are Hispanic (67%), but the district also serves large populations of Caucasian students (21%), African-American students (3%), Asian and Pacific Islander students (2%), students with two or more ethnicities (3%) and American Indian/Alaska Native (AI/AN) students (4.7%). AI/AN students may be referred to interchangeably as Native American (NA) in this application. Nearly two out of ten students (17%) in Albuquerque Public Schools are English Language Learners. Students with disabilities comprise 15% of the district's enrollment. APS also serves many students from low-income families. Nearly three out of four students (72%) qualify for the federal school lunch program, and a similar percentage attend high-poverty, Title I schools.

Albuquerque Public Schools is located in the heart of central New Mexico along the Rio Grande, in close proximity to the state's twenty Pueblos: Acoma, Cochiti, Isleta, Isleta Sur, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, Sandia, San Felipe, San Ildefonso, Santa Ana, Santa Clara, Santo Domingo, Taos, Tesuque, Zuni and Zia. In addition to the Pueblos, the state has three Apache tribes (the Fort Sill Apache Tribe, the Jicarilla Apache Nation and the Mescalero Apache Tribe), the Navajo Nation and a considerable urban AI/AN population representing other tribes from across the nation. According to the New Mexico Indian Affairs Department, New Mexico has 219,512 AI/AN citizens, which represent 10.5% of the

state's entire population. This ranks New Mexico fourth nationally in the size of the state's AI/AN population. Albuquerque is the closest large city to most of New Mexico's tribal communities and for this reason, has always served as a hub for the state's AI/AN students and their families. According to the 2015 National Indian Education Study, there are 522,813 AI/AN students enrolled in grades K-12 nationally, nearly 60% of whom attend schools in which the AI/AN enrollment is less than 25% of students. In the 2015-2016 New Mexico Tribal Education Status Report, APS had 4,357 AI/AN students representing 121 tribal groups from across the United States, close to 1% of all of the AI/AN students in the nation. The large number of AI/AN students enrolled in APS makes it crucial that the district find ways to close the opportunity gap between AI/AN students and their peers, especially in schools where there is a low density of AI/AN student enrollment.

The achievement gap experienced by AI/AN students attending Albuquerque Public Schools is significant, ongoing and well-documented in the areas of reading proficiency, college readiness and graduation rates. APS uses the Istation Early Reading Assessment to determine students' level of reading proficiency in grades K through 3. Istation provides teachers and school leaders with instructional data that can be easily used in the classroom. Consistent with other reading assessments, Istation has defined a three-tier normative grouping based on indices associated with the 20th and 40th percentiles. Students with an index above the 40th percentile for their grade are placed into Tier 1. Students with an index below the 20th percentile are placed into Tier 3. These tiers are used to guide educators in determining the level of instruction for each student. Students classified as Tier 1 are on track and performing at grade level. Students classified as Tier 2 are at some risk, are performing moderately below grade level, and are in need of intervention. Students classified as Tier 3 (20th percentile and below) are at risk, are

performing seriously below grade level, and are in need of intensive intervention. In the Istation Early Reading Assessment given at the end of the 2016-2017 school year, K-3 AI/AN students were significantly less likely to have scored above the 40% percentile compared to all students who were assessed, as demonstrated by **Table 1**.

Table 1: APS Istation Early Reading Assessment Results, 2016-2017, End-of-Year, AI/AN Students & All Students			
	Tier 1	Tier 2	Tier 3 (At Risk)
AI/AN Students Grades K-3	42.5%	25.33%	32.41%
All Students Grades K-3	52.35%	21.36%	26.28%

AI/AN students in the early grades enrolled in APS were ten percentage points less likely to score above the 40th percentile in reading on the Istation than tested students overall.

Albuquerque Public Schools uses the Partnership for Assessment of Readiness for College and Careers (PARCC) to measure student proficiency in reading for students in grades 3 through 11. In both the 2014-2015 and 2015-2016 school years, district-wide results demonstrated AI/AN students were over-represented in the group of students not achieving proficiency and under-represented in the group of students meeting or exceeding proficiency, as demonstrated in **Table 2**.

Table 2: APS English Language Arts PARCC Results, 2014-2015 & 2015-2016, AI/AN Students & All Students				
	2014-2015		2015-2016	
	AI/AN	All	AI/AN	All
Exceeded Expectations	1.04%	4.13%	1.19%	3.69%

Met Expectations	15.94%	25.10%	15.51%	24.39%
Approached Expectations	25.29%	26.33%	25.20%	26.19%
Partially Met Expectations	29.09%	23.35%	27.23%	22.85%
Did Not Meet Expectations	28.63%	21.09%	30.87%	22.88%

In the 2014-2015 school year, there was a 13.28 percentage point gap between AI/AN students and all students scoring in the lowest two categories, while in 2015-2016, this gap was 12.37 percentage points. This data demonstrates that an opportunity gap exists for AI/AN students as soon as students enter school and accelerates through students' K-12 educational experiences.

Ongoing educational struggles for AI/AN students enrolled in Albuquerque Public Schools manifest themselves in lower rates of college readiness and high school graduation. As demonstrated in **Table 3**, AI/AN students in APS taking the ACT college readiness assessment score lower than students overall, especially in Reading and English.

Table 3: APS ACT Results, 2014-2017, AI/AN Students & All Students						
	2014-2015		2015-2016		2016-2017	
	AI/AN	All	AI/AN	All	AI/AN	All
English	18.93	20.87	17.30	19.61	16.58	19.16
Math	20.73	21.55	19.06	20.32	19.15	20.12
Reading	20.13	21.91	19.26	21.02	18.74	20.73
Science	19.66	21.66	19.06	20.68	19.47	20.51
Composite	20.0	21.63	18.77	20.53	18.62	20.26

Even more troubling, AI/AN students have the lowest graduation rate in Albuquerque Public Schools. In 2016, only 47% of AI/AN students graduated from high school in four years, compared to a district-wide graduation rate of 66%. In 2015, the AI/AN graduation rate was 45.5%, compared to a district-wide rate of 61.7%. Since 2009, the AI/AN graduation rate has hovered at 50% or less.

In response to these ongoing struggles, the APS Indian Education Department has implemented a number of programs, including a Native language instructional program. The Department has worked with the State of New Mexico, tribal partners and local tribal colleges and universities to hire three Native language teachers. Two teachers are certified to teach Navajo, also known as Diné, and one teacher is certified to teach Zuni. These teachers currently serve students at West Mesa High School, Del Norte High School, Cibola High School, Albuquerque High School and the Career Enrichment Center. Navajo (Diné) language instruction is provided utilizing the New Mexico Public Education Department approved *Diné Bizaad Binahoo'ah* textbook and curriculum (Yazzie & Speas, 2007). Zuni language instruction is provided using a curriculum developed by the Pueblo of Zuni Education Department.

Teachers are certified to serve as Native language instructors by the State of New Mexico. Individuals are eligible to receive a Native American Language and Culture, K-12 (520) license from the state authorizing an individual to teach the language and culture of a tribe or pueblo in a public school classroom. In order to receive this license, applicants must provide verification from the tribe or pueblo that the candidate meets the standards and criteria for competence and language proficiency in order to teach the language and culture of the particular tribe or pueblo. The Native language instructors hired by APS have received this tribal permission and obtained licensure through the state. This process ensures that Native language

teachers are both culturally and linguistically competent and able to implement culturally relevant methods and strategies with students. Agreements have been in place with both the Navajo Nation and the Pueblo of Zuni to approve Native language teachers in public school classrooms in New Mexico since 2004.

In order to support and promote bilingual proficiency in Native languages, the Albuquerque Public Schools Indian Education Department developed a Native American Bilingual Seal for Native Language in 2012 in order to recognize students who complete at least two years of Navajo (Diné) or Zuni language coursework at the high school level. In order to receive the Native American Bilingual Seal for Native Language, students must meet the following criteria: have 2.7 GPA or higher, have taken at least two years of Native language classes, have three or fewer unexcused absences, have a teacher recommendation from a Native language teacher, have a teacher recommendation from a second teacher and pass an oral examination with a panel of community judges. Students who complete the requirements and earn the Native American Bilingual Seal have a gold embossed seal affixed to their diploma and wear a special stole with an embroidered seal at graduation. The purpose of the Native American Bilingual Seal is to honor the culture and language of AI/AN students within APS and to reinforce the value of preserving Native language fluency. The State of New Mexico approved a state seal in the 2016-2017 school year.

Project Design Specifies Measurable Project Goals, Objectives and Outcomes

If funded by the Native American Language (NAL@ED) Program, the Albuquerque Public Schools Indian Education Department will extend its successful Native language program to reach students at the middle school and elementary school level. The project described in this proposal --the ***Diné Bizaad & Shiwi'ma Bena:we Language Program*** -- meets the requirements

of Absolute Priority 1: Projects that will take place in one or more schools of a State-funded local educational agency (LEA), including a public charter school that is an LEA under State law, and that will support Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the school that will be served by the project.

Project Goal: The Albuquerque Public Schools Indian Education Department will establish and sustain Native language classes in both Zuni and Navajo (Diné) at the elementary and middle school levels in order to revitalize Native languages through quality language instruction provided by well-prepared instructors. Albuquerque Public Schools believes that, when students receive culturally relevant instruction that supports, recognizes and honors their background, academic achievement and student outcomes will improve.

Project Objectives: The Albuquerque Public Schools Indian Education Department has established the following project objectives of the *Diné Bizaad & Shiwí'ma Bena:we Language Program* described in this proposal, as follows:

Project Objective 1: The APS Indian Education Department will recruit an increased number of students to participate in Zuni or Navajo (Diné) language classes at the middle and elementary school levels.

Project Objective 2: Students participating in the Navajo (Diné) language classes will improve their Navajo (Diné) language proficiency as measured by the Oral Diné Language Assessment (ODLA).

Project Objective 3: Students participating in Zuni language classes will improve their Zuni language proficiency as measured by the Zuni Language Assessment (ZLA).

Project Objective 4: Teachers providing Navajo (Diné) and Zuni language instruction through the program will improve their ability to provide high-quality, cultural relevant language instructional through professional development.

Project Objective 5: The APS Indian Education Department will develop a system to track and report Zuni and Navajo (Diné) language proficiency in students enrolled in Native language instruction district-wide.

Project Objective 6: The APS Indian Education Department will improve the reading proficiency of AI/AN students who participate in the program as measured by the PARCC.

Project Objective 7: The APS Indian Education Department will improve the average daily attendance of AI/AN who participate in the program, as measured by district attendance records.

Project Objective 8: The APS Indian Education Department will increase the number of participating students who attain Native language fluency, as measured by the number of students who earn the Native American Bilingual Seal for Native Language.

Project Outcomes: The Albuquerque Public Schools Indian Education Department has established the following project outcomes for each project objective for the *Diné Bizaad & Shiwi'ma Bena:we Language Program* described in this proposal, as follows:

Project Outcome 1: Annually, the APS Indian Education Department will recruit at least 120 students to participate in Zuni or Navajo (Diné) language classes at the middle and elementary school levels.

Project Outcome 2: Annually, at least 80% of students participating in the Navajo (Diné) language classes will improve their Navajo (Diné) language proficiency as measured by pre-and-post-test administrations of the Oral Diné Language Assessment (ODLA).

Project Outcome 3: Annually, at least 80% of the students participating in Zuni language classes will improve their Zuni language proficiency as measured by the pre-and-post-test administrations of the Zuni Language Assessment (ZLA).

Project Outcome 4: Annually, 100% of the teachers providing Navajo (Diné) and Zuni language instruction through the *Diné Bizaad & Shiwí'ma Bena:we Language Program* will improve their ability to provide high-quality, culturally relevant language instructional as measured by the Teacher Effectiveness for Language Learning (TELL) framework.

Project Outcome 5: Annually, the APS Indian Education Department will report Zuni and Navajo (Diné) language proficiency growth in students enrolled in Native language instruction district-wide.

Project Outcome 6: Over the grant period of performance, the APS Indian Education Department will improve the reading proficiency of participating students from a baseline of 26.7% in 2015-2016 to 35%, as measured by the PARCC.

Project Outcome 7: Over the grant period of performance, the APS Indian Education Department will improve the average daily attendance of participating students from a baseline of 95.53% in 2016-2017 to 96.53%, as measured by district attendance records.

Project Outcome 8: Over the grant period of performance, the APS Education Department will increase the number of students who demonstrate fluency in a Native language from a baseline of 10 in 2016-2017 to 20, as measured by the number of students who earn the Native American Bilingual Seal.

Project Design Ensures High-Level Native Language Fluency

The Albuquerque Public Schools Indian Education Department understands that the goal of the Native American Language (NAL@ED) Program is to ensure that students progress

towards high-level fluency goals in either Navajo (Diné) or Zuni. As a public school district and LEA serving urban AI/AN students, APS finds that almost all students who enroll in Native language instruction through APS have little or no fluency in a Native language. In its 2015-2016 Bilingual Multicultural Education Annual Report, the New Mexico Public Education Department reported on 6,292 AI/AN students enrolled in Bilingual Multicultural Education Programs across the state. Of these students, only 12% (724 students) scored at the fluent proficient level. Another 25% scored at the limited proficient level (1,577 students). The vast majority, 63% (3,991 students) scored at the non-proficient level. This is even more likely to be the case in Albuquerque, where students may have grown up completely isolated from the language or only hearing it in fragments. If Albuquerque Public Schools does not offer students the opportunity to study Navajo (Diné) or Zuni, it is unlikely they will be able to learn the language from their family or through the community.

One way the APS Indian Education Department will ensure the *Diné Bizaad & Shiwí'ma Bena:we Language Program* succeeds in helping students progress towards high-level fluency in Navajo (Diné) or Zuni will be through the use of an immersion approach described by Marie Arviso and Wayne Holm in “Native American Language Immersion Programs: Can There Be Bilingual Education When the Language Is Going (Or Gone) as a Child Language?” Published in 1990, this research eloquently describes the problem of disappearing Native languages. As more students arrived at school without the ability to speak or understand their Native language, Arviso and Holm developed a Navajo (Diné) immersion program focused on making Navajo the language of communication within the classroom. While this can undeniably be difficult at first for both the teacher and the students, a growing body of research suggests that a language is best learned in situations where that language is used as the means of communication.

Johnson and Swain, in *Immersion education: International perspectives* (1997), summarize eight core features of immersion programs as follows:

- The L2 (Native) language is a medium of instruction.
- The immersion curriculum parallels the local L1 (English) curriculum.
- Overt support exists for the L1 language.
- The program aims for additive bilingualism.
- Exposure to the L2 language is largely confined to the classroom.
- Students enter with similar, and limited, levels of L2 proficiency.
- Teachers are bilingual.
- The classroom culture is that of the local L1 community.

The *Diné Bizaad & Shiwí'ma Bena:we Language Program* will use an immersion design as the most effective opportunity to build students' Native language fluency within an overpoweringly English environment. While students will receive English language instruction during their traditional subject-area classes, students participating in the program will spend at least 15% of their day participating in a Native language immersion model. Over the three-year grant period of performance, students participating in the Native language immersion model will progress from non-proficiency to limited proficiency with the ultimate goal achieving fluent proficiency, as measured by the Oral Diné Language Assessment and the Zuni Language Assessment. These results will be tracked and reported by the APS Indian Education Department.

Project Design Builds Capacity and Sustainability

The Albuquerque Public Schools Indian Education Department will also align Native language instruction in schools such that students will be able to continue a course of Navajo (Diné) or Zuni language immersion beginning in elementary school, continuing to middle school,

ending in high school and ideally culminating in the earning of the Native American Bilingual Seal. Native language instruction will be supported both by existing Title VI funding and by the NAL@ED funding requested in this proposal. The APS Indian Education Department will work with schools with high numbers of Navajo or Zuni students to create sustainable pathways of Native language immersion instruction with this new funding, as demonstrated in **Table 4**.

Table 4: Proposed APS Native Language Immersion Schools with Feeder Patterns			
Name of School	Native Language	2016-2017 # Diné/Zuni Students	Feeds into a School with a Native Language Immersion Program
Painted Sky Elementary	Navajo (Diné)	116	Yes, Jimmy Carter Middle School
Jimmy Carter Middle School	Navajo (Diné)	62	Yes, West Mesa High School
McKinley Middle School	Navajo (Diné)	51	Yes, Del Norte High School
Cleveland Middle School	Navajo (Diné)	54	Yes, Del Norte High School
Hodgin Elementary School	Zuni	8	Yes, Cleveland Middle School
Grant Middle School	Zuni	8	Yes, Del Norte High School
Wilson Middle School	Zuni	8	Highland High School
Kennedy Middle School	Zuni	7	Manzano High School
John Adams Middle School	Zuni	7	Yes, West Mesa High School

If funded, the APS Indian Education Department will extend the reach of the three Native language teachers already hired by the district to provide Native language instruction at the high school level to the middle and elementary school levels. By providing additional Native language

instructors at earlier ages, the Indian Education Department will improve the implementation of its program design and will meet the program goals of helping students to achieve high-level fluency. By using both Title VI and Native American Language (NAL@ED) Program funding, the APS Indian Education Department will build a stronger program that will serve more students, improve teaching and learning in the classroom and collect data to evaluate program effectiveness. With evidence of effectiveness both of improving Native language proficiency and of improving AI/AN student outcomes, the APS Indian Education Department will be well positioned to sustain the program model after the grant performance period.

Project Design Plans for Data Collection and Reporting

The APS Indian Education Department has a plan in place to collect data on Native language proficiency, AI/AN student academic outcomes, AI/AN graduation rates and other data relevant to the outcomes of the project. The Indian Education Department currently works closely with the district's Office of Accountability and Reporting to create an annual Native American Education Report Update. The APS Indian Education also reports data to the New Mexico Public Education Department's Tribal Education Status Report, published annually. These publications demonstrate that the APS Indian Education Department has experience in collecting and reporting data on outcomes relevant to the success and educational opportunities offered to AI/AN children and youth.

If funded by the Native American Language (NAL@ED) Program, the Indian Education Department will work with the Office of Accountability and Reporting to capture pre-and-post test scores for all students who are enrolled in a Native language immersion program. For students learning Navajo (Diné), the bilingual teacher will administer the Oral Diné Language Assessment (ODLA) in the fall and spring of each school year and will forward these scores to

the Project Director to be entered into the district's student information system (SIS). For students learning Zuni, the bilingual teacher will administer the Zuni Language Assessment (ZLA) in the fall and spring of each school year and will forward these scores to the Project Director to be entered into the district's SIS. By using the district SIS, the Indian Education Department will be able to create reports on student proficiency and growth by school, grade level, and student demographic characteristics. The plan for data collection and reporting will allow APS and the Indian Education Department to conduct an analysis of the data to answer questions of interest, such as whether or not AI/AN students who take at least two years of immersion classes graduate at higher rates than those who do not. Using this data to generate questions and test the hypotheses that Native language immersion will improve students' overall academic achievement will provide guidance for decision-makers and educational leaders as they strive to provide more responsive, more effective educational environments for AI/AN students.

(b) Quality of Project Services

How the Project Will Provide Instruction Through Native Languages

Research over the past thirty years has built a compelling case that high-quality immersion approaches to Native language learning have measurable positive impacts on Native students' language fluency, academic achievement, school attendance, graduation rates, college enrollment and other, harder to measure outcomes, such as cultural pride and the protection of Native sovereignty and self-determination. Gay (2010) notes a culturally responsive approach to teaching connects students' experiences in and out of school, supports educational equity and excellence, and empowers students by giving them the skills to effectively negotiate and impact the world around them. McCarty (2012) proposed some definitions as to what constitutes an immersion approach to Native language instruction. The *Diné Bizaad & Shiwi'ma Bena:we*

Language Program will be based on these tenets and will be adapted for a large urban public education system where no school serving AI/AN students has an enrollment of over 25% AI/AN students, as outlined below.

- Native language immersion instruction is voluntary. Parents and students actively choose to participate in Native language immersion.
- Native language immersion instruction is additive and builds on students' first language abilities as a foundation for learning the Native language as a second language. Previous knowledge of the Native language is not required for success.
- Instruction is provided in the Native language for as much of the day as appropriate for students' age and learning needs. When using an immersion approach, teachers conduct the class in the Native language.
- Native language immersion systematically incorporates Native cultural content and culturally appropriate ways of teaching and learning. For example, Navajo (Diné) is considered an oral language and proficiency assessments should be given orally.
- Native language immersion engages students in learning the Native language while also covering topics in literature, art, history, science, government and geography in that language.

The ***Diné Bizaad & Shivi'ma Bena:we Language Program*** will provide Native language instruction using the immersion approach described above in order to build upon known best practices in the field of bilingual and indigenous education. Albuquerque Public Schools currently has robust bilingual education and dual language programs for students in Spanish, including a dual language elementary school. Through the project described in this proposal, the

Indian Education Department plans to increase its Native language bilingual offerings and provide greater equity of opportunity for AI/AN students.

How the Project Will Provide Professional Development for Teachers

The ***Diné Bizaad & Shiwi'ma Bena:we Language Program*** will provide high-quality professional development for the Native language teachers to be hired by contracting with Ms. Jennie DeGroat, an instructor at Northern Arizona University. Many Native language teachers have a significant amount of knowledge of language, cultural practices and tribal history, but may not have a background in linguistics, language acquisition or bilingual education. These individuals will need appropriate support and professional development in order to understand and be able to implement immersion teaching techniques. Many studies in the field describe the challenges that immersion teachers face in instructing students primarily in a second language, in this case a Native language, when both teachers and students speak English fluently. However, the Native language teachers must create a strong environment in which the Native language is the primary language of communication in order to combat the overwhelming nature of the English-speaking context to move students from a novice level to fluency. Research demonstrates that learning a second language does not detract from increasing proficiency in English literacy and, in fact, much research into bilingual education demonstrates that students gain proficiency in both English and the second language in which instruction is provided.

As mentioned previously in this application, 100% of the Albuquerque Public Schools students who are AI/AN attend a school at which the AI/AN student population is less than 25% of the overall student population. These schools are considered low-density schools by the National Center for Education Statistics and they present particular problems for advancing opportunities and outcomes for AI/AN students. Many students adapt to being in an

overwhelmingly non-Native environment by masking or downplaying their Native identities. Other students experience feelings of alienation or other challenges related to their Native identity. Most teachers in these schools come from a non-Native background and may have little or no experience using teaching and learning techniques appropriate for AI/AN students.

For this reason, the *Diné Bizaad & Shiwí'ma Bena:we Language Program* will work closely with school leaders and teachers in order to increase the cultural competency of the entire school environment for AI/AN students. In order to be a site for Native language immersion, the school leader and its instructional council will sign a letter of understanding with the Indian Education Department outlining what the program will offer and the minimum requirements for success in the school, such as access to classrooms, access to student records and integration of the Native language teacher into the school's systems and community of practice. In addition to creating these partnerships, the Project Director, Professional Development Contractor and Native language teachers will hold at least one workshop on cultural competency and language immersion for the entire school staff annually. As the success of the entire project will be highly dependent on the overall embrace of Native language immersion and self-determination by the school staff, the *Diné Bizaad & Shiwí'ma Bena:we Language Program* will invest in ongoing and intentional attempts to provide information, build trust and engage the entire school community as partners in the success of AI/AN students.

How the Project Will Involve Appropriate Partners

The Albuquerque Public Schools Indian Education Department works with a wide variety of external organizations to provide services and activities aligned with its vision and goals. These partners include the Navajo Nation, the Pueblo of Zuni, the National Indian Youth Council, the Santa Ana Tribal Education Department, the Isleta Pueblo Education Department,

the Urban Indian Center, the American Indian Science and Engineering Society, the Tohajiilee Community Chapter, the First Nations Community Health Source, the Institute of American Indian Arts (IAIA) and the Southwestern Indian Polytechnic Institute (SIPI). To increase AI/AN student fluency in Diné and Zuni, the Department will work with the Navajo Nation and the Pueblo of Zuni to identify teachers who meet tribal requirements to teach tribal language and culture. The Department will also work with IAIA and SIPI to build a pipeline of students to advanced study in Native languages. For example, students who participate in the Native language immersion program in middle school will be more likely to enroll in Native language classes in high school and earn the Native American Bilingual Seal for Native Language. Currently, Native language classes at the high school level include dual credit for Diné and Zuni language classes through IAIA and SIPI.

The Department will also consult with the Indian Education Committee (IEC) and the Indian Parent Committee (IPC). The Indian Education Committee works to develop educational programs designed to meet the specialized and unique educational needs of Indian children, and approves all programs and budgets funded by the Johnson-O'Malley Program. The committee consists of elected parents and guardians of Indian students who are enrolled in schools that are receiving funding under the JOM program. The Indian Parent Committee works to insure that planning, development, implementation, and evaluation of the operational and supplemental programs for AI/AN students in the Albuquerque Public School occur in a consistent and sustained manner. The Indian Parent Committee also works to comply with the rules and regulations governing Title VI funding.

How the Project's Immersion Model is Appropriate

According to a report on Native language immersion, written by Janine Pease–Pretty On Top and published by the American Indian College Fund, Native language immersion schools have remarkable benefits: students show impressive educational achievement, participants demonstrate considerable language knowledge gains in relatively short periods of time and programs contribute significantly to family strength. Each of these potentials have importance for tribes, agencies and organizers (both Native and non-Native) who interact or hope to interact positively and significantly with AI/AN communities in areas of educational and community development. One source of motivation for Native language immersion is the serious rate of language loss among Native communities and the importance of restoring Native language fluency for the vitality of the tribal nation. Native language immersion is part of a greater cultural and language preservation or revitalization effort that strengthen and rebuilds the Native community. Additionally, AI/AN children and youth have exhibited stagnant educational achievement among the poorest achievement of American ethnic groups. Native language immersion has demonstrated remarkable promise in increasing participants' educational achievement and positively correlates with Native student graduation rates.

The rationale for pursuing Native language immersion instruction is clear. Generally, language immersion programs allow the child or participant to spend part or all of the day learning in the second language. Partial immersion programs operate on the same principle, but only a portion of the curriculum is presented in the second language. The APS Indian Education Department proposes a partial immersion program in this proposal in order to reach a larger number of students and better meet the needs of the community as described by the Indian Education Committee and the Indian Parent Committee. Students who participate in the Native

American Language Program will spend approximately 15% of the day in the Native American language immersion program.

(c) Quality of Project Personnel

The Albuquerque Public Schools Indian Education Department will use existing State of New Mexico policies and procedures in order to recruit and hire licensed and certified Native language teachers for the program described in this proposal. The state offers a certificate in Native American Language and Culture, K-12. This type of certificate (520) authorizes an individual to teach the language and culture of a tribe or pueblo in the classroom. In order to receive this type of license, the applicant must provide verification from the tribe or pueblo authority that the candidate meets the standards and criteria for competence and language proficiency in order to teach the language and culture of the participate tribe or pueblo. For example, in order to receive a Native American Language and Culture Certificate (NALCC) from the Navajo Nation, the applicant must demonstrate the following competencies:

- Be able to communicate effectively in the Diné language with fluency, eloquence and accuracy.
- Be able to confidently guide students toward achieving conversational fluency, and ultimately, toward achieving advanced proficiency in the Diné language.
- Demonstrate a general understanding of the Diné language and how traditional cultural teachings are acquired and used in the development of a person who desires to live holistically and to be guided by traditional teachings and values.
- Identify and understand the values and attributes of Native language as a form of communication and culture as a connection to one's origin, self-identification and history.

- Be able to recognize the significance and relationship of the four original Diné clans to the major Diné clans and sub-clans.
- Demonstrate an understanding of Diné history, the Origin Stories, other stories and their relevance of the daily lives of Diné people.
- Be able to apply the virtues and experiences of a life in Diné be' iiná as a teaching tool in relation to the four directions of learning including Nitsáhákees (the process of thinking and conceptualizing), Nahat'á (the process of applied planning, inquiring, investigating and experimenting), Iiná (the process of applied learning, accomplishing, producing, and performing) and Sihasin (the process of making critical affirmation action of thinking, planning, learning and confident to adapt).
- Demonstrate knowledge of traditional child rearing practices according to the teaching of Yoolgail Asdzáán (White Shell Woman) / Asdzáá Nádleehé (Changing Woman).

As can be seen from these competencies, Albuquerque Public Schools is committed to employing persons who are members of groups that have been underrepresented based on race, color, national origin, gender, age or disability. Preference will be given to Native American applicants. It is critical for the success of the *Diné Bizaad & Shivi'ma Bena:we Language Program* that the Native language teachers serve as role models, both in language and culture, for the students whom they will be teaching.

Qualifications of Native Language Teachers

If funded by the U.S. Department of Education, the Albuquerque Public Schools Indian Education Department will recruit, vet and hire three (3) additional fluent Navajo (Diné) and Zuni language teachers eligible for a Native American Language and Culture Certificate (NALCC) from the State of New Mexico to provide all project services and instruction. It is very

important to the Department that all employees reflect the values and culture of their tribe and the language they will be teaching, thus tribal approval will be a prerequisite for employment in this role with the Department. The Indian Education Department is confident that there is a large pool of highly-qualified Navajo (Diné) and Zuni speakers who would be eager to take a role in ensuring the future of their language as a Native language instructor. Currently, the Department has three (3) full-time Native language instructors: Bernard Chimoni (Zuni), Paul Phillip (Navajo) and Mildred Chiquito (Navajo). All of the Department's current Native language teachers hold NALCC licenses from the State of New Mexico and are fluent in the Native languages that they teach. Additionally, the Department seeks to hire Native language teachers who hold a relevant degree and have at least three years of teaching experience in a setting with AI/AN students.

Qualifications of Key Project Personnel

Project Director: The *Diné Bizaad & Shivi'ma Bena:we Language Program* will be led by Daisy Thompson, the Director of the Albuquerque Public Schools Indian Education Department. Ms. Thompson has 37 years of experience in education, including 16 years as a public school administrator working with AI/AN students. Ms. Thompson has four years working with AI/AN adults in higher education and 20 years as a teacher in general education, special education, Indian education and gifted education. She currently holds certification as an Education Specialist, Educational Administrator, General Education and Special Education. Ms. Thompson holds a Ph.D. in Special Education of AI/AN descendants. Ms. Thompson will spend 25% of her time on the project as an in-kind donation from Albuquerque Public Schools.

Native Language Teachers: Qualifications for the Native language teachers to be hired as a part of this grant proposal include Native language fluency, approval from the appropriate

tribe or pueblo, State of New Mexico certification, experience teaching AI/AN students and a desire to be a part of sustaining and reviving Native languages. Because of the relationships that the APS Indian Education Department has built with tribal communities, tribal colleges and universities and other stakeholders in the AI/AN community, the Department does not expect to have difficulty in recruiting and hiring three Native language immersion teachers. The three Native language teachers to be hired through this grant will spend 100% of their time on the ***Diné Bizaad & Shivi'ma Bena:we Language Program.***

Qualifications of Key Project Consultants

If funded through the Native American Language (NAL@ED) Program, the Albuquerque Public Schools Indian Education Department will contract with Jennie DeGroat or similar expert as a provider of professional development in the use of immersion techniques for the instruction of Navajo (Diné) and Zuni. Ms. DeGroat is currently an instructor at Northern Arizona University in Flagstaff, Arizona. She was originally from the Eastern Navajo Agency. Ms. DeGroat received her B.A. and M.A. in Education at the University of New Mexico and her doctoral studies include Native Language Teacher Education, Reversing Navajo Language Shift & Oppression, Bilingual & Multicultural Education, and Family Literacy & Second Language Acquisition. Ms. DeGroat has fifteen years of experience teaching in a Bureau of Indian Education (BIE) school using a whole language approach for early literacy development and four years of experience coordinating a Navajo Language Immersion Camp in Albuquerque. Ms. DeGroat currently teaches for the American Indian Language Development Institute in Tucson, Arizona and presents on topics for Reversing Language Shifts in AI/AN communities using immersion teaching methods. Her other affiliations include the Diné Language Association, Indigenous Bilingual Education/National Association for Bilingual Education, and the National

Indian Education Association. If funded, Albuquerque Public Schools will enter into a contract with the American Indian Language Development Institute (AILDI) to provide on-site professional development to the Native language teachers, particularly in immersion techniques. AILDI specializes in providing on-site training programs for tribes, schools and other organizations seeking to provide educational and professional development training for their language programs.

(d) Adequacy of Resources

Applicant Experience in Operating a Native Language Program

Albuquerque Public Schools established the Indian Education Department in 1974, with the primary purpose to advocate for the needs of AI/AN students enrolled in the district and to provide AI/AN families and community members with an avenue for representation through the Indian Education Committee and the Indian Parent Community. The vision of the APS Indian Education Department is that all AI/AN students will succeed with appropriate support systems, effective teaching and the use of culturally relevant methods and strategies. By working with schools, parents and communities, the APS Indian Education Department develops enhanced and supportive indigenous educational opportunities for all AI/AN students by increasing knowledge of Native values through teaching language and culture. The Indian Education Department has been offering language classes in Navajo (Diné) and Zuni as a part of its mission since 2008. To reinforce the value of learning a Native language, the Department began offering students the opportunity to earn the Native American Bilingual Seal of Native Language in 2012.

Project Costs are Reasonable in Relation to Objectives and Design

In this proposal, the Albuquerque Public Schools Indian Education Department requests \$249,438.28 in funding in Year 1, \$238,381.08 in funding in Year 2 and \$239,248.09 in funding

in Year 3. With this funding, the Department proposes to serve at least 360 middle and elementary school students through Native language immersion instruction annual. As the budget and budget narrative included with this proposal demonstrate, at least 95% of the costs associated with this project will go toward direct instruction of students or professional development for teachers to improve their ability to deliver Native language instruction through an immersion model. Because of the nature of a large urban public education district, the thousands of AI/AN students attending Albuquerque Public Schools are spread out across a large district. The Indian Education Department strives to serve students at the school at which they are enrolled by hiring Native language teachers who are willing and able to serve multiple schools with high numbers of AI/AN students. Immersion language programs are often expensive, due to the need for highly skilled teachers and low student teacher ratios. The *Diné Bizaad & Shiwi'ma Bena:we Language Program* has budgeted program costs at a level reasonable for the scope and ambition of the project's goal: to increase the number and percentage of AI/AN students achieving high level fluency in a Native language.

Project Demonstrates Potential for Continued Support

As certified by the Competitive Preference Form included with this application, the Albuquerque Public Schools Indian Education Department has indicated that it will spend at least 25% of its Title VI award from the federal government to sustain the *Diné Bizaad & Shiwi'ma Bena:we Language Program* when funding through this grant program concludes. The Indian Education Department has many years of experience using a variety of funding sources, including Title VI, the Johnson-O'Malley Program, state funding and district operational funding. Because the Department braids together several funding streams to provide programs aligning with its mission and vision, the potential for continued support is higher than a

department relying on a single source of funding. As the Department gains more experience with Native language immersion instruction, it will evaluate the feasibility of establishing a dual language model at one or more schools, gaining access to state bilingual education funding. Most importantly, this funding will provide the opportunity to test the Department’s Native language immersion model in order to determine if it is able to generate improvements in Native language fluency and overall academic achievement of AI/AN students. If evidence exists that this model is a successful strategy, Department leadership will be able to build community-wide support for its future maintenance and growth.

(e) Quality of the Management Plan

Adequacy of the Management Plan

The goal of the *Diné Bizaad & Shiwí'ma Bena:we Language Program* is to establish and sustain Native language classes in both Zuni and Navajo (Diné) at the elementary and middle school levels in order to revitalize Native languages through quality language instruction provided by well-prepared instructors. Albuquerque Public Schools believes that, when students receive culturally relevant instruction that supports, recognizes and honors their background, academic achievement and student outcomes will improve. In order to achieve this goal, the Department has established a management plan, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, in order to achieve the project objectives on time and within budget, as follows.

Table 5: APS Indian Education Department Project Management Plan

Milestone	Responsibility	Timeline
Recruit and hire Native language teachers.	Project Director & HR Department	October 2017

Contract with Native language immersion model professional development provider.	Project Director & Grants Management Department	October 2017
Contract with independent project evaluator.	Project Director & Grants Management Department	October 2017
Work with district information systems personnel and vendor to add ODLA and ZLA assessments to district Student Information System.	Project Director, Office of Accountability and Reporting & SIS Vendor	October 2017
Announce Native American Language (NAL@ED) Program grant to the community.	Project Director & Communications Department	October 2017
Hold project status meeting with program partners.	Project Director & Native Language Teachers	October 2017 and annually
Purchase necessary textbooks and other learning materials.	Project Director & Native Language Teachers	November 2017
Provide Native language teachers with initial professional development institute on immersion model.	Project Director, PD Provider & Native Language Teachers	November 2017, Summer 2018 and Summer 2019
Attend La Cosecha Dual Language Conference.	Project Director, Native Language Teachers	November 2017

Develop and sign agreement with schools to host Native language teachers outlining roles and responsibilities.	Project Director, Native Language Teachers, Principals & Instructional Councils	November 2017, August 2018 and August 2019
Cultural competency training for all school employees.	Project Director, Native Language Teachers, Principals & Instructional Councils	November 2017 and annually
Develop student recruitment and marketing materials for Native Language Program.	Project Director, Native Language Teachers, Principals & Communication Department.	November 2017
Hold program recruitment meeting for parents and students at targeted schools.	Project Director, Native Language Teachers, Principals & Communication Department.	November 2017, August 2018 and August 2019
Enroll at least 120 interested students in Native language immersion classes.	Project Director, Native Language Teachers, Principals & School Clerks	December 2017, August 2018 and August 2019
Implement Native language fluency pre-test for all participating students using ODLA or ZLA and record results in district Student Information System for future reporting.	Native Language Teachers	January 2018, August 2018 and August 2019

Implement high quality, culturally relevant language instruction using an immersion model for at least 15% of the school day for each student.	Native Language Teachers	January 2018 to May 2018, August 2018 to May 2019 and August 2019 to May 2020
Provide ongoing professional development on culturally relevant instruction, language immersion and indigenous languages to Native language teachers.	Project Director, PD Provider & Native Language Teachers	January 2018 to May 2018, August 2018 to May 2019 and August 2019 to May 2020
Evaluate Native language teachers annually using the Teacher Effectiveness for Language Learning (TELL) framework.	Project Director	May 2018 and annually over the grant period of performance
Implement Native language fluency post-test for all participating students using ODLA or ZLA and record results in district Student Information System for future reporting.	Native Language Teachers	May 2018 and annually over the grant period of performance
Report growth in Diné and Zuni fluency to stakeholders, including	Project Director & Native Language Teachers	May 2018 and annually over the

students, parents, schools, tribal partners and community members.		grant period of performance
Conduct survey of AI/AN students and families on the self-reported impact of Native language study.	Project Director & Native Language Teachers	May 2018 and annually over the grant period of performance
Compare results of language fluency pre-and post-test to goal that 80% of students will achieve growth in fluency and adjust future program implementation as needed if goal has not been achieved.	Project Director & Native Language Teachers	May 2018 and annually over the grant period of performance
Attend Indigenous Teacher Education Conference.	Project Director & Native Language Teachers	June 2018 and annually
Conduct research and prepare report into the impact of Native language immersion classes on AI/AN student outcomes such as test scores, attendance and graduation rates using a comparison of similar students who did not receive Native language immersion instruction.	Project Director, Project Evaluator & Office of Accountability and Reporting	August 2018 and annually over the grant period of performance

Adequacy of the Time Commitments of Key Personnel

As described in **Table 5**, the Albuquerque Public Schools Indian Education Department has developed a detailed project management plan outlining key objectives, milestones for meeting these objectives, individuals responsible, and timelines. The Project Director, Daisy Thompson, serves as the Director of the Indian Education Department and plans to spend 25% of her time, or an average of 10 hours a week, working on the *Diné Bizaad & Shiwi'ma Bena:we Language Program*. This amount of time will be adequate to accomplishing the goals outlined in the project management plan. Her time will be supplemented by Ms. Jennie DeGroat or similar expert, who will serve as the project consultant providing specialized professional development on indigenous language instruction through immersion models. Funds have been budgeted to work with the district's Office of Accountability and Reporting to use the district's Student Information System software to track the Native language fluency goals associated with this grant. By investing in using software to enhance tracking and reporting, the Project Director can achieve powerful results with low levels of administrative costs.

(f) Quality of the Project Evaluation

The proposed evaluation of the *Diné Bizaad & Shiwi'ma Bena:we Language Program* is based on the project's hypothesis: when AI/AN cultural identity is empowered and strengthened; the student's self-efficacy will increase and will positively impact their intrinsic motivation because the student develops a sense of well-being consistent with their culture, language and worldview. The proposed evaluation has three main goals:

- Evaluate the impact of project activities on students' Native language fluency.
- Evaluate the impact of project activities on students' academic proficiency and attendance.

- Evaluate the impact of project activities on Albuquerque Public Schools’ capacity to support increased Native language fluency among AI/AN project participants.

Albuquerque Public Schools proposes the following framework of performance targets and current benchmarks, when available. When current benchmarks were available, the performance target has been calculated to be both ambitious and achievable.

Performance Target	Current Benchmark
<i>Evaluation Question: What is the impact of project activities on students’ Native language fluency?</i>	
Outcome 2. At least 80% of participating students improve their Navajo language proficiency as measured by pre-and-post-test administrations of the Oral Diné Language Assessment annually over the grant period of performance.	Albuquerque Public Schools currently does not collect or report data on the fluency level of students enrolled in high-school Native language classes.
Outcome 3: At least 80% of the participating students will improve their Zuni language proficiency as measured by the pre-and-post-test administrations of the oral and written Zuni Language Assessment annually over the grant period of performance.	Albuquerque Public Schools currently does not offer Native language classes for middle school or elementary school students.
<i>Evaluation Question: What is the impact of project activities on students’ academic proficiency and attendance?</i>	
Outcome 6: By the end of the grant period of performance, the reading proficiency of AI/AN	26.7% of AI/AN students in Albuquerque Public Schools were proficient or above in reading as

participating students will improve to 35% as assessed by the PARCC.	assessed by the PARCC in 2015-2016.
Outcome 7: By the end of the grant period of performance, the average daily attendance of AI/AN participating students will improve to 96.53%.	The average daily attendance of AI/AN students was 95.53% in 2015-2016.
<i>Evaluation Question: What is the impact of project activities on Albuquerque Public Schools' capacity to support increased Native language fluency among AI/AN project participants?</i>	
Outcome 4: By the end of the grant period of performance, 100% of Native language teachers will improve their ability to implement immersion techniques as measured by the TELL framework.	Albuquerque Public Schools does not currently collect data on the teacher's use of immersion techniques as a part of their annual evaluation.
Outcome 5: By the end of the grant period of performance, Albuquerque Public Schools will include measures of AI/AN Native language fluency in the annual Indian Education Report.	Albuquerque Public Schools does not currently include data on Native language fluency in its annual report.

The purpose of the evaluation is to provide information to the United States Department of Education, Assistant Secretary for Indian Education for the New Mexico Public Education Department, New Mexico Indian Education Advisory Council, New Mexico Legislative

Education Study Committee, New Mexico Tribal Education Departments, APS district leadership, APS Indian Education Committee (IEC) and APS Indian Parent Committee (IPC) for decision-making and program improvement throughout the project's implementation. Given this formative aim, involvement of the IEC, IPC and key stakeholders in refining program plans and defining the details of the evaluation is essential. For this reason, investments in the district's capacity to report the language status of AI/AN students are included in this grant.

In order to ensure that the Albuquerque Public Schools Indian Education Department can accurately report on the outcomes described in this proposal, the Department plans to work with Dr. Daniel McLaughlin or a similar expert as an independent evaluator. Dr. McLaughlin brings more than four decades of experience in AI/AN education to the *Diné Bizaad & Shiwi'ma Bena:we Language Program*. He holds a Ph.D. in Educational Foundations from the University of New Mexico and a M.A.T. in teaching English as a Second Language. He is also fluent in Diné. Currently, he serves as the Chair of the Center for Diné Teacher Education at Diné College. Dr. McLaughlin has more than forty referred presentations, papers and publications, along with two books, on AI/AN education. The Department seeks to work with an expert in the evaluation of Native language programs in order to enhance its ability to collect and report reliable, valid and meaningful performance data and to integrate its data collection and reporting methods into district systems and practices to persist after the grant period of performance.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Attachment: Applicant Information for NAL@ED program

Note: This document is required for all applicants. An applicant must include this information in Part 6 of its application as an uploaded document.

Applicant Name: Albuquerque Public Schools

Instructional language

Name of the Native American or Alaska Native language for instruction: Navajo & Zuni

School information

Select the name of the governing entity of the school in which the project will take place:

- ✓ local educational agency
- tribal educational agency or department
- charter organization
- private organization
- other governing entity Name: _____

Organizational information

School's accreditation status: Accredited by the New Mexico Public Education Department

a. If applicable, list any partnerships with institutions of higher education.

Albuquerque Public Schools partners with the Institute of American Indian Arts and the Southwestern Indian Polytechnic Institute to provide Native language instruction and dual credit learning opportunities.

b. If applicable, list any indigenous language schooling and research cooperatives.

Grade level

Grade level(s) for targeted students in proposed project: Grades 3 – 8

Pre- and Post- assessments.

1. Is a pre- and post- assessment of Native language proficiency available? Yes, for Navajo and Zuni.

2. Will grant funds be used for developing a pre- and post-assessment of Native language proficiency?
No

Program Participants

Total number of students attending the school(s)	Number of students to be served by the project
5,920 total students, 321 AI/AN students	120 annually, at least 360 in total

Instructional Hours

Total number of instructional hours per week at the school	The number of hours of instruction per week in which the Native American or Alaska Native language will be taught (as a language).	The number of hours of instruction per week in which the Native American or Alaska Native language will be used to teach content classes.
6.5	1	0

Project Description

Provide a description of how the applicant will use the funds provided to support Native American or Alaska Native language education and development, and provide professional development to staff, in order to strengthen the overall language and academic goals of the school(s) that will be served by the project; ensure the implementation of rigorous academic content; and ensure that students progress toward high-level fluency goals in the Native language.

If funded by the United States Department of Education, the Albuquerque Public School Indian Education Department will support instruction in Navajo and Zuni at the selected schools outlined in this proposal which serve large numbers of Native American students. With grant funding, the APS Indian Education Department will hire and provide professional development to qualified Native language instructors to use an immersion model to ensure students progress towards high-level fluency goals in the Native language. Grant funding will also be used to track the number and percentage of students progressing towards fluency annually as well as other outcomes associated with increased Native language fluency like improved attendance and improved academic performance.

Program Assurance

The applicant assures that—

- (a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;
- (b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;
- (c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and
- (d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

Signed by the following authorized representative of the applicant:

Name: Raquel M. Reedy Date: June 19, 2017
Title: Superintendent

Attachment: Tribal Certification

Note: This document is required for non-tribal applicants. An applicant described below must include this information in Part 6 of its application as an uploaded document.

Directions: An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE or a nontribal for-profit or nonprofit organization must attach this certification, signed by an authorized representative of one of the following, on whose land the school or program is located, or that is an entity served by the school, or whose members are served by the school: an Indian Tribe or Tribal organization, a TCU, an Alaska Native Regional Corporation or an Alaska Native nonprofit organization or a Native Hawaiian organization.

Applicant Agency Name: Albuquerque Public Schools

Applicant Type:

- Xx A local educational agency, including a public charter school
- A school operated by the Bureau of Indian Education.
- A nontribal for-profit or nonprofit organization.

I hereby certify that:

a. The school in which the project will take place, or the applicant organization, has the capacity to provide education primarily through a Native American or an Alaska Native language.

b. There will be sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.

c. If the applicant is an LEA that is subject to the consultation requirements of ESEA section 8538, the Tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

The entity signing below is (check one):

- an Indian Tribe or Tribal organization
- x a Tribal College or University
- an Alaska Native Regional Corporation or an Alaska Native nonprofit organization
- a Native Hawaiian organization

The entity signing below is connected to the applicant by the following (check all that apply):

- the school or program is located on our land
- x our organization or members are served by the school

Signed by the following authorized official representative of the Tribe or organization:

(b)(6)

Name and Title

President

Institute of American Indian Arts, IAIA
Organization

6/19/2017

Date

Attachment: Tribal Certification

Note: This document is required for non-tribal applicants. An applicant described below must include this information in Part 6 of its application as an uploaded document.

Directions: An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE or a nontribal for-profit or nonprofit organization must attach this certification, signed by an authorized representative of one of the following, on whose land the school or program is located, or that is an entity served by the school, or whose members are served by the school: an Indian Tribe or Tribal organization, a TCU, an Alaska Native Regional Corporation or an Alaska Native nonprofit organization or a Native Hawaiian organization.

Applicant Agency Name: Albuquerque Public Schools

Applicant Type:

- A local educational agency, including a public charter school
- A school operated by the Bureau of Indian Education.
- A nontribal for-profit or nonprofit organization.

I hereby certify that:

a. The school in which the project will take place, or the applicant organization, has the capacity to provide education primarily through a Native American or an Alaska Native language.

b. There will be sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.

c. If the applicant is an LEA that is subject to the consultation requirements of ESEA section 8538, the Tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

The entity signing below is (check one):

- an Indian Tribe or Tribal organization
- a Tribal College or University
- an Alaska Native Regional Corporation or an Alaska Native nonprofit organization
- a Native Hawaiian organization

The entity signing below is connected to the applicant by the following (check all that apply):

- the school or program is located on our land
- our organization or members are served by the school

Signed by the following authorized official representative of the Tribe or organization:

(b)(6)

Name and Title

Governor

Zuni Tribe

Organization

June 14, 2017

Date

Attachment: Competitive Preference Priority One

Note: This document is only required if requesting consideration for Competitive Preference Priority 1. An applicant must include this information in Part 6 of its application as an uploaded document.

Competitive Preference Point One: Five points are awarded to an application for a project in which either the lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period.

Name of entity with Title VI grant: Albuquerque Public School

Title VI formula grant to LEAs Identification: PR# S060A170680

Current Application Cycle for SY 2017-2018:

- Single-Year Application
- Multi-Year Application
- Continuing Multi-Year Application (Year ___ of 4)

Does your application type require a Parent Committee?

- Yes
- No

Describe the following:

1) What school year will the applicant begin using the Title VI formula grant funds to help support this project? SY 2020-2021

2) What percentage of the Title VI grant will be used for this project? 25%

3) If parent committee input and approval will need to be obtained, how will you communicate this to the parent committee, and what is the timeline for obtaining approval for the change in activities on the Title VI application?

The Albuquerque Public Schools Indian Education Department conducts a monthly meeting with the Indian Parent Committee (IPC). The IPC approves all new Title VI applications each year after conducting a public hearing with the greater community. After working the new grant for three years, the APS Indian Education Department will conduct a public hearing to include funding for the NAL@ED project in the SY2020-2021 Title VI application.

Instructions for completing this form

This form substitutes for the IRS W-9 form. Complete this form if you will receive payment from the State of New Mexico and/or you are a vendor who provides goods and services to the State of New Mexico. Pursuant to the Internal Revenue Service (IRS) regulations regarding 1099 reporting, the State of New Mexico is required to collect the following information to be completed on the Substitute W-9 form. The information collected on this form will allow the State to confirm that our records contain the official name of your business, the Tax Identification Number (TIN) that the IRS has on file for your business and business type.

Bibliography

- Arviso, M. & Holm, W. (1990) "Native American language immersion programs: Can there be bilingual education when the language is going (or gone) as a child language? *Journal of Navajo Education* (8) 1.
- Bautista, S. (2015) Native American education report update. <http://www.aps.edu>.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice (2nd ed.)*. New York: Teachers College Press.
- Johnson, R. K.& Swain, M. (1997). *Immersion education: International perspectives*. Cambridge, UK: Cambridge University Press.
- McCarty, T. L. (2012). Indigenous languages and cultures in Native American student achievement: Promising practices and cautionary findings. In B. Klug (Ed.), *Standing together: American Indian education as culturally responsive pedagogy*. Lanham, MD: Rowman and Littlefield.
- New Mexico Public Education Department. (2016). "Tribal Education Status Report, 2015-2016 school year". Retrieved June 15, 2017, from <http://ped.state.nm.us>.
- New Mexico Public Education Department. (2016). "2015-2016 Bilingual Multicultural Education Annual Report". Retrieved June 17, 2017, from <http://ped.state.nm.us>.
- Ninneman, A.M., Deaton, J., and Francis-Begay, K. (2017). *National Indian Education Study 2015 (NCES 2017-161)*. Institute of Education Sciences, U.S. Department of Education, Washington, DC.
- Pease-Pretty On Top, J. *Native American Language Immersion: Innovative Native Education for Children & Families*. W.K. Kellogg Foundation of Battle Creek, MI: A Project of the American Indian College Fund.

Daisy Thompson, Ph.D.

(b)(6)

PRESENT POSITION

Indian Education Department in Albuquerque Public School District (APS), Director September 2006 - Present

Responsibilities: Oversee multiple educational programs (e.g. reading, writing, Native American studies, including culture and language) for approximately 6,000 Native American students representing over 118 different tribes from across the nation who attend APS. Supervisory responsibilities include; professional development, technical assistance, supervision and evaluation of staff, federal programs compliance and evaluation, grant writing and fiscal management, coordination and collaboration of parent committees and community. Collaboration with communities and other funding agencies include; development of partnerships with neighboring tribes, advocacy groups, and network with the New Mexico Public Education Department.

EDUCATION

UNIVERSITY OF NEW MEXICO	ALBUQUERQUE, NM	
<u>Doctor of Philosophy, (Ph.D.) Special Education,</u>		2014
UNIVERSITY OF NEW MEXICO	ALBUQUERQUE, NM	
<u>Education Specialist, (Ed. S.,) Educational Administration,</u>		1994
NORTHERN ARIZONA UNIVERSITY	FLAGSTAFF, AZ	
<u>Masters Degree, (MAE.) Special Education/ Learning Disabilities,</u>		1982
ARIZONA STATE UNIVERSITY	TEMPE, AZ.	
<u>Bachelors Degree, (BAED) Elementary Education</u>		1979

EXPERIENCE

University of New Mexico / Center for Development and Disabilities Education and Development Manager April 2003-September 2006

Navajo Nation Comprehensive System of Professional Development Project.

Responsibilities include:

- Presentation of project goals and objectives to five Bureau of Indian Affairs (BIA) funded agencies across the Navajo Nation. Including agency school board members, principals, education line officers and other line administrators, teachers, parents, parent committees, and to the Navajo Nation tribal committees.

- Coordinated, planned and implemented conferences and workshops reservation-wide for professional development and the provision of technical assistance to school administrators, parents, school board members, teachers, and the Navajo Division of Education staff.
- Presented at summer institutes in the areas of special education and curriculum to education line officers, other administrators and college/university faculty members that work with Native Americans.
- Served on the New Mexico task force in 2005 for the development of a Technical Assistance manual for IDEA 2004, which will be used by school psychologists in the evaluation and identification of students for special education.

Western New Mexico University

Adjunct Instructor, June 2003, July 2004, and fall 2004

- Taught graduate level courses: Introduction to Special Education, Multicultural Special Education and Methods in Special Education.
- Developed class syllabus and evaluation criteria for the class.
- Aligned course syllabus with New Mexico licensure requirements for special education endorsement.

University of New Mexico/ the Center for Development and Disability

Consultant, January 2003 – April 2003

Navajo Nation Comprehensive System of Professional Development Project

- Collaborated with the Navajo Nation Division of Education on identifying evaluation priorities for student programs.
- Collaborated and planned with the Bureau of Indian Affairs Education Line Officers and other administrators on best practices for staff and parent training for student academic achievement initiatives.

Window Rock Unified School District #8

Assistant Principal at Window Rock High School, August, 2002 – November, 2002

- Supervised high school departments in Science, Social Studies, Special Education and Vocational Education.
- Developed professional development for teachers and other staff.
- Coordinated and supervised all student disciplinary issues.
- Coordinated School Safety and Drug Free Schools initiatives with the Navajo Nation Legislative Branch, Navajo Nation Police, the Arizona Department of Education, and the Apache Sheriff's Department.

Assistant Superintendent of Curriculum and Instruction, 2001- 2002

- Supervised K-12 principals and directors of Federal Programs and Special Education.
- Coordinated funding eligibility of student count for Federal Programs and Special Education and verification of attendance between the Arizona Department of Education and the Federal Government.
- Coordinated and consulted with business manager regarding fiscal management of the school district budget of approximately 26 million dollars and oversight of funding for all

programs including Special Education, Regular Education, Federal Programs, Physical Plant, and school district operational programs.

Director of Federal Programs, 1998 - 2001

- Coordinated and monitored 33 federal programs with approximately 4.0 million dollars.
- Increased funding of all federally funded programs and received audit reports of “no findings” for all programs. All programs were in compliance as per the annual audits.
- Managed federal monies by setting up budgets and program evaluations with school principals and program directors.
- Responsible for decentralization of federal monies from the central office out to the school sites and other district offices.
- Grant Writing of applications for federal programs including Title 1, Title IX, Johnson O’Malley and etc.

Gallup McKinley County Schools

Special Education Coordinator, 1994 - 1998

- Coordinated and implement programs for gifted students (GATE) in grades K-12.
- Developed a K-12 written curriculum for GATE.
- Recruited therapists and collaborated with school district personnel for competitive salaries.
- Developed the school district parent handbook for procedural safeguards requirements.

Special Education Program Facilitator, 1991 - 1993

- Facilitated direct service and support to special education teachers through provision of instructional materials, discipline techniques, and classroom observations.
- Conducted parent training on Positive Discipline techniques.

Special Education Teacher, 1986 - 1991

- IEP Chairperson with responsibilities that included oversight of IEP development.
- Trained general education staff on inclusion techniques and acted as special education consultant at the building level.
- Taught special education levels considered minimum, moderate, extensive, and maximum.
- Taught GATE students in grades K-12.

Chinle Public Schools *Mid School Teacher, 1982 - 1986*

- Regular education teacher in grades 7-8 in mathematics, reading, English, and communication.
- Facilitated the development of the Bilingual Curriculum for sixth grade Social Studies.
- Supervised the girls’ athletic program for cheerleaders and softball teams.
- Presented the bilingual education curriculum to all K-8 regular education teachers.

Bureau of Indian Affairs at Dilcon Boarding School Fourth Grade Teacher, 1979-1982

- Regular Education teacher in grade 4 for all subjects.
- Conducted parent trainings on home work assistance and positive discipline.

CURRENT LICENSURES

- NM Department of Education Level 3 B - 9 yr. Admin. K - 12
- NM Department of Education Level 3 A - 9 yr. Inst. Leader K - 12
- NM Department of Education Level 2 (9 yr. Standard) K - 12
- NM Department of Education Level 2 (9 yr. Special Ed.) K - 12
- NM Department of Education TESOL Endorsement

AWARDS AND HONORS

- Distinguished Teacher of The Year Award finalist, The Sunwest and Gallup Independent, May 1990.
- Indian Honor Society, Northern Arizona University, Flagstaff, May 1982.
- NM Delegation member to Oxford University, England. The University of New Mexico (1997 and 1994).
- Danforth Scholar, University of New Mexico, Albuquerque.
- Teacher of the Year, Dilcon, AZ. 1981.

SELECTED PRESENTATIONS:

Thompson, D. *Overview of Critical Academic Status of Indian Students*. The Institute for American Indian Education, UNM College of Education, Department of Language, Literacy, and Sociocultural Studies, and the New Mexico Division of Indian Education. University of New Mexico. November 10, 2005.

Thompson, E. R. & Thompson, D. (2004, November) *Leadership for Creating and Enhancing a Comprehensive System of Professional Development on the Navajo Nation Poster* presented at the Association of Universities and Colleges on Disability, Washington D.C.

Thompson, D. (2014) Graduation Convocation Speaker at the University of New Mexico. December 13, 2014. Johnson Center. Albuquerque, NM.

Thompson, D. (2015) Presented at the 16th Annual American Indian Studies Conference at UNM. February 6, 2015. Presented: *American Indian Education Trends Today*. Student Center, Albuquerque, NM.

Thompson, D. (2015) Presented at the Annual Native American Special Education Conference on March 11, 2015. Hotel Albuquerque, Old Town. Albuquerque, NM. Presentation: *The Support and Encouragement for Expression of the Circle of Courage Values by Special Education Teachers*

Thompson, D. (2015) Breakfast Speaker at the University of New Mexico, April 7, 2015. Hodgkin Hall. Albuquerque, NM.

Thompson, D. (2015) Breakfast Speaker at the University of New Mexico, May 19, 2015 at Hodgkin Hall. Albuquerque, NM.

Thompson, D. (2015) Presented at the Navajo Nation Research Conference. Crown Plaza, Albuquerque, NM. June 10, 2015. Presented: *The Support and Encouragement for Expression of the Circle of Courage Values by Special Education Teachers.*

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Albuquerque Public Schools Indian Education Department

Budget Narrative

Albuquerque Public Schools Indian Education Department has developed an application for the Native American Language (NAL@ED) Program, CFDA 84.415B for the *Diné Bizaad & Shiwí'ma Bena:we Language Program*. The budget proposed is a total of \$249,438.28 in Year 1, \$238,381.08 in Year 2 and \$239,428.73 in Year 3, for a total of \$727,248.09.

1. Personnel: Total personnel costs over three years are \$388,170. This total does not include benefits, which are budgeted separately. Full-time program staff to be compensated under this project include: (3) Native language teachers, budgeted at \$42,000 each annually in Year 1, \$42,250 each annually in Year 2 and \$42,500 each annually in Year 3 at 100% of time to be devoted to this project. The Native language teachers are crucial to the success of the project and will provide Native language immersion instruction to project participants. The salary estimate is based on the Albuquerque Public Schools Level II Salary Schedule, in which \$42,006 is the salary for a teacher a bachelor's degree and seven years of experience.

Position		Name	Annual Salary	Level of Effort	Cost
1	Project Director	Daisy Thompson	In Kind Cost	(b)(4)	
2	Navajo (Diné) Language Teacher	To Be Hired	Yr. 1: \$42,000	100%	\$42,000
			Yr. 2: \$42,250	100%	\$42,250
			Yr. 3: \$42,500	100%	\$42,500

3	Navajo (Diné) Language Teacher	To Be Hired	Yr. 1: \$42,000	100%	\$42,000
			Yr. 2: \$42,250	100%	\$42,250
			Yr. 3: \$42,500	100%	\$42,500
4	Zuni Language Teacher	To Be Hired	Yr. 1: \$42,000	100%	\$42,000
			Yr. 2: \$42,250	100%	\$42,250
			Yr. 3: \$42,500	100%	\$42,500

The current Director of the APS Indian Education Department will provide oversight and support to the *Diné Bizaad & A:shivi Language Program* to ensure all aspects of grant implementation are conducted effectively and efficiently. The Department estimates that she will spend 25% of her time on grant-funded activities, which will not be compensated using grant funds.

In order that program staff have sufficient training and experience to implement the grant program model, additional professional development will be required outside of contract hours.

The personnel budget includes forty (40) hours of stipends for each Native language teacher annually in order to provide the necessary time for this professional development. Albuquerque Public Schools requires that all teachers are paid \$22.00 per hour for work outside their contractual obligations. The budget includes \$2,630 in each of Years 1 – 3 in stipends.

PERSONNEL: YR 1: \$128,640; YR 2: \$129,390; YR 3: \$130,140 = \$388,170

2. Fringe Benefits: Fringe rates are based on Albuquerque Public School’s standard mandated benefit rates of 36.4% for all FTE staff in 2016-2017. The table below reflects the rate and base on which fringe benefits are calculated. All listed items are district's standard mandatory benefits for full-time employees.

Component	Percentage
ERA	13.75
ERA - Health Care	2.00
FICA Taxes	6.20
Medicare	1.45
Health/Medical Ins.	10.80
Life Ins.	0.25
Dental Ins.	0.85
Vision Ins.	0.12
Disability	0.06
Unemployment	0.08
WC Fee	9.00
WC Ins	0.85

The table below indicates the fringe percentage for all personnel included in the grant proposal.

Position	Year 1	Year 2	Year 3	Total
Native Language Teacher (\$42,000 salary + \$880 stipend @ 36.4%)	\$15,608.32	\$15,699.32	\$15,709.32	\$47,097.96
Native Language Teacher (\$42,000 salary + \$880 stipend @ 36.4%)	\$15,608.32	\$15,699.32	\$15,709.32	\$47,097.96

Native Language Teacher (\$42,000 salary + \$880 stipend @ 36.4%)	\$15,608.32	\$15,699.32	\$15,709.32	\$47,097.96
TOTAL				(b)(4)

FRINGE BENEFITS: YR 1: \$46,824.96; YR 2: \$47,097.96; YR 3: \$47,370.96 = \$141,293.88

C. Travel: Travel is budgeted in the grant proposal in the amount of \$28,509.98. Travel includes \$7,200 annually for student travel to sites of cultural and historical importance to AI/AN students in support of the immersion instructional model. Students will also travel to meet with and talk to tribal elders. At \$200.00 per trip, each Native language teacher is budgeted for 12 trips over the course of the school year. Travel also includes hotels, mileage and per diem for travel to the annual Indigenous Teacher Education Conference in Arizona. Mileage is calculated at 43.2 cents per mile for a rounds trip of 652 miles, per diem is calculated at \$45.00 per day and hotels are calculated at \$150 per night, as required by Albuquerque Public Schools district policy and procedures.

TRAVEL: YR 1: \$9,503.33; YR 2: \$9,503.33; YR 3: \$9,503.33 = \$28,509.98

D. Equipment: Equipment costs are a total of \$3,600. Each program full time staff at (\$1,200 x 3 = \$3,600) will receive a computer as a first year cost only. Laptop computers are necessary as the Native language teachers will often create their own materials and will travel to multiple schools as the part of their teaching assignment. There will not additional costs for the remaining years in the equipment category.

EQUIPMENT: YR 1: \$3,600; YR 2: \$0.00; YR 3: \$0.00 = \$3,600

E. Supplies: Supplies are budgeted in the grant proposal in the amount of \$44,220. Supply costs total \$20,220 in Year 1 and \$12,000 in subsequent years. The budget includes (120) copies of the *Diné Bizaad Binahoo'aah* at \$68.50 per book. This expenses in only included in Year 1. The supply budget also includes \$4,000 for office supplies annually and \$8,000 for instructional materials and manipulatives annually.

SUPPLIES: YR 1: \$22,220; YR 2: \$12,000; YR 3: \$12,000 = \$44,220

F. Construction: N/A

G. Contractual. Contractual total costs are budgeted in the grant proposal in the total of \$97,500, which includes \$20,000 annually for an indigenous language immersion professional development provider, \$6,000 annually for an independent project evaluator and \$6,500 annually for software related to recording, monitoring and reporting Native language fluency.

CONTRACTUAL: YR 1: \$32,500; YR 2: \$32,500; YR 3: \$32,500 = \$97,500

H. Other: Other total costs are \$6,840. This includes the following: conference registration fees for the Indigenous Teacher Conference (\$85 per person for 4 people) and conference registration fees for the La Cosecha Bilingual Conference (\$485 per person for 4 people).

OTHER: YR 1: \$2,280; YR 2: \$2,280; YR 3: \$2,280= \$6,840

TOTAL COSTS

<i>Category</i>	<i>YR 1</i>	<i>YR 2</i>	<i>YR 3</i>	<i>TOTAL</i>
Personnel	\$128,640.00	\$129,390.00	\$130,140.00	\$388,170
Fringe Benefits	\$46,824.96	\$47,097.96	\$47,370.96	\$141,293.88
Travel	\$9,503.33	\$9,503.33	\$9,503.33	\$28,509.98
Equipment	\$3,600.00	\$0.00	\$0.00	\$3,600.00
Supplies	\$20,220.00	\$12,00.00	\$12,000.00	\$44,220.00

Construction	N/A	N/A	N/A	N/A
Other	\$2,280.00	\$2,280.00	\$2,280.00	\$6,840.00
Direct Costs	\$243,568.29	\$232,771.29	\$233,794.29	\$710,133.86
Indirect (2.41%)	\$5,870.00	\$5,609.79	\$5,634.44	\$17,114.23
Training Stipends	N/A	N/A	N/A	N/A
Total Costs	\$249,438.28	\$238,381.08	\$239,428.73	\$727,248.09

Total Direct Costs: Total Direct costs are \$710,133.86.

YR 1: \$243,568.29; **YR 2** \$232,771.29; **YR 3** \$233,794.29 = \$710,133.86.

Indirect costs: Total indirect costs are \$17,114.23 of the total program budget. APS is the eligible applicant with a 2.41% indirect cost rate approved by the New Mexico Public Education Department.

INDIRECT COSTS: YR 1: \$5,870; **YR 2:** \$5,609.79; **YR 3:** \$5,634.44 = \$17,114.23

Total Project Costs: \$727,248.09

YR 1: \$249,438.28; **YR2:** \$238,381.08; **YR 3:** \$239,428.73 = \$727,248.09

Albuquerque Public Schools worked diligently to bring in a budget with annual targets within the allowable award average. The Albuquerque Public Schools Indian Education Department thank you for the opportunity to submit a proposal in support of the *Diné Bizaad & Shiwi'ma Bena:we Language Program*.