

FACT SHEET

Graduate New Mexico Project Funding (see Attachment 1 for funded projects)

(dollars in thousands)

1)	Innovative Digital Education and Learning (IDEAL-NM)	\$3,155.0
2)	Establish Hispanic Education Liaison	\$25.0
3)	Governor's Summits on the Achievement Gap	\$150.0
4)	Online Cultural Competence Training for Teachers	\$200.0
5)	Creation of an Annual Report Card	\$111.0
6)	Grass Roots Outreach, School Support, and Adult Mentors	
	<i>Regional Service Learning Centers</i>	<i>\$175.0</i>
	<i>Boys and Girls Club of America</i>	<i>\$25.0</i>
	<i>Youth Development Inc.</i>	<i>\$50.0</i>
	<i>League of United Latin American Citizens (LULAC)</i>	<i>\$50.0</i>
	<i>Educational, Research, Evaluation and Design, Inc (eREAD, Inc.)</i>	<i>\$50.0</i>
	TOTAL	<u>\$350.0</u>
7)	Media Campaign to Create a Cultural Shift in New Mexico: "Graduate New Mexico"	\$300.0
8)	Create a New Mexico Institute for Parental Leadership: <i>Parental Leadership and Community Partnership Academy</i>	\$300.0
9)	District Training in the Implementation of PED Parental Involvement and Tool Kit	\$150.0
10)	Lograr ("to achieve") Institute (see Attachment 2)	\$1,239.0
11)	Teacher Incentive Pay	\$1,000.0
12)	Administrative Costs Aligned to Federal Resources	
	<i>Turnaround Specialists for Low-Performing Schools</i>	<i>\$270.0</i>
	<i>Matching Student Performance to Principal and Teacher Data</i>	<i>\$100.0</i>
	<i>Compliance Reporting and Data Improvement</i>	<i>\$550.0</i>
	<i>School District Cash Management and Flow Through</i>	<i>\$300.0</i>
	TOTAL	<u>\$1,220.0</u>
13)	NMPED Agency Budget Administration Funds	
	<i>Fully fund operations of the Student Teacher Accountability Reporting System (STARS) and the Operating Budget Management System (OBMS)</i>	<i>\$350.0</i>
	<i>Fund the Assessment and Accountability Division to maintain assessment and accountability services for districts</i>	<i>\$368.0</i>
	<i>Personal services and administrative benefits to ensure PED does not have to conduct a reduction in force (RIF)</i>	<i>\$482.0</i>
	TOTAL	<u>\$1,200.0</u>

Grand Total: \$9,400.0

State Fiscal Stabilization Government Services
Graduate New Mexico
American Recovery and Reinvestment Act (ARRA) Federal Stimulus Funds
Graduate New Mexico! It's Everybody's Business
Public Education Department (PED)
New Mexico Office of Recovery and Reinvestment (NMORR) Approval

Overview and Agency Proposal

Governor Richardson has launched the next generation of Making Schools Work education reform initiative: *Graduate New Mexico! It's Everybody's Business*. The effort is designed to: bring back 10,000 dropouts to get their high school diploma; address the achievement gap; and improve graduation rates in New Mexico. Components of this \$9,400,000 initiative are summarized as follows. All Graduate NM programs will be completed by September 30, 2011.

- 1) **Expansion of Innovative Digital Education and Learning (IDEAL-NM), also known as distance learning whereby students use computers to take courses on-line under the supervisor of assigned educators. (\$3,155,000)** PED will make online courses available to students that need to make up credits to graduate. There will be no cost to the student. This credit recovery program allows returning students to obtain courses they need to obtain their diplomas. The courses can be taken anywhere there is internet access. Students must go to the high school they attended to register. It is important to note that the recruitment of 10,000 dropouts back to the public school system would over time probably have a net fiscal impact on public school funding by increasing the number of students in the per-pupil funding formula.

Teachers who assist such returning students are paid \$170 per semester seat and the Regional Education Cooperative is paid \$30 for each such student. These costs are paid by the district from formula funds provided to them for these returning students.

The long-term benefits of these students completing their education are: a more trained and educated workforce, increased earned income, an expanded New Mexico tax base, reduced dependence on social services, and reduced rates of incarceration. These benefits far outweigh the potential impact to the current school funding formula.

The \$3,155,000 in ARRA funds will be allocated to IDEAL – NM which is a public education program operated by PED and the Higher Education Department. Funds would be used to hire 22 staff (12 term positions; 10 contract positions) for the following:

- 1) 10 contract Student Support Specialists in key areas around the State to directly support students enrolled in online courses
- 2) 4 full-time term PED eTeachers to teach in specialized content areas
- 3) 7 PED term staff including:
 - a. one administrative assistant
 - b. three technical help desk staff
 - c. two student service coordinators conducting new student intakes, defining resources, providing information, communicating with students on an ongoing basis to monitor and support student success, and serving as liaison between school personnel, IDEAL-NM staff, IDEAL-NM eTeachers, and parents to ensure communication and collaboration to support student success.
 - d. One curriculum and instruction manager. The curriculum and instruction manager and the previously requested course development manager positions were combined enabling highly qualified employees to be hired above mid-point.
- 4) Create new online courses as well as evaluate and improve existing courses

- 2) **Establish the Hispanic Education Liaison (\$25,000)** The Liaison will provide oversight and management of the Lograr Institute and its executive director. The Liaison will interact with the Hispanic community to engage in meaningful ways to address the education achievement gap. The Liaison will be a PED exempt employee filling a current vacancy and paid for from the PED current budget. The \$25,000 will be used over a 16 month period to pay for start-up costs for the Liaison, including such expenses as supplies, computers, travel and a part-time administrative assistant. While ARRA funds are non-recurring, the minority-majority status of Hispanic students and their potential impact to the economic stability of New Mexico elevate this function to a high priority. Funds to support its on-going operation will be sought through the budget process or PED will reorder its internal priorities to continue this function.
- 3) **Governor's Summits on the Achievement Gap (\$150,000)** Three summits were funded and were conducted in October, November, and December 2009 with a focus on Hispanic, Native American, and African American student achievement. The purpose of the summits was three fold: 1) to call attention to educational challenges; 2) to collaboratively arrive at solutions; and 3) to engage parents and communities in the process. Public input collected from the summits will be taken into consideration in implementation and action plans for Graduate NM program components, specifically those recommendations related to: community engagement, parent involvement, teacher training, and outreach. This expenditure was approved by NMORR on October 6, 2009.
- 4) **Availability of Online Cultural Competence Training for Teachers (\$200,000)** Online courses in cultural competence will be developed and offered statewide through IDEAL-NM in collaboration with New Mexico Highlands University Center for the Study and Education of Diverse Populations (CESDP) to train teachers in culturally relevant teaching techniques and materials. The use of free online tools and software will allow the addition of best practice materials, networking, and archived web-conferencing presentations after initial development.
- 5) **Creation of Annual Report Card (\$111,000)** An annual report card will be developed to report achievement, graduation rates, dropout rates, college attendance, college remediation rates, and post secondary attainment levels for each ethnic group.
- 6) **Grass Roots Outreach, School Support, and Adult Mentors (\$350,000)** PED will partner with non-profit and community organizations to expand wrap-around services to support returning dropouts and at-risk students in earning their high school diplomas. Funds will leverage existing infrastructure to: increase the number of mentors, tutors, service learning coordinators, technical site support for districts and schools to recruit dropouts, increase student support, increase school relevance, connect students to social service resources, and strengthen school-community collaboration and partnerships. Funds will be distributed as follows:
 - Regional Service Learning Centers (\$175,000 total consisting of five centers receiving \$25,000 each and NM Forum for Youth to receive \$50,000 for program design, coordination, and administrative oversight); expansion of mentoring, tutoring, service learning, and technical support services.
 - Boys and Girls Club of America (\$25,000); expansion of mentoring, tutoring, and computer lab services.
 - Youth Development Inc. (\$50,000); to partner with Ser Santa Fe, ENgaging LATino Communities for Education (ENLACE), and other community and grass roots organizations to research recent dropouts, implement a phone and door-knocking outreach campaign and action plan to connect students to existing wrap-around support services including: mentors and tutors, internet access to IDEAL-NM courses, and to assist students in reenrolling in high school to receive their high school diplomas.
 - League of United Latin American Citizens (LULAC) (\$50,000); to expand Project Second Chance to recruit high school dropouts and support them to receive their high school diplomas or equivalent and connect them to workforce opportunities.

- The Educational, Research, Evaluation and Design Inc. (eREAD, Inc.) (\$50,000); for computer lab services that include programs for youth and adult education. The after school homework support classes are for youth ages 5 thru 21. Service expansion includes:
 - Computers with Access to the Internet
 - After School Tutoring
 - ACT/SAT Preparation Classes
 - Computer Recycling Classes

7) **Media Campaign to Create a Cultural Shift in New Mexico: “Graduate New Mexico” (\$300,000)** The Governor and Secretary of Education will launch a multi-media campaign stressing the importance of graduation and the role of parental involvement and parental responsibility in increasing student performance and graduation rates for New Mexico. The campaign will seek to set graduation as the expectation for families and students. PED will conduct a competitive search for proposals and will award \$250,000 to the best proposal. Criteria for the Request for Proposals (RFP) will align to recommendations provided by PED working group partnerships with the Family and Parent Involvement Advisory Council, Indian Education Advisory Council, African American Affairs Advisory Council, and the Hispano/Latino Education Improvement Taskforce. Additionally, KNME, which is a part of the University of New Mexico, will receive \$50,000 to establish a statewide student journalism committee that will create student content and manage the following:

- YouTube Channel
- Top video PSA competitions
- Facebook
- Twitter

8) **Create a New Mexico Institute for Parental Leadership: *Parental Leadership and Community Partnership Academy* (\$300,000)** The Institute will provide research-based training to parents statewide. The institute will leverage existing infrastructure and will be developed and coordinated in partnership with ENLACE New Mexico. The ENLACE statewide collaborative will expand and develop parent outreach and training at their five regional sites. While ARRA funds are non-recurring and this expense is potentially recurring, it is believed that it is a high priority and funds to support its on-going operation will be sought through the budget process and/or existing sources will be leveraged. This institute will continue to the extent funds are available.

9) **Provide Districts Training in the Implementation of the PED Parental Involvement and Tool Kit (\$150,000)** Training on the Parental Involvement Tool Kit will be done in partnership with Center for the Education and Study of Diverse Populations (CESDP) at NM Highlands University. CESDP is the original author of the 2006 publication *Working Together: School-Family-Community Partnerships; A Toolkit for New Mexico School Communities*. This initiative will include an update to the 2006 publication and training for additional districts.

10) **Lograr (“to achieve”) Institute (\$1,239,000)** PED will partner with the Hispano/Latino Education Improvement Taskforce in an effort to close the achievement and graduation gaps for the Hispanic majority. The Lograr Institute is a statewide initiative that will identify and work with selected communities with large Hispano/Latino student populations and correspondingly low graduation rates with the goal of eliminating the achievement gap for Hispano/Latino students. The purpose of this project is to assist communities in capacity-building of families, students, school (Pre-K-12 and post-secondary) leaders, teachers / other staff, community organizations, local, state and federal government agencies, unions and community businesses to engage, navigate and negotiate school and community resources in order to ensure the elimination of the achievement gap. It is anticipated that this initiative will benefit and engage approximately 2,000 families across New Mexico.

The Lograr Institute will align to the larger Graduate New Mexico project. Members of Lograr will be knowledgeable of the activities occurring across the state with respect to Graduate New Mexico and will be positioned to act as “brokers” for those services by directing families and communities to the right people and organizations best suited to support their students toward achieving academic success and their diploma. The focus of the Lograr Institute will be to address the challenges faced by Hispano/Latino students in New Mexico’s school districts today by building capacity among all stakeholders in order to bring the mass of educational efforts already in place and promote innovations and reforms that ensure elimination of the achievement gaps. The overall aim will be to ensure that everyone vested in the well-being of education for Hispanic students is reinforcing the following expectations.

- ✓ Educational excellence
- ✓ Academic preparation attainment
- ✓ College enrollment and completion
- ✓ Parental engagement, involvement and awareness
- ✓ Business community engagement

It proposes to implement the work through three multi-tiered “cradle-to-college” approaches across the following broad areas:

- ✓ Assist school districts with high Latino drop-out rates in developing and implementing their district-wide plans for eliminating the achievement gap.
- ✓ Develop processes by which students, parents and community members will take greater and more effective ownership of education for their children.
- ✓ Develop processes toward capacity building in local business sectors that support students, families, and schools in the over arching goal of eliminating the achievement gap and graduating more students.

\$205,033 will fund two FTE for 15 months at the PED for direct program oversight. The Executive Director and Administrative Assistant will design, develop, manage, and implement the work of the Institute with community partners.

All Lograr Institute funds will be expended by PED through the state government accounting system. Grants will not be made to the Lograr Institute.

11) Teacher Incentive Pay (\$1,000,000) Funds will create a non-recurring teacher incentive pilot program to attract more teachers to high-need schools. To ensure that reform initiatives are designed for maximum impact and efficiency, PED will be aligning program components and evaluation criteria for the first-ever NM Teacher Incentive Fund (pilot) to the criteria published by the US Department of Education in the Federal Register for the School Improvement and Teacher Incentive Fund Grants per ARRA. Criteria may align to the finalized definition of high-need schools and/or to the definition of lowest-performing schools published in the Federal Register. Criteria may also consider the existence of other funding sources. Current definitions follow:

- For purposes of the Teacher Incentive Fund program, a high-need school means a school with more than 30 percent of its enrollment from low-income families (based on eligibility for free or reduced-price lunch subsidies) or other poverty measures that the State permits the Local Education Agencies (LEAs) to use. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools.
- Lowest-performing schools are those that are in improvement, corrective action or restructuring in which the data indicate that overall student achievement is extremely low and that little or no progress has occurred over a number of years.

PED will gather data from existing data systems (Student and Teacher Accountability Reporting System and PED records) and apply the evaluation criteria to all public schools. In general, the evaluation criteria will align to the evaluation criteria defined in the School Improvement and Teacher Incentive Fund Grants under ARRA. The exact procedure will be determined after receiving the definition and criteria of a “Lowest Performing School” in the Federal Register. PED will then inform the district and/or school they are eligible/have been selected. Schools need not apply; all public schools will be considered against the evaluation criteria. The individual incentive payments will be proposed by districts and reviewed and approved by PED as part of the competitive proposal process. Effectiveness of the pilot will be assessed for best practices.

12) Administrative Costs Aligned to Federal Assurances

Administrative Cost	Amount	Federal Assurance
Turnaround Specialists for Low-Performing Schools	\$270,000	Supporting Struggling Schools
Matching Student Performance to Principal and Teacher Data	\$100,000	Improving Collection and Use of Data
Compliance Reporting and Data Improvement	\$550,000	Improving Collection and Use of Data
School District Cash Management and Flow Through	\$300,000	Accountability, Transparency and Reporting
Total	\$1,220,000	

PED is requesting a total of 12 term FTE to develop RFP’s, applications and award notifications; manage and oversee the projects; and provide fiscal management of the projects. These funds will be used to hire regional support specialists who work directly with schools and districts that are low performing. Turnaround specialists will monitor the ARRA funds that are distributed to those schools. The Priority Schools Bureau currently has only five positions filled permanently to serve 506 schools in need of improvement. These positions are critical to enable the Department to administer the funds awarded in a timely fashion with appropriate oversight and technical assistance. In addition, staff will need the ability to implement effective monitoring systems including district visits to ensure that schools are using the funds as allocated. Districts will also need more training in the application process and deployment to ensure that the documentation and federal reporting needed for the award are submitted in a timely fashion.

13) NMPED Agency Budget Administration funds (\$1,200,000)

The New Mexico Public Education Department will use \$1,200.0 in Government Services funds in the following manner to ensure the continued operation of the department:

- \$350,000 will fully fund operations of the Student and Teachers Accountability Reporting System (STARS) and the Operating Budget and Management System (OBMS) and to continue to pay a temp employee to assist PED in administering these systems.
- \$368,000 will fund the Assessment and Accountability Division to complete contracts to enable the PED to maintain a minimal level of service to the districts related to Assessment and Accountability implementation and reporting.
- \$482,000 will fund personal services and administrative benefits costs to ensure PED does not have to conduct a reduction in force to manage the continuing budget shortfall. PED is currently operating with a 16% vacancy rate.

Certifications and Risks

PED will comply with Section 1607 of the Recovery Act which requires that the Governor certify that funds provided through ARRA will be used to create jobs and promote economic growth.

Agency Process to Select Recommended Projects

There will be two program components that will result in competitive sub-grantees: 1) Teacher Incentive Pay, and 2) Mass Media Campaign for Graduate New Mexico. The Notice of Award template, sub-award agreement templates and the draft Request for Proposals (RFP) for the Mass Media Campaign will be provided to NMORR for approval before release and no later than early May of 2010. Notices of Award templates, sub-agreement templates and the draft Request for Application (RFA) for Incentive Pay will be provided to NMORR for approval before release and no later than the first week of June of 2010.

The following expenditures do not require an RFP or a formal competitive process for the reasons noted below:

- IDEAL-NM is a joint PED and Higher Education Department state government program
- The Hispanic Liaison is a PED program
- The Parental Leadership Institute will be implemented through an Intergovernmental Agreement (IGA) with the University of New Mexico, which is exempt from the Procurement Code
- The Parental Training Kit training will be implemented through an IGA with New Mexico Highlands University, which is exempt from the Procurement Code
- The following expenses are for contracts that are for \$50,000 or less and do not require the formal competitive RFP process:
 - Summits: one \$50,000 contract plus summit expenses (e.g. facility rental, speakers, travel, substitute teachers etc.)
 - Annual report card contracts are anticipated to be less than \$50,000 each
 - Grass Roots Outreach contracts are anticipated to be less than \$50,000 each
 - Lograr Institute: funds will be spent by PED. If contracts with a value of over \$50,000 will be used to implement this program, a competitive process per the State Purchasing Act will be used to select the contractor

NMORR Approvals: October 6, 2009; April 23, 2010; and June 17, 2010:

NMORR approved \$8,200,000 of the \$9,400,000 per the Notice of Allocation signed by Governor Richardson on April 19, 2010. This approved amount will support proposed 11 Graduate New Mexico programs totaling \$6,980,000, including 21 FTE for IDEAL-NM (10 contract positions and 11 term FTE) and 2 FTE at PED for the Lograr Institute. NMORR approved the proposed administrative plan for \$1,220,000 and 12 term FTE for administrative functions to help align with the assurances required by the State Fiscal Stabilization Fund. PED has worked with the State Personnel Office (SPO) to get approval for 22 of the 26 term positions. PED will need to work with SPO and the State Budget Division to create all the term positions. However, no further approval from NMORR will be required for these positions. The Graduate New Mexico program will be completed by September 30, 2011.

PED has submitted the Request for Proposal (RFP) for the media campaign which has been approved by NMORR. Request for Applications (RFA), Notice of Award templates and sub-agreement templates must be submitted to NMORR for approval before release, as required by Executive Order number 2009-036. This includes sub-agreements with public entities, such as universities. These agreements must conform to the standard ARRA contract discretionary funds templates provided to state agencies and deviations must be approved by NMORR.

NMORR approves \$1,200,000 in administrative funding for agency operations in accordance with the plan outlined in paragraph 13, above.

The proposal notes specific organizations that are to receive these funds to accomplish the work of Graduate New Mexico. However, PED must assure that the State Procurement Act requirements are met and that requests for proposals or competitive processes are used in conformance with the Act. The Department of Finance and Administration must approve all contracts and procurement methods for professional services. The State Purchasing Division must approve all procurement methods for goods, products and other services.

NMORR has completed legal review of the proposed projects and believes the proposed uses are permissible uses of the Government Services Fund. However, the American Recovery and Reinvestment Act (ARRA) prohibits use of any of these funds for aquariums, zoos, golf courses, or swimming pools, financial assistance to students to attend private elementary and secondary schools, unless the funds are used to provide special education and related services to children with disabilities as authorized by the IDEA; maintenance of systems, equipment, or facilities; construction, modernization, renovation, or repair of stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public; or construction, modernization, renovation, or repair of facilities – (a) used for sectarian instruction or religious worship; or (b) in which a substantial portion of the functions of the facilities are subsumed in a religious mission. None of the ARRA Government Services Funds may be expended for the prohibited purposes.

STATE OF NEW MEXICO
Public Education Department



Graduate New Mexico! It's Everybody's Business!

Statewide Request for Information

LOGRAR Institute

"Eliminating the Achievement Gap"

“Education is most effective when the school and community promote a shared responsibility in raising New Mexico’s children and keeping communities thriving.”

Dr. Veronica C. Garcia, New Mexico Cabinet Secretary (2009). *Making Schools Work*, New Mexico Public Education Department, 2009 Annual Report

HISTORY OF LOGRAR

The Lograr Institute is a statewide initiative that will identify and work with selected communities with high Hispano/Latino student populations and correspondingly high drop-out rates with the goal of eliminating the achievement gap for Hispano/Latino students. The purpose of this project is to assist communities in capacity-building of families, students, school (Pre-K-12 and post-secondary) leaders, teachers / other staff, community organizations, local, state and federal government agencies, unions and community businesses to engage, navigate and negotiate school and community resources in order to ensure the elimination of the achievement gap. It is anticipated that this initiative will benefit and engage approximately 2,000 families across New Mexico.

The Lograr Institute will also act as an “umbrella” unit, for the larger Graduate New Mexico project. Members of Lograr will be knowledgeable of the activities occurring across the state with respect to Graduate New Mexico and will be positioned to act as “brokers” for those services by directing families and communities to the right people and organizations best suited to support their students toward achieving academic success and obtaining their diplomas. The focus of the Lograr Institute will be to address the challenges faced by Hispano/Latino students in New Mexico’s school districts today by building capacity among all stakeholders in order to bring together the mass of educational efforts already in place and promote innovations and reforms that ensure elimination of the achievement gaps. The over-all aim will be to ensure that everyone vested in the well-being of education of Hispanic students is reinforcing the following expectations:

- ✓ Educational excellence
- ✓ Academic preparation attainment
- ✓ College enrollment and completion
- ✓ Parental engagement, involvement and awareness
- ✓ Business community engagement

It proposes to implement the work through multi-tiered “cradle-to-college” approaches across the following broad areas:

- Assist school districts with high Latino drop-out rates in developing and implementing their district-wide plans for eliminating the achievement gap.
- Engage students and families and tie them into existing/developed systems in order to keep students in school or bring them back to school.
- Establish and foster a broad spectrum of business, school and community partnerships to support goals of Graduate New Mexico, with the notion of building capacity within respective communities as they support educating their youth.
- Develop processes by which students, parents and community members will take greater and more effective ownership of education for their children.

Contractors may submit proposals for the any of the counties in the State of New Mexico. However, work in the following counties and their school districts will receive priority: Bernalillo, Chaves, Cibola, Dona Ana, Eddy, McKinley, Quay, Rio Arriba, San Juan, Sandoval, Taos and Valencia.

PROPOSALS for small grants

Proposals can range from \$5,000 to \$49,500 with the total amount of all funding being \$475,000. Funds will not be distributed for direct services rather for capacity building and resource brokering services to achieve sustainability. The proposal may not be more than 5 pages in length including a budget. The proposal should include the budget, action plan, timeline, geographical area, and how many families this grant will impact. The proposals are due September 10, 2010.

COMMUNITY LIAISON Contracts

Contractors will be hired to be Community Liaisons distributed throughout the state to focus on the above counties and school districts. The contractor must state which counties and how many families they intend to impact. Contractors will be part of the LOGRAR Institute statewide team who will collaborate to achieve the elimination of the achievement gap. The contractor will be required to attend a partner's meeting and two trainings. All expenses are incurred by the contractor. Reporting and evaluation are also part of contract expectations. Contractors must exhibit how they will:

- Establish a broad spectrum of business, school and community partnerships to support goals of Graduate NM with the notion of building capacity within the respective communities as they support educating their youth.
- Develop processes by which students, parents and community members will take greater and more effective ownership of education for their children. The contractor will show how they will:

- Build the capacity of parents and community to take ownership of the local and state educational system(s) through a variety of public outreach venues.
 - Engage parents, community members, teachers, staff and administrators to explore ideas that would sharpen or transform their thinking and engagement about the ways institutional systemic changes could positively affect the educational process for students.
 - Engage adult stakeholders to work together to develop a plan built on high expectations in order to break down the common assumption that educating students is the responsibility of the school.
 - Facilitate identification and in-depth public conversations about what is required for student success and where the responsibility lies for each stakeholder group.
- Establish resource connections: How will the contractor assist the Lograr Institute to implement community involvement action strategies including walk and knock outreach, community conversations, and communication infrastructure for communities to:
 - Be educated about rights, resources, services, policies, procedures, and student, family, and community advocacy; and
 - Be better informed about their individual students, local schools, and family and community involvement.

The Community Liaison Contract proposal may not be more than 5 pages in length including a budget. The proposal should include the budget, action plan, timeline, geographical area, and how many families this grant will impact. The proposals are due September 10, 2010.

See PED website www.ped.state.nm.us for *Graduate New Mexico* presentation, *Making Schools Work* 2009 Annual Report, *New Mexico Achievement Gap Summit Solution 2009*, *Working Together: School-Family-Community Partnerships, A Toolkit for New Mexico School Communities*, Dropout reports and other helpful resources to learn more about New Mexico's collaborative education initiatives.

Small grant and Contract bids may be emailed to Norma.Vasquez@state.nm.us or mailed to:
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 Executive Director, LOGRAR Institute
 300 Don Gaspar, Suite 202
 Santa Fe, New Mexico 87501
 505-827-9972

Proposals due September 10, 2010 by 5:00 p.m.