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September 12, 2006

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman

**RE: STAFF BRIEF: THE *FAMILY AND YOUTH RESOURCE ACT* AND OTHER
SUPPORT AND PARENTAL INVOLVEMENT PROGRAMS**

The 2006 Interim Workplan of the Legislative Education Study Committee (LESC) includes a presentation regarding parental support and involvement programs in New Mexico public schools, including the *Family and Youth Resource Act* (FYRA).

Currently in New Mexico, the Legislature is funding three major statewide initiatives to strengthen the ties between parents and communities and the public schools to help students succeed in school.

The Family and Youth Resource Act

Among the provisions of the comprehensive school reforms enacted by the Legislature in 2003 is the FYRA (see Attachment 1). The act:

- Permits the creation of a family and youth resource program in any public school in the state, the purpose of which is to serve as an intermediary to assist public school students and their families to access social and health care services. More specifically, the act:
 - requires that each such program employ a resource liaison;
 - creates the non-reverting Family and Youth Resource Fund to be administered by the Public Education Department (PED) to carry out the purposes of the act;

- subject to the availability of funds, makes grants available to a public school or group of public schools that apply in which 80 percent of students are eligible for the federal Free and Reduced-fee Lunch Program; and
 - creates an advisory committee composed of the Secretaries of Public Education, Health, Human Services, and Children, Youth and Families, or their designees, as well as five members appointed by the Secretary of Public Education representing four different community-based organizations including faith-based providers, and a superintendent from a school district that has participating schools (see Attachment 2).
- The act requires the program resource liaison to perform the following tasks:
 - assess and match student and family needs with appropriate public and private service providers;
 - make referrals to health care and social service providers;
 - collaborate and coordinate with health and social services agencies and organizations to deliver services both on- and off-site;
 - recruit service providers and business, community, and civic organizations to provide needed goods and services not otherwise available to students and their families;
 - establish partnerships between school and community organizations, including professional, business, recreational, and social groups;
 - identify and coordinate age-appropriate resources for students in need of the following assistance: counseling, training and placement for employment; drug and alcohol abuse counseling; family crisis counseling; and mental health counseling;
 - promote family support and parent education programs; and
 - seek out other goods or services needed to assist students to stay in school and succeed.

The Legislature has made the following appropriations to PED to the Family and Youth Resource Fund:

- \$1.8 million for FY 05, of which PED indicated that \$1.7 million in grants was awarded to approximately 62 public schools in 15 school districts;
- \$1.4 million for FY 06; all of which PED indicated was awarded as grants to the same public schools as in FY 05; and
- \$1.4 million for FY 07, all of which PED indicates was awarded to 69 public schools, including two charter schools, in 20 school districts (see Attachment 3). In year three, some previously eligible schools not longer qualified.

PED contracted with the University of New Mexico Center for Health Promotion and Disease Prevention (CHPDP) to evaluate FYRA during its first and second years of implementation, to provide feedback and recommendations to both PED and grantees to assist them in improving programs in school year 2006-2007. According to the June 2006 FYRA evaluation:

- FYRA sites are assisting a large number of people, and most appear to be facing truly basic problems. It appears that sites tend to refer clients—primarily students—to school-based resources first, or more often than to community-based agencies, possibly because of the predominance of education issues faced by the students.
- Grantees seem, however, to be increasing referrals to community-based resources and support for grantees regarding information and referral resources “is an area that could be strengthened in the next program year.”

- Many sites are providing a great deal of direct educational support to students and adults through tutoring, mentoring, or group support activities.
- Sites continue to face challenges related to funding and resources, including recruiting and keeping trained, motivated, and capable staff and volunteers and having enough resources to meet increasing client demand. “Given this, it may be time in the third program year for the PED to focus more on relevant subject topics and ‘how to’ skills that FYRA staff need to handle the very complex issues they address.”

Engaging Latino Communities for Education (ENLACE) Programs

ENLACE, an acronym that stands for Engaging Latino Communities for Education, is Spanish for *link* or *weave together*. This nationwide project was initiated by the W.K. Kellogg Foundation to increase higher education attainment for Latino students. According to the National Conference of State Legislatures (NCSL), the ENLACE model of success features a variety of program components that fit generally into three themes that build upon one another to ensure student success:

- *Changing educational institutions*, at all levels of the P-20 continuum, to be more responsive to the needs of underserved students. This includes building innovative partnerships to leverage public and private resources that offer creative ways to finance education, especially higher education, for low-income students.
- *Strengthening supports for students* by linking schools, parents and community members through mentoring, tutoring and leadership development to support student achievement in a rigorous college preparatory curriculum.
- *Creating a seamless pathway to college* through P-20 alignment and increased rigor in curricula and standards, to ensure that students make smooth transitions from one level of school to the next.

ENLACE programs include activities such as cross-age mentoring and tutoring, improving access to information about college admissions and scholarships for students and families, organizing college visits, fostering positive peer groups for cultural and social activities, leadership development, and strengthening academic success through coaching, tutoring, summer bridge programs, and advising students into appropriate college preparatory and advanced placement courses.

NCSL states that early evaluations of ENLACE program models indicate that the model has substantial promise for improving outcomes of Latino students and families. Nonetheless, state legislators might consider whether the model also holds potential for improving educational outcomes for students and families in other underserved communities. Although ENLACE programs were designed with Latinos in mind, according to NCSL, one of the most attractive aspects of the model is its transferability to other traditionally underserved populations.

ENLACE New Mexico is based at three public institutions of higher education, and states it has the following partnerships:

- New Mexico State University (NMSU) for the southern region of the state partners with:
 - Doña Ana branch, NMSU;
 - Las Cruces Public Schools;
 - Gadsden Independent Schools;
 - Hatch Public Schools;
 - other education and community organizations; and
 - plans to expand in school year 2006-2007 to Deming, Clovis, Portales, Roswell, and other communities;

- The University of New Mexico (UNM) for central New Mexico partners with:
 - Central New Mexico Community College (formerly Albuquerque Technical Vocational Institute);
 - Albuquerque Public Schools;
 - Bernalillo Public Schools; and
 - plans to expand in school year 2006-2007 to Los Lunas Public Schools, Belen Consolidated Schools, and Socorro Consolidated Schools; and

- Santa Fe Community College (SFCC) for the northern region partners with:
 - New Mexico Highlands University;
 - Northern New Mexico College;
 - Española Public Schools;
 - Santa Fe Public Schools;
 - Las Vegas Public Schools; and
 - plans to expand in school year 2006-2007 to Farmington Municipal Schools, Aztec Municipal Schools, Bloomfield Schools, Cuba Independent Schools, and Mesa Vista Consolidated Schools.

The program started up and operated for four years, from FY 01 through FY 05, with Kellogg Foundation funding. When this funding was exhausted, the Legislature appropriated funds to the Higher Education Department (HED) for ENLACE that were allocated as follows:

- For FY 06, equal distributions of \$237,500 to each institution from an appropriation of \$712,500 (after sanding) in SB 190, the “junior” *General Appropriation Act* (Chapter 34 Laws 2005); plus
 - \$95,000 (after sanding) to UNM for the ENLACE Los Compañeros program, which links UNM college and graduate school mentors with students in low-income middle schools;

- For FY 07, equal allocations of \$297,000 to each institution, as follows:
 - \$197,000, pursuant to language included by the Legislature in HB 2 stating that projects initiated in 2005 in SB 190 would be funded from a \$2.68 million appropriation to HED for special projects expansion; and

- \$99,900 from a \$299,700 appropriation (after sanding) in HB 2 to HED for the statewide ENLACE collaborative; plus
- \$94,900 (after sanding) to UNM for ENLACE (Los Compañeros).

Other Family and Community Involvement Programs

In 2006, the Executive requested a total of \$3.5 million in recurring and nonrecurring funds for three different initiatives at PED to increase parents' involvement in their children's education. The Legislature appropriated \$750,000 in the *General Appropriation Act of 2006* to PED for Parental Training and Involvement and a domestic violence curriculum.

PED has provided the following outline of intended expenditures for the FY 07 appropriation:

- \$720,000 for the Rural Education Division to conduct a statewide parental involvement campaign, which includes the following items:
 - approximately \$350,000 for parental involvement training via two Requests for Proposals:
 - ✓ up to \$175,000 for a contractor to provide professional development services in thirteen districts/schools included in the Rural School Revitalization program: Anthony Elementary in Gadsden Independent Schools, Cimarron Municipal Schools, Dexter Consolidated Schools, Fort Sumner Municipal Schools, Jemez Mountain Public Schools, Jemez Valley Public Schools, Loving Municipal Schools, Maxwell Municipal Schools, Newcomb in Central Consolidated Schools, Pecos Independent Schools, Reserve Independent Schools, Springer Municipal Schools, and Tatum Municipal Schools.
 - ✓ up to \$175,000 for a contractor to provide professional development services in districts or schools *not* included in the Rural School Revitalization program.
 - approximately \$220,000 to the New Mexico Parent-Teacher Association (PTA) for a booklet in English and Spanish for parents encouraging involvement and explaining how to be productively involved in their children's education, available in mid-September;
 - approximately \$120,000 for a year-long media campaign, working with New Mexico broadcasters, with a special focus in December, and in March when state-wide standards-based examinations are administered;
 - approximately \$30,000 to contract for a 17-minute parental involvement DVD to be used with professional development training; and
- \$30,000 for the Coordinated School and Family Support Bureau to complete and disseminate a domestic violence curriculum.

To support the statewide parental involvement initiative, in FY 06 the Rural Education Division contracted with the Center for the Education and Study of Diverse Populations to produce a "toolkit," on CD-ROM and in notebook form, entitled *Working Together: School Family Community Partnerships*. According to PED, the publication was produced with funds authorized through PED under the 21st Century Community Learning Center program, Title IV of the federal *No Child Left Behind Act of 2001* (NCLB), and \$450 from the 2006 appropriation. The "toolkit"

contains sections for teachers, families, and professional development activities, based on the National Standards for Parent and Family Involvement Programs published by the National PTA which are, in turn, built upon the six types of parent involvement identified by the Center on School, Family and Community Partnerships at Johns Hopkins University.

Background:

According to the Education Commission of the States (ECS), research has linked family involvement to a variety of positive educational outcomes, including better reading and mathematics skills, school attendance, social skills, graduation rates, advancement to the postsecondary level, and overall academic success. ECS states that the benefits of family and parental involvement have been found for students of all ages from all economic, educational, racial, and ethnic backgrounds.

NCSL states that most experts agree that successful parental involvement programs should, at a minimum, include the following:

- significant parent contributions at home and school toward student achievement throughout a student's education;
- open communication and creation of a partnership between parents, teachers and school administration;
- welcoming atmosphere at school toward parent visits and participation;
- community involvement in education; and
- establishment of community partnerships that respond to the varying needs of families.

State and federal statutes impose certain requirements on public schools and school districts regarding their relationships with students' parents:

- The *Assessment and Accountability Act* contained in the 2003 comprehensive school reform legislation includes a provision requiring that the school district's annual accountability report shall include "the results of a survey of parents' views on the quality of their children's school."
 - The statute prescribes a form and process for soliciting information from parents via the survey, including a requirement that it include questions regarding "parent-teacher-school relationship and communications."
 - The annual accountability report shall be adopted by the local school board, may be published no later than November 15 of each year and may be published at least once each school year in a newspaper of general circulation in the county where the school district is located.
 - The report shall be disseminated in accordance with PED guidelines to ensure effective communication with parents, students, educators, local policymakers, and business and community organizations.
 - PED states that school district accountability reports are posted on the PED website.
- In addition, the same state statute requires that a school district with a school in need of improvement must submit an improvement plan for that school to the department, and in developing the plan the superintendent, president of the school board, and school principal must hold a public meeting to inform parents and the public of the public school's rank, and to solicit suggestions from parents and the public on how to improve the school.

- At the federal level, NCLB requires every school district and school receiving Title I funds to have a written family involvement policy developed jointly with, agreed on with, and distributed to parents of participating children. In general, the school district must reserve at least 1.0 percent of its Title I funds to carry out parent involvement activities.
 - As a component of the school-level parental involvement policy, each school must jointly develop with parents of children served by Title I a school-parent compact that outlines how the school and parents will share the responsibility for improved student academic achievement.
 - To build capacity for effective parental involvement and to support a partnership among school, parents and the community, each Title I public school and school district must:
 - ✓ provide assistance to parents in understanding topics such as state academic performance standards, assessments, and how to monitor a child's progress and work with educators to improve achievement;
 - ✓ provide materials and training to help parents work with children to improve achievement;
 - ✓ educate teachers and staff, with the assistance of parents, in the value and utility of parent contributions and how to work with parents;
 - ✓ coordinate and integrate parent involvement programs and activities provided with other federal funds and conduct other activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children; and
 - ✓ ensure that information communicated to parents is provided in a format and, to the extent possible, language that parents can understand.
- PED states that school district and public school parent involvement policies and plans are included in the Educational Plan for Student Success (EPSS) process.

Presenters:

Dr. Kristine Meurer, Director, Coordinated School and Family Support Bureau, PED, will describe the Family and Youth Resource Programs, including the most recent program evaluation.

Ms. Sylvia Montañó, FYRA Resource Liaison, Clovis Municipal Schools, will provide a local perspective on the operation of a FYRA grantee.

Dr. Jim Holloway, Assistant Secretary, Rural Education Division, PED, will describe new parent and community involvement initiatives being implemented by the department for school year 2006-2007.

Ms. Karen Sanchez-Griego, Executive Director, ENLACE New Mexico, will describe ENLACE programs in northern, central and southern New Mexico, including results since inception and plans for expansion in school year 2006-2007.

Questions the committee may wish to consider:

1. How may grant monies from the Family and Youth Resource Fund be used?
2. Why has the list of schools funded under FYRA in Year 3 changed from Years 1 and 2?
3. How does the FYRA evaluation process include input from families, students, teachers or school administrators?
4. What were the significant findings and recommendations of the 2006 FYRA evaluator?
5. What preliminary conclusions, if any, can be drawn about the efficacy of various program delivery models based on two years of experience with FYRA?
6. What results has the statewide ENLACE New Mexico program seen since it was first implemented in FY 01, and what existing program components appear especially promising for replication to new sites?
7. What are the greatest challenges that ENLACE has encountered to date?
8. Why are the new PED parental involvement initiatives under the aegis of the Rural Education Division?
9. What arrangements has PED made, if any, to evaluate its new parental involvement initiatives?
10. What efforts has PED made to coordinate, leverage resources and services to families and students, and avoid duplication among the various statewide parental involvement programs discussed in this presentation?
11. How do the Coordinated School and Family Support Bureau and the Rural Education Division interface with the Children's Cabinet?

~~G. The annual accountability report shall include the names of those local school board members who failed to attend annual mandatory training.~~

~~H. The annual accountability report shall include data on expenditures for central office administration and expenditures for the public schools of the school district.~~

~~I. The department shall create an accountability data system through which data from each public school and each school district may be compiled and reviewed. The department shall provide the resources to train school district personnel in the use of the accountability data system.~~

~~J. The department shall verify data submitted by the school districts.~~

~~K. At the end of fiscal year 2005, after the budget approval cycle, the department shall produce a report to the legislature that shows for all school districts using performance-based program budgeting the relationship between that portion of a school district's program cost generated by each public school in the school district and the budgeted expenditures for each public school in the school district as reported in the district's performance-based program budget. At the end of fiscal year 2006 and subsequent fiscal years, after the budget approval cycle, the department shall report on this relationship in all public schools in all school districts in the state.~~

~~L. When all public schools are participating in performance-based budgeting, the department shall recommend annually to the legislature for inclusion in the general appropriation act the maximum percentage of appropriations that may be expended in each school district for central office administration.~~

~~M. The department shall disseminate its statewide accountability report to school districts; the governor, legislators and other policymakers; and business and economic development organizations.~~

History: 1978 Comp., § 22-2A-11, enacted by Laws 2003, ch. 153, § 20; 2004, ch. 27, § 19.

Compiler's notes. — Laws 2003, ch. 153, § 20 was enacted as 22-2A-1 to 22-2A-11 NMSA 1978, but was recompiled as 22-2C-11 NMSA 1978 due to the existing Article 2A.

The 2004 amendment, effective May 19, 2004, combined Subsections A and B and inserted as a new Paragraph (1) of Subsection A, the requirement that

the department "issue a state identification number for each public school student for use in the accountability data system", redesignated Subsection B as Paragraph (3) of Subsection A, redesignated Subsection C as Subsection B, added a new Subsection C, and changed "state board" to "department" in Subsections E and F.

ARTICLE 2D

Family and Youth Resources

- | | |
|--|--|
| <p>Sec.
22-2D-1. Short title.
22-2D-2. Advisory committee; members; meetings; duties.
22-2D-3. Programs; purpose; functions.</p> | <p>Sec.
22-2D-4. Family and youth resource programs; grants; department duties.
22-2D-5. Family and youth resource fund.</p> |
|--|--|

22-2D-1. Short title.

Sections 64 through 68 [22-2D-1 to 22-2D-5 NMSA 1978] of this act may be cited as the "Family and Youth Resource Act".

History: Laws 2003, ch. 153, § 64.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-2. Advisory committee; members; meetings; duties.

A. The "family and youth resource advisory committee" is created. Members of the committee are:

- (1) the state superintendent [secretary] or his designee;

- (2) the secretary of health or his designee;
 - (3) the secretary of human services or his designee;
 - (4) the secretary of children, youth and families or his designee; and
 - (5) the following members appointed by the state board [department]:
 - (a) one representative each from four different local community-based organizations, including faith-based providers, involved with the provision of health or social services to families; and
 - (b) one local superintendent or his designee from a school district in which there are more than two schools eligible to participate in the family and youth resources program.
- B. The members of the committee shall appoint the chairman and such other officers as they deem necessary.
- C. The committee shall meet as frequently as it deems appropriate or necessary, but at least once a year. The chairman may call special meetings as he deems necessary and shall convene special meetings at the request of a majority of the members.
- D. A majority of the committee constitutes a quorum.
- E. Members who are not state officers may be reimbursed for per diem and mileage expenses as provided in the Per Diem and Mileage Act [10-8-1 NMSA 1978].
- F. The department shall staff the committee.
- G. The committee shall:
- (1) recommend to the department guidelines for the creation, implementation and operation of programs;
 - (2) recommend to the department standards and criteria for awarding grants and the form and content of grant applications; and
 - (3) review applications for grants and make recommendations to the department within ninety days of receipt of the grant applications.

History: Laws 2003, ch. 153, § 65.

Cross references. — For references to the former state superintendent, *see* 9-24-15 NMSA 1978.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-3. Programs; purpose; functions.

- A. A "family and youth resources program" may be created in any public school in the state. The department shall accept applications for grants from public schools in which eighty percent of the students are eligible for the free or reduced-fee lunch program to fund their program.
- B. The purpose of the program is to provide an intermediary for students and their families at public schools to access social and health care services. The goal of the program is to forge mutual long-term relationships with public and private agencies and community-based, civic and corporate organizations to help students attain high academic achievement by meeting certain nonacademic needs of students and their families.
- C. A program shall include the employment of a resource liaison, who shall:
- (1) assess student and family needs and match those needs with appropriate public or private providers, including civic and corporate sponsors;
 - (2) make referrals to health care and social service providers;
 - (3) collaborate and coordinate with health and social service agencies and organizations through school-based and off-site delivery systems;
 - (4) recruit service providers and business, community and civic organizations to provide needed services and goods that are not otherwise available to a student or his family;
 - (5) establish partnerships between the school and community organizations such as civic, business and professional groups and organizations; and recreational, social and after-school programs such as boys' and girls' clubs and boy and girl scouts;
 - (6) identify and coordinate age-appropriate resources for students in need of:
 - (a) counseling, training and placement for employment;
 - (b) drug and alcohol abuse counseling;

- (c) family crisis counseling; and
- (d) mental health counseling;
- (7) promote family support and parent education programs; and
- (8) seek out other services or goods a student or his family needs to assist the student to stay in school and succeed.

History: Laws 2003, ch. 153, § 66.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-4. Family and youth resource programs; grants; department duties.

A. Subject to the availability of funding, grants are available to a public school or group of public schools that meets department eligibility requirements.

B. Applications for grants shall be in the form prescribed by the department and shall include the following information:

- (1) a statement of need, including demographic and socioeconomic information about the area to be served by the program;
- (2) goals and expected outcomes of the program;
- (3) services and activities to be provided by the program;
- (4) written agreements for the provision of services by public and private agencies, community groups and other parties;
- (5) a work plan and budget for the program, including staffing requirements and the expected availability of staff;
- (6) hours of operation;
- (7) strategies for dissemination of information about the program to potential users;
- (8) training and professional development plans;
- (9) plans to ensure that program participants are not stigmatized for their use of the program;
- (10) a physical description of the place in the school or adjacent to the school in which the program will be located;
- (11) letters of endorsement and commitment from community agencies and organizations and local governments; and
- (12) any other information the department requires.

C. Grants shall not be awarded for applications submitted that supplant funding and other resources that have been used for purposes similar to the program.

History: Laws 2003, ch. 153, § 67.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

22-2D-5. Family and youth resource fund.

The "family and youth resource fund" is created in the state treasury. The fund shall consist of appropriations, gifts, grants, donations and earnings from investment of the fund. The fund shall not be transferred to any other fund at the end of a fiscal year. The fund shall be administered by the department, and money in the fund is appropriated to the department to carry out the purposes of the Family and Youth Resource Act [22-2D-1 NMSA 1978]. Money in the fund shall be disbursed on warrants issued by the secretary of finance and administration pursuant to vouchers signed by the state superintendent [secretary] or his authorized representative.

History: Laws 2003, ch. 153, § 68.

Emergency clauses. — Laws 2003, ch. 153, § 74 makes the act effective immediately. Approved April 4, 2003.

2006-07 Family & Youth Resource Act (FYRA) Advisory Committee

SPECIFIED MEMBERS:

Public Education Department
Secretary Garcia, Veronica or designee

Designee: Joseph Sanchez

Human Services Department
Secretary Hyde, Pam or designee

Designee: Kari Armijo

Children Youth & Families Department
Secretary Dodson, Dorian or designee

Designee: Jack Callaghan

Department of Health
Secretary Grisham, Michelle or designee

Designee: Yolanda Cordova

SCHOOL SUPERINTENDENT OR DESIGNEE:

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LOCAL-COMMUNITY-BASED ORGANIZATIONS:

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Family Youth Resource Program Grant Awards

FY 05, FY 06, FY 07

Source: PED

LEGEND

Where no dollar amount is listed per school, specific funding amounts per site are not available.

✓ indicates a FYRA program was funded for this school in the fiscal year in question.

— indicates a FYRA program was not funded for this school in the fiscal year in question.

DISTRICT	SCHOOL	FY 05	FY 06	FY 07
Alamogordo		45,000	45,000	30,000
	Sacramento ES	✓	✓	✓
APS	All sites	900,000	778,500	150,000
	Acad Leng y Cultura (ch)	—	—	30,000
	Bel Air ES	45,000	45,000	—
	Eugene Field ES	45,000	44,000	30,000
	La Mesa ES	45,000	45,000	30,000
	Valle Vista ES	45,000	44,000	30,000
	Van Buren MS	45,000	23,000	30,000
	APS ENLACE Sites	45,000 ea	675,000	38,500 ea
			577,500	approx 25,026 ea
	Alamosa ES	✓	✓	✓
	Armijo ES	✓	✓	✓
	Atrisco ES	—	—	✓
	Carlos Rey ES	✓	✓	✓
	Duranos ES	✓	✓	—
	East San Jose ES	✓	✓	✓
	Ernie Pyle MS	✓	✓	✓
	Garfield MS	✓	✓	✓
	Harrison MS	—	—	✓
	Kit Carson ES	—	—	✓
	La Luz ES	✓	✓	—
	Lavaland ES	✓	✓	✓
	Los Padillas ES	✓	✓	✓
	Lowell ES	✓	✓	✓
	New Futures	✓	✓	✓
	Poik MS	✓	✓	✓
	Truman MS	✓	✓	✓
	Washington MS	✓	✓	✓
Artesia		0	0	45,000
	Central ES	—	—	✓
	Roselawn ES	—	—	✓
Belen		56,000	23,000	45,000
	Central ES	✓	✓	✓
	Dennis Chavez ES	✓	✓	✓
	Gil Sanchez ES	—	—	✓
	Jaramillo Community	✓	✓	—
	La Promesa ES	✓	✓	—
	Rio Grande ES	✓	✓	—
Bernalillo		45,000	45,000	60,000
	Carrol ES	✓	✓	✓
	Roosevelt ES	—	—	✓
Central		0	0	45,000
	Newcomb HS	—	—	✓
	Career Prep HS	—	—	✓

Family Youth Resource Program Grant Awards

FY 05, FY 06, FY 07

Source: PED

DISTRICT	SCHOOL	FY 05	FY 06	FY 07
Clovis		45,000	29,000	45,000
	Gattis Jr. HS	✓	✓	—
	Bella Vista ES	—	—	✓
	Cameo ES	—	—	✓
	James Bickley ES	—	—	✓
	La Casita ES	—	—	✓
	Lockwood ES	—	—	✓
	Parkview ES	—	—	✓
Deming		0	0	45,000
	Bataan ES	—	—	✓
	Smith ES	—	—	✓
Espanola		90,000	45,000	90,000
	Chimayo ES	—	—	✓
	E T Salazar ES	—	—	✓
	Mt. View ES	✓	✓	—
	Sombrillo ES	✓	✓	✓
	Velarde ES	—	—	✓
Farmington		41,000	45,000	45,000
	Apache ES	✓	✓	✓
	Bluffview ES	✓	✓	—
	Esperanza ES	✓	✓	—
	McCormick	✓	✓	✓
Gadsden		90,000	90,000	45,000
	TBD	90,000	90,000	—
	Gadsden HS	—	—	✓
	Santa Teresa HS	—	—	✓
Gallup		41,000	22,000	45,000
	Chee Dodge ES	✓	✓	—
	David Skeet ES	✓	✓	—
	J F Kennedy MS	—	—	✓
	Navajo Pine HS	—	—	✓
	Smith Lake/Tse	✓	✓	—
	Washington ES	✓	✓	—
Hobbs		90,000	45,000	45,000
	Edison ES	✓	✓	✓
	B.T. Washington MS	✓	✓	—
	Jefferson ES	✓	✓	✓
	Southern Hts ES	✓	✓	✓
	Taylor ES	✓	✓	✓
	Will Rogers ES	✓	✓	✓
Las Cruces		41,000	45,000	75,000
	Alameda ES	✓	✓	—
	Cesar Chavez ES	✓	✓	—
	Columbia ES	✓	✓	—
	Conlee ES	✓	✓	✓
	Hermosa Hts ES	✓	✓	—
	MacArthur ES	✓	✓	✓
	Mesilla Park	—	—	✓
	Sunrise ES	✓	✓	—
	Valley View ES	✓	✓	—

**Family Youth Resource Program Grant Awards
FY 05, FY 06, FY 07**

Source: PED

DISTRICT	SCHOOL	FY 05	FY 06	FY 07
Lordsburg		80,000	80,500	30,000
	Central ES	✓	✓	—
	Duran-Tarrango MS	✓	✓	—
	Southside ES	—	—	✓
Las Vegas City		0	0	46,000
	Bridge Academy (ch)	—	—	30,000
	Mike Mateo Sena ES	—	—	16,000
Mora		41,000	41,000	0
	Holman ES/Headstart	✓	✓	—
Santa Fe		40,000	45,000	60,000
	Agua Fria ES	✓	✓	✓
	Cesar Chavez ES	—	—	✓
Roswell		0	0	7,000
	Pecos ES	—	—	✓
Silver		0	0	30,000
	Sixth Street ES	—	—	✓
West Las Vegas		55,000	21,000	45,000
	Luis E. Armijo ES	✓	✓	✓
	Don Cecilio/Northstar	✓	✓	✓
	Tony Serna ES	✓	✓	✓
	W. Las Vegas MS	✓	✓	✓
	Valley ES/MS	✓	✓	✓
	Union ES	—	—	✓
Total		1,700,000	1,400,000	1,428,425

PED states that the only schools eligible for funding for FY 06 were schools that participated in the first year of funding, FY 05. However, to participate in FY 06, each school was required to submit a new application.

For FY 07, funding was based on competitive applications.