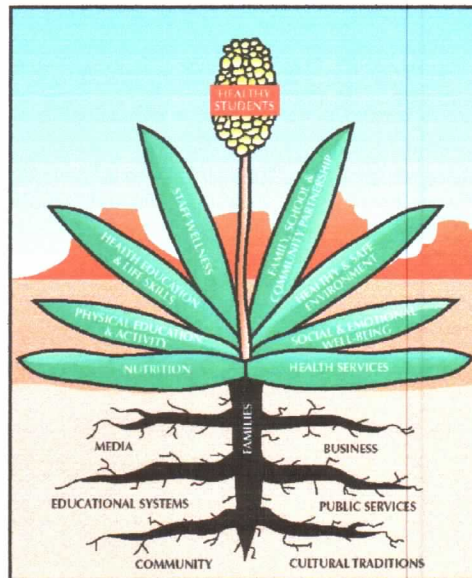


SCHOOL AND FAMILY SUPPORT BUREAU
2009-2010
Gadsden Middle School

REQUEST FOR INFORMATION

HEALTHIER SCHOOLS - NEW MEXICO



AFTER SCHOOL ENRICHMENT PROGRAMS



Healthy Kids Make Better Students, Better Students Make Healthy Communities

DEADLINE TO SUBMIT APPLICATION
Friday 2:00 pm, June 15, 2009

This is only a Request for Information (RFI) and does NOT constitute an award. Should this RFI result in an award the District Superintendent/Director of Charter School will be notified by an official award letter.

Only upon receipt of an award letter, signed by Dr. Veronica C. Garcia, Secretary of Education will the district/school submit a Budget Adjustment Request (BAR).

PURPOSE

The New Mexico Public Education Department (PED), School and Family Support Bureau (SFSB) is issuing a Request for Information (RFI) from eligible middle schools listed under "Eligibility" to receive funding for *After School Enrichment Programs*. The purpose of the funding is to support the partnership with Elev8 New Mexico (New Mexico Community Foundation) as part of the Atlantic Philanthropies grant for **Gadsden Middle School**, Gadsden Independent School District; **Native American Community Academy Charter School**; **Grant Middle School**, Albuquerque Public Schools; and **Wilson Middle School**; Albuquerque Public Schools.

The purpose of the RFI is to gather information for funding during the 2009-2010 school year.

BACKGROUND

The PED was allocated funds for the purpose of implementing quality before and/or after school programs. The purpose of the funding is to provide opportunities for students to attend before and/or after school programs. There are 10 elements for quality afterschool programs in New Mexico:

1. A quality program provides a safe, healthy, and nurturing environment for all participants.
2. A quality program has well-developed systems and sound fiscal management to support and enhance worthwhile programming and activities for all participants.
3. A quality program develops, nurtures, and maintains positive relationships and interactions among staff, participants, families and communities.
4. A quality program recruits, hires and trains diverse staff members who value each participant, understand their developmental needs, and work closely with families, school partners, and co-workers.
5. A quality program provides a well-rounded variety of activities and opportunities that support the physical, social and cognitive growth and development of all participants.



6. A quality program provides opportunities for youth to participate in planning, to exercise choice, and to engage in a rich variety of offerings.
7. A quality program has its staff work closely with school staff to ensure that extended day learning components and activities are aligned with and enrich school standards and curricula.
8. A quality program establishes a strong partnership with families and communities in order to achieve program goals.
9. A quality program has a coherent vision/mission and a plan for increasing capacity that supports continuing growth.
10. A quality program has a system for measuring outcomes and using that information for on-going program planning, improvement and evaluation.

There is a growing body of evidence suggesting that youths are most at risk during the after school hours. During the hours of 3:40 to 6:00 p.m., the occurrence of juvenile crime triples. These are the hours that youths are most likely to become victims of crime.

Current estimates by the U.S. Department of Education suggest that between 80 and 90 percent of a child's waking hours are spent outside of the classroom. The majority of school-age youths are not enrolled in after-school programs. As a result, opportunities for school-age youths to increase their academic and personal success are limited.

After school programs empower youth to overcome challenges that they face in their home, school or community environments and help them develop resilience to reach their full potential. They provide increased opportunities for children to learn lifelong skills remain physically active and improve their nutrition choices. Moreover, after school programs can serve as effective alternatives to reducing child hunger.

After school programs can produce excellent economic returns by reducing dollars spent on school failure, crime and health care costs. The annual costs of juvenile crime are in the billions if one considers the number of juvenile delinquents that enter a life of crime. In addition, children and youths have become increasingly inactive and overweight. The health implications of this trend are long term and extremely costly.

During the 2009 Legislative Session, House Bill 2 was passed and appropriated funds for the purpose of providing quality after school enrichment programs. The PED has identified \$200,000 to be divided equally among **Gadsden Middle School**, Gadsden Independent School District; **Native American Community Academy Charter School**; **Grant Middle School**, Albuquerque Public Schools; and **Wilson Middle School**, Albuquerque Public Schools.

In order to assist districts/charter schools with their fiscal understanding, provide technical assistance concerning best practices, and ideas for sustainability for programs; funded districts/schools are required to send a representative to the **2009 PED Funded Partners Meeting in the fall of 2009** in Albuquerque, New Mexico. Funds from this application may be utilized to support attendance at this meeting.



DEFINITIONS

After School Enrichment Programs

The After School Enrichment Program would provide after school programs including the following: (1) academic enrichment tutoring activities, (2) quality physical activity programs, (3) quality nutrition education programs and (4) transportation for students where needed to participate in the programs. The goal is to promote and support critical thinking and collaborative techniques that allow students to successfully develop academic skills, pursue useful knowledge and help prevent obesity. After School Enrichment Programs should be designed to provide safe structured environments for students outside of the regular school day. They are housed in schools and typically staffed with both school and community-based personnel.

Before and/or After School Physical Activity and Nutrition Programs

The Before and/or After School Physical Activity and Nutrition Program would provide before and/or after school programs including the following: (1) quality physical activity programs and (2) quality nutrition education programs. The goal of the program is to provide accessibility to quality physical activity and nutrition education programs in areas where these programs do not exist or are limited in order to help prevent obesity. Before and/or After School Physical Activity and Nutrition Programs provide safe structured environments for students outside of the regular school day. They are housed in schools and typically staffed with both school and community-based personnel.

Quality Physical Activity Programs

Quality Physical Activity Programs are programs that follow the Council for Physical Education for Children (COPEC) of the National Association for Sport and Physical Activity (NASPE) recently developed physical activity guidelines for children. These guidelines are commonly referred to as the NASPE Physical Activity Guidelines for Children. There are three things that distinguish an after-school physical activity program:

1. Activities are intended to be voluntary in nature, i.e., the student has a choice of activities or participation.
2. Every student is given an equal opportunity to participate regardless of physical ability.
3. Students have the opportunity to be involved in the planning, organization and administration of programs. Such involvement should be age-appropriate and under supervision and guidance of a qualified adult.

(Source: http://www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf)

Quality Nutrition Education Programs

Quality Nutrition Education Programs educate students about healthy foods and follow the “Dietary Guidelines for Healthy Children.” Quality Nutrition education should focus on healthy eating and the following of the *Dietary Guidelines for Americans* recommended by the Department of Agriculture and the Department of Health and Human Services. Nutrition education should focus on:

1. Make smart choices from every food group.



2. Find your balance between food and physical activity.
3. Get the most nutrition out of your calories.
4. Stay within your daily calorie needs.

(Source: <http://teammnutrition.usda.gov/Resources/sebrochure2.pdf> and *<http://mypyramid.gov>)

ELIGIBILITY

Funding through this RFI may only be utilized for after school enrichment programs in the following middle schools:

1. **Gadsden Middle School**, Gadsden Independent School District
2. **Native American Community Academy Charter School**
3. **Grant Middle School**, Albuquerque Public Schools
4. **Wilson Middle School**; Albuquerque Public Schools

Eligible middle schools may request up to fifty thousand dollars (\$50,000) through this RFI. Funding is negotiable upon receipt of the completed RFI. Grants will be awarded during the 2009-2010 school year. Funds may be utilized for costs related to personnel, travel, supplies, equipment, and other identified needs as agreed upon by PED.



INSTRUCTIONS:

Questions concerning this RFI should be directed to: Derek Irion, Physical Education Coordinator at: (505) 222-4750 or derek.irion@state.nm.us .

1. Complete RFI must be typewritten using a minimum of 12 point font. Each page must be completed for consideration of funding:
 - Cover Page
 - Proposed Program
 - Proposed Budget
 - School/District/Charter School Assurances

2. A signed original of the **RFI must be received by Friday 2:00 pm June 15, 2009.** Facsimile copies will not be accepted. RFI should be mailed/delivered to:

Derek Irion
Physical Education Coordinator
School and Family Support Bureau
CNM Workforce Training Center
New Mexico Public Education Department
5600 Eagle Rock Ave NE, Room 201
Albuquerque, NM 87113



COVER PAGE

Fill this section out only once. It will be utilized for all program(s) within this RFI.

School District/Charter School			
Gadsden ISD			
Superintendent/Director of Charter			
Ms. Cynthia Nava			
Phone	575-882-6203	e-mail	esaenz@gisd.k12.nm.us
Mailing Address	4950 McNutt Rd. Sunland Park, NM. 88063		
Site Manager/Program Coordinator/Contact			
Jacob Sanchez			
Phone	575-520-9330	e-mail	js493915@txstate.edu
Mailing Address	125 Calle De Las Flores La Mesa, NM 88044		
Business Manager			
Mr. Steve Suggs			
Phone	575-882-6243	e-mail	ssuggs@gisd.k12.nm.us
Mailing Address	4950 McNutt Rd. Sunland Park, NM. 88063		

School Applying	
Gadsden Middle School	
Physical Address	1301 W. Washington St. Anthony, NM 88021
Principal	Dr. David J. Garcia
Phone	575-882-2372
e-mail	dgarcia@gisd.k12.nm.us
Number of students in applying school	840
Amount of funding requesting	\$50,000.00



PROPOSED PROGRAM

Please complete each question below.

1. Provide a summary of the After School Enrichment Program that will be utilized in the middle school, making clear connections to Elev.8 (New Mexico Community Foundation) Integrated Services model and their quality characteristics, which include:
 - Staff to student ratio;
 - Program dosage per day, per week, and per month;
 - Positive youth development strategies to promote school attachment, learning engagement, and participation retention;
 - Professional development plan for a classroom teacher cadre (i.e., math, language arts, science, arts, music, and social studies), utilizing local and national positive youth development experts to support training on positive youth development and project-based learning;
 - Outreach plan that promotes coordination between the variety of after school programs, and the health and family services;
 - Parent connection strategy to the after school program;
 - Access strategy to support coordinated recruitment and a transportation schedule (please include the schedule) that supports after school participation.

Include linkages of health indicators associated with academic success, connecting these indicators to specific school goals. Provide data to substantiate the need.

Some websites for data references to health indicators:

<http://www.health.state.nm.us/epi/diabetes.html>

<http://www.health.state.nm.us/epi/obesity.html>

<http://www.health.state.nm.us/yrrs.html>

The Gadsden Middle School Integrated Services in School (GMS-Elev.8) Extended Day Learning (EDL) Program will engage up to 6 teachers to deliver services to 70 students with an anticipated average daily attendance of between 50 and 60 students. This will be supported by funding from the PED grant four days a week. In collaboration with Court Youth Center (an EDL provider lead for Elev.8). Core subject teachers (math, science, social studies, and English) will work in coordination with Court Youth Center through their trained AmeriCorps members—providing an additional 10 adults to support the projected student to staff ratio of 1:10/12. This coordination will support cross learning using a positive youth development application that will connect to what the children learn in the classroom, as well as to improved classroom management practices supportive of Afterschool/EDL.

The program will be delivered four days a week before and after school for a total of 16 hours per week. The schedule will allow for 2.5 hours of afterschool enrichment time per day and .5 hours of physical activity and nutrition programming before school. All program elements will be integrated. Some activities may also be offered on occasional weekends; these will likely consist of service learning and educational opportunities that connect back to the school's



mission and its annual goals. For example, students will be able to attend Art enrichment classes and their parents can participate with the students as part of our parent involvement efforts.

Parent involvement is a GMS school goal and a priority of the GMS-Elev.8 EDL program. In coordination with the Gadsden Independent School District's ENLACE program and the Community Action Agency of Southern New Mexico, a family engagement strategy will be developed to assure coordinated outreach and involvement of families. This strategy will also include input and support from the school based health center and Court Youth Center.

Few Afterschool programs exist for middle school students in Anthony and the surrounding area. What has existed until recently when the GMS-ELEV8 program began in the 2007 school year are sports programming academic tutoring and remedial summer programming were also offered in this last school year, serving a total of 100 students throughout the school year and 71 in the summer. Few programs are accessible for low to moderate income families who are seeking additional supports to promote health, learning, and family engagement. Through a fully integrated approach, student learning support will occur through the school based health services, provision of family supports, and through a nationally-recognized Art integration program focused on positive youth development principles and strategies. Specifically, Court Youth Center, the EDL lead provider, will create lifelong learning opportunities in the Performing, Visual, Literary and Culinary arts through academic and inter/intrapersonal activities and skills building. Working with educators, physical educators, health professionals, artists, and parents, participating youth create lifelong learning opportunities in academic enrichment, quality physical activities, and quality nutrition education.

National funders have made unprecedented investments in program design and research proving that the hours between 3:40-6:00 p.m. or the "non-school" hours can have a significant positive effect on developmental and academic improvement for youth. These after school programs better prepare the youth for life after school. In addition the Commission on Higher Education has documented that many high school graduates leave high school unprepared for college, work, and life. In addition our youth are lacking quality physical activity and nutrition education programs to help combat diabetes, obesity, and risky behaviors of alcohol and tobacco use.

With regard to health concerns, approximately one in eleven New Mexicans have diabetes and approximately 1,662 New Mexico children have Type I and Type II diabetes. Among those without diabetes one in two are overweight or obese and nearly one in two without diabetes get no regular physical activity (NM Department of Health Diabetes Prevention & Control Program, 2004). This study also indicates that 43.3% of obese adults have diabetes; 36.8 % of overweight adults have diabetes; while only 19.9% of normal weight adults have diabetes. Clearly schools can and should become the setting to provide better nutrition, health education and physical activity for our students. Additional studies, (refer to <http://www.health.state.nm.us/epi/obesity.html>) report that obesity and overweight disproportionately affect racial and ethnic students, primarily in conjunction with having lower socioeconomic incomes and lower levels of education. Obese and overweight students tend to demonstrate lower self-esteem as well as transition and adjustment issues.



2. Describe the academic enrichment activities in detail, which include, but are not limited to tutoring, leadership development, service learning, arts integration, career awareness, civic engagement, and financial literacy that assist students in meeting New Mexico content standards in the core academic subjects, such as language arts/reading and mathematics, by providing students with opportunities for academic enrichment. Provide information about the effectiveness of the program and why this program was chosen including linkages to the schools NCLB rating, if applicable. Describe how this program connects to out-of-school time best practices that allow for choice, voice, and project-based learning.

In the spirit of advancing integration of services, we have explored several options and will continue to implement the MicroSociety Program, a strong positive youth development approach to learning. In essence, the school and its after-school programs have become a microcosm (micro-society) of our broader society—a real-life laboratory in which the students learn and practice reading, writing, math, science and social skills while enacting roles in their “society” such as policemen, bankers, businesspeople, teachers, and the like. The Micro-Society mindset is a way of thinking – a spirit that transforms how one thinks about educating children. This program’s building blocks assist in helping students—and their schools--institutionalize these values. Student success is the ultimate goal of MicroSociety in the areas of:

- Student Voice & Choice
- Learning By Doing
- Entrepreneurial Spirit
- Real World Experience
- Teachers as Facilitators
- Shared Responsibility and Authority
- Partners as Contributors

The goal is to find what is “extraordinary” in every adolescent. The utilization of multiservice programs must ensure not to overlap services with the three program providers.

3. Describe the physical activity program(s) that will be included in the After School Enrichment Program. Provide information about the effectiveness of the program and why this program was chosen including linkages to the schools NCLB rating, if applicable. Describe how this program connects to out-of-school time best practices that allow for choice, voice, and project-based learning.

The GMS goal is to employ “before school program” for the physical activity component. For the last two years, Gadsden Middle School has undertaken the project of integrating daily physical activity for 33 minutes before school starts. The activity program will continue to serve the entire student population of approximately 840. The program has provided and will continue to provide exercise, nutrition awareness and fun activities that will engage students at their age level with a range of activities utilizing the CATCH program.

Gadsden M.S. will implement a coordinated effort to improve students’ overall physical health on a daily basis. This program will have a strong focus on physical activity, exercise, and injury prevention, and will be a coordinated effort between the comprehensive school-based health



services component of our integrated Elev.8 program and Gadsden Middle School's administration.

CATCH, a highly-lauded evidence-based program, has been extensively evaluated and reported on in over 80 scientific studies. The program has successfully decreased the risk of obesity among participating children, particularly by increasing their physical activity levels. CATCH is a comprehensive and coordinated program that brings school staff, students, families and communities together to help children learn skills to be healthy throughout life. While children learn better nutrition, they also gain opportunities to taste and try new foods—with lower fat and sodium levels—in the cafeteria and during after school classes. Teachers using the CATCH curriculum to promote physical activity provide activities that increase children's moderate to vigorous physical activity for at least half the time allocated to these activities. The curriculum uses a variety of high energy, fun physical activity-related learning activities that keep kids—of all levels and skills—moving and interested.

Our program will offer students a selection from a variety of physical activity options and will also be able to take part in the development of other activities. A centerpiece of our physical activity effort will be the CATCH curriculum, a nationally-known, evidence-based program that conforms to the New Mexico Standards and Benchmarks for the 7th and 8th grade curriculum. Students taking part in CATCH will be able to participate in a variety of different physical activity choices, such as aerobic games, basketball, flying disc, jump rope, rhythms, soccer, basketball, flag football, volleyball, and the like. The CATCH program and the other activities offered are designed to promote positive, healthy behaviors that assist in developing and maintaining health in middle school-age children. This will allow students with many opportunities to participate and practice skills by providing students with a variety of enjoyable physical activities.

Our school-based health center will provide educational services on-site in the classroom, gym, and in a variety of other school spaces, including the school health based center, on site. The health educator and other health providers will disseminate health education materials to students, families, and teachers that cover numerous issues relevant to physical activity and physical health.

The CATCH curriculum was chosen to provide students a variety of options at different levels of skills, so that all students can fully participate and be engaged in the activities. The philosophy of the program is that it is a Coordinated School Health Program designed to promote physical activity and healthy food choices, and prevent tobacco use in school-aged children. The curriculum designed by CATCH for 6th-8th graders includes over 400 activities that exposes middle school students to various lifetime sport, fitness, and recreational-related activities. Youngsters are able to explore new adventures and refine traditional sports skills through more complex simulated game challenges.

In addition to the CATCH curriculum, Gadsden M.S. will also be implementing Dance Dance Revolution. Dance Dance Revolution is an interactive game that provides a healthy, energetic, fitness workout. The premiere dancing game in which players move their body to upbeat tunes while allowing them room to exhibit their own dance moves. Dance Dance Revolution combines quick reflex action with pulsating dance music for intense 'get-up-and-play' fun. Players are



challenged to match their dance steps with the flashing arrows on the screen while keeping up with the high-energy beat of the music.

4. Describe the nutrition education program(s) that will be included in the After School Enrichment Program. Include a summary of snack and meal provision within the Afterschool and Summer programs and how they connect to nutrition education. Provide information about the effectiveness of the program and why this program was chosen including linkages to the schools NCLB rating, if applicable. Describe how this program connects to out-of-school time best practices that allow for choice, voice, and project-based learning.

Gadsden M.S. will integrate a nutrition component into our before-school programming, by having our SHBC coordinator/health educator provide classes to the students on nutritious snacks, in which the students will tackle appropriate, relevant activities intended to help them include more nutritious (and available) foods in their diets, decrease intake of non-nutritious foods, like “fast foods,” and avoid or decrease being overweight or obese. The nutrition component will be implemented as part of the MicroSociety program after school. In conjunction, the Court Youth Center, an EDL-ELEV8 provider, which will teach students through its culinary arts class how to create nutritious meals, using the school kitchens at its facility. The Court Youth Center is working with the school to integrate a community garden, from which students will be able to harvest fruits, vegetables and herbs and through the culinary class learn the norms of healthy food choices. During the Spring of 2009, the students began their community garden and will continue throughout the following school year.

Snacks are aligned with the food pyramid, and provide healthy food choices. When students are exposed to healthy, easy-to-make snacks, they are then able to apply these skills when they are at home and need to make decisions on their own about what to eat. Due to the length of the day, students need an extra boost of energy in order to function at their best. After school programs last until 6 pm every night, which means those students would not be home until 7pm. By providing snacks after school, students are reenergized to do their after school physical and art enrichment classes.

5. Describe the personnel requirements, including the number to be engaged in providing program, their qualifications, and the professional development topics you will provide to assure quality program provision for academic enrichment, physical activity, and nutrition education elements of the program.

For Gadsden M.S. to provide nutrition, physical activities to 840 students throughout the before school and 60-70 MicroSociety students after school, we will utilize the following personnel:

- Four (6) teachers to serve 60-70 7th, 8th, SPED/Bilingual students
- Morning class will be provided by two highly qualified teachers as in-kind and will not get paid for services rendered.



This allows us to keep the ratio of students to adult/teacher to approved standard. The teachers will strive to maintain that maximum number of students in their programs; we anticipate that the student/teacher ratio will not fall below 12:1 at any time in the program cycle. In classes with Special Education students, the minimum number of student participants will not be less than 8:1.

Salary breakdown:

Teacher Compensation:

Description	Amount
Hours of instruction	1,100
Rate @\$25.00/hour	\$ 25.00
Subtotal	\$ 27,500.00
ERA @ 11.65%	\$ 3,436.50
ERA- Retiree Health @1.30%	\$ 383.50
FICA Taxes @ 6.20%	\$ 1,829.00
Medicare @ 1.45%	\$ 427.75
Total Teacher salaries	\$ 33,577.00

Security Guard Compensation:

Description	Amount
Hours of duty	200
Rate @\$10.00/hour	\$ 10.00
Subtotal	\$2,000.00
ERA @ 11.65%	\$ 233.00
ERA- Retiree Health @1.30%	\$ 26.00
FICA Taxes @ 6.20%	\$ 124.00
Medicare @ 1.45%	\$ 29.00
Total Teacher salaries	\$ 2,412.00

6. Provide the total number of students anticipated to be served by the program in relation to the total student population, as well as the number of students expected to attend after school programming per day and per week. Provide the time duration for each day and hours of operation. Provide the number of students expected to attend a 4 week summer program.

The Gadsden M.S. after-school program will serve at least 70 of the total 840 students. Our after school program will be available 4 days a week, Monday – Thursday from 3:35 pm to 6:00 pm. The physical activity and nutrition components will be provided 5 days a week in the morning prior to the school’s starting time, and will serve all 840 students in order to support an integrated service approach; we will connect support from the school based health center. The program will be available for 32 weeks throughout the school year.



7. A) Describe the need for transportation to support student participation in the After School Enrichment Program. (Note: This section should only be completed if the school needs extended school bus services to ensure students have the opportunity to participate in the proposed activity including transportation home)

B) Describe: a. the miles traveled; b. the number of students that will be traveling per bus; c. size of bus required; d. the number of drivers (one driver shall not have more than 10 hours total per trip driving time); and e. How you will ensure the bus used has been inspected and that it meets New Mexico School Bus Construction Standards (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.040.0002.htm>).

- A) Gadsden Middle School serves students from nine surrounding communities: Anthony, Berino, La Union, Chamberino, Mesquite, San Miguel, Vado, Anthony, La Mesa. These communities provide students from 6 feeder schools to Gadsden M.S.; this results in many students having to travel approximately 15-20 miles to get to school. Buses are a necessary mode of transportation as a large number of our primarily rural families do not have access to reliable transportation to pick up their child in the afternoon. Students' homes are not within walking distance of the school. In order to provide equitable access to the after school activities we propose to provide 3 buses per day, four days a week for the duration of the program during the 2009-2010 school year. Field trip buses and sporting event buses may have a different price, depending on activity. Students will be traveling to galleries, live performances, sports activities, to name a few; other trips will be planned through out the year.

B) Students travel a range of 15-20 miles from school to home. Full size buses are required, as each bus transports approximately 30-40 students each way, each day. Gadsden M.S. contracts with the transportation company, BOONE Transportation, which has and will provide all certificates of transportation inspections and will monitor driver/driving time ratios.



LINE ITEM BUDGET and JUSTIFICATION

Include and delineate the use of the New Mexico Community Foundation's Integrated Services in Schools funding for extended-day learning. On the budget form provide a detailed line item budget and justification. **Indirect costs are not allowable, and will not be awarded, for this legislative appropriation.** (additional pages may be used if necessary)

<u>Description</u>	<u>Justification</u>
Personnel (include number)	(Include qualification of staff here)
Salary Total Amount: \$27,500.00 <u>\$ 2,000.00</u> <u>Total</u> <u>= \$29,500.00</u>	\$25.00 per hour (approximately 5.5 teachers, 80 days, 2.5 hours per day) Gadsden Middle School needs to ensure the safety of the students attending after school enrichment program. In order to ensure their safety, we need one security on duty from 3:30-6:30 p.m., for 80 days throughout the school year, any Saturday events
Benefits Total Amount: \$6,077.00	Benefits formula: 6.20% FICA \$1,829.00 1.30% ERA- Health \$ 383.50 11.65% ERA \$3,436.75 1.45% Medicare \$ 427.75 Total = 20.60% benefits \$6,077.00
Travel (if necessary include travel cost to attend the PED 2009 Funded Partners meeting in Alb, NM) Total Amount: \$923.00	(Include justification for need of travel) Travel to Albuquerque for training or meetings
Supplies (list types and amounts) Total Amount: \$12,000.00	(Include justification for need of supplies) Update CATCH equipment, MicroSociety equipment, classroom supplies such as markers,



<u>Description</u>		<u>Justification</u>	
Equipment (list types and amounts)	Total Amount:	(Include justification for need of equipment)	
Transportation costs	Total Amount: \$1,100.00	(Include number of days transportation will be needed) Student travel to activities, field trips or programs/events Amount allotted includes park entrances, fees and any necessary food.	
Other (be specific)	Total Amount: \$400.00	(Include justification for need of other) Supplies/ food for family engagement events (this amount may include door prizes/incentives)	
Total Amount Requesting =		\$50,000.00	

Budget Spend Down Plan

Provide a budget spend down plan, estimating the percentage of the expenditure by quarter, aligning percentage and estimate expenditure with actual line item category. Submit actual expenditures by line item on the 10th day following each quarter to support assessment of expenditure targets. Include a Budget Spend Down summary to support actual expense status. Submit the status reports to Derek Irtion, Physical Education Coordinator at: (505) 222-4750 or derek.irtion@state.nm.us and David Chavez of the New Mexico Community Foundation at dehavez@nmcf.org.

Line Item Category	1 st Quarter Expense Total	2 nd Quarter Expense Total	3 rd Quarter Expense total	4 th Quarter Expense total	Total Expense— Final Due on May 1, 2010
Salary	\$1,000.00 (5%) Program starts in late fall	\$15,000.00 (49%)	\$9,900.00 (34%)	\$3,600.00 (12%)	\$29,500.00 (100%)
Benefits	\$206.00	\$2,039.40	\$2,039.40	\$741.60	\$6,077.00
Travel (if necessary include	\$0.00 (0%)	\$461.50 (50%)	\$461.50 (50%)	\$0.00 (0%)	\$923.00



travel cost to attend the PED 2009 Funded Partners meeting in Alb, NM					
Supplies (list types and amounts)	\$4,000.00 (33.3%)	\$4,000.00 (33.3%)	\$4,000.00 (33.3%)	\$0.00	\$12,000.00 (100%)
Equipment (list types and amounts)					
Transportation costs		\$750.00 (50%)	\$750.00 (50%)		\$1,500.00 (100%)
Other (be specific)	\$0.00	\$200.00 (Saturday in the Fall) (50%)	\$200.00 (Saturday in the Spring) (50%)	\$0.00	\$400.00



SCHOOL/DISTRICT/CHARTER SCHOOL ASSURANCES

Required signatures include the school district superintendent/director of charter and principal of the middle school in which funds will be utilized. The application will not be considered complete without all required signatures.

We the undersigned assure that:

1. The information included in the enclosed Request for Information (RFI) is true and accurate.
2. The After School Enrichment Program funded through this RFI will support the Atlantic Philanthropies extended day learning component.
3. We will participate in all evaluation activities associated with the After School Enrichment Programs and the evaluation associated with the Atlantic Philanthropies evaluation.
4. The monies received as a result of this RFI will be utilized for the After School Enrichment Program in the middle schools included in this RFI.
5. The monies received as a result of this RFI will be utilized for the After School Enrichment Program will be spent by May 29, 2010 for full reporting by June 30, 2009.
6. A representative from the district/school will attend the 2009 PED Funded Partners Meeting in the Fall 2009 in Albuquerque, New Mexico.

District/Charter School Name:

_____ Date

Print Name of Superintendent/Director of Charter

Signature

Middle School Name:

Dr. David J. Garcia _____ *6/4/09* _____
Print Name of Principal Date

Signature

