

State Bilingual Multicultural Education Program FUNDING APPLICATION

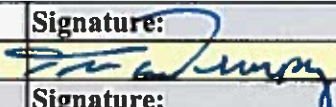
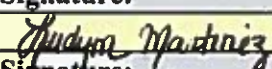
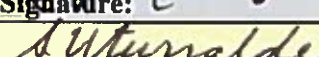
District Projection 2019–2020 and Signatures

Number of Participating Students Projected in the District BMEP Instructional Model(s)

Gadsden Independent School District

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BME Program Model
Dual Language (0, 1, and ≥ 2)	Spanish	3 hrs	376	1454	185	2015
Maintenance (1 only)						
Enrichment (0 and > 2)						
Heritage (0, 1, and > 2)						
Transitional (1 only)	Spanish	3 and 2 hrs		1099		1099
Projected Total Students in Each BMEP Instructional Model						3114

Note: These numbers could differ from the actual number reported for the 40th day
Key for Language Status: 0-IFEP; 1-Current EL; ≥ 2-RFEP Exit Year 1 and above

District Superintendent:	Signature:	Date:	Email:	Phone:
Travis L. Dempsey		4/23/19	tdempsey@gisd.k12.nm.us	575-882-6200
District Finance Manager:	Signature:	Date:	Email:	Phone:
Ludym Martinez		4/22/19	lumartinez@gisd.k12.nm.us	575-882-6243
Bilingual Director:	Signature:	Date:	Email:	Phone:
Susan Yturralde		4/23/19	syturralde@gisd.k12.nm.us	575-882-6267

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

School Board Meeting Date and Board President's Signature

School Board President:	Signature:	Date:
Daniel Castillo		

BMEP Funding Applications are due April 22, 2019

The Applications will be reviewed by a team of PED staff and stakeholders from across the state (Directors, Principals, teachers and other educators in the field) on May 4-5, 2019. Applications that do not receive final approval after the first submission may resubmit an application by June 14, 2019. The LCB will support districts and schools that wish to resubmit for a second review and final approval.

Applications must receive final LCB approval by June 30, 2019

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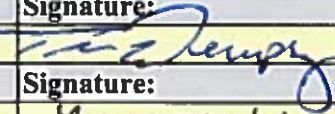
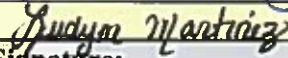
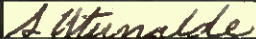
District Projection 2019–2020 and Signatures

Number of Participating Students Projected in the District BMEP Instructional Model(s)

Gadsden Independent School District

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BME Program Model
Dual Language (0, 1, and ≥ 2)	Spanish	3 hrs	376	1454	185	2015
Maintenance (1 only)						
Enrichment (0 and > 2)						
Heritage (0, 1, and > 2)						
Transitional (1 only)	Spanish	3 and 2 hrs		1099		1099
Projected Total Students in Each BMEP Instructional Model						3114

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District Superintendent:	Signature:	Date:	Email:	Phone:
Travis L. Dempsey		4/23/19	tdempsey@gisd.k12.nm.us	575-882-6200
District Finance Manager:	Signature:	Date:	Email:	Phone:
Ludym Martinez		4/22/19	lumartinez@gisd.k12.nm.us	575-882-6243
Bilingual Director:	Signature:	Date:	Email:	Phone:
Susan Yturralde		4/23/19	syturralde@gisd.k12.nm.us	575-882-6267

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State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Anthony Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	81
Projected Total Bilingual Students in All BMEP Models			81

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Guillermo Carmona	<i>G. Carmona</i>	4/12/2019	gcarmona@gisd.k12.nm.us	575-882-4561
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Ana M Lugo	<i>Ana M Lugo</i>	4/12/19	aortizo705@gmail.com	(915)691-2094
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde	<i>S. Yturralde</i>	4/12/19	syturralde@gisd.k12.nm.us	575-882-6267

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School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Berino Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)	Spanish/English	3	238
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			238

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Vicki Arnold		4-12-19	varnold@gisd.k12.nm.us	575-882-2242
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Mangie Gonzales		4-12-19	mgonzales@gisd.k12.nm.us	(575) 649-7821
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-12-19	syturralde@gisd.k12.nm.us	575-882-6267

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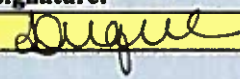

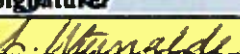
State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Chaparral Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)	Spanish/English	3	203
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			203

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Angelica Duque			aduque@gisd.k12.nm.us	575-874-4722
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Jennifer M. Corral		4-12-19	jennifercorral30@gmail.com	(505) 355-0924
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-12-19	syturralde@gisd.k12.nm.us	575-882-6267

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School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Desert Trail Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)	Spanish/English	3	289
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			289

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Sonia Barajas	<i>S. Barajas</i>	4-12-19	sbarajas@gisd.k12.nm.us	575-824-6500
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Beatris Smith	<i>Beatris Smith</i>	4/12/19	betty-smith@yahoo.com	915-781-9254
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde	<i>S. Yturralde</i>	4-12-19	syturralde@gisd.k12.nm.us	575-882-6267

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School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Desert View Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	124
Projected Total Bilingual Students in All BMEP Models			124

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Jorge Araujo	<i>Jorge Araujo</i>	4/9/19	jaraujo@gisd.k12.nm.us	575-589-1180
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Anna Valdez	<i>Anna Valdez</i>	4-9-19	avaldez1410@gmail.com	915-820-8353
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde	<i>Syturralde</i>	4-9-19	syturralde@gisd.k12.nm.us	575-882-6267

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Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Gadsden Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	63
Projected Total Bilingual Students in All BMEP Models			

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Grace Marquez	<i>Grace Marquez</i>	4-10-19	gmarquez@gisd.k12.nm.us	575-882-3050
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Amanda Sims	<i>A Sims</i>	4/10/19		915 497 7227
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde	<i>S Yturralde</i>	4-10-19	syturralde@gisd.k12.nm.us	575-882-6267

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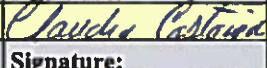
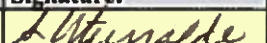
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School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		La Union Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	33
Projected Total Bilingual Students in All BMEP Models			33

Note: These numbers could differ from the actual number reported for the 40th day
Key for Language Status: 0-IFEP, 1-Current EL, > 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone Number:
Vicente Sanchez		4/12/19	vsanchez@gisd.k12.nm	575-874-3592
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Claudia Castañeda		4/12/19	ccastania@pactea.gadsden.k12.nm	861-0723
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-12-19	sturralde@gisd.k12.nm	575-882-6267

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State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Loma Linda Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	77
Projected Total Bilingual Students in All BMEP Models			77

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Crescencio M Cardona		4-12-19	ccardona@gisd.k12.nm.us	575-882-6000
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Monica Vargas		4-12-19	mvargas@gisd.k12.nm.us	575-882-6000
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-12-19	syturralde@gisd.k12.nm.us	575-882-6267

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**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**




**State Bilingual Multicultural Education Program
FUNDING APPLICATION**

School Projection 2019 – 2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
GISD		Mesquite Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, > 2)	Spanish/English	3	138
Maintenance (1 only)			
Enrichment (0 and >2)			
Heritage (0, 1, and >2)			
Transitional (1 only)			
Projected Total Bilingual Students in all BMEP Models			138

Note: These numbers could differ from the actual number reported on the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Angela Silvaggio		4-9-19	asilvaggio@gisd.k12.nm.us	(575) 233-3925
School Parent Advisory Committee (PAC) Representative:				
Vanessa Munoz		4/9/19	vmmunoz02@gmail.com	(915) 526-7200
District Bilingual Director				
Susan Yturalde		4-9-19	syturalde@gisd.k12.nm.us	(575) 882-6267

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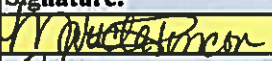


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School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		North Valley Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)	Spanish/English	3	143
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			143

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Maricela Rincon		4/9/19	mrincon@gisd.k12.nm.us	575-233-1092
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Jackie Mireles		4/9/19	bbykacarsrep@yahoo.com	(915) 275 9381
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-9-19	syturralde@gisd.k12.nm.us	575-882-6267

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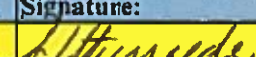
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School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Riverside Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and > 2)	Spanish/English	3 Hours	386
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			386

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Teresa Navarro		4/12/2019	tnavarro@gisd.k12.nm.us	(575)589-1663
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Luz Valenzuela		4/12/2019	lvalenzuela@gisd.k12.nm.us	915-540-2560
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4/12/2019	syturralde@gisd.k12.nm.us	(575)882-6267

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Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Santa Teresa Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and > 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	93
Projected Total Bilingual Students in All BMEP Models			93

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Leon Smith		4/9/19	lsmith@gisd.k12.nm.us	575-589-3445
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Yadira C. Ramos		4/11/19	vilchisramos@msn.com	(575) 997-7326
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4/11/19	syturralde@gisd.k12.nm.us	575-882-6267

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BMEP Funding Applications are due April 22, 2019




State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Sunland Park Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	60
Projected Total Bilingual Students in All BMEP Models			60

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Maria Barraza		4/10/19	mbarraza@gisd.k12.nm.us	575-589-1114
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Sally Galdo				915-478-6500
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-10-19	syturralde@gisd.k12.nm.us	575-882-6267

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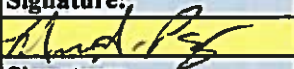

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Sunrise Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3	109
Projected Total Bilingual Students in All BMEP Models			109

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Cathie K. Williams		4/12/2019	cwilliams@gisd.k12.nm.us	575-824-0060
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Maria A. Perez		4/11/2019	maly2u@yahoo	915-256-0203
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-11-19	syturralde@gisd.k12.nm.us	575-882-6267

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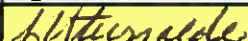
State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:	School Name:		
Gadsden ISD	Vado Elementary School		
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)	Spanish/English	3	240
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			240

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Cheryl Coyle		7/12/19	ccoyle@gisd.k12.nm.us	575-233-2861
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Lourdes Sierra		4/12/19	lsierra@gisd.k12.nm.us	415-240-4763
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4/12/19	syturralde@gisd.k12.nm.us	575-882-6267

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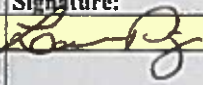
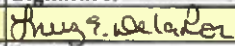

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Yucca Heights Elementary School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and > 2)	Spanish/English	3	378
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			378

Note: These numbers could differ from the actual number reported for the 40th day
Key for Language Status: 0-IFEP; 1-Current EL; > 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone Number:
Laura Pargas		4/12/19	pargas@gisd.k12.nm.u	575-824-8210
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Luz E. De La Rosa		4-12-19	luz388214@gmail.com	267-6273
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturalde		4-12-19	yturalde@gisd.k12.nm.	575-882-6267

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Applications must receive final LCB approval by June 30, 2019

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Chaparral Middle School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and > 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3 and 2	47
Projected Total Bilingual Students in All BMEP Models			47

Note: These numbers could differ from the actual number reported for the 40th day
Key for Language Status: 0-IFEP; 1-Current EL; > 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone Number:
Maria L Hernandez	<i>Maria Hernandez</i>	4/15/19	ernandez@gisd.k12.nm	575-824-4847
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Marilyn Vasquez	<i>Marilyn Vasquez</i>	4/15/19	vmartia@gmail.com	915-24-7214
District Bilingual Director:	Signature:	Date:	Email:	Phone Number:
Susan Yturralde	<i>Susan Yturralde</i>	4/15/19	yturralde@gisd.k12.nm	575-882-6267

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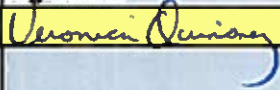


State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Gadsden Middle School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3 and 2	54
Projected Total Bilingual Students in All BMEP Models			54

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Veronica Quiñonez		04-11-19	vquinonez@gisd.k12.nm.us	575-882-2372
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Cristi Montoya		4/15/19	Cristi4Montoya@gmail.com	575 680 5738
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-15-19	syturralde@gisd.k12.nm.us	575-882-6267

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BMEP Funding Applications are due April 22, 2019

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Santa Teresa Middle School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	3 and 2	37
Projected Total Bilingual Students in All BMEP Models			37

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Rosa E. Lovelace	<i>Rosa E. Lovelace</i>	4/12/2019	relovelace@gisd.k12.nm.us	575-874-7200
	Signature:	Date:	Email:	Phone Number:
Marisela Rodriguez	<i>M. Rodriguez</i>	4/12/2019	rodriguez@gisd.k12.nm.us	915 269-3935
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde	<i>S. Yturralde</i>	4-12-19	syturralde@gisd.k12.nm.us	575-882-6267

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BMEP Funding Applications are due April 22, 2019

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Chaparral High School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	2	78
Projected Total Bilingual Students in All BMEP Models			78

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Victoria T. Lopez	<i>Victoria Lopez</i>	4/17/19	vlopez@gisd.k12.nm.us	575-6700
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Isela Lugo	<i>I. Lugo</i>	04/15/19		(915) 772-645
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde	<i>S. Yturralde</i>	4-15-19	syturralde@gisd.k12.nm.us	575-882-6267

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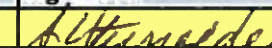
State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Gadsden High School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	2	114
Projected Total Bilingual Students in All BMEP Models			114

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Hector S. Giron		4/15/19	hsgiron@gisd.k12.nm.us	575-882-6300
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Claudia Rodriguez		4/5/19	ANOTHERROD@AOL.COM	575-650-3083
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-5-19	syturralde@gisd.k12.nm.us	575-882-6267

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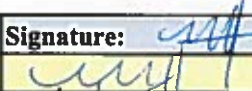

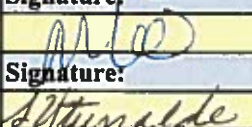
State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
Gadsden ISD		Santa Teresa High School	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and ≥ 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)	Spanish/English	2	130
Projected Total Bilingual Students in All BMEP Models			130

Note: These numbers could differ from the actual number reported for the 40th day

School Principal:	Signature:	Date:	Email:	Phone Number:
Nicholas Wohlgemuth		4-18-19	nwhlgemuth@gisd.k12.nm	575-589-5300
School Parent Advisory Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
Maria Gonzalez		4-18-19	gonzalez5824@gmail.c	915-691-5279
District Bilingual Director	Signature:	Date:	Email:	Phone Number:
Susan Yturralde		4-18-19	turralde@gisd.k12.nm.	575-882-6267

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**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

School Gadsden Elementary

Principal Mrs. Marquez

DATE DUE TO CENTRAL OFFICE FRIDAY, APRIL 12, 2019 ON GOOGLE DOCS

**Bilingual Multicultural Education Program (BMEP) Funding
Applications are due April 22, 2019 to NMPED in SharePoint.**

Incomplete or late application will not be reviewed.

The Applications will be reviewed by a team of PED staff and stakeholders from across the state (Directors, Principals, teachers and other educators in the field) on May 4-5, 2019. Applications that do not receive final approval after the first submission may resubmit an application by June 14, 2019. The Language and Culture Bureau will support districts and schools that wish to resubmit for a second review and final approval.

**Applications must receive final LCB approval by
June 30, 2019**

The full application will have to be completed for the 2019-2020 school year and should represent the overarching mission of the BMEP. In the 2020-2021 and subsequent school years, BMEPs that are compliant pursuant to 6.32.2 16, may complete an expedited Application that would indicate they plan to continue their program as previously approved.

Tools and Resources:

Title VI Chapter 32 Part 2 March 2018 Stamped Rule

The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs.

English Language Development Guidelines for Instruction.

Guiding Principles for Dual Language Education: 3rd Edition.

*****For an additional resource refer to:**

The State of New Mexico Bilingual Multicultural Education Bureau Technical Assistance Manual

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

Resources - Application Files

BME Act and Rule Assurances

District-Board Signature Page

School Signature Page

Instructions for 2019-2020 BMEP Application

2019-2020 State BMEP Funding Application Rubric

A. Mission Statement & Goals

B. Students

C. Instruction & Strategies

D. BMEP Guidelines

E. Course Information and Instructional Model

F. Courses & Assessment

G. BMEP PD

H. Teachers

I. School BMEP PAC

J. Parent, Family and Community Support

K. Upload Documents

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

A. Mission Statement & Goals

District Provided

Mission Statement

Gadsden Elementary will enhance students' future by providing an opportunity for them to become bilingual and biliterate and provide multicultural awareness through parental involvement, student participation, faculty and staff commitment as well as community support. Further, GES acknowledges that in order to achieve academic success, students need both a means to acquire content-related knowledge and a means to achieve proficiency in English and Spanish. Our goal is for all bilingual participants to attain language proficiency, and meet academic content standards and benchmarks in all subject areas.

Create/Share your mission statement below that encompasses your overall vision of what your BMEP will look like and stand for at your school

- Instructional Audits-District Specialist visit Intervention teachers for ELA/Math instruction.
- Professional Learning Communities (PLCs)-Collaboration on planning, implementation, and evaluation on instruction and practices to best suit EL student.
- School-Wide evaluation-Teachers evaluate and compare EL's and never EL's progress with school-created All Student Data Sheet.
- Administration observations and walk-throughs-Administration conduct observations and walk-throughs to ensure implementation of research based curriculum and CCSS standards are in place to enhance EL students learning.
- Instructional Coach Observations-Instructional coach conducts observations to support teachers' best practices.
- ACCESS results-ACCESS results are distributed to teachers to assist in the development of student centered instruction. ACCESS results are also distributed to parents and discuss during Parent-Teacher Conferences.
- WMLS Revised Spanish- WMLS results are distributed to teachers to assist in the development of student centered instruction. WMLS results are also distributed to parents and discuss during Parent-Teacher Conferences.
- District Bi-annual evaluation-comparing never EL's and EL's.
- District Bi-annual evaluation –District bilingual specialist compile GES bilingual data and compare never EL's to EL's.

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Program Evaluation

How will your program be evaluated? How will you measure if you have an effective process set in place for continual planning, implementation, and evaluation of the program? How will your program be evaluated? How will you measure if you have an effective process set in place for continual planning, implementation, and evaluation of the program? How will the process allow you to measure if your program is achieving the goals that you initially set for your program? How will data be a part of your evaluation process? Who will analyze the data? How will you share the data with teachers, support staff, parents, stakeholders, board members, etc?

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

B. Students

Response by Principal

Bilingual Multicultural
Education Program *

- Provide a program of studies that affords students the opportunity to transfer Spanish/English language, literacy, and content to English/Spanish.
- Develop students' language proficiency in listening, speaking, reading, and writing in Spanish and English.
- Data: high percentage of ELs-63 students identified as ELs
- Data: high percentage of ELs whose native language is not English
- GES' Home/Heritage target language is Spanish/English which provides 3 instructional hours. GES is a transitional model school which has a projection student population of 63 EL students out of 479 total students for 2019-2020.

Why do you want to have a Bilingual Multicultural Education Program (BMEP) in your school? What data supports your decision? What does the school hope to accomplish?

Students *

- Student's demographics
 - # of ELs-Projected number of EL students for the 2019-2020 school year is 63 students.
 - # of Bilingual Participants-GES has 357 bilingual participants out of a total population of 479.
 - # of Bilingual Participants in Special Ed.-Fifteen students are bilingual participants in Special Education.
 - As a School/Grade level-Bilingual students are integrated within their classrooms at each grade level.

Tell us about your students. . .Who are they? What does their home culture look like? What is their background in language? What is their home language? What is their language classification? Tell us about your students...Who are they? What does their home culture look like? What is their background in language? What is their home language? What is their language classification? How would your district or state charter school identify home literacy practices? Is this a data collection point for your district or state charter school?

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Equity Among Student
Groups *

- Differentiating Instruction in English and Spanish-Teachers create small groups to target different levels of language acquisition and development.
- Tier 1-3 Interventions-Teachers provide classroom interventions and are referred to the intervention specialist for more intensive intervention if needed.
- Providing supplemental programs during and after school to develop the second language-GES provides opportunities for EL students to develop their oral language through a computer and research based program named Imagine Learning. Imagine Learning is a district provided program to target EL's language acquisition.
- Teachers are highly qualified in Bilingual and TESOL- Eight teachers are TESOL endorsed, one is bilingual certified and 13 teachers are TESOL endorsed and Bilingual certified.
- Cultural Responsiveness – Teachers provide a culturally responsive environment by integrating classroom practices and instruction to cultural norms and develop students' social skills. Teachers incorporate culturally appropriate literature to mirror their own cultures.

How will your BMEP ensure equity for all student groups? How will you serve student s identified with a disability within the BMEP?

C. Instruction & Strategies

Response by Principal

Teaching Strategies *

- Classroom Environment conducive to learning (anchor charts, graphic organizers)
- Reader's and Writer's Notebooks-Students will archive their learning through their reading and writing notebooks. This will provide an opportunity for our EL students to share their thinking and practice their oral language development through literature.
- Small Group instruction-Small group instruction provides an opportunity for EL students to collaborate in a small group setting with targeted instruction.
- Guided instruction-Teachers provide guided targeted instruction based on data on language progression.

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

- Literacy circles-Literacy circles provide small group opportunities for collaboration and oral language development.
- Cooperative learning structures –Cooperative learning structures afford students the ability to work on common tasks and work collectively to solve problems.
- Whole group instruction-Teachers use a whole group approach to launch a concept and EL students benefit by practicing their listening skills.
- Blended Learning-Teachers will provide a blended learning model and opportunities. Teachers provide research based computer programs and teacher directed lessons, such as Istation, to enhance student's learning.
- Teacher/Student Conferencing –Conferencing provides instant feedback to EL students where they can receive a strength on their work and a strategy to improve their responses.
- Think-Write-Pair-Share-Teachers use the Think-Write-Pair-Share strategy to provide EL students processing time and be able to write and share their thinking.
- Writing process board- Students can track their own processes in their writing.
- Manipulatives- Students use manipulatives to learn through concrete examples.
- Reading Buddies-Students participate in reading buddies to practice their vocabulary and fluency with peer support.
- Open-ended Questions-Open ended questions provide students with critical thinking opportunities that help EL students' with comprehension in literature.
- Reflections-Reflections provide the opportunity for students to write in response to the literature that has been read or read aloud to them and respond to a variety of open-ended questions.
- Realia Strategies-Teachers will provide real artifacts to have concrete examples for EL students.

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What standards are used for your BMEP (Spanish Language Arts, World Readiness Standards, English Language Development Standards, etc.)? Please consider how you will provide instruction in the history and cultures of New Mexico and culturally and linguistically responsive instruction designed to develop cross-cultural skills.

What teaching strategies are most dominant in your school? Are your teachers and staff knowledgeable and implementing with fidelity, strategies such as sheltered instruction, cooperative learning, flexible grouping, language/content integration, etc.? If so, how do they model this in the classroom? Please explain.

Standards

- CCSS English and Spanish-The CCSS in English and Spanish are the target for each lesson. The objective and task are therefore directly linked with support of the WIDA/ELD standards.
- WIDA/ELD Standards-The WIDA/ELD standards support our students' academic language development and acquisition.
- Next Generation Science Standards-Next Generation Science Standards have an integrated approach in language development and content language.

D. BMEP Guidelines

Response by Principal

Instructional Materials*

- Language Arts: Leveled Readers for Guided Reading, Independent Reading in both English and Spanish, aligned to CCSS
- Mathematics: K-6 Text books in both English and Spanish, aligned to CCSS
- Science: K-6 Text books in both English and Spanish, aligned to NGSS
- Social Studies: K-6 Text books in both English and Spanish, aligned to CCSS

What instructional materials are your teachers currently using? In what languages and for what grade levels? What standards are they aligned to? Were they selected via a biliteracy focus or via a monolingual lens? If your application is approved for funding, what is your resource allocation plan to support BMEP implementation?

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Additional Programs *

Some examples include:

- Afterschool programs-Folklorico, Art Classes, Choir
- Tutoring-ELA Imagine Learning, math tutoring
- Spanish Spelling Bee
- Science Fair
- Literary Festival
- Battle of the Books
- STEM Outreach programs
- Reading/Math Nights
- Science/Writing Nights
- 3rd grade Base Play-Partnership with community

What other programs will be offered in addition to your BMEP at your school? How will your BMEP fit within your school's mission? How will you ensure that all students will receive rigorous instruction to meet state academic content standards and benchmarks in all subject areas? How will you encourage inclusivity amongst all students, staff, and parents in your school?

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

E. Courses & Assessment

Response by District

(Repeated Screen)

Grade Level

Course code

 ▼

Language of instructions

 ▼

Teacher License Number

Actual Course Content Description

BMEP Model

 ▼

**State Bilingual Multicultural Education Program
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F. Courses & Assessment

Response by Principal

Courses & Assessment *

<u>Summative</u>	<u>Formative</u>
PARCC	CFAs
NMSBA	
ACCESS	DRA/EDL
WMLS	Istation
EOCs	Reading Benchmarks
Summative Assessments are aligned to CCSS in English and Spanish. The assessments are provided by the state.	
Formative Assessments are used to identify EL language strengths and need for improvements to drive instruction and target student's next steps. The assessments are provided by the district.	
Students are assessed in Summative and Formative Assessments in the appropriate language based on their language classification.	

Describe how you will assess individual student progress in both languages (home/heritage and English) across content areas? How will you ensure that both formative and summative assessments are aligned to specific language of instruction? How will you know if students are achieving the "bilingualism and biliteracy" and goals that were initially planned out for them?

**State Bilingual Multicultural Education Program
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G. BMEP PD

Response by Principal & District

(Repeated Screen)

Professional
Development *

- A. 1) Detailed description of proposed PD in the area of research-based bilingual multicultural education and language revitalization programs and implications for instruction;
- A. 2) Detailed description of proposed PD in the area of best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs;
- A. 3) Detailed description of proposed PD in the area of classroom assessments that support academic and language development;
- A. 4) Detailed description of proposed PD in the area of principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and
- A. 5) Detailed description of proposed PD in the area of effective practices of program implementation and program evaluation.

Timeline *

Responsible Parties *

Participants *

Allocated Resources

*

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Actual Professional
Development *

District PD

- ELD Academy
- Spanish Word Study
- Balanced Literacy Training
- Questioning
- Math Initiative
- Creating an Environment for Rigorous Learning
- NM WIDA ELD Standards
- LETRS
- English Language Professional Development: Two Chics and a Workshop

School PD

- District provides Professional Development and information. Instructional Coach in turn supports teachers in the implementation of the strategies in individual classrooms.
- Based on the student individual data, instructional coach provides guidance and support to teachers to target individual needs.

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

H. Teachers

Response by Principal

Teachers *

Teachers are highly qualified in Bilingual and TESOL- Eight teachers are TESOL endorsed, one is bilingual certified and 13 teachers are TESOL endorsed and Bilingual certified.

GES supports the teachers and support staff by an outreach partnership with New Mexico State University.

How many teachers on staff hold a bilingual, modern, classical and native languages (MCNL) and/or TESOL endorsement? How many teachers hold a Native American Language and Culture (NALC) Certification? How can your school better support the teachers and support staff?

Recruitment and
Support

GES has an open and inviting relationship with the Education Department at New Mexico State University. We have welcomed student-teachers yearly and recruits are eagerly waiting for the upcoming semesters to join our team.

Fortunately, we have a great support of our BMEP because teachers understand the importance of providing a culturally responsive environment and support of the students' home language and the development of second languages.

What strategies will you use to recruit new teachers and support staff? Do the teachers and support staff support your school's BMEP? Do you have resistance from your teachers or support staff in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

I. School BMEP PAC

Response by Principal

Detailed description of proposed school BMEP PAC activity *

- Open House
- Parent Teacher Conferences
- Monthly Parent Informational Meeting
- Coffee with the Superintendent-GPAC
- Family Literacy Centers-Anthony Centers
- Project Base Play Community-Parent Participation
- Communication-Communication is provided through School Messenger, Class Dojo, School Way, flyers, school website.

Timeline *

Year Round

Responsible Parties *

Allocated Resources *

Operational

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

J. Parent, Family and Community Support Principal

Parent, Family and Community Support *

- Parent Teacher Conferences
- Contacting Businesses
- Welcoming and Recruiting parents to be part of the PTO during Monthly Parent Informational meetings.
- Parenting Classes-Offered by school counselor
- Nutrition Classes
- District/School Website
- Family Literacy Centers by district located in Anthony
- School Climate and Routines headed by school Goal Team Leaders
- Parent Surveys – compiled yearly by district

All school and home communication is written and sent in English and Spanish. Fortunately, GES is greatly supported in our BMEP endeavors in our community. All our stakeholders understand the importance of working together to improve our students' opportunities in the educational setting.

Explain your parent, family, and community support at your school?

Do you have parent, family, and community engagement support for a BMEP? If so, what benefit do they see in having a BMEP?

Do you have resistance from the parents, family, and/or community in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

Administrative Support *

Administrative support is provided by the district by assigning a District Bilingual Specialist to our school site to assist and guided in implementing BMEP goals.

Do you have support from both the school and district administration in having a BMEP in your school? If so, what benefit does the administration see in having a BMEP? Will resources from the district and state level be accessible to support the program? Do you have resistance from either administration in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

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Parent Notification *

- Flyers
- Monthly School Calendar
- Report Cards/Progress Reports
- ACCESS Reports
- PARCC Reports
- Parent/Teacher Conference Invites
- Parent Program Placement Forms
- School Messenger
- School Way
- Class Dojo
- School Website

Please share what your Parent Notification looks like
(you can copy and paste your letter below):

K. Upload Documents

Name

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

**State Bilingual Multicultural Education Program
FUNDING APPLICATION**

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
<Insert District Name>		<Insert School Name>	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and > 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			

Note: These numbers could differ from the actual number reported for the 40th day
Key for Language Status: 0-IFEP; 1-Current EL; > 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone Number:
Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
District Bilingual Director	Signature:	Date:	Email:	Phone Number:

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

BMEP Funding Applications are due April 22, 2019

The Applications will be reviewed by a team of PED staff and stakeholders from across the state (Directors, Principals, teachers and other educators in the field) on May 4-5, 2019. Applications that do not receive final approval after the first submission may resubmit an application by June 14, 2019. The LCB will support districts and schools that wish to resubmit for a second review and final approval.

Applications must receive final LCB approval by June 30, 2019

Response by district

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

**State Bilingual Multicultural Education Program
FUNDING APPLICATION**

**District Projection 2019–2020 and Signatures
Number of Participating Students Projected in the District BMEP Instructional Model(s)**

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BMEP Model
Dual Language (0, 1, and ≥ 2)						
Maintenance (1 only)						
Enrichment (0 and > 2)						
Heritage (0, 1, and > 2)						
Transitional (1 only)						
Projected Total Students in Each BMEP Instructional Model						

Note: These numbers could differ from the actual number reported for the 40th day
Key for Language Status: 0-IFEP; 1-Current EL; ≥ 2-RFEP Exit Year 1 and above

District Superintendent:	Signature:	Date:	Email:	Phone:
District Finance Manager:	Signature:	Date:	Email:	Phone:
Bilingual Director:	Signature:	Date:	Email:	Phone:

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

School Board Meeting Date and Board President's Signature

School Board President:	Signature:	Date:
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BMEP Funding Applications are due April 22, 2019

The Applications will be reviewed by a team of PED staff and stakeholders from across the state (Directors, Principals, teachers and other educators in the field) on May 4-5, 2019. Applications that do not receive final approval after the first submission may resubmit an application by June 14, 2019. The LCB will support districts and schools that wish to resubmit for a second review and final approval.

Applications must receive final LCB approval by June 30, 2019

Response by district

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

School Chaparral Middle School

Principal Maria L. Hernandez

DATE DUE TO CENTRAL OFFICE FRIDAY, APRIL 12, 2019 ON GOOGLE DOCS

**Bilingual Multicultural Education Program (BMEP) Funding
Applications are due April 22, 2019 to NMPED in SharePoint.**

Incomplete or late application will not be reviewed.

The Applications will be reviewed by a team of PED staff and stakeholders from across the state (Directors, Principals, teachers and other educators in the field) on May 4-5, 2019. Applications that do not receive final approval after the first submission may resubmit an application by June 14, 2019. The Language and Culture Bureau will support districts and schools that wish to resubmit for a second review and final approval.

**Applications must receive final LCB approval by
June 30,2019**

The full application will have to be completed for the 2019-2020 school year and should represent the overarching mission of the BMEP. In the 2020-2021 and subsequent school years, BMEPs that are compliant pursuant to 6.32.2 16, may complete an expedited Application that would indicate they plan to continue their program as previously approved.

Tools and Resources:

Title VI Chapter 32 Part 2 March 2018 Stamped Rule

The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs.

English Language Development Guidelines for Instruction.

Guiding Principles for Dual Language Education: 3rd Edition.

*****For an additional resource refer to:**

The State of New Mexico Bilingual Multicultural Education Bureau Technical Assistance Manual

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

Resources - Application Files

[BME Act and Rule Assurances](#)

[District-Board Signature Page](#)

[School Signature Page](#)

[Instructions for 2019-2020 BMEP Application](#)

[2019-2020 State BMEP Funding Application Rubric](#)

A. Mission Statement & Goals

B. Students

C. Instruction & Strategies

D. BMEP Guidelines

E. Course Information and Instructional Model

F. Courses & Assessment

G. BMEP PD

H. Teachers

I. School BMEP PAC

J. Parent, Family and Community Support

K. Upload Documents

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

A. Mission Statement & Goals

District Provided

Mission Statement

Chaparral Middle School will enhance students' future by providing an opportunity for them to become bilingual and biliterate and provide multicultural awareness through parental involvement, student participation, faculty and staff commitment as well as community support. Further, Chaparral Middle School acknowledges that in order to achieve academic success, students need both a means to acquire content-related knowledge and a means to achieve proficiency in English and Spanish. Our goal is for all bilingual participants to attain language proficiency, and meet academic content standards and benchmarks in all subject areas.

- **Instructional Audits-** Instructional Audits are conducted on a routine schedule to support campus goals as they align to district expectations.
- **Professional Learning Communities (PLCs)-** Professional Learning Communities are scheduled weekly as our instructional calendar allows in order to support instructional practices in the classroom that support student centered learning. Data review and disaggregation, staff reflection and lesson planning are key pieces used in improving instruction. PLC's are led by our instructional coach with collaboration from administration.
- **Administrative Walk-throughs-** Administrative walkthroughs occur daily to support school goals by supporting staff and providing feedback to strengthen instructional practices.
- **ACCESS results-** Results for the language development play an important role in providing information about the challenges we face as a campus with our EL population. By looking at the four domains teachers are better informed about the instructional practices that can best serve our EL population.
- **WMLS Revised Spanish-**By collecting data on the student's native language we have a better understanding of how student will acquire the second language(English). Our student are provided the opportunity to strengthen and maintain their native language as part of our curriculum for EL's
- **District Bi-annual evaluation-** Conducted by our bilingual specialists

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Create/Share your mission statement below that encompasses your overall vision of what your BMEP will look like and stand for at your school

Program Evaluation

How will your program be evaluated? How will you measure if you have an effective process set in place for continual planning, implementation, and evaluation of the program? How will your program be evaluated? How will you measure if you have an effective process set in place for continual planning, implementation, and evaluation of the program? How will the process allow you to measure if your program is achieving the goals that you initially set for your program? How will data be a part of your evaluation process? Who will analyze the data? How will you share the data with teachers, support staff, parents, stakeholders, board members, etc?

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

B. Students

Response by Principal

Bilingual Multicultural
Education Program *

- CMS provides a program of studies that affords students the opportunity to transfer Spanish/English language, literacy, and content.
- CMS develops students' language proficiency in listening, speaking, reading, and writing in Spanish and English.
- CMS data shows that there is a high percentage of ELs whose native language is not English. Spanish is 100% the native language of EL's at CMS.

Why do you want to have a Bilingual Multicultural Education Program (BMEP) in your school? What data supports your decision? What does the school hope to accomplish?

Students *

- Student's demographics
 - # of ELs-Currently, there 178 students classified as EL's at CMS.
 - # of Bilingual Participants- 47 students participate in the program.
 - # of Bilingual Participants in Special Ed.

Tell us about your students. . .Who are they? What does their home culture look like? What is their background in language? What is their home language? What is their language classification? Tell us about your students...Who are they? What does their home culture look like? What is their background in language? What is their home language? What is their language classification? How would your district or state charter school identify home literacy practices? Is this a data collection point for your district or state charter school?

Equity Among Student
Groups *

- Differentiating Instruction in English and Spanish
- Interventions include Spanish Language arts to strengthen and maintain the native language., Imagine Learning adaptive language program, translation options in computer software programs such as Edgenuity.
- Providing supplemental programs during and after school to develop the second language- After School Tutoring, Imagine Learning, Newspaper (both languages)

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

- Teachers are highly qualified in Bilingual and TESOL
- District PD supports Cultural Responsiveness through the ELD Academy and WIDA standards PD.

How will your BMEP ensure equity for all student groups? How will you serve students identified with a disability within the BMEP?

C. Instruction & Strategies

Response by Principal

Teaching Strategies *

- Classroom Environment conducive to learning (anchor charts, graphic organizers)
- Reader's and Writer's Notebooks
- Small Group instruction
- Guided instruction
- Literacy circles
- Cooperative learning structures
- Whole group instruction
- Blended learning
- Teacher/Student Conferencing
- Think-Write-Pair-Share
- Writing process board
- Manipulatives
- Open-ended Questions
- Reflections

What standards are used for your BMEP (Spanish Language Arts, World Readiness Standards, English Language Development Standards, etc.)? Please consider how you will provide instruction in the history and cultures of New Mexico and culturally and linguistically responsive instruction designed to develop cross-cultural skills.

What teaching strategies are most dominant in your school? Are your teachers and staff knowledgeable and implementing with fidelity, strategies such as sheltered instruction, cooperative learning, flexible grouping, language/content integration, etc.? If so, how do they model this in the classroom? Please explain.

State Bilingual Multicultural Education Program

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Standards

- CCSS English and Spanish
- WIDA/ELD Standards
- Next Generation Science Standards

D. BMEP Guidelines

Response by Principal

Instructional Materials*

- Language Arts: Leveled Readers for Guided Reading, Independent Reading in both English and Spanish, aligned to CCSS
- Mathematics: 7/8 Text books in both English and Spanish, aligned to CCSS
- Science: 7/8 Text books in both English and Spanish, aligned to NGSS
- Social Studies: 7/8 Text books in both English and Spanish, aligned to CCSS
- ESL/ELDL: 7-12 Text book Series with Multicultural Leveled Readers aligned to CCSS and WIDA Language Standards

What instructional materials are your teachers currently using? In what languages and for what grade levels? What standards are they aligned to? Were they selected via a biliteracy focus or via a monolingual lens? If your application is approved for funding, what is your resource allocation plan to support BMEP implementation?

Additional Programs *

Some examples include:

- Afterschool programs (Imagine Learning, Spanish, Newspaper)
- Tutoring
- Spanish Spelling Bee
- Science Fair
- Literary Festival
- Battle of the Books
- STEM Outreach programs

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

- Reading/Math Nights
- Imagine Learning

What other programs will be offered in addition to your BMEP at your school? How will your BMEP fit within your school's mission? How will you ensure that all students will receive rigorous instruction to meet state academic content standards and benchmarks in all subject areas? How will you encourage inclusivity amongst all students, staff, and parents in your school?

**State Bilingual Multicultural Education Program
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E. Courses & Assessment
(Repeated Screen)

Response by District

Grade Level

Course code

Language of instructions

Teacher License Number

Actual Course Content Description

BMEP Model

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

F. Courses & Assessment

Response by Principal

Courses & Assessment *

Student Assessment is determined on placement of students. ACCESS and Woodcock Munoz Language Scale (WMLS) results determine language classifications. Language classification determines if course content is taught in English or Spanish which then determines assessment language. ACCESS is given yearly to EL's in order to demonstrate growth in the English Language. Academic growth for EL's is measured and monitored through both summative (PARCC, NMSBA, ACCESS, WMLS) and formative (EOC, CFA's) data.

Describe how you will assess individual student progress in both languages (home/heritage and English) across content areas? How will you ensure that both formative and summative assessments are aligned to specific language of instruction? How will you know if students are achieving the "bilingualism and biliteracy" and goals that were initially planned out for them?

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

G. BMEP PD

Response by Principal & District

(Repeated Screen)

Professional
Development *

Professional Development A-4

- A. 1) Detailed description of proposed PD in the area of research-based bilingual multicultural education and language revitalization programs and implications for instruction;
- A. 2) Detailed description of proposed PD in the area of best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs;
- A. 3) Detailed description of proposed PD in the area of classroom assessments that support academic and language development;
- A. 4) Detailed description of proposed PD in the area of principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and
- A. 5) Detailed description of proposed PD in the area of effective practices of program implementation and program evaluation.

Timeline *

ongoing

Responsible Parties

BME Coordinators

*

Participants *

All Teachers

Allocated Resources

Title 3

*

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Actual Professional
Development *

GISD provides support at the district level

- ELD Academy
- Spanish Word Study
- Balanced Literacy Training
- Questioning
- Math Initiative
- Creating an Environment for Rigorous Learning
- NM WIDA ELD Standards
- LETRS
- Two Chics and a Workshop

Chaparral Middle School has a full time instructional Coach that provides in house PD through our Professional Learning Communities (PLC). School PD includes:

- NM WIDA Standards
- Aligning Standards/Objectives
- Differentiation
- Balanced Literacy Planning
- Content area planning

H. Teachers

Teachers *

Response by Principal

GISD provides all new staff members the opportunity to complete a TESOL endorsement. District reimbursement is available. CMS teachers currently hold the current licensure, certifications or endorsements.

- Bilingual-7
- Modern Classical and Native Languages-3
- TESOL-12
- Currently working on TESOL-4

How many teachers on staff hold a bilingual, modern, classical and native languages (MCNL) and/or TESOL endorsement? How many teachers hold a Native American Language and Culture (NALC)

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Certification? How can your school better support the teachers and support staff?

Recruitment and
Support

When recruiting new teacher's certification, endorsements and licensure plays a key role in hiring the most qualified applicants to support the needs of our district and schools. Candidates with endorsements that support the instruction for EL's are given priority. This has allowed for support from staff of having a BMEP in our school. All staff is provided professional development in ELD strategies and WIDA standards to support instructional practices in ALL classrooms.

What strategies will you use to recruit new teachers and support staff?

Do the teachers and support staff support your school's BMEP? Do you have resistance from your teachers or support staff in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

I. School BMEP PAC

Detailed description of proposed school BMEP PAC activity *

Response by Principal

- Open House- Provides parents the opportunity to engage with their child's teacher in a very informal manner. Open House is intended to set the culture of the school as a way for parents to feel comfortable and welcome at the school.
- Parent Teacher Conferences- An opportunity for parents to engage with teachers in a more formal manner to provide support to parents on how to support the school
- Coffee with the Principals-Informative sessions with the principal about the school.
- Coffee with the Superintendent- Meetings with the superintendent providing information on district affairs and legislative information that is being provided by the state.
- Family Literacy Centers- Established to support the local community by offering classes, workshops and community meeting.

Timeline *

Ongoing throughout calendar school year.

Responsible Parties *

Principal

Allocated Resources *

Title 1 Funds
Operational Funds

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

J. Parent, Family and Community Support Principal

Parent, Family and Community Support *

Chaparral Middle School has established a family literacy center to provide a variety of services that parents, the local community and district personnel can access as a hub of our local community. The following classes and workshops are offered at the FLC:

- GED/ESL Classes
- Parenting Classes
- Nutrition Classes
- Chaparral Community Youth Committee Meetings
- Contacting Businesses
- Workshops that impact the current issues (Suicide, Digital Media, Immigration, Etc..)

The school community also provides parents an opportunity to engage actively in their child's education. CMS has an open door policy and strives to provide a school climate that is welcoming. Home-school communication is always being in English and Spanish, parents also have access to the district/School Website, school routines and policies, parent surveys, parent teacher conferences, school messenger, and MySchoolway App.

Explain your parent, family, and community support at your school?

Do you have parent, family, and community engagement support for a BMEP? If so, what benefit do they see in having a BMEP?

Do you have resistance from the parents, family, and/or community in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

Administrative Support *

Support is provided through our district bilingual specialists. They work closely with our school to provide training for teachers, placement of students, scheduling of testing and monitoring of students. Their support ensures that students are placed correctly and receive the instruction that best supports their second language acquisition. They also serve as a resource in answering questions and supporting individual teachers based on their needs.

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Do you have support from both the school and district administration in having a BMEP in your school? If so, what benefit does the administration see in having a BMEP? Will resources from the district and state level be accessible to support the program? Do you have resistance from either administration in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

Parent Notification *

- Flyers
- Newsletters
- Report Cards/Progress Reports
- ACCESS Reports
- PARCC Reports
- Parent/Teacher Conference Invites
- Parent Program Placement Forms
- School Messenger
- MySchool Way

Please share what your Parent Notification looks like (you can copy and paste your letter below):

K. Upload Documents

Name

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

**State Bilingual Multicultural Education Program
FUNDING APPLICATION**

School Projection 2019–2020 and Signatures
Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:		School Name:	
<Insert District Name>		<Insert School Name>	
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and > 2)			
Maintenance (1 only)			
Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			

Note: These numbers could differ from the actual number reported for the 40th day
Key for Language Status: 0-IFEP; 1-Current EL; > 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone Number:
Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
District Bilingual Director	Signature:	Date:	Email:	Phone Number:

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Response by district

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

**State Bilingual Multicultural Education Program
FUNDING APPLICATION**

District Projection 2019–2020 and Signatures

Number of Participating Students Projected in the District BMEP Instructional Model(s)

--

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BMEP Model
Dual Language (0, 1, and ≥ 2)						
Maintenance (1 only)						
Enrichment (0 and > 2)						
Heritage (0, 1, and > 2)						
Transitional (1 only)						
Projected Total Students in Each BMEP Instructional Model						

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School Board Meeting Date and Board President's Signature

School Board President:	Signature:	Date:

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Response by district

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

School **Santa Teresa High School**

Principal **Nicholas Wohlgemuth**

DATE DUE TO CENTRAL OFFICE FRIDAY, APRIL 12, 2019 ON GOOGLE DOCS

**Bilingual Multicultural Education Program (BMEP) Funding
Applications are due April 22, 2019 to NMPED in SharePoint.**

Incomplete or late application will not be reviewed.

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**Applications must receive final LCB approval by
June 30,2019**

The full application will have to be completed for the 2019-2020 school year and should represent the overarching mission of the BMEP. In the 2020-2021 and subsequent school years, BMEPs that are compliant pursuant to 6.32.2 16, may complete an expedited Application that would indicate they plan to continue their program as previously approved.

Tools and Resources:

Title VI Chapter 32 Part 2 March 2018 Stamped Rule

The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs.

English Language Development Guidelines for Instruction.

Guiding Principles for Dual Language Education: 3rd Edition.

*****For an additional resource refer to:**

The State of New Mexico Bilingual Multicultural Education Bureau Technical Assistance Manual

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

Resources - Application Files

BME Act and Rule Assurances

District-Board Signature Page

School Signature Page

Instructions for 2019-2020 BMEP Application

2019-2020 State BMEP Funding Application Rubric

A. Mission Statement & Goals

B. Students

C. Instruction & Strategies

D. BMEP Guidelines

E. Course Information and Instructional Model

F. Courses & Assessment

G. BMEP PD

H. Teachers

I. School BMEP PAC

J. Parent, Family and Community Support

K. Upload Documents

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

A. Mission Statement & Goals

District Provided

Mission Statement

Gadsden ISD will enhance students' future by providing an opportunity for them to become bilingual and biliterate and provide multicultural awareness through parental involvement, student participation, faculty and staff commitment as well as community support. Further, GISD acknowledges that in order to achieve academic success, students need both a means to acquire content-related knowledge and a means to achieve proficiency in English and Spanish. Our goal is for all bilingual participants to attain language proficiency, and meet academic content standards and benchmarks in all subject areas.

Create/Share your mission statement below that encompasses your overall vision of what your BMEP will look like and stand for at your school

Program Evaluation

The success of the program will be measured using a combination of classroom instructional review and review of individual student data. During weekly walkthroughs and formal teacher evaluations observers will gather data on strategies used to support ELs as measured by the WIDA Listening, Reading, Speaking, and Writing performance standards. The observation tool is designed to give teachers immediate feedback in these areas as well. In addition all data from the WIDA ACCESS for ELLs and other assessment data will be aggregated in the data system Illuminate for on demand review for campus administration and teachers throughout the year.

How will your program be evaluated? How will you measure if you have an effective process set in place for continual planning, implementation, and evaluation of the program? How will your program be evaluated? How will you measure if you have an effective process set in place for continual planning, implementation, and evaluation of the program? How will the process allow you to measure if your program is achieving the goals that you initially set for your program? How will data be a part of your evaluation process? Who will analyze the data? How will you share the data with teachers, support staff, parents, stakeholders, board members, etc?

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

B. Students

Response by Principal

Bilingual Multicultural
Education Program *

We want to provide a program of studies that affords students the opportunity to transfer Spanish/English language, literacy, and content to English/Spanish. In addition, we need to develop students' language proficiency in listening, speaking, reading, and writing in Spanish and English. We have a high number of student who are currently still identified and ELs or student who at one point were ELs. Out of our total enrollment of 1240, 278 are still classified as ELs and approximately 600 were at one point classified as an EL. In addition we want to provide opportunities to strengthen the home/regional heritage language of Spanish to provide greater opportunities in college and careers, where bilingualism can provide greater opportunities, for all our students.

Why do you want to have a Bilingual Multicultural Education Program (BMEP) in your school? What data supports your decision? What does the school hope to accomplish?

Students *

Total Student Enrollment: 1240

Current ELs = 278

Exited ELs = 600

PAL -

Nearly 2/3 of all of our students are or at one point were ELs. The home language of the vast majority of our students Spanish. Depending on the home it is a primary or secondary language spoken by immediate family members, extended family members as well as out in different segments of the community. To measure the home literacy practices our district uses the NM Language Usage Survey once upon initial enrollment in one of our schools.

Tell us about your students. . .Who are they? What does their home culture look like? What is their background in language? What is their home language? What is their language classification? Tell us about your students...Who are they? What does their home culture look like? What is their background in language? What is their home language? What is their language classification? How would your district or state charter school identify home literacy practices? Is this a data collection point for your district or state charter school?

**State Bilingual Multicultural Education Program
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Equity Among Student
Groups *

Our program will ensure equity for our students by ensuring access to highly trained and qualified staff members along with needed supports based on language levels. We will continue to ensure that all of our core area teachers are TESOL certified. For our students in the Bilingual (PAL) program we will provide teachers who have bilingual and TESOL certification to provide the support and intervention needed. In addition our bilingual students will have access to 3 differentiated ESL classes to best support their English language acquisition.

How will your BMEP ensure equity for all student groups? How will you serve students identified with a disability within the BMEP?

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

C. Instruction & Strategies

Response by Principal

Teaching Strategies *

On our campus our goal is to continue to shift instruction to consistently use rigorous informational texts, text dependent questioning/discussion resulting in writing products that cite sources. Students will gain content knowledge through engaging with text, rather than teacher. We ask teachers to plan rigorous and quality assignments that integrate the Powerful Math Practices, Powerful Literacy Practices, NGSS Science and Engineering Practices and CCTC Career Ready Standards along with supporting student comprehension of Academic Vocabulary

Our set of expected instructional practices in all classes are referred to as the "Warrior 5" and within these we ask teachers to blend in element of sheltered instruction to support ELs.

Cornell Notes/Summarizing (Close Reading) – use of graphic organizers and explicit focus on vocabulary

Marking the Text/Writing in the Margins (Close Reading) - use of graphic organizers and explicit focus on vocabulary

Rigorous Questioning (Text Dependent Q's) – can allow for grouping and dialogue between students.

Read/Write/Cite (Claim / CEE Writing) (Text Dependent Q's) – integration of multiple type of classics, student relevant and culturally relevant source material

Closure /Reflection/Connection (Formative Assessment) – allows for students to make connections between different pieces of content as well as connecting content with self and personal background.

What standards are used for your BMEP (Spanish Language Arts, World Readiness Standards, English Language Development Standards, etc.)?

Please consider how you will provide instruction in the history and cultures of New Mexico and culturally and linguistically responsive instruction designed to develop cross-cultural skills.

What teaching strategies are most dominant in your school? Are your teachers and staff knowledgeable and implementing with fidelity, strategies such as sheltered instruction, cooperative learning, flexible grouping, language/content integration, etc.? If so, how do they model this in the classroom? Please explain.

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

Standards

To support literacy development in all of our students we use the CCSS English Language arts along with the NM Spanish Language Art standards. In our other content areas we use the adopted NMPED standards which include the Next Generation Science standards. To support language development in relation to all content areas we integrate the WIDA ELD Standards. In addition teachers are asked to plan course pacing focusing on the key standards in the adopted NMPED EoC blueprints for selected courses.

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

D. BMEP Guidelines

Response by Principal

Instructional Materials*

- Language Arts – Collections (Houghton Mifflin) Provides Readers for Guided Reading, Independent Reading and Close Readers
- Mathematics: Prentice Hall Algebra 1, Geometry, Algebra 2, Textbooks in English with resources in Spanish, aligned to CCSS
- Science: Textbook currently under adoption, 9-12 Text books in English with resources in Spanish, aligned to NGSS.
- Social Studies: 9-12 Text books in English with resources in Spanish, aligned to CCSS
- ESL/ELD: Edge (National Geographic – Cengage) 9-12 Text book Series with Multicultural Leveled Readers aligned to CCSS

All adopted instructional materials have reading essential supplements to assist students developing English skills to have access written content at a less complex level. In addition adopted programs have extensive multimedia resources that all students can access using Chromebooks and other technology.

What instructional materials are your teachers currently using? In what languages and for what grade levels? What standards are they aligned to? Were they selected via a biliteracy focus or via a monolingual lens? If your application is approved for funding, what is your resource allocation plan to support BMEP implementation?

Additional Programs *

In support of our school vision to “encourage our students to seek purpose in learning in order to meet the rigorous high expectations in the areas of academics, arts, athletics, and career readiness” we offer a variety of programs. To encourage relevancy and career preparation we offer 10 career pathways to include Biomedical, Computer Science, Engineering, Education, Marketing, Criminal Justice, Drafting, Construction, Culinary Arts, and Welding. Students do not just learn the career and technical skills, but are also exposed to unique content and vocabulary. To ensure rigorous instruction all our students have access to the 14 different AP course available in core areas, art and Spanish. To support students that need extra help tutoring is available in person from teachers as well as via online platforms such as edgenutiy and Khan Academy.

What other programs will be offered in addition to your BMEP at your school? How will your BMEP fit within your school's mission? How will you ensure that all students will receive rigorous instruction to meet state academic content standards and benchmarks in all

State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020

subject areas? How will you encourage inclusivity amongst all students, staff, and parents in your school?

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

E. Courses & Assessment

Response by District

(Repeated Screen)

Grade Level

Course code

Language of instructions

Teacher License Number

Actual Course Content Description

BMEP Model

**State Bilingual Multicultural Education Program
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F. Courses & Assessment

Response by Principal

Courses & Assessment *

Students will be assessed using both formative and summative assessments. Students programs of studies will be designed to encourage taking multiple Spanish classes to support growth and proficiency in the heritage language. Formative assessments are campus created common formative assessments designed in collaboration with district content specialists and campus teachers. Our main summative assessments are the NM Standards Based Transitional Assessment in Language Arts and Math, the NM Standards Based assessment in Science and the End of Course exams in Social Studies and electives. These formative and summative assessments are mainly presented in English, but can be presented in Spanish based on the language needs of the student. The annual ACCESS assessment provides summative data on the growth of English proficiency for our ELs. To encourage achievement of bilingualism/biliteracy our students' course of study requires a minimum of two Spanish classes with the option of taking two additional classes in Spanish at the AP level for a total of four courses. The two Spanish course minimum is above the state requirement for modern language credit. The results of the AP Spanish 3 and AP Spanish 4 exams can provide another data point to examine language proficiency. The opportunities allow for all of our students to potential earn the Seal of Bilingualism and Biliteracy upon graduation.

Describe how you will assess individual student progress in both languages (home/heritage and English) across content areas? How will you ensure that both formative and summative assessments are aligned to specific language of instruction? How will you know if students are achieving the "bilingualism and biliteracy" and goals that were initially planned out for them?

State Bilingual Multicultural Education Program FUNDING APPLICATION 2019-2020

G. BMEP PD

Response by Principal & District

(Repeated Screen)

Professional
Development *

Professional Development A-5

- A. 1) Detailed description of proposed PD in the area of research-based bilingual multicultural education and language revitalization programs and implications for instruction;
- A. 2) Detailed description of proposed PD in the area of best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs;
- A. 3) Detailed description of proposed PD in the area of classroom assessments that support academic and language development;
- A. 4) Detailed description of proposed PD in the area of principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and
- A. 5) Detailed description of proposed PD in the area of effective practices of program implementation and program evaluation.

Timeline *

August 2019

Responsible Parties *

Principal

Participants *

All Teachers

Allocated Resources *

Existing Systems

Actual Professional
Development *

Illuminate data system training for teachers. Provide support for teachers to use the data system to examine the performance of ELs as a specific sub group

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

G. BMEP PD

Response by Principal & District

(Repeated Screen)

Professional
Development *

Professional Development A-4

- A. 1) Detailed description of proposed PD in the area of research-based bilingual multicultural education and language revitalization programs and implications for instruction;
- A. 2) Detailed description of proposed PD in the area of best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs;
- A. 3) Detailed description of proposed PD in the area of classroom assessments that support academic and language development;
- A. 4) Detailed description of proposed PD in the area of principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and
- A. 5) Detailed description of proposed PD in the area of effective practices of program implementation and program evaluation.

Timeline *

August 2019 - Mar

Responsible Parties *

Principal

Participants *

All Teachers

Allocated Resources
*

Existing Grant

Actual Professional
Development *

In conjunction with the SRCL grant teacher will receive on going classroom coaching and small group PD session on supporting ELs in the acquisition of Tier Academic vocabulary

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

H. Teachers

Response by Principal

Teachers *

Our campus has a certified teaching staff of 65. Out of that a total of 65 hold a TESOL endorsement, 6 hold a bilingual endorsement and 5 hold a MCNL endorsement. To support the teachers, we can ensure that more work towards earning TESOL endorsements. Teachers have the opportunity to attend a district organized ELD Language Academy for support while waiting to earn the TESOL endorsement.

How many teachers on staff hold a bilingual, modern, classical and native languages (MCNL) and/or TESOL endorsement? How many teachers hold a Native American Language and Culture (NALC) Certification? How can your school better support the teachers and support staff?

Recruitment and Support

In the recruitment process we prioritize the hiring of staff with TESOL endorsements or experience working with populations that have large numbers of ELs. In addition, when recruiting in our region we have to opportunity to hire staff members that were once ELs when they were in school and they can provide a unique level of support. The location and multicultural history of our district lends itself to minimal resistance to BME programs.

What strategies will you use to recruit new teachers and support staff? Do the teachers and support staff support your school's BMEP? Do you have resistance from your teachers or support staff in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

**State Bilingual Multicultural Education Program
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I. School BMEP PAC

Response by Principal

Detailed description of proposed school BMEP PAC activity *

Welcome to Our Community Meeting
Opportunity for veteran parents, district and campus staff to meet with parents new to our community to share how school resources can be used to support EL needs of their students. Staff will also include support parents can support literacy at home.

Timeline *

August 2019

Responsible Parties *

Principal ▼

Allocated Resources *

Campus operational finds if needed

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

I. School BMEP PAC

Response by Principal

Detailed description of proposed school
BMEP PAC activity *

Celebration of Bilingualism/Biliteracy
Campus celebration and recognition of students
who have achieved proficiency on the AP Spanish
Language and Culture test and AP Spanish
Literature and Culture. In addition student who
have achieve FEP or significant growth on the
ACCESS test will be recognized.

Timeline *

October 2019

Responsible Parties *

Principal

Allocated Resources *

Campus operational finds if needed

**State Bilingual Multicultural Education Program
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I. School BMEP PAC

Response by Principal

Detailed description of proposed school BMEP PAC activity *

Post Secondary Plan Night
School staff and veteran parents will provide guidance to parents on how to make post secondary plans (career, college or military) training plans for their child. The benefits of having a fully bilingual and biliterate child will be emphasized in the presentations.

Timeline *

February 2020

Responsible Parties *

Principal

Allocated Resources *

Campus operational finds if needed

**State Bilingual Multicultural Education Program
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J. Parent, Family and Community Support Principal

Parent, Family and Community Support *

The physical location of our school limits the “community center” function of our campus. We are a few miles from one of the larger communities we serve. Despite this we are always looking for ways to improve our environment and access. To assess the environment and community perception this year we will be undergoing and review by a family engagement committees that will us in these 3 areas:

- Welcoming Environment
- Policies
- Home-School Communication

We have also been working to create partnerships with the local expanding business community. They have been supportive in creating opportunities for internships, scholarships, and support of academic excellence programs. Expanding this to support achievement in bilingualism can be accomplished along with valuing that same skill in the internship placements. Due to the heritage culture of our region support for multiculturalism is strong.

Explain your parent, family, and community support at your school?

Do you have parent, family, and community engagement support for a BMEP? If so, what benefit do they see in having a BMEP?

Do you have resistance from the parents, family, and/or community in having a BMEP in your school? What is your approach in addressing their resistance or concerns?

Administrative Support *

Our school a district administration has always been supportive of BME Program. Due to the heritage culture of our region support, for multiculturalism is strong. In addition the make up of our staff at all levels is reflective of the culture of the students we serve.

Do you have support from both the school and district administration in having a BMEP in your school? If so, what benefit does the administration see in having a BMEP? Will resources from the district and state level be accessible to support the program? Do you have resistance from either administration in having a BMEP

**State Bilingual Multicultural Education Program
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in your school? What is your approach in addressing their resistance or concerns?

Parent Notification *

Please see attachments for written examples. In addition the main method of communication with our parents is via School Messenger phone calls. WE have discovered that this is the easiest way to send out a bilingual message that will reach the largest number of our parents.

Please share what your Parent Notification looks like (you can copy and paste your letter below):

K. Upload Documents

Name

**State Bilingual Multicultural Education Program
FUNDING APPLICATION 2019-2020**

**State Bilingual Multicultural Education Program
FUNDING APPLICATION**

School Projection 2019–2020 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

District Name:	School Name:		
<Insert District Name>	<Insert School Name>		
BMEP Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	School Projection
Dual Language (0, 1, and > 2)			
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Enrichment (0 and > 2)			
Heritage (0, 1, and > 2)			
Transitional (1 only)			
Projected Total Bilingual Students in All BMEP Models			

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School Principal:	Signature:	Date:	Email:	Phone Number:
Committee (PAC) Representative:	Signature:	Date:	Email:	Phone Number:
District Bilingual Director	Signature:	Date:	Email:	Phone Number:

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Response by district

**State Bilingual Multicultural Education Program
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**State Bilingual Multicultural Education Program
FUNDING APPLICATION**

District Projection 2019–2020 and Signatures

Number of Participating Students Projected in the District BMEP Instructional Model(s)

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BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BMEP Model
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Transitional (1 only)						
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School Board Meeting Date and Board President's Signature

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