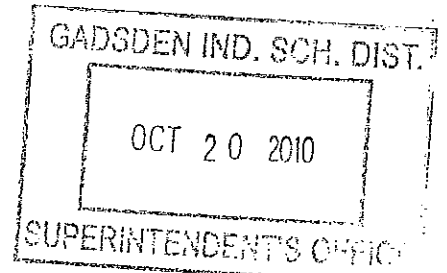




STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
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S. Suggs
 BILL RICHARDSON
 Governor
S. Alvarez

DR. SUSANNA M. MURPHY
 SECRETARY OF EDUCATION

October 18, 2010

Ms. Cynthia Nava
 Superintendent
 Gadsden Independent Schools
 P.O. Drawer 70
 Anthony, NM 88021

Dear Superintendent Nava:

Congratulations on your participation in the State's Autism Spectrum Disorder Project. As a result of your agreement to participate in this researched-based model program, the New Mexico Public Education Department (NMPED) Special Education Bureau (SEB) is issuing you this Sub-Grant Award for the purpose of supporting your district's implementation of this project. The details of the project are outlined in the attached scope of work and budget. The total amount allowed shall not exceed \$5,000.00. for the 2010 - 2011 school year. All funds must be encumbered by June 30, 2011 and expended no later than September 30, 2011.

Please be sure to regularly send your invoices for payment directly to:

Business Operations Specialist
 Special Education Bureau
 120 South Federal Place, Room 206
 Santa Fe, NM 87501

I hope that you find your district's participation in this project both useful and beneficial for your staff and students. I appreciate your participation in this project and in making a difference in the lives of students with autism spectrum disorders.

If you should have any additional questions, please contact Ms. Sandra Schwarz, Education Administrator at (505) 827-1460 or via email: sandra.schwarz@state.nm.us.

Susanna M. Murphy, Ph.D.
 Secretary of Education, Designate

SMM/dk/ss

cc: Sheila Hyde, Ph.D., Deputy Secretary, Learning and Accountability
Denise Koscielniak, Special Education Director, Special Education Bureau
Joey F. Martin, Accountability Data Manager, Special Education Bureau
Sandra Schwarz, Education Administrator, Special Education Bureau
Selma Nevarez, Special Education Director, Gadsden Independent Schools

**Statement of Work
 Exhibit A
 New Mexico Public Education Department
 Special Education Bureau
 New Mexico Autism Project**

The Special Education Bureau wants to assure that IDEA funds allocated to support state goals, NMPED goals, and the State Performance Plan's Indicators, Target Measures and activities.

State Goal(s) for Public Education funds will support:

1. Closing the student achievement gap in all subgroups identified by No Child Left Behind (NCLB).
2. Increase academic excellence and student achievement.
3. Assisting all schools in meeting Annual Yearly Progress (AYP).
4. Ensuring that all children are ready for kindergarten
5. Ensure students graduate from high school better prepared to succeed in postsecondary education and the world of work.
6. Ensure that all students attend schools in a safe and healthy environment

NMPED Goal(s) funds will support:

1. The PED in providing quality customer service.
2. The PED in providing efficient internal operations.
3. The PED in fulfilling its stewardship of funds and resources by using project funds as outlined in the scope of work.

State Performance Plan Goal(s) and/or Improvement Activities funds will support:

Indicator 1: Increase the percent of youth with Individualized Education Plans (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.

Indicator 3: Increase participation and performance of children with disabilities on statewide assessment.

Indicator 5: Increase percent of children with IEPs aged 6 through 21 (receiving services in the Least Restrictive Environment).

Indicator 6: Increase the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.

Indicator 7: Increase the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills, acquisition and use of knowledge, and use of appropriate behaviors to meet their needs.

Indicator 8: Increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 11: Increase the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days.

Indicator 13: Increase the percent of youth with disabilities aged 16 and above with an IEP that included coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Scope of Work	Deliverables	Measurable Outcomes
By June 30, 2011 the district will complete the scope of work outlined below.		
A. The local education agency will send participants to attend and participate in professional development in the area of Autism Spectrum Disorder (ASD) presented by ASD	I. The district will register participants with the Special Education Bureau (SEB) at least one week prior to the training. II. Participants will complete	a. Pre and Post-test will show an increase in participant knowledge and understanding related to Autism Spectrum Disorder. b. Compliance with State Performance Plan Indicators as listed on page one

Scope of Work	Deliverables	Measurable Outcomes
expert Dr. Egel, Dr. Barthold, and/or Dr. Haughness.	Pre/Post-test on Autism Spectrum Disorder. III. Participants will be required to complete an evaluation at the end of all trainings.	of the scope of work.
B. The district will send a technical assistance team (minimum of four members) to attend intensive two-day professional development trainings on Autism Spectrum Disorder and on how the team will function during the 2010-2011 school year.	I. The district will register participants with the Special Education Bureau at least one week prior to the training. II. Participants will complete an evaluation at the end of each training.	a. Technical assistance teams will report an increase of knowledge and understanding of Autism Spectrum Disorder and develop ideas on how the team will function at the district level. b. Compliance with State Performance Plan Indicators as listed on page one of the scope of work
C. The technical assistance team members will attend professional development, at the district site, in the area of Autism Spectrum Disorder on assessment strategies presented by Dr. Egel, Dr. Barthold, and/or Dr. Haughness.	I. The district will register participants with the Special Education Bureau at least one week prior to the training. II. Participants will complete an evaluation at the end of each training.	a. The technical assistance teams will report an increase in knowledge and an increase in number of assessments completed in a timely manner. b. Technical assistance teams will report an increase in technical assistance provided to other district staff. c. Compliance with State Performance Plan indicators as listed on page one of the scope of work.
D. The technical assistance team will assist in coordination of site visits/conference call for Dr. Egel, Dr. Barthold, and/or Dr. Haughness to gather data and information and to provide feedback to the technical assistance team through school observations and interviews with staff, parents, and students.	I. Provide schedules and agendas to the Special Education Bureau and Dr. Egel, Dr. Barthold, and/or Dr. Haughness at least one week prior to the visit.	a. The technical assistance team will report an increase in technical assistance provided in their district. b. Compliance with State Performance Plan Indicators as listed on page one of the scope of work.
E. The technical assistance team will assist in coordinating presentations on Autism Spectrum Disorder for parents and families of students with Autism Spectrum Disorder.	I. Provide an agenda and include an evaluation instrument.	a. Parents and families will report an increase in knowledge about Autism Spectrum Disorder. b. Compliance with State Performance Plan Indicators as listed on page one of the scope of work.
F. The technical assistance team will participate in the project evaluation process to determine progress and satisfaction with the overall project.	I. Provide feedback to Special Education Bureau and Dr. Egel, Dr. Barthold, and/or Dr. Haughness on a timely basis.	a. The technical assistance teams will report positive outcomes for students. b. Compliance with State Performance Plan Indicators as listed on page one of the scope of work