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## Full Application

Please verify and make any edits before submitting the information. Click on the "Submit" button at the bottom of the page when you are ready to send your information.

- Application Alignment ([Edit Request](#))

\*Are you a legal entity (e.g. nonprofit organization, public or governmental entity, for-profit corporation doing charitable work, etc.)?

Yes

\*Is the requesting entity a religious institution, governmental unit or 501(c)(3) organization, such as a school, hospital, or publicly supported organization?

Yes

\*Please identify the country where the Grantee for this request is located?

United States

- Questions and Concerns ([Edit Request](#))

<p>Total grant amount for \$150,000 over 18 months \$150,000, over 18 months</p>
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- Geography ([Edit Request](#))

\*Please select the target geographic area(s) for which you are requesting to use WKKF funding:  
New Mexico

Describe the specific geographic area(s) most impacted by this work:

This pilot project will take throughout the geographic area covered by Bloomfield Public Schools, which is located in San Juan County in northwest New Mexico. Bloomfield, NM, with a population of 8K, is the major town in the geographic area. The school district, however, comprises rural and unincorporated communities over a 1,500 square-mile area. The district boundaries include the City of Bloomfield, the Village of Blanco, certain unincorporated sections of San Juan County (including West Hammond, Sullivan Road, Blanco Canyon, Pump Canyon, Navajo Dam, Archuleta, Turley, Angustura, Harvest Gold, Dzilna'oodilii, Nageezi, Huerfano) and also unincorporated sections of Rio Arriba County (including Lybrook). Many of these communities are primarily Navajo, and approximately one-third of Bloomfield students are Navajo.

- Design & Execution ([Edit Request](#))

\*Please provide a name for your project:

Prek-Grade 12 Comprehensive Dual-Language System Bloomfield Public Schools Pilot Project

\*Provide a brief summary statement about your project and how it aligns with your organization's mission, values, and priority focus:

This project supports Navajo students' learning opportunities, from PreK to graduation, by focusing on dual language and readiness for emerging career sectors. Navajo students will have equitable and aligned opportunities for building their facility in both languages, beginning with community and culturally relevant PreK programs and continued through articulated K-12 dual language programming. The project leads to improved social-emotional skills, higher graduation rates, and facility in multiple cultural contexts. With the inclusion career readiness in emerging fields, students can take advantage of regionally relevant post-graduation opportunities for success. The project aligns with the REC's purpose to aid local districts in meeting students' learning needs. Local superintendents, who compose the REC1 board of directors, specifically tasked the REC to help create systems for language development and career readiness. This project combines both goals.

\*Describe why your organization is best positioned to do this work. Include a few examples of recent achievements relative to your request:

REC1, as an education service agency, provides and coordinates various services for 6 school districts in the Four Corners region of New Mexico, including Bloomfield Public Schools. Superintendents of member districts compose the REC1 board of directors, ensuring that services not only meet their districts' needs but also receive full support from school leadership. The REC1's ability to draw upon the collective resources, membership, and expertise among districts enables the successful design and implementation of REC1-led projects. For example, the REC is currently implementing a career pathway project for 4 of the member districts and has provided professional development in elementary instruction, among other topics.

\*Describe the background and qualifications of the key team members who will work on this proposed project, and how they will work together:

Project Lead: David Bowman, MA, MBA, REC1 Executive director (samples: designed and directed statewide PreK-12 literacy projects; facilitated Navajo language curriculum development; directed multi-district CTE project; designed and directed PreK-12 education projects across the Bloomfield region; directed NM PED instructional materials bureau and Advanced Placement; facilitated re-design of state content standards)

Project Advisor: Dr. Kimberly Mizell (superintendent of Bloomfield Schools)

Other team members by function, with possible member name

--Curriculum Development Specialist: Kevin Summers (Curriculum, alignment, and assessment director of Bloomfield Schools)

--PreK Program Specialist: Bobby Zenamek-White (directed and facilitated PreK program development statewide, specifically related to early language development)

--Navajo Community Liaison

--Elementary Navajo language teacher (Bloomfield school district)

--Secondary Navajo language teacher (Bloomfield school district)

--Navajo Language Specialist: Lorraine Manavi (Navajo language instructor and Native Studies Coordinator from San Juan College)

--Language assessment specialist

--CTE program specialist: Milo McMinn (principal of Bond Wilson Technical Center-High school)

All team members will serve either at no-cost through their regular employment function or as contractors to facilitate and support this project.

Initial team meetings will focus on project purposes and outcomes, as well as determining specific contributions by each member, with identified deliverables. Subsequent 1- and 2-day work sessions will incorporate findings, resources, and information as appropriate for the various project elements. Once all tasks are achieved, the team will engage in a series of 2-day work sessions in which the final comprehensive plan will be assembled. Plans will be distributed broadly among stakeholder groups, with a public hearing and discussion for feedback, recommendations, and support.

In between work sessions, members will collaborate via shared file systems, discussion boards, and videoconference meetings of sub-teams (e.g., members involved in PreK community centers, members involved in the articulation with Career tech programming, members involved in Navajo language development). All efforts will be facilitated and coordinated by the project lead and designated sub-team leaders.

\*Please provide an overview of your funding request by describing the specific purpose, the problem you are trying to solve, and the overall change you expect to see as a result:

Develop a comprehensive PreK – Grade 12 Comprehensive Dual-language System. Develop, pilot, and refine a dual-language system targeted at Navajo students in Bloomfield Schools, potentially a three-year

project that engages educators, community representatives and organizations, and dual-language curriculum specialists.

Problems to be solved include the following:

- Birth to age 5 children who live outside of a school neighborhood do not have access to school-based PreK programs due to distance, transportation, home care, and other constraints, and staff and directors of local child care centers may not understand or utilize effective practices for PreK education or understand how to operate an effective PreK program.
- Existing community child care centers do not articulate to the academic program of kindergarten, leading to achievement gaps upon entry to formal education programs.
- Imposed solutions to children's development needs are often pre-canned and do not draw upon or reflect the rich cultures and social resources of the local communities.
- Current dual-language and bilingual education does not draw upon early development experiences nor follow an articulated curriculum PreK–grade 12, nor do they offer multiple entrance points into dual language curriculum based on students' incoming language abilities.
- Navajo students do not have equitable education opportunities due to language challenges in home language and English, leading to academic failure and disengagements in the education system
- Career pathway opportunities are inconsistent from grade 6 and may not articulate directly into emerging career fields, especially renewable energy sources and technology development.

Overall, these core problems in the aggregate reflect the absence of a comprehensive PreK to graduation system that meets the social, academic, language development, nor the career skills needs, of Navajo students, resulting in an inequitable education experience for these students.

This project would fill that need by engaging appropriate stakeholders, from the local community to regional level, in developing a PreK to graduation comprehensive system.

The intended outcome will be comprehensive plan that follows a replicable approach to addressing needs of students in historically disadvantaged populations. While the actual comprehensive plan, curriculum, and PreK to graduation system may be implemented in other areas, the development approach and process will be valuable across school districts and communities.

Following this planning period, 3- to 5-year implementation of the plan will demonstrate its efficacy and provide opportunities for continued and necessary refinement.

\*Describe the key outcomes you expect to achieve with WKKF funding:

This project will address significant learning needs of the approximately 1,400 children living in the district boundaries (birth through grade 12), which reflects one-third of all children.

The immediate outcome of this project will be a comprehensive plan for

- developing quality community-based PreK programs (and repurposing existing child care centers),
- articulating PreK curriculum with Kindergarten expectations,
- supporting the language development needs of Navajo students through a K–grade 12 dual language program with multiple entry points, and
- preparing students to engage in career pathways focused on emerging career fields that are relevant to the local region.

The longer-term student outcomes, resulting from 5-year implementation of the comprehensive plan, include

- 30% increase in the number of students classified as ready for kindergarten, based on standardized criterion-based assessments,
- 50% increase in age-appropriate language skills in English and Navajo among participating students at the

1st, 4th, and 8th grade,

--20% decrease in student dropout rates by the end of 8th and 12th grades among participating students.

An additional anticipated outcome concerns employment equity within remote communities. With implementation of this comprehensive plan, local community members will be supported in developing effective PreK programs that meet state and national guidelines and, thereby, become eligible for financial support. This outcome will not only benefit the community's children but also provide professional employment opportunities for community members.

\*Provide the goals and related strategies to be accomplished specifically with WKKF funding to achieve the outcomes identified:

SMART goal 1: Within 3 months, complete a survey of existing community-based pre-K programs and identify specific communities for the development of dual-language, culturally relevant preK programs.

Core strategy: Working with preK and Navajo language specialists, create a matrix for assessing the characteristics of existing programs, making site visits to assess programs, and identifying program leadership able to partner in restructuring programs to meet criteria for community-based, culturally relevant PreK programming.

SMART goal 2: Within 3 months, complete an instructional survey of existing dual-language opportunities PreK to graduation for Navajo students, including associated content, instructional expectations, and enrollment (i.e., what is being taught, when, and to whom?).

Core strategy: Working with PreK and Navajo specialists, as well as curriculum specialists, create a matrix to assess, record, and describe current dual-language instructional offerings and to identify gaps or overlaps in current opportunities.

SMART goal 3: Within 12 months, develop a draft PreK to graduation articulated dual-language curriculum, with associated school-based support structures, instructional needs, and instructional resources.

Core strategy: Regular meetings of language and curriculum stakeholders, plus 2-day retreats with all stakeholders, to create the scope and sequence for Navajo language development, with multiple starting points for students entering the dual language program in later grades, to include potential language assessments and expectations, instructional resources, and core language development instructional strategies.

SMART goal 4: Within 12 months, develop four draft grade 6 to graduation pathways for local emerging careers, to include necessary coursework for certification, instructional needs and resources, and industry partners.

Core strategy: Working with CTE specialist, curriculum specialist, industry partners, San Juan College, and the Department of Workforce Solutions, identify four pathways leading to careers and certification in locally emerging career fields, with necessary course offerings, instructional staffing and resources, and funding needs to prepare a pathway plan for interested students in each field.

SMART goal 5: By 18 months, solicit stakeholder input on draft dual-language curriculum and pathways, refine plans, and identify strategies for implementing each component, with the end result of a comprehensive birth to graduation system for dual language development and career readiness.

Core strategy: Conduct public hearings in school and remote communities regarding relevant components of the overall plan, and provide 2-day retreats for stakeholder to plan how to integrate comprehensive plan into existing school structures, with specific plans for staffing, training, and potential budget for plan implementation, plus metrics for gauging effectiveness for implementation.

\*Describe the project activities to be achieved with WKKF funding:

Following is the abbreviated work plan with monthly primary tasks and outcomes, organized by major components of the overall project (M = month).

**OPERATIONS (director)**

- M 1-2: Identify/contract plan development members for each component, prepare communication & tracking tools, host initial development meeting, clarify outcomes and expectations
- Bi-monthly: Full team meetings for coordination among components
- Quarterly: Public stakeholder presentations
- M 17-18: finalize comprehensive plan, review with stakeholders, publish

**PREK COMMUNITY CENTERS (PreK specialist team leader)**

- M 1-2: Develop program assessment matrices, identify existing programs
- M 2-3: conduct assessment of existing programs, identify potential sites for redevelopment, engage community stakeholders
- M 5-7: determine prof.devel, resource, certification, and management needs; engage community in cultural relevancy characteristics
- M 8-11: work sessions to develop re-development plan in collaboration with existing program staff/community
- M 12: review plans with community stakeholders, refine plan
- M 13-15: develop business models and business plans with program staff
- M 16-17: develop, clarify, train in metrics for program success

**DUAL LANGUAGE (Dual language / curriculum specialist)**

- M 1-3: develop assessment matrix for current options, identify existing offerings, begin assessment, prepare findings
- M 4-7: establish scope/sequence for Navajo lang. development PK to 12
- M 8-10: determine resource, training & staffing needs, effective strategies, assessments
- M 11-13: develop process to offer multiple entrances into program
- M 14-15: finalize draft curriculum
- M 16-17: develop plan to integrate DL curriculum into existing school structure

**CAREER PATHWAYS**

- M 7-8: develop current pathway matrix, identification tools, assess current options
- M 7-9: engage industry stakeholders in identifying emerging fields; define pathways within fields
- M 10-12: develop, deploy, and analyze student interest survey about emerging fields; share with industry stakeholders to gain insight on preparation needs
- M 15-17: create academic pathway for emerging fields and plan to integrate into existing school structure
- M 16-17: create metrics for success of plan

\*Describe the key communications and knowledge dissemination activities that support the work detailed in this funding request. Describe your key audiences and how you will engage them in communication and learning efforts.

We have identified 5 overlapping stakeholder/audience groups, with specific communication strategies, as follows. These are for public communication, and members of their working groups will have their own direct communication channels, as identified by members.

**Public stakeholders:**

All audience subgroups groups below

Live meetings hosted by school district and/or San Juan College, to be announced through school-based communication channels, press release, website, personal contact, and email list; initial meeting for public stakeholders to initiate project; semi-annual meetings for public stakeholders to review progress and results and provide input, final public discussion of results and plan roll-out

#### PreK stakeholders:

PreK program educators and administrators, local community members and leaders, parents of young children

Live meetings initially and quarterly at program facilities, website, personal contact, email list, and announcement flyers at community locations, published draft and final plans distributed to community locations

#### Career stakeholders:

CTE educators and administrators, industry representatives, grade 6–12 students and their parents, community members, Department of Workforce Solutions representatives, San Juan College program administrators

Live meetings initially and quarterly at school or San Juan College location, monthly (or more often, as needed) Zoom meetings, email list and website, PDF publications of draft and final plans

#### Dual language stakeholders:

Navajo students and family members, other community members, Navajo language instructors, Dine Depart. of Educ. representatives, curriculum specialists and administrators

Live meetings announced via school, Dine DOE, and press release at school sites and community locations in rural communities, website page specific to dual language resources and information

#### School stakeholders:

School and district administrators, PreK-12 educators, board of education members

Initial live meeting at school site, website and email list, board of ed. presentation bi-monthly

#### Overall general public information:

Project website: General public communications for news, information, and downloadable artifacts, as well as notice of stakeholder meetings and relevant documents for discussion.

#### \*Describe the strategies and efforts to financially support this project beyond WKKF funding:

Continued funding for this project will not be needed, given that the outcome will be a completed comprehensive plan, as described above. However, initial implementation of the plan may require a low-level of external support for the purchase of instructional resources, professional development, and facility resources. These financial needs will be low. Funding sources include Perkins, CTE, and the district's state funding. For community PreK funding, existing PreK funding streams will support a low level of professional development and resources, with the long-term funding provided through implementation of the programs' business plans once established. For Dual-language, funding will primarily be allocated through state funding streams, though additional contract consulting for professional development, mentoring, and operational meetings may require a small level of support, which will primarily come from district funding sources. Although short-term grant funds may be necessary for full initial implementation of the plan, especially for the re-development of the community PreK centers, e.g., acquiring learning resources, professional development, and business operational support, long-term sustainability will be established through the implementation of business plans.

List the funding partners (federal, tribal, state, and local) and any other funding sources you have secured for this project:

Legal Name:	Type of Support	Dollar Amount (USD)	Status
Bloomfield Public Schools	In-Kind	20000	Pending
San Juan College	In-Kind	5000	Pending

\*Describe your community engagement efforts with NON funding key leaders, partner organizations or institutions and/or networks to ensure the success of this project. Describe the length of time your



organization has worked with these partners, their contributions to the project and their roles and responsibilities:

See the communication plan above for the list of community leaders and organizations, as well as the strategies for communicating with those stakeholders. Partners and responsibilities include the following.

#### Bloomfield Public Schools

--collaboration since REC formation

--responsibilities include access to facilities, assistance with information distribution, intellectual input, and collaboration on how plan can be implemented within the school structure, administrative support (particularly the support of the superintendent and curriculum staff members); input in plan, contribution of teachers, specialists, and school administrators in plan development; facilities for meetings and work sessions

#### San Juan College

--collaboration since REC formation

--responsibilities include use of facilities for meetings, assistance with information distribution, intellectual input and resources regarding CTE pathways and course offerings

#### Dine Department of Education

--new collaboration (particularly regarding dual language development

--responsibilities include access to and information about Navajo language instructional resources, experts, and community involvement, as well as anticipated needs of Navajo families and students regarding language development

#### Department of Workforce Solutions

--collaboration since REC development

--responsibilities include assistance with CTE planning, goals, resources, and outcomes, as provided through DWS personnel and guidance

(optional) You may upload up to two supporting documents to support your proposal. Relevant documents include a documented Change Strategy or Theory of Change for your request or organization, or a concept paper/graphic that supports your request.

Uploaded
<a href="#">NM_REC1.Plan-roadmap.pdf</a>
<a href="#">NM_REC1.PESTLE analysis.pdf</a>

- Evaluation & Programmatic Learning ([Edit Request](#))

\*Describe your organization's existing capacity/ability (staffing, financial resources, etc.) to evaluate this work; or your plan to build the capacity:

The project work plan has clearly defined benchmarks to gauge progress towards the goal of developing a comprehensive plan for birth – graduation success. Project implementation and adherence to established outcomes will be assured by the REC-1 director, who operates under the accountability of 6 regional superintendents and the president of the San Juan College.

The REC director, David Bowman, MA MBA, has the necessary evaluation and organization experience to gauge progress and ensure success. Experience includes serving as an evaluator for large-scale federally funded education projects, facilitating the development of Navajo language curricula, directing multiple education improvement projects, and serving as a project leader for a multi-state PreK – grade 12 literacy program that served more than 22K students across 5 states. He has experience directing and evaluating projects that reflect each component of the current plan: CTE, language development, and community business development, and, as such, is well positioned to evaluate and guide the development of the proposed plan. The REC director holds a Level III-B (public school administrator) license from the NMPED

and has been in education administration and leadership for 23 years.

Additional tools for tracking progress and for facilitating communication within and among the three working groups will be developed through custom-built databases and an online and collaboration website specific to this project, which the REC has the ability to create and manage. The REC has software currently and processes to ensure appropriate fiscal expenditures and accountability.

(optional) If you have a draft evaluation plan for this funding request, please upload it here:

☐ Policy and Lobbying ([Edit Request](#))

**Will your project include any of the following:**

- Efforts to influence pending legislation, change current legislation, introduce new legislation or support/oppose ballot measures?
- Communication with legislators or their staff about legislation (e.g. pending, yet to be introduced, needing reauthorization, etc.)?
- Communication with the general public about ballot measures (e.g. proposals, propositions, bond measures, constitutional amendments, referenda, etc.)?
- Communication with the general public expressing a view about specific legislation that includes a call to action?
- Any other activities that would constitute lobbying?

Select “Yes” or “No”

No

If yes, please describe the policy, advocacy and/or lobbying efforts to be accomplished at the federal, tribal, state, and/or local level?

☐ Racial Healing & Racial Equity ([Edit Request](#))

\*Please explain how this funding request will contribute to addressing racial and structural inequities for children, especially children of color. Describe the demographics of the proposals beneficiaries as specifically as possible (e.g. population size, ages, race/ethnicity, income level, etc.)

The population most at-risk population in the participating school district is Native American students, who compose the largest ethnic subgroup among all students, at 37.4% of total students. Although students of all ethnicities will have opportunities to participate in plan implementation, the focus is on the academic success, graduation, and post-graduation success of the this at-risk population of Native American (Navajo) students, and plan development and implementation target the needs of these students.

All Native students directly impacted by this proposal are eligible for free and reduced lunch. According to the most recent census, 33.8% of Native Americans in the region are living in poverty, compared to 29% of Hispanic residents and 10.4% of White residents. Native American students show similar disparities in academic achievement, with 29% proficiency in Reading (33% Hispanic, 40% White), 8% proficiency in Mathematics (14% Hispanic, 21% White), and 11% proficiency in Science (24% Hispanic, 34% White), pointing to significant equity concerns that must be addressed.

This proposal specifically addresses Native students’ learning, development, and career readiness to assist them in attaining similar education outcomes as their non-Native peers.

For example, community PreK programs targeted for involvement will be in rural Navajo-majority communities, with specific language development support for English and Navajo, leading to both readiness for kindergarten and the Navajo-English dual language program. The dual language component will assist in language development of both the majority language (English) as well as their culturally relevant language (Navajo), to address not only cultural sustainability and community sustainability but also the language development necessary for more advanced academic coursework and eventual post-graduation success. Indeed, key metrics of success will be the enrollment and graduation rates of Navajo students, both of which lag behind their Hispanic and White peers.

\*Please provide the racial/ethnic demographics of your organization:

	Top Admin Official	Board Members	Senior Management	Other Staff	Total
American Indian or Alaska Native	0	1	0	0	1
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic, Latino, or Spanish origin	0	1	0	1	2
Middle Eastern or North African	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0
White	1	5	1	1	8
Other/Multiple race, ethnicity, or origin identification	0	0	0	0	0
Total	1	7	1	2	11

Please indicate the gender of the top administrative official within your organization:


Male

\*Describe any racial equity practices, programs, or initiatives in which your organization is presently engaged.

The REC adheres to state and federal non-discrimination policies. At this time, the REC is not engaged in any specific programming to address racial equity.

\*Provide the ethnic demographic information for the proposal's work team:

Staff Category	Board Members	Senior Management	Program Staff	Other Staff
American Indian or Alaska Native	0	0	4	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Hispanic, Latino, or Spanish origin	0	0	1	0
Middle Eastern or North African	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
White	0	0	4	0
Other/Multiple race, ethnicity, or origin identification	0	0	0	0

 Budget and Reporting Periods ([Edit Request](#))

\*The total budget for the project:

\$150,000

Upload a copy of your total project budget

Uploaded
<a href="#">NM_REC1.BudgetWorksheets.pdf</a>

\*The amount requested from WKKF:

\$150,000

Reporting Periods (adjust Start\End dates in this section as needed)

	Start Date	End Date	Duration
Period 1	10/2020	03/2022	18 months
Project Start and End Dates			
	10/2020	03/2022	18 months

Budget Categories ([Edit Request](#))

Personnel

	Period 1
Project Director-Salary 20%	\$25,500
Project Director-Benefits 20%	\$6,375
Total	\$31,875

Narrative Comments

Project manager salary: 0.2 FTE x \$85,000 annual x 1.5 years = 22,500 Project salary benefits: 0.2 x salary  
Time for the project director is above and beyond the normal duty period for the REC 1 director, requiring salary compensation.

Contractual Services

	Period 1
Lead for PreK Com. Center component	\$22,500
Lead for Career Tech component	\$15,000
Lead for Dual Language Curriculum	\$22,500
Navajo Community Liaison	\$15,000
Navajo Language Specialist	\$15,000
Curriculum Development Specialist	\$5,250
Total	\$95,250

Narrative Comments

Lead for PreK Community Center component: 18 months x \$1250 = \$22500 Lead for Career Tech component: 12 months x \$1250 = \$15000 Lead for Dual Language Curriculum component: 18 months x \$1250 = \$22500 Navajo Community Liaison: 12 months x \$1250 = \$15000 Navajo Language Specialist: 12 months x \$1250 = \$15000 Curriculum Development Specialist: \$125 x 6 days x 7 hours = \$5250

Project Supplies

	Period 1
Meeting supplies, Working groups	\$2,250
Office supplies, project office	\$2,262
Publication supplies	\$1,500
Total	\$6,012

Narrative Comments

Supplies, working groups:  $\$750 \times 3 \text{ working groups} = 2250$  Supplies, project office:  $\$125 \times 18 \text{ months}$  (plus balance of  $\$11.89$ ) = 2261.89 (rounded to  $\$2262$ ) Publication supplies and materials:  $\$,1500$ , estimated costs to prepare final plan for publication and distribution in print version

#### Meetings & Conferences

##### Period 1

Meeting catering  $\$1,000$

Total  $\$1,000$

#### Narrative Comments

Meeting catering (coffee, etc.): 4 public meetings  $\times \$250 = \$1000$

#### Travel

##### Period 1

PreK site visit travel  $\$4,752$

Total  $\$4,752$

#### Narrative Comments

PreK site visit travel: 675 miles  $\times 8 \text{ months} \times 2 \text{ persons} \times 0.44 = \$4752$  Director travel will be in-kind Only PreK site visit mileage is included due to the high mileage expected, far exceeding that which is anticipated among members of other working groups. Other travel by working group members will be included within their contracts.

#### Indirect Costs

##### Period 1

Facility expenses  $\$2,700$

Business manager time and effort  $\$4,500$

Payment specialist time and effort  $\$1,211$

Administrative support  $\$2,700$

Total  $\$11,111$

#### Narrative Comments

Office facilities: utilities, cabinets, internet, maintenance, security, etc. 18 mos.  $\times \$250 = 2700$  Business manager: 18 mos.  $\times \$250 = \$4500$  Payment specialist: 17 mos.  $\times \$71.24 = \$1211.08$  Admin support: 18 mos.  $\times \$150 = \$2700$

#### Budget Summary [\(Edit Request\)](#)

#### Budget Summary

Amount Requested  $\$150,000$

Total Amount Budgeted  $\$150,000$

Unbudgeted  $\$0$

#### Budget Totals by Category

Category	Period 1	% of Total
Personnel	$\$31,875$	21%
Contractual Services	$\$95,250$	64%
Project Supplies	$\$6,012$	4%

Meetings & Conferences	\$1,000	1%
Travel	\$4,752	3%
Indirect Costs	\$11,111	7%
Period Totals	\$150,000	\$150,000

- Organization Information ([Edit Request](#))

\*Legal Name:

Four Corners Regional Education Cooperative No. 1

Other Name(s)/Acronyms:

REC-1, FCREC#1

\*Preferred Mailing Address:

325 N. Bergin Ln.

\*City:

Bloomfield

\*State/Province:

New Mexico

\*Zip/Postal Code:

87413

\*Country:

United States

\*Phone Number:

(505) 632-4371

Website:

http://NMREC1.org

Physical Address:

325 N. Bergin Ln.

City:

Bloomfield

\*State/Province:

New Mexico

\*Zip/Postal Code:

87413

Country:

United States

\*Employer Identification Number (EIN):

83-3787142

\*Year of Legal Incorporation

2019

\*Most Recent Annual Revenue

\$207,700

\*Briefly describe the organization's mission, vision and values.

To deliver and support efficient and effective educational, technical and information services to FCREC#1 members to assist them in providing quality education for students of all abilities.

\*Will the above grantee also serve as the payee (e.g. fiscal agent, fiscal sponsor, fiduciary) for this project?

Yes

 Contact Information - Grantee Legal Designee ([Edit Request](#))

\*Salutation:

Mr.

\*First Name:

David

\*Last Name:

Bowman

\*Title:

Executive Director

\*Preferred Mailing Address:

325 N. Bergin Ln.

\*City:

Bloomfield

\*State/Province:

New Mexico

\*Zip/Postal Code:

87413

\*Country:

United States

\*Phone Number:

505-603-3411

\*Email Address:

director@nmrec1.org

 Contact Information - Grantee Financial Designee ([Edit Request](#))

\*Salutation:

Mrs.

\*First Name:

Jodie

\*Last Name:

Maestas

\*Title:

Business Manager

\*Preferred Mailing Address:

325 N. Bergin Ln.

\*City:

Bloomfield

\*State/Province:

New Mexico

\*Zip/Postal Code:

87413

\*Country:

United States

\*Phone Number:

505-632-4300

\*Email Address:

jmaestas@bsin.k12.nm.us

☐ - Contact Information - Project Director or Coordinator ([Edit Request](#))

\*Salutation:

Mr.

\*First Name:

David

\*Last Name:

Bowman

\*Title:

Executive Director

\*Preferred Mailing Address:

325 N. Bergin Ln.

\*City:

Bloomfield

\*State/Province:

New Mexico

\*Zip/Postal Code:

87413

\*Country:

United States

\*Phone Number:

505-603-3411

\*Email Address:

director@nmrec1.org

☐ - Financial Due Diligence Questions ([Edit Request](#))

As part of our financial due diligence process, the Foundation requires additional information related to your organization. Please respond to the questions below and provide the requested financial documentation.

\*Has the CEO, CFO and/or Executive Director for your organization changed within the last 2 years? Please explain.

Yes. The Four Corners REC #1 was re-established by the New Mexico Public Education Department in 2019, after being closed for more than a decade. The Executive Director was hired in 2019 by the regional board of superintendents.

\*How often does your Board review the organization's financial reports? How often do other committees review the organization's financial reports?

Quarterly

\*Explain how your finance department is organized; list the name, title, qualifications and responsibilities for those primarily responsible for financial functions/reporting.

Jodie Maestas, business manager: all reporting, budget management, financial draws and reimbursements from the State or other funding agencies, reports to board quarterly and director monthly or more frequently.

Stacy Babcock: payment specialist: reviewing payment forms for compliance, entry into budget



management system, issuing payments

\*Select the option that applies to your finance staffing model.

Employee Only

Staffing Comments

REC #1 purchases time from the Bloomfield School District for the use of the district's business manager and payment specialist.

\*How does your organization separately track grant funds in your accounting system?

All projects and funding streams (e.g., based funding from the NM PED and grant-awarded projects) have separate payment categories within the finance accounting and management software, in compliance with NM Dept. of Finance Administration and public school regulations

\*Within your organization, who is responsible for preparing checks and who is responsible for signing checks? How many check signers are required?

Prepared: Stacy Babcock (payment specialist)

Signed: Jodie Maestas (business manager)

Signed: David Bowman (executive director), as needed

Typically, only the signature of the business manager is required.

\*Does your organization have audited financial statements?

No

☐ Financial Due Diligence Documents ([Edit Request](#))

When uploading documents you may use a .pdf, Word, or Excel document. Maximum document size is 20 MB per document. Before uploading, ensure the name of your document does not contain any non-character symbols (/><\*?.":,;&), and remove any password protection. Browse to locate your document and then click "Upload." Once uploaded, the document name (linked) appears below the upload field. Please thoroughly read the instructions provided for each requested financial document to ensure you are providing the appropriate financial document(s). Providing incorrect financial information will result in a delay in the processing of your grant request.

Please upload the latest two years of your IRS Form 990 public disclosure copy.

Do you have one?

No

Comment

The REC-1 is not a 501(c)(3), but a legal entity classified as a public education organization

Upload document

Please upload a list of your major contributors (i.e. Form 990 Schedule B) for the last 5 tax reporting years, unless you are a religious organization, educational institution, hospital/medical facility, governmental unit or supporting organization. The list must contain the name of the donor, amount of donation, and fiscal year donated (if the donor is an individual you may indicate Donor #1).

Do you have one?

No

Comment

The REC-1 is not a 501(c)(3), but a legal entity classified as a public education organization

Upload document

Please upload the latest two years of fiscal year-end financial statements that have been approved by your Board. Financial statements should include at a minimum a balance sheet and income statement.

Do you have one?

No

Comment

REC-1 was re-established by the NM Public Education Department in late 2019; no yearly finance statements are yet available

Upload document

General Comments

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