

BMEB NEWS

BMEB Team

Dr. Gladys Herrera Gurulé, State Director for Bilingual Education announced her unit is now operating at full capacity, with all vacant positions filled. Here are the experts that are now part of the Bilingual Multicultural Education team at the PED.

Arlene Romero (B.A., M.A.) – Arlene is a Native American retired educator who taught 30 years at Santa Clara Day School, grades (1-6) with the Bureau of Indian Affairs system. She brings with her a wealth of knowledge working with Native American students in the area of technology integration in all subject areas. Her strong access to education is in speaking her home language, Navajo, and English.

Kitty (Kathryn) Sherlock (B.A., M.S., Ph.D) -- Kitty is a former radio DJ, public access TV producer, Spanish teacher, library media specialist, author and Library Media professor. She has been with the Public Education Department since 1994, as Education Consultant/Administrator in Library Media; Modern, Classical and Native Languages; and, since 2000, Bilingual & Multicultural Education. Kitty has been promoted to Title III Coordinator. She speaks English, Spanish, German and French.

Marilyn Newton-Wright -- Administrative Support. Marilyn has extensive experience working with local school districts, businesses and government agencies. She has been working at BMEB for the past year as our multifaceted assistant, helping us to get everything accomplished. She speaks English and Spanish.

Robert Romero (B.A., MA.) – Robert has twenty-five years experience in teach-

ing and administrative positions in New Mexico Public and Indian schools. He has been a superintendent, principal, director of special education, director of student services, director of planning and evaluation, educational diagnostician and special education teacher. He is currently a doctoral student and a Project LEAD scholarship recipient in Special Education at the University of New Mexico. He speaks English and Spanish.

Susan Ortega (B.A., M.A.) – Susan is a NMHU graduate who taught in the Santa Fe Public Schools for 20 years in the elementary grades. She co-authored a Science Activity booklet with the Los Alamos Educational Outreach Program to be used throughout the state. She joined the BMEB on November 1, 2004. She speaks English and Spanish.

Good News! Bilingual/Title III Applications Streamlined

In an effort to make its forms user-friendly, the BMEB is pleased to announce the streamlining of the application forms and the application process. The new application will be much shorter and many of the charts have been completely eliminated. BMEB will inform districts of the application timelines. The draft will be ready for review very soon.

BMEB brings Teachers from Spain and Mexico to NM

Spain

This successful program started in 1997, through the Memorandum of Understanding between NMPED and the Government of Spain. During

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El Noticiero

El Noticiero is published quarterly by the New Mexico Association for Bilingual Education to provide information on current affairs concerning the education of language minority persons in New Mexico and the United States.

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(Post Conference Report)

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(Summer Activities, Institutes)

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New Mexico School for Deaf Forms National Council of Hispano Deaf and Hard of Hearing — Ponce de León

Family communication often has barriers. Sometimes it can seem as if parents and teens don't speak the same language, but for deaf children, that language difference is literal.

An on-going issue and challenge for deaf children is a lack of early and on-going access to communication at home and school. The lack of any kind of common language - signed, spoken or written—between hearing parents and deaf or hard-of-hearing children not only causes obvious communication barriers but hinders development of language and academic skills and a knowledgeable and positive self-identity. These issues are even more profound for Hispanic deaf children. Statistics clearly show that they do not do as well academically and in other areas as well in comparison to their peers. Evidently, there are unique linguistic, social and cultural issues that need to be addressed.

With the aforesaid needs in mind, there is now hope. A new National Council of Hispano Deaf and Hard of Hearing – Fray de Ponce de León was recently established at the New Mexico School for the Deaf (NMSD). Ponce de León was the first educator of deaf persons in Ona, Spain in 1459.

Dr. Gilbert Delgado, former superintendent of the New Mexico School for the Deaf and a current member of its Board of Regents and Mr. Ronald Stern, the current superintendent of the New Mexico School for the Deaf hosted a planning meeting at NMSD in January. The group wrote and adopted a mission statement, by-laws, and articles of incorporation for the state of New Mexico.

The nonprofit council will offer educational institutions and organizations in the country guidance on how to include lessons on Hispanic and Hispanic deaf cultures, the Spanish language and Mexican Sign Language, *Lenguaje de Señas Mexicana*, or LSM. The council also aims to encourage parents who speak Spanish to learn LSM. The need for a Hispano-deaf council is growing rapidly because NMSD students have indicated they want to know more about their culture, and the Hispanic population is the most rapidly growing minority in the nation. Superintendent Stern has offered office space at NMSD for this new organization and plans are being made to convene a forum of Hispano deaf and hard of hearing persons in the Spring.

Artesia Bilingual Student Wins First Place in Legislative Essay Competition

In conjunction with Hispanic Cultural Day at the Legislature on Feb. 8, 2005, legislators recognized the winners of their statewide writing competition at a joint meeting of the House and Senate. Middle school and high schools were asked to submit essays on the topic, "What Hispanic Culture Means to Me," writing about any event or contribution by an individual that had an impact on them. Essays were to be typed and be between 3-6 pages in length.

At the elementary level, students were to submit a hand drawn art project. The top three entries in each category were awarded a scholarship: \$1,000 for 1st place, \$500 for second place, and \$250 for third place.

Yesenia Sánchez, a sixth grader at Artesia Intermediate School took first place in the middle schools competition. Yesenia is in the bilingual education program at Artesia Middle School. She came to the middle school as a monolingual speaker of Spanish and is learning English as her second language. She has good aural and reading comprehension skills in both languages. She submitted her winning five-page essay in Spanish, including references, and it was translated to English for the legislators. She is an avid reader and currently has accumulated the third highest number of Accelerater Reading (AR) points in the school. She loves to read and has read all of the Harry Potter books in Spanish and then successfully read the fifth book in English and passed the AR quiz. She will also be participating in the District's Spelling Bee. Yesenia, who lives in a small rural community called Lakewood or Seven Rivers, gets on the bus at 7:00 am. to come to school.

The awards were presented during a joint legislative meeting. In attendance were Dr. Gladys Herrera Gurulé, State Director of Bilingual Education, Mr. Johnny Saiz of the Artesia schools, and Yesenia's bilingual education teacher, Ms. Elma Samora. Her parents and her two sisters proudly participated as Yesenia received her \$1,000 scholarship. The Artesia Public Schools provided the family with the necessary expenses to attend.



Yesenia Sánchez is recognized by Senator Cynthia Nava, Chair of Senate Education and Representative Rick Miera, Chair of House Education

Middle school winners

- 2nd: Daniel Moya--Our Lady of Annunciation, Albuquerque
3rd: Diana Molina--Jefferson Middle School, Albuquerque

High school winners

- 1st: Issac Martinez--Cobre, New Mexico
2nd: Amadna Wachter--Las Cruces, New Mexico
3rd: Gabe Lopez--Silver City, New Mexico

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Institute

Continued from page 1

determined by 95% participation rates of all students and each of the subgroups.

- The New Mexico High School Standards Assessment NMHSSA) will be administered to all students in Grade 11 and is available only in English. This too is a criterion-referenced test in Reading and Mathematics based on the New Mexico Content Standards and Benchmarks. The Department has made a request to the Governor for funding a Spanish version of the test.

- Testing accommodations for English language learners have been updated significantly from the original procedures that were approved in 2002. You can find details about these changes and a summary of all applicable information for ELL's and assessment in the Procedures Manual for the New Mexico Standards-Based Assessment Program, 2004-2005. Copies can be downloaded from the PED's "District Test Coordinator's Training Website": <http://www.ped.state.nm.us/div/acc.assess/assess/dtc.training.site.html>.

The U.S. Department of Education has provided some new guidance for testing students who come to the US schools from another country. Dr. Gilliland said that schools can exempt new students from the reading assessment the first year and substitute language proficiency results. This substitution is used to determine school and district participation rates, and the scores will not factor into a determination of AYP. However, as stated in Title I and III of NCLB, after three consecutive years in the United States, they must be tested in Reading in English. A waiver can be requested from the PED for two additional years. Kindergarten (K) does not count as one of the 3 consecutive years in public schools since K is not mandatory in NM.

Dr. Gilliland shared the non-regulatory guidance he received regarding the term "consecutive". According to the US Department of Education it means exactly that. For example, should a student return to his/her home country at any time during the three-year period, the "clock" for the three-year English testing limit is reset. This is important in districts whose immigrant students return to their home country during their educational career. Many of these students do not receive the same uninterrupted education native US students receive, and thus, test results will not reflect what they have learned from instruction, but rather what they have missed while away from the classroom. English language development is interrupted as well.

Keynote Speakers

Dr. Christy Reveles

Dr. Reveles provided a fascinating presentation on the Standards for Effective Pedagogy, developed and tested by the Center for Research on Education, Diversity and Excellence (CREDE). The



CREDE Standards express the principles of best teaching practices for culturally and linguistically diverse learners. Quantitative studies conducted since 2000 confirm that use of the CREDE Standards improves achievement for all students.

Dr. Reveles' presentation included video clips that demonstrated how each of the CREDE Standards looks with students in the classroom. The Standards, each based in supporting research applicable to linguistically and culturally diverse students, are appli-

cable across content areas in grades K-12. She stressed that they are not "in opposition to direct instruction" nor are they to be used "to the exclusion of other effective strategies." Standards six and seven were developed specifically for Native American learners, drawn from various research studies.

1. Joint productive activity — Teachers and students producing together
2. Language and literacy development — Developing language and literacy across the curriculum
3. Contextualization — Connecting schools to students' lives
4. Challenging Activities — Teaching complex thinking
5. Instructional Conversation — Teaching through conversation
6. Modeling and Demonstration — Competence before performance
7. Student Directed Activity — Student initiative and choice encouraged

Currently, CREDE has five Professional Development Projects where training on the Standards is provided for all site educators. Three of these projects are in New Mexico at Dulce Elementary, Gallup-McKinley Schools and two Zuni Elementary schools.

Dr. Mel Morgan

With all the changes that have taken place since the No Child Left Behind Act came about, schools find themselves trying to make sense of a lot of new information. Learning what to do with it is a challenge. "We now have a system of accountability with assessment, but instruction seems to be caught in the middle." said Dr. Morgan. Currently, the criterion referenced assessment system reflects the percentage of individual students and various subgroups that are proficient in the standards and the benchmarks. This is helpful in knowing where students are starting for instruction as well as where they need to go. "We know the what and the when of instruction (based in test outcomes) but not necessarily the how." Since assessments are aligned to standards, the charge at present is to ensure that the objectives being taught are those that are critical and necessary not just for success in assessment, but in determining if what we teach is absolutely essential beyond the school years.

Dr. Morgan walked participants through a system he has designed at the Las Cruces Public Schools to do just that. Termed "Connecting the Data", he shared four tools that help connect the NM standards with Benchmarks to Standards-Based Assessment to inform instruction and learning.

The first tool, the Proficiency Calculation Sheet, helps to determine the likelihood that the school has made Adequate Yearly Progress based in the whole group and each of the subgroup results. The Instructional Analysis tool is designed for the principal as the instructional leader. By indicating the percentage of the total group that scored at or above 70 % on each of the reading/language arts and math standards, it provides suggestions regarding what might be done to improve teaching and increase learning, depending on the current percentage of students showing mastery. The third tool, a Tally Sheet that summarizes the numbers of students who have "mastered" each



Dr. Emma Armendáriz and Teresa Durám compare notes at Institute.

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Bilingual Education Day at the Legislature

Schools Display Their Students' Work



Mexican Consulate Offers Free Texts for Schools

For the second year in a row, the Mexican Consulate in Albuquerque offered the BEMB the opportunity to coordinate the distribution of 400 boxes of instructional materials in Spanish to New Mexico students. Last year's campaign had a significant impact in nineteen school districts, including more than 140 elementary, middle and high schools, the New Mexico School for the Deaf, St. Francis Cathedral School in Santa Fe and the New Mexico State Children, Youth and Families Department.

As enrichment or supplementary materials these resources significantly contribute to achieving the linguistic and academic goals of Bilingual Education programs as stated in State Bilingual Education Law. Additionally, these materials offer a meaningful opportunity for New Mexican and Mexican students to strengthen self-concept and cultural identities.

Each box contains 50 books in the following content areas or subjects in Spanish: Ciencias, Geografía, Matemáticas, Historia, Español, Salud, Comunicación y Literatura.

4. BILINGUAL EDUCATION

We will talk about Bilingual Education Programs, especially Dual Language Immersion Programs (Spanish-English) from a multicultural point of view. Also, we will teach a variety of games and activities in order to work on oral and written communication.

Presenters: Eva de Andrés Presa
Gilbert Quintana
Santa Fe Public Schools

5. THE IMPORTANCE OF BILINGUAL EDUCATION. THE PERSPECTIVE OF TWO TEACHERS

We will talk about Bilingual Education for immigrants and second language learners. Also, we will analyze the problems surrounding Bilingual Education and its importance in the American system of education.

Presenters: Eva de Andrés Presa
Gilbert Quintana
Santa Fe Public Schools

6. LEARNING THROUGH GAMES

Learning is a long and complicated process that requires effort and motivation from students and teachers. We know that learning is strongest when positive emotions are attached to it; it becomes fun. In this workshop, we will share and explore ideas, activities and materials that can help make the learning process more enjoyable.

Presenters: Eva de Andrés Presa
Gilbert Quintana
Consuelo Quintana
Santa Fe Public Schools

BMEB and Embassy of Spain offer Bilingual Workshops

The New Mexico Public Education Department and the Ministry of Education and Culture of Spain offer a series of workshops free of charge to the public schools of New Mexico. The workshops have been organized by the Education Counselors Office of the Embassy of Spain the Bilingual Multicultural Education Bureau of the PED. For more information contact Dr. Gladys Herrera Gurulé at gherrera@ped.state.nm.us

1. LEARNING SPANISH THROUGH THEATER

This workshop consists of a series of dynamic and amusing role-playing exercises. The student learns to improvise in Spanish in a variety of "real situations", for example: at the supermarket, at a party, etc. In this workshop, activities are coordinated to develop both oral and written communication, and the students are active participants. The purpose of the workshop is for students to improve their communication skills in Spanish and, at the same time develop their imagination and creativity.

Presenter: Macarena Muñoz
Santa Fe Public Schools

2. CREATIVE WRITING WORKSHOP

The purpose of this workshop is for students to improve their writing skills and develop their ideas and creativity. Participants will read and study examples of stories, myths and legends that can be used in the classroom. Some elements of theory are taught, but the workshop is mainly about putting basic skills into practice: to read, to write, to comment, to correct, etc. Within this theoretical-practical framework, students deepen their grasp of communication, developing the ability to synthesize information and express themselves through writing. The workshop also reinforces skills in grammar, spelling and style.

Presenter: Macarena Muñoz
Santa Fe Public Schools

3. FLAMENCO WORKSHOP

The purpose of this workshop is for students to familiarize themselves with the art of flamenco in general: music, rhythms, clapping, songs and dance forms, while also learning about the origins and history of this art form. The workshop can be of interest for teachers of music, dance, history and Spanish language.

Presenter: Macarena Muñoz
Santa Fe Public Schools

7. THE INTERDISCIPLINARY APPROACH: APPLYING THE ARTS IN A PRACTICAL SETTING AND CRITICAL THINKING

ANNOUNCEMENTS

INSTITUTE OF AMERICAN INDIAN EDUCATION (IAIE) SCHOLARSHIP ANNOUNCEMENT

The Institute of American Indian Education in the UNM College of Education announces the availability of scholarships for American Indians interested in teaching Indian students in New Mexico or in earning an administrative licensure. The participants can be undergraduate or post-bachelor students who are or will be pursuing American Indian education related teaching or administration at the elementary or secondary level. *This is a two-year scholarship that provides students with financial assistance and mentorship.*

Eligibility:

- American Indian intending to teach in New Mexico
- Undergraduate in their 3rd or 4th year (with at least 70 credit hours)

OR

- Post-bachelor applicant in teaching or administration for MA degree and/or licensure (Administration applicant must be licensed teacher with 6 years classroom experience)
- Ability to complete in 2 consecutive years, beginning summer 2005 or fall 2005

Award Includes:

- Resident Tuition and Fees
- Books : \$50 per each 3 credit hour class
- Travel: \$160 per semester
- Stipend: \$750 per semester

Recipients will be expected to:

- Take responsibility in entering a UNM College of Education program
- Maintain required GPA
- Complete licensure and/or degree requirements in 2 years or less
- Attend special seminars and meetings with advisors
- Work at least 2 years in Indian education after completion

To apply, send the following to Dr. Joseph Suina, College of Education, MSC05 3040 1 University of New Mexico, Albuquerque, NM 87131-0001:

1. Completed application form
2. Letter of interest expressing your educational goals in Indian Education and why you would pursue teaching or administrative licensure. Describe your strengths and how you will contribute to the education of American Indian students. Describe your personal and educational experiences.
3. Unofficial transcripts from the post-secondary level (if awarded, official transcripts will be requested)
4. Two, (2) recommendation letters from people familiar with your schooling and work experience.
5. Resume

Application Post-Mark Deadline: April 4, 2005

For additional information contact Dr. Joseph Suina at (505) 277-7781

This is not a need-based scholarship.

Scholarship recipients can begin to receive assistance this summer or fall semester 2005. Selections will be made by May 2, 2005. All requirements will be in line with UNM programs.

ANNOUNCEMENTS

Discover a New World of Education

Sponsored by the United States Department of State, the Fulbright Teacher and Administrator Exchange arranges direct one-to-one classroom exchanges to over thirty countries for teachers at all levels. Most exchanges occur for an academic year. Argentina, Mexico, and the United Kingdom offer fall-semester exchanges. The United Kingdom and Morocco offer six-week exchanges.

In addition to the teacher exchanges, there are administrative exchange opportunities in Argentina, Bulgaria, Canada, the Czech Republic, Estonia, Finland, Mexico, Romania, the Slovak Republic, Thailand, Turkey and the United Kingdom. Jordan and Uruguay currently offer opportunities to host incoming administrators during site visits to the United States. Germany offers a two-week special program for U.S. principals to study school systems there for several weeks.

The program also offers eight-week seminars in Italy or Greece for teachers of Italian, Latin, Greek or the Classics.

Prospective applicants must meet the following general eligibility requirements:

- U.S. Citizenship
- Fluency in English
- Bachelor's degree or higher
- Be in at least third year of full-time teaching
- A current full-time position

The application deadline is October 15, 2005 for the 2006-2007 program year. For more information and/or an application please visit our Web site: www.fulbrightexchanges.org or call (800)726-0479.

Education Office of the Embassy of Spain offers "Escribo en Español" Writing Competition

This contest is open to students in New Mexico public high schools in two distinct categories:

- Those studying Spanish for Spanish-speakers
- Those studying Spanish as a foreign language

Writing topic: **"How could our world be improved?"**

Students must focus on the topic and write an essay or a poem in Spanish about their ideas, plans and experiences. The essay or poem must be original, expressive, clear and grammatically correct. All entries must be submitted by a public school teacher. Teachers can submit a maximum of 10 entries for each class. Teachers may provide their students with a general orientation, but they should neither direct nor correct the students' work.

The text should be typed in Arial 12 font. Both a hard copy and a floppy disk with a Microsoft Word version should be submitted. Essays should have approximately between 750 and 1250 words.

All entries must be sent by mail no later than April 4, 2005 to:

Javier Montero Pozo
Spanish Resource Center
National Hispanic Cultural Center
1701 4th St SW
Albuquerque, NM 87102

Winners of the contest will be notified before May 15, 2005 and these results will be published on the Spanish Resource Center of Albuquerque website. <http://src.unm.edu/>

PRIZES

The winners in each of the two categories will be awarded a scholarship to go to Spain for three weeks to take a 60-hour-long Spanish language course that will be held during the months of June and July. The main purpose of this course is to prepare the students to take the Advanced Placement test in Spanish. They will also receive a certificate.

(The winners will have to buy their own flight tickets to go to Spain, and the Spanish Resource Center will reimburse the money once the students come back from Spain).

The winners' school and teacher will both receive a certificate signed by the Consul for Education of the Consulate General of Spain in Los Angeles.

Those students awarded second and third place in each category will receive a package of books and a certificate.

\$1000 Scholarships to the Amazon Rainforest Workshop

K-12 teachers and environmental educators can win a \$1000 expedition scholarship for the Amazon Rainforest Workshop for Educators scheduled July 5-14, 2005 or bring a group of 6 and travel free to a Student Amazon Workshops scheduled in June 2005. The July Amazon expedition is a professional development opportunity for teachers to work side-by-side with a spirited faculty in one of the most biologically diverse environments in the world.

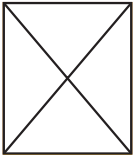
The Amazon faculty includes: LYNNE CHERRY, Author/Illustrator (The Great Kapok Tree) Marine Biologist DR. LUNDIE SPENCE, SC Sea Grant Consortium Entomologist RANDY MORGAN, Cincinnati Zoo Research Biologist DR. STEVE MADIGOSKY, Widener University Ornithologist DR. KEN ROSENBERG, Cornell Lab of Ornithology Canopy Researcher

DONNA KRABILL, Marie Selby Botanical Gardens.

You'll ascend over 115 feet on a 1/4-mile Rainforest Canopy Walkway and visit local schools and families to see how indigenous cultures use the forest for medicine, food, and shelter. Full land cost for the educator workshop is \$1998. A \$1000 scholarship covers half of the land cost of \$1998. Academic credit is available. Three \$1000 SCHOLARSHIPS will be awarded on March 8. Simple scholarship application form and list of winners from prior years is under GRANTS at: [HTTP://WWW.TRAVEL2LEARN.COM](http://WWW.TRAVEL2LEARN.COM) Land cost for students departing in June 2005 for the Student Amazon Workshops is \$1798. Educators who bring 6 students or family members travel free. For information on any of these expedition programs in the Amazon or the Belize educator program, call Dr. Frances Gatz at 1-800-669-6806, email fgatz@earthlink.net, or visit the website <http://www.travel2learn.com>



Students from La Casita Folklórica perform at the Rotunda for Bilingual Education Day at the Legislature



El Noticiero

Newsletter of the New Mexico Association for Bilingual Education

NMABE MEMBERSHIP APPLICATION

Registration for the conference, NMABE 2003, included NMABE membership for one year (from NMABE state conference date to next state conference date). If you did not attend the conference then you must complete and submit this application form to remain on the NMABE mailing list. Regardless of when submitted, NMABE membership terminates with the subsequent NMABE Conference. See Bylaws for details: <http://www.nmabe.net>

Application for: New Membership Renewal Membership
Membership valid for one year from receipt of application

Please check type of membership: Active \$10.00 Associate \$5.00 Institutional \$100.00

Please check category of membership: Teacher College Instructor Administrator
 Consultant College Student Community Person
 Paraprofessional Other: _____
 Retired FullTime

Name: _____ Address: _____
City: _____ State: _____ Zip: _____
Work Phone: _____ Home Phone: _____
e-mail: _____

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Make check payable to NMABE. Prepayment required.
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