Grants Procedures Manual
Central New Mexico Community College

Prepared by Planning, Budget and Institutional Research (PBIR)
http://www.cnm.edu/depts/pbir

Grants Development Page: http://www.cnm.edu/depts/pbir/grd

The CNM Foundation: http://www.cnm.edu/depts/cnmfoundation/index.php

For assistance with researching funders, writing grant applications or proposals and/or with CNM’s grant process, or questions on this manual, please feel free to contact:

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Introduction

Central New Mexico Community College (CNM) can be proud of a long history of grant-funded development at the college. Historically, grant funds have played a critical role in accomplishing the college mission: *To create educational opportunities and community partnerships while pursuing a level of community college excellence that is worthy of local and national recognition.* These financial awards support a vast array of innovative projects that enhance the college’s ability to achieve the vision of **Changing Lives, Building Community.** CNM encourages faculty, staff, and administrators to be aware of external funding opportunities supporting projects, programs and activities that will deepen and enhance our institutional mission. To support awareness and use of the grant development process from research to finding funding sources, proposal writing to grant program management, this *Grant Procedures Manual* has been compiled.

In the past, grant development has been decentralized across the college. More recently, a systematic approach centralizing the process within the Planning, Budget, and Institutional Department (PBIR) was initiated. With a more standardized process in place, CNM hopes to strengthen the college’s ability to secure a broad base of external funding, to assist those in search of such funding to achieve financial benefits for all departments at CNM, and to enhance the student experience, especially in the areas of recruitment, retention and graduation. A goal of this centralized process is to align grant development with overall strategic planning and assure optimal implementation and sustainability of grant-funded initiatives throughout the college.

The PBIR works in partnership with the CNM Foundation to achieve external funding from federal, state, corporate and private agencies, donors and foundations. In 1992, The Foundation was recognized by the Internal Revenue Service as a 501 (c) (3), tax-exempt organization. As such, it is basically a separate entity within CNM, governed by its own Board of Directors comprised of a wide range of distinguished community members. The CNM Foundation is the fund-raising and advocacy group promoting CNM and its programs within the community.

CNM’s Foundation was formed to secure private gifts to help the college advance as an exceptional center for post-secondary education. The Foundation is the preferred channel for private and corporate gifts to the college as, due to its tax-exempt status, such sponsors qualify for the maximum tax deduction allowed under the law. Its purpose is to promote, encourage, and support, financial and otherwise, all educational activities at Central New Mexico Community College. The Foundation is committed to the generation and investment of resources for the support of CNM, its programs and its students.

Continued generation of resources gives the college the support needed to meet its mission of promoting and providing higher education opportunities, skill development and workforce training relevant to contemporary needs within our communities, districts, and state. The Foundation’s fundamental work bridges the gap created by an increasingly dwindling tax base, thus giving students, faculty and community members additional support needed in critical times. The Foundation also serves as the fiscal agent for funds raised.
CNM: Goals, Mission, Vision, Values, Purposes and Milestones

A. Goals: CNM’s grant planning process is aimed at obtaining sustainable external funding to support the college's strategic plan and to advance its five primary goals:

1. Expand CNM’s caring approach to student success
2. Create and enhance a systemic approach to partnerships and community building
   3. Build on CNM’s multi-faceted diversity
   4. Strengthen CNM’s comprehensive identity
5. Innovate in order to sustain CNM’s success for future generations

B. Mission: To create educational opportunities and community partnerships while pursuing a level of community college excellence that is worthy of local and national recognition.

C. Vision: Changing Lives, Building Community

D. Values: Caring, Civility, Excellence, Hope, Integrity, Leadership

E. Purposes:

- **Support Students:** Offer the best opportunities for occupational and workforce training, certificates, associate degrees, liberal arts and transfer credit, skill development and life-long learning.
- **Respond to Community:** Promote and maintain program quality and relevant curricula to support economic and social development.
- **Value Faculty and Staff:** Offer opportunities for growth, professional development and recognition.
- **Foster Collaboration:** Communicate, cooperate and collaborate within CNM and among other educational institutions and the community.
- **Deliver Exceptional Service:** Ensure a welcoming, friendly and service-oriented environment.
- **Facilitate Access:** Pursue an accessible and affordable education for all students.
- **Respect Diversity:** Celebrate, promote and respect diversity.
- **Enhance Physical and Technological Resources:** Plan, improve and maintain physical resources and technology.
- **Ensure Accountability:** Focus on an ongoing system of evaluation, analysis, and adjustment; maintain fiscal integrity and responsibility.
In its 43-year history, Central New Mexico Community College (CNM) has transitioned from a trade school to a community college and become the second largest educational institution in New Mexico. More than 26,000 students currently attend classes at four campuses and a Workforce Training Center in the Albuquerque metropolitan area. Established in 1965 as Albuquerque Technical Vocational Institute (TVI), the college’s mission was to provide adults with marketable skills and the related education needed to succeed in an occupation. Job training and career success for its students have been primary in CNM's mission since its opening. As that mission continues today, CNM has become a major player in the economy of the metropolitan area. A remarkable 96 percent of CNM graduates find jobs in their majors, which local business representatives help to design.

In 1978, the College was accredited by the North Central Association of Colleges and Schools and that accreditation continues today, though the Association is now known as The Higher Learning Commission. A major expansion in mission came in 1986, when the Legislature gave the College the authority to grant associate degrees, and the move to become a community college was under way. The number of disciplines and course offerings has increased steadily through the years and CNM now supplies more transfer students to the University of New Mexico than any other school in the state.

On June 2, 2006, TVI changed its name to Central New Mexico Community College to better reflect its commitment in providing excellent educational opportunities for students locally, regionally and nationally and also to reflect its standing as a top regional community college. Today CNM offers certificate and degree programs in over 100 areas in Applied Technologies; Mathematics, Science & Engineering; Business & Information Technology; Communication, Humanities & Social Sciences; Health, Wellness & Public Safety; and the School of Adult and General Education. Courses are taught in the classroom and via Distance Learning to allow students the most flexibility possible in their education. The college continues to seek opportunities to broaden its reach through partnerships with industry leaders and other educational institutions, allowing students and instructors access to the most current innovations in many disciplines. This forward thinking has allowed CNM to adjust to community and regional workforce needs since its inception and will continue to support its mission for years to come.

The SW Center for Microsystems Education (SCME) serves as a regional Advanced Technology Education Center (ATE). CNM and the SCME were praised by President George W. Bush in a February 3, 2006 panel discussion in which SCME’s Principal Investigator Dr. Matthias Pleil was asked to speak about CNM and SCME’s efforts in addressing the American Competitiveness Initiative by enhancing and promoting the U.S. as a leader in technological innovation. One measure of the quality of an educational program, especially in applied technologies fields, is the industrial demand for program graduates. Nearly all (100%) of the graduates of our MEMS, photonics and electronics programs find jobs in their field and at pay rates appropriate to their profession and education. In 2007 the SCME was moved to UNM to better accommodate students interested in the MEMS field to continue their education.
CNM is New Mexico's largest and most comprehensive community college. As such, it has earned a reputation for preparing people for rewarding careers within the community. Our programs continue to grow and evolve to provide workforce and career-technical training for New Mexicans and others throughout the region and nation. In addition, CNM provides excellence in liberal arts education for individuals desiring to continue in higher education. There's something for everyone at CNM's five locations across the Albuquerque metropolitan area: Main Campus near downtown; Montoya Campus in the northeast heights; the South Valley Campus; the Westside Campus; and the CNM Workforce Training Center. CNM’s Strategic Direction plan (http://www.cnm.edu/depts/mco/PDFs/_cnm_stratplan_brochure.pdf) updated in January 2008 outlines CNM’s vision, mission and values and reflects CNM’s commitment to meet students’ needs and help students achieve success.

Occupational training courses include more than hands-on skill-building (although there's plenty of that). We also offer associate's degrees and certificates in:

- **Applied Technologies** (AT)
- **Business & Information Technology** (BIT)
- **Communication, Humanities & Social Sciences** (CHSS)
- **School of Adult and General Education** (SAGE) [http://www.cnm.edu/depts/eca/index.php](http://www.cnm.edu/depts/eca/index.php)
- **Mathematics, Sciences & Engineering** (MSE)

Finally, in responding to community and statewide needs, CNM provides dual credit and articulated credit classes for high school-aged students. CNM also provides Adult Basic Education including GED and ESL classes for those 16 years of age or older who no longer attend high school and for adults of all ages. The CNM Emeritus Academy serves older adults. For non-traditional students seeking to obtain college credits without physically traveling to the college, CNM offers a variety of distance learning courses. For those seeking to update or learn new skills to increase employability and career potential, CNM provides career enhancement courses offered through CNM’s Workforce Training Center.

**GRANT PROCEDURES**

**Main Policy:** All applications for external funding to the college or the CNM Foundation require review and approval by the President and the Executive Team before submission. All proposed projects or requests for funding, including initial letters of interest/inquiry, sub award agreements or full proposals, must be approved on the established Grants Approval Signature page (provided in Appendix A). Instructions for completing the Grants Approval Signature page are in this manual on pages 10-12.
The grant proposal with an attached Grant Approval Signature page must be submitted to the Executive Team by Monday afternoon (Kathy Bercaw’s office, Vice President of Planning and Budget, M 202) to be reviewed by the Executive Team on Tuesday morning. The deadline for submission of the grant proposal must be carefully considered – since the Executive Team must approve the proposal. Please keep this in mind when planning the timing of your grant proposal submission and the funding source’s deadline for proposal submission.

No member of the CNM community should use the name of the College or present themselves as representing the College in securing financial or in-kind support without prior discussion and approval by the President and the Executive Team.

**Purpose:** The main purpose of this *Grant Procedures Manual* is to assist faculty, administrators, staff and others involved in the grant writing process by providing clear guidelines so that the above approval procedure can be met. In addition, resources for grant development, writing and submission, as well as a listing of funding sources are also provided. It is hoped that you will find this manual helpful in pursuing sustainable external funding for your ideas, programs and initiatives. These processes and procedures are intended to enhance communication, to increase collaboration, college accountability and proper donor stewardship, and to assist those responsible for grant management and reporting. Overall, we hope that this manual will serve to increase the effectiveness of CNM’s grants program.

For help with proposal preparation or procedures, please contact: Susan Meyerer; smeyerer@cnm.edu; (505) 224-4397 or Rachel McHugh, rmchugh@cnm.edu; (505) 224-4396. Both located in the Planning, Budget and Institutional Research Office, M-102.

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**Grant Process Procedure Plan – or How to Get Started**

**I. Come up with an Idea** or Build on One already in Place. OR - if you see a grant opportunity that you might be able to build a program around - use it as a springboard. The plan must fit with CNM’s Strategic Direction plan and be approved by your Dean or Director. In addition, it is wise to advise your Vice President of your idea/plans in order to provide information at the Executive team level.

**II. Develop a Plan:**

See “Grant Writing Overview” (Appendix B) for how to develop a one-page concept paper (basically contains the 4 pieces listed on page 7). If this seems “too much like work:” Simplify. What’s your style? Diagram? Logic Model? Paragraph? Team approach? Talk it through? Go to your colleagues and administrators and tell them all about this amazing idea you have?
• **Grant Development Plans** - When planning a grant proposal, consider these four pieces:

1.) **An Overview of Your Idea/Plan/Program/Project/Proposal: What?**
   - Consider: What is your passion? Your interest? What unmet need do you see in the community? At CNM? In the state? Nation? World?

2.) **The Need: Identify the Stakeholders & Expressed Need: Why?**
   - Why do this project?
     - What is the need for it? Why your community or target group? (Include research on community demographics & statistical evidence of need.)
     - How do you know? What’s the research show? Why now?
   *See Appendix C for a resource list on gathering data & statistical evidence.*

3.) **Why You – or Your Organization: Who?**
   What do you (individually or in tandem with colleagues) have to offer?
   Brief history; Overview of organization, department, agency, division
   Work Accomplished, Mission, Goals, Purpose. Board Members?

4.) **Resources Needed: How?**
   What resources will it take? Preliminary Budget? Sustainability? In-kind Support?
   Matching Funds Needed? (Much easier if “no matching funds” needed).
   Challenge Grant? Competitive Grant? Collaboration Grant? State Grant?

III. **Get Department Approval (Dean of Division/Department):**

• Now that you (or your team) have a plan, present it to the Dean of your Division/Department. In order to go further in the grant writing process at CNM, you must have administrative buy-in to ensure that the project aligns with CNM’s (and your department’s) strategic plan. Administrative approval all starts with your Dean.

• As each Dean has an individual style – the method of getting approval will vary. For example, Dean Burke often holds team meetings for all those interested in a particular funding program (i.e. sustainable energy; garnering updated equipment, etc.). She also has members of CNM’s grant writing team present at her all-faculty/staff meeting(s), so they are aware of the CNM procedures and opportunities to apply for external funding.
  VP approval is also wise.

• Please have the Dean sign your pre-proposal plan (in whatever format you and the Dean have chosen). For example, the pre-proposal plan can be a simple paragraph, or a complete concept paper, or simply a statement that you have discussed the proposal idea with the appropriate dean and approval is obtained to go forward with the grant application/writing process. This is to ensure that you don’t spend time writing a proposal that later does not get through the approval process.
IV. Match Your Idea to Funding Sources:

- Unless of course, you already have the source in mind on which to base your proposal.

- List of potential funders are available – Look on the Grant Writing Overview page (Appendix B) and the Resources List (Appendix D). Also there is a list of “CNM Grant Opportunities” that is being compiled that currently lists 121 funding sources. If you e-mail me: smeyerer@cnm.edu, I can e-mail you the list.

- CNM Foundation Office is an excellent source for funding opportunities and a listening ear for your programs, plans and ideas. The staff there can assist you in finding matching resources for your proposals. The Foundation is located in A-130; 224-4685; or e-mail Brenda Martinez, The Foundation’s Administrative Coordinator, at bmartinez@cnm.edu.

- Be sure to check federal, state, corporate and private foundation opportunities. For your convenience, a resource page has been added as Appendix D – to help you locate sources.

- Or, if you want to contact the Grants Department located in the Planning, Budget and Institutional Research Office (M-102) with your proposed idea/plan/project/program, we can help find funding sources that match. My contact information is: Susan Meyerer, Phone: 224-4397; E-mail: smeyerer@cnm.edu. Rachel McHugh’s contact information is: 224-4396; rmchugh@cnm.edu.

V. Writing The Proposal:

Funding sources issue Request for Proposals (RFP’s) with directions on how they want the grant proposal to be written. These directions must be followed exactly. The following grant writing tips may help you in developing a proposal:

A. Eligibility: Be sure your organization is eligible:

1. Consider partnering with organizations that may be eligible (if yours is not): i.e. “LEA’s are Local Educational Agencies – K-12 schools; school systems; Partner with IHE’s (Institutes of Higher Education) – colleges, universities, community colleges – or Partner with local departments; Community service agencies; business/industry, etc. Organize partner meetings w/clear agendas; take notes at the meeting(s) from which the proposal can later be developed. The great thing about generating a proposal from these meetings (although it seems time consuming) is that such information can be used as a “template” for later proposals, i.e. from an initial proposal others can be generated.
2. Make sure the deadline is “doable.” (Time Frame for submitting proposal).

3. Research Foundations and Government opportunities (federal and state) to determine fit with your idea. Look for number of proposals to be funded: if too few, look elsewhere.

4. Government proposals are often lengthier, but funding is usually larger. Foundation proposals are generally easier to write, but often the grants are not as large. At CNM, the PBIR office oversees government grants, while the CNM Foundation is in charge of foundation relationships. The Grants Department in PBIR – Susan Meyerer and Rachel McHugh - work with both government and foundation grant proposals and processes.

5. If CNM’s Grants Department is able to be “in” on proposal development and/or collaborative meetings to plan the proposal from the beginning, they are better able to help with proposal preparation and/or writing.

   B. Follow the Guidelines (RFP’s - Request for Proposal) to the letter:

1. Watch font size, margins, page limit, word count, spacing, edit.
2. If space is an issue, use Garamond font.
3. Revise-edit-revise: Readability is key as grant reviewers receive thousands of proposals and ease of reading makes them more likely to look closely at yours. Use bolded headings to distinguish proposal parts.

4. Less is more, double space if possible. (Unless guidelines say you can single space – as single spacing allows you the space to provide more information.)

5. Avoid jargon that only you – or your colleagues would be able to read as you never know who will be reviewing your proposal. Simple is better. Avoid acronyms with which others may not be familiar. You can use acronyms as space savers after you identify what the letters stand for. (eg. Tax Help New Mexico (THNM)

6. Read & reread to make sure you have all components. (e.g. Documented Need/Problem Statement; Evidence of “research-based” programs/plan; Organizational Information; Key Personnel; Bibliography; CV’s; Required Appendices, etc.).
7. Have others read the proposal to help clarify.
8. Call program officer with questions – but be sure the answers to your questions are not in the Request for Proposal guidelines – read carefully.

9. Match your request to funders’ priorities – use their language when applicable. However, make sure you let them know HOW you will achieve the program’s funding priorities. (i.e. Students will achieve standards-based math objectives (funders’ language) through using the research-based Chicago math system and applying these principles to building a greenhouse.)

10. Write the abstract/executive summary last. Take care with it. It may be all that’s read!
C. Make the Deadline:

1. Check to See if Proposal must be “Postmarked by” or “Received by” or sent “Electronically by” the Due Date. Grants.gov (federal grant proposals) and Fastlane (NSF grant proposals) systems are tricky. Make sure you allow adequate time to enter proposal.
2. Arrange Components in Proper Order. Send accurate number of copies; Check number of pages of copies.
3. Consider Hand Delivery or Fed Ex. Remember registered mail requires a signature & if no one is there, they will not deliver.
4. Check to make sure Proposal was Delivered – on Time & in Proper Order.
5. Thank You’s are always appreciated.
6. Persistence Pays: May ask for Reviewers’ Comments; Suggestions. According to the National Institute of Health (NIH) which allows requestors to submit 3 times: only 17% of first proposals are funded; 36% of second submissions are funded; 58% get funded on the third try!

D. Budget Preparation: Includes line items and budget justification/narrative.

1. Sometimes Budget Preparation is intimidating. Not to worry! Help is available.
2. In the PBIR office, you can contact Susan Meyerer or Rachel McHugh.
3. Or if help is needed in, for example, determining faculty salaries or compensation for time, Juliane Ziter in Human Resources, Kimberly Rocheford, Business Office Contracts/Grants manager, or Jan Powell, PBIR’s budget analyst, may have the figures you need.
4. Usually funders will ask for a “Budget Justification or Narrative” to be attached or added to the Line Item Budget. In this case, you must justify your expenses. Part-time employee benefits are figured at 25% at CNM; full-time (2,080 hours/year) at 30%.
5. CNM’s federally negotiated indirect cost rate is 32.9%. Some funders – such as NSF – will allow one to use the full amount; others will clearly state “no indirect costs allowed” or “indirect costs limited to 8% of budget total direct costs. Indirect costs are included in the total amount allowed by the funder. Indirect costs are also termed “F & A’s” (facilities and administration). Indirect costs may not be figured on scholarships or equipment over $5,000.

Example of a Budget Justification for Personnel Costs:

- $30,000 Two instructors’ salaries for 2 hours/day; 4 days/week/semester is $15,000; totaling $30,000 for the two-semester program.
- $5,000 One in-class note taker to maximize student success (at $2,500/semester; $5,000 for the 2 semester program) will be employed.
- $8,750 The instructors and note taker positions are salaried positions through CNM. Fringe benefits for CNM part-time salaries are figured at 25% ($35,000 x .25 = $8,750).
- $7,000 Two tutors to assist students outside of class with their studies (at $1,750 x 2 or $3,500/semester; $7,000 for the two-semester program). Contract employment.

TOTAL: $50,750 for Program Personnel Costs
VI. Approval and Submission of the Proposal:

Ok, the proposal is written, formatted perfectly & ready to go…Now what?

A. CNM’s Approval Process:

- **Executive Team Approval:** Before any grant proposals can be submitted, they must be approved by the Executive Team. This team meets on Tuesday mornings and the agenda is set on Monday afternoon. Thus, all proposals must be submitted to Kathy Bercaw’s office (M-202) by the Monday prior to the submission deadline. When the Executive Team approves the proposal (on Tuesday), it will be returned to the PBIR’s grant office (usually to Susan Meyerer or Rachel McHugh or available personnel).

- **Approval Signature Process:** (See Appendix A for the form.)
  Prior to going to the Executive Team, the proposal must go through the Application Signature Approval Process. The form developed for this purpose is in Appendix A and is fairly simple to complete. Here’s what you’ll need to know about the form:

  I. **Proposal Information:** The Project Director’s (or Principal Investigator’s) Name, Department, Phone, Email & Signature are required. Usually, the person in charge of proposal development is the Project Director, but not always. Project information includes the Project Title and Proposal Due Date. Grant Proposal information: Check public grant if it is federal or state funded; “private grant” for private foundations or corporate agencies; “Renewal” if the grant is continuing and up for renewal.

  II. **Budget Information:**
  The Funding Agency (to which the proposal is being submitted) and required. Additionally, dates of the project must be indicated. “Matching Funds” means that CNM must match the funds requested.

  Some grants allow “Indirect Costs” that pay for such things as administering the grant. CNM’s federally negotiated rate for indirect costs is 32.9%. However, unless it’s a government grant, usually an RFP will limit the indirect cost rate – such as allowing a 15% indirect cost rate, which means you can take 15% of your funding request and put it on the “indirect cost” line. Institutions (like CNM) really like this, because it pays for some of the services they provide, such as space, utilities, parking, administration, etc. Many funding agencies will say “No Indirect Costs” allowed.

  If allowed indirect costs must be included in the total budget figures (i.e. if the funder will only allow requests of up to $250,000 – and does allow indirect costs – these are included in the $250,000). It is not wise to ask for more than the funders’ grant limit.

  On the signature approval page indirect costs must be indicated. The Presidential signature (actually the President’s initials) are required if the rate is below the 32.9% federally negotiated level. This can be obtained during the Executive Team meeting.
III. Approval Signatures:

- Prior to Exec. Team:

CNM Foundation Grant Signatures: These are only needed if this is a Foundation grant (not for state or federal government grants). If the Foundation must approve, the signatures needed are Robin Brulé in the Foundation Office and Robert Goy in the Business Office. If Robin is not available, Lisa McCulloch may have authority to sign.

Planning Budget and Institutional Research (PBIR) Signatures: The signature needed for Grants is Susan Meyerer or Rachel McHugh. The PBIR Budget signature needed is Jan Powell. The PBIR office is located in M – 102.

The Dean or Director of your Department must sign prior to proposal going to Exec Team.

- At Exec. Team:

The Vice-President for Planning and Budget Signature is: Kathy Bercaw. Kathy will sign when the proposal is brought to her office (M – 202) before Executive Team meeting or at the Exec Team meeting – so this one can wait until then.

Executive Signatures: The Vice President (the appropriate VP will sign at the Executive Team meeting); and the President (Kathie Winograd – she, too signs at the Executive Team meeting).

- After Exec. Team (if approved):

Business Office Signatures: Contracts and Grants – Kimberly Rocheford will review the budget for accuracy and will give the proposal to Martin Serna, CNM Comptroller to sign.
B. Submission of the Proposal:

Hooray! The proposal is finished; all Signatures obtained…

Executive Team approved; NOW WHAT?

Proposal requirements for submission must be followed. Some proposals will require multiple copies, some require letters of support, others require appropriate appendices (list of board members, financial audit information, CV’s of key personnel, etc.). These should be gathered as the proposal is being developed. Many of these documents (i.e. drug-free workplace), we have on file at the PBIR office, so you might want to check.

When all the material is put together, submission requirements vary:

- **Mailing:** Watch the deadline, does it say “postmarked by” ... or “received by”...

The PBIR office will mail proposals for you if they are received on time. (Even we can’t beat a deadline that’s already past!) If proposals are to be received in Albuquerque and time is short, we can hand deliver.

- **Electronic Submission:** Some foundations require electronic submission of proposals by a certain time and deadline. In this case, proposals can be attached and e-mailed to the appropriate address.

- **Grants.Gov and Fastlane:** PLEASE NOTE: The federal government has gone to an all electronic system called grants.gov. The National Science Foundation (NSF) version of this is called Fastlane. In this system, documents can be uploaded and all sent at once via the system. There are certain “AOR’s” (Authorized Organizational Representatives) who are the only ones that can access this system or submit proposals. At CNM, the two AOR’s for grants.gov are Susan Meyerer and Martin Chavez. It is possible to work “off-line” on a proposal. If use of this system is required, it is quite complex & takes some time to enter the documents. Plus, the government is not lenient about missed deadlines… or times.

In fact, if you miss the deadline by two minutes, the government will not accept the proposal. Susan Meyerer in the PBIR office can help you with using this system, but she needs a reasonable amount of time to do it. It is also helpful to give her information or work with her prior to submission as these government forms can be filled out on an ongoing basis. Our most recent NSF proposal was submitted via Fastlane. The proposal developer worked with Susan to enter the information and check it for accuracy. They also worked in partnership to prepare the proposal.

C. Well, that’s it…Your proposal is in, on time…and it’s time to celebrate & wait for news:

If funders indicate that they will acknowledge your submission (usually by an e-mail stating it’s been received), make sure you receive this acknowledgment …and share it with the appropriate individuals - including the Project Director(s) and the PBIR office.
D. Thank You’s:

First of all, thank YOU for submitting a grant proposal. We know it is not easy, but the rewards are …well – incredible! And so good for students and the community.

Secondly, be sure to thank the funder (if you get the award and even if you don’t you can “thank the funder” for the opportunity to submit) – unless it’s a government grant than this is not necessary. Also, if your proposal does not get funded (the first time – not to worry – you can resubmit!), you can ask the funder – especially the federal government – for feedback on what changes you could make. Federal government grants have panels of readers, who make decisions based on a rubric. You can get copies of their comments and scores.

VII. Managing the Grant:

So…what do you know? Your hard work paid off and you got the grant!! YIPPEE! Or wait…is it “Oh, no, now what?” Again not to worry – Remember, this is a good thing and going to make so much difference in students’ lives and the well-being of our communities.

Deep breath…and a few points to remember:

A. Most grantors require periodic reports:

The reports usually consist of both a financial and a narrative accounting. Some funders require quarterly reports, or semi-annual; some only once a year and/or a final report at the end of the project.

Many grantors have specific report requirements:

- Know what these are and collect your “data” as the grant progresses (rather than trying to remember only at “report” time). Also, know what you have listed in your proposal as measurable goals, outcomes, and/or objectives – progress toward achieving these goals will be included in your report.

- Knowing what your proposal’s goals, objectives, outcomes are makes the reporting process much easier and even enjoyable, as you can see the progress you make. It also allows you to make adjustments for progress not made on your expected outcomes. How can you “revise” your plan in order to meet your objectives & stated goals?

- It’s the real research behind the grant. What works? What doesn’t? And how can we change what isn’t working in order to go forward with our program/plan and achieve the results/outcomes we expected?
**Grant Reporting System:** The CNM Foundation and the PBIR office have worked out a grant reporting system that works well to ensure the reports that get sent out are recorded and received by our “grantors” in a timely manner. Here’s how it works:

1.) If you send the information – or initial report to Susan Meyerer at smeyerer@cnm.edu or Rachel McHugh (rmchugh@cnm.edu) (electronically is fine), we can look it over and prepare it in final format form – as well as prepare a cover letter to go with your report. Now if a report is due by January 12th – we need to take into consideration mailing time, etc. So if you could send the information at least a week in advance of when it is due (2 weeks is better 😊), it would be appreciated.

2.) Susan or Rachel will finalize the report and write a cover letter – sending it on to PBIR and/or the Foundation offices for approval.

3.) Approval is noted and the report is printed on CNM or Foundation letterhead with appropriate signatures. (For example, for Foundation reports, Robin Brulé must sign).

4.) The report will be mailed out from this office (PBIR) and we will send you copies for your files, as well as keep copies for our files and send the Foundation copies.

**B. For Ease in Grant Reporting:** Remember what you said you would do in the proposal:

- What does your evaluation plan look like? What effects did you say you would measure? Outcomes, Results, Objectives, etc. These are what funders will expect you to report on.

- You can turn “negative” outcomes into positives by reporting on the lessons you learned and how you adjusted the program to meet your objectives. (e.g. If no one signed up for the program, report on new procedures you have initiated to recruit students.)

- Be specific: Use **Quantitative** information: numbers, data, (i.e. “From Fall of 2006 to Spring of 2007, 9 new learning communities were initiated bringing the numbers from 4 up to 13 learning communities presently offered at CNM.”), funds spent, funds remaining

- Use **Qualitative** information: How do students/the community/ your target population feel about the program/project? This information can be gathered from surveys, interviews, letters of appreciation, narrative stories, anecdotal evidence, observation, field notes, etc.
B. **Spend the Money:**

Now I can hear many of you saying, “That’s the easy part!”
The point is if you don’t use the funds, funders think you don’t need them (and certainly you don’t need any more!). That is why it’s necessary to spend the money allotted – in the time frame you said the project would take place (rather than ask for extensions). You also must spend funding as presented in your proposal’s budget. If you find that you cannot spend the funds in the way the budget was projected on the grant, you have the option of contacting the funding agency with this information and asking to adjust the spending of the funds accordingly.

Please note: Robin Brulé and The Foundation staff prefer to handle these situations (of budget change) with the foundations with which The CNM Foundation has a relationship. They will gladly work with you to adjust the plan and then they will take the lead in contacting the agency. If you have questions regarding grant reporting, contact Susan Meyerer or Rachel McHugh. She will be glad to help.
APPENDICES
# Contract or Grant Application Approval

## I. Proposal Information

<table>
<thead>
<tr>
<th>Primary Investigator</th>
<th>Project Information</th>
</tr>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Project Title:</strong></td>
</tr>
<tr>
<td><strong>Ext:</strong></td>
<td><strong>Proposal Due Date:</strong></td>
</tr>
<tr>
<td><strong>e-mail:</strong></td>
<td></td>
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<tr>
<td><strong>Secondary:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Division/School:</strong></td>
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</tbody>
</table>

As Primary Investigator for the proposed grant, I certify that the attached proposal is complete and accurate.

## II. Budget Information

<table>
<thead>
<tr>
<th>Funding</th>
<th>Matching Funds or Cost Sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding Agency:</strong></td>
<td><strong>Amount:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cost Account Number:</strong></td>
</tr>
<tr>
<td><strong>Amount Requested:</strong></td>
<td><strong>Control Agent Signature:</strong></td>
</tr>
<tr>
<td><strong>Anticipated Start Date:</strong></td>
<td><strong>Dean/Director Signature:</strong></td>
</tr>
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</table>

### Indirect Cost:

- **Indirect Cost Rate:** %
- **No indirect costs:** Indirect costs is < 32.9% of MTDC Base

### CNM Foundation Grant Signatures

The CNM Foundation agrees to 1) involve a CNM authorized representative in negotiations with the funding agency when the scope of work and/or budget is modified and 2) reimburse CNM for all project costs as specified in the proposal budget.

<table>
<thead>
<tr>
<th>Executive Director/Development Office – Robin Brulé</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget / Development Office – Robert Goy</td>
<td>Date</td>
</tr>
</tbody>
</table>

## Approval Signatures

CNM agrees to perform the work as outlined in the proposal. Proposal modifications must be mutually agreed upon by CNM and the funding agency. The Executive Team has reviewed this proposal and approves of its contents as submitted.

<table>
<thead>
<tr>
<th>PBIR: M-102 Grants Office – Susan Meyerer or Rachel McHugh</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Office – Jan Powell</td>
<td>Date</td>
</tr>
<tr>
<td>Vice President for Planning and Budget - Kathy Bercaw</td>
<td>Date</td>
</tr>
<tr>
<td>Dean/Director –</td>
<td>Date</td>
</tr>
<tr>
<td>Vice President -</td>
<td>Date</td>
</tr>
<tr>
<td>President - Kathie Winograd</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Office : Martin Serna</th>
<th>Date</th>
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</table>
In determining grant opportunities to pursue, the Executive Team will consider, but is not limited in consideration of, the following information.

Central New Mexico Community College Executive Decision Sheet

<table>
<thead>
<tr>
<th>Funding Agency:</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Summary:</td>
<td></td>
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</table>

**In what way does the proposal support the CNM Mission, Vision and Strategic Plan?**
- Helps fulfill College and divisional mission and plans.
- Marginally matches College and divisional mission and plans.
- Does not align with the College and divisional mission and plans.

**Which Key Performance Indicators would the project impact?**
- Students success
- Faculty & staff success
- Effective support of faculty & staff
- Meeting existing & emerging community needs

**What is the community and/or internal need indicated in the CNM Strategic Plan?**
- The project meets one of the five primary goals for CNM:
  - Expand CNM’s caring approach to student success
  - Create and enhance a systemic approach to partnership and community building
  - Project Partners: ________________
  - Grant wants/requires partnerships
  - Build on CNM’s multi-faceted diversity
  - Strengthen CNM’s comprehensive identity
  - Innovate in order to sustain CNM’s success for future generations

**What is the intended future, or long-term consideration, for this project?**
- Intend to continue through new funders.
- Other consideration made for future sustainability of project: UNM will take the lead in sustaining the project.
- Term project not intended for future funding and no intention to institutionalize.

**Does the Project fit current expertise, or a priority for innovative professional development, of CNM staff and faculty?**
- Strong experience in this area.
- Average experience in this area.
- Area for professional development or new innovation for CNM.

**Who are the proposed Project faculty and staff?**
- Current staff, with no new hires.
- Current staff, with new hires or current pool.
- Unidentified new hires.

**How likely is funding through this proposal?**
- High - Open Agreement
- Medium - Competitive
- Low - Highly Competitive

**What will be the likely project impact on CNM facilities, ITS and other resources?**
- Facilities:
  - ITS__________________________
  - Other________________________

**Anticipated Indirect Costs (F & A) rate: DC:**
- Amount: $____________

**Matching Funds**
- Amount: $____________
- Source: ________________
- Anticipated
- Required

**Sub-Award**
- Amount: $____________
- Source: ________________
- Anticipated
Appendix B: Grant Writing Overview
Prepared by Susan Meyerer-Ortiz; (505) 224-4397; smeyerer@cnm.edu

I. Needs Assessment – Identify Stakeholders & Expressed Needs

II. The One-Page Concept Paper – A Brief Description of Your Project/Idea/Goal Includes:
   1. An Overview of Your Idea/Plan/Proposal: What?
   2. The Need: Why? What is the need for this project? Include research on community demographics & statistical evidence of need. Why now?
   3. Why you or your organization: Who? What do you have to offer? Brief history, overview, board members, work accomplished, mission, goals, purpose. Partners? Collaborations?

III. Match your Idea to Funding Sources - List of Potential Funders:
   1. Federal: [Link]
   2. State: [Link]; Search: state grant opportunities
      New Mexico Public Education Department: [Link]; Scroll down page; RFP's (Request for Proposals) on the bottom of home page;
      - New Mexico Higher Education Department: [Link]
      - Google Search: New Mexico State Departments: Dept. of Health, Tourism, Labor, etc.
   3. Foundations: [Link]
      Council of Michigan Foundations: [Link]
      Other states: Do a search for Council of ___________ (State’s name) Foundations
      Or Google: New Mexico Foundations or grantmakers in New Mexico
   4. Grants for Educators: [Link]; [Link]
   5. Search by keywords using Google; Altavista, etc.
      (eg. Grants for community colleges, K-12 education; literacy, technology; service learning, rural schools, etc.)
   6. Corporate/Business Grants – Look for Corporations, Businesses within your area:
      Intel, Hewlett Packard, Target, Sandia National Labs, Steelcase, Dollar General, Toshiba, AT & T, etc.
   7. E-mail me: smeyerer@cnm.edu: I will send you a compiled CNM list of grant opportunities.

IV. Writing the Proposal:
   1. Eligibility: Be sure your organization is eligible: Consider partnering with organizations that may be eligible (if yours is not) – i.e. “LEA’s = Local Educational Agencies – K-12 schools; School systems/districts; Partner with IHE’s (Institutes of Higher Education)-colleges, universities, community colleges - or Partner with local community service agencies or ed. departments, etc. Organize partner meetings w/clear agendas; notes.
      -Research Foundations to determine “fit.” Look for number of proposals to be funded (government).
      -Make sure the deadline is “doable.” (Time Frame)

   2. Follow the Guidelines (RFP’s-Request for Proposal) to the letter: Watch font size, margins, page limit, word count, spacing, edit. Space saver: Garamond font -Revise-edit-revise: Less is more, double space if possible. Read & reread to make sure you have all components.(eg. Documented Need/Problem Statement; Evidence of “research-based” programs/plan; Organizational Information; Bibliography, CV’s, etc.)
      -Call program officer with questions. Write abstract/executive summary last.

   3. Make the Deadline: Check to see if proposal must be “postmarked by” or received by” or sent “electronically by” the due date. Arrange components in proper order. Send accurate number of copies; Check number of pages of copies; Consider hand delivery or Fed Ex; Remember registered mail requires a signature & if no one is there, they will not deliver. Check to make sure proposal was delivered – on time & in proper order.
      Thank you’s. Persistence pays: May ask for reviewers’ comments; suggestions.
Appendix C: Resources for Gathering Data

Using Research-Based and Statistical Data to Develop a Grant Proposal

Many funders these days are interested in grant proposals prepared with statistical evidence of the need for the proposed plan; statistical, research-based evidence that the proposed project/program works; and an evaluation plan that includes both qualitative and quantitative (statistical evidence) data.

For an overview of the project, concept paper or initial plan, you may not need statistical evidence (unless you already have it). However, for the final proposal, funders are now asking that the need-based evidence include research-based statistics - such as research on community demographics, statistical evidence of need and evidence of research-based effectiveness. (In plain terms: “What Works”…)

Some sources for finding such data are listed below:

*Data on CNM is available from the Planning, Budget and Institutional Research (PBIR) office. If you know what data you will need and make a list, you can e-mail it to smeyerer@cnm.edu and she will send it to the appropriate researcher. OR you can request data through the PBIR website link at http://planet.cnm.edu/ipr/data_request_form.htm.

PBIR’s researchers will need a reasonable time period to gather the data.

*Or to find your own data you can use PBIR’s website: http://www.cnm.edu/depts/pbir/index.php

Click on “Institutional Research”: http://www.cnm.edu/depts/pbir/instres/

*Sources for Community demographics include: http://www.census.gov; also “Quality Counts” Report and Chance for Success Indicator (NM places last in 50 state overview): http://www.edweek.org/ew/toc/2007/01/04/index.html

*Data on schools is included on the State Department of Education websites. You can also use practitioner research (what have you – or other educators in the field -observed, studied, evaluated); focal groups; case studies; examples; quotes; news stories; reports; surveys. Other school data sources are School, District and County websites.

*The National Staff Development Council (NSDC)- http://www.nsdc.org provides reports on “Results-Based Staff Development” www.nsdc.org/connect/projects/resultsbased.cfm. (NSDC also has grants.)

*Also check out these websites: www.ed.gov/nclb (No Child Left Behind);
www.excelgov.org/evidence (Evidence-Based Policy);
www.nifl.gov (National Institute for Literacy – also has Grant Opportunities)
www.nifl.gov/partnershipforreading (This is the “evidence-based” site of the NIFL).

*http://www.aera.net/grantsprogram: American Educational Research Association (AERA) provides list of grant opportunities in research on education, as well as published its findings. Great source for what works in education as well as how socioeconomic climates affect learners.


*Google Searches: If you have a subject, i.e. “Learning Communities,” you can usually do a google search and recent publications on the effectiveness will come up. Additionally, if you search “What Works..” i.e. What works in… literacy learning, community colleges, English as a Second Language, etc. results will pop up.
Appendix D: Grant Writing, Development and Funding Sources Resource List

www.grants.gov: Federal grant opportunities. Click on “Find Grant Opportunities.” Listed by departments. Or click on “Site Map” and will lead you to “For Applicants.” Can also register for DUNS number & to be daily informed of grant opportunities via e-mail.

www.whitehouse.gov/government/fbci: Center for Faith-Based and Community Initiatives. Site is self-explanatory and really has wonderful information.

www.foundationcenter.org: List of foundations. Also can view 990’s to see programs foundation funds & amounts donated. Can use without being a “member.” Type in foundation name. Also includes information on grant writing. Can become a member for between $19.95 - $179.95/month.

www.guidestar.org: Like Foundation Center, Can view 990’s of organizations. Cost is $49.00/month.

www.calvin.edu: Click on A-Z Index under “Search” heading. Click on “Grants.” Click on “Helpful Links” in the right-hand column. Under “Finding funding Sources” click on List of funding sources. Brown box on left says “Funding Sources.” If you click on “Alphabetical” - this will bring you to an alphabetical list of hundreds of sources by first letter- just click on any letter to see list. Also lists sources by Subject: Arts & Humanities, Sciences; Social Sciences; Research/Sabbaticals. This site also contains good information on grant writing.

www.michigan.gov/mde: Brings up Michigan Department of Education. On right-hand side click “Grants.” Will bring up list of grants. Click on anyone to review grant opportunity. Can also click on “Directory of Grant Programs” for a list, as well as “Other Federal & Private Grant Sources” in right-hand column. If you click on “Departments/Agencies” in the left-hand column (top); it will bring up other departments in MI gov. ********Note: I tried this with the state of Ohio & got referred to www.ohio.gov - then I followed their links to “Departments” & found the Dept. of Ed.; it’s website is www.ode.oh.us & it has a link to grants. I suppose you can try this with any state. (Yep – looks like it. I tried it with: www.newmexico.gov & got referred to an alphabetical list.) You will just have to negotiate the site for the state in which you are interested. For New Mexico, I typed in “state grant opportunities” in the search box & came up with many grant opportunities.


www.schoolgrants.org: Great information includes an Index to Grant Opportunities; an Index to view Sample Proposals, Grant Writing Tips and Links to Resources. Excellent for PK-12 school grant opportunities.

www.grantproposal.com: Aesthetics & Technicalities for Grantwriters including writing inquiry letters, full proposal, research, advice from funders and tips on getting started. Great samples included.

http://www.centerfornonprofitexcellence.org/funders.htm: Center for Non-Profit Excellence; List of funding sources, deadlines, and websites of funding sources. Includes funders’ areas of focus. Continually updated.


http://www.ed.gov/fund/grant/about/knowabtgrants/index.html: U.S. Department of Education grant development page. Includes sources & a manual on how to write grant proposals. (entitled: What should I know about ED grants?) This site is “Archived Information.” Click on “Grantmaking at Ed” for an updated version.
http://www.aera.net/grantsprogram: American Educational Research Association (AERA) provides grants for research on education (funded by NSF and the National Center for Education Statistics). This is also a great site for finding research-based evidence on what works (or doesn’t work) in education as well as how socioeconomics affect learners.

http://www.tulsacc.edu/page.asp?durki=1532: Tulsa Community College grant development page. Includes a list of funding sources (many in Oklahoma) as well as information on proposal development & writing.

http://nmag.org/grantseek.php: New Mexico Association of Grantmakers. Don’t be fooled by the name. This site lists sources & resources from across the nation. Includes sites to view sample grant proposals. Excellent.

http://www.technologygrantnews.com/grant-index-by-type/higher-education-grants.html: College and university advancement grants index. This site also has a grants index for community initiatives; K-12 education, and others. The site to click on “grants indexes” and choose your subject is: http://www.technologygrantnews.com/grant-money-index-type.html. Although to subscribe, you need to pay money; these sites also list sources without paying.
Appendix E: Student Support Services at CNM

Many grant proposals request that you list “Student Support Services” provided at your institution. For your convenience, I have compiled a list of some of these services. You may know more, so be sure to include those.

At CNM, Student Support Services include:

- **The Academic Advisement and Career Development Department** – Career Education Specialists are certified as Global Career Developmental Facilitators. These Specialists guide students in career exploration processes designed to help each student identify a desired program of study that best fits their interests, talents, needs and potential. Following this process, Academic Advisors help the students each term in planning their course of study and choosing classes in order to facilitate their ability to succeed and obtain a certificate or degree (if so desired) in their chosen field in a timely manner.

- **TECH Center** - This Center provides academic, social and personal support particularly for students in the electronics and technology fields. Services include access to free tutoring (specifically in areas of mathematics, technology, electronics, photonics, computers, engineering and English); peer mentoring; industry mentoring; and support of Achievement Coaches offering advice, tutoring/mentoring and referrals to other services. State-of-the-art computer and electronics equipment are also available for students to use including networked computers, electronic lab equipment, Labvolt, Digital Trainers, Pspice Student Circuit Design, MathCad 7 and numerous others. These tools are available for use in an atmosphere of camaraderie that offers students a “place to belong.” The TECH Center provides free tutoring and computer access in an open environment that encourages networking and a sense of community among students. The TECH Center recorded 80,000 student visits in 2006.

- **Job Connection Center** - This Center offers job search assistance from training in specific skills for job seekers including résumé writing and interviewing skills - to individualized job search advisement and consultation - to quality resources for finding job opportunities. The Job Connection Center trains students in the arts of résumé writing, interviewing, dressing for success, and on-the-job success and survival. This Center also provides job search advice and consultation, market reference materials, access to job-bank sites, leads to specific employers and hiring events with large employers. The Center tracks placement and collects data on student satisfaction, pay rate and job status after placement. CNM currently has a job placement rate of 96% for all its graduates.

- **The Southwest Center for Microsystems Education** - The SCME is a regional NSF Advanced Technology Education Center (ATE) with strong efforts in developing and disseminating educational tools for teaching Micro Electro Mechanical Systems (MEMS) and Microsystems technologies, for teaching secondary and community college instructors about these fields, and for developing community awareness processes.

- **WorkKeys Initiative** - CNM has adopted the WorkKeys™ tools for assessing the required essential skill levels for success by shadowing workers on the job. This enables instructors to ensure that appropriate skill-building exercises are built into their program coursework.

- **Assistance Centers for Education (ACE)** - Provide learning support, supplemental instruction, and student tutoring in a variety of subjects, free of charge at all CNM campuses.

- **Learning Communities** - CNM currently offers 13 learning community opportunities. Learning communities are two courses linked together by a common theme (such as Spanish language and Hispanic Cultural Studies). The same students are enrolled for both classes, giving students the opportunity to get to know the other students in a class, work closely with them, and develop support systems.

- **The Paralegal Law Center** – Located on the South Valley Campus, the Paralegal Law Center provides CNM paralegal students the opportunity to gain real-life experience in their craft while serving their community. A licensed staff lawyer reviews all legal work ensuring legal procedures are followed. The PLC also offers free legal assistance to CNM students and underserved, low-income residents of the South Valley and Valencia County.
Appendix E: Student Support Services at CNM (Continued):

- **Mentoring and Tutoring Support Systems** - Numerous opportunities exist for CNM students to access mentoring and tutoring assistance. These include: *Achievement Coaches* - provided in each instructional division as well as some grant-funded programs to coach students for success as they define and achieve their objectives. Achievement Coaches also develop personal relationships with students leading to personal growth and well-being as they help students access appropriate CNM and community resources including academic assistance.

Various tutorial and mentoring opportunities include:

--- **The Tutorial/Learning Canters (T/LC):** Open to all students and the general public; individual tutoring in English, math, sciences and other areas is provided on a walk-in basis.

--- **The Adult Education Learning Centers (AELC):** Open to all adult education students on a walk-in and appointment basis for basic skills (BSK), Job/life skills (JLS), English as a Second Language (ESL), and GED preparation.

--- **The Writing and Reading Assistance Centers (WRAC):** Open to all developmental education students on a walk-in and appointment basis for concepts covered in reading and writing courses.

--- **The Math Learning Centers (MLC):** Open to all developmental education math students on a walk-in basis.

--- **The Open Computer Lab (OCL):** Open to students and members of the public for educational and personal use on a first-come, first-served basis.

--- **The Literacy Volunteers at CNM:** Offer free tutoring services that bring together adult learners and volunteer tutors in literacy, English as a Second Language (ESL), GED preparation and citizenship.

--- **The Supplemental Instruction Program (SIP):** Provides peer-assisted study sessions for targeted, traditionally difficult courses.

--- **On-line tutoring** is also available.
Appendix F: A Brief Overview of CNM’s Institutional Quality: Many grant proposals request that you describe your institution – it’s history, accomplishments, place in the community, evidence of its quality, mission, purpose, values, etc. Much of this information is available on CNM’s website. The following information is a guide to writing this part of a proposal. It was written for an NSF grant and parts were underlined for ease of “scanning” as the proposal was lengthy.

Quality of Educational Programs: In its 42-year history, Central New Mexico Community College (CNM) has transitioned from a trade school to a community college and become the second largest educational institution in New Mexico. More than 26,000 students currently attend classes at four campuses and a Workforce Training Center in the Albuquerque metropolitan area. Established in 1965 as Albuquerque Technical Vocational Institute (TVI), the college’s mission was to provide adults with marketable skills and the related education needed to succeed in an occupation. That mission continues today. In 1978, the College was accredited by the North Central Association of Colleges and Schools and the accreditation continues today, though the Association is now known as The Higher Learning Commission. A major expansion in mission came in 1986, when the Legislature gave the College the authority togrant associate degrees and the move to become a community college was under way. The number of disciplines and course offerings has increased steadily through the years and CNM now supplies more transfer students to the University of New Mexico than any other school in the state.

TVI changed its name to Central New Mexico Community College on June 2, 2006, to better reflect its commitment to providing excellent educational opportunities to students locally, regionally and nationally and its standing as a top regional community college. Today CNM offers certificate and degree programs in 100 areas in Applied Technologies; Business & Information Technology; Communication, Humanities & Social Sciences; Health, Wellness & Public Safety; Educational & Career Advancement; and Mathematics, Science & Engineering. Courses are taught in the classroom and via Distance Learning to allow students the most flexibility possible in their education. The college continues to seek opportunities to broaden its reach through partnerships with industry leaders and other educational institutions, allowing students and instructors access to the most current innovations in many disciplines. This forward thinking has allowed CNM to adjust to community and regional workforce needs since its inception and will continue to support its mission for years to come.

One measure of the quality of an educational program, especially in applied technologies fields, is the industrial demand for program graduates. Nearly all (100%) of the graduates of our MEMS, photonics and electronics programs find jobs in their field and at pay rates appropriate to their profession and education. The overall employment rate of CNM graduates is 96%. Another good measure of program quality is in the raw ability or competitive showing of the students when compared with those in similar programs nationwide. CNM’s MEMS students placed first in the Sandia National Laboratories University Alliance MEMS Design Competition in 2006, following a strong second place showing in 2005. CNM’s student teams, the only community college represented, earned these awards in competition with teams from nationally recognized four-year universities. The SW Center for Microsystems Education (SCME) serves as a regional Advanced Technology Education Center (ATE). CNM and the SCME were praised by President George W. Bush in a February 3, 2006 panel discussion in which SCME’s Principal Investigator Dr. Matthias Pleil was asked to speak on CNM and SCME’s efforts in addressing the American Competitiveness Initiative by enhancing and promoting the U.S. as a leader in technological innovation. In 2007, SCME was moved to UNM’s campus for better student service in this field.

Another example of program quality is CNM’s Photonics Technology program, which has been in existence in some form since the 1970s. The program is highly rated both nationally and internationally. On this reputation it often attracts out-of-state students despite the high cost of non-resident tuition. Employers from across the United States (e.g., Boeing, Raytheon, Micron Technology) regularly send recruiting teams to CNM in search of Photonics Technology graduates. CNM is a key partner in the New Mexico Alliance for Optics and Photonics Education. In partnership with the University of New Mexico and Sandia National Laboratories, CNM has developed the “Albuquerque Career Training Ladder,” created to keep the photonics and optics industry supplied with an educated workforce. A fully articulated model, the program targets middle-school students entering West Mesa High School. These students can participate in a Photonics Academy, enter CNM following graduation, and then if desired pursue further education up to the doctoral level in photonics at UNM. Photonics Academy students can also participate in internships with UNM’s Center for High Technology Materials or at Sandia National Laboratories. The success of this program is evident in that more students are needed to fill the ever-increasing job market; students are motivated to attain and graduate with higher than average grade points (ranging from 3.7 – 3.87); and increasing numbers pursue advanced technological fields at institutions of higher education.