Enhancing Education Through Technology
FY 2010 Application

In response to
Vision Beyond the 21st Century
Request for Applications

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

Carrizozo
Municipal Schools
(CMS)

Consortium for
21st Century Learning
C21CL

Truth or
Consequences
Municipal Schools
(TCMS)

A partnership proposal
to improve student achievement
through the use of technology

Dexter
Consolidated
Schools (DCS)

Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

Intent to Apply

District: Socorro Consolidated School District
District Contact: Vernon Smith

Type of grant being sought:

FY 08 Continuation	FY 09 Continuation	FY 10 New Grant	Grant Type
			District under 1,000 students
			District with 1,000 – 9,999 students
			District with 10,000+ students
		$250,000.00	Partnership

Anticipated Partners where applicable:

District or Entity
Carrizozo Municipal Schools
Dexter Consolidated Schools
Las Cruces Public Schools
Lordsburg Municipal Schools
Truth or Consequences Municipal Schools
Regional Educational Technology Assistance Program (RETA)

District Technology Plan Approval Term: **December 2008 to December 2011**

Consortium for 21st Century Learning

Enhancing Education Through Technology
FY 10 Request for Application

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Requested Amount: $ 250,000

Application seeks funding in the following category: Please check

FY 08 Continuation	FY 09 Continuation	FY 10 New Grant	Grant Type
			District under 1,000 students
			District with 1,000 – 9,999 students
			District with 10,000+ students
		X	Partnership

Local Educational Agency: Socorro Consolidated Schools

Superintendent: Dr. Cheryl Wilson

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City & Zip: Las Cruces, NM 88003-8001

List all partners (e.g., local educational agencies, regional education centers, universities, community colleges, museums, business, nonprofit organizations, and/or others involved in the grant, etc.):

Animas Public Schools
Carrizozo Municipal Schools
Dexter Consolidated Schools
Las Cruces Public Schools
Lordsburg Municipal Schools
Truth or Consequences Municipal Schools
Regional Educational Technology Assistance Program (RETA)

Signature of Authorized Agent and Date: _Cheryl L. Wilson_   5-15-9

Typed Name and Title: Dr. Cheryl Wilson, Superintendent Socorro Consolidated Schools

Consortium for 21st Century Learning
Project Summary

In support of Enhancing Education Through Technology's primary goal of improving student academic achievement through the use of technology, Socorro Consolidated Schools (LEA), in partnership with Carrizozo Municipal Schools (CMS), Dexter Consolidated Schools (DCS), Las Cruces Public Schools (LCPS), Lordsburg Municipal Schools (LMS), Truth or Consequences Municipal Schools (TCMS), and the Regional Educational Technology Assistance (RETA) Program, requests $250,000 for the Consortium for 21st Century Learning (C21CL). The members of the consortium share a commitment to developing a robust regional educational network that supports 21st century teaching and learning. In addition to sharing resources and learning infrastructure, member districts will be provided customized professional development for implementing 21st century teaching and learning to:

1. Improve academic achievement for New Mexico's K-12 students, especially in rural areas, by implementing technology-enhanced teaching methods in alignment with standards [NM Content Standards and Benchmarks and National Educational Technology Standards for students (NETS)], which support 21st century learning and prepare students to meet NCLB technology literacy requirements.

2. Build NM K-12 educators' capacity to transform their practice by providing access to high quality, ongoing professional development (via face-to-face workshops, online webinars and virtual professional learning community) in order to prepare educators to meet both National Educational Technology Standards for Teachers (NETS•T) and NM Teacher Competencies.

3. Create a research-based sustainable professional development model, which prepares NM K-12 educators, professional development specialists and technology coordinators to effectively support 21st century teaching & learning environments.

Through building partner educators' capacity, C21CL will help partner districts meet NCLB technology proficiency requirements and prepare for the first national assessment of proficiency as part of the National Assessment of Educational Progress (NAEP) in 2012. Outcomes include measurable progress toward NETS for students and teachers, as well as meeting EPSS goals by expanding access to quality learning opportunities. The vision of C21CL is to develop a regional professional network that supports 21st century teaching and learning and fosters K-12 student success.

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Application Narrative (Action Plan)

Need and Vision

Though the need to develop students' 21ˢᵗ century skills has repeatedly been identified (International Society for Technology in Education, 2008b; Cisco, Intel & Microsoft, 2009; Partnership for 21st Century Skills, 2006) and despite NCLB technology literacy requirements and the approaching 2012 National Assessment of Educational Progress (NAEP), which will include technology literacy (eSchool News, 2008), widespread support systems and educator capacity to assess student achievement in 21st century skills are not in place (Cisco, Intel & Microsoft, 2009; Cech, 2008). A national awareness of the lack of capacity needed to address this issue is at hand as expressed by the Partnership for 21st Century Skills, "The nation needs to do a much better job of teaching and measuring advanced 21st century skills that are the indispensible currency for participation achievement, and competitiveness in the global economy (2008, p. 10)." Policy recommendations call for development of state centers for professional development, teaching, and assessement of 21st century skills (Partnership for 21st Century Skills, 2008, p. 15). Please note all references are included in Appendix 6.

In response to the Enhancing Education Through Technology FY 2010 request for applications (RFA) and the primary goal of improving student achievement through technology in elementary and secondary schools, Socorro Consolidated Schools (SCS) and partners Carrizozo Municipal Schools (CMS), Dexter Consolidated Schools (DCS), Las Cruces Public Schools (LCPS), Lordsburg Municipal Schools (LMS), Truth or Consequences Municipal Schools (TCMS), and the Regional Educational Technology Assistance (RETA) Program, requests $250,000 for the Consortium for 21st Century Learning (C21CL)[1]. C21CL proposes to improve academic achievement toward New Mexico Content Standards and Benchmarks (NMCSB) and National Educational Technology Standards (NETS, Appendix 1) for elementary and secondary students through implementation of 21st century learning experiences and assessment methods.

All C21CL partner districts demonstrate need for enhanced assistance: more than one quarter of students within these districts live in poverty, ranging from 26.61% of students in DCS to 35% of students in TCMS, suggesting that at least one out of four students from the target

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[1] In early proposal planning stages, Animas Public Schools considered participation. Please note some documents refer to Animas and were issued before Animas notified partnership members that they would not participate.

population may have limited access to technology at home. In addition, partner districts serve a high percentage of free and reduced lunches (as in the case with SCMS, 68.6%). In addition to economic need, C21CL partner districts are all engaged in school improvement efforts. According to the 2007-08 District Report Cards, four of the districts support schools bearing the 'school in need of improvement' designation, four of the districts have schools in corrective action, and two of which have schools in restructuring (NM PED, 2009).

In addressing these achievement gaps and in preparation for NCLB requirements and NAEP assessment efforts, the six partner districts have identified benefits of partnership.

- Leveraging resources and initiatives
- Building school and district capacity of educators and technology coordinators who form a network of regional support
- Identifying effective practices for improving student achievement through integration of 21st century teaching and assessment methods

In collaboration, the partnership has identified goals, measureable outcomes, activities, and measurements to improve academic achievement toward NMCSB and NETS for elementary and secondary students through implementation of 21st century learning experiences and assessment methods. Influential to the C21CL partnership is ISTE's *Essential Conditions: Necessary conditions to effectively leverage technology for learning* accessible in Appendix 4, which highlights the need for support at all decision making levels (2008b).

C21CL Goals and Activities

To meet the needs of students, teachers, schools, and districts, C21CL will provide ongoing, high quality professional development (PD) for interdisciplinary best practices in constructivist pedagogy and data driven decision making in alignment with NETS for Teachers (NETS•T, ISTE, 2008a); it will foster a philosophically grounded professional learning network specifically focused on goals to:

1. Improve academic achievement for New Mexico's K-12 students, especially in rural areas, by implementing technology-enhanced teaching methods in alignment with standards [NMCSB and National Educational Technology Standards for students (NETS, Appendix 1)], which support 21st century learning and prepare students to meet NCLB technology literacy requirements.

2. Build NM K-12 educators' capacity to transform their practice by providing access to high quality, ongoing professional development (via face-to-face workshops, online formats and virtual professional learning community) in order to prepare educators to meet both National Educational Technology Standards for teachers (NETS•T, Appendix 2) and NM Teacher Competencies (Appendix 3).

3. Create a research-based sustainable professional development model, which prepares NM K-12 educators, professional development specialists and technology coordinators to effectively support 21st century teaching & learning environments.

Along with the narratives for each goal provided below, detailed information on activities is provided in the Project Plan Matrix (included in Narrative) and the Timeline of Activities (Appendix 9).

C21CL Goal 1: Improve academic achievement

C21CL's goal of improved academic achievment for elementary and secondary students supports EETT's primary goal (1). Professional development will support educator teams in developing and implementing 21st century learning experiences and formative assessment methods in alignment with NMCSB and NETS (Appendix 1). Classroom integration of 21st century teaching and learning activities enhances congitive development and produces student outcomes that support all content areas. Frameworks for identifying these outcomes have been promoted by both ISTE (NETS, Appendix 1) and the Partnership for 21st Century Skills (21st Century Student Outcomes, Appendix 10). They include collaboration, creativity, information literacy, problem solving, innovation and self-directed learning.

Participating in real world tasks using 21st century tools 'to respond to complex problems, communicate effectively, manage information, and produce new knowledge' is necessary to prepare students for academic achievement and economic competitiveness (Partnership for 21st Century Skills, 2008). Because these skills cannot be assessed through traditional methods, educators need support in finding ways to identify student progress so the can more effectively support student success.

The development of cognitive skills (critical thinking, problem solving) is especially of importance for issues of equity. Learning activities based on student need are more likely to increase equitable student outcomes. Formative assessment is a research based method which has been shown to be 'one of the most important interventions for promoting high-performance ever

studied' (Centre for Educational Research and Innovation, 2008, p. 2). It is also an important component of master level teaching according to NM Teacher Competencies 2 and 3 (Appendix 3). New Mexico educators are called to utilize a variety of methods to meet individual student needs, design and develop appropriate assessment, and make decisions to improve instruction based on student performance.

Methods for 21st century teaching and assessing will be made available to C21CL through a variety of professional development formats. In addition to the professional development activities, district collaboration will allow for identification of effective formative and summative assessment strategies for evaluation of 21st century skills at the district level. Through C21CL these strategies will be used for two years and results will be a critical component of program evaluation.

C21CL not only meets the national call for a focus on assessment of 21st century learning, but it also meets the purposes of the EETT program. The application of research based methods for developing educator capacity to integrate technology to enhance learning meets the purpose (A) of effectively using technology to improve student achievement. Goal 1 meets purposes (D, E) through high quality, ongoing PD which will be provided in a variety of face-to-face and online formats to support the integration of technology into curricuum and instruction that is aligned with NMCSB. Because the PD will focus on formative assessment of student learning, as well as the identification and use of effective practices for implementing 21st century learning experiences, Goal 1 meets purpose (F). As 21st century skills are developed in students that have been in C21CL educator classrooms, they will have access to enhanced cognitive development meeting purpose (G). Finally, as the partnership will collaborate to utilize formative and summative assessment practices and use results to identify and disseminate effective practices, C21CL meets purpose (I) of rigorous evaluation and reporting of impact through Goal 1.

Activities that will support this goal include the development of a customized PD plan for each district where a team of educators (educator team) and one teacher leader (a PD specialist and/or RETA Instructor) will engage in 36 hours hours of on site PD to implement 21st century learning experiences and formative assessment. Additionally, 10 hours of online PD sessions (monthly webinars) will facilate additional support and assistance in the areas of 21st century skills, NETS, NETS•T, and formative assessment methods (See Appendix 1, Appendix 2 for

standards). Educator teams will then implement a plan to improve student learning and report on results.

The measurable objective of Goal 1 is for students to improve achievement toward NETS in both summative and formative assessments. Not only will C21CL activities support educator teams to conduct formative assessments, implement a plan to improve student learning and report on results, C21CL will also support districts in establishing a baseline for student performance. Pre and post summative assessments of students 21st century skills will be conducted over two years using the same assessment tool across partner districts. Evaluators will use results of all assessments to determine student achievement. Please see Appendix 5 for detailed evaluation plan.

C21CL Goal 2: Build educator capacity

C21CL's second goal is to develop within partner districts educators who can demonstrate both NETS•T (Appendix 2) and NM Teacher Competencies (Appendix 3). Through access to high quality ongoing PD in a variety of formats (face-to-face workshops, online sessions, and virtual professional learning community) educators will learn to design, implement, and assess learning experiences that support student achievement of NETS (Appendix 1) and NMCSB.

C21CL Goal 2 supports the purposes of the EETT program. Supporting school personnel to effectively integrate curriculum in alignment with NMCSB through high quality professional development (purpose D) is achieved through program alignment with NM Teacher Competencies (Appendix 3). Online professional development for teachers and other decision makers is enhanced by providing both accessible formats (both live and on demand webinars) as well as virtual community components (through online community tools and facilitation) to meet purpose (E). Consortium focus on identifying assessment methods (C21CL Goal 1) will encourage the use of effective strategies to be disseminiated through PD, building educator capacity within the state to address specific needs of NM K-12 students (purpose F).

Activities to support this goal will include implementing three regional PD conferences highlighting 21st century tools, teaching and learning skills, strategies for classroom integration, and assessment methods. These conferences will be available to all educators in member districts along with 10 hours of online PD sessions (monthly webinars) to faciliate additional support and assistance in the areas of 21st century skills, NETS, NETS•T, and formative assessment

methods. In addition, as indicated under C21CL Goal 1, one educator team in each district will receive 36 additional on site face-to-face PD hours for the development and assessment of 21st century learning experiences. To complete the support network for participating educators, C21CL will facilitate the use of virtual community tools to connect all participating educators and district coordinators with the goal of establishing a regional support network for 21st century teaching and assessment efforts. The strengths of this model are discussed in the Professional Development Model section.

To determine effectiveness of capacity building, C21CL will assess not only teacher technology use and integration (NETS•T, Appendix 2) but also teacher progress toward 21st century skills (NETS, Appendix 1). Program evaluation will identify participation and attrition in C21CL PD as well as educator feedback on PD services. Please see Appendix 5 for detailed evaluation plan.

C21CL Goal 3: Create a research based professional development model
The third goal of C21CL is to create a PD model whereby NM K-12 educators, professional development specialists, and technology coordinators can effectively support 21st century teaching and learning environments. Through the development of a network that disseminates models and best practices for supporting 21st century teaching and learning, C21CL will facilitate increased classroom access to 21st century tools, networking between district level decision makers, and identification and dissemination of effective educator methods. Through program evaluation, C21CL progress toward Goals 1 and 2 will be reported to identify impact.

C21CL Goal 3 supports the purposes of the EETT program (RFA, p.1). Through the consortium, districts will have access to a comprehensive support system for using technology to improve student achievement (purpose A). District technology coordinators will access a professional learning network to identify effective methods for increasing classroom access to 21st century technologies (purpose B) furthering an effective educational technology infrastructure in a manner that expands student access (purpose C). As in C21CL Goal 2, online professional development for decision makers (district coordinators and technology coordinators) will be enhanced through accessible formats (both live and on demand webinars) as well as virtual community components (through online community tools and facilitation) to meet purpose (E). Finally, the program evaluation will document the impact of these programs

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on student achievement which can be disseminated through this regional network to ensure that the results are widely accessible (purpose I).

Activities to support this goal will include supporting C21CL professional development specialists (RETA Instructors) with 24 hours of PD which prepares them to lead educator teams in designing and assessing 21st century learning experiences. Development of a regional network will be supported through monthly partnership meetings, online community tools (ie: wiki, virtual learning community), three regional conferences, and regular communication efforts. Technology coordinators will be provided a stipend to support C21CL needs and also be included in a speciliazed series of 10 webinars which highlight models (processes, policies, resources, and strategies) to support classroom access to 21st century tools. Reports of educator teams and external evaluators will document effective strategies which will then be disseminated through webinars, conference presentations, and/or publications.These activities develop shared vision, empowered leaders, equitable access, skilled personnel, ongoing professional learning, technical support, ongoing assessment and evaluation, engaged communities and support policies – nine of the 14 essential conditions recommended by ISTE to effectively leverage technology for learning found in Appendix 4 (2008b).

To determine effectiveness of the PD model and regional network, C21CL will evaluate progress toward Goals 1 and 2, assess district use and access to 21st century tools through pre and post surveys during both years, and identify models shared in C21CL activities which serve as best practices for NM K-12 teachers, decsion makers, schools and districts. Please see Appendix 5 for detailed evaluation plan.

Support for goals and objectives of partner district technology plans and EPSS

C21CL activities support the EPSS and technology plans of all partner districts. Specifically, C21CL will extend activities toward partner EPSS goals in the areas of literacy and numeracy by delivering high quality PD which encourages effective strategies for cognitive development and formative assessement. As formative assessment is aligned with goals and focused on student needs (tracking of individual student progress, varied instructional methods and assessment to meet diverse needs), it can improve equity in achievement of outcomes (Centre for Educational Research and Innovation, 2008). Cognitive development strategies to enhance student achievement in 21st century skills must be embedded in core content area

learning experiences. Through alignment with NMCSB and NM Teacher Competencies, C21CL develops educator capacity to improve effectiveness in all teaching practices.

C21CL will also support all partner districts by extending their ability to meet technology plan professional development goals. The technology plan for SCS seeks to "improve the capacity of all teachers to integrate technology effectively into curriculum and instruction" through school-based professional development, utilziation of teacher leaders, informing educators of technology resources, promoting technology rich learning opportunities, opening channels for technology-rich news and information, and sharing examples of local educator success. The activities of C21CL (supporting educator teams in focused effort to integrate and assess 21st century learning experiences, developing local professional development specialists in 21st century teaching and learning, and involving a larger group of educators in conferences, webinars, and virtual community efforts) clearly extend access to PD for districts to develop educator capacity in alignment with their technology plans.

Impact of Funding

C21CL funding will provide the accessible infrastructure and incentives to build educator capacity to improve student achievement. Regional Educational Technology Assistance (RETA), the professional development provider for this partnership, has identified that a significant issue affecting implementation of professional develoment is educator time. C21CL will provide funding for salaries, stipends, technologies and other incentives which allow districts to obtain educator commitment to transformative professional development outside of contract hours (after school, evenings, and weekends).

Participation in C21CL will encourage sharing of strategies, ideas, resources and effective models for 21st century teaching and learning. Existing efforts to support student academic achievement are levereaged by the facilitation of a support network for educators, professional development specialists, technology coordinators and district decision makers. Benefits of this collaborative approach include shared vision and enthusiasm as well as access to a wider array of resources. In this way, each district gains enhancements to existing efforts and the ability to share benefits of existing programs with partners, making existing funding stretch further for greater impact.

C21CL will insure sustainability and capacity through network building and development of mentors at every district level (classroom, teacher community, decision making community).

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Professional development specialists (RETA Instructors) will facilitate C21CL PD. RETA will hire RETA Instructors and support their access to continued professional development; they will continue to be an asset to the region after funding stops. C21CL participants will persist as built-in resources to the districts, with the ability to identify and support effective technology enhanced strategies after the funds are used. Additionally, partner district investment in networks, connectivity, and technology purchased through eRate funds, grants, and other monies, will be leveraged through their use for C21CL, supporting classroom access, professional development, and regional networking.

RETA will leverage funding from prior legislative funding for salaries and benefits for staff. Additional leveraging of funding will occur because RETA, part of New Mexico State University's College of Extended Learning, can access the resources, staff, and expertise of the state's land-grant institution of higher education.

Professional Development Model

Preparing educators to utilize cognitive development and formative assessement to improve student achievement requires a transformation of instructional practice and educator beliefs(Centre for Educational Research and Innovation, 2008). Transforming practice involves new philosophical frameworks, integration of new strategies, and application of new skills which can be challenging, even stressful, for educators. C21CL's model supports teachers in meeting the challenges through a multi-faceted approach.

In contrast to one day isolated PD workshops, C21CL will provide high-quality, ongoing and continous PD over 2 years and across varied accessible formats in the context of a teacher to teacher regional support network. The Partnership for 21st Century Skills has identified common characteristics of successful 21st century PD programs (2006, p. 2):

- Ensure educators understand the importance of 21st century skills and how to integrate them into daily instruction
- Enable collboration between participants
- Allow teachers and principals to construct their own learning communities
- Tap the expertise within a school or district through coaching, mentoring, and team teaching
- Support educators in their role as facilitators of learning
- Use 21st century tools

C21CL PD reflects these characteristics and further aligns with the Partnership's characteristics of an efective PD program, found Appendix 7(2006, pp. 3-5). Through a focus on 21st century skills and assessments, the continuous, collaborative PD approach used with educator teams will

encourage sharing of practical strategies. RETA Instructors will mentor educator teams to support the use of 21st century tools both in the classroom and in professional development activities.

In contrast to PD efforts that provide teachers with information about resources they may not be able to access in the classroom, C21CL supports the technical and human infrastructure necessary to insure classroom access for PD areas of focus. Supporting participants both at the classroom and district level (technology coordinators) fosters a shared vision and the vertical alignment needed to accomplish goals. In order to obtain teacher commitment to a more comprehensive PD program, salaries, stipends, incentives, and other technologies will be utilized by C21CL districts to provide the necessary time and infrastructure to implement professional development and classroom activities. Educator participants can leverage C21CL PD in their annual Professional Development Plans and will receive certificates from RETA for PD efforts.

So that C21CL practices are sustainable, capacity building is essential to the professional development model. As C21CL is a two-year project working toward Goal 3 of creating a model for effective professional development programs, it must highlight sustainable practices. By developing networks within schools, districts, and across the consortium that can connect participants to resources and expertise in a variety of ways, C21CL cultivates a culture to support effective practices. Additional details on project sustainability are included in the Sustainability Timeline section of the narrative.

C21CL Budget

The full funding request of $250,000 supports the program goals and meets the EETT mandate that a minimum of 25% be used to implement high quality professional development. RETA, the professional development provider, will receive $80,000 (32%) of the partnership request. Additional services will be contracted for two years of summative assessment services to identify achievement toward NETS for $12,000 (based on an estimated 750 pre/post & portfolio assessments for each year at $7.50/user/year).

Because C21CL requires an extensive commitment from teachers and partner districts, incentives will be used. Each district will determine the appropriate incentives for their customized plan. For after school, evening, or weekend commitment, districts can provide stipends. To address adequate technology and instructional support, salaries can extend

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additional support to district classrooms. From all partner's budgets a total amount of $87,485 (34.9%) has been identified for salaries and $28,396 (11%) for benefits.

Additionally, funding can allow educator teams and participants to receive technology incentives to support classroom integration activities (such as Flip video cameras and mp3 players). In cases where the plan is designed to support the integration of a particular technology (such as handheld computers at CMS), funds will be used to provide such devices. Specified by district budgets are one classroom set of 30 iPod Touch devices and cases, document cameras, and 10 digital projectors. The total amount requested for supplies and materials is $35,006 (13.9%). Included in CMS budget is $26 for shipping and postage.

Funds have also been identified to support in-state travel for PD efforts ($2,700). Out-of-state travel for a district technology coordinator from SCS to attend National Education Computing Conference (NECC) is budgeted at $1,400. Total request for travel funds is $4,100 (1.6%).

The RETA subcontract ($80,000) will pay salary and benefits (at 30%) for a Program Administrator ($2,500 + $750) to oversee and manage the C21CL partnership and Project Coordinator ($22,500 + $6,750) to facilitate program implementation, develop PD sessions, and support RETA Instructors. The remaining portions of salaries ($25,200) and benefits ($4,032, at 16%) will pay for time outside regular contractual hours for workshops and travel for RETA Instructors ($2,000). The funds will also be used to support technology coordinators who will receive a stipend to assist in program facilitation. The materials and supplies budget ($550) will be used to provide workshop materials, technology devices to support RETA staff, and publications to support alignment of PD sessions with best practices. Additional services include communication costs for phone and electricity ($392), shipping and postage ($40), and fees for suitable, secure hosted online environments such as online community tools, web conferencing system, and wikis ($4.000). The external evaluator is budgeted at $9,000.

Equity and Access for all Students

As noted in the introduction, all C21CL partner districts exhibit more than one quarter of students living in poverty, ranging from 26.61% of students in DCS to 35% of students in TCMS, suggesting that one out of four students from the target population may have limited access to technology at home. By focusing the efforts of educators and technology coordinators on 21st century learning experiences and formative assessment processes, C21CL expands

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effective instructional practices to support equity of student outcomes as well as access to technology. In order to insure reliable technical support, RETA will pay a $1,000 stipend to one technology coordinator from each district to support implementation of 21st century teaching experiences.

By providing a variety of professional development formats (face-to-face workshops, conferences, both live and on demand webinars, and virtual community) which can include many educator participants, C21CL expands access to high quality professional development to a wider community of educators and a greater number of classrooms.

C21CL Partner Collaboration

C21CL will involve six partner districts with participation at various levels. Two non public educational providers will participate (Apple Tree Learning Center and Las Cruces Catholic Schools) as indicated by documents attached. One district coordinator, one technology coordinator, and one or two professional development specialists (RETA Instructor) will collaborate to implement C21CL efforts at the district level. One educator team from each district will participate in the extended 46 hours of PD (36 hours of onsite workshops and 10 hours of monthly webinars). Conference events and webinars will be open to all educators from partner districts. RETA will hire and pay the RETA Instructors, provide customized face-to-face and online professional development, support RETA Instructors, manage communications, and facilitate program evaluation. C21CL district coordinators and RETA staff will meet monthly to monitor program and make adjustments as needed. An external evaluator will be hired and facilitated by RETA. Detailed roles and responsibilities of all participants are listed in Appendix 8 – Roles and Responsibilities.

Evaluation Plan

C21CL includes a multi-level evaluation plan with quantitative and qualitative methodologies and formative and summative processes. The evaluation plan focuses on progress toward each of C21CL's three goals: student achievement, teacher capacity, and professional development model (details in Appendix 5 – Detailed Evaluation Plan). RETA will insure that all data is collected, organized, analyzed, and reported to stakeholders. An evaluator will be contracted to conduct the evaluation, analyze the data, and create the final C21CL report, which will be shared with all stakeholders. To provide for quality assurance and data-driven decision making C21CL will use a continuous improvement process of 'plan, do, study, and act' as informed by ongoing data collection and analysis.

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Project Plan Matrix

Goal 1
Improve academic achievement for New Mexico's K-12 students, especially in rural areas, by implementing technology-enhanced teaching methods in alignment with standards [NMCSB and National Educational Technology Standards for students (NETS, Appendix 1)], which support 21st century learning and prepare students to meet NCLB technology literacy requirements.

Measurable Objective
Students of participating educator teams will improve achievement in assessment of NETS on a summative assessment of 21st century skills and through formative classroom assessment.

Baseline description in relation to this goal	Actions to accomplish these objectives (including indicators of success, measurement tools, and persons responsible)
No consortium access to summative assessment of 21st century skills; student performance on summative pre assessment of 21st century skills would be baseline C21CL educator teams not identified; formative assessments not developed Lack of access to professional development on the topics of formative assessment, 21st century skills, and NETS Data collection plan created	*Strategy: Educator teams develop and implement 21st century learning experiences and assessment methods* *Actions [persons responsible]* Identify customized professional development plan, educator team members and RETA instructor for each district [RETA staff, C21CL district coordinators] Support educator team members with 36 hours of face-to-face professional development workshops (both on site and at regional conferences) plus 10 online sessions throughout the 2009-11 school years [RETA staff, C21CL RETA Instructors, Educator teams] Support educator teams in conducting formative assessments, implementing a plan to improve student learning, and reporting on results. [RETA staff, C21CL RETA Instructors, Educator teams] *Measurement Tools* Project information will be shared with partners via online tools (i.e.: wiki, database) Workshop records (attendance, consensograms, evaluations, education feedback) and online event recordings Formative assessments (classroom artifacts, educator team reports) *Indicators of Success* Establishment of customized district level professional development plans and assemblage of educator teams Constructive educator feedback on professional development

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	Artifacts which reflect educator competency in designing and assessing 21st century learning experiences
	Classroom assessments which indicate student growth toward NETS
	Strategy: Develop assessment strategies for evaluating students 21st century skills
	Actions [persons responsible]
	Collect students achievement data through assessment of 21st Century skills for each district at multiple points during the project [C21CL district coordinators, Educator teams]
	Collect and report C21CL educator team classroom activity data and results of formative assessment methods [C21CL RETA Instructors, Educator teams]
	Measurement Tools
	Summative assessment tool (i.e.: Learning.com Assessment of 21st Century Skills)
	Formative assessment results from educator teams that show progress toward NETS
	Indicators of Success
	Improvement of student achievement between pre and post assessment of 21st century skills
	Growth in student achievement towards NETS as evaluated through classroom assessments

What measurements will you use to determine whether this goal has been accomplished?

To what degree and in what ways has C21CL improved student achievement:

- Towards NETS as evaluated through formative assessments by educator teams in the classroom

- Towards NETS by comparison of team data from general student data on multiple assessments between 2009-2011

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Goal 2

Build NM K-12 educators' capacity to transform their practice by providing access to high quality, ongoing professional development (via face-to-face workshops, online formats and virtual professional learning community) in order to prepare educators to meet both National Educational Technology Standards for teachers (NETS•T, Appendix 2) and NM Teacher Competencies (Appendix 3).

Measurable Objective

C21CL participants will improve in capacity to design and develop learning experiences that support student achievement of NETS in alignment with NETS•T. Educator teams will effectively use student assessment techniques and procedures evaluate students' progress towards NETS in alignment with NETS•T and NM Teacher Competencies.

Baseline description in relation to this goal	Actions to accomplish these objectives (including indicators of success, measurement tools, and persons responsible)
No current, common measurement of teacher progress toward NETS and NETS•T across districts No artifacts of educator classroom assessment of NETS Data collection plan established	*Strategy: Accessible, ongoing professional development opportunities for K-12 educators in a variety of formats* *Actions [persons responsible]* Support educator team members with 36 hours of face-to-face professional development workshops (both on site and at regional conferences) including 10 online sessions throughout the 2009-11 school years [RETA staff, C21CL RETA Instructors, Educator teams] Implement three regional professional development conferences highlighting a variety of 21st century teaching and learning tools and techniques at various locations accessible to educators from partner districts [RETA staff, C21CL district coordinators, C21CL RETA Instructors, Educator teams, Participant educators] Develop and deliver a series of 10 webinars on 21st century teaching, learning, and assessment methods [RETA staff, C21CL RETA Instructors, Educator teams, Participant educators] Facilitate the use of virtual community tools to support a network of all participating educators and district coordinators [RETA staff, C21CL RETA Instructors] *Measurement Tools* Pre and post teacher technology use and integration surveys Pre and post assessment of teacher performance on assessment

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	of 21st century skills
	Teacher attendance at PD sessions
	Scores & feedback on PD session evaluations
	Tracking of teacher C21CL activity from online community tools
	Formative assessment by educator teams (classroom artifacts, results of assessment methods of educator team, presentation artifacts)
	Qualitative and quantitative workshop records from C21CL online tools (workshop agendas, descriptions, notes, reflections)
	Indicators of Success
	Increased teacher technology use and classroom integration
	Increased teacher performance on assessment of 21st century skills
	High degree of participation by teachers of partner districts
	Quantitative scores and qualitative feedback on PD opportunities

What measurements will you use to determine whether this goal has been accomplished?

To what degree and in what ways has C21CL improved teacher capacity to design and develop digital learning experiences and assessments in alignment with NETS•T and NM Teacher Competencies:

- Comparison of scores and feedback on pre and post teacher technology use and integration surveys

- Comparison of scores from pre and post teacher assessment of 21st century skills

- Numbers and retention rates of C21CL teachers as reported by attendance at PD sessions and tracking of teacher C21CL activity in online environments

- Scores & feedback on PD session evaluations

- Holistic assessment of artifacts from educator teams (formative assessment methods, results, improvement plans)

Goal 3

Create a research-based sustainable professional development model, which prepares NM K-12 educators, professional development specialists and technology coordinators to effectively support 21st century teaching & learning environments.

Measurable Objective

C21CL professional development specialists (RETA Instructors) and C21CL district coordinators will participate in a network that disseminates models, resources, and best practices for supporting 21st century teaching and learning in New Mexico.

Baseline description in relation to this goal	**Actions to accomplish these objectives (including indicators of success, measurement tools, and persons responsible)**
Professional network exists, but does not provide comprehensive support (ie: currently no existing webinar series for technology coordinators) Lack of existing NM models for supporting 21st century learning environments Lack of research on effective 21st century practices	*Strategy: Create a network of support for professional development specialists and technology coordinators who can share models for 21st century learning environments* *Actions [persons responsible]* Support C21CL RETA Instructors with face-to-face and online professional development which prepares them to lead educator teams in designing and assessing 21st century learning experiences [RETA staff, C21CL RETA Instructors] Facilitate monthly partnership meetings, use of wiki as a collaborative website and repository tool, conference promotion and registration, and regular communication efforts [RETA staff, C21CL district coordinators, C21CL RETA Instructors] Develop and deliver a series of 10 webinars for technology coordinators which highlight models (including processes, policies, resources, and strategies) which support classroom access to 21st century tools and learning environments [RETA staff, C21CL RETA Instructors, C21CL district coordinators] Facilitate the use of virtual community tools to support a network of all participating educators and district coordinators [RETA staff, C21CL RETA Instructors] Disseminate effective strategies used by C21CL district coordinators, RETA Instructors, and educator teams

	through conference presentation(s) or publication [RETA staff]
	Conduct ongoing evaluation and analysis of C21CL activities [RETA staff, External evaluators]
	Measurement Tools
	Pre and post technology coordinator and RETA instructor survey of district use and access to 21st century tools
	Project information (newsletters, meeting notes, email), anecdotal information and tracking from online community tools
	Repository of models (processes, policies, resources, and strategies) for district-level decision makers to access
	Tracking of professional development specialists and district coordinators in shared online environments
	Professional development session evaluations
	RETA Instructor and technology coordinator attendance at PD sessions
	Workshop records and online event recordings
	Conference presentation proposal or article submission
	Data collection plan and instruments
	Indicators of Success
	Increased access to 21st century tools (online course tools, wikis, social networks, web 2.0 tools, etc) in regional K-12 classrooms
	Increased networking between district level decision makers who are experienced in supporting 21st century learning at the district level
	Quantitative scores and qualitative feedback on PD opportunities and webinars
	Documentation of effective educator methods for designing and assessing 21st century learning experiences
	Constructive feedback from C21CL district coordinators and RETA instructors

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	Successful conference presentations and/or article submission by C21CL coordinators, RETA instructors or educators

What measurements will you use to determine whether this goal has been accomplished?

To what degree and in what ways has C21CL facilitated a network which models effective strategies to support 21st century learning experiences, assessments, and environments:

- Progress toward Goals 1 and 2 as determined through analysis of measurements listed under Goals 1 and 2

- Scores & feedback on PD session evaluations

- Comparison of scores from pre and post technology coordinator and RETA instructor survey of district use and access to 21st century tools

- Increased number of models which serve as examples of collaboration between districts which support 21st century learning environments (both in the wiki and in recorded webinars)

- Accepted conference proposal or article for publication

Crosswalk Matrices

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

Carrizozo
Municipal Schools
(CMS)

Consortium for
21st Century Learning

C21CL

Truth or
Consequences
Municipal Schools
(TCMS)

Dexter
Consolidated
Schools (DCS)

Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

Elements of the EETT application	Technology Plan Item	EPSS item	Application item
A1. To support a comprehensive system that effectively uses technology to improve student achievement: Describe the type of technologies to be acquired, including specific provisions for inter-operability among components with existing technologies.	***Mission Statement*** The mission of Socorro Consolidated Schools is to create a technology rich learning environment that promotes technological and personal development of every student by: • rigorous, relevant technology-rich curriculum delivered by technology-competent staff • Using technology to promote and celebrate student diversity as a strength in our community • Putting the most current technology into the hands of our students, and consistently staying current with the newest technologies • Ensuring student access to broad, relevant technology experiences • Involving our community in the educational process	Increased time in intervention scheduled during the day for grades 5 and 7 especially. Special education curriculum and instructional support will be reviewed over the summer and into the fall to develop an action plan K-12. Individual building plans for increased intervention time and materials in mathematics are being developed. Targeted individuals will be included in after-school programs.	Assessment tool for evaluating student progress toward NETS Hosting for partnership online tools (wikis, online communities, course management system, webconferencing system) Classroom technology (30 iPod Touch devices and cases, document cameras, digital projectors) technology incentives (Flip video cameras, mp3 players)
A2. To improve teaching and learning and ensure that curriculum and instruction are aligned to the standards: Explain how the acquired technologies will be integrated into the curriculum to help enhance teaching, professional development, and student achievement.	• Promotion of Curricula and Strategies that Promote Technology Integration Teachers will be taught how to apply technology in content areas by creating student assignments and work that uses authentic, real-world problems and technologies. Students will use a variety of productivity and creation tools to publish and share their work (web, audio, video, multimedia)	School Improvement funds for staff development, intervention materials, and strategic planning that has been identified in plans. Title 1 professional development and state incentive funds to support these efforts. District operational resources including staff salaries have been identified for intervention.	Professional development practices will reinforce NM State Content Standards and Benchmarks, NETS and will be aligned with NM Teacher Competencies, NETS•T to support teacher development. The focus of the professional development will build educator capacity to develop technology enriched learning environments that support students' active engagement. PD will also prepare educators to utilize formative and summative assessment aligned with content standards and use resulting data to inform learning and teaching. Practices will support educators by providing a stipend for attending PD sessions (on Saturdays and after school or evenings, both online and face to face).

			Planning and sharing time will be integrated into the PD. The online community tools and wiki will facilitate the sharing of participant integration strategies.
A3. To use technology to support efforts to promote parent and family involvement: Explain how programs will be developed in collaboration with existing adult literacy service providers.	• Parental Involvement SCS desires to involve parents by sharing more internet-based news and communications, and more use of online technologies by teachers for posting and sharing assignments. • Collaboration with Adult Literacy Service Providers SCS supports technology to the Adult Basic Education Program (A.B.E.) and works with the Literacy Volunteers of America.	Monthly programmatic Board meetings will be strictly focused on school improvement initiatives indicated by data. Increased parental communication about individual student performance using MAPS. School improvement team meetings each month.	N/A
A4. To enhance professional development and increase understanding of current research: **(a)** Describe how the LEA will ensure sustained professional development for teachers, administrators, and school library medial personnel in the use of technology.	• Innovative Delivery Strategies Online components, webinars, Tech support, in-service and new hire training, constant flow of information to teachers. • Coordination with other resources --- RETA Partnership --- Consortium for 21st Century Learning • Technology Integration The identified needs for more "hands-on" student technologies, innovate classroom practices and improved student assignments are not going to happen in one year. The need to improve instruction to meet the changing needs of changing students is on-going.	Math Boot Camp was provided for 40 district teachers District-wide training on using MAPS data to design effective instructional plans and interventions will be provided by NWEA staff. Principal Leadership Training will be led monthly by the superintendent on principle-centered leadership and the use of data. Monthly professional development meetings in each building will be held in each building, aligned to building and district targets, and reviewed by the superintendent	Face to face and online webinars will be provided through the school year, including a webinar series for educator participants and educator teams and an additional series for technology coordinators. Monthly meetings, a wiki, online community facilitation and newsletters will support ongoing professional development and the formation of a professional learning community. Librarians, principals, literacy/professional development coaches, and other educators as determined by each partner district will be included in all of the activities.
A4. To enhance professional development and increase understanding of current research: **(b)** List the source(s) of	• Coordination with other resources --- Education for Technology Fund --- RETA Partnership --- Consortium for 21st Century	Northwest Evaluation Association (NWEA) District Operational resources	Regional Educational Technology Assistance (RETA) program at New Mexico State University; external evaluators; International Society for Technology in Education (ISTE) and New Mexico

ongoing professional development and technical assistance available to schools, teachers, and administrators served by the LEA, such as state technology offices, educational support units, regional educational laboratories, or institutions of higher education.	Learning --- IDEAL-NM --- Generation YES --- in-house professional development --- software vendors --- NMPED Educational Technology Bureau --- ISTE --- NMSTE --- New Mexico Tech ---Technology Blog --- Email communications --- Podcasts and Screencasts --- In-house Technologists	MAP Short-Cycle assessment consultant Title I consultants and programs	STE; Partnership for 21st Century Skills
A5. To assist districts developing an effective technology infrastructure: Describe the supporting resources, such as services, software, and print resources that will be acquired.	**Goals** --- Increased Internet speeds from T-1 to DS3 --- Upgrade web hosting solution to user-friendly service allowing content creation by students, teachers and administrators --- Purchase and utilization of web-conferencing software for PD and technology training --- Utilization of Online Learning Management Systems for teachers --- Development of Internet Radio and Low Frequency FM Radio for student broadcasts	District-wide training on using MAPS data to design effective instructional plans and interventions will be provided by NWEA staff. School Improvement funds will advance our efforts by allowing for significant facilitation and ongoing embedded professional development.	Decision makers, technology coordinators and professional development specialists will be supported in the process of developing classroom access to 21st century tools (online communities, social networks, wikis, course management tools, Web 2.0 tools). The majority of the resources exist online and require specialized knowledge, skills, and abilities to support in a secure and responsible manner for K12 students. Hosting and software costs for learning environments to be used by the partnership include webconferencing software, course management tools, online community environments, and wikis.
A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	The activities to assist SCS in developing a comprehensive system that effectively uses technology to improve student academic achievement are already in place and new activities are constantly being implemented.	08-09: 5th and 7th graders receive attention in Math and Reading. Special education is a districtwide concern. Math is a districtwide concern. All identified in SBA and supported by MAPS data.	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce monthly webinars for educator participants and technology coordinators, facilitate ongoing learning

			community
			Spring 2010 - analyze and report evaluation data, conference presentation or article submission and or presentation/publication if accepted
A7. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected cost of technologies to be acquired and related expenses needed to implement the plan.	**New Technologies:** DS3 Internet Svc: $3,600/mo. * New Web Hosting: $7,100/yr. * New Computers: $80,000 Network improvements $20,000 * NOTE: cost before E-Rate funding at 90%	Building administrators will make software purchases as appropriate.	As many uses of classroom technologies will involve internet access online tools, C21CL leverages existing technologies. Additional technologies from this funding will include iPod touch devices, document cameras, digital projectors, and teacher incentives such as Flip video cameras, mp3 players, or similar tools.
B. To promote parent and family involvement in education: Describe how the LEA will involve parents, public libraries, business and community leaders in the project.	• Parental Involvement SCS desires to involve parents by sharing more internet-based news and communications, and more use of online technologies by teachers for posting and sharing assignments. • Providing more news and updates for parents and the community through the web site • Promotion of Socorro Tech News to parents and community resources	Monthly programmatic Board meetings will be strictly focused on school improvement initiatives indicated by data. Increased parental communication about individual student performance using MAPS. School improvement team meetings each month.	Community involvement will be achieved through reporting of activities to a minimum of one partner school board presentation and a news article in a local media outlet. Reporting of student assessment data in educator teams will be shared with parents.
C1. To expand access to technology for students: Describe how the LEA will promote equity in education in order to support state content standards and student performance standards.	**Steps to Increased Access:** · Adding more "hands-on" technology for students • Technology-integrated instruction will be promoted and modeled • Expansion and increased support of the 21st Century Vocational Labs • Expansion of computer labs to include the latest, state-of-the-art technology	Math Boot Camp was provided for 40 district teachers District-wide training on using MAPS data to design effective instructional plans and interventions will be provided by NWEA staff. Principal Leadership Training will be led	Customized professional development will support district level focus on performance areas of need. Improving student access to 21st century tools, learning experiences, and assessments will foster student development toward NETS and NM Content Standards and Benchmarks.

	• Maintaining a "triple-boot system" that gives students access to Windows, Mac OS-X and Linux operating systems. • Providing after-school access to computers in computer labs and libraries • Recycling older but usable computers into classroom pods for center activities • Continued use of results from standardized assessments to drive computer learning modules or any other short cycle assessments • Providing increased access to advanced learning tools like Plato • Offering technology-rich extra-curricular activities (Internet radio, school news, etc.) generated by students with instructor moderation • Development of Advanced Placement and Distance Learning courses through IDEAL-NM using the Blackboard Learning Management System • Developing student-based mentoring programs with online components • Providing more assistive technologies (hardware and software) where needed.	monthly by the superintendent on principle-centered leadership and the use of data. Monthly professional development meetings in each building will be held in each building, aligned to building and district targets, and reviewed by the superintendent	

C2. To expand access to technology for students particularly in schools served by "high-need local education agencies": Describe how the LEA will provide equal access for teachers, students and parents.	**Steps to Increased Access:** Demographics consistently prove that Socorro County is the second poorest county in New Mexico. … The median household income in 2004 was nearly 30% below state averages. It is no wonder that 2004 figures show that 23.6% of Socorro County's inhabitants are living below poverty levels. The issues of ethnicity and special needs further complicate educational achievement because of the need for higher levels of differentiated instruction. The poverty and isolation of the community complicates recruitment and hiring of experienced, licensed instructional personnel, making the process more difficult. Many Socorro's families are challenged to provide home technology (such as personal computers), and many students rely solely on SCS' for access to technology. Additionally, the availability of high-speed Internet service is extremely limited and often not affordable to the average family.	Monthly programmatic Board meetings will be strictly focused on school improvement initiatives indicated by data. Increased parental communication about individual student performance using MAPS. Monthly professional development meetings in each building will be held in each building, aligned to building and district targets, and reviewed by the superintendent. Increased time in intervention scheduled during the day for grades 5 and 7 especially. Special education curriculum and instructional support will be reviewed over the summer and into the fall to develop an action plan K-12. Individual building plans for increased intervention time and materials in mathematics are being developed. Targeted individuals will be included in after-school programs.	21st century skills are process skills, they transfer across tools and learning experiences. The accessibility of online resources makes the learning activities easily extensible to classrooms outside the focus area of the educator teams. Webinars designed for the partnership will be available statewide to educators and technology coordinators.

D1. To integrate technology effectively into curriculum and instruction: Describe how technology will be integrated into the curriculum and Educational Plan for Student Success; affect student achievement and meet the National Education Goals and the New Mexico Content Standards and Benchmarks.	**Goals:** • Link to EPSS - The district will continue to monitor appropriate competency standards that address EPSS goals. SCS will continue to enhance student achievement and academic abilities in the areas of math and language arts. • Addressing instruction and academic performance to meet the Annual Measurable Objectives (AMO's) as designated by AYP targets in order to meet full proficiency in all Socorro schools prior to School Years (SY) 2013-2014. • Broadening the technological hardware available for student and educator use, including but not limited to televisions, DVD players, digital video camcorders, digital still cameras, audio recording equipment, television and radio feeds, Interactive White Boards (and the associated projectors), and digital media content	Monthly programmatic Board meetings will be strictly focused on school improvement initiatives indicated by data. Monthly professional development meetings in each building will be held in each building, aligned to building and district targets, and reviewed by the superintendent. Special education curriculum and instructional support will be reviewed over the summer and into the fall to develop an action plan K-12. District-wide training on using MAPS data to design effective instructional plans and interventions will be provided by NWEA staff.	Educators will identify, develop, and assess effective practices for developing students' 21st century learning skills as well as progress toward NETS and NMCSB
D2. To support the development and use of electronic networks and other innovative methods such as distance learning courses and curricula: Describe how technology will affect student achievement and progress toward meeting the No Child Left Behind Act (NCLB) and New Mexico Content Standards and Benchmarks.	**Technology Integration** • Innovative Classroom Practices • More Student "hands-on" technology • Improved student assignments that include technology applications with real world, authentic contexts • Internet-based Professional Development • Enhanced technology communications through email, our web site and blogs • Implementation a technology	Monthly programmatic Board meetings will be strictly focused on school improvement initiatives indicated by data. District-wide training on using MAPS data to design effective instructional plans and interventions will be provided by NWEA staff. Increased time in intervention scheduled during the day for grades 5 and 7 especially.	Students will develop the ability to apply technology in authentic, real world situations; develop innovative processes using technology; communicate and work collaboratively; develop research and information fluency; use critical thinking, problem solving, and

	mentioning program • Classroom observation and mentoring by technology specialists • University classes • Technology workshops through RETA • Technology workshops during school-based professional development • Technology workshops • Self-designed professional development plans by instructional staff, implemented on a voluntary basis after school hours • Vendor specific workshops/conferences • Maintain and upgrade technology infrastructure to support student achievement and staff professional development.	Individual building plans for increased intervention time and materials in mathematics are being developed. Targeted individuals will be included in after-school programs.	decision making. In addition, students will develop understandings about save and responsible uses of technology.

Carrizozo Municipal Schools (CMS) Crosswalk Document

Elements of the EETT application	Technology Plan Item	EPSS item	Application item
A1. To support a comprehensive system that effectively uses technology to improve student achievement: Describe the type of technologies to be acquired, including specific provisions for inter-operability among components with existing technologies.	1) To provide the resources, both hardware and software, for teachers and students to provide access to the classroom, the district and the world. 2) To teach and promote the ethical use of Technology. 3) To provide instruction for staff and students that is meaningful, interactive, and applies to real-world applications. 4) To create on-learning environments that support classroom curriculum. 5) To help students develop critical thinking and problem solving skills through the use of technology. **Mission Statements**	Assessments for student progress— **EPSS Plan** All students will increase the number of students scoring proficient on the 2008-2009 MATH NMSBA All students will increase the number of students scoring proficient on the 2008-2009 READING NMSBA	Assessment tool for evaluating student progress toward NETS Hosting for partnership online tools (wikis, online communities, course management system, webconferencing system) Classroom technology (30 iPod Touch devices and cases, document cameras, digital projectors) technology incentives (Flip video cameras, mp3 players)
A2. To improve teaching and learning and ensure that curriculum and instruction are aligned to the standards: Explain how the acquired technologies will be integrated into the curriculum to help enhance teaching, professional development, and student achievement.	To develop educators who are competent in technology and have the capacity to establish student-centered, technology –enhanced learning environments that result in increased student performance and economic viability **District Goal**	Professional Development Plan includes a variety of workshops for educators and staff to learn about effective practices, technology, and diverse student needs. **EPSS/ Plan Professional Development**	Professional development practices will reinforce NM State Content Standards and Benchmarks, NETS and will be aligned with NM Teacher Competencies, NETS•T to support teacher development. The focus of the professional development will build educator capacity to develop technology enriched learning environments that support students' active engagement. PD will also prepare educators to utilize formative and summative assessment aligned with content standards and use resulting data to inform learning and teaching. Practices will support educators by providing a stipend for attending PD sessions (on Saturdays and after school or evenings, both online and face to face). Planning and sharing time will be integrated into the PD. The online community tools and wiki will facilitate the sharing of participant integration strategies.

A3. To use technology to support efforts to promote parent and family involvement: Explain how programs will be developed in collaboration with existing adult literacy service providers.		IMPROVE OR MAINTAIN HIGH LEVELS OF parent and family engagement and support of their child(ren's) reading achievement as a member of the school community. **EPSS**	N/A
A4. To enhance professional development and increase understanding of current research: **(a)** Describe how the LEA will ensure sustained professional development for teachers, administrators, and school library medial personnel in the use of technology.	To develop educators who are competent in technology and have the capacity to establish student-centered, technology – enhanced learning environments that result in increased student performance and economic viability **District Goal** …integrate technology effectively through "best practices and researched based strategies. P 6	Professional Development Plan includes a variety of workshops for educators and staff to learn about effective practices, technology, and diverse student needs. **EPSS/ Plan Professional Development**	Face to face and online webinars will be provided through the school year, including a webinar series for educator participants and educator teams and an additional series for technology coordinators. Monthly meetings, a wiki, online community facilitation and newsletters will support ongoing professional development and the formation of a professional learning community. Librarians, principals, literacy/professional development coaches, and other educators as determined by each partner district will be included in all of the activities.
A4. To enhance professional development and increase understanding of current research: **(b)** List the source(s) of ongoing professional development and technical assistance available to schools, teachers, and administrators served by the LEA, such as state technology offices, educational support units, regional educational laboratories, or institutions of higher education.	To develop educators who are competent in technology and have the capacity to establish student-centered, technology – enhanced learning environments that result in increased student performance and economic viability **District Goal** …integrate technology effectively through "best practices and researched based	Professional Development Plan includes a variety of workshops for educators and staff to learn about effective practices, technology, and diverse student needs. **EPSS/ Plan Professional Development**	Regional Educational Technology Assistance (RETA) program at New Mexico State University; external evaluators; International Society for Technology in Education (ISTE) and New Mexico STE; Partnership for 21st Century Skills

	strategies. p6 …as per ISTE standards p7		
A5. To assist districts developing an effective technology infrastructure: Describe the supporting resources, such as services, software, and print resources that will be acquired.	To create on-line learning environments that support classroom curriculum. **Mission** To insure all…have access…telecommunic ations and ..modernized for technology **District Goal** To keep technology modern and functioning to enhance the learning environment **District Goal** Fiber backbone Cat 5 to classrooms Wireless Access Points thoroughout district	Plan Resources Available **EPSS** • Staff for duplication and mailing the newsletter • Website support for family connections • Childcare support so parents and family can attend district/school meetings • NMPED Family Toolkit (teacher and parent components) • Student Planners • PRO Family Connections Series (based on Toolkit) • Parents for Kids • School Advisory Council • Staff dedicated to producing monthly newsletter	Decision makers, technology coordinators and professional development specialists will be supported in the process of developing classroom access to 21st century tools (online communities, social networks, wikis, course management tools, Web 2.0 tools). The majority of the resources exist online and require specialized knowledge, skills, and abilities to support in a secure and responsible manner for K12 students. Hosting and software costs for learning environments to be used by the partnership include webconferencing software, course management tools, online community environments, and wikis.
A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	Summer 2009 • Identify best practices and researched based strategies and implement them through PD, tech committee and webinars • Work toward developing "Sustainable Classrooms" as are identified in Robert Marzano's book Classroom	Listed in **EPSS Plan Resources Needed** Plan Resources Available **EPSS** • Student Planners • School Advisory Council • Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001) by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock – Book study	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce monthly webinars for educator participants and technology coordinators, facilitate ongoing learning community

| A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities. | Summer 2009
• Identify best practices and researched based strategies and implement them through PD, tech committee and webinars
• Work toward developing "Sustainable Classrooms" as are identified in Robert Marzano's book Classroom Instruction That Works (Marzano, Pickering and Pollock, 2001).
Ongoing
• Build technology Support teams to share best practices
• Support opportunities for all teachers by providing substitutes and travel assistance
• Institute RETA Webinars as part of the Professional Development Plan for district staff
• Maintain regional technology coordinator and point of contact | Listed in **EPSS Plan Resources Needed** Plan Resources Available **EPSS**
• Student Planners
• School Advisory Council
• Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001) by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock – Book study completed 2007-2008 by certified staff.
• Professional Development Time- 2 hour late start every Friday to conduct professional development
• Laptop Initiative to provide computers to students 7th grade students and computers 8th-12th grade currently in district
• Funding from 21st Century and Nutrition Grant ($160,000) for After School Program for 2008-2009 | *Note Detailed Timeline in Appendix 9*
August 2009 – coordination and planning, establish contracts for web services
Fall 2009, Spring 2010, and Fall 2010 – implement professional development for professional development specialists, technology coordinators, and educator teams, produce monthly webinars for educator participants and technology coordinators, facilitate ongoing learning community
Spring 2010 - analyze and report evaluation data, conference presentation or article submission and or presentation/publication if accepted |

B. To promote parent and family involvement in education: Describe how the LEA will involve parents, public libraries, business and community leaders in the project.	Parental Involvement through maintenance of a Website **p10**	Parent Plan **EPSS** • District and School administrators will make all decisions regarding instruction, family involvement activities, volunteerism, etc. and include family members as well as other stakeholders through the School Advisory Council and People for Kids.	Community involvement will be achieved through reporting of activities to a minimum of one partner school board presentation and a news article in a local media outlet. Reporting of student assessment data in educator teams will be shared with parents.
C1. To expand access to technology for students: Describe how the LEA will promote equity in education in order to support state content standards and student performance standards.	Addition on wireless, connections, laptops, Ideal-NM and collaboration with Universities access extends **p5** Ratios pupil/computer Elem 4/1 MS 1/1 HS 1/1 **p5**	Plan Resources Available **EPSS** • Student Planners • School Advisory Council • Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001) by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock – Book study completed 2007-2008 by certified staff. • Professional Development Time- 2 hour late start every Friday to conduct professional development • NWEA/MAP short cycle assessment for 2008-2009 in the areas of Reading for students K-11 testing in September, January, and April of school year. • Instructional Assistants K-12 • Reading Interventionist (1st-3rd)	Customized professional development will support district level focus on performance areas of need. Improving student access to 21st century tools, learning experiences, and assessments will foster student development toward NETS and NM Content Standards and Benchmarks.

		• Funding from Title I and Title II for Professional Development and Resource Materials • Funding from K-3 Plus program for 25 additional instructional days ($150,000) • Laptop Initiative to provide computers to students 7th grade students and computers 8th-12th grade currently in district • Funding from 21st Century and Nutrition Grant ($160,000) for After School Program for 2008-2009 • Literacy Consultant through Region IX • McGraw/Hill and Glencoe Core Programs • Read Well • Read Naturally • Compass Learning (K-8th Grade) • Reading Renaissance •REWARDS Plus Program and Trainer • LETRS • Region IX Cooperative Center • After School and Summer School for students not meeting proficiency.	

C2. To expand access to technology for students particularly in schools served by "high-need local education agencies": Describe how the LEA will provide equal access for teachers, students and parents	Addition on wireless, connections, laptops, Ideal-NM and collaboration with Universities access extends **p5** Ratios pupil/computer Elem 4/1 MS 1/1 HS 1/1 **p5**	Plan Resources Available **EPSS** • Staff for duplication and mailing the newsletter • Website support for family connections • Childcare support so parents and family can attend district/school meetings • NMPED Family Toolkit (teacher and parent components) • Student Planners • PRO Family Connections Series (based on Toolkit) • Parents for Kids • School Advisory Council • Staff dedicated to producing monthly newsletter • Funding from 21st Century and Nutrition Grant ($160,000) for After School Program for 2008-2009 • After School and Summer School for students not meeting proficiency.	21st century skills are process skills, they transfer across tools and learning experiences. The accessibility of online resources makes the learning activities easily extensible to classrooms outside the focus area of the educator teams. Webinars designed for the partnership will be available statewide to educators and technology coordinators.
D1. To integrate technology effectively into curriculum and instruction: Describe how technology will be integrated into the curriculum and Educational Plan for Student Success; affect student achievement and meet the National Education Technology Goals and the NMCSB.	Identify and promote curricula and strategies that integrate best practices and researched based. **P6**	Plan Resources Available **EPSS** • Website support for family connections • Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001) by Robert J. Marzano, Debra J.	Educators will identify, develop, and assess effective practices for developing students' 21st century learning skills as well as progress toward NETS and NMCSB.

		Pickering and Jane E. Pollock – Book study completed 2007-2008 by certified staff. • Professional Development Time- 2 hour late start every Friday to conduct professional development • Laptop Initiative to provide computers to students 7th grade students and computers 8th-12th grade currently in district • Funding from 21st Century and Nutrition Grant ($160,000) for After School Program for 2008-2009 • Region IX Cooperative Center	
D2. To support the development and use of electronic networks and other innovative methods such as distance learning courses and curricula: Describe how technology will affect student achievement and progress toward meeting the No Child Left Behind Act (NCLB) and New Mexico Content Standards and Benchmarks.	Innovative delivery strategies Blackboard Ideal NM Interactive Television **P9**	Plan Resources Available **EPSS** • Staff for duplication and mailing the newsletter • Website support for family connections • Childcare support so parents and family can attend district/school meetings • NMPED Family Toolkit (teacher and parent components) • Student Planners • PRO Family Connections Series (based on Toolkit) • Parents for Kids • School Advisory	Students will develop the ability to apply technology in authentic, real world situations; develop innovative processes using technology; communicate and work collaboratively; develop research and information fluency; use critical thinking, problem solving, and decision making. In addition, students will develop understandings about save and responsible uses of technology.

		Council • Staff dedicated to producing monthly newsletter • Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001) by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock – Book study completed 2007-2008 by certified staff. • Professional Development Time- 2 hour late start every Friday to conduct professional development • NWEA/MAP short cycle assessment for 2008-2009 in the areas of Reading for students K-11 testing in September, January, and April of school year. • Instructional Assistants K-12 • Reading Interventionist (1st-3rd) • Funding from Title I and Title II for Professional Development and Resource Materials • Funding from K-3 Plus program for 25 additional instructional days ($150,000) • Laptop Initiative to provide computers to students 7th grade students and computers 8th-12th grade currently	

| | | in district
• Funding from 21st Century and Nutrition Grant ($160,000) for After School Program for 2008-2009
• Literacy Consultant through Region IX
• McGraw/Hill and Glencoe Core Programs
• Read Well
• Read Naturally
• Compass Learning (K-8th Grade)
• Reading Renaissance
•REWARDS Plus Program and Trainer
• LETRS
• Region IX Cooperative Center
• After School and Summer School for students not meeting proficiency. | |

Dexter Consolidated Schools (DCS) Crosswalk Document

Elements of the EETT application	Technology Plan Item	EPSS item	Application item
A1. To support a comprehensive system that effectively uses technology to improve student achievement: Describe the type of technologies to be acquired, including specific provisions for inter-operability among components with existing technologies.	Goal 1. Engage all students in integrated technology processes using State-of-the-Art Resources to meet educational demands. *Objective 4. Purchase educationally appropriate classroom related technologies and software as funding is available*.	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Assessment tool for evaluating student progress toward NETS Hosting for partnership online tools (wikis, online communities, course management system, webconferencing system) Classroom technology (30 iPod Touch devices and cases, document cameras, digital projectors) technology incentives (Flip video cameras, mp3 players)
A2. To improve teaching and learning and ensure that curriculum and instruction are aligned to the standards: Explain how the acquired technologies will be integrated into the curriculum to help enhance teaching, professional development, and student achievement.	Goal 2. Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 2. Provide for the integration of multiple resources for existing and emerging curriculum*.	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Professional development practices will reinforce NM State Content Standards and Benchmarks, NETS and will be aligned with NM Teacher Competencies, NETS•T to support teacher development. The focus of the professional development will build educator capacity to develop technology enriched learning environments that support students' active engagement. PD will also prepare educators to utilize formative and summative assessment aligned with content standards and use resulting data to inform learning and teaching. Practices will support educators by providing a stipend for attending PD sessions (on Saturdays and after school or evenings, both online and face to face). Planning and sharing time will be integrated into the PD. The online community tools and wiki will facilitate the sharing of participant integration strategies.

A3. To use technology to support efforts to promote parent and family involvement: Explain how programs will be developed in collaboration with existing adult literacy service providers.			N/A
A4. To enhance professional development and increase understanding of current research: **(a)** Describe how the LEA will ensure sustained professional development for teachers, administrators, and school library medial personnel in the use of technology.	**Goal 2.** Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 4. Provide and support professional development opportunities as needed. Strategy: Pursue professional development opportunities as needed to support educational programming*. **Action Steps:** Actively support professional development activities provided by training consultants.	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Face to face and online webinars will be provided through the school year, including a webinar series for educator participants and educator teams and an additional series for technology coordinators. Monthly meetings, a wiki, online community facilitation and newsletters will support ongoing professional development and the formation of a professional learning community. Librarians, principals, literacy/professional development coaches, and other educators as determined by each partner district will be included in all of the activities.
A4. To enhance professional development and increase understanding of current research: **(b)** List the source(s) of ongoing professional development and technical assistance available to schools, teachers, and administrators served by the LEA, such as state technology offices, educational support units, regional educational laboratories, or institutions of higher education.	*Goal 2*. Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 4. Provide and support professional development opportunities as needed*. **Strategy:** Pursue professional development opportunities as needed to support educational	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Regional Educational Technology Assistance (RETA) program at New Mexico State University; external evaluators; International Society for Technology in Education (ISTE) and New Mexico STE; Partnership for 21st Century Skills

	programming. **Action Steps:** Pursue professional development to support curriculum implementation. Actively support professional development activities provided by training consultants.		
A5. To assist districts developing an effective technology infrastructure: Describe the supporting resources, such as services, software, and print resources that will be acquired.	**Goal 1.** Engage all students in integrated technology processes using State-of-the-Art Resources to meet educational demands. *Objective 4. Purchase educationally appropriate classroom related technologies and software as funding is available.*	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Decision makers, technology coordinators and professional development specialists will be supported in the process of developing classroom access to 21st century tools (online communities, social networks, wikis, course management tools, Web 2.0 tools). The majority of the resources exist online and require specialized knowledge, skills, and abilities to support in a secure and responsible manner for K12 students. Hosting and software costs for learning environments to be used by the partnership include webconferencing software, course management tools, online community environments, and wikis.
A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	**Goal 2.** Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 1. Assure the skillful use of technology to support the development of lifelong learning skills and*	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce

A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	**Goal 2.** Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 1. Assure the skillful use of technology to support the development of lifelong learning skills and process skills*. **Strategy:** Implement grade level technology standards identified to ensure equity of delivery to all students.	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce monthly webinars for educator participants and technology coordinators, facilitate ongoing learning community **Spring 2010** - analyze and report evaluation data, conference presentation or article submission and or presentation/publication if accepted
A7. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected cost of technologies to be acquired and related expenses needed to implement the plan.	**Goal 1.** Engage all students in integrated technology processes using State-of-the-Art Resources to meet educational demands. *Objective 4. Purchase educationally appropriate classroom related technologies and software as funding is available*.	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	As many uses of classroom technologies will involve internet access online tools, C21CL leverages existing technologies. Additional technologies from this funding will include iPod touch devices, document cameras, digital projectors, and teacher incentives such as Flip video cameras, mp3 players, or similar tools.
B. To promote parent and family involvement in education: Describe how the LEA will involve parents, public libraries, business and community leaders in the project.	**Goal 3.** Encourage parent engagement to support excellence using technology. *Objective 1. Provide equal access for the*	Improve **PARENT SUPPORT AND INVOLVEMENT** in their child's academic achievement as a member of the school	Community involvement will be achieved through reporting of activities to a minimum of one partner school board presentation and a news article in a local media outlet. Reporting of student

C1. To expand access to technology for students: Describe how the LEA will promote equity in education in order to support state content standards and student performance standards.	**Goal 2**. Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 1. Assure the skillful use of technology to support the development of lifelong learning skills and process skills*. **Strategy:** Implement grade level technology standards identified to ensure equity of delivery to all students.	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Customized professional development will support district level focus on performance areas of need. Improving student access to 21st century tools, learning experiences, and assessments will foster student development toward NETS and NM Content Standards and Benchmarks.
C2. To expand access to technology for students particularly in schools served by "high-need local education agencies": Describe how the LEA will provide equal access for teachers, students and parents	**Goal 2**. Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 1. Assure the skillful use of technology to support the development of lifelong learning skills and process skills*. **Goal 3.** Encourage parent engagement to support excellence using technology. *Objective 1. Provide equal access for the learning community*.	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	21st century skills are process skills, they transfer across tools and learning experiences. The accessibility of online resources makes the learning activities easily extensible to classrooms outside the focus area of the educator teams. Webinars designed for the partnership will be available statewide to educators and technology coordinators.

D1. To integrate technology effectively into curriculum and instruction: Describe how technology will be integrated into the curriculum and Educational Plan for Student Success; affect student achievement and meet the National Education Goals and the	**Goal 1.** Engage all students in integrated technology processes using State-of-the-Art Resources to meet educational demands. *Objective 4. Purchase educationally appropriate classroom related technologies and software as funding is available.*	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Educators will identify, develop, and assess effective practices for developing students' 21st century learning skills as well as progress toward NETS and NMCSB.
D2. To support the development and use of electronic networks and other innovative methods such as distance learning courses and curricula: Describe how technology will affect student achievement and progress toward meeting the No Child Left Behind Act (NCLB) and New Mexico Content Standards and Benchmarks.	**Goal 2**. Provide opportunities for students and teachers to develop technological skills necessary for excellence. *Objective 2. Provide for the integration of multiple resources for existing and emerging curriculum.* **Strategy:** Deliver video on demand, video streaming and distance learning to the classroom. *Objective 3. Ensure adequate network resources to support academic standards within the network and district infrastructure.* **Strategy:** Provide comprehensive Internet filtering protection for student safety. **Goal 2**. Provide opportunities for students and teachers to develop	The number of students scoring proficient or above in **READING** and **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.	Students will develop the ability to apply technology in authentic, real world situations; develop innovative processes using technology; communicate and work collaboratively; develop research and information fluency; use critical thinking, problem solving, and decision making. In addition, students will develop understandings about save and responsible uses of technology.

	technological skills necessary for excellence. *Objective 1. Assure the skillful use of technology to support the development of lifelong learning skills and process skills.* **Strategy:** Implement grade level technology standards identified to ensure equity of delivery to all students.		

Las Cruces Public Schools (LCPS) Crosswalk Document

Elements of the EETT application	Technology Plan Item	EPSS item	Application item
A1. To support a comprehensive system that effectively uses technology to improve student achievement: Describe the type of technologies to be acquired, including specific provisions for inter-operability among components with existing technologies.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Assessment tool for evaluating student progress toward NETS Hosting for partnership online tools (wikis, online communities, course management system, webconferencing system) Classroom technology (30 iPod Touch devices and cases, document cameras, digital projectors) technology incentives (Flip video cameras, mp3 players)
A2. To improve teaching and learning and ensure that curriculum and instruction are aligned to the standards: Explain how the acquired technologies will be integrated into the curriculum to help enhance teaching, professional development, and student achievement.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Professional development practices will reinforce NM State Content Standards and Benchmarks, NETS and will be aligned with NM Teacher Competencies, NETS•T to support teacher development. The focus of the professional development will build educator capacity to develop technology enriched learning environments that support students' active engagement. PD will also prepare educators to utilize formative and summative assessment aligned with content standards and use resulting data to inform learning and teaching. Practices will support educators by providing a stipend for attending PD sessions (on Saturdays and after school or evenings, both online and face to face). Planning and sharing time will be integrated into the PD. The online community tools and wiki will facilitate the sharing of participant integration strategies.

A3. To use technology to support efforts to promote parent and family involvement: Explain how programs will be developed in collaboration with existing adult literacy service providers.	N/A	N/A	N/A
A4. To enhance professional development and increase understanding of current research: **(a)** Describe how the LEA will ensure sustained professional development for teachers, administrators, and school library medial personnel in the use of technology.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards.	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Face to face and online webinars will be provided through the school year, including a webinar series for educator participants and educator teams and an additional series for technology coordinators. Monthly meetings, a wiki, online community facilitation and newsletters will support ongoing professional development and the formation of a professional learning community. Librarians, principals, literacy/professional development coaches, and other educators as determined by each partner district will be included in all of the activities.

	Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
A4. To enhance professional development and increase understanding of current research: **(b)** List the source(s) of ongoing professional development and technical assistance available to schools, teachers, and administrators served by the LEA, such as state technology offices, educational support units, regional educational laboratories, or institutions of higher education.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Regional Educational Technology Assistance (RETA) program at New Mexico State University; external evaluators; International Society for Technology in Education (ISTE) and New Mexico STE; Partnership for 21st Century Skills

	the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
A5. To assist districts developing an effective technology infrastructure: Describe the supporting resources, such as services, software, and print resources that will be acquired.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Decision makers, technology coordinators and professional development specialists will be supported in the process of developing classroom access to 21st century tools (online communities, social networks, wikis, course management tools, Web 2.0 tools). The majority of the resources exist online and require specialized knowledge, skills, and abilities to support in a secure and responsible manner for K12 students. Hosting and software costs for learning environments to be used by the partnership include webconferencing software, course management tools, online community environments, and wikis.

	skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce monthly webinars for educator participants and technology coordinators, facilitate ongoing learning community **Spring 2010** - analyze and report evaluation data, conference presentation or article submission and or presentation/publication if accepted

	support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
A7. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected cost of technologies to be acquired and related expenses needed to implement the plan.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	As many uses of classroom technologies will involve internet access online tools, C21CL leverages existing technologies. Additional technologies from this funding will include iPod touch devices, document cameras, digital projectors, and teacher incentives such as Flip video cameras, mp3 players, or similar tools.

	elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
B. To promote parent and family involvement in education: Describe how the LEA will involve parents, public libraries, business and community leaders in the project.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in	Community involvement will be achieved through reporting of activities to a minimum of one partner school board presentation and a news article in a local media outlet. Reporting of student assessment data in educator teams will be shared with parents.

| | Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools.

Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum.

Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources.
Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards | utilizing resources to provide students opportunities to achieve academic and personal success. | |

C1. To expand access to technology for students: Describe how the LEA will promote equity in education in order to support state content standards and student performance standards.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Customized professional development will support district level focus on performance areas of need. Improving student access to 21st century tools, learning experiences, and assessments will foster student development toward NETS and NM Content Standards and Benchmarks.

	supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
C2. To expand access to technology for students particularly in schools served by "high-need local education agencies": Describe how the LEA will provide equal access for teachers, students and parents	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	21st century skills are process skills, they transfer across tools and learning experiences. The accessibility of online resources makes the learning activities easily extensible to classrooms outside the focus area of the educator teams. Webinars designed for the partnership will be available statewide to educators and technology coordinators.

	Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
D1. To integrate technology effectively into curriculum and instruction: Describe how technology will be integrated into the curriculum and Educational Plan for Student Success; affect student achievement and meet the National Education Goals and the	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Educators will identify, develop, and assess effective practices for developing students' 21st century learning skills as well as progress toward NETS and NMCSB.

	necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		
D2. To support the development and use of electronic networks and other innovative methods such as distance learning courses and curricula: Describe how technology will affect student achievement and progress toward meeting the No Child Left Behind Act (NCLB) and New Mexico Content Standards and Benchmarks.	Goal 1: Students will acquire the knowledge and skills to be ready to work and communicate in the 21st century. Increase student use of technology tools and Internet resources to achieve mastery of New Mexico Content Standards, Benchmarks, and Performance Standards in elementary and secondary schools. Goal 2: Teachers and administrators use technology to support teaching and	LCPS Focus 1: All Las Cruces Public Schools students will achieve or surpass proficiency in reading, writing, and communication to meet grade level standards. LCPS Focus 3: Las Cruces Public Schools will support school personnel in utilizing resources to provide students opportunities to achieve academic and personal success.	Students will develop the ability to apply technology in authentic, real world situations; develop innovative processes using technology; communicate and work collaboratively; develop research and information fluency; use critical thinking, problem solving, and decision making. In addition, students will develop understandings about save and responsible uses of technology.

	learning across the curriculum. Strategy 2.1: Educators have the skill and knowledge necessary to effectively use technology to assist students in achieving the NM Content Standards, Benchmarks, and Performance Standards. Teachers have access to appropriate curriculum-based technology resources. Goal 3: All students and educators have access to hardware and supporting infrastructure that meets or exceeds NMPED Technology Adequacy Standards		

Lordsburg Municipal Schools (LMS) Crosswalk Document

Elements of the EETT application	Technology Plan Item	EPSS item	Application item
A1. To support a comprehensive system that effectively uses technology to improve student achievement: Describe the type of technologies to be acquired, including specific provisions for inter-operability among components with existing technologies.	To infuse Technology into curriculum. Our Technology Plan consists of three main areas / goals: Student learning, Professional Development for staff and System Integration. All technology acquired support all three goal areas. Goal: Integration of Smart Boards to all classrooms. Creation of student portfolios for all students K-12. Server based electronic portfolios are being piloted to track student progress and improved achievement.	EPSS goals to improve student literacy and numeracy RIT scores on MAPS. All schools will meet AYP for reading and math. Learning is significantly improved, using appropriate technologies leading to high achievement in adopted content standards.	Assessment tool for evaluating student progress toward NETS Hosting for partnership online tools (wikis, online communities, course management system, webconferencing system) Classroom technology (30 iPod Touch devices and cases, document cameras, digital projectors) technology incentives (Flip video cameras, mp3 players)
A2. To improve teaching and learning and ensure that curriculum and instruction are aligned to the standards: Explain how the acquired technologies will be integrated into the curriculum to help enhance teaching, professional development, and student achievement.	Goal: Align current curriculum to National Technology Standards. Teachers will use new and existing equipment to integrate technology into classroom learning. The purchase of new equipment, training and services, teachers will be better equipped to add technology rich content into lesson plans.	EPSS goals of improving RIT scores in numeracy and literacy school-wide drive our utilization and need of acquired technologies. Updated technology will support teaching and learning. Teachers will receive training in research-based best practices in instruction and assessment.	Professional development practices will reinforce NM State Content Standards and Benchmarks, NETS and will be aligned with NM Teacher Competencies, NETS•T to support teacher development. The focus of the professional development will build educator capacity to develop technology enriched learning environments that support students' active engagement. PD will also prepare educators to utilize formative and summative assessment aligned with content standards and use resulting data to inform learning and teaching. Practices will support educators by providing a stipend for attending PD sessions (on Saturdays and after school or evenings, both online and face to face). Planning and sharing time will be integrated into the PD. The online community tools and wiki will facilitate the sharing of participant integration strategies.

A3. To use technology to support efforts to promote parent and family involvement: Explain how programs will be developed in collaboration with existing adult literacy service providers.	Goal: Allow and encourage parent involvement via the use of technology. Parents have access to student grades, attendance and progress reports via the internet and our web based ADS system.	EPSS Goals include community and parent involvement through Open House nights and Newsletters.	N/A
A4. To enhance professional development and increase understanding of current research: **(a)** Describe how the LEA will ensure sustained professional development for teachers, administrators, and school library medial personnel in the use of technology.	Goal: To provide standards in education to support implementation of new and existing technologies. Training on technology will continue to be resource for all staff. The use of shared network drives between student and staff provide ease of access.	EPSS goals include staff training in the use of data to make informed decisions about instruction.	Face to face and online webinars will be provided through the school year, including a webinar series for educator participants and educator teams and an additional series for technology coordinators. Monthly meetings, a wiki, online community facilitation and newsletters will support ongoing professional development and the formation of a professional learning community. Librarians, principals, literacy/professional development coaches, and other educators as determined by each partner district will be included in all of the activities.
A4. To enhance professional development and increase understanding of current research: **(b)** List the source(s) of ongoing professional development and technical assistance available to schools, teachers, and administrators served by the LEA, such as state technology offices, educational support units, regional educational laboratories, or institutions of higher education.	New Mexico Public Education Dept. RETA – NMSU SWREC WNMU L to J Software PLATO NWEA	Professional development by all agencies listed, ultimately support improved student achievement. Teachers need to become more adapt to technology so they are more effective with students who grew up	Regional Educational Technology Assistance (RETA) program at New Mexico State University; external evaluators; International Society for Technology in Education (ISTE) and New Mexico STE; Partnership for 21st Century Skills

		with this new technology.	
A5. To assist districts developing an effective technology infrastructure: Describe the supporting resources, such as services, software, and print resources that will be acquired.	Continue network improvements and upgrades. Ongoing professional development in the use of Technology. Smart Boards, Digital Cameras, PC's	EPSS goals of improving student achievement directly tie in with the use of new and existing technology.	Decision makers, technology coordinators and professional development specialists will be supported in the process of developing classroom access to 21st century tools (online communities, social networks, wikis, course management tools, Web 2.0 tools). The majority of the resources exist online and require specialized knowledge, skills, and abilities to support in a secure and responsible manner for K12 students. Hosting and software costs for learning environments to be used by the partnership include webconferencing software, course management tools, online community environments, and wikis.
A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	August – September Adding more bandwidth to support technology curriculum via distance education and virtual fieldtrips. August – September Professional Development on Smart Boards and Virtual Learning	Timetable for EPSS is ongoing. Student success is our main goal. All students need to meet AYP in reading and math.	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce

A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	August – September Adding more bandwidth to support technology curriculum via distance education and virtual fieldtrips. August – September Professional Development on Smart Boards and Virtual Learning activities. .	Timetable for EPSS is ongoing. Student success is our main goal. All students need to meet AYP in reading and math.	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce monthly webinars for educator participants and technology coordinators, facilitate ongoing learning community **Spring 2010** - analyze and report evaluation data, conference presentation or article submission and or presentation/publication if accepted
A7. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected cost of technologies to be acquired and related expenses needed to implement the plan.	Goal: Upgrade and improve systems and bandwidth: $25,000.00 Smart Board Training: $1,000.00	NWEA MAPS is directly tied into our EPSS. Anticipated cost for program, testing and professional development for 09-10 is $38,000.00.	As many uses of classroom technologies will involve internet access online tools, C21CL leverages existing technologies. Additional technologies from this funding will include iPod touch devices, document cameras, digital projectors, and teacher incentives such as Flip video cameras, mp3 players, or similar tools.
B. To promote parent and family involvement in education: Describe how the LEA will involve parents, public libraries, business and community leaders in the project.	Goal: To allow and encourage parent involvement and interaction with the integration to technology.	EPSS supports parent and community involvement and entities are encouraged to participate.	Community involvement will be achieved through reporting of activities to a minimum of one partner school board presentation and a news article in a local media outlet.

C1. To expand access to technology for students: Describe how the LEA will promote equity in education in order to support state content standards and student performance standards.	Goal: Provide more online and distance education opportunities for staff, students and community. Align curriculum to National Technology Standards.	EPSS Goal – provide assistance to students who are not proficient in areas. L to J / MAPS process helps track student performance.	Customized professional development will support district level focus on performance areas of need. Improving student access to 21st century tools, learning experiences, and assessments will foster student development toward NETS and NM Content Standards and Benchmarks.
C2. To expand access to technology for students particularly in schools served by "high-need local education agencies": Describe how the LEA will provide equal access for teachers, students and parents	Labs and Libraries are open for student use as well as parents. We also provide mobile labs for the use in classrooms. Students / Staff all have logins and access to shared network drives, email and portfolios.	EPSS Goal – Parent involvement. Provide more opportunities for parents to be involved in children's education.	21st century skills are process skills, they transfer across tools and learning experiences. The accessibility of online resources makes the learning activities easily extensible to classrooms outside the focus area of the educator teams. Webinars designed for the partnership will be available statewide to educators and technology coordinators.
D1. To integrate technology effectively into curriculum and instruction: Describe how technology will be integrated into the curriculum and Educational Plan for Student Success; affect student achievement and meet the National Education Goals and the	Tech Plan / EPSS essentially merge and are companion documents. Tech plan helps promote the use of technology in the classroom for achieving student progress via the use of technology.	EPSS goals to improve student literacy and numeracy RIT scores on MAPS. All schools will meet AYP for reading and math. Learning is significantly improved, using appropriate technologies leading to high achievement in adopted content standards.	Educators will identify, develop, and assess effective practices for developing students' 21st century learning skills as well as progress toward NETS and NMCSB.

D2. To support the development and use of electronic networks and other innovative methods such as distance learning courses and curricula: Describe how technology will affect student achievement and progress toward meeting the No Child Left Behind Act (NCLB) and New Mexico Content Standards and Benchmarks.	Goal: To provide and expand distance learning opportunities for students and staff. High school students and staff currently have access to distance learning opportunities. Our middle schools and elementary schools have the equipment to provide the access as well. Having this technology available to students, will better help them become adapt to how education is moving towards distance education.	EPSS: Students not proficient in reading or math will receive individualized learning. MAPS is given on the computer and helps individualize learning needs for students. Tracking and monitoring student progress will help student achieve proficiency in reading and math. The use of technology helps learning become more diverse and gives a better understanding of performance.	Students will develop the ability to apply technology in authentic, real world situations; develop innovative processes using technology; communicate and work collaboratively; develop research and information fluency; use critical thinking, problem solving, and decision making. In addition, students will develop understandings about save and responsible uses of technology.

Elements of the EETT application	Technology Plan Item	EPSS item	Application item
A1. To support a comprehensive system that effectively uses technology to improve student achievement: Describe the type of technologies to be acquired, including specific provisions for inter-operability among components with existing technologies.	Students will have equitable access to the technology resources and graduate with appropriate technological skills. Teachers and students will have access to computers, the Internet, Video Conferencing equipment, and projectors.	Improve Math and Reading scores by 10% as measured by the NMCRT data. Provide a minimum of 10 opportunities for the students to explore careers and post secondary schooling throughout the year.	Assessment tool for evaluating student progress toward NETS Hosting for partnership online tools (wikis, online communities, course management system, webconferencing system) Classroom technology (30 iPod Touch devices and cases, document cameras, digital projectors) technology incentives (Flip video cameras, mp3 players)
A2. To improve teaching and learning and ensure that curriculum and instruction are aligned to the standards: Explain how the acquired technologies will be integrated into the curriculum to help enhance teaching, professional development, and student achievement.	The district will provide diverse and efficient modes of communication with access to voice, video, and data communication within the schools.	Provide opportunities for the students to explore careers and post secondary schooling throughout the year. Improve Reading scores by 10% as measured by the NMCRT data.	Professional development practices will reinforce NM State Content Standards and Benchmarks, NETS and will be aligned with NM Teacher Competencies, NETS•T to support teacher development. The focus of the professional development will build educator capacity to develop technology enriched learning environments that support students' active engagement. PD will also prepare educators to utilize formative and summative assessment aligned with content standards and use resulting data to inform learning and teaching. Practices will support educators by providing a stipend for attending PD sessions (on Saturdays and after school or evenings, both online and face to face). Planning and sharing time will be integrated into the PD. The online community tools and wiki will facilitate the sharing of participant integration strategies.

A3. To use technology to support efforts to promote parent and family involvement: Explain how programs will be developed in collaboration with existing adult literacy service providers.	Technology will be used to create a link between the community and school district.	The student's in the Truth or Consequences Municipal School District will demonstrate improved behavior as a result of the implementation of Positive Behavioral Support initiative.	N/A
A4. To enhance professional development and increase understanding of current research: **(a)** Describe how the LEA will ensure sustained professional development for teachers, administrators, and school library medial personnel in the use of technology.	Staff will participate in on-going training to use the technology resources of the school district in order to provide more effective instruction driven by short-cycle assessment.	Short-cycle assessments Professional development for the use of data to drive instruction	Face to face and online webinars will be provided through the school year, including a webinar series for educator participants and educator teams and an additional series for technology coordinators. Monthly meetings, a wiki, online community facilitation and newsletters will support ongoing professional development and the formation of a professional learning community. Librarians, principals, literacy/professional development coaches, and other educators as determined by each partner district will be included in all of the activities.
A4. To enhance professional development and increase understanding of current research: **(b)** List the source(s) of ongoing professional development and technical assistance available to schools, teachers, and administrators served by the LEA, such as state technology offices, educational support units, regional educational laboratories, or institutions of higher education.	Staff will participate in on-going training to use the technology resources of the school district effectively.(RETA and in house)	Professional development for the use of data to drive instruction Short-cycle assessments	Regional Educational Technology Assistance (RETA) program at New Mexico State University; external evaluators; International Society for Technology in Education (ISTE) and New Mexico STE; Partnership for 21st Century Skills

A5. To assist districts developing an effective technology infrastructure: Describe the supporting resources, such as services, software, and print resources that will be acquired.	The district will provide diverse and efficient modes of communication with access to voice, video, and data communication within the schools	Improve Math and Reading scores by 10% as measured by the NMCRT data. Provide a minimum of 10 opportunities for the students to explore careers and post secondary schooling throughout the year. The student's in the Truth or Consequences Municipal School District will demonstrate improved behavior as a result of the implementation of Positive Behavioral Support initiative.	Decision makers, technology coordinators and professional development specialists will be supported in the process of developing classroom access to 21st century tools (online communities, social networks, wikis, course management tools, Web 2.0 tools). The majority of the resources exist online and require specialized knowledge, skills, and abilities to support in a secure and responsible manner for K12 students. Hosting and software costs for learning environments to be used by the partnership include webconferencing software, course management tools, online community environments, and wikis.
A6. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected timetable for implementing the proposed activities.	Students will have equitable access to the technology resources and graduate with appropriate technological skills.	Provide a minimum of 10 opportunities for the students to explore careers and post secondary schooling throughout the year.	*Note Detailed Timeline in Appendix 9* **August 2009** – coordination and planning, establish contracts for web services **Fall 2009, Spring 2010, and Fall 2010** – implement professional development for professional development specialists, technology coordinators, and educator teams, produce monthly webinars for educator participants and technology coordinators, facilitate ongoing learning community **Spring 2010** - analyze and report evaluation data, conference presentation or article submission and or presentation/publication if accepted

A7. To assist districts in developing a comprehensive system that effectively uses technology to improve student academic achievement: Provide the projected cost of technologies to be acquired and related expenses needed to implement the plan.	Students will have equitable access to the technology resources and graduate with appropriate technological skills.	Improve Math and Reading scores by 10% as measured by the NMCRT data.	As many uses of classroom technologies will involve internet access online tools, C21CL leverages existing technologies. Additional technologies from this funding will include iPod touch devices, document cameras, digital projectors, and teacher incentives such as Flip video cameras, mp3 players, or similar tools.
B. To promote parent and family involvement in education: Describe how the LEA will involve parents, public libraries, business and community leaders in the project.	Technology will be used to create a link between the community and school district.	The student's in the Truth or Consequences Municipal School District will demonstrate improved behavior as a result of the implementation of Positive Behavioral Support initiative.	Community involvement will be achieved through reporting of activities to a minimum of one partner school board presentation and a news article in a local media outlet. Reporting of student assessment data in educator teams will be shared with parents.
C1. To expand access to technology for students: Describe how the LEA will promote equity in education in order to support state content standards and student performance standards.	Students will have equitable access to the technology resources and graduate with appropriate technological skills.	Provide a minimum of 10 opportunities for the students to explore careers and post secondary schooling throughout the year.	Customized professional development will support district level focus on performance areas of need. Improving student access to 21st century tools, learning experiences, and assessments will foster student development toward NETS and NM Content Standards and Benchmarks.
C2. To expand access to technology for students particularly in schools served by "high-need local education agencies": Describe how the LEA will provide equal access for teachers, students and parents	Every classroom will have a multimedia computer for Internet access.	Short-cycle assessments Professional development for the use of data to drive instruction	21st century skills are process skills, they transfer across tools and learning experiences. The accessibility of online resources makes the learning activities easily extensible to classrooms outside the focus area of the educator teams. Webinars designed for the partnership will be available statewide to educators and technology coordinators.

D1. To integrate technology effectively into curriculum and instruction: Describe how technology will be integrated into the curriculum and Educational Plan for Student Success; affect student achievement and meet the National Education Goals and the	Teachers will integrate technology into the teaching/learning process.	Provide a minimum of 10 opportunities for the students to explore careers and post secondary schooling throughout the year.	Educators will identify, develop, and assess effective practices for developing students' 21st century learning skills as well as progress toward NETS and NMCSB.
D2. To support the development and use of electronic networks and other innovative methods such as distance learning courses and curricula: Describe how technology will affect student achievement and progress toward meeting the No Child Left Behind Act (NCLB) and New Mexico Content Standards and Benchmarks.	Students will use technology to communicate effectively and creatively. Students will use technology to access and retrieve, to interpret and evaluate visual and auditory information. Students will use technology and its applications to maximize productivity and skill development.	Improve Math and Reading scores by 10% as measured by the NMCRT data. Provide a minimum of 10 opportunities for the students to explore careers and post secondary schooling throughout the year. The student's in the Truth or Consequences Municipal School District will demonstrate improved behavior as a result of the implementation of Positive Behavioral Support initiative.	Students will develop the ability to apply technology in authentic, real world situations; develop innovative processes using technology; communicate and work collaboratively; develop research and information fluency; use critical thinking, problem solving, and decision making. In addition, students will develop understandings about save and responsible uses of technology.

Budget Summary

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

Carrizozo
Municipal Schools
(CMS)

Consortium for
21st Century Learning

C21CL

Truth or
Consequences
Municipal Schools
(TCMS)

Dexter
Consolidated
Schools (DCS)

Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

Consortium for 21st Century Learning

E2T2 2010 C21CL Partnership

Salaries			Cost
Teacher PD Stipends@ $1,000/teacher	45.5	$1,000	$45,500
Gen Yes Teacher	2		$6,400
Tech Support	2		$5,200
Instructional Technology Trainers	2		$30,385
		Subtotal	$87,485
Benefits (30%)			
Teacher PD Stipends	45.5		$15,840
Gen Yes Teacher	2		$1,900
Tech Support	2		$1,540
Instructional Technology Trainers	2		$9,116
		Subtotal	$28,396
Travel			
In State Travel Perdiem and Mileage			$2,700
Out of State Attend NECC			$1,400
		Subtotal	$4,100
Purchased Services			
RETA Subcontract			$80,000
Assessment Subcontract			$12,000
		Subtotal	$92,000
Supplies and Materials			
iPod Touch 8 GB & cases	30	$239	$7,170
Digital Projectors	10	$750	$7,500
Shipping and postage			$26
Technology incentives			$20,310
		Subtotal	$35,006
		Subtotal	$246,987
SOCORRO Indirect Cost Rate (IDC)			
1.22%			$3,013
C21CL Total			**$250,000**

E2T2 2010 C21CL Partnership

Salaries			Cost
Salaries for substitute teachers (All PD will be in-service or during off hours)			
Stipends for teachers attending PD (Weekends/evenings only)			$16,000
Stipend for Gen Yes Instructor			$4400
Stipend for technical support	8 hours/month	$20/hour	$3,200
			$23,600
Benefits (30%)			
Benefits paid in addition to teacher stipends			$4,800
			$1,320
			$960
			$7,080
Equipment			
Supplies and Materials			2,910
Travel			
Travel to NECC for District Coordinator			1,400
SOCORRO Total			$35,000

CARRIZOZO

E2T2 2010 C21CL Partnership

Salaries			Cost
Professional Development Stipends	6	$1,000	$6,000
Benefits (30%)			
Benefits			$1,800
Purchased Services			
			$0
Supplies and Materials			
iTouch 8GB @ $229/unit and cases @ $10/unit	30	$239	$7,170
Services			
Shipping and postage			$26
CARRIZOZO Total			$14,996

Consortium for 21st Century Learning

DEXTER

E2T2 2010 C21CL Partnership

Salaries			Cost
1 Tech support people @ $2,000	1	$2,000	$2,000
Teacher Professional Development Stipends	6	$1,000	$6,000
GenYes Teacher	1	$2,000	$2,000
Subtotal			$10,000
Benefits			
1 Tech Support people	1	$580	$580
Teacher Stipends	6	$290	$1,740
GenYes Teacher		$580	$580
Subtotal			$2,900
Travel Expenses			
Per diem	19	$110	$2,100
Mileage	3	$200	$600
Subtotal			$2,700
Supplies and Materials			
Technology incentives to support C21CL PD	1	$4,400	$4,400
DEXTER Total			$20,000

LAS CRUCES

E2T2 2010 C21CL Partnership

Salaries			Cost
75 teachers X 15.5 hours@ $15.00/hour			17500
Benefits (30%)			
			7500
Supplies and Materials			
incentives to participate in PD (flip videos, zunes, doc cams, etc.)			7500
digital projectors	10	$750	7500
LCPS Total			$40,000

E2T2 2010 C21CL Partnership

Salaries	Cost
Instructiuonal Technology Trainer	$15,000

Benefits (30%)	
	$4,500

Purchased Services	
	$0

Supplies and Materials	
Technology incentives to support C21CL PD	$500

LORDSBURG Total	$20,000

E2T2 2010 C21CL Partnership

Salaries	Cost
Instructional Technology Coordinator	$15,385

Benefits (30%)	
Instructional Technology Coordinator	$4,615

Purchased Services	

Supplies and Materials	
Supplies and materials necessary to support C21CL	$5,000

TORC Total	$25,000

Budget Backup Forms

A. SALARIES:

Federal Request: $ 87,485

Explanation:

Teacher professional development stipends	**$45,500**
Stipends paid to educators for participating in professional development outside of contract hours	
• Estimated at @$1,000 each X 45.5 teachers based on the fact that each district will determine appropriate incentives, so individual amounts vary per districts	
• Requests based on individual district budget requests (see budgets following previous Budget Summary)	
o Socorro $16,000	
o LCPS $17,500	
o Dexter $6,000	
o Carrizozo $6,000	
GenYes Teacher	**$6,400**
GenYes Teacher facilitates the existing GenYes student development program in technology to support school needs X 2 teachers	
o Socorro $4,400	
o Dexter $2,000	
Tech Support	**$5,200**
Provide additional support to infrastructure and access X 2 technicians	
o Socorro $3,200	
o Dexter $2,000	
Instructional Technology Trainer	**$30,385**
Coordinate professional development efforts, integration of technology, professional development and/or integration of technology in the classroom X 2 trainers	
o Lordsburg $15,000	
o Truth or Consequences $15,385	
Subtotal	**$87,485**

Consortium for 21st Century Learning

B. BENEFITS:

Federal Request: $ 28,396

Explanation:

Teacher professional development stipends	**$15,840**

Benefits paid at 30% X estimated 45.5 teachers @$1,000
- Socorro $4,800
- LCPS $7,500
- Dexter $1,740
- Carrizozo $1,800

GenYes Teacher	**$1,900**

Benefits paid at 30% X 2 teachers
- Socorro $1,320
- Dexter $580

Tech Support	**$1,540**

Benefits paid at 30% X 2 technicians
- Socorro $960
- Dexter $580

Instructional Technology Trainer	**$9,116**

Benefits paid at 30% X 2 trainers
- Lordsburg $4,500
- Truth or Consequences $4,615

	Subtotal	**$28,396**

B. PURCHASED SERVICES:

Federal Request: $92,000

Explanation:

Regional Educational Technology Assistance Subcontract	**$80,000**

RETA will be contracted to provide professional development, hire and train professional development specialists, design and develop webinar series, coordinate evaluation, and facilitate access to partnership communication tools and systems (virtual community, webconferencing). Please see attached budget (following Budget Summary section).

Summative Assessment Subcontract	**$12,000**

Pre and post assessment of 21st century skills X 750 X $7.50 X 2 years
Estimated cost based on Learning.com NETS aligned assessment services, price includes portfolio assessment each year

	Subtotal	**$92,000**

C. SUPPLIES AND MATERIALS:

Federal Request: $35,006

Explanation:

iPod Touch Devices	**$7,170**
30 X 8 GB mobile computers and cases @$239 (Carrizozo)	
Digital Projectors	**$7,500**
10 X $750 digital projectors (LCPS)	
Technology Incentives	**$20,310**
Costs based on individual district budgets (examples of incentives include Flip video cameras, mp3 players or classroom technologies such as document cameras)	
• Socorro $2,910	
• Truth or Consequences $5,000	
• Lordsburg $500	
• Dexter $4,400	
Shipping and Postage	
• Dexter $26	
Subtotal	**$35,006**

D. SOFTWARE:

Federal Request: $

Explanation:

No software requested.

E. TRAVEL AND TRAINING:

Federal Request: $4,100

Explanation:

In State Travel	**$2,700**
Per diem X 19 X $110 = $2100 (Dexter)	
Mileage X 3 X $200 = $600 (Dexter)	

Out of State Travel	**$1,400**

Attendance at National Educational Computing Conference (NECC)
sponsored by ISTE (Socorro)
a) Traveler is SCSD Director of Technology (C21CL District
Coordinator)
b) NECC is a national conference for all leaders in educational
technology with workshops, meetings and vendor displays
c) This will be a four-day event at the end of June 2010 in Denver
d) Estimated cost with Registration ($250.00), workshop fees ($400.00),
travel (district car – no charge), and lodging ($450.00) is $1,100.00
e) Attendees will network with national community of 21st century
educators, identify relevant resources, strategies and models which can
leverage the C21CL effort

	Subtotal	**$4,100**

F. EQUIPMENT:

Federal Request: $

Explanation:

No equipment requested.

G. INDIRECT COSTS:

Federal Request: $3,013

Explanation:

Socorro Consolidated Schools allowable indirect cost is 1.22%

H. ADMINISTRATIVE COSTS:

Federal Request: $

Explanation:

SCS is waiving the administrative costs. Administrative costs (5%) will be incurred on
the RETA subcontract of $80,000. See previous RETA budget following Budget
Narrative section.

Consortium for 21st Century Learning

STATE OF NEW MEXICO

PUBLIC EDUCATION DEPARTMENT

300 Don Gaspar Santa Fe, NM 87501-2786

Budget Adjustment Request

Doc. ID:

Fund Type: Flowthrough

Adjustment Type: Initial Budget

Fiscal Year: **1-Jul**

Adjustment Changes Intent/Scope of Program Yes or No?: 2009-2010

Total Approved Budget (Flowthrough): $250,000.00

Entity Name: Socorro

Contact: Stan Osborne

Phone: 505-838-3119

Email: sosborne@socorro.k12.nm.us

FLOWTHROUGH ONLY

Budget Period: 1-Jul-09   To: 30-Jun-10

A. Approved Carryover: Not Approved

B. Total Current Year Allocation: $250,000

D. Total Funding Available:

$250,000

Revenue   24149.0000.44500 $250,000

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
24149	1000	51300	1010	1411		51900	51900	
24149	2100	52111	0	0		28396	28396	
24149	2100	52112	0	0				
24149	2100	52210	0	0				
24149	2100	52220	0	0				
24149	2100	51100	0	1318		5200	5200	
24149	1000	55819	1010	0		4100	4100	
24149	1000	53330	1010	0		92000	92000	
24149	1000	56118	1010	0		35006	35006	
24149	2300	53713	0	0		3013	3013	
24149	1000	56113	1010	0		30385	30385	
					Sub Total	246987	246987	
					Indirect Cost	3013	3013	
					DOC. TOTAL	250000	250000	

Justification:

E2T2 2010 C21CL Partnership, Socorro is LEA

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on: TBD

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

Name   Role   Date

School District Assurances

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

Carrizozo
Municipal Schools
(CMS)

Consortium for
21st Century Learning

C21CL

Truth or
Consequences
Municipal Schools
(TCMS)

Dexter
Consolidated
Schools (DCS)

Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

Consortium for 21st Century Learning

School District Assurances

1. The LEA assures that all programs, activities and expenditures of funds conducted in association with this program are in direct compliance with the provisions of the No Child Left Behind Act of 2001.

2. The district assures that the sub grant shall be for a project of sufficient duration and of sufficient size, scope, and quality to carry out the purpose of the Enhancing Education Through Technology Fund effectively.

3. The district assures that funding received under Enhancing Education Through Technology Fund will not replace or reduce funding for existing federal education programs or for education reform efforts already in existence.

4. The district assures that funds received under Enhancing Education Through Technology Fund will be used only so as to supplement and, to the extent feasible, increase the level of funds that would, in the absence of federal funds made available under this grant, be made available from non-federal sources, and in no case will such funds be used so as to supplant funds from non-federal sources.

5. The district assures that the local technology application will describe how the sub grant funds will be used by the local educational agency and the procedures to be used to make funds available to schools.

6. The district assures that it will provide for proper fiscal control and accounting procedures as may be required for fiscal audit.

7. The district assures that an Enhancing Education Through Technology Fund plan will be developed based on the belief that all students can learn and achieve high standards and must realize their potential if the United States is to prosper.

8. The district assures that the Enhancing Education Through Technology plan will involve parents, teachers, and other local educators, and business, community and tribal leaders in developing system-wide technology strategies that reflect the needs of their individual communities.

9. The district assures that the local technology plan encourages institutions of higher education to enter into partnerships with schools to provide information and guidance to schools on the skills and knowledge graduates need in order to enter and successfully complete post-secondary education. In addition, the schools provide information and guidance to institutions of higher education on the skills, knowledge, and pre-service training teachers need, and the types of professional development educators need in order to meet the purposes of the Act.

School District Assurances, page 2

10. The district assures that information related to the goals, standards, materials and assessments shall be made available to private schools.

11. The district assures that, as applicable, it will comply with the assurances as specified in OMB Form No. 0348-0040, relating to legal authority to apply for assistance; access to record; conflict of interest; merit systems; non-discrimination; Hatch Act provisions; labor standards; flood insurance; and environmental protection.

12. The district assures that it will provide equitable access to high quality learning opportunities to all students regardless of academic history or learning difficulty.

Superintendent's Signature & Date ___*Cheryl J. Wilson*___ 6/5/9

If Partnership, Signature & Dates of members (add additional signatures below as needed)

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Superintendent's Signature & Date _____ 5/21/09 _____

_____

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Superintendent's Signature & Date _Patricia Parson_ _5-18-09_

_____

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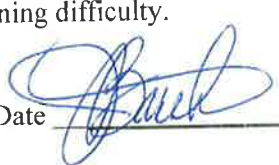
Superintendent's Signature & Date _____ 6/3/09

_____

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Superintendent's Signature & Date _5/26/09_

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Superintendent's Signature & Date _____

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Demographic Data Forms

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

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Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

SOCORRO CONSOLIDATED SCHOOLS

Dr. Cheryl L. Wilson
Superintendent

J. Anton Salome
Janice Argabright
Dr. Vannetta Perry
Associate Superintendents

PO Box 1157
700 Franklin St.
Socorro, NM 87801
Telephone: 575-835-0300
Fax: 575-835-1682
Web: www.socorro.k12.nm.us

Demographic Data Form

Enhancing Education Through Technology Fund -- FY 10 Application

1. General Data

• Dropout Rate: **(2007-2008)**	2.6 %	(D)
• Number of Low Income Families:	12,502	(A)
• Number of Children age 5-17 in District:	2,130	(A)
• Number of Children age 5-17 living in Households with incomes below Poverty Line	729	(A)
• Unemployment Rate: **FOR MARCH 2009**	4 %	(B)
• Number of Free Lunches Served Daily:	1,126	(C)
• Other: Reduced Lunches	205	(C)
• Other: % of Free and Reduced Lunches	**68.6 %**	(C)

Describe the source of data:

2005 Census Poverty Data by Local Educational Agency (A)
www.google.com/publicdata (Unemployment Rate (B)
http://164.64.166.19/nutritionweb/ScheduleA.aspx (May 4, 2009) (C) – copy attached
http://www.ped.state.nm.us/IT/fs/dropout/2007-08%20Dropout%20Report.pdf (D)

2. Ethnic Data (by percentage)

Anglo	**24%**	Hispanic	**67%**
Asian	**2%**	Native American	**5%**
Black	**2%**		

3. **Give a narrative description of the community (however narrow or broad) to be served, including its educational needs.**

The demographics of Socorro County provide critical insight to the educational and technological challenges of SCS. Demographics prove that Socorro County is the second poorest county in New Mexico. The median household income in 2004 was 30% below state averages and 2004 figures show that 23.6% of Socorro County's inhabitants are living below poverty levels.

The issues of ethnicity and special needs further complicate educational achievement because of the need for higher levels of differentiated instruction. The poverty and isolation of the community complicates recruitment and hiring of experienced, licensed instructional personnel. Many Socorro families are challenged to provide home technology (such as personal computers), and many students rely solely on SCS' for access to technology. The availability of high-speed Internet service is extremely limited and often not affordable for the average family.

These limitations and challenges place an immense burden on SCS as the only source of technology opportunities for many of our students. In order for our students to compete against their peers from New Mexico and across the United States (whether it be for college entrance, scholarships or job opportunities), Socorro is expected to shoulder a burden not uncommon to other impoverished areas of the United States.

Socorro's students need the same technology as students from wealthier, technology-rich school districts. If impoverished students have limited access to technology (no access at home, only at school), it is valid to argue that SCS needs broader funding of technology to compensate for gaps and limitations imposed by the poverty of our community. For our students, technology offers an opportunity to escape poverty through the benefits of a college education or the acquisition of 21st-Century skills and competencies valued by employers of high school graduates.

New Mexico Student Nutrition Bureau
Schedule A

Changes saved..

Save

Cancel

School	Service Type	Enrolled	Free	Reduced	Free/Red %	Bkfast	Lunch	Snack	OVSP	Menu Option
COTTONWOOD VALLEY CHARTER	Satellite-Base	170	50	15	38.2 %	☐	☑	☑	☐	Traditional
MIDWAY ELEMENTARY	BASE	84	60	10	83.3 %	☑	☑	☑	☐	Traditional
PARKVIEW ELEMENTARY	BASE	522	355	40	75.6 %	☑	☑	☑	☐	Traditional
RAYMOND SARRACINO MIDDLE	BASE	361	246	45	80.6 %	☑	☑	☑	☐	Traditional
SAN ANTONIO ELEMENTARY	BASE	62	30	11	66.1 %	☑	☑	☑	☐	Traditional
SOCORRO HIGH	BASE	549	254	59	57.0 %	☑	☑	☐	☐	Traditional
ZIMMERLY ELEMENTARY	BASE	191	131	25	81.6 %	☑	☑	☑	☐	Traditional
TOTALS: 7		1939	1126	205	68.6%	6	7	6	0	

Demographic Data Form

Enhancing Education Through Technology Fund
FY 10 Application

1. General Data

- Dropout Rate: 6.7% from 07-08 district report card
- Number of Low Income Families: 111
- **Number of Children age 5-17 in District:**   191 Studentds
- Number of Children age 5-17 living in
- Households with incomes below Poverty Line   185
- **Unemployment Rate:**   Higher than the statewide average of 6%
- Number of Free Lunches Served Daily: 152
- Other (please identify):   _____

Describe the source of data:

Bureau of Labor Statistics

Free and Reduced Lunch Applications

STARTS data

2007-08 District Report Card

2. Ethnic Data (by percentage)

Anglo: ____41.7 %

Asian: _ 0 %

Black: _____1%

Hispanic: ____57.4%

Native American: _0_%

3. Narrative description of the community

:   Carrizozo Municipal Schools is a k-12 school with a total school population of 191 and has a Title I schoolwide program. At present, the free and reduced lunch rate 88 Carrizozo is a small, rural, economically depressed community in south central New Mexico. On the crossroads of Hwy 380 and Hwy 54 equally situated between Albuquerque and El Paso, Carrizozo has 2 convenience stores but no grocery store. The nearest grocery store is 20 miles away, and the nearest WalMart is 45 minutes.   Major employers for Carrizozo are the Lincoln County Courthouse, Lincoln Detention Center and the Carrizozo Municipal Schools. Other employment opportunities include: a few family-owned ranches, service industry for the convenience stores and 2 restaurants, and the branch electric co-op. Not many other employment opportunities exist. No industry or retail exist. Using 2006 poverty data from the US Census Bureau, NM ranks 4th in the U.S. with 17.1% in poverty. In Carrizozo, families with children ages 5-17 is double NM's average with 30% in poverty. (census.gov/hhes/www/poverty/poverty06/tables06.html) Given the current economic conditions, these statistics are not likely to improve.

There are limited opportunities for students in way of recreation or employment opportunities.

Carrizozo Schools met AYP for the 07-8 school year and continues to make progress toward those goals.

Specific Needs: Poverty, current economic conditions, prevalence of drugs, and lack of opportunity are all the reasons Carrizozo needs to give students the skills needed in the 21st Century workplace.

Demographic Data Form

Enhancing Education Through Technology Fund
FY 10 Application

1. **General Data**

   - Dropout Rate: 3.5%
   - Number of Low Income Families: 751
   - Number of Children age 5-17 in District: 1054
   - Number of Children age 5-17 living in
   - Households with incomes below Poverty Line   751
   - Unemployment Rate: 5.2%
   - Number of Free Lunches Served Daily: 593
   - Other (please identify):

Describe the source of data:

Demographics: 40th Day STARS report
Unemployment Rate: 5.2%
http://www.google.com/publicdata?ds=usunemployment&met=unemployment_rate&idim=county:PA350450&q=Chaves+County,+NM+unemployment+rate
Drop Out Rate: 3.5%
http://www.ped.state.nm.us/IT/fs/dropout/2007-08%20Dropout%20Report.pdf

2. **Ethnic Data (by percentage)**

   Anglo: _____ 26 %

   Asian: _____ 0 %

   Black: _____ 0 %

   Hispanic: _____ 74 %

   Native American: _____ 0 %

3. **Give a narrative description of the community (however narrow or broad) to be served, including its educational needs.**

The small town of Dexter provides educational services not only for the students residing inside the town limits, but also for students living in the outlaying areas consisting of dairies, ranches, and farms. Some of our students ride on the bus for up to an hour and a half just to be able to come to school. Our district covers 261 square miles. The students who live on these isolated dairies, farms, or ranches have no resources available to them for after school or summer enrichment or academic assistance. Many of the students come from low-income families, with 75 % identified as living at or below the poverty level and receiving free or reduced lunch. The student population is

75.07% Hispanic, 24.7% other and .003% black. Many of these children have few, if any resources to enhance their academic achievement in the home. The lack of enrichment opportunities, low average family incomes, and limited language proficiency, has made it difficult for most of our students to progress at more than a minimal speed. Currently DES is rated SI-2 since the number of student scoring below proficiency was at 79% in math and 55% in reading. Data is from New Mexico Standards Based Assessment (NMSBA).

Demographics: 40th Day STARS report
Unemployment Rate: 5.2%
http://www.google.com/publicdata?ds=usunemployment&met=unemployment_rate&idim=county:PA350450&q=Chaves+County,+NM+unemployment+rate
Drop Out Rate: 3.5%
http://www.ped.state.nm.us/IT/fs/dropout/2007-08%20Dropout%20Report.pdf

1. General Data

- Dropout Rate   3.28% , grades 9-12
- Number of Low Income Families   8,070 (US Census)
- Number of Children age 5-17 in District   19902 (As of May 2009)
- Number of Children age 5-17 living in house-
  holds with incomes below Poverty Line   5,031
- Unemployment Rate: 7.6% (2000 US Census)
- Number of Free Lunches Served Daily   5,031
- Other (2001 Kids Count)
  - Persons below the poverty level   25.4% (US Census)
  - District Teen Pregnancy Rate   165-180 annually
  - Reported cases of child abuse   2,377 reported

    1,240 accepted

2. Ethnic Data (by percentage)
Anglo: _____24.05_____ %

Asian: _____1.28_____ %

Black: _____2.4_____ %

Hispanic: ___71.2_____ %

Native American: ____.94___ %

3. Give a narrative description of the community (however narrow or broad) to be served, including its educational needs.

Las Cruces, New Mexico is located 45 miles north of the U.S./Mexico international border in Doan Ana County. The Las Cruces Public Schools must address the typical border issues that affect education i.e. high poverty, limited access to health care, high unemployment rates, high crime rates, and high student mobility.   Data for Doña Ana County, as represented in the New Mexico Kids Count 2001 Data Book (NM Advocates for Children and Families, 2002), demonstrate the high poverty rates of this county when contrasted with state data:

- 1997, the median income for Doña Ana county was $26,379; New Mexico's was $30,836
- 1997, 37.7% of children in Doña Ana county lived in poverty; New Mexico's rate was 27.5%

- 1998, the per capita income for Doña Ana county was $16,599; New Mexico's was $21,164
- 1998, 81% of Doña Ana families had income from employment, indicating high numbers of working poor
- 1999, the unemployment rate for Doña Ana county was 7.6%; New Mexico's was 6.2%
- 1999, there were 37,013 adults and children enrolled in Medicaid in Doña Ana county
- 1999, Doña Ana county provided food stamp assistance to 8,070 families, and
- 1999, Doña Ana county provided TANF assistance to 3,590 cases.

Demographic Data Form

Lordsburg

Enhancing Education Through Technology Fund

FY 10 Application

1. General Data – Lordsburg Municipal Schools

- Dropout Rate: 3.2%
- Number of Low Income Families: 241 (30.6%)
- Number of Children age 5-17 in District: 646
- Number of Children age 5-17 living in
- Households with incomes below Poverty Line: 466 (72%)
- Unemployment Rate: 5.9%
- Number of Free Lunches Served Daily: 391 (61%)
- Other (please identify):

Describe the source of data:

ADS Report Card 2005-2006
STARS 120th Day Report
STARS Current Data as of May 19, 2008
Hidalgo County New Mexico Data 2002

2. Ethnic Data (by percentage)

Anglo: 12.6%
Asian: .7%
Black: .3%
Hispanic: 86.4%
Native American: 0%

LORDSBURG DEMOGRAPHIC DATA

The Lordsburg Municipal School District is located in Hidalgo County which is in the southwest corner of New Mexico. This sparsely populated and very rural area of the state is commonly called the "bootheel" because of its geographical configuration. Hidalgo County contains two school districts, Lordsburg and Animas School District. The City of Lordsburg, with a population of 3,379, contains most of Hidalgo County's (population 5,186) residents and also most of the students who attend school in the Lordsburg District. Hidalgo County accounts for a mere 0.3% of New Mexico's population.

In the City of Lordsburg the level of adult education (population 25 years and over) is very low with 37.3% not having completed high school, while 41.0% only have a high school diploma or GED. Just 6.2% of adults possess a bachelor's degree or higher. New Mexico's percentages for these categories are; not finished high school 21.2%, high school or GED 26.6%, and BA or higher 23.5%. Economically Lordsburg has a per capita income of $10,877 and a median family income of $28,026 as compared to $17,261 per capita and $34,133 median family income for New Mexico as a whole.

In the Lordsburg Municipal School District 86.4% of the students are Hispanic, 12.6% Caucasian, .3% African American and .7% Asian/Pacific. For the state the numbers are 54% Hispanic, 31.1% Caucasian, 2.5% African American and 1.3% Asian/Pacific. 19.4% of Lordsburg's students are enrolled in Special Education while 15.3% are enrolled in Special Education statewide. In Hidalgo County the teen birth rate is 23%, and 58% of juvenile justice convictions are for drugs/alcohol. For New Mexico as a whole the teen birth rate is 16% and the juvenile justice conviction rate for drugs/alcohol is 25% of convictions.

DATA SOURCES
US Census Bureau
District Report Card 2006-2007
New Mexico Kids Count Databook

Demographic Data Form

Enhancing Education Through Technology Fund
FY 10 Application

1. General Data

- Dropout Rate: 9.29%
- Number of Low Income Families: 1,385
- Number of Children age 5-17 in District: 1,419
- Number of Children age 5-17 living in
- Households with incomes below Poverty Line   982
- Unemployment Rate: 4.9%
- Number of Free Lunches Served Daily: 982
- Other (please identify):

Describe the source of data:

U.S. Census for Income and Poverty Information. Google for unemployment rate. Student Information Management Software (JMAC) for Ethnic Data, number of students and dropout rate.

2. Ethnic Data (by percentage)

Anglo: 48   %

Asian: 1   %

Black: 1   %

Hispanic: 49   %

Native American: 1   %

VISION BEYOND THE 21ST CENTURY

3. Give a narrative description of the community (however narrow or broad) to be served, including its educational needs.

Truth or Consequences New Mexico is situated right on I-25. Albuquerque is 150 miles north of the city and Las Cruces is 75 miles south of the city. The T or C community also includes the city of Elephant Butte and the village of Williamsburg. The population of the combined cities and village is about 7,000. Truth or Consequences Municipal Schools is the only school system in Sierra County. The county population is approximately 12,000. Truth or Consequences Schools has a district enrollment of approximately 1400 students from 3 years through grade 12. There are five schools (Hot Springs High, Truth or Consequences Middle School, Truth Or Consequences Elementary School, Sierra Elementary Complex and Arrey Elementary) and an administrative office. The district's staff and teachers have a vision to ensure the best possible approach to educational success.

Spaceport America expects to break ground in the summer of 2009. This will create the need for many high tech jobs in the area. Our students will need to know how to use and be productive with technology in order to succeed in higher education and future jobs. This will require that the teachers of T or C Schools be capable of helping our students learn to use the new technology as it becomes available.

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

Carrizozo
Municipal Schools
(CMS)

Consortium for
21st Century Learning

C2ICL

Truth or
Consequences
Municipal Schools
(TCMS)

Dexter
Consolidated
Schools (DCS)

Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

Consortium for 21st Century Learning

AppleTree Child Development Center

Meeting the Needs of the Whole Child   1300 South Broadway Truth or Consequences, NM. 87901 Phone: 505.894.5646 Fax: 505.894.0132

May 29, 2009

To whom it may concern,

One May 27, 2009 I was contacted by Ken Moore and asked if our middle school and high school teachers would like to participate in the Consortium for 21st Century Learning (C21CL). Ken brought us a project summary to my office. We choose to participate.

Thank you,

Rebecca Dow
Private school representative

1331 N. Miranda ~ Las Cruces, NM 88005   Phone (575) 526-2517   Fax (575) 524-0544

June 2, 2009

To Whom It May Concern:

As the administrator of Las Cruces Catholic Schools we are excited to be involved in the training that will be provided through the EETT program. Our technology teacher is willing to participate in the training and her effort will hopefully translate into a positive learning experience for our students.

Las Cruces Public Schools and RETA have been very supportive in our efforts to supplement our professional development, especially in the area of technology. We are trying to increase the use of technology in the classroom and we are happy to continue this working relationship.

If you require any further information, please feel free to contact me at 575 526-2517.

Sincerely,

Dr. Karen Trujillo

Non-Public School Participation Forms

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

Carrizozo
Municipal Schools
(CMS)

Consortium for
21st Century Learning

C2ICL

Truth or
Consequences
Municipal Schools
(TCMS)

Dexter
Consolidated
Schools (DCS)

Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

Non-public School Participation Form

This form is used to demonstrate that the EETT Project Development team has made a reasonable effort in contacting all non-public schools in the district in a timely manner for inclusion in the project according to the criteria found in this RFA. A list of non-public schools is included in **Appendix D** of this RFA. If no non-public schools are in your area, indicate this on line one below.

For Partnership applications, one form must be submitted for each participating district.

School Name	Principal/Chief Administrator	Contact Y/N	Participation Y/N
No non-public schools		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N
		Y/N	Y/N

The LEA has made a reasonable effort to contact private and non-profit schools in the district area in order to engage in timely and meaningful consultation during the design of this EETT application.

Superintendent's Signature and Date: _Cheryl J. Wilson_ 6/5/9

District Name: _Socorro Consolidated Schools_

Non-public School Participation Form

This form is used to demonstrate that the EETT Project Development team has made a reasonable effort in contacting all non-public schools in the district in a timely manner for inclusion in the project according to the criteria found in this RFA. A list of non-public schools is included in **Appendix D** of this RFA. If no non-public schools are in your area, indicate this on line one below.

For Partnership applications, one form must be submitted for each participating district.

School Name	Principal/Chief Administrator	Contact	Participation
N/A		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N

The LEA has made a reasonable effort to contact private and non-profit schools in the district area in order to engage in timely and meaningful consultation during the design of this EETT application.

Superintendent's Signature and Date: _____ 5/21/09

District Name: _Carrizozo Municipal School_

Non-public School Participation Form

This form is used to demonstrate that the EETT Project Development team has made a reasonable effort in contacting all non-public schools in the district in a timely manner for inclusion in the project according to the criteria found in this RFA. A list of non-public schools is included in **Appendix D** of this RFA. If no non-public schools are in your area, indicate this on line one below.

For Partnership applications, one form must be submitted for each participating district.

School Name	Principal/Chief Administrator	Contact	Participation
Las Cruces Catholic School, Inc.	Dr. Karen Trujillo	Y / N	Y / N
Mission Lutheran School	Jennifer Raess	Y / N	Y / N
Rivers Academy	Nema LeCuyer	Y / N	Y / N
Mesilla Valley Christian Schools	Mr. James E Wells	Y / N	Y / N
College Heights Kindergarten	Mrs. Cyndy Moon	Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N

The LEA has made a reasonable effort to contact private and non-profit schools in the district area in order to engage in timely and meaningful consultation during the design of this EETT application.

Superintendent's Signature and Date: _____ 6/3/09

District Name: _____ Las Cruces Public Schools

Non-public School Participation Form

This form is used to demonstrate that the EETT Project Development team has made a reasonable effort in contacting all non-public schools in the district in a timely manner for inclusion in the project according to the criteria found in this RFA. A list of non-public schools is included in **Appendix D** of this RFA. If no non-public schools are in your area, indicate this on line one below.

For Partnership applications, one form must be submitted for each participating district.

School Name	Principal/Chief Administrator	Contact Y / N	Participation Y / N
NONE		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N

The LEA has made a reasonable effort to contact private and non-profit schools in the district area in order to engage in timely and meaningful consultation during the design of this EETT application.

Superintendent's Signature and Date: _____ 5/26/09

District Name: Lordsburg Municipal Schools

Non-public School Participation Form

This form is used to demonstrate that the EETT Project Development team has made a reasonable effort in contacting all non-public schools in the district in a timely manner for inclusion in the project according to the criteria found in this RFA. A list of non-public schools is included in **Appendix D** of this RFA. If no non-public schools are in your area, indicate this on line one below.

For Partnership applications, one form must be submitted for each participating district. *C21CL*

School Name	Principal/Chief Administrator	Contact	Participation
Apple Tree Education Center	Rebecca Dow	Ⓨ / N	Ⓨ / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N
		Y / N	Y / N

The LEA has made a reasonable effort to contact private and non-profit schools in the district area in order to engage in timely and meaningful consultation during the design of this EETT application.

Superintendent's Signature and Date: _____

District Name: __Truth or Consequences Municipal School District_____

Sustainability Timeline

Activities 2009-2011	Sustainability beyond 2011
Educator teams develop and implement 21st century learning experiences and formative assessment methods in classrooms to improve student learning Achieved through salaries and benefits • Teacher PD stipends • GenYes teachers • Technology support • Instructional technology trainers Achieved through supplies and materials • Classroom technology • Technology incentives	• Teacher PD stipends and incentives for hours outside of contracts no longer needed, improving student learning through 21st century teaching and assessment have been fully integrated into teaching practices; Educator team members now serve as built in school-based resources • GenYes teachers have fully integrated GenYes strategies, are paid through other means, or are no longer needed • Efforts of technology support have improved infrastructure for classroom access; salaries are paid through other means or are no longer needed • Instructional technology trainers have demonstrated impact; salaries are paid through other means or practices have been improved to the point that trainers are no longer needed • Classroom technology value has been demonstrated; districts can choose to support this with other funds or discontinue if no longer needed
C21CL develops assessment strategies for evaluating students 21st century skills Achieved through professional services • summative assessment services of 21st century skills	• Two years of summative assessment data for the consortium exist • Final program evaluation report has identified value and impact of assessment strategies • Consortium members commit other funds to continue services or work in partnership to develop their own, using the 2009-2011 services as a model
Accessible, ongoing professional development opportunities are available to K-12 educators in a variety of formats Achieved through professional services • RETA subcontract	• Because capacity building is the PD model, mentors in 21st century teaching and assessment methods have been developed at the school, district, and regional level; participants continue to serve as built-in resources for mentoring within schools (districts could choose to support PD efforts with other funds) • RETA Instructors continue to be accessible to districts and maintain access

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	to their own PD through RETA (subcontract no longer needed)
Create a network of support for professional development specialists and technology coordinators who can share models for 21st century learning environments Achieved through professional services • RETA subcontract Achieved through travel and training • In state per diem and mileage • Out of state conference (NECC)	• A professional network and virtual community has been realized and continues to exist organically through existing conferences, social networks, and consortium resources (wiki) • RETA Instructors continue to be accessible to districts and maintain access to their own PD through RETA (subcontract no longer needed) • PD has been delivered and value of online formats have been demonstrated; C21CL network can continue to facilitate support without travel expenses

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Appendix 1 – National Educational Technology Standards for Students

International Society for Technology in Education (ISTE). (2007). National Educational Technology Standards for Students. Retrieved May 22, 2009, from ISTE: http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

1.   Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

c. use models and simulations to explore complex systems and issues.

d. identify trends and forecast possibilities.

2.   Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

3.   Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

4.   Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

5.   Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

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Appendix 2 - National Educational Technology Standards for Teachers

International Society for Technology in Education (ISTE). (2008a). *National Educational Technology Standards for Teachers*. Retrieved May 22, 2009, from NETS for Teachers: http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

    a.   promote, support, and model creative and innovative thinking and inventiveness.

    b.   engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

    c.   promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

    d.   model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

    a.   design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

    b.   develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

    c.   customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

    d.   provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

    a.   demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

    b.   collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

    c.   communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

    d.   model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

    a.   advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

    b.   address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

    c.   promote and model digital etiquette and responsible social interactions related to the use of technology and information.

Consortium for 21st Century Learning

    d.   develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

    a.   participate in local and global learning communities to explore creative applications of technology to improve student learning.

    b.   exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

    c.   evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

    d.   contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Appendix 3 – New Mexico Teacher Competencies
New Mexico Teacher Competencies for
Licensure Levels I, II, and III
Assessment Criteria

New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified teacher to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria Benchmarks.

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area.	C. Communicates accurately in the content area and can create multiple paths to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for large group, small group, and independent student learning experiences.	A. Designs and engages students in large group, small group, and independent work activities.
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.	C. Integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.	C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.

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II. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught (continued)		
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.		
Provisional Teacher - LEVEL I	**Professional Teacher - LEVEL II**	**Master Teacher - LEVEL III**
A. Explains and/or demonstrates the relevance of topics and activities.	A. Effectively explains, demonstrates or communicates the relevance of topics and activities.	A. Engages students in explaining and/or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, and plans.	B. Involves students in establishing instructional direction and plans.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to insure student understanding.	D. Presents directions and explanations in a variety of ways to insure student understanding.
E. Actively solicits communication from students about their learning.	E. Solicits communication from students about their learning for the purposes of ongoing instructional planning.	E. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.

Consortium for 21st Century Learning

4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making into instruction.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making into instruction.
B. Uses teaching techniques that address student learning levels, rates, and styles.	B. Adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.	B. Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.
C. Uses materials and media that address student learning levels, rates, and styles.	C. Adapts materials and media to address a range of student learning levels, rates, styles and special needs.	C. Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.	D. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.	D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.

5. The teacher effectively utilizes student assessment techniques and procedures.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Uses a variety of assessment tools and strategies.	A. Selects appropriate assessment tools and strategies for specific learning outcomes.	A. Designs and uses multiple methods of measuring student understanding and growth.
B. Uses information gained from ongoing assessment for remediation and instructional planning.	B. Uses formative and summative assessment for remediation and instructional planning.	B. Integrates assessment data from multiple sources into instructional planning and improvement.
C. Maintains documentation of student progress.	C. Maintains documentation of student progress.	C. Maintains documentation of student progress.
D. Communicates student progress to students and families in a timely manner.	D. Consistently maintains communication with students and families about student progress.	D. Develops a two-way system of communicating with students and families about student progress.

Consortium for 21st Century Learning

6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Executes routine tasks effectively and efficiently.	B. Establishes and teaches effective and efficient routines.	B. Establishes and teaches effective and efficient routines.
C. Establishes and states expectations for student behavior.	C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.	C. Engages students in establishing expectations for building a learning community in the classroom.
D. Handles transitions effectively.	D. Maintains smoothness and momentum during classroom transitions.	D. Maintains smoothness and momentum during instructional transitions.
E. Has materials and media ready for student use.	E. Prepares and arranges material in advance for easy student accessibility.	E. Establishes an environment where materials and media are available and ready for student use.
F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.
G. Manages student behavior effectively and appropriately.	G. Monitors and directs student behavior effectively and appropriately.	G. Develops a classroom management system that promotes acceptable and appropriate student behavior.
H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks and takes appropriate action.

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7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups.	A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well other recent immigrant groups).
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.	D. Designs opportunities for each student to succeed, based on individual learning needs.	D. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
E. Provides students with opportunities for active involvement and creativity.	E. Designs specific activities that require active involvement and creativity.	E. Engages students in learning experiences that promote creativity, critical and divergent thinking.
F. Provides opportunities for students to be responsible for their behavior and learning.	F. Designs opportunities that require and reinforce student responsibility for learning.	F. Designs opportunities that require and reinforce student responsibility for learning.
G. Promotes positive student/teacher relationships.	G. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
H. Encourages high student expectations.	H. Establishes and communicates high expectations for all students.	H. Engages students in setting high standards for performance.
I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.	I. Demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages, and cultures and incorporates this knowledge into curricular decisions and instructional methodology.	I. Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.

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8. The teacher demonstrates a willingness to examine and implement change, as appropriate.		
Provisional Teacher - LEVEL I	**Professional Teacher - LEVEL II**	**Master Teacher - LEVEL III**
A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
B. Implements a variety of strategies to enhance learning.	B. Demonstrates knowledge of best practices that enhance learning.	B. Collaborates with colleagues in the research and design of improved instructional strategies
C. Recognizes that change entails risk and modifications may be needed.	C. Participates in instructional improvement and school reform initiatives.	C. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.

9. The teacher works productively with colleagues, parents and community members.		
Provisional Teacher - LEVEL I	**Professional Teacher - LEVEL II**	**Master Teacher - LEVEL III**
A. Collaborates with colleagues.	A. Actively promotes collegial relations with other school personnel.	A. Serves as a role model for collaborative working relations across the profession.
B. Communicates with parents on a regular basis.	B. Provides a system for interactive communication between teacher and parents.	B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.
C. Uses conflict resolution strategies when necessary.	C. Uses conflict resolution strategies as appropriate.	C. Assists colleagues in the use of conflict resolution strategies.
D. Involves parents and community in the learning environment.	D. Promotes active roles for parents and community members in student learning.	D. Engages parents and community members productively in the work of the school.
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.

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Appendix 4 – Essential Conditions

International Society for Technology in Education (ISTE). (2008b). *Essential Conditions: Necessary conditions to effectively leverage technology for learning*. Retrieved May 22, 2009, from essential conditions for implementing the nets for students 2007: http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/Conditions/NETS_for_Students_Essential_Conditions.htm

Essential conditions for implementing the NETS for students 2007

NECESSARY CONDITIONS TO EFFECTIVELY LEVERAGE TECHNOLOGY FOR LEARNING

Shared Vision
Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community

Implementation Planning
A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources

Consistent and Adequate Funding
Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Equitable Access
Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

Skilled Personnel
Educators and support staff skilled in the use of ICT appropriate for their job responsibilities

Ongoing Professional Learning
Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Technical Support
Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources

Curriculum Framework
Content standards and related digital curriculum resources

Student-Centered Learning
Use of ICT to facilitate engaging approaches to learning

Assessment and Evaluation
Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources

Engaged Communities
Partnerships and collaboration within the community to support and fund the use of ICT and digital resources

Support Policies
Policies, financial plans, accountability measures, and incentive structures to support the use of ICT in learning and in district and school operations

Supportive External Context
Policies and initiatives at the national, regional, and local levels to support schools in effective implementation of technology for achieving curriculum and technology (ICT) standards

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Appendix 5 – Detailed Evaluation Plan

Goal 1 Measureable Objective
Students of participating educator teams will improve achievement in assessment of NETS on a summative assessment of 21st century skills and through formative classroom assessment.

Strategy	Metrics	Measurement tools and timeline
Educator teams develop and implement 21st century learning experiences and assessments	To what degree and in what ways has C21CL improved student achievement towards NETS as evaluated through formative assessments by educator teams in the classroom	• Project information, agendas, anecdotal information from online community tools, wiki, [ongoing August 2009-May 2011] • Workshop records, consensograms, evaluations, educator feedback and online event recordings [ongoing August 2009-May 2011] • Formative assessment by educator teams (classroom artifacts, results of assessment methods of educator team, presentation artifacts) [November 2009-March 2011] • Final program evaluation (May, June 2011)
Develop assessment strategies for evaluating students 21st century skills	To what degree and in what ways has C21CL improved student achievement towards NETS by comparison of team data from general student data on multiple assessments between 2009-2011	• Student assessment of 21st century skills (Pre Post Fall 2009, Pre Spring 2010, Post Fall 2010) • Formative assessment results from educator teams that show progress toward NETS [November 2009-March 2011] • Final program evaluation (May, June 2011)

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Goal 2 Measureable Objective

C21CL participants will improve in capacity to design and develop learning experiences that support student achievement of NETS in alignment with NETS•T. Educator teams will effectively use student assessment techniques and procedures evaluate students' progress towards NETS in alignment with NETS•T and NM Teacher Competencies.

Strategy	Metrics	Measurement tools and timeline
Provide accessible, ongoing professional development opportunities for K-12 educators in a variety of formats	To what degree and in what ways has C21CL improved teacher capacity to design and develop digital learning experiences and assessments in alignment with NETS•T and NM Teacher Competencies: • Comparison of scores and feedback on pre and post teacher technology use and integration surveys • Comparison of scores from pre and post teacher assessment of 21st century skills • Numbers and retention rates of C21CL teachers as reported by attendance at PD sessions and tracking of teacher C21CL activity in online environments • Scores & feedback on PD session evaluations • Holistic assessment of artifacts from educator teams (formative assessment methods, results, improvement plans)	• Teacher technology use and integration survey (Pre Post Fall 2009, Pre Spring 2010, Post Fall 2010) • Teacher assessment of 21st century skills (Pre Post Fall 2009, Pre Spring 2010, Post Fall 2010) • Project information, agendas, anecdotal information and tracking from online community tools, wiki, [ongoing August 2009-May 2011] • Workshop records, consensograms, evaluations, educator feedback and online event recordings [ongoing August 2009-May 2011] • Formative assessment by educator teams (classroom artifacts, results of assessment methods of educator team, presentation artifacts) [November 2009-March 2011] • Final program evaluation (May, June 2011)

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Goal 3 Measureable Objective

C21CL professional development specialists (RETA Instructors) and C21CL district coordinators will participate in a network that disseminates models, resources, and best practices for supporting 21st century teaching and learning in New Mexico.

Strategy	Metrics	Measurement tools and timeline
Create a network of support for professional development specialists and technology coordinators who can share models for 21st century learning environments	To what degree and in what ways has C21CL facilitated a network which models effective strategies to support 21st century learning experiences, assessments and environments: • Progress toward Goals 1 and 2 as determined through analysis of measurements listed under Goals 1 and 2 • Scores & feedback on PD session evaluations • Comparison of scores from pre and post technology coordinator and RETA instructor survey of district use and access to 21st century tools • Increased number of models which serve as examples of collaboration between districts which support 21st century learning environments (both in the wiki and in recorded webinars) • Accepted conference proposal or article for publication	• Pre and post technology coordinator and RETA instructor survey of district use and access to 21st century tools (Pre Post Fall 2009, Pre Spring 2010, Post Fall 2010) • Project information, agendas, anecdotal information and tracking from online community tools, wiki, [ongoing August 2009-May 2011] • Workshop records, consensograms, evaluations, educator feedback and online event recordings [ongoing August 2009-May 2011] • Repository of models (processes, policies, resources, and strategies) for district-level decision makers to access [ongoing August 2009-May 2011] • Final program evaluation (May, June 2011) • Conference presentation proposal or article submission (February, March 2011)

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Appendix 6

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Appendix 7 – Characteristics of Effective Professional Development that supports 21st Century Skills

Partnership for 21st Century Skills. (2007). *21st Century Skills Professional Development*. Retrieved May 22, 2009, from The Partnership for 21st Century Skills - List of Publications: http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=82&Itemid=185

An effective 21st century skills professional development program skills should:	
Focus on 21st century skills and content (as defined by the P21 Framework)	21st century subject matter includes, in addition to the standard core subjects, important areas of study, such as global awareness and civic literacy, as well as skills, such as ICT literacy, critical thinking, problem solving, and life skills.
Illustrate how a deeper understanding of subject matter can actually enhance problem solving, critical thinking, and other 21st century skills.	Building higher-order thinking skills in a student goes hand-in-hand with her mastery of a subject domain. For instance, the ability for a student to "see the math in an everyday problem" will naturally improve as that student's math knowledge deepens.
Cultivate teachers' ability to identify students' particular learning styles and intelligences.	Certain types of intelligence, such as those having to do with information synthesis or technological know-how, are becoming increasingly relevant as the advent of new technologies and media trigger a constant and vast deluge of information.
Help teachers develop their abilities to use various strategies (such as formative assessments) to reach different students as well	Teaching 21st century skills successfully to an uninitiated classroom undoubtedly will require enhancing teachers' capacities. While most experienced teachers are adept at providing multiple ways for students to engage in a lesson, it may be necessary to

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as create environments that support differentiated teaching and learning.	change commonly used tactics in the face of teaching 21st century skills. In addition, it is important to provide teachers with enough practice and time to reflect on new behaviors as they experiment outside their comfort zones.
Provide models of instruction that show what 21st century skills look like in real classrooms and allow ample time for teachers to observe and learn from them.	Observing real world examples of effective 21st century skills instruction is an invaluable component of any PD program. Case studies can be in the form of a video, photo montage, web site, or report.
Highlight ways teachers can seize opportunities for integrating 21st tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/deemphasize.	Incorporating real world examples of actual teaching and learning may be a good way to accomplish this.
When appropriate, take advantage of 21st century tools, such as real world, rich media examples, video clips, interactives, simulations based on historical or real-time data sources, acoustically- and visually-rich primary sources and digital repositories, to support 21st century skills.	Given that a main objective of building students' 21st century skills is to prepare them to communicate across multiple media as well as manipulate and make sense of complex data sources, it is important that teachers are aware of such resources and feel comfortable about incorporating them into their curricula.

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Sharing among communities of practitioners, using face-to-face, virtual and hybrid exchanges.	Rooms, wiki pages, and/or regular telephone/video conferencing with educators within a single school building or among a wider, more dispersed community (larger district, state, or alternative community of practice).	
Be scaleable and sustainable.	It is important for a PD program to be continuously woven into the everyday fabric of the teaching profession, through modeling, coaching, and collaboration. Helpful activities to achieve this include monthly discussions to explore the "21st century" pedagogical paradigm, as well as online features, which have the benefits of added flexibility to accommodate teachers' busy schedules as well as the means to provide work-embedded support.	

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Appendix 8 – Roles and Responsibilities

Socorro	LEA • Administer grant • Manage funds • Submit reports
Partner Districts (through the coordination of C21CL District Coordinators)	Support participants • Identify and recruit educator participants, educator teams, RETA Instructors, and technology coordinators • Host onsite workshops and potentially one regional conference • Coordinate district professional development plan in collaboration with RETA Instructor • Support educator teams with stipends, incentives and/or technology needed to participant in professional development plan • Support educator participants with stipends and/or incentives to attend professional development opportunities to the maximum extend possible • Coordinate implementation of assessments of 21st Century Skills in collaboration with RETA Instructor Participate in partnership communications • Monthly meetings • Online community tools & wiki Facilitate a technical infrastructure and insure access to technical support
C21CL Professional development specialists / RETA Instructors /	Commit to C21CL efforts • Participate in 24 hours of professional development with RETA Staff • Coordinate Educator Team professional development and assessment efforts in collaboration with District Coordinator • Attend monthly webinars for developing of 21st century teaching and learning practices • Participate in online community efforts • Support educator team in reporting results through webinars or at conferences. Participate in evaluation activities

Educator Teams	Commit to C21CL efforts over 2009-2011
	• Participate in 46 hours of professional development workshops with RETA Instructor
	    o 24 hours (4 days) of on site face-to-face workshops
	    o 12 hours of workshops at 2 of 3 regional conferences (2 days)
	    o 10 hours of webinar workshops
	• Attend monthly webinars for developing of 21st century teaching and learning practices
	• Participate in ongoing online community efforts
	• Develop and implement 21st century learning experiences and

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	assessment methods
	• Conduct formative assessments and implement a plan to improve student learning
	• Report on results through webinars or at conferences
	• Participate in multiple evaluation activities
C21CL Educator Participants	Participate in a menu of professional development opportunities to develop 21st century skills and progress toward NETS and NETS•T • Regional conferences (3 will be offered) • Webinars (10 hours will be offered) • Online community and tools (ongoing) Participate in pre and post evaluation activities
RETA Staff	Coordinate professional development activities for C21CL • Four days of professional development for RETA Instructors • 46 hours of professional development face-to-face workshops for educator teams • Development and delivery of 10 webinars for 21st Century Teaching and Learning and 10 webinars for Technology Coordinators • Hire RETA Instructors to facilitate workshops and webinars • Provide stipends for Technology Coordinators to facilitate program Coordinate partnership collaboration • Facilitate administration of online learning environments (online community tools, wiki, course management system, webconferencing system) • Establish and maintain online learning environments • Maintain communication with all partners and facilitate monthly partner meetings Conduct evaluation activities • Develop evaluation plan • Negotiate contract for assessment tools • Hire external evaluator to collect and analyze data
Technology Coordinators	• Facilitate classroom access and technical support for project implementation • Participate and share with C21CL network in webinar events and virtual community

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Appendix 9 – Timeline of Activities

Time	Activity
August 2009	• Coordinate customized professional development plans, educator team members and RETA instructor for each district. • Identify educator participants. • Develop C21CL online community tools, database, and wiki. Establish communication channels (i.e.: listserv, partner meeting schedule). • Identify and contract with evaluator(s) and assessment provider. • Purchase technologies, supplies and materials where appropriate. • Schedule calendar of online sessions (10 in each series) and 3 regional conferences (Fall 2009, Spring 2010, Fall 2010). • Schedule educator team workshops.
September 2009	• Finalize data collection plan and survey instruments. RETA Instructors, Educator Teams, educator participants and Technology coordinators complete pre assessments for year 1. • Provide RETA Instructor 2 day orientation and professional development workshop. • Host introductory webinar for educator teams and participants (#1 in the series; teach them how to use community tools, database, wiki). • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Promote Fall 2009 regional C21CL conference • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
October 2009	• Host monthly webinars (#2 in the series for educator teams and participants, #1 for technology coordinators). • Implement Fall 2009 regional C21CL conference • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
November 2009	• Host monthly webinars (#3 in the series for educator teams and participants, #2 for technology coordinators). • Implement student pre assessment year 1 • Educator teams develop 21st century learning experiences and formative assessment methods • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection.

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	• Support RETA Instructors in educator team professional development.
December 2009	• Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
January 2010	• Submit status report #1 for NM PED due January 29 • Educator teams implement 21st century learning experiences and formative assessment methods. • Promote Spring 2010 regional C21CL conference • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
February 2010	• Host monthly webinars (#4 in the series for educator teams and participants, #3 for technology coordinators). • Educator teams implement 21st century learning experiences and formative assessment methods. • Implement Spring 2010 regional C21CL conference • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
March 2010	• Host monthly webinars (#5 in the series for educator teams and participants, #4 for technology coordinators). • Educator teams implement 21st century learning experiences and formative assessment methods. • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
April 2010	• Host monthly webinars (#6 in the series for educator teams and participants, #5 for technology coordinators). • Educator teams develop a plan to improve teaching and assessment. • RETA Instructors, Educator Teams, educator participants and Technology coordinators complete post assessments for year 1. • Implement student post assessment year 1.

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	• Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
May-June 2010	• Submit status report #2 for NM PED due June 25 • Provide RETA Instructor 1 day professional development workshop. • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Host monthly webinar (#6 for technology coordinators).
July 2010	• Publish C21CL year 1 report.
August 2010	• Schedule remaining educator team workshops. • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Provide RETA Instructor 1 day professional development workshop.
September 2010	• RETA Instructors, Educator Teams, educator participants and Technology coordinators complete pre assessments for year 2. • Implement student pre assessment year 2. • Educator teams implement revised 21st century learning experiences and assessment methods. • Promote Fall 2010 regional C21CL conference. • Host monthly webinars (#7 in the series for educator teams and participants, #7 for technology coordinators). • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
October 2010	• Educator teams continue to implement revised 21st century learning experiences and assessment methods. • Implement Fall 2010 regional C21CL conference. • Host monthly webinars (#8 in the series for educator teams and participants, #8 for technology coordinators). • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional

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	development.
November 2010	• Educator teams organize data and prepare to report findings. • Host monthly webinars (#9 in the series for educator teams and participants, #9 for technology coordinators). • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
December 2010	• Submit status report #3 for NM PED due December 17 • Educator teams organize data and prepare to report findings • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
January 2011	• Educator teams organize data and prepare to report findings • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
February 2011	• Promote Spring 2011 C21CL regional conference. • Educator teams report findings via webinar. • Host monthly webinars (#10 in the series for educator teams and participants, #10 for technology coordinators). • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting. • Ongoing data collection. • Support RETA Instructors in educator team professional development.
March 2011	• Implement Spring 2011 C21CL regional conference. • Educator teams report findings at regional conference. • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting.
April 2011	• RETA Instructors, Educator Teams, educator participants and technology coordinators complete post assessments for year 2. • Implement student post assessment year 2. • Disseminate resources and classroom integration activities for 21st century teaching and learning. • Publish newsletter, facilitate partner meeting.

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	• Complete data collection. • Evaluators organize and evaluate data.
May-June 2011	• Publish year 2 C21CL report. • Submit status report #4 for NM PED due June 24
July-October 2011	• Disseminate C21CL models at conferences, webinars and/or via publications • Submit final report to NM PED due October 28

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Appendix 10 - 21ˢᵗ Century Student Outcomes

Partnership for 21st Century Skills. (2009, May 27). *P21 Framework Definitions Document*. Retrieved
    June 1, 2009, from Partnership for 21st Century Skills - List of Publications:
    http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=82&Itemid=185

The elements described in this section as "21st century student outcomes" are the knowledge, skills
and expertise students should master to succeed in work and life in the 21st century.

CORE SUBJECTS AND 21st CENTURY THEMES
 Mastery of core subjects and 21st century themes is essential for all students in the 21st century.
Core subjects include:
• English, reading or language arts
• World languages
• Arts
• Mathematics
• Economics
• Science
• Geography
• History
• Government and Civics

 In addition to these subjects, we believe schools must move to include not only a focus on mastery
of core subjects, but also promote understanding of academic content at much higher levels by
weaving 21st century interdisciplinary themes into core subjects:

Global Awareness
• Using 21st century skills to understand and address global issues
• Learning from and working collaboratively with individuals representing diverse cultures,
religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and
community contexts
• Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy
• Knowing how to make appropriate personal economic choices
• Understanding the role of the economy in society
• Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy
• Participating effectively in civic life through knowing how to stay informed and understanding
governmental processes
• Exercising the rights and obligations of citizenship at local, state, national and global levels
• Understanding the local and global implications of civic decisions

Health Literacy
• Obtaining, interpreting and understanding basic health information and services and using such
information and services in ways that enhance health
• Understanding preventive physical and mental health measures, including proper diet, nutrition,
exercise, risk avoidance and stress reduction
• Using available information to make appropriate health-related decisions

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• Establishing and monitoring personal and family health goals
• Understanding national and international public health and safety issues

LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

CREATIVITY AND INNOVATION

Think Creatively
• Use a wide range of idea creation techniques (such as brainstorming)
• Create new and worthwhile ideas (both incremental and radical concepts)
• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others
• Develop, implement and communicate new ideas to others effectively
• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations
• Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively
• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
Use Systems Thinking
• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
Make Judgments and Decisions
• Effectively analyze and evaluate evidence, arguments, claims and beliefs
• Analyze and evaluate major alternative points of view
• Synthesize and make connections between information and arguments
• Interpret information and draw conclusions based on the best analysis
• Reflect critically on learning experiences and processes

Solve Problems
• Solve different kinds of non-familiar problems in both conventional and innovative ways
• Identify and ask significant questions that clarify various points of view and lead to better solutions

COMMUNICATION AND COLLABORATION

Communicate Clearly

Consortium for 21st Century Learning

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
• Communicate effectively in diverse environments (including multi-lingual)

 Collaborate with Others
• Demonstrate ability to work effectively and respectfully with diverse teams
• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

 INFORMATION, MEDIA AND TECHNOLOGY SKILLS
People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

INFORMATION LITERACY
Access and Evaluate Information
• Access information efficiently (time) and effectively (sources)
• Evaluate information critically and competently
Use and Manage Information
• Use information accurately and creatively for the issue or problem at hand
• Manage the flow of information from a wide variety of sources
• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

 MEDIA LITERACY
Analyze Media
• Understand both how and why media messages are constructed, and for what purposes
• Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
Create Media Products
• Understand and utilize the most appropriate media creation tools, characteristics and conventions
• Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

 ICT (Information, Communications and Technology) LITERACY
Apply Technology Effectively
• Use technology as a tool to research, organize, evaluate and communicate information
• Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access,

Consortium for 21st Century Learning

manage, integrate, evaluate and create information to successfully function in a knowledge economy
• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

LIFE AND CAREER SKILLS
Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills. FLEXIBILITY AND ADAPTABILITY Adapt to Change
• Adapt to varied roles, jobs responsibilities, schedules and contexts
• Work effectively in a climate of ambiguity and changing priorities
Be Flexible
• Incorporate feedback effectively
• Deal positively with praise, setbacks and criticism
• Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION
Manage Goals and Time
• Set goals with tangible and intangible success criteria
• Balance tactical (short-term) and strategic (long-term) goals
• Utilize time and manage workload efficiently
 Work Independently
• Monitor, define, prioritize and complete tasks without direct oversight
Be Self-directed Learners
• Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
• Demonstrate initiative to advance skill levels towards a professional level
• Demonstrate commitment to learning as a lifelong process

• Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS
Interact Effectively with Others
• Know when it is appropriate to listen and when to speak
• Conduct themselves in a respectable, professional manner
Work Effectively in Diverse Teams
• Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
• Respond open-mindedly to different ideas and values
• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY   Manage Projects
• Set and meet goals, even in the face of obstacles and competing pressures
• Prioritize, plan and manage work to achieve the intended result
Produce Results
• Demonstrate additional attributes associated with producing high quality products including the abilities to:

Consortium for 21st Century Learning

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY
Guide and Lead Others
• Use interpersonal and problem-solving skills to influence and guide others toward a goal
• Leverage strengths of others to accomplish a common goal
• Inspire others to reach their very best via example and selflessness
• Demonstrate integrity and ethical behavior in using influence and power
Be Responsible to Others
• Act responsibly with the interests of the larger community in mind

Socorro
Consolidated
Schools
(SCS, LEA)

Regional
Educational
Technology
Assistance
(RETA) Program

Carrizozo
Municipal Schools
(CMS)

Consortium for
21st Century Learning

C2ICL

Truth or
Consequences
Municipal Schools
(TCMS)

Dexter
Consolidated
Schools (DCS)

Lordsburg
Municipal Schools
(LMS)

Las Cruces Public
Schools (LCPS)

Consortium for 21st Century Learning

Dr. Cheryl L. Wilson
Superintendent

J. Anton Salome
Janice Argabright
Dr. Vannetta Perry
Associate Superintendents

PO Box 1157
700 Franklin St.
Socorro, NM 87801
Telephone: 575-835-0300
Fax: 575-835-1682
Web: www.socorro.k12.nm.us

May 22, 2009

Mr. Andrew Rendon
Educational Technologies Bureau
300 Don Gaspar
Santa Fe, New Mexico 87501

Dear Review Committee,

As Superintendent of Socorro Consolidated Schools (SCS), I want to express my support for the Consortium for 21st Century Learning (C21CL) Enhancing Education Through Technology (EETT) partnership application. The C21CL partnership with the Animas Public Schools, Carrizozo Municipal Schools, Dexter Consolidated Schools, Las Cruces Public Schools, Lordsburg Municipal Schools, Truth or Consequences Municipal Schools and RETA provides many exciting opportunities.
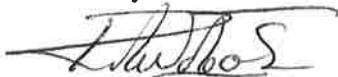
The customized professional development sessions in face-to-face and online formats will support effective integration of educational technology and move the educators and students in the partner districts closer to realizing 21st Century teaching and learning. In addition, the networking, support, and sharing inherent in C21CL build district and regional capacity, which is a noteworthy strengthen of this program and helps ensure its sustainability.

C21CL's focus on improving student achievement across the curriculum aligns with our district's Educational Plan for Student Success' goals. In addition, the program supports educators and their students in meeting the National Educational Technology Standards (NETS), No Child Left Behind technology literacy requirements.

For C21CL, SCS has agreed to serve as the LEA and work with the partner districts. SCS waives the five percent administration fee to NMSU/RETA. We will support SCS teachers' participation in the professional development, with time, stipends, and tech support. We also agree to share developed curriculum and learning products with the partnership with the understanding that the partner districts will share content with SCS.

We look forwarding to our collaboration in the partnership upon funding. C21CL offers an exciting opportunity to make a positive difference with affordable learning technologies.

Sincerely,

Dr. Cheryl Wilson
Superintendent

Mr. Vernon Smith
Tech Coordinator

Carrizozo Municipal Schools

P.O. Box 99
Carrizozo, New Mexico 88301
Phone: 648-2346 * Fax: 648-3255

Grizzlies

May20, 2009

Andrew Rendón, Bureau Chief
Educational Technology Bureau
300 Don Gaspar, Suite 301
Sanat Fe, NM 87501

Dear Review Committee,

As Superintendent of Carrizozo Municipal Schools, I want to express my support for the 2009 Enhancing Education Through Technology proposal Consortium for 21st Century Learning (C21CL). This partnership project between Socorro Consolidated Schools, Animas Public Schools, Carrizozo Municipal Schools, Dexter Consolidated Schools, Las Cruces Public Schools, Lordsburg Municipal Schools, Truth or Consequences Municipal Schools and Regional Educational Technology Assistance Program (RETA) will provide students and teachers in each district many opportunities to engage in 21st century teaching and learning.

The customized professional development sessions in face-to-face and online formats will support effective integration of educational technology and move the educators and students in the partner districts closer to implementing effective practices for use in 21st century learning environments. In addition, the networking, support, and sharing inherent in C21CL build district and regional capacity, which is a noteworthy strength of this program and helps ensure its sustainability.

C21CL's focus on improving student achievement across the curriculum aligns with our district's Educational Plan for Student Success' goals. In addition, the program supports educators and their students in meeting the National Educational Technology Standards (NETS), No Child Left Behind technology literacy requirements.
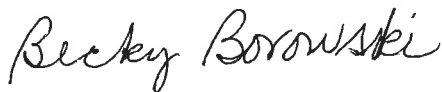
For C21CL, Carrizozo Municipal Schools has agreed to partner in the consortium and work with the partner districts. We will support Carrizozo's teachers' participation in the professional development, with time, stipends with help from this grant, and tech support. We also agree to share developed curriculum and resources with the partnership with the understanding that the partner districts will share content with Carrizozo.

We look forwarding to our collaboration in the partnership upon funding. C21CL offers an exciting opportunity to make a positive difference with affordable learning technologies.

Sincerely

Robert Cobos
Superintendent

Becky Borowski
Tech Coordinator

Dexter Consolidated Schools

PO Box 159

Dexter, New Mexico 88230

505-734-5420 (fax) 505-734-6813

Patricia Parsons
Superintendent

Eddie J. Ward
High School Principal
505-734-5420 x322

Lesa Dodd
Middle School Principal
505-734-5420 x351

Nancy Corn
Elementary School
Principal
505-734-5420 x412

Diane Sandoval
Special Education
Director
505-734-5420 x337

Denise King
K-12 Programs
Director
505-734-5420 x367

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Dan Lathrop
Member

Susan Garnett
Member

May 18, 2009

Andrew Rendón, Bureau Chief
Educational Technology Bureau
300 Don Gaspar, Suite 301
Sanat Fe, NM 87501

Dear Review Committee,

As Superintendent of Dexter Consolidated School District (DCSD), I want to express my support for the 2009 Enhancing Education Through Technology proposal Consortium for 21st Century Learning (C21CL). This partnership project between Socorro Consolidated Schools, Animas Public Schools, Carrizozo Municipal Schools, Dexter Consolidated Schools, Las Cruces Public Schools, Lordsburg Municipal Schools, Truth or Consequences Municipal Schools and Regional Educational Technology Assistance Program (RETA) will provide students and teachers in each district many opportunities to engage in 21st century teaching and learning.

The customized professional development sessions in face-to-face and online formats will support effective integration of educational technology and move the educators and students in the partner districts closer to implementing effective practices for use in 21st century learning environments. In addition, the networking, support, and sharing inherent in C21CL build district and regional capacity, which is a noteworthy strength of this program and helps ensure its sustainability.

C21CL's focus on improving student achievement across the curriculum aligns with our district's Educational Plan for Student Success' goals. In addition, the program supports educators and their students in meeting the National Educational Technology Standards (NETS), No Child Left Behind technology literacy requirements.

For C21CL, DCSD has agreed to partner in the consortium and work with the partner districts. We will support DCSD's teachers' participation in the professional development, with time, stipends, and tech support. We also agree to share developed curriculum and resources with the partnership with the understanding that the partner districts will share content with DCSD.

We look forwarding to our collaboration in the partnership upon funding. C21CL offers an exciting opportunity to make a positive difference with affordable learning technologies.

Sincerely

Patricia Parsons
Superintendent

Diana Brown
Tech Coordinator

154

LAS CRUCES
PUBLIC SCHOOLS

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Serena Shoop

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Stan Rounds
Superintendent

❖

OUR MISSION

The Las Cruces Public Schools,
in partnership with students,
families, and the community,
provides a student-centered
learning environment that
cultivates character, fosters
academic excellence, and
embraces diversity.

505 S. Main St., Suite 249
Las Cruces, NM 88001
575.527.5807
www.lcps.k12.nm.us

May 29, 2009

Educational Technology Bureau
C21CL Proposal Review Committee
300 Don Gaspar, Suite 301
Santa Fe, NM 87501

Re: Consortium for 21st Century Learning

Dear Review Committee:

As Superintendent of Las Cruces Public Schools (LCPS) I want to express my support for the 2010 Enhancing Education Through Technology proposal Consortium for 21st Century Learning (C21CL). This partnership project between Socorro Consolidated Schools, Animas Public Schools, Carrizozo Municipal Schools, Dexter Consolidated Schools, Las Cruces Public Schools, Lordsburg Municipal Schools, Truth or Consequences Municipal Schools and Regional Educational Technology Assistance Program (RETA) will provide students and teachers in each district many opportunities to engage in 21st century teaching and learning.

The customized professional development sessions in face-to-face and online formats will support effective integration of educational technology and move the educators and students in the partner districts closer to implementing effective practices for use in 21st century learning environments. In addition, the networking, support, and sharing inherent in C21CL build district and regional capacity, which is a noteworthy strength of this program and helps ensure its sustainability.

C21CL's focus on improving student achievement across the curriculum aligns with our district's Educational Plan for Student Success' goals. In addition, the program supports educators and their students in meeting the National Educational Technology Standards (NETS), No Child Left Behind technology literacy requirements.

For C21CL, LCPS has agreed to partner in the consortium and work with the partner districts. We will support LCPS teacher participation in the professional development, with time, stipends, and tech support. We also agree to share developed curriculum and resources with the partnership with the understanding that the partner districts will share content with LCPS.

We look forwarding to our collaboration in the partnership upon funding. C21CL offers an exciting opportunity to make a positive difference with affordable learning technologies.

Sincerely,

Stan Rounds
Superintendent of Schools

SR:ksr

Lordsburg Municipal Schools
501 West 4th Street
P.O. Box 430
Lordsburg, NM 88045
Telephone (575) 542-9361
Fax (575) 542-9364
http://www.lmsed.org

SUPERINTENDENT
Jim Barentine

DIRECTOR OF SUPPORT SERVICES
Don C. Smith

DIRECTOR OF INSTRUCTIONAL
IMPROVEMENT
Karla Stinehart

May 26, 2009

Andrew Rendón, Bureau Chief
Educational Technology Bureau
300 Don Gaspar, Suite 301
Santa Fe, NM 87501

Dear Mr. Rendón:

As Superintendent of Lordsburg Municipal Schools, I want to express my support for the 2009 Enhancing Education Through Technology proposal of Consortium for 21st Century Learning (C21CL). This partnership project between Socorro Consolidated Schools, Animas Public Schools, Carrizozo Municipal Schools, Dexter Consolidated Schools, Las Cruces Public Schools, Lordsburg Municipal Schools, Truth or Consequences Municipal Schools and Regional Educational Technology Assistance Program (RETA) will provide students and teachers in each district many opportunities to engage in 21st century teaching and learning.

The customized professional development sessions in face-to-face and online formats will support effective integration of educational technology and move educators and students in the partner districts closer to implementing effective practices for use in 21st century learning environments. In addition, the networking, support, and sharing inherent in C21CL will build district and regional capacity, which is a noteworthy strength of this program and helps ensure its sustainability.

C21CL's focus on improving student achievement across the curriculum aligns with our district's Educational Plan for Student Success' goals. In addition, the program supports educators and their students in meeting the National Educational Technology Standards (NETS), No Child Left Behind technology literacy requirements.

Lordsburg Municipal Schools has agreed to partner in the consortium and work with other participating partner districts. We will support our teachers' participation in C21CL's professional development, with time, stipends, and tech support. We also agree to share developed curriculum and resources with other participating districts, with the understanding that the partner districts will share content with Lordsburg Municipal Schools.

We look forwarding to our collaboration in the partnership upon funding. C21CL offers an exciting opportunity to make a positive difference with affordable learning technologies.

Sincerely,

Jim Barentine
Superintendent

BOARD OF EDUCATION
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Mark Thomas, Member   John Mora, Member

Truth or Consequences Municipal Schools

Administrative Offices
180 North Date Street
Truth or Consequences, New Mexico 87901
Phone: (505) 894-8150   Fax: (505) 894-7532
Website: www.torc.k12.nm.us

*We believe all students, regardless of race or socioeconomic status, given time
and resources, coupled with a quality approach to education, can learn.*

May 18, 2009

Andrew Rendón, Bureau Chief
Educational Technology Bureau
300 Don Gaspar, Suite 301
Sanat Fe, NM 87501

Dear Review Committee,

As Superintendent of Truth or Consequences Municipal School District, I want to express my support for the 2009 Enhancing Education Through Technology proposal Consortium for 21st Century Learning (C21CL). This partnership project between Socorro Consolidated Schools, Animas Public Schools, Carrizozo Municipal Schools, Dexter Consolidated Schools, Las Cruces Public Schools, Lordsburg Municipal Schools, Truth or Consequences Municipal Schools and Regional Educational Technology Assistance Program (RETA) will provide students and teachers in each district many opportunities to engage in 21st century teaching and learning.

The customized professional development sessions in face-to-face and online formats will support effective integration of educational technology and move the educators and students in the partner districts closer to implementing effective practices for use in 21st century learning environments. In addition, the networking, support, and sharing inherent in C21CL build district and regional capacity, which is a noteworthy strength of this program and helps ensure its sustainability.

C21CL's focus on improving student achievement across the curriculum aligns with our district's Educational Plan for Student Success' goals. In addition, the program supports educators and their students in meeting the National Educational Technology Standards (NETS), No Child Left Behind technology literacy requirements.

For C21CL, Truth or Consequences Municipal School District has agreed to partner in the consortium and work with the partner districts. We will support Truth or Consequences Municipal School District's teachers' participation in the professional development, with time,

stipends, and/or tech support. We also agree to share developed resources with the partnership with the understanding that the partner districts will share content with Truth or Consequences Municipal School District.

We look forwarding to our collaboration in the partnership upon funding. C21CL offers an exciting opportunity to make a positive difference with affordable learning technologies.

Sincerely

Superintendent   Tech Coordinator

College of Extended Learning
MSC 3WEC
New Mexico State University
P. O. Box 30001
Las Cruces, NM 88003-8001
Phone: 505-646-4692   Fax: 505-646-2044

May 26, 2009

To Whom It May Concern:

The Regional Educational Technology Assistance Program (RETA) is pleased to partner with the Socorro Public Schools' (LEA) on its Consortium for 21st Century Learning (C21CL) Enhancing Education Through Technology 2010 partnership proposal. Additional district partners include Carrizozo Public Schools, Dexter Consolidated Schools, Las Cruces Public Schools, Lordsburg Municipal Schools, and Truth or Consequences Municipal Schools.

RETA is committed to collaborating with all the C21CL districts to assist their teachers in building the capacity to effectively use learning technologies, online learning environments and Web 2.0 tools for teaching and learning. For the professional development (PD) workshops, RETA will train lead teachers from each partner district as RETA instructors who then will provide onsite PD workshops. RETA will also facilitate a series of onsite Saturday mini-conferences, provide online webinars customized for district partners, host the C21CL wiki, and coordinate and administer the partnership.

RETA (http://reta.nmsu.edu) is a statewide professional development program under New Mexico State University's College of Extended Learning (CEL). Our agency focuses on effective technology integration into K-12 classrooms and online teaching and learning. C21CL leverages RETA's experience and expertise in providing convenient, accessible, and practical professional development for K-12 educators. As the RETA Co-Director, I know the C21 CL partnership supports our organizations' goals to provide customized staff development and the partner districts' goals to build capacity for the effective use of educational technology in support of their Educational Plans for Student Success and District Technology Plans.

The C21CL partnership proposal offers an exciting opportunity to collaborate in innovative ways. We support the partner districts' administrative leadership and commitment to their teachers' professional growth as well as their vision of effectively integrating different technologies across the curriculum to expand learning opportunities for students and teachers. The prospect of providing the expertise and resources needed to make quality professional development available to the partner districts' educators is welcomed by RETA.

Sincerely,

Susan C. Bussmann

Susie Bussmann, Ph.D.
RETA Co-Director

Carrizozo Municipal Schools

800 D. Avenue, Box 99
Carrizozo, New Mexico 88301
Phone:575-648-2346
Fax: 575-648-2216

May 21, 2009

Andrew Rendon, Bureau Chief
Educational Technology Bureau
300 Don Gaspar, Suite 301
Santa Fe, NM 87501

Dear Review Committee,

As Technology Coordinator for Carrizozo Municipal Schools, I want to express my support for the 2009 Enhancing Education Through Technology proposal Consortium for 21st Century Learning (C21CL). The partnerships between the seven school districts and RETA will provide students and teachers across a wide region of New Mexico with opportunities to participate in 21st century teaching and learning.

Opportunity for face-to-face and online professional development is key to an isolated district such as ours. Our staff is excited for the networking, support and sharing among districts the C21CL partnership will offer.

This partnership will help us move closer to our goals in both student achievement as outlined in our EPSS as well as meeting the NETS standards.

The staff at Carrizozo Municipal Schools and myself pledge to work with partner disticts to share curriculum and resources in the 21st Century Learning Partnership. Upon funding, we look forward to our collaboration in the partnership while building capacity within our district.

Sincerely,

Becky Borowski

Becky Borowski
Technology Coordinator

May 28, 2009

Andrew Rendón, Bureau Chief
Educational Technology Bureau
300 Don Gaspar, Suite 301
Sanat Fe, NM 87501

Dear Review Committee,

As a teacher of Carrizozo Municipal Schools, I would like to participate in the partnership of the 21st Century Learning (C21CL). I am looking forward to this partnership to provide the students of Carrizozo and myself the many opportunities that will enable us to engage in 21st century teaching and learning.

I am looking forward to the professional development time and hands-on learning that will occur throughout this partnership. The opportunities that our students will gain from this partnership will bring them closer to the aspects of 21st Century Learning and the innovative learning that our students become inspired from.

I am aware of the professional development requirements with RETA, NMSU, and the other districts that are participating in this partnership and I agree to meet these requirements to enhance my teaching and student learning.

I look forward to the collaboration in the partnership for the benefit of 21st Century Leaning for the students and my teaching to enhance 21st Century Learning.

Sincerely,

Cathy Barela
Second Grade Teacher

May 22, 2009

Andrew Rendon, Bureau Chief

Educational Technology Bureau

300 Don Gaspar, Suite 301

Santa Fe, NM 87501

Dear Review Committee,

Hello, I am Kayce Patterson, the First Grade teacher at Carrizozo Elementary School. I am very excited to be writing this letter in hopes to share our enthusiasm about participating in the 2009 Enhancing Education Through Technology Consortium for 21st Century Learning.

Working in a small rural district has many positive attributes, along with a few disadvantages. One of the disadvantages is the limited number of individuals that we have to collaborate with. I see this as being one of the leading strengths of your program and why it would be so beneficiary for our staff. It would be such a tremendous opportunity to work with others during the customized professional development sessions. I think that this collaboration would help to widen the circles of how we use technology in our classrooms and thus enrich our instruction.

Once these new skills are shared and applied in our classrooms they will be with us forever. Knowledge is power and the knowledge that our staff will gain will continue to grow in Carrizozo Municipal Schools building capacity as we grow. Many of our staff members have participated in RETA trainings and are eager to do so again. We are so thankful about the approach you are taking towards professional development. With the combination of face-to-face and online formats this is sure to meet everyone's needs and learning styles.

I participated in the 21st Century Learning Grant this year and have witnessed the difference it made for several of my students. My first graders became independent and capable learners in the computer lab; despite some of my own doubts. I feel confident that this will have the same effect and am excited to think about how I will increase in my ability to use technology in the classroom.

Thank you for your time and consideration.

Kayce Patterson
Kayce Patterson
First Grade Teacher