

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200017

Grants.gov Tracking#: GRANT13153942

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1242-NM ESF REM State map.jpg

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/28/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="New Mexico"/>
---	--

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="300 Don Gaspar"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Santa Fe"/>
County/Parish:	<input type="text" value="Santa Fe"/>
* State:	<input type="text" value="NM: New Mexico"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="875012786"/>

e. Organizational Unit:

Department Name: <input type="text" value="NMPED"/>	Division Name: <input type="text" value="Teaching, Learning and Assess"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Lynn"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Vasquez"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

1242-NM ESF REM State map.jpg

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Reimagining New Mexico K-12 Education: Developing a Comprehensive Learning Management Infrastructure to Promote Equitable Access to Continuous Learning project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

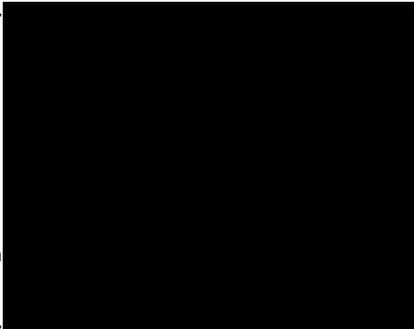
* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

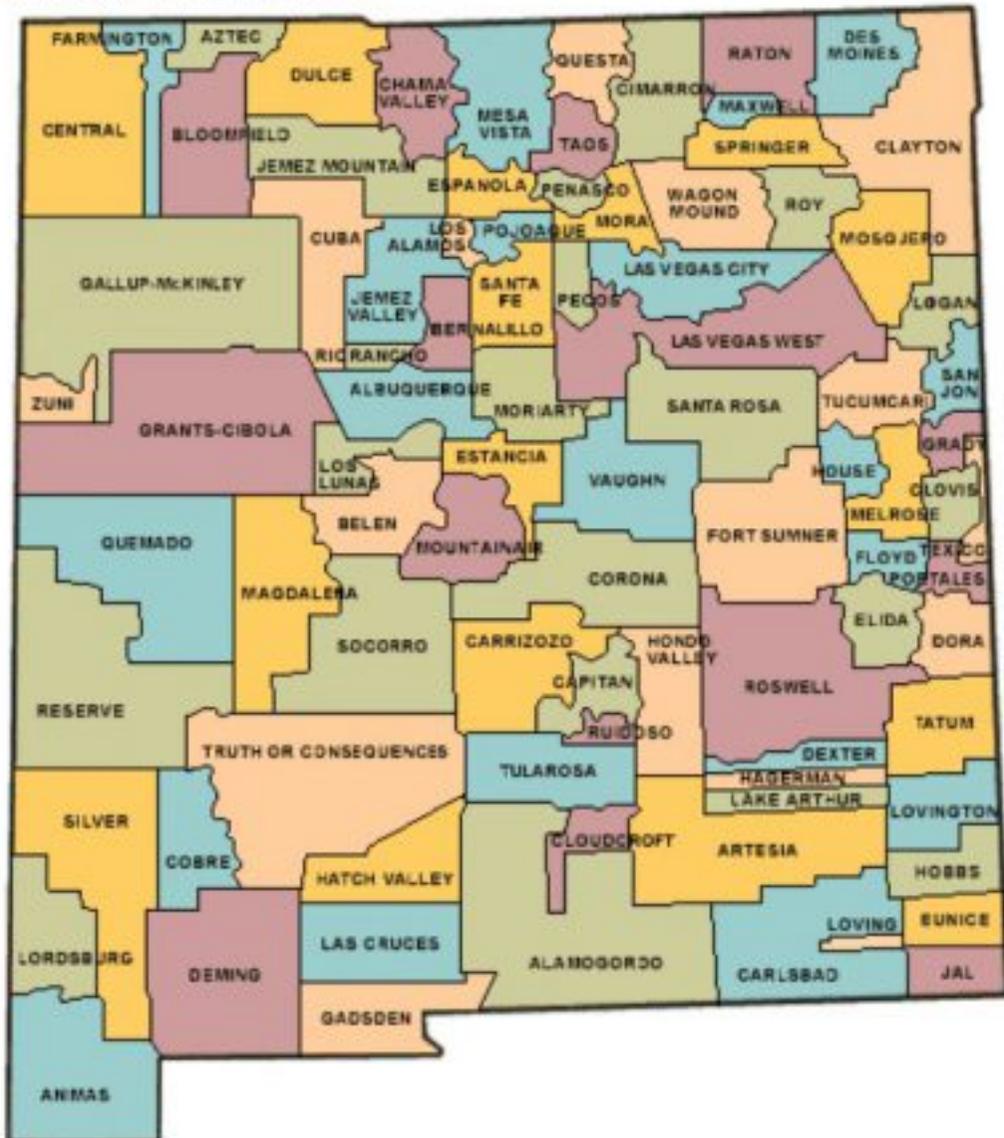
* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

New Mexico Public Education Department

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	5,000.00	5,000.00	5,000.00			15,000.00
4. Equipment	8,000.00	8,000.00	8,000.00			24,000.00
5. Supplies	1,000.00	1,000.00	1,000.00			3,000.00
6. Contractual	4,557,000.00	6,255,000.00	6,478,750.00			17,290,750.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200017

Name of Institution/Organization New Mexico Public Education Department	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	250,000.00					250,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	250,000.00					250,000.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	250,000.00					250,000.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1240-ESF REM NM GEPA 427B Statement of Com

Add Attachment

Delete Attachment

View Attachment

**New Mexico Public Education Department Statement of Compliance General Education Provisions Act (GEPA)
Section 427**

In compliance with the Department of Education’s General Education Provision (GEPA), The New Mexico Department Education Department (PED) ensures equitable access and participation in the Education Stabilization Fund - Rethink K-12 Education Models (ESF-REM) Program.

The New Mexico Public Education Department’s (PED) vision for K-12 education focuses on providing high-quality educational opportunities that improve outcomes for all students regardless of gender, ethnic background, socioeconomic status, age, disability, primary home language, prior early childhood experiences, or geography. PED ensures that no barriers exist that could impede equitable access or participation in learning experiences facilitated through the Learning Management System (LMS), in regard to gender, race, national origin, color, disability, or age. PED’s objective is to ensure equal access and serve the greatest number of students through the ESF-REM grant. PED will ensure application of accessibility and accommodations usage in development of the LMS and designed learning experiences. PED does not discriminate based on gender, race, national origin, color, disability, or age. PED acknowledges that participants and teachers may face additional barriers that may be unknown during the time of grant submission or not fully resolved, as indicated below. If barriers surface during implementation and program development, PED commits to identifying solutions to each barrier as they become known.

The PED will carry out the following with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability and age to maximize participation in the state’s LMS initiatives which services to benefit students, teachers, and parents.

Potential Barriers	Proposal Solutions
Posted information and materials, schedules, parent and educator guides may not be accessible for those with visual or other impairments or may not be accessible in other native languages.	Ensure all posted materials are accessible through assistive computer devices to interpret materials for the user and provide translations as needed. Offer multi-lingual services for stakeholders.
LMS users who design learning experiences (e.g., courses and professional learning modules) may be unfamiliar with accessibility and accommodations principles related to engaging participants through the use of an LMS.	Create virtual communities of practice to provide professional learning opportunities related to ADA compliance and technology. Allow for initiation of efforts to advance development of features in the LMS environment to further accessibility. Evaluate LM program implementation to determine if all needs are being addressed.

PED adheres and devotes ongoing attention to each of the following areas during implementation of the LMS and all LMS related content and services:

GENDER: PED ensures that all gender identifications will be equitably recruited and served through the LMS. PED anticipates that equal numbers of male and female students will participate in the LMS digital learning usage and will have access to all LMS resources funded by the ESF-REM grant and will monitor the equitable participation by gender.

NATIONAL ORIGIN/RACE/ COLOR: PED administers education programs that serve students from diverse cultures, ethnicities, and backgrounds. PED ensures that it will continue to serve students from diverse populations. All program components of the LMS and published materials will be free of bias and sensitivity in relationship to national origin, race, and color. Additionally, PED will work to ensure that its staff, mentors, and volunteers are representative of the target population of children served.

DISABILITY: PED ensures that all participants will have equitable access to the LMS regardless of disability. PED will ensure that all programs and published materials will be free of bias regarding students with disabilities. Accessibility has been at the center of decisions made for our students with disabilities population. This includes students that are on 504 plans as well.

AGE: PED ensures that all participants of the eligible age will have equitable access to all LMS resources and experiences.

HIRING PROCESS/NONDISCRIMINATION POLICY: PED does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to any other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Lynn Vasquez.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION New Mexico Public Education Department	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Lynn"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Vasquez"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Division Director of Assessments & LMS"/>	
* SIGNATURE: <input type="text"/>	* DATE: <input type="text" value="06/28/2020"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Lynn		Vasquez	

Address:

Street1:	300 Don Gaspar
Street2:	
City:	Santa Fe
County:	Santa Fe
State:	NM: New Mexico
Zip Code:	875012786
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

The New Mexico Public Education Department (PED), in collaboration with its partners—Instructure (provider of the Canvas Learning Management System), UnboundEd, Las Cruces Public Schools, and Teaching Lab—is proposing to develop a statewide virtual learning and course access program. The primary goal is to provide all New Mexico students and educators with access to high-quality educational content. To accomplish this goal, the project includes five key services/strategies: (1) the procurement and implementation of a statewide Learning Management System (LMS); (2) the acquisition and development of high-quality, standards-aligned content to populate the LMS; (3) a statewide purchase of a Student Information System (SIS) to support data exchange and business analytics which will allow PED to assist schools with continuous improvement; (4) the development of a professional learning infrastructure to promote effective remote learning; and (5) tools and resources to foster communication and support parents with their children’s remote learning.

Grant funding will be used to purchase the technology infrastructure and over 400,000 user licenses for the LMS; upload existing high-quality, culturally and linguistically relevant content and develop new content for the LMS; purchase the SIS and data analytic tools; procure professional learning for teachers and administrators for at least three cohorts of 30 districts/charter/non-public schools; and create two guides for families.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Project Abstract

The New Mexico Public Education Department (PED), in collaboration with its partners—Instructure (provider of the Canvas Learning Management System), UnboundEd, Las Cruces Public Schools, and Teaching Lab—is proposing to develop a statewide virtual learning and course access program. The primary goal is to provide all New Mexico students and educators with access to high-quality educational content. To accomplish this goal, the project includes five key services/strategies: (1) the procurement and implementation of a statewide Learning Management System (LMS); (2) the acquisition and development of high-quality, standards-aligned content to populate the LMS; (3) a statewide purchase of a Student Information System (SIS) to support data exchange and business analytics which will allow PED to assist schools with continuous improvement; (4) the development of a professional learning infrastructure to promote effective remote learning; and (5) tools and resources to foster communication and support parents with their children’s remote learning.

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

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State of New Mexico

Michelle Lujan Grisham
Governor

June 19, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos,

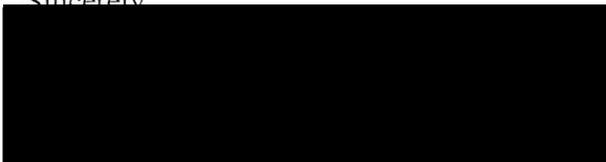
New Mexico's K-12 education system has been profoundly impacted by the COVID-19 pandemic. On March 13, I issued an order to close all public schools as a proactive measure to stem the spread of the virus and to protect the health of New Mexico's educators, children and parents. Since then, district leaders, teachers, and other school staff have worked tirelessly to provide quality education through distance learning.

However, the spread of COVID-19 in New Mexico has placed a significant burden on the state's K-12 education system. The virus has devastated specific populations within the state, particularly the people of the Navajo Nation. A large percentage of the New Mexico population is without broadband access, and the large numbers of New Mexico students living in poverty and in the state's vast rural areas make equitable distance learning far more difficult. These factors make the coronavirus burden experienced by New Mexico larger than most states and impedes our ability to achieve the state's education goals.

I appreciate the work that the U.S. Department of Education is doing to disperse funding from the Education Stabilization Fund and welcome the opportunity to apply for the *Education Stabilization Fund-Rethinking K12 Education Models* grant program. Should New Mexico be successful, this funding will support innovative enhancements to our educational infrastructure that will help us address the coronavirus burden across potential scenarios of how K-12 education content may be delivered this fall.

I am in full support of the New Mexico Public Education Department's application and I look forward to learning the results of the grant competition.

Sincerely,



Governor

Core Skills:

- Project Management
- Problem Solving
- Creativity
- Change Management
- Negotiating
- Scaling

Director of Assessment & Learning Management Systems, NMPED July 2016-May 2018

- Oversees the statewide assessment program as required by the Every Student Succeeds Act (ESSA).
- Manages \$15 million operational budget from USDE, Title 1 Part B grant funds and state appropriations
- Developed and managed the statewide transition to a new balanced assessment system
- Managed a 46 member Student Success Task Force, an advisory group for the statewide transition
- Co-Authored and received a planning grant to develop innovation assessments from the Walton & Gates Foundations

Independent Project Manager, Large-Scale Assessments July 2016-May 2018

- Contracted by the NMPED to manage all aspects of End-of-Course (EOC) exam development
- Developed NMEPIC, a customized online testing platform and educator repository to served 400K users
- Authored online professional development modules within an LMS to train New Mexico teachers as item writers
- Represented New Mexico on IMS Global Learning Consortium to manage LTI & QTI interoperability

Middle School Principal, Cuba Independent Schools July 2014-2016

- Selected for NMPED’s Principals Pursuing Excellence (PPE) with University of Virginia Turnaround Schools
- Provided on-site coaching, utilizing formative and summative assessment data to improve instruction
- Managed and evaluated staff of 35+ using an accountable feedback framework
- Implemented blended learning interventions for students struggling with CCSS math and language arts

PARCC Director, NMPED August 2012-June 2014

- Managed all aspects of the state’s transition to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments as the NM state representative on a \$185M USED funded grant
- Routinely briefed the State Secretary of Education and senior staff on PARCC policy implications
- Managed New Mexico’s participation in item development, reviews, and field tests as aspects of large-scale assessment development
- Coordinated key activities leading to New Mexico’s successful transition to online testing

Elementary Principal, Loving Municipal Schools July 2011-June 2012

- Managed all on-site activities related to instruction, curriculum, assessment and data literacy
- Modeled instruction through co-teaching in the classroom as needed and provided weekly feedback
- Created a site-based data team and implemented RtI model
- Developed Super School, an intensive 3-day per week intervention model tracking student progress by using formative assessments
- Served on the NMPED Common Core Transition Team

Maryland NAEP Coordinator, Maryland State Department of Education (MSDE) August 2010-May 2011

- Managed the National Assessment of Educational Progress (NAEP) for the state of Maryland, acting as state liaison to the National Center for Education Statistics (NCES)
- Coordinated first pilots of NAEP computer-based assessments
- Communicated NAEP performance, a benchmark for the state’s Race to the Top (RTTT) award of \$250 million, to State Chief
- Increased NAEP participation for student with disabilities (SWD) and English language learners (ELLs)

Project Manager III, Regional Education Laboratory (REL) Appalachia, Alexandria, VA January 2010-July 2010

- Contracted to complete the grant cycle for a \$25 million REL project, funded by the Institute of Education Sciences (IES)
- Initiated and promoted trainings for education stakeholders, bringing research-based evidence to daily practice; trainings focused on turning around low-performing schools
- Assisted with longitudinal research activities for hybrid Algebra delivery study with state of West Virginia
- Created and implemented overall strategy for task area and other technical assistance activities as needed
- Disseminated research conducted by REL which served the state education agencies of Kentucky, Tennessee, Virginia and West Virginia

Education Program Consultant, Kansas State Department of Education (KSDE)

July 2004-June 2009

Standards and Program Management:

- Served as the state director of K-12 social studies curriculum and assessments
- Assisted 300+ LEAs with alignment of local curriculum to state standards and assessments
- Provided technical assistance to school districts on issues related to accountability and accreditation
- Delivered 60+ workshops and presentations related to standards implementation, curriculum alignment, assessment, and content efficacy
- Represented KSDE at 30+ national and regional meetings and conferences related to curriculum and assessments
- Authored online publication of staff development training modules on standards related topics
- Supported the development of long distance Chinese language courses between the University of Kansas and schools in southeast Kansas

Assessment Development:

- Managed national assessment vendors in multi-year developments of the Kansas History-Government State Assessment for grades 6, 8, and high school
- Developed test and item specifications for all assessments
- Recruited and assisted in training of K-12 teachers, curriculum coordinators, and members of higher education to perform bias reviews, create performance level descriptors, and participate in bookmarking
- Conducted reviews of contractor deliverables, negotiated changes, and granted final approval
- Analyzed data from piloted assessment items, checking for validity and discrepancy
- Designed a framework for read-aloud guidelines for students with disabilities taking alternate state assessments
- Assisted with preparation of math and science Federal Peer Review for the U.S. Department of Education

TEACHING/COACHING EXPERIENCES

Online Instructor for the University of Phoenix, Axia College

2008-2011

- Contracted to teach online World Culture and the Arts (HUM205) course
- Delivered instruction and feedback in synchronous and asynchronous environments

Instructional Facilitator, Center for Research on Learning, University of Kansas

2003-2004

- Trained urban high school teachers to use research-based learning strategies developed by the University of Kansas
- Observed teaching practices and provided expert one-on-one coaching and feedback

Social Studies Teacher, Washburn Rural Middle School, Topeka, KS

1998-2003

- Served on the Superintendent's Council for Strategic Initiatives
- Authored district CRTs for formative assessments

PROFESSIONAL AWARDS, APPOINTMENTS & COMMUNITY SERVICE

Member, Technical Issues in Large Scale Assessment (TILSA), 2018-Present
Volunteer Coordinator, Project Management Institute (PMI), Rio Grande Chapter, 2016-Present
Advisory Member, NM English Learners Research Alliance, American Institutes of Research (AIR), 2014
Principals Pursuing Excellence, University of Virginia Turnaround School Program, 2015-2016
Board Member, Sandoval County for Juvenile Justice Advisory Board, 2015-2016
Board Member, Center for Civic Discourse and Democracy, Kansas State University, 2008
Recipient, Topeka Bar Association's Liberty Bell Award for advancing civic literacy, 2006
Board Member, Kansas Council for Economic Education, 2005
Executive Board Member, Kansas Council for International Education in Schools, 2005

ACADEMIC CREDENTIALS

DCOTOR OF EDUCATION, CURRICULUM & INSTRUCTION, Kansas State University, KS; ABD
MASTER OF ARTS, EDUCATION ADMINISTRATION, University of Kansas, Lawrence, KS; 2003
BACHELOR OF ARTS, EDUCATION, Washburn University, Topeka, KS; 1998

Kim King

CORE COMPETENCIES

Project Management ~ Grant Writing, Administration and Report ~ Preparation & Management of RFPs
Management of Public Works Projects ~ Event Coordination ~ Fiscal Management ~ Contract Management

PROFESSIONAL PROFILE

My greatest strength is building relationships by building trust and gaining the respect of clients, managers and co-workers. I am self-motivated and strive to exceed expectations and goals. I continuously seek to improve processes and seek creative ways to maximize efficiency and profitability. While I may be lacking formal education, I feel my extensive experience in a variety of positions brings a depth of knowledge and understanding of a business's needs. I will consider relocating and can travel as needed.

CONTACT

☎ 575.686.0453

🏠 100 Gh Stoneman Ave~ Ruidoso, NM

✉ Kim.king2911@gmail.com

SKILLS

- Expert in Microsoft Word, Excel, PowerPoint, Publisher and Project
- Expert in Google Suite
- Excellent time management skills
- Event management, including event coordination, logistic management and contract negotiations.
- Ability to manage multiple projects and resources
- Ability to balance competing demands and shift priorities as projects evolve.
- Contract development with special attention to detailed scope of work, deliverables and fee structure.
- Development and management of RFPs, RFQs and Bids.
- Excellent written and oral communication skills.
- Excellent problem solving skills with ability to view a problem through different lenses and perspectives.
- Ability to lead teams from diverse backgrounds, experience and education on-site and remotely.
- Communicate technical requirements into end-user and layman's terms.
- New Mexico State Certified Procurement Officer
- Past President of Odessa Healthcare Foundation and Lincoln County Home Health and Hospice

PROFESSIONAL EXPERIENCE

Region IX Education Cooperative, Ruidoso, NM

(August 2012 – Present)

- Managed budget and deliverables of Inter-Governmental Contracts for three state agencies, twenty-nine projects totaling \$30M annually.
- Increased revenue 38% within first two years of developing position.
- Managed all fiscal portions of contracts including procurement, budget development, accounts payable and accounts receivable.
- Contract management and administration, including management of budgets and sub contractors.
- Developed processes that resulted in more efficiency and profitability within the Special Projects Department
- Developed automated process for tracking revenueable projects.
- Oversaw event coordination of trainings throughout the state on behalf of state agencies.
- Offered strategic solutions to state agencies that resulted in additional revenueable projects.
- Managed all procurement for the cooperative

Odessa Public Development Authority, Odessa, WA

(April 2008 – May 2013)

- Actively sought public/private partnerships that would bring economic growth to the community.
- Prepared grants for community organizations specific to the funder and project.
- Prepared monthly, quarterly and close out reports specific to funding entities.
- Oversaw public works projects including RFP preparation, bid process, prevailing wage for varied projects (biodiesel plant, meat processing plant, seed plant and Industrial park).
- Managed projects totaling \$7M.

IDX Systems (now GE Healthcare), Seattle, WA

(August 1994 – April 2003)

- Remotely managed all aspects of multi-million dollar software installations for large healthcare delivery systems throughout the United States.
- Developed and executed the project plan, ensuring deliverables and resources were on-time and within budget.
- Acted as liaison between technical team and client team.
- Provided technical on-site training for large health care delivery systems.
- Developed software specifications utilizing client feedback.

Gwendolyn Perea Warniment

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

Research

Areas of interests include education policy, innovative assessment, culturally sustainable STEAM education, and multiliteracy.

Education

Ph.D., Curriculum and Instruction:
Critical Pedagogy, Science Education
New Mexico State University, Las Cruces, NM (2018)
M.A., Curriculum and Instruction, Reading
New Mexico Highlands University, Las Vegas, NM (2009)
B.A., English and Spanish
University of New Mexico, Albuquerque, NM (1999)

Professional Experience

Deputy Secretary January 2019- present
Teaching, Learning, and Assessment
New Mexico Public Education Department

K-12 Program Director July 2015 – January 2019
Los Alamos National Laboratory Foundation

Director of Professional Development & Program Evaluation
LANL Foundation February 2013 – July 2015

Adjunct Faculty August 2013- present
New Mexico Highlands University
Served on seven committees for Masters Graduation
Science Methods for the Practicing Teacher GNED 535
Literacy for English Learners RDED 535
Principles of Curriculum Construction GNED 663
Diagnosis and Remedial Instruction, Reading RDED 661

Adjunct Faculty January 2012-December 2012
New Mexico State University
Practicum in Reading Instruction RDG 585
Introduction to Instructional Leadership EDUC 555

Instructional Coach May 2010-February 2013
Administrative Designee
Aspen Community Magnet School, Santa Fe Public Schools, NM

4th-6th Grade Teacher August 2008- May 2010
Larragoite Elementary, Santa Fe Public Schools, NM

4th Grade Teacher August 2006- August 2008
Literacy Team Leader, District ESL Specialist
Barranca Mesa Elementary,
Los Alamos Public Schools, NM

6th Grade Bilingual Teacher August 2001- August 2006
Nava Elementary, Santa Fe Public Schools

EL Instructor August 2000- August 2001
Harmon Hall, Oaxaca, MX

Secondary English Teacher August 1999- Sept. 2000
Memorial Hospital, Albuquerque Public Schools, NM

**Conference
Proceedings,
Invited Talks and
Presentations**

G.P. Warniment, E. Diaz, “Evaluating the relationship between intensity of teacher professional development and student achievement in a Northern New Mexico inquiry-based science program” *American Evaluation Association*, Cleveland, OH, November, 2018

G. P. Warniment, “Convergent and divergent argumentation in the inquiry classroom” *The Next Steps Institute*, Colorado Springs, CO, October 2018

G. P. Warniment, (moderator) P. Noguera, K. Bobroff (panel) “Equity from the get go: Giving all students a fair shot,” *Education Speaker Series*, Santa Fe, NM, September 2018

G.P. Warniment, “Cultivating academic language in an integrated science classroom” *UCLA Science Project: Engaging young minds*, Los Angeles, CA, June 2017

G.P. Warniment, “Designing K-12 STEM initiatives for equity: Capacity, sustainability and agility” *The Denver Leadership Summit: The Leaders role implementing STEM and computer science initiatives*, Denver, CO, March 2018

G.P. Warniment “Language rights and educational transformation: Equity beyond student proficiency” (panel) *Grantmakers for Education Annual Conference: Equity in Education*, Denver CO, October 2016

G.P. Warniment, “Equity through Inquiry Science in New Mexico” *FOSS Newsletter*, Fall 2015 No. 46

G.P. Warniment, "Science Notebooking: Making Student Thinking Visible" *Smithsonian LASER i3 Professional Development Webinar Series*, February 7, 2015

G.P. Warniment, J. Longhurst, "A Decolonial Examination of the English Language Arts Common Core State Standards: Interrogating Academic Discourse, Standard English and Colonization in Spaces of Rural Poverty" *American Educational Research Association Annual Meeting*, San Francisco, California, April, 2013

G.P. Warniment, J. Longhurst, "Promise and Pitfalls: Place-based education and marginalized students," *American Educational Research Association Annual Meeting*, Vancouver, Canada, April 17, 2012

Professional Work

Board Chair, New Mexico Center on Law and Poverty 2016-January 2019

Member of the NM Techworks Advisory Council 2016-Present

Member of the Math and Science Advisory Council for the New Mexico Public Education Department 2015-2019

Board Member, New Mexico Partnership for Math and Science, 2016-2019

Board Member, Audubon New Mexico 2015-2018

Full Option Science System (FOSS) Consultant, Training in Sasebo, Japan, Department of Defense Education Authority, June 2018

NSF Diversity Innovation Working Groups Grant, *STEM Coalition Working Paper and Convening*, Co-PI, Z. Leonard, Co-PI, G.P. Warniment, 2017

NSF INCLUDES Grant, *STEM Mentor Collective*, P.I., S. Cox, 2017.

Board Member, Communities in Schools New Mexico 2015-2017

Invited participant, *International Seminar in STEM* "An interdisciplinary approach to the teaching of STEM at the Mexican Academy of Sciences, Mexico City, February 2016

Member of the New Mexico State University English Language Arts Launch Team, *New Mexico Common Core State Standards: Additional 15% ELA Recommendations* for the New Mexico Public Education Department, April 10, 2012

Professional Memberships

- American Educational Research Association (AERA)
- American Evaluation Association (AEA)
- Literacy Research Association (LRA)
- International Literacy Association (ILA)
- Learning Forward
- National Council of Teachers of English (NCTE)
- National Science Teachers Association (NSTA)
- New Mexico Science Teachers Association (NMSTA)

Endorsements And Honors

- Education Grantmakers Institute: Political and Social Equity in Education, Harvard University, Boston, MA, 2018
- FOSS Summer Institute/ Lawrence Hall of Science, University of California Berkeley (2017, 2016, 2015 & 2013)
- WestEd *Making Sense of Science* Level 2 Facilitator Training, “Energy”(2015), “Matter” (2012)
- Coaching Institute, *Teachers College Reading and Writing Project*, Columbia University (2012)
- Faculty Endowed Scholarship Award Recipient, NMSU (2012)
- Member of Alpha Chi, National College Honor Scholarship Society, New Mexico State University (2012-2018)
- Teaching English as a Second Language (TESOL) Certification
- Bilingual Certification
- Highly Qualified in Reading and Science
- *Teacher Who Inspires*, Santa Fe Public School District, (2005)

References

Jenny Parks, CEO, Los Alamos National Laboratory Foundation, [REDACTED]

Kurt Steinhaus, Ph.D., Superintendent, Los Alamos Public Schools, [REDACTED]

Jesse Moon Longhurst, Ph.D., Assistant Professor, Southern Oregon University, [REDACTED]

Eric Rolfus, Ph.D., Lead Evaluator, Westat Inc., San Antonio, TX, [REDACTED]

Timothy Hand, Ph.D., Deputy Secretary, NMPED [REDACTED]

Jeannie Oakes, Ph.D., UCLA Professor Emeritus, Learning Policy Institute, [REDACTED]

Jacqueline D. Costales

ACADEMIC BACKGROUND: Ed. S. Educational Administration, University of New Mexico, July 1997
M.A. Elementary Education w/ minor in Language Arts, University of New Mexico, July 1994
B.S. Elementary Education, University of New Mexico, May 1993

PROFESSIONAL CERTIFICATION: NM Level Three-B K-12 Administrative License
NM Level Three-A Instructional Leader (Teacher) K-8 License

PROFESSIONAL EXPERIENCE: 26 years of service in education to include 22 years pre-K to 12 administrative leadership & supervisory experience

OTHER RELEVANT INFORMATION:

- Graduate of Superintendents Leadership Academy (SLA) of the Association of Latino Administrators and Superintendents (ALAS), May 14, 2016
- Nationally certified k-12 principal mentor: National Association of Elementary School Principals (NAESP)
- Wrote the proposal & co-presented our district SIG work at the national ALAS conference in Miami-2011
- University trained Reading Recovery teacher: UNM

SERVICE RECORD:

Principal for Juvenile Justice Services Foothill High School-YDDC

CYFD 7/2017-Current

Leadership in this capacity includes providing middle school, high-school, and post-secondary education for adjudicated youth between the ages of 13-21 years of age. Our school is housed within a Juvenile Justice Facility serving incarcerated youth to complete their educational goals while serving their judicial commitment. Students are beyond “at risk” and the majority have been impacted throughout their educational career by interrupted educational experiences. We provide a continuum of services including credit recovery opportunities, traditional high school courses for credit towards attainment of a NM high school diploma, support for New Mexico Equivalency Diploma in the form of a GED, dual credit opportunities, industry level certification programs, and we partner with CNM through online college courses for our graduates. Foci during my tenure have been the implementation of Professional Learning Communities, full implementation of Common Core State Standards with Content Standards, the implementation of a new teacher evaluation system utilizing the Danielson Framework to come more in alignment with NMTech as a state sponsored school district, and the development of full day programming for post-secondary students.

Executive Director for Curriculum & Instruction Systems

Albuquerque Public Schools (APS), 7/2015-7/2017

As the leader of all academic departments I lead my teams in providing schools with aligned curriculum, services, materials, & professional development to support students in meeting the demands of the Common Core State Standards (CCSS) & content standards. **Service included guiding the work of the Directors of: Curriculum & Instruction (inclusive of Elementary, Middle & High School Academics including Dual Credit & Career & Technical Education, Early Childhood & Summer Learning), Language & Cultural Equity, Indian Education, Fine Arts, Library Services, & Instructional Materials Management.**

Leadership included a focus on creating a system of support for 142 schools and 84,000 students. I instituted a “Curriculum & Instruction Principal Advisory Panel” & used principal input to develop a workable plan to address school level needs. With the directors on my team eliminated redundant services & created targeted initiatives. I established a cross-department leadership team that made joint instructional & curricular decisions by using relevant data. **This encompassed a set of parameters for all initiatives that included financial stewardship to target the needs of our 83,000 students while assuring that we provided a diverse instructional program that matched the diverse needs of our students. I directed the use of Title I funds, Title II funds, Title III funds, Title VII, JOM funds, SB-9 School Science Funds for instruction and professional development.** During my tenure, we created the first Framework in our district for Ethnic Studies that was implemented during the 17/18 school year as an elective for 11th and 12th grade students. With directors and managers in my unit, we developed one district wide professional development framework (rather than multiples) that helped break down silos & capitalize on the strengths of the district while targeting the needs of students as we assured teacher effectiveness increased. I facilitated networking between departments including expanding our bilingual seal, developing strong dual language k-12 strands, increasing the number of native languages we teach including Zuni & Navajo, and providing support and professional development for positive mindset deployment aligned to the CCSS. I also assured commitment to academic excellence in alignment with a concentration on “whole child” development as the co-chair of our district Academic Master Plan goal 3 which included a graduate profile that was developed collaboratively and facilitated by Mission Graduate in conjunction with the district and included extensive input from student, parent, community, business, and staff stakeholders.

Secondary Support Principal, Office of the Associate Superintendent for Secondary Education

APS, 6/2009-07/2015

For 6 years, I coached & supported 52 principals in all areas of administrative duties including the administration of the NMAC Rule 6.29, “Standards for Excellence,” strategic planning, & instructional initiatives. **This included supporting principals to be change agents of our schools. I was responsible for guiding principals in specific turn-around work based on the NMPED grading system and expectations for improvement.** I represented the Associate Superintendent, in schools, in all areas of secondary level initiative deployment including the use of the NMTeach rubric & Teachscape system for teacher evaluation. I coached, mentored, & collaborated with principals as I assisted them in the development of their Educational Plan for Student Success (EPSS) and reform initiatives aligned with PED expectations. I monitored & advised on school budgets for alignment to district goals. **I provided professional development to 16 teams that conducted the NMPED Instructional Audits for our district including providing support for auditing over 60 schools. I managed & co-authored the district federal flow through SIG grants budgets, & served as liaison to NMPED, for our three high schools & one middle school resulting in awards of 9.5 million dollars in funding over four school years.**

Administrative Regional Support Specialist, Priority Schools Bureau

NMPED, 11/2008-6/2009

I served as a liaison between the NMPED, districts, & Regional Collaboratives in the state providing direct technical assistance to superintendents & principals regarding all federal & state school improvement requirements for schools & the district. I taught state-wide online PD courses on differentiated instruction for principals & teachers at restructuring schools. I conducted school improvement site visits across the state to audit curriculum, teaching, learning, collaborative practices, & systems. **I prepared feedback to district superintendents recommending possible considerations for focused improvement initiatives & overall reform in the areas of leadership, curriculum & instruction, & collaborative relationships.**

Principal, Emerson Elementary

APS, 5/2003-11/2008

Highlights: School Based Leadership

I served as principal of Emerson Elementary a Title I school that consisted of 100% of our students in the free (not reduced) lunch program & was 90% Hispanic with 46% of the students being second language learners. Provided instructional leadership including programing & instructional practices to address multilingual & multicultural programs including: Operational, Title I, Bilingual & daily management of school budgets that aligned to the instructional goals of the school & allowed for a strategic focus on curriculum & instruction that targeted the needs of second language learners & those students impacted by poverty. Directed the use of materials in English & Spanish. **Our reading scores grew from 11% proficient to almost 50% proficient in 5 years as measured by the DRA. We were recognized by the NMPED as a “School on the Rise.”**

We developed a highly collaborative school culture based on the elements of highly functional systems. I established the first collaboration schedule to include 90 minutes a week for job embedded collaboration & PD. With my teachers we implemented a school-wide continuous approach to improvement including the utilization of school goal teams, the use of data folders in all classrooms & the regular use of improvement tools to analyze data & assure that the needs of all learners were targeted. **We received the Pinon Award for continuous improvement.**

I coached my staff as we deployed the first system for RtI at the school in order to directly target student deficit areas based on data & I developed a system for grade levels to identify essential learning standards with aligned common formative assessments developed by our staff & aligned to standards. This included line item analysis to support next step planning for instruction & for re-teaching. This encompassed instruction & assessments in Spanish & English. I directed the development of a web-based data base that could disaggregate quarterly data by student, class, grade level, school-wide, & language proficiency (pre-Data Director & AIMS). **The database provided line item analysis of standards attainment.**

Highlights: District Based Leadership While Principal

I was appointed by the Superintendent as the principal representative on the APS/Albuquerque Teacher Federation (ATF)/UNM partnership visioning committee charged with drafting recommendation for continuing collaborative programs under the 3-tier evaluation system. I was also appointed by the Superintendent to the APS/ATF/UNM Mentor Program Joint Governance Panel charged with overseeing the teacher mentorship program in the district as well as to the Peer Assistance & Review (PAR) committee & I helped develop the system currently in place, including serving on the committee that piloted the first PAR case. I served on the district committee for formulation of the IDEA Special Education Focused Monitoring Plan. I was appointed as Math Goal Team Chair for the Highland Cluster made up of 14 schools (10 elementary, 3, middle, 1 high) & lead our curriculum alignment initiative to include vertical & horizontal alignment K-12 in the cluster. I directed cluster wide in-services & school based professional development sessions for 14 pre-k through 12 schools

ADDITIONAL POSITIONS HELD:

Assistant Principal, .5 Hawthorne/.5 Wherry Elem. Schools

APS, 3/2001-5/2003

Instructional Coordinator, Science-Elementary Science Center

APS, 7/1999-2/2001

Assistant Principal, La Mesa & .5 Petroglyph/.5 Pajarito Elem. Schools

APS, 7/1997-6/1999

Teacher, La Mesa and Stapleton Elementary Schools

APS/RioRancho 1993-1997

ADDITIONAL SUMMER LEARNING LEADERSHIP:

Highland Cluster Summer School Supervisor (Direct Supervision of principals-8 sites)

APS, summer 2006

- Administrative **Supervisor for all IDEA implementation** & general education in schools

Assistant Principal, South Region (Direct Supervision of 5 principals)

APS, summer 1997



PROFILE

A dedicated professional with 20 + years combined experience in education and leadership.

EXPERIENCE

Division Director, Educator Quality, New Mexico Public Education Department; Santa Fe, NM— December 2019-Present

Direct the work of three bureaus in the department: Educator Growth and Development, Licensure, and Pathways, Pipeline, and Preparation. Support the leaders of each of these individual bureaus to ensure work is aligned to the strategic plan and goals of the agency. Provide support to education leaders across the state with work related to our educator eco-system. Work as part of the cross functional Teaching, Learning, and Assessment team to align the work in my division to the work of the Assessment Division, Curriculum and Instruction Division, and other divisions and bureaus across the agency. Work with our Policy Division to analyze bills during legislative session and to review and update rules to support the improvement of the educator ecosystem in New Mexico. Partner with our educator and administrator preparation programs to support their work in preparing teachers for the classroom. Work closely with the division director, Deputy Secretary of Teaching, Learning and Assessment and the Secretary of Education on policy items related to the educator quality including development of a strategic vision and plan for the educator ecosystem in New Mexico. Support the work of the department to provide assistance and guidance to educational leaders to improve the outcomes for all students in New Mexico.

Director, Educator Growth and Development Bureau, New Mexico Public Education Department; Santa Fe, NM— January 2017-December 2019

Led a team of six employees. Provided direct oversight to the NMTEACH Educator Effectiveness System including project management of system maintenance and improvement with the IT team. Developed, designed and delivered training materials including in person and web based trainings related to all aspects of NMTEACH. Worked daily with superintendents, charter school directors, district level data teams and principals to provide support for all aspects of NMTEACH. Coordinated annual statewide trainings for administrators to certify in the NMTEACH observation protocol. Provided direct oversight to the Title II federal funding awarded to districts. Developed an application for funds to ensure equitable access to effective

educators for all students. Reviewed applications and requests for reimbursement to ensure they meet the state and federal requirements. Provided direct oversight to Hard to Staff stipends including development of RFA, application review and awarding of funds. Executed the delivery of the Excellence in Teaching Awards including review of data to ensure all awardees met the criteria, developed award letters in partnership with the Fiscal Grants Management Bureau, distributed funds to districts and charter schools, and reviewed and approved requests for reimbursement of funds. Worked with the office of Policy Innovation and Management to review current rule related to educator effectiveness and executed new or updated rule to support work detailed in New Mexico's Equity Plan including updating the rule related to Teacher and School Leadership Effectiveness and Mentorship for Beginning Teachers. Selected as a member of professional organizations including Results for America's first cohort of state education agencies, Urban Schools Human Capital Alliance's first state cohort, and the 2018 cohort of Emerging Human Capital Leaders Initiative. Worked closely with the division director, Deputy Secretary of Teaching and Learning, and the Secretary of Education on policy items related to educator effectiveness, including development of a strategic vision and plan for educator quality in New Mexico.

Assistant Director, Educator Quality Division, New Mexico Public Education Department; Santa Fe, NM — February 2015-January 2017

Led a team of ten employees. Provided direct oversight to the Professional Licensure and Ethics Bureau; and partnered with the Director of Educator Quality to provide oversight to the additional bureaus in the division including: Effective Educators and School Leaders, Instructional Materials, and Bilingual and Multicultural Education. Worked closely with the director of the division on NMTEACH and other policy items. Worked daily with superintendents, charter school directors and HR personnel through out the state to ensure all teachers, administrator and support staff were properly licensed using the New Mexico Administrative Code (NMAC) and School Personnel Act as guidance. Provided training to HR personnel, in person and via webinar, to ensure updates to licensure were communicated across the state. Provided guidance to teachers, administrators and support staff through out the application process including transcripts review, pathway choices, which license and/or endorsements to apply for, using the NMAC as guidance. Assisted with the organization and facilitation of division level trainings delivered to districts and charters including: NMTEACH Observation Protocol, Teachscape/Frontline, Accuroster and NMTEACH Effective Educators System. Liaised with the Deans and Directors of the Educator and Administrator Preparation Programs in New Mexico on the development of updated policy for review and approval of their preparation programs.

Business Operations Specialist, Educator Quality Division, New Mexico Public Education Department; Santa Fe, NM — May 2014-February 2015

Acted as a liaison between New Mexico Public Education Department (NMPED) and 7 district superintendents and charter schools to answer questions regarding NMTEACH and the evaluation system, principal and teacher licensure, professional development for principals and teachers and educator quality. Active participant in weekly NMTEACH, Liaison and Educator Quality Manager meetings. Facilitated the weekly Title II meeting covering: educator effectiveness, professional development for teachers and principals, proper use of Title II funds and Teacher of the Year program. Provide fiscal management to the Ethics, Licensure and Educator Effectiveness Bureaus by managing and monitoring nine active budgets, totaling over eight million dollars, within the division, in addition to ensuring funds are managed, expended, and reimbursed in accordance with State and Federal regulations. Provided direct support to the Director of the Educator Quality Division, and the Bureau Chief of the Ethics, Licensure and Professional Development Bureaus and its staff. Executed contracts with vendors including negotiating costs for scope of work, writing contracts and obtaining needed signatures to complete the process.

Store Director, Sephora; New Hampshire and Massachusetts — August 2012-May 2014

Created and facilitated professional development for team members to increase internal promotions and staff retention. Completed short term assignments at underperforming locations to get the business back on track by leveraging staff knowledge, client loyalty, in-store services and events. Recruited high performing team members through partnerships with online hiring sources, local networking events and contacts from prior experiences. Managed sales and payroll budgets of \$20 million using reporting to ensure sales, payroll and profit goals were consistently met. Worked closely with district manager and brand representatives to obtain high quality brand education for all team members

Senior Manager, Apple; Peabody, MA — August 2010-June 2012

Managed a team of up to 125 employees. Facilitated market level training events for new employees and on going training for current team members. Monitored in store professional development of high performing team members to ensure internal promotion and retention; resulted in 15 promotions during my tenure. Managed and analyzed a 45 million dollar budget utilizing multiple reporting tools. Recruited high performing team members for all 4 stores in our market through online recruiting, in person recruiting and hiring events resulted in hiring of more than 200 people for our market. Participated in professional development for senior manager

team. Provided direct support to Market Leader and Store Leader in the development of our leadership team.

District Manager, Aveda; New England, New York, Pennsylvania, Ohio — February 2009-August 2010

Led the day to day operations of a district of 12 stores through out the northeastern United States. Provided professional development to leadership team members resulting in 10 promotions to next level positions. Worked closely with state and local government to ensure proper regulations in place for labeling and health codes. Recruited, interviewed, hired and trained top level talent for all locations. Executed contracts with local salons to create in-store events with licensed cosmetologists and increase client base. Assisted in the facilitation of training events for employees at all levels. Participated in charitable works through our Earth Month mission.

District Manager, Lindt Chocolate; New England and New York — May 2002-January 2009

Led the day to day operations of 15 locations through out the northeastern United States. Provided professional development for leadership team resulting in more than 20 internal promotions including 5 store managers moving to next level positions. Recruited, hired, trained and retained top talent for all locations. Ensured work was completed in new locations by working closely with contractors, designers and our Director of Retail Operations and the Vice President of Retail. Provided direct support to Director of Visual Merchandising during new store openings, holiday floor sets and closing of older locations. Worked with state and local government to ensure all health code regulations, food and beverage regulations and licenses were in place and up to date.

National Sales Manager, Topnotch at Stowe; Stowe, VT — October 2000-May 2002

Provided direct support to the Director of Sales to ensure all sales and booking goals were met. Worked closely with businesses in New England and Chicago to secure bookings at our property. Acted as property Manager on Duty quarterly. Assisted in the planning of booked meetings to ensure state regulations for food and beverage service were met. Executed contracts with businesses including negotiating, drafting and finalizing documents to generate new and repeat business for the hotel.

Store Manager, Express; South Burlington, VT — June 1995-October 2000

Led the day to day operations of a 1.5 million dollar location. Assisted the District Manager by working in underperforming or understaffed locations to get the business back on track. Provided professional development to all team members resulting in retention of employees and promotions for top performers.

Long Term Substitute, Lyman C. Hunt Middle School; Burlington, VT — January 1995-June 1995

Taught 7th and 8th grade language arts and social studies as part of a three teacher multi subject team. Developed lesson plans for language arts that tied into the themes we were working on as a team. Partnered with the other teachers on my team to create lesson plans for social studies and other cross discipline work. Facilitated after school study sessions to provide students with a quiet place to complete homework and receive additional help. Participated in the development of IEPs for my students including phone and in person conferences with their parents. Hosted meet the teacher night in partnership with my team teachers to inform parents about what students were working on across each subject. Conducted formal and informal parent conferences to keep parents up to date on their child's progress. Worked with my principal on professional development to improve my skills.

Educational Assistant, Lyman C. Hunt Middle School; Burlington, VT — May 1992- January 1995

Provided one to one and group assistance to students performing below grade level in a regular classroom setting. Assisted classroom teachers in lesson planning for math, language arts, social studies and science. Participated in the development of IEPs for all students on my caseload to ensure they were progressing both in and out of the classroom. Completed professional development provided by the district to grow in my role. Partnered with guidance counselors to get additional assistance for my students. Conducted weekly phone conferences and monthly in person conferences with parents to discuss student progress and opportunities for growth. Hosted after school study sessions for all students in need of additional assistance.

EDUCATION

Trinity College, Burlington, VT — BA Secondary Education and English, 1992

PROFESSIONAL MEMBERSHIPS

Results for America State Education Cohort

Urban Schools Human Capital Alliance Inaugural State Cohort

2018 Cohort Emerging Human Capital Leaders Initiative

Chief Council of State School Officers' (CCSSO) Chief Talent Officer Cohort

SKILLS

Proficient in AS400, OnBase and Microsoft Office Professional Suite. Intermediate experience with Sharepoint, STARS, JMP, iWork, iLife, Virtual Edge and Kronos. Certified by Apple to deliver in store and market level trainings. Completed trainings in Situational Leadership, DiSC assessment and 7 Habits of Highly Effective People.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501

Date: May 29, 2020

Agreement No. [REDACTED]

Filing Reference: This replaces previous Agreement No. [REDACTED]

Dated: 8/20/2019

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

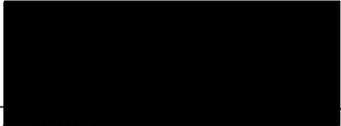
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501



Signature

Adan Delgado

Name

Deputy Secretary, NMPED

Title

6/2/2020

Date

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450



Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

May 29, 2020

Date

Negotiator: Christian Muniz

Telephone Number:



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF FINANCE OPERATIONS

May 29, 2020

Ms. Amelia Saiz-Chavez
Director of Operations
New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501

Reference: Agreement No. 2020-097

Dear Ms. Saiz-Chavez:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost associated with cost reimbursable grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter. Please return to the Indirect Cost Division (ICD) Director, Mr. Andre Hylton at [REDACTED] and System Administrator, Catherine Hull at [REDACTED]

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Christian Muniz at [REDACTED]

The next indirect cost rate proposal based on actual data for the year ending June 30, 2020 is due by December 31, 2020. This proposal should be submitted electronically to the ICD contacts above. Please note our email provider will not accept files greater than 15MB in size. Please be aware any proposals sent to negotiators, or anyone other than those stated here, will not be considered official submissions and will not be recognized in our system.

Sincerely,

Andre Hylton
Director, Indirect Cost Division
Office of Grants Administration

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

PR/Award # S425B200017



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786

www.ped.state.nm.us

RYAN STEWART, ED.L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

June 17, 2020

U.S. Secretary of Education Betsy DeVos
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Assurance to Participate in Evaluation

In accordance with the requirements of the *Education Stabilization Fund—Rethink K-12 Education Models Discretionary Grants Program*, the New Mexico Public Education Department hereby attests to its intent and ability to participate in an evaluation, pursuant to Application Requirement (5), and to submit information to the U.S. Education Department, as requested, for evaluations the Secretary may carry out. This may include, but is not limited to, working at the outset of the grant to establish common performance measures.

6/19/20

Ryan Stewart
Secretary
New Mexico Department of Education

Date

June 25, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-7100

Dear Secretary DeVos:

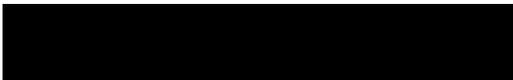
We are pleased to partner with the New Mexico Public Education Department (PED) in their development of a high-quality course-access program that will address the specific educational needs of students, their parents, and teachers across New Mexico's K-12 schools.

As outlined in New Mexico's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application, Instructure will partner with PED to provide all K-12 students with access to the Canvas Learning Management System (LMS). The platform will allow equal access to high-quality instructional materials across the state and will include assessment capabilities to allow teachers to assess the impact of online instruction, target interventions, and adjust teaching. The LMS will also include a Professional Development Platform to support teachers.

Instructure's Canvas platform is an all-inclusive LMS solution that provides a space for teachers to create and organize content, students to access coursework and grades, and parents to track assignments and student performance. It offers a single platform that bundles assignments, assessment, grading, messaging, learning analytics in a consistent, easy-to-use interface. The Canvas LMS also enables educators to collaborate within and across institutions to build, share, and curate curriculum while encouraging best practices in accessibility, supporting a range of assistive devices, and enabling universal design for learning in an online environment.

We look forward to supporting the successful implementation of New Mexico's course-access program through our partnership with PED.

Sincerely,



Matt Kaminer
Chief Legal Officer



June 25, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-7100

Dear Secretary DeVos,

We are pleased to partner with the New Mexico Public Education Department (PED) in their development of a high-quality course-access program that will address the specific educational needs of students, their parents, and teachers across New Mexico's K-12 schools.

As outlined in New Mexico's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application, Teaching Lab will partner with PED to ensure that New Mexico's educators have access to professional development and coaching in order to effectively use the state's new Learning Management System (LMS) for remote learning. Specifically, we will develop the New Mexico Instructional Materials/Professional Learning Cohort to support up to 30 districts per year, as well as the state's 10 Regional Education Cooperatives. Each Cohort will focus on key aspects of how to use high-quality instructional materials in remote or hybrid remote/traditional instruction and how to address challenges that arise.

Teaching Lab works with states, districts, and schools across the United States to create high-performing, continuously improving school systems nationwide. Our professional learning model is based on a research-based "cycles of inquiry" approach where cohorts of teachers identify a common problem of practice, implement solutions, review and reflect on outcomes, and repeat. This model has been shown to be highly effective in promoting more effective teaching.

We look forward to supporting the professional learning infrastructure component of New Mexico's course-access program through our partnership with NM PED.

Sincerely,



Chris Daniels
Chief Operating Officer
Teaching Lab



UnboundEd

June 25, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-7100

Dear Secretary DeVos,

We are pleased to partner with the New Mexico Public Education Department (PED) in their development of a high-quality course-access program that will address the specific educational needs of students, their parents, and teachers across New Mexico's K-12 schools.

As outlined in New Mexico's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application, UnboundEd will partner with PED to ensure that all of New Mexico's school districts and charter schools have access to free high-quality instructional content on the state's new Learning Management System (LMS).

We know from experience the hard work teachers face every day as they strive to help their students meet the challenges set by higher standards. UnboundEd, a non-profit organization comprised of former classroom teachers, curriculum writers, school leaders and education experts, was founded to digitize and adapt curriculum content for struggling students in New York. UnboundEd provides Open Educational Resources in English Language Arts and Math that have been reviewed and sequenced by the nation's leading experts. We are dedicated to empowering teachers by providing free, high-quality standards-aligned resources for the classroom.

We look forward to supporting the successful implementation of the course-access program through our partnership with NM PED.

Sincerely,



Lacey Robinson
President and Chief Executive Officer
UnboundEd



June 17, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

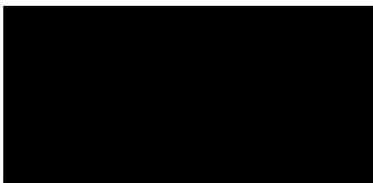
On behalf of the Computer Science Alliance, I'm pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application. Computer Science Alliance works closely with NM PED and schools in our state to expand access to computer science education K-12, mainly through providing professional development for teachers but also helping schools and administrators make decisions for implementing computer science education for their students.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

Having a statewide LMS will help make alignment and implementation easier for our practitioners in computer science education. In our work with various districts in New Mexico, we see how teachers can struggle with learning too many platforms and get lost in the technology rather than the content. Having access to a standard format and platform will allow our teachers to focus their time and energy on teaching our students instead of learning yet another educational technology tool. Computer Science Alliance fully supports NM PED's grant application for a statewide LMS and will work to support its use in our own outreach and professional development.

Sincerely,



Paige Prescott
Computer Science Alliance



June 18, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

On behalf of the Environmental Education Association of New Mexico (DBA Environmental Education of New Mexico – EENM), I'm pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application.

For over twenty years, EENM has been the professional support organization for environmental education in the Land of Enchantment and has been known for its high-quality professional development offerings as well as for networking and collaborations towards collective impact across the state. Our work is rooted in the belief that environmental education is a systems level investment in supporting critical thinking and problem-solving skills that will allow us all to thrive in our ever-changing world. Annually, we support hundreds of teachers, educators, and decision makers through professional development, creating networking opportunities, summits and conferences, and communication around the latest innovations in the field of environmental education. In turn, these teachers, educators, and decision makers support over 125,000 New Mexican students annually.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

On behalf of our community of teachers, educators, community members, and decision makers, we would like to see the "Structural Inequities of Distance Learning" including internet and device access for all New Mexican students as outlined in the following be addressed in implementation of this grant funding:
<https://eeanm.org/wp-content/uploads/2020/03/Inequities-of-distance-learning-2.pdf>

Sincerely,



Eileen Everett
Executive Director



June 17, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

On behalf of Innovate+Educate, I'm pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

Thank you for your consideration of this critical application to ensure New Mexico's students and families succeed and regain economic mobility. We support the application and will do anything possible to ensure stakeholders are engaged and participating. We will support the implementation fully.

Sincerely,



Jamai Blivin
Founder and CEO, Innovate+Educate

June 18, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

On behalf of the Las Cruces Public Schools, I'm pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application. Our student enrollment for the 2019-2020 school year was 24,648 students with a 86.2% graduation rate.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

Las Cruces Public Schools has been in partnership with the New Mexico Public Education Department on numerous initiatives to improve education.

Sincerely,

A solid black rectangular box redacting the signature of Karen Trujillo.

Karen Trujillo, PhD
Superintendent
Las Cruces Public Schools

New Mexico Math and Science Advisory Council

Members

Tanya Rivers
Co-chair, Western
New Mexico
University

Wanda Bulger-
Tamez
Co-Chair
NMSU STEM
Outreach Center

Bernadine
Cotton
Las Cruces Public
Schools

Glenda Leonard
Mountain View
Middle School
Principal

Mollie Parsons
Santa Fe Botanical
Garden

Scott Robbins
Los Alamos
National Labs

Anna Suggs
Las Cruces Public
Schools & the New
Mexico Science
Teachers
Association

Dave Dooling
New Mexico
Museum of Space
History

Ling Faith-
Heuertz
New Mexico
MESA

Marcia Barton
New Mexico
Partnership for
Mathematics and
Science

June 22, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

On behalf of the Math and Science Advisory Council (MSAC), we are pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application. MSAC is composed of twelve members from throughout the state that represent the state's demographics and various stakeholders in our education system. The purpose of the council is to advise the Math and Science Bureau by making recommendations regarding the statewide strategic plan for improving mathematics and science education and advise the PED and the legislature regarding appropriations for math and science education, resources and services, including programs for students and educators.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

Sincerely,


Wanda Bulger-Tamez
Director of NMSU-STEM Outreach



Tanya Rivers
Mathematics Faculty, WNMU




June 17, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

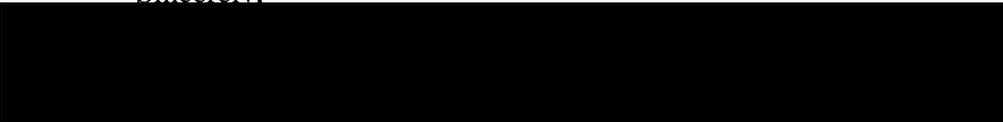
Dear Secretary DeVos,

On behalf of the New Mexico Coalition of Education Leaders (NMCEL), I'm pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application. NMCEL represents over 1,500 school administrators through 18 affiliate organizations across the state. Our members have acted heroically in the face of the coronavirus pandemic, working to provide emergency remote learning to all students across New Mexico.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

Sincerely,



Will Hawkins
President, New Mexico Coalition of Educational Leaders
Assistant Superintendent, Hobbs Municipal Schools

New Mexico Coalition of Educational Leaders
Stan Rounds, Executive Director
6600 Palomas, NE
Albuquerque, NM 87109



June 17, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

On behalf of the New Mexico Council of Teachers of Mathematics, I'm pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application. The New Mexico Council of Teachers of Mathematics purpose is to move toward the advancement, encouragement, extension, improvement, and coordination of mathematics teaching at all educational levels in all membership regions of the state of New Mexico.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

NMCTM's National affiliate has released the following. NCTM is continuing to provide professional development options for the math community throughout the spring and summer with virtual learning opportunities to be held this fall.

Sincerely,

A solid black rectangular box redacting the signature of the sender.

Tori Gilpin
Interim President NMCTM



June 22, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

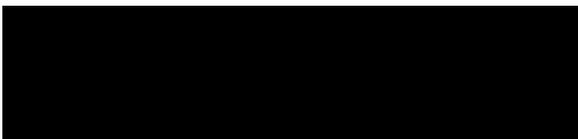
Project Lead The Way (PLTW) is pleased to support the New Mexico Public Education Department in its application for Education Stabilization Fund-Rethink K-12 Education Models (EST-REM) grant.

PLTW is a nonprofit organization that provides a transformative learning experience for K-12 students and teachers across the United States. PLTW empowers students to develop in-demand knowledge and skills through pathways in computer science, engineering, and biomedical science. PLTW's teacher training and resources support teachers as they engage their students in real-world learning. More than 10,500 elementary, middle, and high schools in all 50 states and the District of Columbia offer PLTW programs.

PLTW will partner with the New Mexico Public Education Department in its efforts to implement new and/or expand existing PLTW programming.

PLTW supports the New Mexico Public Education Department's endeavor to engage in PLTW programs, and be an integral part of a national community united around a passion for inspiring teachers and students.

Sincerely,



David Dimmett
Senior Vice President and Chief Engagement Officer



NM Regional Education Cooperatives Association
143 Service Rd, Ruidoso, NM 88345 ● [REDACTED]
Every Student • Every Region • Every Day

June 17, 2020

Ms. Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100

Dear Secretary DeVos,

On behalf of the NMRECA New Mexico's Regional Education Cooperative Association, I'm pleased to submit this letter of support for the New Mexico Public Education Department's *Education Stabilization Fund-Rethink K-12 Education Models* (ESF-REM) grant application. The New Mexico Regional Education Cooperatives Association (NMRECA) is composed of ten Regional Education Cooperatives that are located throughout New Mexico supporting 68 school districts, charter schools and state-supported schools.

We have been on the front lines of the pandemic and have witnessed first-hand the devastating impact of the coronavirus on New Mexico's teachers, parents, and students. The ESF-REM grant funding will allow the state to establish a sorely needed Learning Management System (LMS) and to populate the system with high-quality educational content that will empower teachers and support students as we work to respond to the state's new educational context. PED's application seeks funding for essential supports and resources for districts and charter schools while respecting the principle of local control.

As discussed in the proposal, an essential element of the success of PED's project is the buy-in of stakeholders on the ground. We are in full support of the proposal and look forward to supporting the successful implementation of the LMS and accessing the educational content that will be provided.

Sincerely,

[REDACTED]

Bryan Dooley
President
New Mexico Regional Education Cooperatives Association

New Mexico Department of Public Education
Position Description:

Learning Management System (LMS) Program Director

POSITION SUMMARY

The LMS Program Director will oversee the vision and implementation of New Mexico's statewide Learning Management System (LMS), with a focus on supporting all K-12 schools with access to high-quality instructional content and professional development via a remote learning environment. The Program Director, as head of the PED's LMS Bureau, will be responsible for creating and executing a long-term plan for digital distance learning and learning management system growth and improvement across the state. The Program Director will supervise a project manager and two coordinators to support the External LMS Advisory Team (ELMSAT) members of the PED LMS Cross-Functional to identify needs statewide professional learning needs and state vision for digital distance learning.

SUPERVISION RECEIVED

Receives supervision and direction from the Division Director of Assessment & Learning Management System.

ESSENTIAL FUNCTIONS

This list is not all-inclusive. Incumbent(s) may be expected to perform job-related duties other than those contained in this document and may be required to have specific job-related knowledge and skills.

- Serves as the primary contact responsible for implementing the vision, management, and maintenance of digital learning resources and Learning Management Systems for PED
- Creates and executes a long-term plan for learning management system growth and improvement
- Ensures that PED meets any current or future U.S. Department of Education grant related priorities or assurances in relationship to the state's digital distance learning initiative
- Develops and maintains standard operating procedures related to district LMS use and support, and ensure LMS system and use is aligned with PED priorities
- Directs the work of bureau team members as their work relates to LMS systems
- Develops vision for innovative online professional learning courses and certification programs, aimed at improving student learning, teacher practice and workplace efficiencies
- Provides training for bureau team members targeted to digital learning and technology integration in one-on-one, small group, large group and digital formats
- Models the effective use of instructional technology to make connections among curriculum, instruction, engagement, and learning
- Maintains overall LMS content quality by creating district templates and developing and implementing quality assurance measures
- Serves as a point person for engagement in IMS Global Learning Consortium (IMS) as it relates to understanding and articulating the benefits and opportunities for employing IMS standards within the LMS and through LMS integrations

- Provides recommendations for teacher staff development relative to technology integration and use of classroom tools and applications
- Leads change management and communication regarding LMS integration, change and updates
- Develops effective student and adult technology learning experiences for technology integration (e.g., LMS user orientation experiences, agency training, parent facing training)
- Establishes the vision for online training resources and courses for use with the state's professional learning infrastructure
- Ensures that overall project initiatives are aligned to other major agency initiatives (e.g., MLSS, Culturally and Linguistically relevant instructional practices, balanced assessment system)
- Provides routine updates to Division Director and develops accountability measures for PED LMS bureau members
- Develops and maintains strong workplace relationships among departments, an in particular the LMS Cross-Functional Team (CFT) aimed at encouraging the growth of district LMS systems and tools as a primary educational support
- Develops and maintains strong external partnerships, including the External LMS Advisory Team (ELMSAT), a group of local education agency stakeholders advising the PED in its vision of LMS implementation
- Performs other duties as assigned

REQUIRED QUALIFICATIONS

Education and Experience

- Master's degree in education technology or related field
- Technical certifications or coursework related to LMS administration
- Minimum 3 or more years of LMS implementation, administration, and maintenance; experience with Canvas LMS preferred
- Experience with online course evaluation and quality certification (through Quality Matters, ISTE Online Course Certification or similar) encouraged

Relevant Experience

- Experience leading the vision, planning, development, and daily administration of an LMS
- Previous experience creating online lessons and professional development for a K-12 district in an LMS environment
- Current NM Administration / Teaching license OR NM Instructional Support Provider
- Five years of experience in planning / providing technology-based school or district professional development
- Significant experience with various instructional technology tools and experience in developing district certification programs related to teacher PD
- Supervisory experience within a K-12 environment
- Experience employing IMS Global standards in an LMS environment

Knowledge and Skills

Content Knowledge

- Advanced proficiency integrating external tools into the LMS (preference for Canvas LMS experience)
- Knowledge of best practices for K-12 instruction in a remote/hybrid learning environment
- Strong knowledge of research- and practice-informed professional development strategies
- General knowledge of the benefits and applications of IMS standards and specific knowledge of benefits and application of the IMS Learning Tools Interoperability® (LTI®) standard

Desired Attributes

- Demonstrated understanding of the processes and challenges of New Mexico school districts and charter schools
- Experience with multiple external vendors and tools
- Excellent written and verbal communication, specifically as it relates to clearly communicating technology supports to program teams without technology backgrounds
- Experience authentically engaging stakeholders and leveraging feedback for continuous improvement
- A track record of performance and successful implementation across multiple concurrent projects
- Capacity to work independently, maintain multiple responsibilities, and work under deadline pressure
- Ability to create and sustain a collaborative approach in the workplace, on external committees, and in the community
- Demonstrated ability to effectively engage in educational data standards collaborations, such as IMS Global Learning Consortium
- Creative, resourceful, and forward thinking with strong problem-solving, leadership, and analytical skills
- Strong oral and written communication skills and ability to make information accessible for a variety of audiences

Technical Skills

- Advanced proficiency with MS Office suite
- Advanced understanding of HTML/CSS
- Knowledge of LTI, API and OAuth
- Experience and proficiency working within a student information system.
- Proficiency with Outlook software usage

New Mexico Department of Public Education
Position Description:

LMS Project Manager

POSITION SUMMARY

The LMS Project Manager will support New Mexico's statewide Learning Management System (LMS), with a focus on supporting all K-12 schools with access to high-quality instructional materials and professional development via a remote learning environment. The LMS Project Manager will be responsible for all schedules, vendor deliverables and quality assurances, fiscal monitoring and data collection related to the statewide LMS implementation, scaling, and support.

SUPERVISION RECEIVED

The LMS Project Manager receives supervision and direction from the LMS Program Director and the Division Director of Assessment and LMS.

ESSENTIAL FUNCTIONS

This list is not all-inclusive. Incumbent(s) may be expected to perform job-related duties other than those contained in this document and may be required to have specific job-related knowledge and skills.

- Develops with the LMS Bureau Director and program vendors project schedules, establish deadlines, and identify risks related to all programs supported by the LMS bureau
- Utilizes project management to ensure successful on-track progress and schedule of all internal bureau activities and vendor deliverables to the LMS
- Ensures all deliverables are within schedule, scope, and budget
- Creates reports as needed related to schedule, scope, and budget
- Manages all reporting aspects related to U.S. Department of Education (USED) grant requirements
- Attends to USED calls and contracting officials requests as related to grant program area
- Maintains records of grant required metrics for monitoring effectiveness of program
- Facilitates the escalation of and resolution for IT issues connected to the learning management system and/or external tools
- Perform other duties as assigned

Education and Experience

- Bachelor's degree in business management or related field; PMI certification preferred
- Minimum 4 years of experience in IT related project management; prior experience with Canvas LMS preferred

Relevant Experience

- Five years of experience in overseeing technology-based solutions implementation
- Experience employing IMS standards in an LMS environment
- General supervision and team management

- Knowledge and proficiency in a learning management system
- Knowledge of best practices for K-12 instruction in a remote/hybrid learning environment
- Procurement processes within the state of New Mexico

Knowledge and Skills

Content Knowledge

- Experience in creating and overseeing budgets and schedules
- Proficiency in project management strategies, tools, and resources
- Advanced proficiency integrating external tools into the LMS (preference for Canvas LMS experience)
- Strong knowledge of research- and practice-informed professional development strategies.
- Specific knowledge of benefits and application of the Learning Tools Interoperability® (LTI®) standard with a preference for the Canvas LMS.

Desired Attributes

- Demonstrated understanding of the processes and challenges of New Mexico school districts and charter schools
- Experience with multiple external vendors and tools
- Excellent written and verbal communication, specifically as it relates to clearly communicating technology supports to program teams without technology backgrounds
- Leveraging feedback for continuous improvement
- A track record of performance and successful implementation across multiple concurrent projects
- Capacity to work independently, maintain multiple responsibilities, and work under deadline pressure
- Ability to create and sustain a collaborative approach in the workplace, on external committees, and in the community
- Creative, resourceful, and forward thinking with strong problem-solving, leadership, and analytical skills
- Strong oral and written communication skills and ability to make information accessible for a variety of audiences

Technical Skills

- Proficiency with MS Office suite
- Understanding of HTML/CSS
- Knowledge of LTI, API and OAuth
- Proficiency with Outlook software usage

New Mexico Department of Public Education
Position Description:

LMS Program Coordinator

POSITION SUMMARY

Program Coordinator will support New Mexico's statewide Learning Management System (LMS), with a focus on supporting all K-12 schools with access to high-quality instructional materials and professional development via a remote learning environment. The LMS program coordinator is responsible for PED sponsored statewide professional learning services delivered through the LMS or in relationship to the LMS.

SUPERVISION RECEIVED

The LMS Program Coordinator receives supervision and direction from the LMS Program Director and the Division Director of Assessment and LMS.

ESSENTIAL FUNCTIONS

This list is not all-inclusive. Incumbent(s) may be expected to perform job-related duties other than those contained in this document and may be required to have specific job-related knowledge and skills.

- Coordinates acquisition and/or development of professional learning for students, faculty, and staff including instructional videos, how-to guides, and FAQs related to the usage of the learning management system, instructional technology, and documents relevant data about each external learning tool in a central repository
- Ensure delivery and quality of vendor services related to professional learning for local education agencies
- Works with Regional Educational Cooperatives (RECs), the External LMS Advisory Team (ELMSAT) members of the PED LMS Cross-Functional, and other community stakeholder groups to identify needs statewide professional learning needs
- Develops professional learning opportunities for educators, parents, and other stakeholders that can be delivered on the LMS
- Develops guides and resources as needed for educators and parents
- Supports the development of policies and guides as related to LMS usage and course development support as resources for local education agencies (LEAs)
- Coordinates OER content made available to LEAs and appropriate use of culturally and linguistically relevant materials.
- Perform other duties as assigned

Education and Experience

- Bachelor's degree in instructional technology or related field
- Technical certifications or coursework related to LMS administration
- Experience with LMS maintenance and administration; prior experience with Canvas LMS preferred

Relevant Experience

- Experience leading the vision, planning, development, and daily administration of an LMS

- Previous experience creating online lessons and professional development for a K-12 district in an LMS environment
- Current NM Administration / Teaching license OR NM Instructional Support Provider
- Five years of experience in planning / providing technology-based school or district professional development
- Significant experience with various instructional technology tools and experience in developing district certification programs related to teacher PD
- Supervisory experience within a K-12 environment
- Experience employing IMS standards in an LMS environment

Knowledge and Skills

Content Knowledge

- Knowledge and proficiency in a learning management system
- Advanced proficiency integrating external tools into the LMS (preference for Canvas LMS experience)
- Knowledge of best practices for K-12 instruction in a remote/hybrid learning environment
- Strong knowledge of research- and practice-informed professional development strategies.
- Specific knowledge of benefits and application of the Learning Tools Interoperability® (LTI®) standard with a preference for the Canvas LMS

Desired Attributes

- Demonstrated understanding of the processes and challenges of New Mexico school districts and charter schools
- Experience with multiple external vendors and tools
- Excellent written and verbal communication, specifically as it relates to clearly communicating technology supports to program teams without technology backgrounds
- Experience authentically engaging stakeholders and leveraging feedback for continuous improvement
- A track record of performance and successful implementation across multiple concurrent projects
- Capacity to work independently, maintain multiple responsibilities, and work under deadline pressure
- Ability to create and sustain a collaborative approach in the workplace, on external committees, and in the community
- Demonstrated ability to effectively engage in technical conversations with experts outside the department related to employing educational data standards such as IMS LTI®, IMS OneRoster®, etc.
- Creative, resourceful, and forward thinking with strong problem-solving, leadership, and analytical skills
- Strong oral and written communication skills and ability to make information accessible for a variety of audiences

Technical Skills

- Proficiency with MS Office suite

- Understanding of HTML/CSS
- Knowledge of LTI, API and OAuth
- Proficiency with Outlook software usage

New Mexico Department of Public Education
Position Description:

LMS Asset Coordinator

POSITION SUMMARY

Asset Coordinator will support New Mexico's statewide Learning Management System (LMS), with a focus on providing all K-12 schools with access to high-quality instructional materials and professional development via a remote learning environment. The Asset Coordinator is responsible for identifying needed LMS assets, coordinates the acquisition of assets, oversees the asset repository, and coordinates internal LMS structures of PED supported content within the LMS environment is made accessible to New Mexico local education agencies.

SUPERVISION RECEIVED

Receives supervision and direction from the LMS Program Director and the Division Director of Assessment and LMS.

ESSENTIAL FUNCTIONS

This list is not all-inclusive. Incumbent(s) may be expected to perform job-related duties other than those contained in this document and may be required to have specific job-related knowledge and skills.

- Utilizes project management to ensure successful development/implementation of assets (e.g., OER, images, and links) within the LMS.
- Supports engagement in IMS Global Learning Consortium (IMS) and employment of IMS standards within the LMS and through LMS integrations.
- Facilitates the escalation of and resolution for IT issues connected to the learning management system and/or external tools
- Ensures vendor deliverables related to SIS, students rostering and other technology integration
- Provides technical assistance to local education agencies with 3rd party related asset solutions
- Supports the PED vision of ensuring accessibility and accommodation features integration within the LMS and works with stakeholders (e.g., specialist in special education) to advance needed LMS functionality
- Manages the placement of LMS content, creates structure for asset repositories and works with the External LMS Advisory Team (ELMSAT) members of the PED LMS Cross-Functional to establish needed internal LMS configurations, folder structures, and commons areas
- Provides support to local education agencies on authoring and asset utilization within the LMS
- Creates quick guides and policies on LMS usage for local education LMS managers
- Works closely with LMS Program Coordinator to ensure OER content made available to LEAs are culturally and linguistically appropriate
- Ensures the acquired assets are free from bias and sensitivity
- Ensures assets used within the LMS have been acquired appropriately following copyright polices and establishes agreements when necessary
- Develops necessary contractual language for asset acquisition

REQUIRED QUALIFICATIONS

Education and Experience

- Bachelor's degree in social science or business related field
- Technical certifications or coursework related to LMS administration
- Minimum 3 years of experience with LMS and online repository an asset management; prior experience with Canvas LMS preferred

Relevant Experience

- Experience leading the vision, planning, development, and daily administration of an online authoring and content delivery platform and content repository
- Previous experience creating online lessons and professional development for a K-12 district in an LMS environment
- Four years of experience in planning / providing technology-based school or educator training and professional development
- Significant experience with various instructional technology tools and experience in developing district trainings

Knowledge and Skills

Content Knowledge

- Knowledge and proficiency in authoring within a learning management system
- Advanced proficiency integrating external tools into the LMS (preference for Canvas LMS experience)
- Knowledge of best practices for K-12 instruction in digital environments
- Strong knowledge of research- and practice-informed professional development strategies
- General understanding of the benefits and application of IMS Global Learning Consortium standards, especially Learning Tools Interoperability® (LTI®) and LTI Resource Search as they relate to improving the integration and discovery of learning assets

Desired Attributes

- Demonstrated understanding of the processes and challenges of New Mexico school districts and charter schools
- Experience with multiple external vendors and tools
- Excellent written and verbal communication, specifically as it relates to clearly communicating technology supports to program teams without technology backgrounds
- Experience authentically engaging stakeholders and leveraging feedback for continuous improvement
- A track record of performance and successful implementation across multiple concurrent projects
- Capacity to work independently, maintain multiple responsibilities, and work under deadline pressure
- Ability to create and sustain a collaborative approach in the workplace, on external committees, and in the community
- Demonstrated ability to effectively engage in technical conversations with experts outside the department related to employing educational data standards such as LTI®, OneRoster®, etc.
- Creative, resourceful, and forward thinking with strong problem-solving, leadership, and analytical skills
- Strong oral and written communication skills and ability to make information accessible for a variety of audiences

Technical Skills

- Proficiency with MS Office suite
- Understanding of HTML/CSS
- Proficiency in using SPSS, R or other statistical analysis programs
- Knowledge of LTI, API and OAuth
- Proficiency with Outlook software usage
- Proficiency with PED S.T.A.R.S data bases

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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BUDGET NARRATIVE

The *Reimagining New Mexico K-12 Education: Developing a Comprehensive Learning Management Infrastructure to Promote Equitable Access to Continuous Learning* project is being implemented by the New Mexico Public Education Department (PED) to build, implement, and support a statewide Learning Management System (LMS) with district, teacher, and parent supports. The total budget for the project over three years is [REDACTED] in support from the U.S. Education Department (ED) through the ESF-REM grant. A grant from ED would provide the essential funding necessary to support the following elements of our plan: purchase the infrastructure and licenses for users of the LMS; uploading existing and developing new high-quality, culturally and linguistically relevant content; implementing a statewide SIS; developing professional learning for teachers and administrators; family engagement and support for families; and robust business analytic tools as described in the enclosed proposal. The New Mexico Public Education Department has allocated state funds to execute a short-term emergency contract with the LMS contractor in order to begin building the platform and meet the re-entry policy for LEAs and charters for SY20/21.

Section A - Budget Summary, U.S. Department of Education Funds

Budget Category	Year 1	Year 2	Year 3	Total
Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 15,000
Equipment	\$ 8,000	\$ 8,000	\$ 8,000	\$ 24,000
Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 3,000
Contractual	\$ 4,557,000	\$ 6,255,000	\$ 6,478,750	\$ 17,290,750

The narrative that follows is organized by budget category and explains the use of requested funds for three years.

Personnel: [REDACTED]

[REDACTED] Full-time personnel costs reflect the costs of PED's personnel focused exclusively on coordination of the *Reimagining New Mexico K-12 Education: Developing a Comprehensive Learning Management Infrastructure to Promote Equitable Access to Continuous Learning* project activities, including LMS Program Director, LMS Asset Coordinator, LMS Program Coordinator and LMS Grant Manager.

LMS Program Director (1 FTE)

The LMS Program Director will be housed within PED. This position is responsible for the overall planning, coordination, implementation and support of the project. The Director will be responsible for creating and executing a long-term plan for learning management system growth and improvement across the state. The Program Director will supervise two coordinators who will support this work. This position requires previous experience implementing or supporting an existing LMS, creating curriculum and professional development in a K-12 environment and experience leading a project with multiple vendors. In addition, the position requires someone with a master's degree in education technology or related field. [REDACTED]

[REDACTED]

LMS Asset Coordinator (1 FTE)

The LMS Asset Coordinator will be housed within PED. This position is responsible for identifying needed LMS assets, coordinating the acquisition of assets, overseeing the asset repository, and coordinating internal LMS structures. Ensures supported content within

the LMS environment is made accessible to New Mexico local education agencies. This position requires previous experience creating online lessons and professional development for a K-12 district in a LMS environment, preferably Canvas.

The position requires someone with a bachelor's degree in instructional technology or related field and a current NM Administration/Teaching License or NM Instructional Support Provider. [REDACTED]

LMS Program Coordinator (1 FTE)

The LMS Program Coordinator will be housed within PED. This position is responsible for PED sponsored statewide professional learning services delivered through the LMS or in relation to the LMS. This position requires previous experience professional development with emphasis on delivery in a LMS environment, preferably Canvas. The position requires someone with a bachelor's degree in instructional technology or related field and a current NM Administration/Teaching License or NM Instructional Support Provider. [REDACTED]

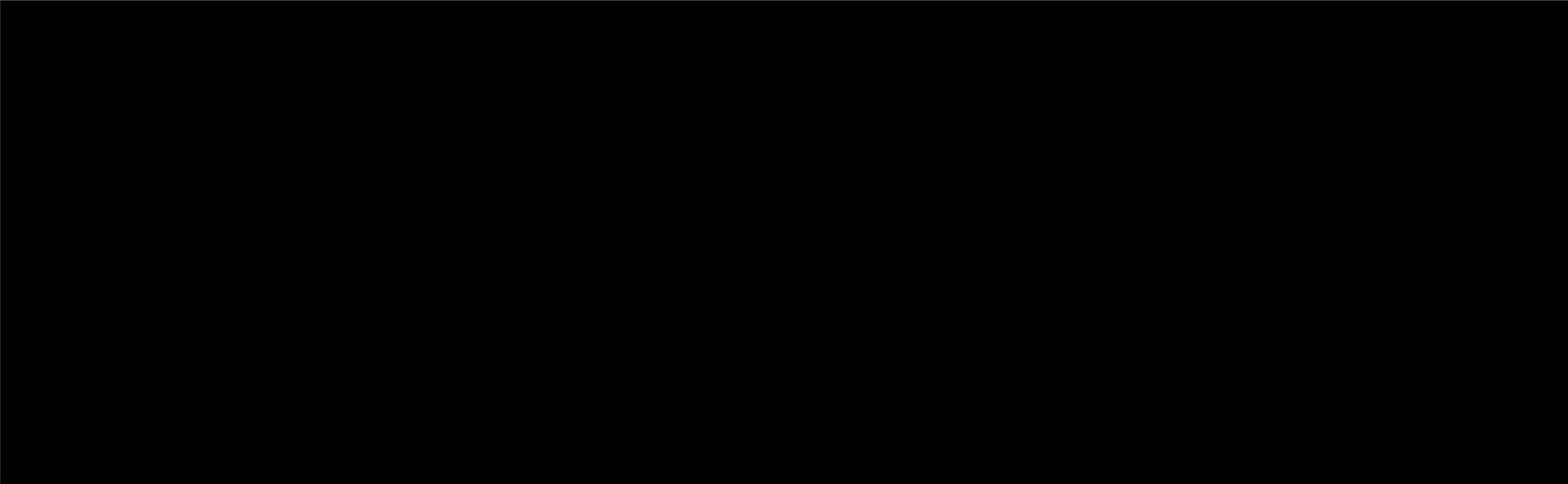
LMS Project/Grant Manager (1.0 FTE)

The LMS Project/Grant Manager, housed within PED, will be responsible for all schedules, vendor deliverables and quality assurances, fiscal monitoring and data collection related to the statewide LMS implementation, scaling, and support. This position requires previous experience creating and overseeing budgets, managing project timelines and managing complex IT implementations

in an education setting. The position requires someone with a bachelor's degree and project management certification. [REDACTED]

[REDACTED]

[REDACTED]



Travel \$15,000

The requested funds cover mileage for grant staff to provide professional development and technical assistance to participating LEAs/charters/non-public schools. Mileage is calculated at \$.46/mile when a state-owned vehicle is not available for employee use. Per diem rates for lodging and meals are in accordance with US GSA rates for the area. Rates for meals and incidentals is \$61/day; Standard lodging rates are \$131/night.

Equipment \$24,000

PED will purchase computers and cell phones for the four (4) full time positions.

Supplies \$3,000

Additional supplies include, but are not limited to, office supplies, instructional materials, marketing and other print materials.

Contractual \$17,290,750

All employees, officers and agents participating in the selection, award, or administration of a contract related to *Reimagining New Mexico K-12 Education: Developing a Comprehensive Learning Management Infrastructure to Promote Equitable Access to Continuous Learning* project are free of real or apparent conflicts of interest, and PED has taken steps to avoid organizational and other conflicts of interest.

Scope of Work	Year 1	Year 2	Year 3	Total
Statewide LMS to include: subscriptions, implementation support, development and migration of content	\$ 3,432,000	\$ 2,240,000	\$ 2,463,750	\$ 8,135,750
Educator Professional Development and Resource Development	\$ 905,000	\$ 905,000	\$ 905,000	\$ 2,715,000
Development of guidance documents specific to NMPED statewide LMS	\$ 80,000			\$ 80,000
Development of parent guides and online family engagement resources	\$ 80,000	\$ 50,000	\$ 50,000	\$ 180,000
Review of content to ensure Culturally, Linguistically Relevant curriculum	\$ 60,000	\$ 60,000	\$ 60,000	\$ 180,000
Development of fully integrated statewide SIS		\$ 2,000,000	2,000,000	\$ 4,000,000

Development of robust business analytic tools		\$ 1,000,000	\$ 1,000,000	\$ 2,000,000
TOTAL	\$ 4,557,000	\$ 6,255,0000	\$ 6,478,750	\$ 17,290,750

Construction – No funds are requested for construction.

Other - No funds are requested.



Indirect costs are calculated at a rate of [REDACTED] See Mandatory Attachments - Appendix 3 for NMPED’s Indirect Cost Rate Agreement.

Section B - Budget Summary, Non-Federal Funds

Budget Category	Year 1	Year 2	Year 3	Total
Contractual: 10,000 subscriptions, implementation support and migration of content	\$250,000			\$250,000