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SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

January 25, 2013

New Mexico Legislative Education Study Committee  
325 Don Gaspar  
Suite 200  
Santa Fe, NM 87501

Dear Committee Members:

The Public Education Department (PED) is pleased to enclose the *IDEAL-NM Annual Report for School Year 2010–2011*. This annual report fulfills the statutory requirement of the Statewide cyber academy Act in relevant part as follows:

**22-30-5. NMSA 1978 Statewide cyber academy; duties.**

The statewide cyber academy shall:

N. conduct an annual evaluation and provide an annual report to the department and the legislature that includes a detailed report of expenditures; a description of services provided, including the number and location of local distance learning sites, public schools and distance learning students served; the courses offered; the credits generated by local distance learning sites; and student and teacher accountability reporting data.

This report is a comprehensive compilation of data that describes the efficiency and the effectiveness of the IDEAL-NM program. In addition, the appendices of the report include a discretionary white paper that briefly summarizes the current status of the IDEAL-NM initiative in New Mexico. The PED is collaborating with districts to provide exemplary IDEAL-NM services to students.

We look forward to working with you and your colleagues to ensure that the IDEAL-NM program increases student benefits and reduces costs through expanded risk-sharing. Consequently, this will provide an excellent program ensuring that all IDEAL-NM students have access to a common set of benefits.

Warm regards,

A handwritten signature in black ink, appearing to read "Hanna Skandera". The signature is fluid and cursive, with the first name "Hanna" being more prominent than the last name "Skandera".

Hanna Skandera  
Secretary-Designate of Education

Enc. (1): *IDEAL-NM Education Annual Report for School Year 2010–2011*

HS/ML/mm

cc: PED Senior Team  
Virginia Padilla-Vigil, Executive Director, IDEAL-NM



Hanna Skandera  
Secretary-Designate, Public Education Department



# IDEAL-NM Annual Report for School Year 2010–2011

September  
2012

New Mexico Public Education Department



The State of New Mexico

IDEAL-NM Annual Report  
For School Year 2010–2011  
Issued September 2012

Susana Martinez  
Governor

Hanna Skandera  
Secretary-Designate of Education

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**Notes**

- This document is available at [www.ped.state.nm.us](http://www.ped.state.nm.us). Click on the A–Z directory to locate it under “IDEAL-NM.”

## Acknowledgements

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**The Secretary-Designate of Education thanks the following individuals for their contributions to this report:**

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*Laurie Wilder*, Technical Support Specialist, IDEAL-NM, New Mexico Public Education Department

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## Executive Summary

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“Education is the key to America’s economic growth and prosperity and to our ability to compete in the global economy. It is the path to good jobs and higher earning power for Americans. It is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time...The National Education Technology Plan 2010 (NETP) calls for revolutionary transformation rather than evolutionary tinkering. It urges our education system at all levels to

- Be clear about the outcomes we seek.
- Collaborate to redesign structures and processes for effectiveness, efficiency, and flexibility.
- Continually monitor and measure our performance.
- Hold ourselves accountable for progress and results every step of the way.

The plan recognizes that technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educators' competencies and expertise over the course of their careers.”<sup>1</sup>

The following components are essential to the realization of the NETP 1) Learning: Engage and Empower, 2) Assessment: Measure What Matters, 3) Teaching: Prepare and Connect, 4) Infrastructure: Access and Enable, and 5) Productivity: Redesign and Transform.

Earlier than anticipated, IDEAL-NM has taken strides toward fulfilling the following targets:

- Expanding education opportunities, close achievement gaps, support college and career goals and prepare students for global competition
- Reducing the cost of technology access to P–12 schools, higher education institutions, and state agencies
- Reducing the travel and personnel costs of state agency trainings and P–12 teacher professional development via online courses
- Increasing technology application skills of New Mexico youth and adult learners.
- Facilitating more cooperation between P–12 schools, higher education institutions and state agencies playing an integral support role to educators and learners throughout New Mexico.

With a student centric focus IDEAL-NM helps P–12 schools to do the following:

- Expand course offerings—languages, math, science, technology, advanced placement, electives, honors, and more
- Resolve conflicts in student schedules
- Provide dual credit, credit-recovery, summer school, and home-bound options
- Provide highly-qualified teachers and reduce teacher-pupil ratios
- Increase student technology skills
- Meet statutory requirements for high school graduation

In order to fulfill our pledge of providing every IDEAL-NM student with a valuable, worthwhile education and hold ourselves accountable for progress and results, it is essential that our education system integrate continuous improvement within our regulations, policies, actions, and investments ensuring a strategic and coherent system.

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<sup>1</sup> *National Education Technology Plan 2010, Executive Summary, page 7.*

Innovative Digital Education and Learning-New Mexico (IDEAL-NM) was created in response to the 2005 Performance and Accountability Contract “Making Schools Work,” to leverage technology in the following ways:

- Expand education opportunities, close achievement gaps, support college and career goals, and prepare students for global competition
- Reduce the cost of technology access to P–12 schools, higher education institutions and state agencies
- Reduce the travel and personnel costs of state agency trainings and P–12 teacher professional development via online courses
- Increase technology application skills of New Mexico youth and adult learners
- Facilitate more cooperation between P–12 schools, higher education institutions and state agencies

On October 27, 2006, the statewide e-Learning program that would implement a shared eLearning infrastructure using a single statewide learning management system (LMS), web conferencing system, and help desk support for K–12 schools, higher education institutions and governmental agencies was announced. Two pieces of legislation in the 2007 session helped create the framework for the IDEAL-NM initiative: Senate Bill 209: Cyber Academy Act and the High School Redesign Act, which required New Mexico school districts to offer distance learning programs beginning 2008–2009. The distance learning rule was established in 2008 to provide guidance regarding open enrollment and distance learning, district and school participation parameters, student enrollment, program quality, and the statewide eLearning Service Center (IDEAL-NM).

In 2007, the New Mexico Legislature allocated \$6.4 million in non-recurring funds (special appropriations) for the purpose of procuring the statewide Learning Management System to be shared by K–12 schools/districts, higher education institutions, and governmental agencies and \$1.0 million in recurring operational costs to establish the statewide eLearning service center. While the initial start-up costs for IDEAL-NM were significant, the costs decreased as the program was further implemented: \$3.1 million in year two, \$2.4 million in year three; \$1.4 million in year four, and \$1.0 million in year five. IDEAL-NM is exploring alternative funding structures to support the long-term sustainability of the program.

IDEAL-NM implemented a statewide Cyber Academy beginning in the summer of 2008, with 54 enrollments from 9 school districts. Two New Mexico developed courses (Algebra 1 and New Mexico History) were offered along with additional courses in partnership with an online course provider. The vision of the statewide Cyber Academy was to provide equitable access to education opportunities for all New Mexico students, by reducing geographic and

capacity barriers through the innovative use of technology. The statewide Cyber Academy works in partnership with New Mexico schools to deliver quality and rigorous online courses taught by highly qualified New Mexico teachers via a supplemental or blended model. In this model, students attend and enroll through a physical school and credit for course completion is awarded by the enrolling school. The statewide Cyber Academy currently supports about 5,000 enrollments per year. These numbers are expected to increase with the new high school graduation requirements now in effect per the High School Redesign Act, where all graduating seniors must complete an Advanced Placement, honors, online, or dual credit course.

As a nationally-recognized program, Innovative Digital Education and Learning (IDEAL-NM) provides statewide eLearning services to P–12 schools, higher education institutions, and state government agencies. IDEAL-NM is a joint program of the New Mexico Higher Education and Public Education Departments. New Mexico is the first state in the nation to create a statewide eLearning system that from its inception encompasses all aspects of learning from traditional public and higher education environments to teacher professional development, continuing education and workforce education.

“To transform education in America, we must turn ideas into action. The NETP presents five goals that address the key components of this plan—learning, assessment, teaching, infrastructure, and productivity—along with recommendations for states, districts, the federal government, and other stakeholders in our education system for achieving these goals.

<b>NETP Goal</b>
<p><b>1.0 Learning: Engage and Empower</b></p> <p><i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.</i></p>
<p><b>2.0 Assessment: Measure What Matters</b></p> <p><i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p><b>3.0 Teaching: Prepare and Connect</b></p> <p><i>Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.</i></p>

#### **4.0 Infrastructure: Access and Enable**

*All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.*

#### **5.0 Productivity: Redesign and Transform**

*Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.”<sup>2</sup>*

IDEAL-NM uses its resources to support the transformation of education in New Mexico by the following:

- ◆ Collaborates with New Mexico schools in providing online courses that expand educational opportunity for all students
- ◆ Works with Regional Education Cooperatives in facilitating eLearning best practices training for member schools
- ◆ Implements a shared eLearning infrastructure using a single statewide learning management system, web conferencing system, and help desk for P–12 schools, colleges and universities, and government agencies
- ◆ Offers professional development courses for teachers and training courses for government agency employees
- ◆ Provides a repository of high quality and standards based K–12 online courses and facilitates district-level course development and course sharing
- ◆ Promotes statewide sharing of other educational resources, including subject matter expertise, instructional content, and support services

These actions help maintain the mission of IDEAL-NM “To reduce geographic and capacity barriers to educational opportunity while increasing the digital literacy skills students and adult learners need to participate in a global economy.”<sup>3</sup>

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<sup>2</sup> <http://www.ed.gov/technology/draft-netp-2010/goals-and-recommendations>

<sup>3</sup> [http://ideal-nm.org/home/get-content/content/about\\_ideal-nm](http://ideal-nm.org/home/get-content/content/about_ideal-nm)

A listing of the primary accomplishments during the fiscal years 2008–2011 are below.

FY 08	FY 09	FY 10	FY 11
<ul style="list-style-type: none"> <li>• Procured LMS</li> <li>• Establish hosting</li> <li>• Established statewide web conferencing system (90 users and 950 sessions)</li> </ul> <p>Pilot Virtual School</p> <ul style="list-style-type: none"> <li>• 54 course completions</li> <li>• 12 eTeachers trained</li> <li>• 7 districts enrolled</li> </ul>	<ul style="list-style-type: none"> <li>• Established facility</li> <li>• Help Desk (service center) established</li> <li>• Staff hired</li> <li>• LMS hosted remotely and available for P–12 enrollments</li> <li>• Web conferencing (481 users &amp; 3,911 sessions)</li> <li>• Nationally recognized 6<sup>th</sup> in the nation</li> </ul> <p>Virtual School Established</p> <ul style="list-style-type: none"> <li>• 28 courses</li> <li>• 25 teachers trained</li> <li>• Cyber academy plan drafted</li> <li>• 1,299 course completions</li> </ul>	<ul style="list-style-type: none"> <li>➤ National recognition (3<sup>rd</sup> in nation)</li> <li>➤ Web conferencing (&gt;2K users &amp; &gt;19K sessions)</li> </ul> <p>Virtual School</p> <ul style="list-style-type: none"> <li>• 1,464 course completions</li> <li>• 50 courses</li> <li>• 50 teachers trained</li> <li>• Cyber academy plan approved</li> </ul> <p>Portals</p> <ul style="list-style-type: none"> <li>• 10 IHEs</li> <li>• 23 districts</li> <li>• 9 state agencies</li> </ul>	<ul style="list-style-type: none"> <li>➤ National recognition (6<sup>th</sup> in nation)</li> <li>➤ Web conferencing (&gt;2,500 users &amp; &gt;34K sessions)</li> </ul> <p>Virtual School</p> <ul style="list-style-type: none"> <li>• TBA course completions</li> <li>• 59 courses</li> <li>• 170 teachers</li> <li>• Procurement of SIS</li> </ul> <p>Portals</p> <ul style="list-style-type: none"> <li>• 12 IHEs (79K users to date)</li> <li>• 62 K–12 (&gt;31K users to date)</li> <li>• 42 state agencies (&gt;9K users to date)</li> </ul>

## Statutory Requirements

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This section describes the laws and rules that apply to dual credit in relevant part as follows:

### 22-30-5. NMSA 1978 Statewide cyber academy; duties.

The statewide cyber academy shall:

- A. establish a distance learning course delivery system that is efficient and cost-effective and that uses a statewide service center and regional hosts to provide approved distance learning courses;
- B. select regional hosts based on pre-existing experience and capacity to facilitate the delivery of distance educational programs, including public post-secondary educational institutions, regional education cooperatives and school districts;
- C. provide technical and program support to regional hosts and local distance learning sites;
- D. ensure that all distance learning courses offered by course providers are taught by highly qualified teachers or members of the faculty of accredited post-secondary educational institutions and meet state academic content and performance standards;
- E. provide for reasonable and equitable means to allocate the costs of distance learning courses among the statewide cyber academy, the course providers and the school districts whose students are enrolled in a distance learning course;
- F. give first priority to the delivery of distance learning courses for credit to distance learning students who have the greatest need because of geographic location or circumstances in which a school district may have difficulty delivering essential course instruction due to financial restraints or lack of highly qualified teachers; provided that in fiscal year 2008 the statewide cyber academy shall include, among those distance learning students who are determined to have the greatest need, distance learning students served by school districts that are members of regional education cooperatives three, eight and nine;
- G. ensure that the statewide cyber academy's learning management system is compatible with school district and department data collection, analysis and reporting systems;
- H. ensure that all deficiencies in the infrastructure, hardware and software in the statewide cyber academy are corrected in accordance with educational technology adequacy standards pursuant to Section 22-15A-11 NMSA 1978;
- I. comply with all rules governing privacy and confidentiality of student records for secure record storage;
- J. offer distance learning courses to distance learning students;
- K. offer professional development via distance learning, using a learning management system;
- L. assist the council on technology in education in its development of the statewide plan required by Section 22-15A-7 NMSA 1978, including a statewide cyber academy plan that addresses short- and long-range goals;

M. define and coordinate the roles and responsibilities of the collaborating agencies to establish a distance learning governance and accountability framework; and

N. conduct an annual evaluation and provide an annual report to the department and the legislature that includes a detailed report of expenditures; a description of services provided, including the number and location of local distance learning sites, public schools and distance learning students served; the courses offered; the credits generated by local distance learning sites; and student and teacher accountability reporting data.

History: Laws 2007, ch. 292, § 5 and Laws 2007, ch. 293, § 5.

## Detailed Report

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### Demographic Description

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An essential lynchpin to New Mexico's P–20 education system, IDEAL-NM services and technology support our state's goals and strategies for education reform to improve student achievement and raise educational attainment. The program's services reduce geographic and other barriers to educational opportunity, meet excellent learning standards, and increase opportunities to build the digital literacy skills youth and adult learners need to participate in a global economy.

Through IDEAL-NM and the statewide Learning Management System, many resources are available to support as schools, higher education institutions, and state agencies as they face budget cuts yet need to promote ongoing educational opportunities for all NM learners. IDEAL-NM works in partnership with schools, higher education institutions, and state agencies, not in competition. IDEAL-NM is not-for-profit and all services are currently free. A total of 116 semester-long rigorous and quality online courses, developed are available to schools and districts at no cost for use in fully online or blended learning environments. New Mexico is unique from other states in the development of a true P–20 + statewide eLearning program. In addition, NM is unique as it has set up system for collaboration, resource sharing, and elimination of duplication of efforts. In terms of P–12 , IDEAL-NM's virtual school is not designed to compete with NM's schools. IDEAL-NM does not collect state equalization guarantee (SEG) funding for student enrollments. The enrolling schools/districts collect the SEG. This is not the case in many other states. A home-grown approach designed to meet the unique needs of New Mexico's learners, IDEAL-NM is a viable alternative private, for profit online learning programs. Rather than a pre-packaged curriculum that cannot be modified to meet individual needs of students, IDEAL-NM provides curriculum that is ever evolving and continually improving.

### Detailed Report of Expenditures

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#### Funding Summary

Funding Type	FY 08	FY 09	FY 10	FY 11
Allocation by the Legislature	\$7,570,000	\$3,120,000	\$1,924,700	\$1,374,900
ARRA Funds				\$3,069,999
<b>Total Funding</b>	<b>\$7,570,000</b>	<b>\$3,120,000</b>	<b>\$1,924,700</b>	<b>\$4,444,899</b>

In 2007, the legislature allocated a total of \$7.4 million for LMS procurement and other infrastructure and start-up costs and in 2008, \$2.0 million was allocated for recurring costs. Due to fiscal cuts the budget was decreased to \$1.6 million in 2009 and to \$1.4 in 2010. IDEAL-NM received an additional \$3.07 million in ARRA funding in 2010.

## Detailed Report of Expenditures

Fiscal 08–11	FY08		
	PED	HED	Totals
Total Budget	\$670,000	\$6,900,000	\$7,570,000
200-Salaries & Benefits			
Salaries	\$189,390	\$128,000	\$317,390
Benefits	\$57,000	\$38,000	\$95,000
Subtotal	\$246,390	\$166,000	\$412,390
300-Contractual Services			
Fiscal Agent			
External Program Evaluation			
Contracts	\$310,810	\$92,760	\$403,570
Hosting Fees (LMS)		\$6,400,000	\$6,400,000
Subtotal	\$310,810	\$6,492,760	\$6,803,570
400-Other			
Transportation	\$10,000	\$7,500	\$17,500
Facility Lease	\$102,800		\$102,800
Supplies			
IT Supplies & Services		\$233,740	\$233,740
Subtotal	\$112,800	\$241,240	\$354,040
<b>Total</b>	<b>\$670,000</b>	<b>\$6,900,000</b>	<b>\$7,570,000</b>

Fiscal 08–11	FY 09		
	PED	HED	Totals
Total Budget	\$1,620,000	\$1,500,000	\$3,120,000
200-Salaries & Benefits			
Salaries	\$240,500	\$129,200	\$369,700
Benefits	\$58,650	\$38,760	\$97,410
Subtotal	\$299,150	\$167,960	\$467,110
300-Contractual Services			
Fiscal Agent	\$30,000		\$30,000
External Program Evaluation			\$0
Contracts	\$1,201,000	\$1,000,000	\$2,201,000
Hosting Fees (LMS)			\$0
Subtotal	\$1,231,000	\$1,000,000	\$2,231,000
400-Other			
Transportation	\$10,000	\$15,000	\$25,000
Facility Lease	\$48,000		\$48,000
Supplies	\$31,850		\$31,850
IT Supplies & Services		\$317,040	\$317,040
Subtotal	\$89,850	\$332,040	\$421,890
<b>Total</b>	<b>\$1,620,000</b>	<b>\$1,500,000</b>	<b>\$3,120,000</b>

Fiscal 08–11	FY 10		
	PED	HED	Totals
Total Budget	\$994,400	\$930,300	\$1,924,700
200-Salaries & Benefits			
Salaries	\$369,231	\$294,615	\$663,846
Benefits	\$110,769	\$88,385	\$199,154
Subtotal	\$480,000	\$383,000	\$863,000
300-Contractual Services			
Fiscal Agent	\$399,000		\$399,000
External Program Evaluation	\$30,400		\$30,400
Contracts	\$15,000	\$659	\$15,659
Hosting Fees (LMS)		\$449,341	\$449,341
			\$0
Subtotal	\$444,400	\$450,000	\$894,400
400-Other			
Transportation		\$8,000	\$8,000
Facility Lease	\$52,000	\$49,600	\$109,600
Supplies	\$18,000		\$119,600
IT Supplies & Services		\$39,700	\$57,700
Subtotal	\$70,000	\$97,300	\$207,000
<b>Total</b>	<b>\$1,508,800</b>	<b>\$930,300</b>	<b>\$2,439,100</b>

Fiscal 08–11	FY 11			
	PED	HED	ARRA	Totals
Total Budget	\$685,100	\$689,800	\$3,069,999	\$4,444,899
200-Salaries & Benefits				
Salaries	\$248,332	\$261,201	\$550,000	\$1,059,533
Benefits	\$74,500	\$78,360	\$165,000	\$317,860
Subtotal	\$322,832	\$339,561	\$715,000	\$1,377,393
300-Contractual Services				
Fiscal Agent	\$200,000		\$624,000	\$824,000
External Program Evaluation	\$30,400			\$30,400
Contracts	\$66,740	\$27,188	\$855,000	\$948,928
Hosting Fees (LMS)		\$210,000	\$760,000	\$970,000
			\$2,239,000	
Subtotal	\$297,140	\$237,188	0	\$2,773,328
400-Other				
Transportation		\$8,000	\$9,866	\$17,866
Facility Lease	\$40,581	\$40,213		\$80,794
Supplies	\$4,547		\$6,133	\$10,680
IT Supplies & Services	\$20,000	\$64,838	\$100,000	\$184,838
Subtotal	\$65,128	\$113,051	\$115,999	\$294,178
<b>Total</b>	<b>\$685,100</b>	<b>\$689,800</b>	<b>\$3,069,999</b>	<b>\$4,444,899</b>

As constituent needs and demands develop with the adoption, integration, and innovative implementation of IDEAL-NM's eLearning services, the program has evolved far beyond the isolated concept of a 9–12<sup>th</sup> grade virtual school (Cyber Academy). IDEAL-NM is achieving the vision of life-long learning opportunities strongly supported by New Mexico's legislative champions. In its first year of operation, IDEAL-NM's cyber academy (virtual school) alone reached 1,353 course completions.

The virtual school continues to serve New Mexico students year round. Accomplishments to date are as follows:

- Course Completions to date—3584
- P–12 students served to date—>2,900
- Participating School Districts—70
- Participating Charter Schools—28
- 59 online courses

IDEAL-NM, through the procurement of a statewide learning management system (LMS), also provides the platform through which higher education institutions, P–12 schools and state agencies can deploy their own online learning programs. Those accomplishments are as follows:

- School District eLearning platforms (portals), 40
- Charter School Portals, 12
- State Agency Portals, 42

\*Refer to pages 17–20 for individual institutions, numbers of users, and numbers of courses.

In addition, these entities have established online communities and are building content repositories, which contain resources that feed into the larger statewide content repository for purposes of statewide sharing of resources. In addition to the platform, IDEAL-NM also provides the training, technical assistance, and help desk support these entities need to deploy their programs successfully.

To accomplish these objectives, IDEAL-NM provides eLearning services for P–20+ learners in the following ways:

### **New Mexico's eLearning Service Center**

- ◆ IDEAL-NM provides training, technical assistance and help desk support to P–12 schools and other P–12 entities, higher education institutions, and state government agencies.
- ◆ IDEAL-NM provides portal administration, course design, and online teacher training to all member entities and provides ongoing support to member entities managing their own portals

### **Statewide Virtual School/Cyber Academy**

IDEAL-NM provides high quality, standards-based online courses taught by highly qualified teachers.

### **Online Courses**

- ◆ Fifty-nine (59) rigorous online courses for grades 6–12 have been developed and are available to New Mexico schools and districts at no charge.
- ◆ Online courses are aligned with New Mexico content standards and benchmarks and are free to all schools and districts in New Mexico.
- ◆ The courses include middle and high school, elective, advanced placement, honors, and dual credit courses.
- ◆ The courses are customizable by each school district to enable tailoring of the course to meet their specific requirements.
- ◆ Forty districts have built web portals through IDEAL-NM and are using the courses in fully online, blended, and supplemental learning environments.

### **Clearinghouse**

IDEAL-NM maintains a catalog of all online courses offered by colleges and universities that is available via the IDEAL-NM website. IDEAL-NM relies on the contributing higher education institutions for updates to the catalog.

### **Learning Management System**

IDEAL-NM provides a single, statewide eLearning Management System that is available for use by all colleges, universities, school districts, charter schools, and state agencies.

## Statewide Web Conferencing System

IDEAL-NM provides a single, statewide eLearning Management System that is available for use by all colleges, universities, school districts, charter schools, and state agencies.

Category	2008	2009	% Increase	Spring 2010	% Increase	Fall 2010	% Increase	Spring 2011	% Increase
Users	90	481	434%	2,006	317%	2,309	15%	2,524	9.31%
Rooms				1,023		1,147	12%	1,213	5.75%
Sessions	950	3,911	312%	19,704	404%	29,141	48%	34,377	17.97%

It is essential that IDEAL-NM continue to provide quality administrative and technical support to ensure P–20 student success.

The third year of the current contract with Blackboard (LMS provider) ended on May 15, 2011. Blackboard has proposed a statewide enterprise contract for \$1.6 million that would cover all higher education institutions, state agencies, and P–12 schools and districts. The statewide LMS provides the backbone infrastructure for this statewide eLearning initiative. In addition to the initial and ongoing investments the state has made in deploying the statewide infrastructure, partner districts, higher education institutions and state agencies have also made significant investments in the deployment of their individual online learning programs. Going with a statewide enterprise license will save the state over 700k (See Appendix 1).

## The Number and Location of Local Distance Learning Sites

### Public Schools and Distance Learning Students Served

District	School	Total Pass	Total Fail	Total Comp	Overall Pass Rate
Alamogordo	Alamogordo High School	44	2	46	96%
Alamogordo	Chaparral Middle School	5	0	5	100%
Alamogordo	Mountain View Middle School	1	0	1	100%
Albuquerque Public Schools	APS (All)	328	30	358	92%
Animas	Animas High School	22	3	25	88%
Artesia	Artesia High School	24	1	25	96%
Aztec	Aztec High School	114	40	154	74%
Belen	Infinity High School	9	6	15	60%
Belen	Belen High School	1	0	1	100%
Bernalillo	Bernalillo	2	0	2	100%
BIE-Navajo Prep	BIE-Navajo Prep	4	0	4	100%
BIE-Shiprock Associated Schools Inc.	BIE-Northwest High School	192	8	200	96%
Bloomfield	Bloomfield	1	0	1	100%
C-Academic de Lengua Cultura	C-Academia de Lengua Cultura	3	0	3	100%
C-Academy for Technology & The Classics	C-Academy for Technology & The Classics	6	4	10	60%
C-AIMS @ UNM	C-AIMS @ UNM	20	2	22	91%
C-Albuquerque School of Excellence	C-Albuquerque School of Excellence	2	0	2	100%
C-Aldo Leopold Charter	C-Aldo Leopold Charter	16	6	22	73%
C-Alma d'arte Charter High School	C-Alma d'arte Charter High School	30	8	38	79%
C-Anthony Charter School	C-Anthony Charter School	4	0	4	100%
Capitan	Capitan	16	1	17	94%
Carlsbad	Carlsbad	12	0	12	100%
Carrizozo	Carrizozo High School	180	3	183	98%
C-Bataan Military Academy	C-Bataan Military Academy	53	2	55	96%
C-Corrales International School	C-Corrales International School	1	0	1	100%
C-Cottonwood Classical Preparatory School	C-Cottonwood Classical Preparatory School	57	2	59	97%
Central Consolidated	Career Prep High School	1	0	1	100%
Central Consolidated	Newcomb High School	1	1	2	50%
C-Gilbert Sena Charter School	C-Gilbert Sena Charter School	8	0	8	100%
Chama Valley	Escalante High School	61	2	63	97%
Cimarron	Cimarron High School	176	7	183	96%
C-Jefferson Montessori Charter School	C-Jefferson Montessori Charter School	8	0	8	100%
Clayton	Clayton High School	20	3	23	87%
C-Los Puentes Charter	C-Los Puentes Charter	2	0	2	100%
Cloudcroft	Cloudcroft High School	14	4	18	78%
C-Monte Del Sol Charter School	C-Monte Del Sol Charter School	4	0	4	100%
C-Mosaic Academy Charter Schools	C-Mosaic Academy Charter School	3	0	3	100%
Corona	Corona	8	2	10	80%
C-Public Academy for Performing Arts	C-Public Academy for Performing Arts	19	0	19	100%
C-Taos Academy Charter School	C-Taos Academy Charter School	4	1	5	80%
C-Taos Charter School	C-Taos Charter School	3	0	3	100%
C-The Learning Community Charter School	C-The Learning Community Charter School	54	42	96	56%
C-The Master's Program	C-Master's Program	8	1	9	8%
C-Tierra Adentro Charter School	C-Tierra Adentro Charter School	2	0	2	100%
C-Tierra Encantada Charter School	C-Tierra Encantada Charter School	2	2	4	50%
Cuba	Cuba	69	34	103	67%
C-Vista Grande Charter School	C-Vista Grande Charter School	9	5	14	64%

District	School	Total Pass	Total Fail	Total Comp	Overall Pass Rate
Deming Public Schools	Deming High School	11	2	13	85%
Des Moines Municipal Schools	Des Moines High School	7	1	8	88%
Dexter	Dexter	23	1	24	96%
Española Public Schools	Espanola High School	0	1	1	0%
Española Public Schools	Espanola Military Academy	0	9	9	0%
Estancia	Estancia High School	107	6	113	95%
Farmington	Farmington High School	11	1	12	92%
Farmington	Piedra Vista High School	9	9	18	50%
Farmington	Rocinante High School	2	0	2	100%
Fort Sumner	Fort Sumner High School	5	1	6	83%
Gadsden	Santa Teresa High School	2	0	2	100%
Gallup McKinley	Gallup McKinley	9	1	10	90%
Gallup McKinley	Hiroshi Miyamura High School	5	0	5	100%
Grants Cibola County Schools	Grants High School	26	1	27	96%
Grants Cibola County Schools	Laguna Acoma Jr./Sr. High School	2	0	2	100%
Hatch	Hatch	2	0	2	100%
Hondo	Hondo Valley High School	42	0	42	100%
Jal	Jal	0	1	1	0%
Jemez Valley	Jemez Valley High School	9	0	9	100%
JJS-Foothills	JJS-Foothills	10	5	15	67%
Lake Arthur Municipal Schools	Lake Arthur High School	4	0	4	100%
Las Cruces Public Schools	Las Cruces Public Schools	242	9	251	96%
Las Vegas City Schools	Robertson High School	9	0	9	100%
Logan	Logan	2	0	2	100%
Logan	Ute Lake Online Learning Center	1	2	3	33%
Los Alamos	Los Alamos High School	20	2	22	91%
Los Lunas Public Schools	Los Lunas High School/Valencia High School	9	4	13	69%
Loving	Loving High School	45	1	46	98%
Magdalena	Magdalena High School	23	3	26	88%
Maxwell	Maxwell High School	66	10	76	87%
Mesa Vista	Mesa Vista High School	77	32	109	71%
Mora	Mora High School	20	0	20	100%
Mosquero Municipal Schools	Mosquero High School	1	0	1	100%
Peñasco	Peñasco High School	18	7	25	72%
P-Las Cruces Catholic School	P-Las Cruces Catholic School	13	3	16	81%
P-Mesilla Valley Christian School	P-Mesilla Valley Christian School	31	2	33	94%
P-New Mexico Military Institute	P-New Mexico Military Institute	42	2	44	95%
Pojoaque	Pojoaque High School	43	14	57	75%
P-Santa Fe Indian School	P-Santa Fe Indian School	10	0	10	100%
P-Valley Christian Academy	P-Valley Christian Academy	2	0	2	100%
Quemado	Quemado High School	55	1	56	98%
Questa	Questa	6	0	6	100%
Raton	Raton High School	1	0	1	100%
Reserve	Reserve High School	143	0	143	100%
Rio Rancho	Rio Rancho High School	10	1	11	91%
Roswell	Berrendo Middle School	4	0	4	100%
Roswell	Sidney Gutierrez Middle school	4	0	4	100%
Roswell	Roswell High School	1	0	1	100%
Roy	Roy	13	1	14	93%
Ruidoso	Ruidoso High School	14	4	18	78%

District	School	Total Pass	Total Fail	Total Comp	Overall Pass Rate
San Jon	San Jon	10	1	11	91%
Santa Fe Public Schools	Santa Fe High School	1	1	2	50%
Santa Rosa Consolidated Schools	Santa Rosa High School	35	0	35	100%
Silver	Silver High School	1	0	1	100%
Silver	Cliff School	6	0	6	100%
Socorro	Socorro High School	14	0	14	100%
Springer	Springer High School	12	1	13	92%
Tatum	Tatum Secondary Schools	5	2	7	71%
Texico	Texico High School	1	0	1	100%
Truth or Consequences Municipal Schools	Truth or Consequences High School	9	2	11	82%
Tucumcari	Tucumcari	41	14	55	75%
Tularosa	Tularosa	1	0	1	100%
Vaughn	Vaughn High School	17	3	20	85%
West Las Vegas Public Schools	West Las Vegas High School	3	0	3	100%
Zuni	Twin Buttes High School	0	3	3	0%
Zuni	Zuni High School	126	16	142	89%
<b><u>Totals</u></b>		<b><u>3,116</u></b>	<b><u>402</u></b>	<b><u>3,518</u></b>	<b><u>89%</u></b>

## Courses Offered

All of the courses listed below are offered through the IDEAL-NM statewide virtual school and are available to all schools and districts that develop portals through IDEAL-NM. Schools/districts may use the courses in blended, supplemental, or fully online environments. In addition, schools/districts are enhancing courses, thereby expanding the IDEAL-NM course repository, which is available to all schools/districts statewide.

<u>Science</u>	<u>Math</u>	<u>Social Studies</u>
Astronomy	Math Refresher	Economics*
Biology	Pre-Algebra	New Mexico History*
Chemistry	Algebra 1	U.S. Government*
Earth Science (6 <sup>th</sup> grade)	Algebra 2	U. S. History & Geography
Environmental Science	Geometry	World History & Geography
Geology	Pre-Calculus	
Introduction to Cell Biology	Fractal Math*	
Life Science (7 <sup>th</sup> grade)	Consumer Math	
Nanoscience*	Trigonometry*	
Physical Science		
Physics		
Physics (Honors)		
<u>Fine Arts &amp; Electives</u>	<u>Language Arts</u>	<u>Languages</u>
ACT/SAT Preparation*	English 1 (Freshman)	French 1
Art Appreciation	English 2 (Sophomore)	French 2
Career Exploration*	Honors English 2 (Sophomore)	Spanish 1
Computer Fundamentals	English 3 (Junior)	Spanish 2
Creative Art	English 4 (Senior)	Spanish 3
Digital Photography	Creative Writing*	
Entrepreneurship*	Grammar & Composition*	
Financial Literacy*	Language Arts (8 <sup>th</sup> grade)	
Fitness Fundamentals*	Language Arts (7 <sup>th</sup> grade)	<u>Advanced Placement</u>
General Business*		AP Environmental Science
Health & Personal Wellness*		AP Calculus
Media Literacy*		AP US History & Geography
Psychology		AP US Government & Politics
Driver Education*		AP Biology

\*Denotes single semester courses (.5 credit)

## Credits Generated by Local Distance Learning sites

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IDEAL-NM helps P–12 schools to facilitate the following:

- ◆ Expand course offerings—languages, math, science, technology, advanced placement, electives, honors, and more
- ◆ Resolve conflicts in student schedules
- ◆ Provide dual credit, credit-recovery, summer school, and home-bound options
- ◆ Provide highly-qualified teachers and reduce teacher-pupil ratios
- ◆ Increase student technology skills
- ◆ Meet statutory requirements for high school graduation

All course completions are reported to the Local Education Agency (LEA). Credits are generated by local distance learning sites and the transcript is provided by the LEA.

## Student and Teacher Accountability Reporting (STARS) Data

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The following student and teacher accountability reporting data is available for the school year 2010–2011:

- The STARS data includes a Course Content Code identifying an IDEAL online course
- 177 GNM successful (grade of 60% or higher) completions between 11/30/2010 and 8/17/2011
- July 1, 2010 to June 30, 2011 there were 61 teachers who taught an IDEAL-NM course which had course completions

## Trends

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The following trends are a summary of highlights from *A National Primer on K–12 Online Learning (Version 2, 2010)* available at [www.inacol.org](http://www.inacol.org).

“Emerging issues and trends—several important issues are emerging as online learning becomes more widespread and evolves into offerings at the district level. A key issue is the role of blended learning—a mix of online and face-to-face instruction. Other issues are competency-based learning, school turnarounds, and mobile learning.

### Blended learning

One development capturing the online learning limelight is blended learning—schools, courses, and programs that combine online and supervised brick-and-mortar elements. (Such programs are often also described as “hybrid”—*Keeping Pace* has chosen to consider the terms interchangeable, though some practitioners point to degrees of difference.)

The emergence and growth of blended learning creates a set of definitional, policy, and practice questions that in some ways mirror the questions that were being raised around online learning ten years ago. They include:

- What is blended learning? Can it be precisely defined?
- Does blended learning use significantly different practices than either online or face-to-face instruction?
- Should blended learning be treated differently from online learning in terms of policy?

### Benefits of blended learning

The most important potential benefit of blended learning is increased student engagement and learning. While many blended learning programs are so new that data over multiple years are not yet available, some programs are already showing promising results.

In addition to the most important benefit, student learning, there are several additional potential benefits:

- Potential cost savings in physical structure
- 21<sup>st</sup> century skills development
- Enriched experience for the student
- Enhanced personalization of learning
- Increased communication and support

### Using blended learning as a model for school turnaround

The benefits of a blended model are clear. It provided students with the cultural and social strengths of the traditional physical school, including Physical Education, Music, Art, lunch in the cafeteria, recess, and transportation. Teachers are more able to customize learning and allow students to learn at different paces. Students can be assessed on a far more regular basis when much of their activity is online—some schools like the School of One in New York City measure progress daily. This allows the school to measure whether or not the model is working from an individual student, classroom, grade level or whole building perspective, which is critical as it tries to change its low-performing rating.

With the increased interest in blended schools as a turnaround model, organizations with expertise in online learning are partnering with others who provide instructional, assessment, or school turnaround experience. Other educational management organizations are starting with a focus on school turnarounds using a blended approach.

## Competency-based learning<sup>4</sup>

“Both the bored and the bewildered see their motivation for achievement shredded by the system.”

“How ‘Disruptive Innovation’ Will Change the Way We Learn” by Clayton M. Christensen, Michael B. Horn, and Curtis W. Johnson. Education Week, June 4, 2008.

Competency-based learning is a second key trend affecting online learning in 2010. Though the competency-based push is not limited to online/blended learning, the two are closely linked.

Educators and policy makers are increasingly recognizing that seat time is a poor proxy for student learning. A focus on seat time leads struggling students to be socially promoted each year and find themselves in community college with 4<sup>th</sup> grade math skills. At the same time, it leads students who are accelerated to be stuck in a class that is moving more slowly than they would choose, leading to boredom and related problems. Rather than making time the constant and allowing mastery to vary, competency-based approaches make mastery the measure by which students move on to the next lesson, unit, course, or grade—regardless of how much time it takes.<sup>5</sup>

Shifting from seat time to a competency-based approach requires significant changes in both policy and practice. As of September 2010, the number of competency-based programs in place is small.

Competency-based learning does not have to be implemented as a system-wide change; it can be offered as an alternative path for individual students or schools. An additional challenge is that for systems that have had high levels of social promotion, requiring students to demonstrate competence may appear to slow their progression—but only because their progression will for the first time be based on actual learning.

## Mobile learning: the next ‘next big thing’?

Among the signs that mobile learning is about to get real:

- While the balance has traditionally been heavily tilted toward post-secondary rather than K–12 education, that still leaves plenty of first-generation iPod-ready learning objects for those seeking a gentle entry into mobile learning.
- Pockets of pioneering educators have begun creating their own podcasts as part of an eclectic, homegrown approach to virtual instruction.
- The newly emerging category of education “apps” for the iPhone and Android phones takes mobile learning beyond non-interactive podcasts.
- Along with iTunes/iPhone app developers like gWhiz and Hawk Ridge Consulting, K–12 mobile learning is being nudged along by companies from two sides of the online learning world. Companies like Emantras that cut their teeth in higher education or corporate environments are now deep in conversation with publishers to repurpose content for “moble21” delivery to a variety of devices.
- Leading online content and platform providers from Apex Learning to Blackboard that dominate the K–12 virtual learning landscape are developing and providing mobile tools in anticipation of the next frontier. Blackboard, for example, has recently released its Mobile Learning solution promoting collaboration and productivity between teachers, students, and parents through a variety of mobile devices.

And where are the mobile learning users? It is telling that leading states and districts in the market for next-generation online learning platforms are all including mobile learning on their punch lists.”<sup>6</sup>

<sup>4</sup> This section is based in part on a forthcoming white paper being published by iNACOL.

<sup>5</sup> For example, the report “*The Silent Epidemic*” found that nearly half (47%) of all students drop out because they are bored; Civic Enterprises (March 2006), [Http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf](http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf).

<sup>6</sup> *A National Primer on K–12 Online Learning (Version 2, 2010)*, by Matthew Wicks and published by the International Association for K–12 Online Learning (iNACOL), pages 40–48. Available at [www.inacol.org](http://www.inacol.org).

## Conclusion

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“Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educators’ competencies and expertise over the course of their careers.”<sup>7</sup>

IDEAL-NM’s services and technology have greatly exceeded expectations due to innovative program implementation and development by dedicated staff and stakeholders. To accomplish its objectives, IDEAL-NM provides eLearning services for P–20+ learners through the following:

- ◆ **New Mexico’s eLearning Service Center**
- ◆ **Statewide Virtual School/Cyber Academy**
- ◆ **Online Courses**
- ◆ **Clearinghouse**
- ◆ **Learning Management System**
- ◆ **Statewide Web Conferencing System**

The following chart provides a summary of the varied provisions and growth opportunities facilitated by IDEAL-NM in order to aide eLearning throughout New Mexico.

Category	2008	2009	% Increase	Spring 2010	% Increase	Fall 2010	% Increase	Spring 2011	% Increase
Users	90	481	434%	2,006	317%	2,309	15%	2,524	9.31%
Rooms				1,023		1,147	12%	1,213	5.75%
Sessions	950	3,911	312%	19,704	404%	29,141	48%	34,377	17.97%

It is essential that IDEAL-NM continue to provide quality administrative and technical support to ensure P–20 student success.

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<sup>7</sup> *National Education Technology Plan 2010*, Executive Summary, page 7.





**A New Mexico  
IDEAL-NM  
Education  
Annual Report  
White Paper  
School Year  
2010–2011**

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*Student Success Division  
September 2012*

IDEAL-NM provides eLearning services to New Mexico PK–12 schools, higher education institutions, and government agencies. We reduce geographic and capacity barriers to educational opportunity while increasing the digital literacy skills students need to participate in a global economy.

## Opportunity Statement

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How will the New Mexico Public Education Department adequately address the opportunity gap among IDEAL-NM students?

## Proof the Opportunity Exists

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### **“Transforming American Education**

The National Education Technology Plan 2010 (NETP) calls for revolutionary transformation rather than evolutionary tinkering. It urges our education system at all levels to

- ◆ Be clear about the outcomes we seek.
- ◆ Collaborate to redesign structures and processes for effectiveness, efficiency, and flexibility.
- ◆ Continually monitor and measure our performance.
- ◆ Hold ourselves accountable for progress and results every step of the way.

The plan recognizes that technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educators' competencies and expertise over the course of their careers. To shorten our learning curve, we should look to other kinds of enterprises, such as business and entertainment that have used technology to improve outcomes while increasing productivity.

We also should implement a new approach to research and development (R&D) in education that focuses on scaling innovative best practices in the use of technology in teaching and learning, transferring existing and emerging technology innovations into education, sustaining the R&D for education work that is being done by such organizations as the National Science Foundation, and creating a new organization to address major R&D challenges at the intersection of learning sciences, technology, and education.

### **A Model of Learning Powered by Technology**

The NETP presents a model of learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure, and productivity. The plan also identifies far-reaching "grand challenge" R&D problems that should be funded and coordinated at a national level.

The challenging and rapidly changing demands of our global economy tell us what people need to know and who needs to learn. Advances in learning sciences show us how people learn. Technology makes it possible for us to act on this knowledge and understanding.

### **Learning: Engage and Empower**

The model of learning described in this plan calls for engaging and empowering learning experiences for all learners. The model asks that we focus what and how we teach to match what people need to know, how they learn, where and when they will learn, and who needs to learn. It brings state-of-the art technology into learning to enable, motivate, and inspire all students, regardless of background, languages, or disabilities, to achieve. It leverages the power of technology to provide personalized learning and to enable continuous and lifelong learning.

Many students' lives today are filled with technology that gives them mobile access to information and resources 24/7, enables them to create multimedia content and share it with the world, and allows them to participate in online social networks where people from all over the world share ideas, collaborate, and learn new things. Outside school, students are free to pursue their passions in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous.

The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students' daily lives and the reality of their futures. In contrast to traditional classroom instruction, this requires that we put students at the center and empower them to take control of their own learning by providing flexibility on several dimensions.

A core set of standards-based concepts and competencies should form the basis of what all students should learn. Beyond that, students and educators should have options for engaging in learning: large groups, small groups, and work tailored to the individual goals, needs, interests, and prior experience of each learner. Technology should be leveraged to provide access to more learning resources than are available in classrooms and connections to a wider set of "educators," including teachers, parents, experts, and mentors outside the classroom. It also should be used to enable 24/7 and lifelong learning."<sup>8</sup>

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<sup>8</sup> <http://www.ed.gov/technology/netp-2010/executive-summary>

## The Integrated Solution

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An opportunity exists to advance the trajectory of IDEAL-NM education by engaging and empowering learners and their families while continuing to improve curriculum and ensuring it is relevant, meaningful, and rigorous. Creating an opportunity is for all students to learn regardless of background, languages, or disabilities. In order to make a difference for our students, we must leverage what we know about education, include research findings with best practices for students, and provide the continuous improvement structure that fosters relevant 21<sup>st</sup> century competencies, lifelong learning, and achievement. If the opportunity gap for an IDEAL-NM student is to be productively challenged, the data provided within this report illustrates the need for targeted innovations. The implementation detail commissioned by the Public Education Department (PED) includes the following initiatives:

- ✓ Aligns to the transition of the Common Core State Standards (CCSS)
- ✓ Participates in the IDEAL-NM Advisory Council creating educational transformation
- ✓ Delivers Professional Development (PD) which integrates early learning-responsive teaching and leading, inclusive school environments, and developmentally appropriate and culturally relevant curriculum.
- ✓ Provides a safe and meaningful opportunities for Parental Engagement (PE)
- ✓ Implements best practices for statewide eLearning system for PK–12 , higher education, and state agencies education which includes the following:
  - Collaborates in providing online high-quality courses that expand educational opportunity for all students
  - Works with Regional Education Cooperatives in facilitating eLearning best-practices training for member schools
  - Implements a shared eLearning infrastructure using a single statewide Learning Management System, web conferencing system, and Help Desk
  - Provides professional development courses for PK–20 teachers, and training courses for government agency employees
  - Promotes statewide sharing of other educational resources, including subject matter expertise, instructional content and support services
  - Coordinates with other statewide technology initiatives

### Benefit 1

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The indicators will specifically address the following benefits:

- ✓ Enhancing Student Achievement
- ✓ Integrating Systemic Continuous Improvement
- ✓ Responding Strategically to Educational Changes
- ✓ Connecting with Partners—Parents and Community

### Benefit 2

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The indicators are aligned with the “Initiatives” and may include goals from stakeholder entities ensuring that transformative practices become the educational services for our IDEAL-NM students.

### Benefit 3

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Student valued processes are woven into the IDEAL-NM methodology creating a continuous improvement structure will provide an environment that fosters relevant 21<sup>st</sup> century competencies, lifelong learning, and achievement.

## Implementation

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The implementation process ensures the opportunity gap among New Mexico IDEAL-NM students is addressed by targeting educational solutions. In order for any targeted intervention to succeed within the New Mexican community, it must have a foundation grounded in educational and cultural responsive practices. These targeted innovations through a collaborative of Professional Development will include reengineering current initiatives so that significantly aligned goals and interventions ensure an opportunity to learn for IDEAL-NM students.

## Summary

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PED “Initiatives” require an all-inclusive infrastructure that provides every educator with the resources to ensure access to best practices, research strategies, and technology enabling learners with targeted, innovative services. This essential infrastructure is far-reaching and demands a concerted and coordinated effort from New Mexico students, educators, families, and communities in order to be sustainable and prolific.

## Glossary

### Alignment Matrix

Demonstrate correlation of organizational goals and project goals

### Blended learning

“The simplest definition of blended learning is that it is an educational practice that combines elements of online and brick-and-mortar teaching and learning, but this definition is not nearly comprehensive. The International Association for K–12 Online Learning (iNACOL) defines blended learning as having three dimensions that demarcate the concept.”<sup>9</sup>

1. Scope may be a “blended learning program” or a “blended course”;
2. Blended learning combines two delivery modes of instruction, online and face-to-face; the communication in both modes is enhanced by a learning management system;
3. The role of the teacher is critical, as blended learning requires a transformation of instruction as the teacher becomes a learning facilitator; instruction involves increased interaction between student-and-instructor, student-to-content and student-to-student.

Although “blended learning is a noun, the term “blended” can also be an adjective that describes different units of education. “Blended” may describe:

- A course that combines face-to-face instruction and online instruction.
- A school that combines some fully face-to-face courses and some fully online courses.
- A school that offers mostly or entirely blended courses.
- A student’s coursework, if the student is self-blending by taking a la carte courses from a virtual school while also attending a traditional brick-and-mortar school.

Because blended combines online and face-to-face instruction, primarily at either the course or school level, one might argue that any course that is not entirely face-to-face or entirely online is by definition blended. Although this may be true in a semantic sense, it is not helpful in terms of defining practices or creating policies.

Two elements describe blended learning in a way that is useful in policy and practice:

1. Blended should describe courses and schools that have significant components of both online and face-to-face instruction and/or curriculum. A school that is online but has the option of a drop-in center for students, for example, should be considered online. A face-to-face course that adds a few digital resources but does not require their use, and does not shift instruction to the online environment, should be considered face-to-face.
2. Blended learning should significantly expand or transform instruction and learning.

Both of the above points defy easy categorization. Blended learning has sometimes been based on the percentage of instruction that takes place online, but the precision of a number (e.g., 65% of instruction take place online) obscures the fact that in practice determining a percentage of instruction is difficult. The second point, that blended learning should expand or transform learning, may be the salient point, but the question of how to determine transformation remains.

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<sup>9</sup> *A National Primer on K–12 Online Learning (Version 2, 2010)*, by Matthew Wicks and published by the International Association for K–12 Online Learning (iNACOL). Available at [www.inacol.org](http://www.inacol.org).

One important way that a blended approach can transform instruction is by providing a rich data stream about a student's learning that can be used by that student's teachers—both online and offline—to provide truly differentiated instruction. For example, in a blended middle school, reading comprehension data from students' online social studies course can be used by the face-to-face language arts teacher to determine small groups in the physical classroom."<sup>10</sup>

### **Content Management System (CMS)**

Computer system that allows publishing, editing, and modifying content as well as site maintenance from a central page—it provides a collection of procedures used to manage workflow in a collaborative environment. These procedures can be manual or computer-based.

### **Course Provider**

Person that supplies educational course content for distance learning courses

### **Cyber Academy**

Department's collaborative program that offers distance learning courses to all local distance learning sites

### **Distance Learning Course**

Educational course that is taught where the student and primary instructor are separated by time or space and linked by technology

### **Distance Learning Student**

Student who is enrolled in one or more distance learning courses for credit

### **Learning Management System**

Software application that facilitates online instruction and interaction between teachers and distance learning students

### **Learning Management System (LMS)**

Software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content—a robust LMS should be able to do the following:

- Learning management system is a system that can replace teachers, that's why this page is part of some courses, replacing teachers' work
- Centralize and automate administration
- Use self-service and self-guided services
- Assemble and deliver learning content rapidly
- Consolidate training initiatives on a scalable web-based platform
- Support portability and standards
- Personalize content and enable knowledge reuse

### **Local Distance Learning Site**

School district or charter school that offers and grants credit for distance learning courses to distance learning students enrolled in the school district or charter school

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<sup>10</sup> *Keeping Pace with K–12 Online Learning 2010*, evergreen educational group, pages 40–41, [www.evergreenedgroup.com](http://www.evergreenedgroup.com)

**Portal**

A Web-based interface for users

**Primary Enrolling District**

School district or charter school in which the distance learning student is enrolled

**Regional Host**

Educational institution or other person selected by the cyber academy to coordinate the delivery of distance learning courses within a broad geographic region of the state

**Service Center**

Single central facility where administrative and management functions of the cyber academy are physically located in New Mexico

**Acronyms**

<b>CCSS</b>	Common Core State Standards
<b>CMS</b>	Content Management System
<b>IES</b>	Institute of Education Sciences
<b>LMS</b>	Learning Management System
<b>NETP</b>	National Education Technology Plan 2010
<b>PED</b>	Public Education Department
<b>SIS</b>	Student Information System
<b>STARS</b>	Student Teacher Accountability Reporting System
<b>UNM</b>	University of New Mexico

## Appendix 1: Statewide Contract vs. Individual Contracts with Blackboard

The following table is a comparison of the statewide contract for the fourth year (\$1.6M) with the cost sharing (each of the 11 institutions and IDEAL-NM paying an equal percentage of the contract) vs. the cost for each institution and collectively if the contract were broken up into independent contracts.

School	Individual contracts with Blackboard	Cost Sharing (Statewide Contract)	Difference
Clovis Community College	\$ 227,900	\$ 130,000	\$ 97,900
Dine	\$ 165,400	\$ 130,000	\$ 35,400
Eastern New Mexico University (all campuses)	\$ 227,900	\$ 130,000	\$ 97,900
IAIA	\$ 165,400	\$ 130,000	\$ 35,400
Luna Community College	\$ 176,700	\$ 130,000	\$ 46,700
New Mexico Highlands University	\$ 227,900	\$ 130,000	\$ 97,900
New Mexico Institute of Mining and Technology	\$ 176,700	\$ 130,000	\$ 46,700
New Mexico Junior College	\$ 190,800	\$ 130,000	\$ 60,800
New Mexico Military Institute	\$ 165,400	\$ 130,000	\$ 35,400
Northern New Mexico College	\$ 227,900	\$ 130,000	\$ 97,900
Southwestern Indian Polytechnic Institute	\$ 176,700	\$ 130,000	\$ 46,700
Western New Mexico University	\$ 190,800	\$ 130,000	\$ 60,800
<u>IDEAL-NM</u>	\$ 385,000*	\$ 130,000	\$ 255,000
<b>TOTALS</b>	<b>\$ 2,415,500</b>	<b>\$ 1,690,000</b>	<b>\$ 725,500</b>

## Appendix 2: School District and Charter Web Portals

Entity	Users	Courses
Alamogordo Public Schools	5	2
Animas Municipal Schools	94	27
Aztec Municipal Schools	2	0
Capitan Public Schools	466	81
Carrizozo Public Schools	71	170
Central Consolidated Schools	22	129
Chama Valley Schools	5	0
Cimarron Municipal Schools	431	103
Clayton Municipal Schools	169	19
Cloudcroft Public Schools	80	29
Corona Public Schools	51	15
Deming Municipal Schools	14	17
Des Moines	7	3
Dexter Consolidated Schools	14	7
Española Public Schools	7	1
Gadsden City Schools	8	3
Grants Cibola County Schools	15	2
Hagerman School District	5	0
Hatch Municipal Schools	262	8
Hobbs Municipal Schools	1	0
Hondo Valley Public Schools	10	6
Jemez Mountain Schools	2	0
Jemez Valley Public Schools	132	2
Las Cruces Public Schools	25,318	65
Las Vegas School District	0	0
Lordsburg Municipal Schools	150	9
Los Lunas Public Schools	0	0
Loving Municipal Schools	197	16
Lovington Public Schools	1	0
Maxwell Public Schools	205	94
Mosquero Municipal Schools	30	13
Pecos Independent Schools	4	3
Portales High School	390	26
Quemado Independent Schools	2	7
Raton Public Schools	85	6
Reserve Municipal Schools	2	1
Roy Municipal Schools	39	31
Ruidoso Public Schools	600	47
San Jon	4	1
Socorro Municipal Schools	5	0
Springer Municipal Schools	12	6
T or C Municipal Schools	563	23
Taos Municipal Schools	0	15
Tularosa Public Schools	566	16
Vaughn Municipal Schools	0	0
Zuni Public Schools	16	2
REC 10	27	4
REC 3	195	12
REC 4	3	3
REC 9	134	15
NM School for the Blind and Visually Impaired	1	0
Ace Leadership High School	100	8
Alma d'Arte Charter High School	2	0

Entity	Users	Courses
Amy Biehl Charter High School	3	0
Bataan Military Academy	29	7
CEPI Charter School	108	10
Cottonwood Classical Prep Charter School	121	9
Gordon Bernell Charter High School	2	12
Master's Program	150	68
Media Arts Consolidated Charter School	326	87
NMMESA	4	0
Nuestro Valores Charter School	8	0
Robert F. Kennedy Charter High School	205	24
Sena Charter High School	318	180
Taos Academy Charter School	1	9
<b>Totals</b>	<b>31,799</b>	<b>1,453</b>

### Appendix 3: State Agency Portals

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The following New Mexico agencies have requested and implemented a portal.

Entity	Users	Courses
Adult Basic Education	217	26
Aging and Long Term Services	256	1
Board of Nursing	27	3
Center for Development and Disability	301	7
Center for the Education and Study of Diverse Populations	56	11
CYFD	2,109	17
Department of Game and Fish	5	0
DOH	43	9
DOH Education and Training	1,096	7
Dyslexia	221	1
Energy, Minerals and Natural Resources Dept.	10	3
Enlace	26	1
ENV	6	3
Human Services Department	1,954	24
Institute of Professional Development Online	4	5
K3 Plus	390	0
Motor Vehicle Department	352	3
New Mexico College Access Network	4	1
New Mexico Commission for the Deaf and Hard of Hearing	5	1
New Mexico Department of Transportation	70	4
New Mexico Leadership Institute	2	0
New Mexico Mounted Patrol	0	0
New Mexico State Library	24	0
NM Association of School Business Officials	4	2
NM Coalition of School Administrators	2	0
NM Department of Corrections	0	0

Entity	Users	Courses
NM Fire Training Academy	4	2
NM Museum of Natural History and Science	1	0
NMDWS	59	10
NMHED	20	6
NMRETA	106	18
OFBCI	34	7
Playas Training and Research Facility	91	0
Public Education Department	527	11
Regulation and Licensing Department	23	20
Risk Management Division	6	6
Rural Education Bureau	2	1
SRCA	114	5
State Personnel Office	60	1
State Purchasing	24	26
Taxation and Revenue Department	1,093	5
TeachNM	52	0
<b>Totals</b>	<b>9,400</b>	<b>247</b>

## Appendix 4: Higher Education Portals

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Higher Education Institution	Courses	Users
Luna Community College	660	1,883
Northern New Mexico College	625	5,754
New Mexico Highlands University	3,713	15,199
New Mexico Tech	318	3,801
New Mexico Junior College	1,092	5,715
New Mexico Military Institute	434	2,223
Clovis Community College	496	4,786
Eastern New Mexico University	13,255	21,588
Western New Mexico University	5,062	15,417
Dine College	98	1,258
Institute of American Indian Arts	97	362
<b>Total</b>	<b>25,850</b>	<b>77,986</b>

## Appendix 5: Considerations for Moving to In-state Hosting

PRE-REQUISITES	HUMAN RESOURCE	MIGRATION (HIGHER EDUCATION)	MIGRATION (K-12 & AGENCIES)	COSTS (ADD \$\$ AMOUNTS TO EACH ITEM)
<p>Technical Readiness</p> <ul style="list-style-type: none"> <li>• Hardware purchased and installed that mirrors the hardware configuration of BB managed hosting</li> <li>• Network bandwidth and routing to/from member sites</li> <li>• Snap mirror configuration set up between BB managed hosting and NM data center to allow simpler migration process.</li> </ul>	<p>Technical Support (Tier 1 and 2)</p>	<p>Timing:</p> <ul style="list-style-type: none"> <li>• 3 months minimum for planning and project management to identify problems and appropriately address them.</li> <li>• 6–18 months for actual migration and faculty and staff training.</li> </ul>	<p>Timing:</p> <ul style="list-style-type: none"> <li>• Minimum of 3 months of planning and project management to identify problems and appropriately address them</li> <li>• 6–8 months for actual migration and teacher/staff training.</li> </ul>	<p>Hardware Costs</p> <ul style="list-style-type: none"> <li>• Equipment costs will change in the 3 years of vendor hosting</li> <li>• The actual equipment in use at the time of migration are likely to change over the next 3 years; both in quantity and class of machine.</li> <li>• The software will change over the next 3 years that may call for architectural changes to the environment</li> </ul>
<p>Business Readiness</p> <ul style="list-style-type: none"> <li>• Sufficient long-term funding <ul style="list-style-type: none"> <li>○ Data center funded by earmarked annual state budgetary line item</li> <li>○ Data center funding structured to be billed back to end users (cost sharing)</li> </ul> </li> </ul>	<p>Technical Support Management &amp; Operation of a data center</p>	<p>Hardware Installation</p> <p>Installation of mirrored hardware environments</p>	<p>Hardware Installation</p> <p>Installation of mirrored hardware environments</p>	<p>Software Costs</p> <ul style="list-style-type: none"> <li>• Annual maintenance costs for the Bb licenses will need to be negotiated at the time of migration</li> <li>• Choice of Monitoring and other infrastructure support software must be determined and pricing negotiated at that time</li> </ul>
<p>Licensing</p> <ul style="list-style-type: none"> <li>• Agreements for BB products (self-hosted) have been established with budgetary plan to continue licensing and maintenance (including customizations) indefinitely</li> <li>• Agreements in place for all third party software components in use</li> </ul>	<p>Database Administrator (Oracle)</p>	<p>Test Migrations</p> <p>Complete set of test migrations for all nine IHEs</p>	<p>Test Migrations</p> <p>Complete test migration for the K-12 and agency instance.</p>	<p>Facilities Costs</p> <ul style="list-style-type: none"> <li>• Location and type of facility can vary widely; no determination of this can be made at this time.</li> <li>• Labor costs for build out of facility or lease of existing facility cannot be determined</li> </ul>

PRE-REQUISITES	HUMAN RESOURCE	MIGRATION (HIGHER EDUCATION)	MIGRATION (K-12 & AGENCIES)	COSTS (ADD \$\$ AMOUNTS TO EACH ITEM)
<p>Operational Readiness</p> <ul style="list-style-type: none"> <li>• Human Resources <ul style="list-style-type: none"> <li>○ Sufficient permanent staff established to maintain SLAs with member entities</li> <li>○ Staff with technical expertise in Oracle DB administration and troubleshooting</li> </ul> </li> </ul>	<p>System Administrator (Linux)</p>	<p>TEST PLANS</p> <p>Development and execution of formal test plans for <u>each</u> IHE's BB installation/migration:</p> <ul style="list-style-type: none"> <li>• Working with building blocks providers to assist with the configuration changes in the new environments</li> <li>• Ensuring the data backups can be restored as necessary</li> <li>• Testing failover scenarios in the event of a data center or regional disaster</li> <li>• Downtime of at least 2 days for production migration</li> </ul>	<p>TEST PLANS</p> <p>Development and execution of formal test plans for key stakeholders at the district and state agency level to validate the test migration.</p> <ul style="list-style-type: none"> <li>• Working with building blocks providers to assist with the configuration changes in the new environment</li> <li>• Ensuring the data backups can be restored as necessary</li> <li>• Testing failover scenarios in the event of a data center or regional disaster</li> <li>• Downtime of at least 2 days for production migration</li> </ul>	<p>Human Resource Costs (Staffing)</p>
<p>Procedural Readiness</p> <p>Operational procedures established in data center:</p> <ul style="list-style-type: none"> <li>• Backup &amp; Recovery</li> <li>• Infrastructure Monitoring</li> </ul>	<p>Infrastructure Support</p> <ul style="list-style-type: none"> <li>• Network Administration</li> <li>• Server Administration</li> <li>• Storage Management</li> <li>• Security</li> <li>• Performance Engineering</li> </ul>	<p>URL CHANGES</p> <p>A change to all URL's because users currently use addresses in the "blackboard.com" domain; URL changes must be clearly announced multiple times to end users well in advance of a migration.</p>	<p>URL CHANGES</p> <ul style="list-style-type: none"> <li>• Management of over 100 DNS names (distinct URLs) because district s and agencies use addresses in the "blackboard.</li> <li>• Acquisition of domain names and establishment of sub-domains.</li> </ul>	<p>Other Costs</p>

## Appendix 6: Moving to an open source LMS from a proprietary LMS

The following are considerations for moving only the K–12 instance from the current proprietary LMS (Blackboard Classic) to an open source LMS like Moodle or Sakai.

Course Migration: Moving courses from current LMS to open source LMS

- \$200,000 for enhancements and integrations of current licenses for other course building blocks
- \$190,000 to redo support resource site including all online forms and documentations
- \$175,000 to retrain eTeachers, staff, and site coordinators
- \$354,000 for miscellaneous costs, such as migrating course content from one system to another

**Estimated Total Costs of course migration: \$565,000**

Hosting: The major financial cost of operating a course management system is hosting, through an application service provider or in-house. The following summarizes current per user outsourced hosting charges (annual) for a single institution using Blackboard Hosted Solutions, as well as two major hosting providers for Moodle and Sakai.

Vendor	Per User Cost	Total for 33,500 Users
Blackboard Hosted Solutions	\$4.11	\$137,685
Moodle (Moodle Rooms)	\$5.00	\$167,500
Sakai (Longsight Group)	\$7-10	\$234,500 to \$335,000

Salaries: Below is an annual estimate of costs associated with technical support and administration of an open source LMS

Item/Position	Cost
Oracle DBA	\$160,000
Technical Service Manager	\$65,000
Application Monitoring 24X7 (4 FTE @ 50K each)	\$200,000
Security Guard for Data Center	\$40,000
Hardware	\$300,000
Maintenance Agreements on Hardware	\$50,000
Additional Licensing of software for disk RAIDS, databases, backup, monitoring, load balancing, etc.	\$40,000
<b>Estimated Total Annual Costs</b>	<b>\$855,000</b>

*Total annual amount currently paid for Blackboard: \$180,000*

*Other long term costs include:*

- Running dual systems in parallel for at least one year
- Retrain teachers and staff
- Course migration
- Development of new training and support resources and materials
- Retrain support staff
- Replace current BB enhancements
- Hosting (local or vended)?