

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100036**

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424

Version 02

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

| | |
|---------------------|--------------------------|
| * 3. Date Received: | 4. Applicant Identifier: |
| 12/4/2009 | |

| | |
|--------------------------------|---------------------------------|
| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: |
| | NA |

State Use Only:

| | |
|----------------------------|----------------------------------|
| 6. Date Received by State: | 7. State Application Identifier: |
| | |

8. APPLICANT INFORMATION:

* a. Legal Name: New Mexico Education, Department of

| | |
|---|---------------------------|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
| 856000565 | 808561690 |

d. Address:

| | |
|----------------------|----------------|
| * Street1: | 300 Don Gaspar |
| Street2: | |
| * City: | Santa Fe |
| County: | Santa Fe |
| State: | NM |
| Province: | |
| * Country: | USA |
| * Zip / Postal Code: | 87501 |

e. Organizational Unit:

| | |
|-----------------------------|---------------------------------|
| Department Name: | Division Name: |
| Public Education Department | Information Technology Division |

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

| | | | |
|--------------|-----|---------------|--------|
| Prefix: | Mr. | * First Name: | Robert |
| Middle Name: | | | |

* Last Name: Piro

Suffix:

Title: CIO

Organizational Affiliation:

New Mexico Public Education Department

* Telephone Number: (505)476-0545 Fax Number:

* Email: ROBERT.PIRO@STATE.NM.US

Application for Federal Assistance SF-424 Version 02

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:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Institute of Education Sciences;(IES) Grant Program for Statewide Longitudinal Data Systems Recovery Act Program (ARRA) CFDA 84.384A

13. Competition Identification Number:

84.384A2009-1

Title:

Statewide Longitudinal Data System

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

New Mexico State

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

New Mexico Achieving Collaborative Heights in Education Via e-Systems (NM-ACHIEVeS). NM-ACHIEVeS will collect essential data elements from the state's Pre-K, K-12, Postsecondary and workforce databases to create a complete SLDS.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 3

* b. Program/Project: 1,2,3

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 4/30/2013

18. Estimated Funding (\$):

| | |
|----------------------|-------------|
| a. Federal | \$ 19997450 |
| b. Applicant | \$ |
| c. State | \$ 4000000 |
| d. Local | \$ 0 |
| e. Other | \$ |
| f. Program Income | \$ |
| g. TOTAL | \$ 23997450 |

*** 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.)**

Yes No

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: Robert

Middle Name:

* Last Name: Piro

Suffix:

Title: CIO

* Telephone Number: (505)476-0545 Fax Number:

* Email: ROBERT.PIRO@STATE.NM.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
New Mexico Education, Departmen...

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 | \$ 1,042,000 | \$ 1,180,000 | \$ 1,105,000 | \$ 0 | \$ 0 | \$ 3,327,000 |
| 2. Fringe Benefits | \$ 364,700 | \$ 413,000 | \$ 386,750 | \$ 0 | \$ 0 | \$ 1,164,450 |
| 3. Travel | \$ 55,000 | \$ 70,000 | \$ 65,000 | \$ 0 | \$ 0 | \$ 190,000 |
| 4. Equipment | \$ 491,000 | \$ 26,500 | \$ 20,000 | \$ 0 | \$ 0 | \$ 537,500 |
| 5. Supplies | \$ 24,500 | \$ 27,000 | \$ 27,000 | \$ 0 | \$ 0 | \$ 78,500 |
| 6. Contractual | \$ 3,050,000 | \$ 3,300,000 | \$ 1,650,000 | \$ 0 | \$ 0 | \$ 8,000,000 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 2,200,000 | \$ 350,000 | \$ 350,000 | \$ 0 | \$ 0 | \$ 2,900,000 |
| 9. Total Direct Costs (lines 1-8) | \$ 7,227,200 | \$ 5,366,500 | \$ 3,603,750 | \$ 0 | \$ 0 | \$ 16,197,450 |
| 10. Indirect Costs* | \$ 250,000 | \$ 250,000 | \$ 250,000 | \$ 0 | \$ 0 | \$ 750,000 |
| 11. Training Stipends | \$ 350,000 | \$ 1,750,000 | \$ 950,000 | \$ 0 | \$ 0 | \$ 3,050,000 |
| 12. Total Costs (lines 9-11) | \$ 7,827,200 | \$ 7,366,500 | \$ 4,803,750 | \$ 0 | \$ 0 | \$ 19,997,450 |

***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: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 21.3%

(3) 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 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
New Mexico Education, Departmen...

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 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 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 2. Fringe Benefits | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 3. Travel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 10. Indirect Costs | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Robert Piro

Title: CIO

Date Submitted: 12/02/2009

Disclosure of Lobbying Activities

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

| | | |
|---|---|--|
| 1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance | 2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award | 3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report: |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: NM Public Education Department Address: 300 Don Gaspar City: Santa Fe State: NM Zip Code + 4: 87501- Congressional District, if known: | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: Department of Education | 7. Federal Program Name/Description: Application for Grants under SLDS CFDA Number, if applicable: 84.384A | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$0 | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: - | |
| 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 this 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. | Name: Robert Piro Title: CIO Applicant: New Mexico Education, Department of Date: 12/02/2009 | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) |

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 any 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 or 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 Education, Department of

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Robert Middle Name:
Last Name: Piro Suffix:
Title: CIO

Signature: Date:
_____ 12/02/2009

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **NMACHIEVeS Abstract FINAL.pdf**

Project Abstract

New Mexico Achieving Collaborative Heights in Education Via e-Systems (NM-ACHIEVeS) will reform use of public education, higher education, and workforce data to better inform policy and improve student instruction for New Mexico's unique, multi-cultural population across the state's large, desert-to-mountains geography.

The NM-ACHIEVeS project builds on a foundation of education, government, institutional and business support, and accelerates the implementation of an expanded and improved statewide longitudinal data system (SLDS). New Mexico's SLDS goal – to complete development and ensure appropriate use of a P-20 SLDS to improve policy and instruction for students and the workforce – is tied to the state's educational reforms, which have been developed with input from multiple state agencies, educational institutions, business, and industry. To accomplish this goal, NM-ACHIEVeS will: 1) Improve data quality and consistency; 2) Improve data access; 3) Expand and enhance data reporting; 4) Ensure appropriate user roles, security and access; and 5) Expand statewide training for data use to support instruction and policy.

This proposal began with a thorough review of multiple agencies' (Public Education, Higher Education, Children Youth and Families, Workforce Solutions, the Office of Education Accountability and the Governor's Office) existing computing capabilities as related to their missions to improve education and workforce outcomes. Central activities are: 1) Technology needed to build a fully-functional P-20 SLDS; 2) Development of SLDS governance and management; 3) Personnel augmentation; and 4) Training and Technical Support for policy-makers, teachers, and school principals to improve student achievement in the classroom.

NM-ACHIEVeS' six outcomes are:

- 1) P-20 SLDS;
- 2) New data collection, audit and data access systems;
- 3) Reports for policy, instruction, and accountability;
- 4) Project LEARN;
- 5) New e-Transcript system; and
- 6) Centralized student information system for small districts and charter schools.

NM-ACHIEVeS will be able to follow individual students and teachers across time in order to identify: students in need of specialized support; successful teaching practices and teacher development programs; effective remediation offerings; alternative pathways to high school graduation; and postsecondary access. Furthermore, the SLDS will provide public accountability and accessibility. It will provide a solid foundation with which to make state policy with data from public school student assessment data through post-doctoral concentrations and on to employment history. NM-ACHIEVeS' timely data will be used to prompt student and workforce achievements to excel beyond the high expectations set by stakeholders. New Mexico students will become the future local workforce needed to meet the demands of the state's national laboratories, high-tech industries, and businesses.

The attached Project and Budget Narratives reflect the New Mexico approach in using the SLDS Grant to ensure we address the capabilities and elements required to improve and expand our data systems.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **30** Uploaded File: **NM ACHIEVeS Project Narrative FINAL.pdf**

Section 6 – Project Narrative

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Introduction

New Mexico's population of nearly 2 million ranks 36th and is the sixth most sparsely inhabited state in the country. Among U.S. states, New Mexico has the highest percentage of Hispanic Americans at 45%. New Mexico also has the second highest percentage of American Indians accounting for 10% of the state's total population. Poverty casts a long shadow over the state with nearly one in four of New Mexico children now living in poverty. Students living in poverty are at greatest risk for having poor academic achievement and dropping out of school. As a minority-majority state New Mexico has substantial achievement gaps. This, and the rural nature of the state, point to the critical importance of having quality data to inform policy and pedagogy for students.

New Mexico is a state with both significant opportunities and challenges. Nationally recognized for its rigorous standards and assessments and consistently rated above the national average on measures such as Education Week's annual Quality Counts report, New Mexico has made strides in improving teacher quality, accountability and salaries through the implementation of a three-tiered licensure system, which raises accountability standards for higher minimum salaries. This system has been nationally lauded by groups such as the American Federation of Teachers.

Despite these successes, New Mexico continues to face a substantial achievement gap. The implementation of No Child Left Behind highlighted this gap, and schools are failing to meet the increasing accountability targets at an accelerating rate. In 2009, 568 of the 820 schools rated failed to make Adequate Yearly Progress, meaning that a full 69% of schools failed to meet one or more targets. One hundred and sixty-one of those schools are now designated as being in Restructuring II, the most severe category of school improvement. In both reading and math, significant disparities exist between subgroups across grade levels, with Asian and Caucasian students out performing Hispanic, American Indian and Black students. In addition, student performance, particularly in math, declines after elementary school. For instance, postsecondary institutions have to provide remediation in both math and reading for 50% of the incoming freshmen from New Mexico Public High Schools.

The National Report Card on Higher Education consistently gives New Mexico an "A" for college participation (2002, 2004 and 2006). New Mexico has a great record for access, due in part to the Legislative Lottery Scholarship, which provides free tuition at any state college or university for eligible students who attend college immediately after high school graduation. This achievement at getting students into college does not paint the full picture, however. When it comes to affordability and completion, New Mexico remains among the worst in the country receiving an "F" and a "D" respectively. Students grossly underrepresented at postsecondary institutions are those from the most rural geographic areas, particularly Hispanics, American Indians from reservations, those who have the lowest income levels, and those who are first-generation college attendees.

In its report "Knocking on the Door", the Western Interstate Commission on Higher Education (WICHE) notes that in New Mexico "*beginning in 2009-10, the number of graduates is forecasted to diminish through 2013-14, assuming a continuation of existing patterns of enrollment, progression, and completion. In that span, (New Mexico) is projected to lose over 1,200 graduates, a slide of about 6.4 percent.*" This net loss of educated people ready to fill the state's workforce needs could have a dramatic effect on the economy. It can only be reversed if those existing patterns change. New Mexico needs to ensure that as many high school students as

possible make it into college and graduate. Clearly, fundamental educational challenges remain in the state, including how to address critical achievement gaps and how to track and demonstrate whether and how reforms and policies are making a difference. With assistance from the federal Institute of Education Sciences grant being applied for to develop a statewide longitudinal data system, these challenges can be addressed, corrected and overcome. In order to ensure educators and policy makers have these kinds of data, the state is proposing the development and implementation of the **New Mexico Achieving Collaborative Heights in Education Via e-Systems (NM-ACHIEVeS)**. [Please note: within this proposal the authors have chosen to use the colloquial use of “data” as singular and analogous to “information”.]

(a) Need for SLDS Project

As outlined below, New Mexico currently has a series of agency-specific data systems, which collect information from constituent groups (including pre-schools, schools, universities and workforce centers), but do not easily or adequately merge the data. Despite this, New Mexico has made important progress in education reform, although significant challenges remain in improving student success from early childhood through public education and on into higher education and the workforce. This is why a Statewide Longitudinal Data System (SLDS) is crucial. First, teachers need to have timely and usable data in order to target instruction to effectively meet the needs of diverse students. Second, principals need data on their teachers’ efficiency to make sure the most effective teachers work with the students who need them most, and can provide the kinds of professional development that will strengthen schools. Third, superintendents need data on how schools are performing to provide the kinds of interventions that will make a difference for those schools in need of improvement. Fourth, faculty and administrators in colleges and universities need information on college student performance to work collaboratively with Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) to ensure more students are successful. Fifth, state-level policy makers need information on how students throughout the P-20 and workforce systems meet critical academic, social and career goals to inform effective policy implementation and resource deployment.

The State of New Mexico IT Strategic Plan FY2010-FY2013 envisions just such an initiative as NM-ACHIEVeS, which will “develop and implement procedures to standardize data elements, determine data ownership and ensure data sharing among executive agencies.”

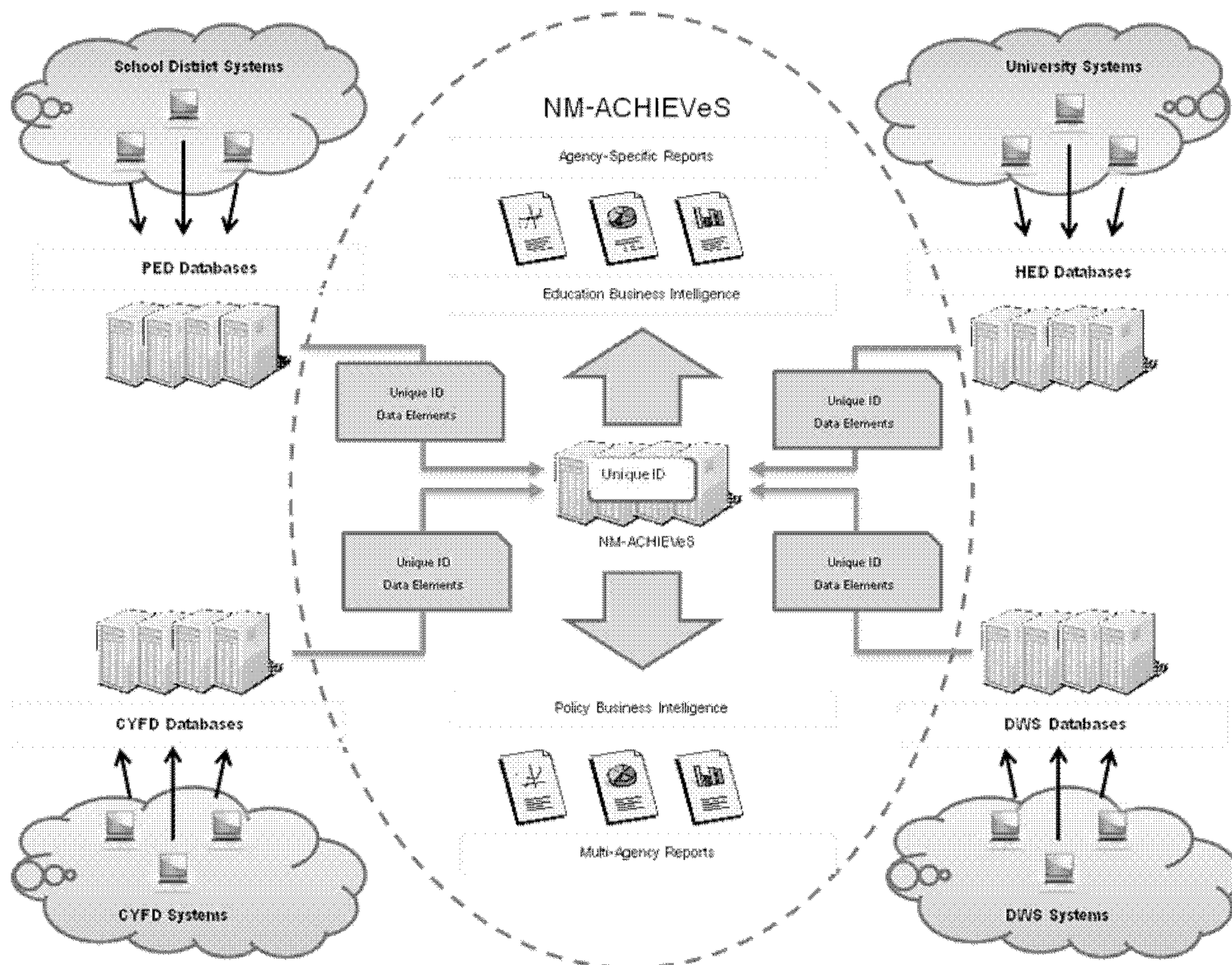
Specifically the plan proposes this strategy: “To identify and develop multi-agency service delivery applications providing comprehensive and easy to use access to government services. To establish and maintain a State of New Mexico Government agency application information map that will outline how information technology is used to provide services. The information map will be used to provide a background for agency and enterprise IT planning, including the development of interagency data-sharing programs.”

Over the term of the current Executive, New Mexico Governor Bill Richardson has proven to be a champion of education. One Executive Order in particular, the creation of a P-20 Data Warehouse Council outlines clear goals that support the NM ACHIEVeS Project. This executive order (EO 2009-019) was signed in June 2009 and created the Data Warehouse Council (DWC) which consists of eight agency secretaries, representatives from three executive agencies (including the Governor’s Office), three school district superintendents and three university presidents. The council’s goals include identifying ways to improve P-20 student success through the educational and workforce systems and providing timely data to teachers, principals,

parents and policy makers in order to assist these efforts. One of the outcomes of the DWC is the drafting and completion of this grant application.

The Public Education Department (PED), Higher Education Department (HED), Children, Youth and Families Department (CYFD), and Department of Workforce Solutions (DWS) currently have data systems that collect information from constituent groups including pre-schools, schools, universities, workforce centers and others. NM -ACHIEVeS will consolidate portions of this data into a common data collecting and reporting system. To accomplish this, New Mexico needs to update or replace data collection systems at the agencies, link these systems through a common, unique identifier using XML and NCES standards as appropriate, and amass relevant data elements into one data warehouse. A high-level illustration of this system is provided below, with the NM-ACHIEVeS system shown in the dotted oval.

Illustration 1 - High-level illustration of NM-ACHIEVeS



NM-ACHIEVeS will gather information from a variety of agency data sources and, using the Unique ID, promote informed discussion and enable action using reporting and other business intelligence tools.

The proposed system will enable both standardized and ad-hoc reporting capabilities to address transparency and accountability. Further, NM-ACHIEVeS will inform policy based on reliable, appropriate data and practice for continuous improvement of student achievement. These reports will, among other things, provide the basis for new legislation, new and enhanced teaching practices and other reforms.

NM-ACHIEVeS will address current state needs by putting business intelligence tools at the fingertips of students, educators, administrators, and the workforce in order to make better informed decisions about educational best practices, students' early career planning, school personnel/teacher development and workforce evaluation. Success in this grant application will allow the first year to plan, design and begin implementation of NM-ACHIEVeS and focus training on quality of data-entry; in the second year, focus on data acquisition, report generation and technology training; and, during the third year, complete implementation and finish with end-user training.

New Mexico's current education and economic data systems are independent and disparate and highlight the need for this SLDS. Failure to meet project goals and timelines outlined in this grant application would mean continued reliance on New Mexico's current data systems and would result in more examples such as the following vignettes:

Data Sharing Among State Agencies: *With the capture of the Unique ID (the unique student identifier) on all Dual Credit students in the state, Dual Credit represents the first of New Mexico's individual student level longitudinal data capability that spans both of New Mexico's major education databases. More data than ever before is available on the 9,951 dual credit students who participated in the 2008-2009 academic year. For instance, before that year neither the PED nor the HED could provide definitive answers to such basic questions as the number of students in the program. Both agencies have begun to collect, compile and disseminate the basic questions and much more (see Killer Questions Matrix in Table 1). While this progress is noteworthy, the two agencies are still not able to find agreement on the number of students enrolled, and differences in agency-level data are significant. A number of factors are at play, including reporting discrepancies between agencies and the number of reporting entities involved (24 IHEs 89 LEAs, and many charter schools).*

In the absence of a recognized SLDS, New Mexico is forced to choose between un-aligned agency data sets. NM-ACHIEVeS will resolve this and similar issues by aligning and creating common elemental data standards and storing and retrieving these elements from a common data warehouse. Further, New Mexico has never had a systematic reliable method to track student outcomes into the workforce. The Unique ID match to Social Security Number (SSN) and the opportunity to build the Unique ID in future DWS systems might be the best solution to tie workforce data to student data while protecting the confidentiality of data, whether of the individual student or employer specific.

Data Sharing Among State Institutions and a State Agency: *The release of New Mexico's first four-year cohort high school graduation data illustrated the divide between the data entered at the school district level and the results when reviewed as a whole. Now that there is longitudinal data to review, issues related to data quality rise to prominence. Districts self report data to the PED as a part of the statewide accountability system and are given two opportunities per quarter to review, update, and validate submissions. For 2008, the submitted data resulted in a preliminary state cohort graduation rate of 54%; upon dissection and review, several districts*

questioned the validity of their rates and, as a result, revisited their own data. There were a total of 15,834 changes to districts' reports after the reporting deadline. For the certified cohort graduation rate, 73% of school districts statewide changed between 0-5 percent on self-reported corrections, resulting in a certified cohort graduation rate of 60%.

*PED Secretary Veronica Garcia articulated the challenges associated with collecting, reporting, and using the **data** necessary to drive improvement of the education system: "While the overall statewide 2008 graduation rate is up from preliminary numbers, 60 percent is no cause for celebration. It would be unconscionable to lose New Mexico's sense of urgency to address New Mexico's serious dropout problem." This experience illustrates the importance of using data in the review and improvement process; it demonstrates to New Mexico the power of longitudinal data to inform; and it highlights critical areas for system review and improvement.*

***Data Use for Student/Career Outcomes:** New Mexico needs to connect student performance with subsequent employment records to clearly measure the successes and gaps in education. Not only is it important to know the final graduation rate, it is also important to know where those dropouts ended up. Do they show up in the workforce? In particular industries? On the streets? While graduation rates are important, so are employment outcomes. Is New Mexico educating an employable workforce? Are students staying in New Mexico or leaving for better jobs, presenting the state with a brain-drain issue? Anecdotal information raises questions about the possibility that some industries, such as oil and gas, have high wages that draw students out of high school and affect the graduation rate. A connection to employment records so that education policy can be aligned with business needs and business needs aligned with education for data-informed decision-making is necessary. With the appropriate data, this, and other related issues could be addressed by working with companies to provide a program, such as an apprenticeship, so students could complete high school requirements.*

New Mexico is building a decision-making culture centered on research, access to information and transparency. To accelerate this, NM-ACHIEVeS will collect essential data elements from the state's PreK, K-12, postsecondary and workforce databases to create a complete SLDS. This will enable New Mexico to expand understanding of data relationships, report on information such as student progress and outcomes, and enhance the services delivered to customers.

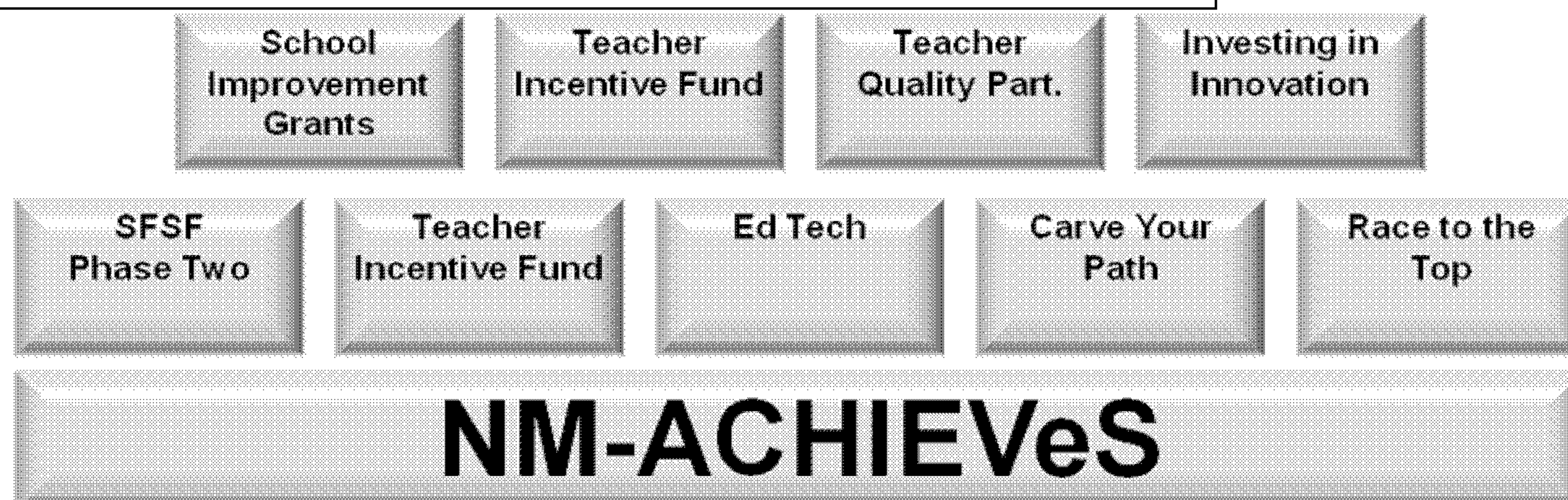
Therefore, New Mexico's goal is to complete development and ensure appropriate use of a P-20 longitudinal data system to improve policy and instruction for students and the workforce. To accomplish this, NM-ACHIEVeS will:

- 1. Improve data quality and consistency;**
- 2. Improve data access;**
- 3. Expand and enhance data reporting;**
- 4. Ensure appropriate user roles, security and access; and**
- 5. Expand statewide training for data use to support instruction and policy.**

As outlined in this proposal, NM-ACHIEVeS is a robust system that supports needed transparency, accountability and improvement. It will address, through the Outcomes in Section (b), the four assurances of the American Recovery and Reinvestment Act by focusing on standards and assessments, data to foster continuous improvement, teacher quality and distribution, and support and intervention for lowest performing schools. New Mexico is coordinating the work of NM-ACHIEVeS with the Race to the Top, School Improvement,

Investing in Innovation and other project planning to ensure that New Mexico’s approach is integrated, comprehensive and cohesive, as shown below.

Illustration 2 - ARRA Projects Integration Approach



Through a series of initiatives, such as Carve Your Path, the College and Career Ready Policy Institute and work with the Southwest Comprehensive Center, New Mexico has included families, educational leaders, policy makers, and business and philanthropic entities in the entire process of education reform. In this way, a broad cross-section of New Mexicans are coming to understand the need for and are supportive of NM-ACHIEVeS as critical to education and career success. In fact, NM-ACHIEVeS will work in coordination with the newly emerging Carve Your Path, a student-centered data tool to explore careers, plan course work, and review assessments, which is being developed by PED, HED, DWS and others within the state.

As noted in the illustration above, the grant funding for this project will work in conjunction with other projects, such as those provided under the State Fiscal Stabilization Fund. This work illustrates a commitment on the part of CYFD, PED, HED and DWS to develop and use data systems in the advancement of essential education reforms to benefit PreK, elementary, secondary and post-secondary education students for success in their careers, to increase teacher effectiveness, to distribute qualified teachers throughout the state, and to assist in increasing performance of all schools, especially those in need.

Ensuring That New Mexico’s Key Questions Guide the Development of the Data System

New Mexico’s educational leaders have worked hard to identify those core questions educators and policy makers often have when they attempt to use data to make important decisions. For example, when teachers have state reading assessment data about their individual students, they might ask, “Now that I know these students are having difficulty with comprehension, now what do I do?” Policy makers, for example, might look at longitudinal drop-out data and ask, “What intervention programs should we implement that will make a difference?” Understanding what kinds of core questions educator and policy makers are likely to ask is critically important to developing an effective longitudinal database. Otherwise, states run the risk of developing data systems that provide information no one really needs.

New Mexico has worked collaboratively with a number of other states and organizations, including the Data Quality Campaign (DQC), to better understand these core questions and the term “killer questions” has been coined to convey how difficult these questions are and how often they come up in data-informed decision-making discussions. Killer questions are data, instructional, policy and political questions which need to be addressed within schools and across

agencies and institutions in order to improve educational and career advancement within the state. One of the reasons to call them killer questions is because they lead directly to debates about instructional effectiveness, accountability, statutes, regulations, budgets, diverse political perspectives, and issues of authority.

The statewide longitudinal data system presented in this proposal will focus on gathering the most accurate information needed to answer the data questions in a timely manner so educators and policy makers can then focus attention on answering the instructional, policy, and political questions that need to be addressed if data is truly going to inform decision-making and positively impact achievement.

Table 1 provides an example of this framework and outlines the kinds of questions that New Mexico will address with this system.

| Table 1. Sample of New Mexico’s “Killer Questions” | | | | |
|---|---|--|---|---|
| Question Type | Data Questions | Instructional Questions | Policy Questions | Political Questions |
| Policy Elements | Data For Advocacy, Accountability and Improvement | Instructional Approaches, Curriculum, Resources | Statute, Regulation, Standards, Frameworks, Budget | Diverse Perspectives, Power Groups, Practices & Behaviors |
| Example 1 | <ul style="list-style-type: none"> •What percentage of students score proficient or above on achievement tests in math or reading? •What are the achievement gaps among different groups of students? | <ul style="list-style-type: none"> • How should these teachers change instruction so these students better understand mathematics? •How can the curriculum be improved to help students attain proficiency in reading? •How can these teachers be reassigned to ensure that specific students are getting the assistance they need? | <ul style="list-style-type: none"> •How should the certification requirements for teachers be strengthened? •What kinds of instructional interventions should be implemented? •How will these reforms and interventions be funded? | <ul style="list-style-type: none"> •Who has the influence to change how teachers are prepared? •What groups control professional development? •Who controls where the most effective teachers and principals are placed? •Who evaluates the teachers? •Who can change how resources are allocated? |

| | | | | |
|----------------------|--|--|---|---|
| <p>Example 2</p> | <ul style="list-style-type: none"> •What percentage of ninth graders enter college four years later? •What percentage of high school graduates take remedial courses in college? | <ul style="list-style-type: none"> •What curricular changes should be made to keep students engaged in school? •How does New Mexico increase parental and community involvement to reduce dropouts? •What specific changes should be made in the middle school and high school curriculum to ensure students are ready for college? | <ul style="list-style-type: none"> •What changes should be made in high school standards and teacher training to ensure more students graduate ready to succeed in college? •What statutory changes should be enacted to better align the curriculum between high school and college? •How will these initiatives be funded? | <ul style="list-style-type: none"> •Who has the influence to change practices and behaviors in high school? •Who has the power to get colleges and high schools to talk to one another? •What are the conflicts between cultural values and current approaches to education and how might these be resolved? |
|----------------------|--|--|---|---|

When Governor Richardson’s promulgated his EO 2009-019: *Establishing the New Mexico Data Warehouse Council*, it included a description of the kinds of data reports the state needs to strengthen its efforts to improve education. Clearly, the data that would be included in any one of these reports would lead educators and policy makers directly into the tough but necessary questions dealing with instruction, policy, and politics.

This list of reports identified in EO 2009-019 includes, but is not limited to, those that:

- connect student records from pre-kindergarten through postgraduate education and on into the workforce;
- connect public school educator data to student data;
- report high school longitudinal graduation and dropout data, including information that distinguishes between dropouts or students whose whereabouts are unknown and students who have transferred;
- provide postsecondary remediation data;
- report to New Mexico public high schools on their students who enroll in a public postsecondary educational institution regarding freshman-year outcomes;
- provide postsecondary student completion status; and
- connect performance with financial information at all levels.

One of the most important objectives of the statewide longitudinal data system is to ensure New Mexico can address the four assurances that are central to the American Recovery and Reinvestment Act (ARRA). One of those assurances, for example, is that the state will provide intensive and effective interventions for the lowest-performing schools. New Mexico understands gathering data needed to meet this assurance is only the first step. Clearly, New

Mexicans will have to grapple wisely with the instructional, policy, and political questions that come with intervening in and turning around low-performing schools.

By implementing NM-ACHIEVeS and related outcomes of this project, New Mexico will be able to address state-specific data needs that currently present challenges. Families, educators, policy makers and business people have additional unique questions and NM-ACHIEVeS will create specific reports to address these questions with the goal of making targeted information available to audiences in a timely manner.

The overarching need of the NM-ACHIEVeS Project is connectivity between systems and stakeholder access so these elements become meaningful and work for New Mexico.

Of the seven required capabilities (further detailed with relevant SLDS grant outcomes in Appendix C of this proposal), New Mexico has one capability completed and will complete the remaining six through NM-ACHIEVeS.

- 1) **P-20 linkages over time:** PreK to PED and HED to workforce linkages in place, but common links among all four by expanded use of the Unique ID will be developed under this grant.
- 2) **Interoperability with LEAs, other agencies within NM, other states:** Once expanded use of Unique ID (Capability 1) is developed, interoperability between LEAs, agencies and other states will be developed under this grant.
- 3) **Teacher-student link:** The link between CYFD and PED is complete; once expanded use of Unique ID (Capability 1) and Interoperability (Capability 2) are developed with PED, HED and DWS, the teacher-student link will be developed under this grant across all agencies.
- 4) **Teacher certification, preparation data:** Complete.
- 5) **Information for principal, teacher and parent decisions:** The capability partially exists but is not complete or easily accessed. Once complete information is identified and collected, easy access for principals, teachers and parents will be developed under this grant.
- 6) **Data quality audits:** Agencies have data transport quality and integrity systems that are complete, but checks on data entry and accuracy will be developed under this grant.
- 7) **Meet reporting requirements:** State and Federally mandated report requirements are complete or in progress, but accessible and transparent reports for policy makers, educators and families will be developed under this grant.

According to the DQC, New Mexico has 9 of 10 essential elements (up from 5 essential elements in 2005), which translates to having 11 of the 12 America COMPETES Act elements (further detailed with relevant SLDS grant outcomes in Appendix C of this proposal). New Mexico will bring all elements to full functionality through the successful completion of NM-ACHIEVeS.

- 1) **Unique Student ID:** PreK through secondary use of unique ID is complete; use by postsecondary has been established and will be completely developed under this grant.; use by workforce will be developed under this grant.
- 2) **Student level enrollment, demographics, and participation:** Data system collections of common enrollment, demographic and participation data for PreK - secondary - postsecondary - workforce is complete but standardization across agencies will be developed under this grant.

- 3) **Student level information about points at which a student exits, transfers in/out, drops out, or completes PreK – 16:** Course and program enrollment data are complete, but specific information about students who do not graduate (dropout vs. home school vs. transfer to other state) will be developed under this grant.
- 4) **Capacity to communicate with Higher Education System:** Once expanded use of Unique ID (Capability 1) is developed, individual student tracking into HED will be developed under this grant.
- 5) **State Data Audit assessing data quality, validity, and reliability:** State data quality and validity systems are significantly complete, but systems to build reliability evidence will be developed under this grant.
- 6) **Yearly Test Records:** Complete
- 7) **Information on students not tested by grade and subject:** Complete.
- 8) **Teacher ID with ability to match individual teachers to individual students:** Complete.
- 9) **Student level transition information including course completion and grade earned:** Student level transition and course completion information is complete, but capturing all course grades is under development.
- 10) **Student level college readiness:** This element is under development.
- 11) **Data on student transition from secondary to postsecondary, including remedial coursework enrollment:** A manual process to assemble this data is completed; once expanded use of Unique ID (Capability 1) is developed, systemic individual NM student tracking into HED will be developed under this grant.
- 12) **Data necessary to address alignment and adequate preparation for success in postsecondary:** Once expanded use of Unique ID (Capability 1) is developed, systemic individual NM student tracking (linked with Teacher ID) into HED will be developed under this grant.

Three of the additional fundamental concepts of the DQC—privacy, access, and training and professional development—are among the goals and outcomes of the NM-ACHIEVeS initiative, and are incorporated into the charge of the DWC. While individual data elements and information are in the New Mexico data systems, the ability to easily and reliably connect them to provide answers to the tactical, strategic and policy questions does not currently exist. Ensuring NM-ACHIEVeS has all of the seven SLDS system capabilities and full capture and use of the twelve elements will allow the state to address the key education questions.

LEA administrators had a taste of the power of data for improving student achievement when New Mexico's Office of Education Accountability (OEA) used Excel pivot tables to display standards-based assessment scores so principals could disaggregate by student, by teacher, by benchmark. One principal on the Navajo reservation used this approach to data to improve the test scores of his high poverty, mostly English Language Learner students from 15% proficient in 2006 to over 77% proficient in 2009 in math, and from 27% proficient to 70% in reading during the same time period (a complete narrative on this is included in Appendix A, Optional Attachments). NM-ACHIEVeS will give all administrators and teachers in the state the power to access such data to make decisions about how to improve instruction for each student.

NM-ACHIEVeS includes critical foundational work that has New Mexico poised to successfully design, implement and utilize an integrated SLDS for improved student achievement. This grant opportunity comes at a vital juncture and will leverage past and current initiatives to accelerate a fully functioning SLDS. Table 2 lists P-20 Initiatives, National Supports, and Policy and

Reporting in New Mexico that demonstrate a significant investment (more than \$300 Million since 2003) from the state on educational advancement. The state has also reached out to include national partners in these efforts.

Table 2: Statewide Initiatives to Improve P-20 Education

| Initial Year | Initiative Outline |
|--------------|---|
| 2003 | Children's Cabinet |
| | Secondary-Postsecondary Alignment |
| | PED Unique Student ID System Legislation |
| | Three-Tiered Licensure |
| | Laptop Learning Initiative |
| | Elementary Fine Arts Education |
| | Governor's Truancy Prevention Program |
| | Rural Revitalization Initiative |
| 2004 | Full-Day Kindergarten |
| | K-3 Plus |
| | Educational Technology Fund |
| | Indian Education Act |
| 2005 | New Mexico Pre-K using Unique Student ID System |
| | Common Postsecondary Course Name, Numbering and Content |
| | Student Teacher Accountability Reporting System |
| | Elementary Physical Education |
| | Elementary Breakfast |
| | School Meal Nutrition Rules |
| | Establish Shared Student Data Systems |
| 2006 | American Diploma Project: College and Career Readiness |
| | Charter Schools Act |
| 2007 | Teacher Preparation Program Accountability and Use of Unique ID |
| | High School Dropout Age |
| | High School Redesign |
| | High School Graduation Requirements |
| | Dual Credit, Distance Learning and Other Minimum Requirements |
| | Aligned Curricula in School Districts |
| | Math and Science Education Act |
| | Innovative Digital Education and Learning – IDEAL NM |
| 2008 | Standards-Based Measure of Readiness for Graduation |
| | College and Workplace Readiness Assessments |
| | College and Career-Ready Policy Institute |
| 2009 | Electronic Student Management System - Carve Your Path |
| | High School Feedback Reports |
| | Expansion of a Unique Student ID System to HED |
| | Creation of a P-20 Data Warehouse Council |
| | Innovate Educate |
| | Wallace Foundation |
| | College Success Network |

Building on the structure that the NM-ACHIEVeS project and related outcomes will provide, the state plans to continue investments in New Mexico's future.

(b) Project Outcomes Related to System Requirements and Implementation

The major activities and the expected outcomes of this initiative will link data across the P-20 education pipeline and will ensure data can be accessed, analyzed, and communicated to all stakeholders to promote continuous improvement. Critical actions (governance, technical, reporting and training) and outcomes are listed in the outline. In parentheses, next to each activity, are the system requirements (capabilities and elements) New Mexico will address with full implementation of NM-ACHIEVeS. Please note, since training is a feature of multiple outcomes, the training component appears in multiple sections below.

1. Outcome: NM-ACHIEVeS

i) P-20 Data Warehouse Council (Addresses Capability 1 & Element 9)

Governance is a critical component of a successful and sustainable P-20 data warehouse and associated reporting and policy structures. New Mexico is working to establish this essential foundation; the EO creating the DWC was a start.

Features of the P-20 Data Warehouse Council are as follows:

- This project will create a permanent P-20 DWC. To do so, PED and HED will work with the Legislature to expand and make permanent the statewide P-20 DWC. New Mexico's benchmark for this feature is to pass the required legislation by 2011.
- The DWC will draft strategic and management plans for use by multiple state agencies. New Mexico's benchmark for this feature is to have these plans completed by 2010.
- The strategic and management plans will result in policies and procedures for inter-agency data requests and issue resolution. New Mexico's benchmark for this feature is to have these policies and procedures completed by 2010.
- While there is a data sharing agreement included in this proposal, the DWC believes more detailed data sharing MOUs will be required among agencies in order to ensure compliance with federal and state regulations. New Mexico's benchmark for this feature is to have these MOUs completed by 2010.
- New Mexico's final feature of this outcome is to define secure role-appropriate access to ensure that only people with an appropriate need have access to secure data within the system. New Mexico's benchmark for this feature is to have these MOUs completed by 2010.
- In an effort to enable the project to start rapidly, the DWC will manage the identification of required data elements in December, 2009. This will entail the research and investigation of policy and educational questions which need to be addressed and deconstructing these questions to identify the required data elements. New Mexico's benchmark for this feature is to have required data elements identified by May, 2011.

