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):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] 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.

[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] 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)**

[X] ** 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? [X] 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: [X] 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%

ED Form No. 524

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

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[X] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] 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

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1: 300 Don Gaspar

Street2:

* City: Santa Fe

County: Santa Fe

* State: NM* Zip / Postal Code: 87501 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(505)476-0545	

Email Address:

ROBERT.PIRO@STATE.NM.US

2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

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."

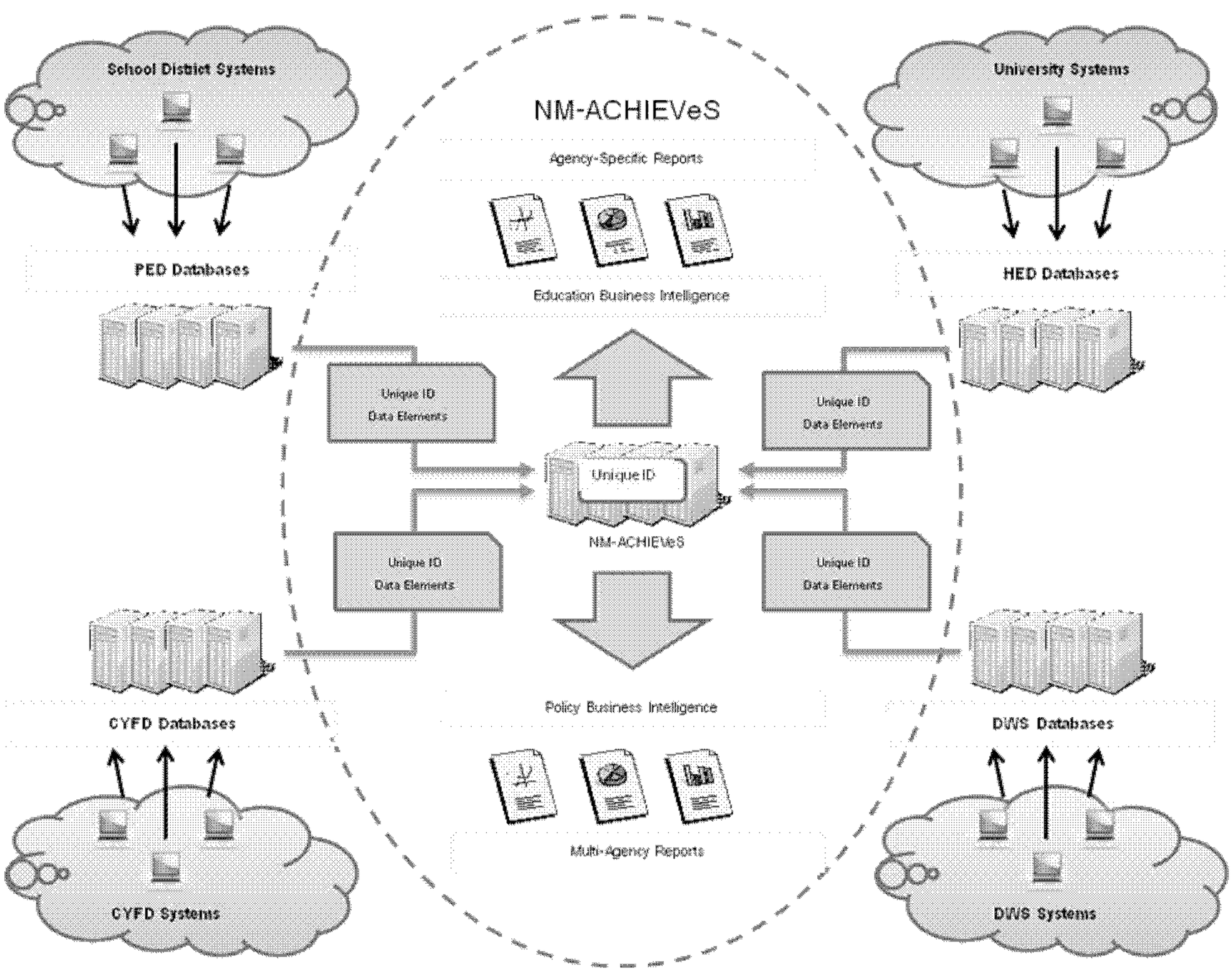
Specifically the plan proposes this strategy: "To identify and develop multi-agency service delivery applications providing comprehensive and easy to use access to government services. To establish and maintain a State of New Mexico Government agency application information map that will outline how 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.

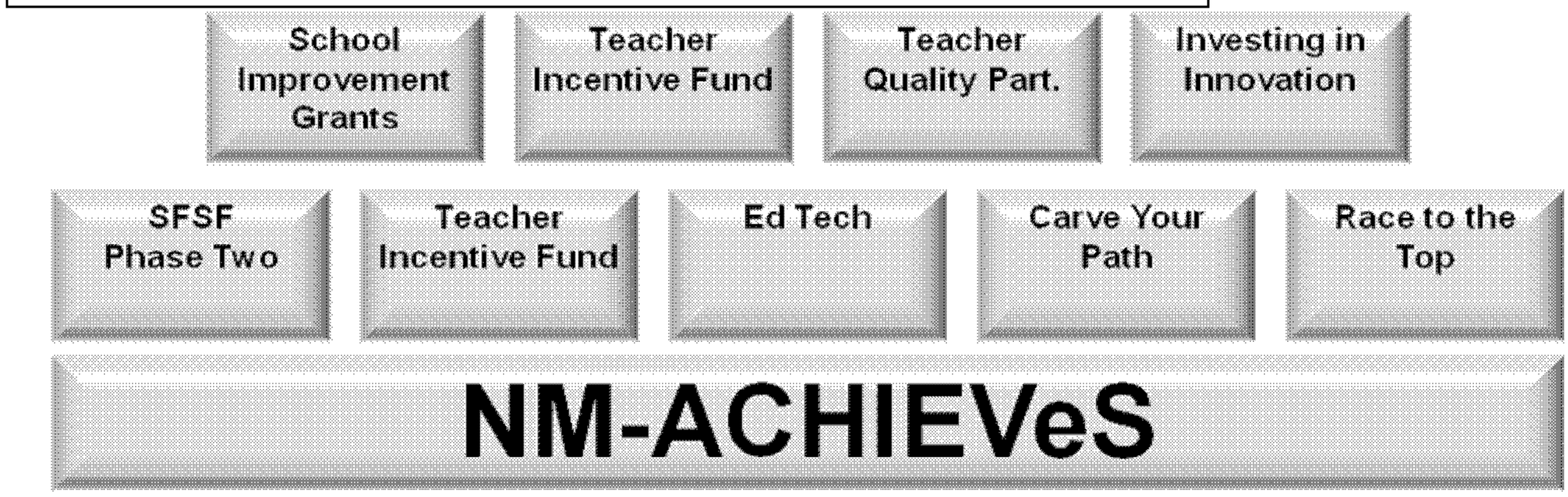
Therefore, New Mexico's goal is to complete development and ensure appropriate use of a P-20 longitudinal data system to improve policy and instruction for students and the workforce. To accomplish this, NM-ACHIEVeS will:

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	•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?	• 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?	•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?	•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?

Example 2	•What percentage of ninth graders enter college four years later? •What percentage of high school graduates take remedial courses in college?	•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?	•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?	•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

	New Mexico Business Roundtable for Education Excellence
	Kellogg Foundation

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.

ii) ***NM-ACHIEVeS Data Warehouse*** (Addresses Capabilities 1, 2, 5, 6 & 7 and Elements 10, 11 & 12)

This is the core of the project, the data warehouse and all other related work. In order to build the SLDS, higher education data system modules need to be replaced, and data extract, transfer and load (ETL) systems will be required. NM-ACHIEVeS will create new applications and modify existing programs that extract data from source systems at PED, HED, CYFD, DWS and other agencies, transform this data into the correct formats, load this data into the system and make it available for use. After being created, these systems will have to be tested and implemented.

Technical personnel training will focus on developing and maintaining system quality and functionality. Personnel contracted for system installation will be required under their contract to train existing personnel to maintain NM-ACHIEVeS after the installation period. This training will result in building capacity and sustainability within the state. Technical training will ensure that staff understands:

- Hardware requirements;
- Software requirements, including maintenance and upgrades;
- Creating and maintaining data integrity and redundancy;
- Importing data from various systems into the warehouse;
- Developing data cubes; and
- Enabling multiple layers of user security.

Features of the NM-ACHIEVeS data warehouse are as follows:

- Replace higher education modules to be compatible with PreK-12 system as necessary to collect data to facilitate addressing the "killer questions" and other policy/education issues. New Mexico's benchmark for this feature is to have these modules completed by 2011.
- Convert agency data from multiple sources, including PED, HED, CYFD & DWS. This system must adhere to the statewide consolidation of information technology systems. New Mexico's benchmark for this feature is to have this work completed by 2011.
- Develop secure role-appropriate access to system apps and data. New Mexico's benchmark for this feature is to have these this work completed by 2011.
- Ensure valid and reliable data. New Mexico's benchmark for this feature is to have these plans completed by December, 2011.

iii) ***Universal use of Unique ID*** (Addresses Capabilities 1, 2, 3, 5 & 7 and Elements 1, 4, 11 & 12)

A system that will roll out the state Unique ID for students attending IHEs, trade schools and other learning centers will follow the progress of students throughout their careers. This system will be able to take into consideration students and adults who enter and leave New Mexico during various educational and career stages.

Features of the universal use of Unique ID are as follows:

- Centralized support for all agencies to process and include Unique IDs for students and other customers. New Mexico's benchmark for this feature is to have these processes completed by 2011.
- Implement legislative initiative to require use of Unique ID across all these agencies. New Mexico's benchmark for this feature is to have this legislation passed by 2011.

- Unique IDs printed on high school transcripts and GED certificates. New Mexico's benchmark for this feature is to have these processes in place by April 2011.

iv) ***Baseline reports for end-users*** (Addresses Capabilities 5, 6 & 7 and Elements 2, 3, 4, 5, 6, 11 and 12)

NM-ACHIEVeS will have basic reporting tools that enable system testing and validation, which will set the stage for the functionality required by New Mexico users.

Features of the baseline reports for end-users are as follows:

- Produce and disseminate required reports to stakeholders. Answer NM Killer Questions:
  - Data validation reports;
  - Student progress and achievement reports;
  - Teacher education data reports;
  - Student movement reports;

    New Mexico's benchmark for this feature is to have these reports completed by 2011.
- Customized Reporting
  - Role and location specific ad hoc reporting:
    - Define and develop standardized reporting specifications to ensure timely reporting.

    New Mexico's benchmark for this feature is to have these reports completed by October 2011

v) ***Customer support services*** (Addresses Capability 5)

The state agencies in the DWC have committed to having this work performed by existing state employees who will ensure the required processes are put in place and made operational. New Mexico agencies will adequately staff the IT departments to support this work, including creation of a multi-agency help desk and support materials for all levels of end-user. This work will be performed in Years One, Two and Three of the Project, after which the Data Coordinators will take control of the helpdesk function.

Features of the customer support services are as follows:

- Centralized support for users. New Mexico's benchmark for this feature is to have these processes completed by 2010.
- Customer support services. New Mexico's benchmark for this feature is to have these services completed by 2010.
- Adequately staff NM agency IT departments to support this work, including development of dedicated:
  - Help desk staff; and
  - NM-ACHIEVeS Data Coordinators.

    New Mexico's benchmark for this feature is to have these services completed by January 2011

vi) ***Technical Training and Certification programs*** (Addresses Capabilities 5 & 6 and Element 5)

Training programs for professional staff (including teachers, principals and legislators) will be provided to ensure that New Mexico can continue to manage, operate and improve NM-ACHIEVeS after completion of the project. This program will involve training in systems

maintenance and implementation, data use and report writing, among other necessary elements. To facilitate access to training modules, curricula will be delivered through IHE-based programs or Innovative Digital Education and Learning in New Mexico (IDEAL-NM), a statewide, state-supported e-learning delivery system.

Features of the training and certification programs are as follows:

- Develop statewide data entry professional development, end-user training and professional development curricula, including;
  - Data entry training delivered through IDEAL-NM;
  - Canned report end user training delivered through IDEAL-NM;
  - Researcher (institutional researcher, legislative and education quality personnel) training through IHEs; and
  - Training and Technical Assistance.

    New Mexico's benchmark for this feature is to have these curricula completed by 2010
- Library of indexed documentation for data entry and end-users. New Mexico's benchmark for this feature is to have this library completed by August 2011.

2. *Outcome: NM-ACHIEVeS Data*

i) *Creation of Data Dictionary* (Addresses Capability 6 and Element 5)

This work will be performed by existing state employees and new contract personnel who will work with each agency to ensure the data dictionary is complete and can be maintained into the future. This work will be performed in Years One and Two of the Project, after which the Data Coordinators will take control and the vendor contracts through this grant will end

Features of the statewide and internal data audit systems are as follows:

- Complete a data dictionary for the entire system to ensure consistent data entry and to ensure end users understand the data elements and connections between elements as used in NM-ACHIEVeS. New Mexico's benchmark for this feature is to have this dictionary completed by May, 2011.

ii) *Collect additional data elements required for reporting* (Addresses Capabilities 1, 2, 4, 5 & 7 and Elements 8, 9, 10 & 12)

As outlined above, the NM-ACHIEVeS team envisions the development of a means to answer critical education and policy questions through the creation of a series of reports, many of which do not exist currently. These reports will be made possible because additional data exists at the LEA/IHE level, but has not been collected in state-level systems; this data will be captured and migrated into NM-ACHIEVeS. In addition, historical records will be collected to enhance longitudinal reporting. Data in other systems that provide a more complete review of the educational structure will also be identified and captured. These actions will enable New Mexico to start the system operations with more comprehensive longitudinal data, dating back to 2005, when the system is completed.

In an effort to enable the project to start rapidly, the DWC will initiate the data identification effort in December, 2009. This will entail the research and investigation of policy and educational questions and deconstructing these questions to identify the required data elements.

Features of this outcome are as follows:

- Collection of additional data elements required for reporting. This component will require modifying data upload templates to capture missing data elements and migrating data elements into longitudinal data sets when the NM-ACHIEVeS system is completed. New Mexico's benchmark for this feature is to capture complete data sets (2005 – 2010 data) by 2011.

  - Integrating data from other systems into NM-ACHIEVeS. These actions include:
    - Integrate Carve Your Path with NM-ACHIEVeS;
    - Incorporate teacher preparation data elements into NM-ACHIEVeS;
    - Incorporate National Postsecondary Clearing House information; and
    - Integrate Geographical Information System (GIS) from Public School Capital Outlay Council (PSCOC)

    New Mexico's benchmark for this feature is to integrate these data sets by June 2011.

iii) ***Statewide and internal data audit systems*** (Addresses Capability 6 and Element 5)

Auditing data is a must and accuracy needs to be strictly ensured. Robust audit structures will be required to ensure each agency can trust their own and other agency data. Audit methodologies with supporting state-of-the-art policies and processes, using proven software, will be created and compared with New Mexico processes and those from other state systems. New Mexico will implement protocols to enable the state to consult with other states with SLDSs to guarantee data quality while protecting individuals.

Features of the statewide and internal data audit systems are as follows:

- The project will result in standards, policies and procedures for intra- and inter-agency data quality measurement and issue resolution. New Mexico's benchmark for this feature is to have these plans completed by 2010.
- Data capture, data transfer, data structure conversion, automated or semi-automated solutions could have an effect on the original data's integrity and accuracy. NM-ACHIEVeS will utilize proven software solutions to protect against all types of data inaccuracies. New Mexico's benchmark for this feature is to have these plans completed by 2010.
- Creation of the data Dictionary will result in systematic and consistent data definitions for use by all agencies to ensure that the data is used as intended. New Mexico's benchmark for this feature is to have the dictionary completed by December 2010.

iv) ***Integrating other systems' data into NM-ACHIEVeS*** (Addresses Capabilities 5 & 6 and Element 5)

Once the NM-ACHIEVeS system is built, the state will need to create connections to the source agency data systems. This will involve writing code to link the various systems to NM-ACHIEVeS and validation/verification reports and alerts. This will push the agency data to NM-ACHIEVeS on an automatic basis so as not to add to the existing workload of staff.

Features of integrating other systems' data into NM-ACHIEVeS are as follows:

- Data capture, data transfer and data structure conversion will enable New Mexico users to interrogate several agency datasets completely. New Mexico's benchmark for this feature is to have this process completed by March 2012.

v) *Data Entry Training and Certification programs* (Addresses Capabilities 5 & 6 and Element 5)

Training programs for data entry personnel and professional staff (including teachers, principals and legislators) will be provided to ensure that New Mexico can continue to manage, operate and improve NM-ACHIEVeS after completion of the project. This program will involve training in data use and report writing, among other necessary elements. To facilitate access to training modules, curricula will be delivered through IHE-based programs or through IDEAL-NM.

Features of the training and certification programs are as follows:

- Develop statewide data entry professional development and end-user training curricula, including;
  - Report creation training delivered using vendor services;
  - Training and Technical Assistance.
  New Mexico's benchmark for this feature is to have these curricula completed by 2010
- Library of indexed documentation for report writers. New Mexico's benchmark for this feature is to have this library completed by November 2010.

3. *Outcome: NM-ACHIEVeS Reporting*

i) *Classroom Level Data Collection and Reporting* (Addresses Capabilities 1, 2, 3, 5 & 7 and Elements 1, 4, 11 and 12)

NM-ACHIEVeS will implement a school performance management system to provide district and school educators with the tools to make better informed decisions, utilize resources, share best practices and ultimately improve student achievement. Specifically, individual project elements will provide each of New Mexico's districts with additional access to greater reporting, enhanced extraction, improved data management, superior curriculum and instructional management, top-quality professional development management and improved tracking tools. It will also provide a means for administering students' short–cycle assessments as well as the implementation of the instructional portal that will, among other capabilities, provide information to the classroom/teacher level and ultimately to parents.

Features of classroom level data collection and reporting are as follows:

- Powerful and actionable means to examine, present and apply essential classroom level data.
  New Mexico's benchmark for this feature is to have these completed by 2012.
- Provide efficient and focused deployment of curricula resources, special programs, and professional development to school- and district-level personnel. New Mexico's benchmark for this feature is to have these completed by 2011.
- Further develop ad-hoc reporting and data query capabilities. New Mexico's benchmark for this feature is to have these completed by 2011.
- Enable districts to make easy and effective standards-aligned benchmark testing an integral part of the data warehouse. New Mexico's benchmark for this feature is to have these completed by 2013.
- Integrate curriculum, instruction and diagnostic data from ongoing assessments to help teachers, as well as curriculum and instruction leaders, accelerate student performance. New Mexico's benchmark for this feature is to have these completed by 2012.
- Incorporate end-to-end professional development services to facilitate these objectives. New Mexico's benchmark for this feature is to have these completed by 2010.

- Provide tools to create a "connected learning community"– an engaged and flourishing community across all stakeholders. New Mexico's benchmark for this feature is to have these completed by March 2012.

ii) *Timely reports for end-users* (Addresses Capabilities 5, 6 and 7 and Elements 2, 3, 4, 5, 6, 11 & 12)

Once the NM-ACHIEVeS system is loaded with data and the data is linked with the universal Unique ID, the next step is to define reporting requirements necessary to address identified data, policy and legislative questions which need to be addressed in order to improve the educational advancement of New Mexico's students. This will involve development and dissemination of education data reports to key stakeholders throughout the state.

In order to produce this outcome, the Data Warehouse Council has embarked on an exercise to identify the reports which students, parents, educators, administrators and policy makers require to identify needs and improve performance. Once these reports and data elements are identified, reports will be created, tested and shown to stakeholders for comment. They will then, as necessary, be revised and retested before being published for general use.

While the makeup of these reports is unknown at this time, it is anticipate that they will provide multiple public dashboards, views of data, enable "what-if" scenario testing, and permit the user community to view the data in ways that will foster creative solutions to New Mexico's educational problems.

Features of this outcome are as follows:

- Identify reports that are required and the data elements necessary to create them.
  - New Mexico's benchmark for this feature is to have these completed by 2010.
- Produce, test, revise and disseminate required reports to stakeholders:
  - Reports which answer NM Killer Questions;
  - Reports which improve data quality and consistency;
  - Reports which track student progress and achievement through secondary into postsecondary and workforce;
  - Reports which track teacher education data;
    New Mexico's benchmark for this feature is to have these completed by October 2011.

iii) *Customized reports for end-users* (Addresses Capabilities 5 & 6 and Element 5)

In addition to guiding the system development and implementation, the NM-ACHIEVeS Data Team will deploy first generation reports to stakeholders to test the system functionality. As the system is completed, the Data Team will develop longitudinal data models and reports based on the Killer Questions. This will entail developing reports and drill-down capabilities for teacher desktops and developing end-user professional development and training curriculum.

Features of this outcome are as follows:

- Role and location specific ad hoc reporting. New Mexico's benchmark for this feature is to have these completed by 2012.
- Define and develop standardized reporting specifications to ensure timely reporting. New Mexico's benchmark for this feature is to have these completed by December 2011.

iv) *Reporting Training and Certification Programs* (Addresses Capabilities 5 & 6 and Element 5)

Training programs for report-generating personnel and professional staff (including teachers, principals and legislators) will be provided to ensure that New Mexico can continue to manage, operate and improve NM-ACHIEVeS after completion of the project. This program will involve training in systems maintenance and implementation, data use and report writing, among other necessary elements. To facilitate access to training modules, curricula will be delivered through IHE-based programs or IDEAL-NM.

Features of the training and certification programs are as follows:

- Develop statewide report generation and use professional development, end-user training and professional development curricula, including:
  - Report creation training delivered using vendor services;
  - Researcher (institutional researchers, legislative and education quality personnel) training through IHEs; and
  - Training and Technical Assistance.

  New Mexico's benchmark is to have the curricula completed by 2012.
- Library of indexed documentation for report writers.
  New Mexico's benchmark is to have the library completed by November 2012.

4. Outcome: Project LEARN

i) *Project LEARN* (Addresses Capability 5 & 6 and Element 5)

The Learning Exchange and Resource Network (LEARN) is about connecting existing data systems in a safe, authenticated way that manages the privacy and security of records and leaves control in the hands of the states. LEARN will do this with common data and academic standards for information exchange, as well as smart content that knows how to avail itself to teachers, students, and parents in a just-in-time way. LEARN will enable market forces to drive continuous improvement for learners, all the while realizing greater efficiencies and cost savings. Thus New Mexico is including participation in the LEARN Consortium as part of the response to this RFA.

Features of Project LEARN are as follows:

- Creation of centralized systems with support and self-service capabilities. New Mexico's benchmark for this feature is to have these completed by 2012.
- Decentralized control of data with centralized support and maintenance. New Mexico's benchmark for this feature is to have these completed by 2011.
- Streamlined data processing power. New Mexico's benchmark for this feature is to have these completed by 2011.
- Integration of teaching and learning tools with student and institutional data. New Mexico's benchmark for this feature is to have these completed by 2012.
- Provision of flexible, scalable and responsive architecture with shared component/service infrastructure. New Mexico's benchmark for this feature is to have these completed by 2012.
- Supporting flexibility in responding to business rule changes.
  New Mexico's benchmark for this feature is to have these completed by May 2012.

5. Outcome: NM-ACHIEVeS eTranscript System

i) ***eTranscript System*** (Addresses Capabilities 1, 2, 3, 5 & 7 and Elements 1, 4, 11 & 12)

The project will gather student information from the PED and HED data systems, from student assessments, other applications, and from colleges, universities and workforce centers across the state. NM-ACHIEVeS will collect information from existing systems and will enable the provision of e-transcripts to IHEs and employers across New Mexico.

Features of the eTranscript System are as follows:

- Feature a powerful and actionable means with which to examine and securely present transcript data.
  New Mexico's benchmark for this feature is to have these completed by February 2012.

6. Outcome: NM-ACHIEVeS Centralized Student Information System

i) ***Centralized Student Information System*** (Addresses Capabilities 1, 2, 3, 5 & 7 and Elements 1, 4, 11 & 12)

PED and HED have discovered that there are a number of LEAs: 1) that are too small to be able to afford the modern technology used by most dynamic school districts, 2) whose support needs of existing systems are not being met, or 3) who do not optimize existing systems due to complexity of the system or staffing resource constraints, such as a lack of adequately trained or dedicated personnel. The creation of a consolidated statewide Student Information System (SIS) will enable many of the smaller schools and institutions to take advantage of this offering. Such a system will also be available to those institutions wanting the benefits associated with decentralized control, while exercising the option to utilize a centrally supported SIS system.

Features of the centralized student information system are as follows:

- Creation of centralized systems with support and self-service capabilities. New Mexico's benchmark for this feature is to have these completed by 2012.
- Decentralized control of data with centralized support and maintenance. New Mexico's benchmark for this feature is to have these completed by 2011.
- Streamlined student data services and more decentralized data ownership and processing power. New Mexico's benchmark for this feature is to have these completed by 2011.
- Integration of teaching and learning modules with student services and institutional data. New Mexico's benchmark for this feature is to have these completed by 2012.
- Provision of flexible, scalable and responsive architecture with shared component/service infrastructure. New Mexico's benchmark for this feature is to have these completed by 2012.
- Supporting flexibility in responding to business rule changes. New Mexico's benchmark for this feature is to have these completed by 2011.
- Improved communication with each school and decreased reliance on hardcopy documents. New Mexico's benchmark for this feature is to have these completed by 2012.
- Improved real and perceived efficiency and effectiveness of the state. New Mexico's benchmark for this feature is to have these completed by March 2012.

New Mexico's outcomes provide the fundamentals necessary to ensure the creation, management, utility and sustainability of the NM ACHIEVeS initiative. Coupled with the support of the state's key stakeholders and leveraging current capacities and existing foundations NM-ACHIEVeS will be central to continued successful education reforms in New Mexico.

While distinct projects with separate budgets, these outcomes build a stronger structure together than any one outcome does in isolation. The investment in and anticipation of NM ACHIEVeS constitutes a statewide commitment to utilize the system data and associated report analysis to positively affect education policy and instruction in the state.

The Data Warehouse Council will ensure formative and summative evaluations will be developed for each of the six outcomes described above. During the grant project period formative evaluations will provide feedback to the project for continuous process improvement. Summative findings will strengthen the sustainability and longevity of NM-ACHIEVeS beyond the term of this grant. If the US Department of Education decides to conduct an SLDS evaluation, New Mexico will participate and coordinate state evaluation with the national review.

As articulated above, New Mexico will complete the seven capabilities and 12 elements required of the SLDS by enhancing capabilities/elements in place or developing them where they do not exist. The following section describes how the outcomes listed above combine to meet New Mexico's systems requirements.

(c) Project Timeline for Outcomes

The NM-ACHIEVeS project team will follow Project Management Institute (PMI) guidelines and Project Management Body of Knowledge (PMBOK) standards and, as a government project, special legal and accountability requirements. For example, in this project all IES monies received will follow Recovery Act reporting requirements.

The NM-ACHIEVeS project will be completed in three years. Prior to the start of the grant, the NM-ACHIEVeS Team will complete the pre-planning and preparatory work begun in the summer of 2009. The first year of grant work will combine this prior detailed planning and program development, hardware and software identification and specification with completion of cross-agency agreements and acquisition of project staffing. Generation of reporting requirements will start during this period, as will training of data entry staff. The second year will be used for more in-depth development of the reporting requirements, including the initiation of a training plan and the generation and end-user testing of reports. The third and final year of the grant will be dedicated to refining the reports, statewide training on use and actual rollout of the program.

New Mexico will start the program by designing and developing the standards and specifications for NM-ACHIEVeS. To accomplish this, the state will obtain a systems enterprise architect to guide development of the technical specifications. Next, additional contractors will be hired to design the various modules, as well as guide additional system expansion work and creation of functional algorithms for data element matching among the various agency databases. As New Mexico prepares to implement NM-ACHIEVeS, a permanent team of ten professionals will be hired, consisting of a director, executive assistant, three database administrators and five agency-based data coordinators. In addition to guiding system development and implementation, the team will deploy first generation reports to stakeholders to test system functionality.

As the system is completed, the data coordinators will develop longitudinal data models and reports based on the killer questions. This will entail developing reports and drill-down capabilities for teacher desktops and developing end-user professional development and training curricula. In order to ensure data quality and integrity, the team will work to propose and implement statutory requirements for regular data verification and audit processes including

security audits and the creation of data definition and data format standards for shared data. Finally, in order to enable the system to benefit more students when it is completed, the team will direct the assembly, migration and verification of historical data into the system.

To adequately handle data security and privacy issues, New Mexico has established a Data Sharing Agreement that ensures secure exchange of confidential student and client information. The plan envisions an evolution of NM-ACHIEVeS to utilize the New Mexico Data Governance structure, described in Section (d), to standardize practices for capturing needed data and transforming it into defined reporting formats. This approach, coupled with development of appropriate and secure access to the data warehouse, will enable NM-ACHIEVeS to provide appropriate information to districts, IHEs, legislators, general public, and researchers.

A high-level view is provided below, with details in the budget narrative. These major tasks and activities are the responsibility of the NM-ACHIEVeS data coordinators, with direct oversight provided by the project director and general oversight through the PED and HED secretaries.

In year one:

- Combine prior detailed planning with program development and management plan;
- Identify hardware and software specifications;
- Begin system implementation;
- Complete cross-agency agreements;
- Train data entry staff on importance of data;
- Recruit and hire project staff; and
- Finalize reporting and data element requirements.

In year two:

- Complete generation of reporting requirements;
- Conduct end-user testing of reports including focus groups and satisfaction surveys; and
- Develop training content and delivery plan.

In year three:

- Report refinement and roll-out;
- Begin training system users; and
- Statewide rollout of NM-ACHIEVeS.

The timeline will be closely monitored by the NM-ACHIEVeS program director, developers and P-20 data warehouse council with a commitment to manage this project properly. The need for a statewide longitudinal data system demands nothing less.

Work on the project outcomes above, as detailed in Section 07 – Budget Narrative, will be financed using IES grant funds apportioned to the relevant agency.

As use of NM-ACHIEVeS grows, the project director and DWC will continuously monitor data quality and provide system improvement through increased and regular use of audit reporting, consultation with stakeholder advisory groups, and third party system evaluators. The specific operation of the data quality measures are detailed in the following section on the governance system.

Table 3. High Level Project Schedule (details in Budget Narrative)

	Task Name	Duration	Start	Finish	% Complete
1	NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11	Grant Pre-Planning	255 days	Mon 12/7/09	Fri 11/26/10	0%
12	Vision and Planning	95 days	Mon 12/7/09	Fri 4/16/10	0%
27	Pre-Implementation	160 days	Mon 4/19/10	Fri 11/26/10	0%
36	Grant Award	0 days	Thu 7/1/10	Thu 7/1/10	0%
37	NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
38	P-20 Data Warehouse Council	180 days	Thu 7/1/10	Wed 3/9/11	0%
55	NM-ACHEVeS Data Warehouse	649 days	Thu 7/1/10	Tue 12/25/12	0%
203	Universal use of Unique ID	205 days	Thu 7/1/10	Wed 4/13/11	0%
206	Baseline reports for end-users	558 days	Thu 7/1/10	Mon 8/20/12	0%
297	Customer Support Services	133 days	Thu 7/1/10	Mon 1/3/11	0%
301	Technical training and certificaton programs	296 days	Thu 7/1/10	Thu 8/18/11	0%
313	NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
314	Creation of Data Dictionary	201 days	Thu 7/1/10	Thu 4/7/11	0%
324	Collect additional data elements required for reporting	108 days	Fri 12/31/10	Tue 5/31/11	0%
329	Statewide and internal data audit systems	130 days	Thu 7/1/10	Wed 12/29/10	0%
338	integrating other systems' data into NM-ACHEIVeS	182 days	Wed 6/1/11	Thu 2/9/12	0%
342	Data Entry training and certification programs	104 days	Thu 7/1/10	Tue 11/23/10	0%
354	NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
355	Classroom level data collection and reporting	453 days	Thu 7/1/10	Mon 3/26/12	0%
448	Timely reports for end users	348 days	Thu 7/1/10	Mon 10/31/11	0%
454	Customized reporting	387 days	Thu 7/1/10	Fri 12/23/11	0%
545	Reporting training and certification programs	282 days	Fri 10/7/11	Mon 11/5/12	0%
551	Project LEARN	168 days	Fri 10/7/11	Tue 5/29/12	0%
552	Core Membership	48 days	Fri 10/7/11	Tue 12/13/11	0%
566	Growth Model	40 days	Wed 12/14/11	Tue 2/7/12	0%
602	Digital LEARNing Library	80 days	Wed 2/8/12	Tue 5/29/12	0%
647	NM-ACHIEVeS eTrancript System	419 days	Thu 7/1/10	Tue 2/7/12	0%
648	Research eTranscript solutions	120 days	Thu 7/1/10	Wed 12/15/10	0%
676	Design eTransctipt System	207 days	Thu 12/16/10	Fri 9/30/11	0%
732	Implement eTranscript System	92 days	Mon 10/3/11	Tue 2/7/12	0%
764	NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
765	Plan & specify SIS	217 days	Thu 7/1/10	Fri 4/29/11	0%
794	Develop SIS	186 days	Mon 5/2/11	Mon 1/16/12	0%
877	Implement SIS	92 days	Mon 10/31/11	Tue 3/6/12	0%
907	Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

(d) Project Governance and Management

Improvements in legislative, agency and business relationships, brought together through the College and Career Ready Policy Institute efforts and the EO, have resulted in a foundation with which to build a state-of-the-art SLDS. This tool will provide business intelligence for employers and workforce development professionals to gain insight into future workforce supply and confidence in the education system.

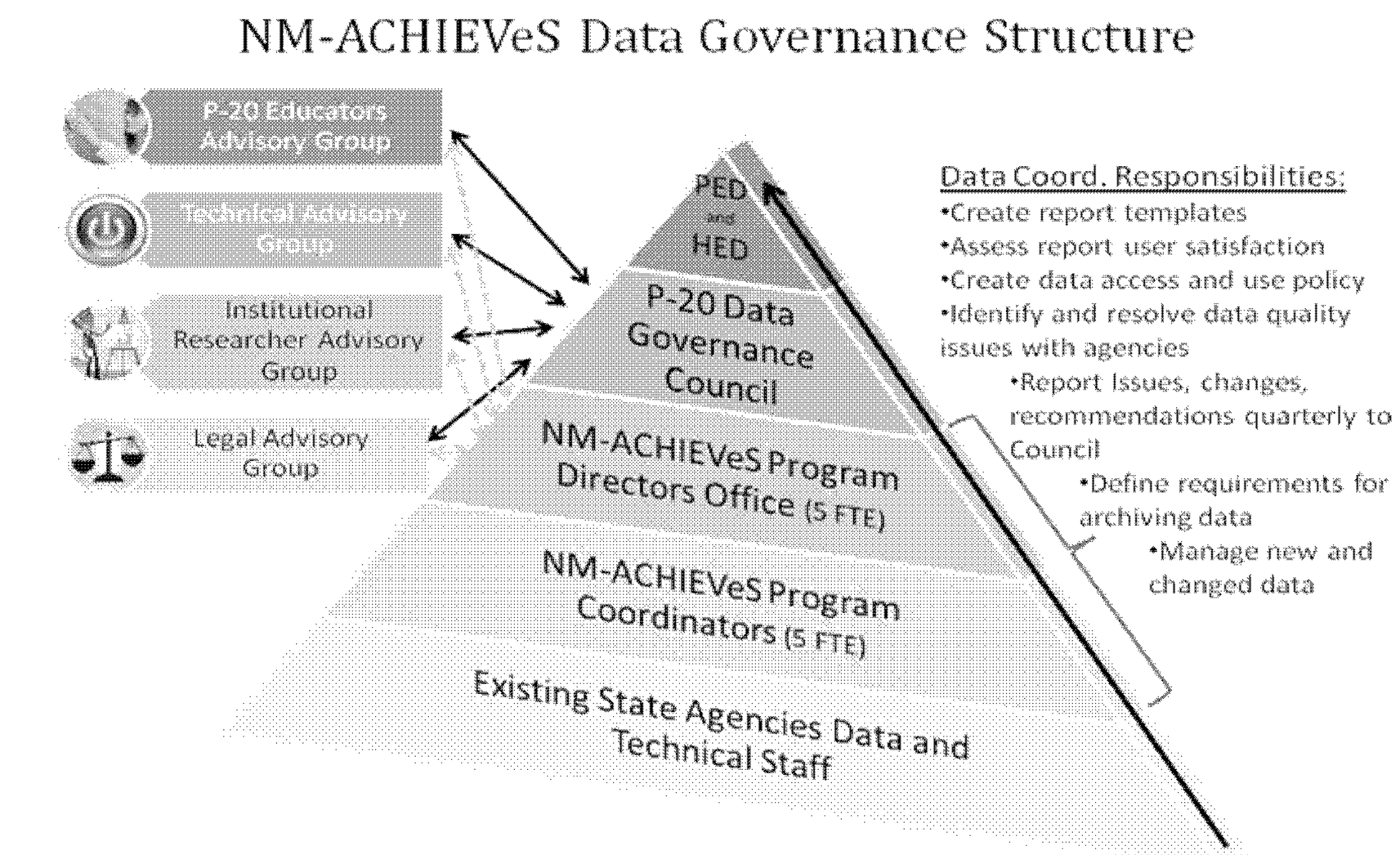
In New Mexico, state agency IT planning, project management, and operations are centrally coordinated through the Department of Information Technology (DoIT). NM-ACHIEVeS will follow the same set of criteria used by all agencies for IT projects and oversight. While NM-

ACHIEVeS will physically reside at a central data center, PED personnel will manage the system infrastructure. IT standards, such as Microsoft Windows 2008, SharePoint 2007, SQL Server 2008, and PerformancePoint 2007 will be the foundation and the entry point for all web-based end users of NM-ACHIEVeS.

Data Governance

The Data Governance Structure for NM-ACHIEVeS is a deliverable of the DWC and is outlined below. The secretaries of the public education and higher education departments are co-chairs of the DWC and of the proposed Governance Body. The P-20 Data Governance Council (DGC) will consist of representatives of state agencies, LEAs, IHEs, and related parties. Duties will include representing constituent (teachers, parents, policy makers, legislators, etc.) concerns on data governance issues. The DGC reports directly to the co-chairs and will take guidance from four advisory boards also outlined in the illustration. The DGC will act on issues referred by the data coordinators who represent the executive agencies whose data is amalgamated in NM-ACHIEVeS.

Illustration 3 - Data Governance Structure



The PED and HED secretaries, working with the DGC and program director, will be responsible for the project's success. The program director will report directly to the DGC co-Chairs and will be responsible for the successful implementation of NM-ACHIEVeS. The data coordinators will be responsible for coordinating the development of the system initially and will, as the main system is completed and ancillary data and reporting projects are developed, become the coordinators of data needs for and between agencies. The advisory groups will offer non-partisan advice to the DWC and to the data coordinator director. Specific duties and responsibilities of the advisory groups will be developed prior to the start of the project.

The DWC will create a strategic plan for NM-ACHIEVeS including policies and procedures related to data usage, descriptions of reports for end user communities, assisting educators and

policy makers, providing assurances of compliance with HIPAA, FERPA, CPSIA, JCAHO or other relevant confidentiality regulations, and manage training and professional development to ensure successful rollout and continuous operation of NM-ACHIEVeS.

Use of the information in NM-ACHIEVeS will be managed using rules promulgated by the DWC. Access to data will be managed by role- and location-specific rules defined in the security and permissions structure. For example, access to data for a parent will be different from that for policy makers. While parents will have complete access to all data related to their children, they will have no information about their children's classmates. Policy makers will have access to no information about specific students, but will have complete access to data on student cohorts of 10 or more. Educators and administrators will have access to a range of data between these two extremes of the spectrum as needed to improve instruction and student achievement. Industry and wage employment data will be available for district-level class cohorts such that no single student or employer can be identified.

While the spending plan will be continuously updated as the project is developed, New Mexico anticipates the split between agencies will be as detailed in Section 07 – Budget Narrative.

Project Management

The work plan shown in Section (c) illustrates the expected design and implementation work elements and associated timelines for completing NM-ACHIEVeS. All large IT projects in the state are overseen by DoIT's Project Certification Committee (PCC). The process consists of four phases: initiation, planning, implementation and closeout in strict alignment with appropriate PMBOK principles.

The PCC requires IT project reviews/certifications at each of the aforementioned phases before funds are made available for use with any of the phases. The PCC shall verify that the project has been reviewed by the Architectural Committee and other office(s) as appropriate.

The NM-ACHIEVeS Program Director and team shall prepare written project reports and presentations to the PCC and Data Warehouse Council at major project milestones; prepare and maintain project status reports, issue and risk logs, provide independent verification and validation (IV&V) reports to the PCC and other actions to manage the project.

The Program Director shall also prepare a Project Management Plan and shall keep it up-to-date and on file containing a description of the project and functions the system will provide an initial risk assessment and risk management strategies, including mitigation actions, quality assurance strategies and plans, human and financial resource requirements and allocations, a project schedule, appropriate security planning for data, disaster recovery, and system back-up.

(e) Staffing Plan

The deployment of an ongoing maintenance and operations strategy is critical to outlining short and long-term data management objectives, documenting a strategy for future planning, budgeting and forecasting. Support processes aimed at maximizing the reliability of the system and training processes required to ensure that stakeholders are able to leverage the investment of the warehouse are critical to the long term success of NM-ACHIEVeS. The deliverables defined in the data warehouse EO established ambitious timelines for the creation of strategic and management plans, which are both already underway.

Table 4 illustrates the expected staffing plan for the project with time commitments and costs.

Table 4. High Level Staffing Schedule

1. Personnel Category Detail		2010		2011		2012		
Name	Title	% of Effort	Cost	% of Effort	Cost	% of Effort	Cost	Project Total Cost
PED								
Veronica Garcia	Cabinet Secretary	5%	$ 8,700	5%	$ 9,135	5%	$ 9,592	$ 27,427
Minerva Carerra	Data & Reporting Manager	50%	$ 39,500	75%	$ 62,213	50%	$ 43,549	$ 145,261
Anya Dozier Enos	High School Redesign	50%	$ 30,000	80%	$ 50,400	50%	$ 33,075	$ 113,475
Robert Piro	CIO	15%	$ 14,400	15%	$ 15,120	15%	$ 15,876	$ 45,396
Joel Nudi	IT Project Manager	50%	$ 42,500	75%	$ 66,938	50%	$ 46,856	$ 156,294
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	NM Achieves Director	100%	$ 90,000	100%	$ 94,500	100%	$ 99,225	$ 283,725
TBD	Executive Assistant	100%	$ 45,000	100%	$ 47,250	100%	$ 49,613	$ 141,863
TBD	Data Base Admin	100%	$ 70,000	100%	$ 73,500	100%	$ 77,175	$ 220,675
TBD	Data Base Admin	100%	$ 70,000	100%	$ 73,500	100%	$ 77,175	$ 220,675
HED								
Viola Florez	Cabinet Secretary	5%	$ 8,500	5%	$ 8,925	5%	$ 9,371	$ 26,796
Tyler Weldon	Director of Research	50%	$ 42,500	60%	$ 53,550	25%	$ 23,428	$ 119,478
Veronica Chavez Neuman	CIO	50%	$ 42,500	60%	$ 53,550	25%	$ 23,428	$ 119,478
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	Data Base Admin	100%	$ 70,000	100%	$ 73,500	100%	$ 77,175	$ 220,675
Governor's Office								
Peter Winograd	Education Policy Advisor	10%	$ 10,300	10%	$ 10,815	10%	$ 11,356	$ 32,471
OEA								
Scott Hughes	Director	30%	$ 20,400	30%	$ 21,420	30%	$ 22,491	$ 64,311
Beata Thorstensen	Deputy Director	30%	$ 19,500	30%	$ 20,475	30%	$ 21,499	$ 61,474
Jo Lynn Gallegos	Executive Assistant	25%	$ 11,250	25%	$ 11,813	25%	$ 12,403	$ 35,466
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
DWS								
Suzan Reagan	Labor Market Info Manager	25%	$ 15,950	30%	$ 19,520	25%	$ 20,368	$ 55,838
CYFD								
Jean Rightley	Education Superintendent	25%	$ 16,000	30%	$ 20,127	25%	$ 17,908	$ 54,035
Total Personnel			$ 1,042,000		$ 1,180,000		$ 1,105,000	$ 3,327,000

By inclusively involving content matter experts for the grant development and NM-ACHIEVeS operations from each of the involved agencies, New Mexico will realize significant efficiencies in the design and development of the SLDS. The coordination among the DWC agencies eliminates duplications and allows for the most effective use of funds.

Sustainability

One of New Mexico's primary needs is sufficient personnel to complete the design, implementation and continued operation of the NM-ACHIEVeS Project. While the state has the ability, what is currently lacking is the number of skilled personnel required to complete this project in a timely manner. Instead of building NM-ACHIEVeS over a period of many years, New Mexico must accelerate the training of staff regarding longitudinal data and reporting and supplement them with subject matter experts and technical consultants.

The New Mexico PED and HED IT divisions currently provide technical systems design, development, maintenance and support to many existing systems. While each department has research teams specialized in the use of student and educational data, the resources are limited in number. Existing personnel and new staff will work closely with contracted experts to build NM-ACHIEVeS to full function, thus building capability within the state. As a result, New Mexico will realize significant and lasting cost savings over the use of contract staff and will avoid a funding cliff when the grant ends.

The attached letter of support from the Legislative Education Study Committee reflects the intent of the legislature to fund the positions identified in the proposal beyond the period of the grant.

New Mexico fully anticipate that this will be the case, but the agencies named in the DWC are committed to ensuring existing staff will be reassigned to perform these duties in the event that some or all of the staff are not made permanent.

Staff Training and Education / Professional Development Partnerships

The NM-ACHIEVeS training program is a major component of this initiative and critical to its success. New Mexico is partnering with a variety of individuals and institutions to assist in the development of the training programs outlined below. In order to implement this project, there are three fundamental types of training that will be undertaken: technical, data entry and end-user. Technical training of state personnel was outlined on in Section (b) and will focus on developing and maintaining system quality and functionality. Personnel contracted for system installation will be required under their contract to train state personnel to maintain NM-ACHIEVeS after the initial instillation period. Two additional training programs will target data entry personnel and system end users. These were mentioned in Section (b) and are outlined below.

Data Entry Personnel Training

NM-ACHIEVeS management will be partnering with many of the state's community colleges to develop appropriate training materials for data entry personnel. NM IDEAL is also an important partner in this work and will be providing the online instruction platform for the delivery of the certification training program required of all data entry personnel prior to official access to the system. This training will ensure that staff:

- Understand the lifecycle of data;
- Appreciate the value of their contribution to statewide student success;
- Navigate the system in a competent manner;
- Develop strong keyboarding skills; and
- Learn strategies for managing time and the pressure of multiple tasks.

End-user Training

End-user training is arguably the most complex. New Mexico classifies end-users into four major categories: State agency staff, educators, policy makers and community members. NM-ACHIEVeS management will be partnering with the University of New Mexico to develop appropriate training materials for these end-users. NM IDEAL is also an important partner in this work and will be providing the online instruction platform for the delivery of the certification training program required of all end-users prior to official access to the system. The DWS Economic Research and Analysis Bureau has a team of economic analysts available for cross training with education related studies. This training will ensure that end-users:

- Navigate the system in a competent manner;
- Understand the basics of research methodology and data analysis;
- Realize what data is available to them based on their role; and
- Appreciate the limitations of the data.

Each end-user group will have different data needs and differing levels of access. To address these different levels of needs and access, NM-ACHIEVeS will implement a flexible professional development approach built on a previously successful model. Over the last several years, the New Mexico Office of Education Accountability (OEA) has employed a highly effective method of professional development for educational leaders and policy makers through

the support of a grant from The Wallace Foundation. This method engages end-users in real-world, real-time training on how to utilize data contained in the accountability system to answer data and policy questions which inform instruction and larger political questions, as highlighted earlier in this proposal under "Killer Questions".

All end-users will be trained in the use of the system while reviewing their own school, district or state level data in real time. Piloted and refined over the last five years with school administrators from 82 of New Mexico's 89 school districts, this model has been the subject of national attention; the Center for the Study of Teaching and Policy highlighted this method of training in the 2007 article, *Making State Accountability Count: How New Mexico Supports Principals with Data Tools*. New Mexico proposes to utilize the same methodology to build capability of NM-ACHIEVeS end-users at all levels in effective data-informed decision-making. This partnership, combined with training by the IHEs and NM IDEAL, demonstrates the statewide institutional support for this initiative. This data-informed decision-making training will ensure that end-users understand the appropriate uses and limitations of the data, the critical importance of data quality, and how to utilize data to answer the killer questions.

In order to ensure that reports are designed that not only meet research needs of end-users but also are appropriate uses of data and meet various requirements of governing privacy statutes, the DWC is assembling a Research and Legal advisory group (shown on the Governance illustration) that will analyze new data requests to ensure standards are met prior to being implemented in the system as new reports or stand-alone data requests. The Research and Legal advisory group will provide guidance to the design and implementation of the warehouse throughout and beyond the implementation period.

Effectively managing the NM-ACHIEVeS initiative will require a supportive leadership team. The state of New Mexico has identified existing staff with experience in education and training who will continue to be fundamental contributors to the initiative. The additional team will include a director, an executive assistant, five data coordinators and three technical staff. The Data Coordinator team will work within the partner agencies and with existing staff to develop and implement NM-ACHIEVeS. Complete job descriptions for these professionals are included in Appendix 1.

Job descriptions for the NM ACHIEVeS program director and data coordinators and resumes for the NM-ACHIEVeS development and research teams are included in Section 9: Appendix B – Résumés of Key Personnel.

Primary Grant Proposal Authors:

Joel Nudi, MBA, PED, IT Program Director

Tyler Weldon, MS, HED, Director of Research

NM-ACHIEVeS Personnel

Executive Management team:	
PED Cabinet Secretary Veronica Garcia, Ed.D.	HED Cabinet Secretary, Viola Flores, PhD
Data Warehouse Council Members	NM-ACHIEVeS Director
Research Team: (content matter experts for the grant development and system operations)	
Peter Winograd, PhD., Governor's Office	Scott Hughes, PhD., OEA, Director
Tyler Weldon, MS, HED, Director of Research	Minerva Carrera, PED, Data Reporting Mgr.
Anya Dozier Enos, PhD., PED, HS Redesign	Beata Thorstensen, MA, OEA, Dep. Director
5 NM-ACHIEVeS Data Coordinators	
Development team: (Responsible for designing and building the system and related projects)	
Veronica Chavez Newman, MBA, HED, CIO	Joel Nudi, MBA, PED, IT Program Director
Mahalakshmi Khalapiraan, HED, IT Developer	Robert Piro, MS, PED, CIO
3 NM-ACHIEVeS IT DBA's	

Acronyms:

ARRA	American Recovery and Reinvestment Act
CYFD	Children, Youth & Families Department
DoIT	Department of Information Technology
DGC	Data Governance Council
DWC	Data Warehouse Council
DWS	Department of Workforce Solutions
ETL	extract, transfer and load
GIS	Geographical Information System
HED	Higher Education Department
IDEAL-NM	Innovative Digital Education and Learning in New Mexico
IHE	Institutions of Higher Education
IV&V	independent verification and validation
LEA	Local Education Agencies
LEARN	Learning Exchange and Resource Network
MOU	Memorandum of Understanding
NM-ACHIEVeS	New Mexico Achieving Collaborative Heights in Education Via e-Systems
OEA	Office of Education Accountability
PCC	Project Certification Committee
PED	Public Education Department
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PSCOC	Public School Capital Outlay Council
SLDS	Statewide Longitudinal Data System
SIS	Student Information System
WICHE	Western Interstate Commission on Higher Education

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **Optional Attachments** Pages: **13** Uploaded File: **NM ACHIEVeS Optional FINAL.pdf**

The following optional attachments for the NM-ACHIEVeS project ar:

1) New Mexico Data Warehouse Council Data Sharing Agreement, signed by Cabinet Secretaries and legal counsel of eight New Mexico State agencies.
2) Center for the Study of Teaching and Policy article titled Making State Accountability Count, the story of how school principals use data tools to provide information of their students' performance.
3) MSNBC.com article titled School goes from worst to among best, telling the story of how one principal used data tools to boost student scores dramatically.

New Mexico Data Warehouse Council
Data Sharing Agreement

Among The State Agencies Included On the New Mexico Data Warehouse Council Including The Public Education Department; the Higher Education Department; Children, Youth, and Families Department; Department of Workforce Solutions; Economic Development Department; Department of Information Technology; Human Services Department; and Department of Health.

This Data Sharing Agreement ("Agreement") is entered into this 30 day of November, 2009 by and among the State Agencies ("Agencies") named to the New Mexico Data Warehouse Council in Governor Richardson's Executive Order 2009-019.

I. Purpose

The purpose of this Agreement is to ensure that New Mexico is able to establish a longitudinal data system that provides educators and policy makers with timely, accurate, and usable data that can improve student success throughout New Mexico's P-20 education system. In addition, this Agreement ensures that New Mexico is able to develop and implement a longitudinal data system that meets the requirements of the American Recovery and Reinvestment Act of 2009(ARRA) and ensures that the State can meet the Collection and Use of Data and other education reform assurances contained in that Act by December 31, 2009.

II. Terms of Agreement

In accordance with the New Mexico Data Warehouse Council policies and procedures, the Agencies agree:

- To share data across and between agencies that enables the appropriate state agencies to produce timely and useable reports including but not limited to:
  - connect student records from pre-kindergarten through post-graduate 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 post-secondary remediation data; report to New Mexico public high schools on their students who enroll in a public post-secondary educational institution regarding freshman-year outcomes;
  - provide post-secondary student completion status; connect performance with financial information at all levels;

- establish and maintain a state data audit system to assess the quality, validity and reliability of data;
- and provide any other student-level and educator data necessary to assess the performance of the pre-kindergarten through post-graduate system.

- To define appropriate uses of data including:
  - To review and discuss key reports that use data from the Data Warehouse with the appropriate management structures established by the Data Warehouse Council prior to publication.
  - After review and consultation with appropriate management structures established by the Data Warehouse Council, develop reports for publication and presentation in a manner that excludes the identification of any subgroup of students with a population of less than ten (10).

- Assure researcher access to data including:
  - Develop a purposeful research agenda and collaborate with public schools, higher education, researchers and other groups to explore the data for useful information.
  - Implement policies and promote practices, including professional development and credentialing, to ensure that educators and other data users know how to access, analyze and use data appropriately.
  - Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, are able to access, analyze and use the information.

- Maintain all data shared across and among agencies in a secure and confidential manner.
  - The Agencies agree to take all possible reasonable security measures within their use of the data to maintain data quality and confidentiality, secure its limited access, and purge/destroy all files, listings, etc., created during the study and containing identifiable confidential information.
  - The Agencies agree to ensure that the system is designed to address all issues within the context of all Federal and State of New Mexico, FERPA, HIPAA, CIPSEA and other information protection regulations.

- To Establish the longitudinal data system within the framework of the State of New Mexico Information Technology Strategic Plan:
  - To treat each agencies data as part of the state's enterprise assets, as established in the IT Enterprise Architecture Framework: "Whereas individual Agencies may have statutory ownership of data, information must be shared to maximize its benefit to the organization as a whole."

- Agencies will work with the Department of Information Technology to ensure compliance with the Governor's goal to: "consolidate enterprise information technology services to mitigate and eliminate duplication"
- The longitudinal data system project will be in compliance with the State of New Mexico's IT Project Certification processes for Multi-agency IT initiatives.

III. Termination of Agreement

This Agreement may be terminated by the Data Warehouse Council upon written notice delivered to all other Agencies at least thirty (30) days prior to intended date of termination.

IV. Liability

Each Agency shall be solely responsible for fiscal or other sanctions occasioned as a result of its own violation or alleged violation of requirements applicable to the performance of the Agreement. Each Agency shall be liable for its actions in accordance with this Agreement.

V. Period of Agreement

This Agreement shall become effective on November 30, 2009, or as soon thereafter as approved by the respective parties and shall remain in effect for three years unless terminated pursuant to Paragraph III, Termination of Agreement. After three years, this Agreement shall be reviewed and renewed. Any and all amendments shall be made in writing and shall be agreed to by all the Agencies included on the Data Warehouse Council before becoming effective.

IN WITNESS WHEREOF, the parties have executed this memorandum of understanding which becomes effective as of the date of signature of all parties.

PUBLIC EDUCATION DEPARTMENT

By: _____ Date: 11.13.09
Veronica C. Garcia, Secretary

By: _____ Date: 11-13-09
Office of General Counsel

HIGHER EDUCATION DEPARTMENT

By: _____ Date: 11-17-09
Viola Florez, Secretary

By: _____ Date: 11/20/09
Office of General Counsel

CHILDREN YOUTH AND FAMILIES DEPARTMENT

By: _____ Date: 11/19/09
Dorian Dodson, Secretary

By: _____ Date: 11/19/09
Office of General Counsel

DEPARTMENT OF WORKFORCE SOLUTIONS

By: _____ Date: 11/23/09
Ken Ortiz, Secretary

By: _____ Date: 11.23.09
Office of General Counsel

ECONOMIC DEVELOPMENT DEPARTMENT

By: _____ Date: 11/19/09
Fred Mondragon, Secretary

By: _____ Date: 11/19/09
Office of General Counsel

DEPARTMENT OF INFORMATION TECHNOLOGY

By: _____ Date: 11-24-09
Marlin Mackey, Secretary

By: _____ Date: 11/28/09
Office of General Counsel

HUMAN SERVICES DEPARTMENT

By: _____ Date: 11/17/09
Kathryn Falls, Acting Secretary

By: _____ Date: 11/17/09
Office of General Counsel

DEPARTMENT OF HEALTH

By: _____ Date: 11/17/09
Alfredo Viol, Secretary

By: _____ Date: 11/17/09
Office of General Counsel

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UNIVERSITY OF WASHINGTON

Improving Leadership for Learning ■ Stories from the Field

Making State Accountability Count

How New Mexico supports principals with data tools

By Ron Feemster

Ron Feemster is a freelance writer who teaches journalism at Brooklyn College. He can be reached at ronfeemster@gmail.com.

Linda Paul, the school district superintendent in Aztec, NM, was unhappy when she received her students' test scores from the Public Education Department in 2005, but not because too few of her students had passed the state's assessment exam. Paul was frustrated, as she had been for several years, because the data were nearly incomprehensible.

New Mexico's standards-based assessment test (NMSBA) determines which schools are making the adequate yearly progress (AYP) required to comply with the federal No Child Left Behind (NCLB) law. Each year, the state raises the percentage of students who must be proficient in math and reading to achieve AYP. Districts that fail to make AYP are designated in need of improvement. If they fail to measure up for several years in a row, schools come under more scrutiny and, eventually, under direct control of the state. The state measures percentage improvement in each subject area separately for eight groups of students: Hispanic, Native American, white, African-American, Asian, English language-learners, students with disabilities (including special education students), and low-income students. Elementary schools also can fall short in attendance, and high schools may fail based on graduation rates. The AYP target percentages increase each year until 2013–14, when every student must be proficient.

So for Paul, like all other superintendents, the stakes are high when the state issues test scores. However, all she received from the Public Education Department in Santa Fe was a big box of paper printouts and a CD crammed with raw data. The printouts contained a data line for each of the 3,500 students in her sprawling district among the natural gas fields and Indian reservations on the Colorado border. But she found no summary data for her six schools — no tabulations by grade level, subject matter, sex, or ethnicity. The information she needed to help her principals plan instruction was missing. She was able to open the data CD, but all she saw was a text file full of letters, numbers, and commas — no manual, no "readme" files, not even a slip of paper to suggest what program might help her make sense of it all.

"The data were useless," Paul remembers. She struggled to understand the legend used to decode scores. The data line for little Jose, a 4th grader, might state that he got a 30 on benchmark one. But it was not obvious what the benchmark measured. Nor could Paul determine if 30 was a high or low score. She was unable to diagnose the problems in her schools.

"We needed to be able to ask questions of the data," she says. "How are my 4th grade Hispanic students doing in reading? When they have specific problems, what are they? We needed answers to help us plan."

Happily, help arrived from Santa Fe the same day that box of useless paper printouts landed on Paul's desk. Even as Paul sat poring over the data and sorting students by hand into grade levels and schools, Peter Winograd, the director of the state's Education Accountability Office, dropped in to discuss a new program to increase "data literacy" among education leaders. Funded by The Wallace Foundation, the program aimed to transform the vast amounts of data collected during assessment tests into a tool that leaders could use to set policy and, above all, shape instruction.

"We are not sitting around in Santa Fe to try and 'catch' schools that are not doing well," Winograd explains. "Our goal is to help education leaders lead. We go around the state asking how we can help."

> *"What you want to do is make sure that principals, superintendents, and other education leaders can use the data in the warehouse effectively to improve student achievement."*

New Mexico school districts need a lot of help. One in five of New Mexico's 328,000 students is learning English as a foreign language, according to *Journey to Excellence*, a report produced this year by Winograd's office and the New Mexico Business Roundtable for Educational Excellence. One in five has a disability, and one in four students lives in poverty, which is the greatest barrier to student achievement, according to the report. In some districts, particularly in the southern part of the state, many students have at least one parent who entered the United States illegally. Nearly half of New Mexico's students live in five of the state's 89 school districts. More than half of the state's 891 schools are located in rural areas, often with out-of-date facilities, long bus routes, and few selling points when it comes to recruiting teachers. In the 2006–07 school year, 429 schools (53 percent) failed to meet AYP for NCLB. In 2003–05, when NCLB set the AYP bar lower, just 32 percent of New Mexico's schools failed to clear the hurdle. The rapidly rising AYP standard is increasing the pressure on school administrators to improve student achievement. The state hopes that easier access to better data will help schools reverse the downward trend and keep pace with federal requirements.

Paul gave her mysterious data CD to Winograd and his senior policy analyst, Ivara Thorstensen, who in turn found a university professor to help unpack the data. The CD turned out to be comma-delimited ASCII data, a format commonly imported into Excel, a Microsoft spreadsheet program that almost all school districts own. The questions that Paul and many other educators wanted to ask could be posed and answered with pivot tables, an Excel function that extracts specific reports from raw data in Excel.

"We were delighted when we discovered pivot tables," Winograd says. "We did not have to ask districts to buy any proprietary software. They already had what they needed."

What some districts did not have was an expert to build the pivot tables. Winograd saw to it that superintendents in the Wallace project's six demonstration districts formed relationships with people who understood their questions and helped them query the data. The result

has been a simple point-and-click set of tables that can break down student performance not just by grade and subject matter, but by particular teachers, individual students, even by the individual topics on the test.

These topics, known as "benchmarks," are the smallest unit of testable knowledge on the NMSBA for which New Mexico releases student scores. A benchmark may be tested with a half dozen questions or more. Unlike neighboring Texas, the state does not publish the actual questions on the test. And while many New Mexico educators disdain what they call the "drill and kill" philosophy of Texas schools that teach to the test, most spend a great deal of time puzzling out the types of questions likely to surface in vaguely worded topics, such as those for 5th graders: "analyze cause and effect relationships" and "distinguish between fact and opinion."

Even when the exact content of the exam is a bit uncertain, charting student performance against benchmarks is a wonderful tool. Paul, like most other superintendents in the state, would love to use state test results for planning. But so far, the data have not been delivered in time. The NMSBA tests are administered every March. Because students must write out answers to many questions in both math and language arts, grading the test takes time. Although the state is getting faster, the results have yet to be published before school starts in August. Principals cannot yet exploit test data to group students by strengths or weaknesses.

Using a short-cycle assessment

"Schools are running from March to March, from yearly test to yearly test," Paul says. "And the cycle is just too long." Instead of trying to second-guess the test results and plan with too little data, Paul asked Princeton Review to create a short-cycle assessment test that the district administers to all students at the beginning, middle, and end of the school year. The short-cycle results typically come back within two weeks. At $80,000 to $110,000 a year, the tests cost about $10 per student per annum. So far, the investment has paid off: Student performance on the second short-cycle test, given in January, successfully predicted test results on the NMSBA, given in March, which gave Paul confidence that it accurately identifies students who need help.

"Schools have two months to intervene and work on problem areas before the state test," Paul says. Like Aztec, most of the state's 89 districts are moving toward some kind of short-cycle assessment, Winograd says. But many cannot afford to hire a pricey vendor like Princeton Review.

This September, just two years after Winograd interrupted her attempt to correlate data by hand, Paul received her third set of pivot tables from NMSBA data. She also began a new round of short-cycle assessments.

"It's become a data-rich environment," she says. "I've always asked principals the same two questions: 'How's business?' and 'How do you know?' These days they all get out the data to show me." Before long, school superintendents and principals across the state will have access to better data through the Student Teacher Accountability Reporting System (STARS), a data warehouse the state is building. STARS will keep a running account of budget, student-achievement, and staff data.

"Data is the current currency," says Winograd, who has reached out to 140 principals in 30 districts to get feedback from end users of the new warehouse. "What you want to do is make sure that principals, superintendents, and other education leaders can use the data in the warehouse effectively to improve student achievement."

The new emphasis on data has changed the culture of accountability in the Aztec district, just as the superintendent asks principals for their data, so the principals expect teachers to account for student performance. "Now," says Paul, "the facts are right there in the numbers. If a teacher is having trouble reaching algebra, we can see it. Data has helped us get egos out of teacher evaluations." What principals ask of teachers, teachers ask of students. As she showed a visitor through one of her elementary schools, Paul pointed to a three-ring binder on a 2nd grader's desk. My Data Book, the cover read.

"Everybody in the system is accountable for charting their own data," Paul says. "The students learn it very early."

From superintendents to 2nd graders, access to more meaningful data has transformed school districts throughout the state. In the Gadsden school district, which stretches from the border of Mexico and the city limits of El Paso, TX, halfway to Las Cruces — an area larger than Rhode Island — principals often rated their schools like private fiefdoms.

> *"We needed to be able to ask questions of the data — How are my 4th grade Hispanic students doing in reading? ... We needed answers to help us plan."*

"People used to make decisions by gut and by heart," says Yvonne Lozano, Gadsden's assistant superintendent for education. Teachers had a similar autonomy. They did things their own way and pointed to successful students as ones who "got it" or were particularly bright. When students did not progress, poor teaching and failing instructional programs were not the most likely suspects.

"Sometimes, teachers would just appeal to history," Lozano says. "'We've always done it this way.'" The problem with what they had always done? It had not usually worked. In fact, the district's academic performance was ranked 88th of 89 districts in New Mexico in spring 1999. People made excuses. Many students were desperately poor. They came from the colonias, ghettos where people lacked not only steady work, but also running water, indoor plumbing, and often floors in their dwellings. When the parents lived on $5,000 a year in a colonia, how could a public school educate the child? The district also had more than its share of recent immigrants and English language learners.

Lozano and her colleagues in the central office worried that the schools had given up. They led a "self-takeover" of the district in the 1999–2000 school year. First, they instituted strong central control in the district, where 14,000 students enroll in three preschools, 14 elementary schools, three middle schools, and four high schools. Lozano wanted to "treat the district more like a business," so they took control of principals' funds and monitored their budgets. They began to hire better teachers and take steps to eliminate those who were not performing well. The district began to inch up the rankings.

As NCLB began to generate more data, the district tried to use it. "Looking harder at data was part of our attempt to behave more like a business," Lozano says. But it was not until it paired Winegeard's program in 2005 that the district made a breakthrough. "The Wallace project allowed us to look deeper into the data provided by the state," Lozano says.

Once again, the key to exploring data was creating pivot tables. The district asked Kris Korn, a retired teacher from nearby El Paso, to create pivot tables. The results mirrored Aztec Administrators'

tors quickly targeted specific areas in which students scored too low. Principals identified teachers who needed help and sent coaches into the classroom to model new lesson plans and share tips.

In Gadsden's system, the assistant principals' job descriptions include assisting in account abilities. Lozano sent all 22 assistant principals in the system to Las Cruces, where Thorstenson trained them to use pivot tables. When they returned and brought their questions to Korn, he refined the tables to answer their new data queries. Before long, Lozano was calling the assistant principals "Ken Korn clones." The decision to focus on assistant principles had another important consequence: Gadsden had increased the data literacy of future principles in the district.

By 2006, the assistant principals had dug deep into the state testing data. For each of their 14,000 students, the district now had a benchmark profile. Every student's score on each benchmark was mapped not only against the total points available in that benchmark, but also against the score of the average proficient student. The results often were surprising.

"Many students who were not proficient in much of reading actually scored higher than the average proficient student on one or many benchmarks," Korn says. "We learned that students who weren't good enough on average were often very good at a few things. They weren't unable to learn. They already excelled at something. There were just a lot of things they hadn't been taught."

The next step will be to create a historical record for each child with respect to specific benchmarks. Even now, in the third year of NMSBA pivot tables, it has become possible to do some longitudinal work. Coming up with the right question may be the challenge. Korn is convinced the district has the data to answer it.

Charting progress of every student

This fall, some of the assistant principals trained in 2005 took over schools of their own. One of these new principals is Linda Perez, who took over Sunland Park Elementary School. As she had done as an assistant principal, she immediately set up a kind of "war room" to chart the progress of every student against key reading benchmarks. With only a few hundred students in her school, this chart takes up an entire wall. She and every teacher in the building can tell at a glance where any student stands.

Perez, the data maven, has other worries at her school, however. Before she showed a visitor the progress board charting student achievement, she pointed through the rear door of her cheerful turquoise school building to the chain-link fence marking the Mexican border. A border patrol lookout post stands atop a nearby bluff. A few times, she said, a man or woman has sprinted past her school on the way to America, presumably without a visa.

"The border patrol sometimes stops parents on the way to pick up their children," Perez notes coolly. "It makes it harder to get parental involvement at school."

What draws parents in, whatever their fears or misgivings, is student success. And Gadsden has made great strides in the last three years. In the latest ranking, Gadsden rose to third among 89 districts, just behind Albuquerque and Las Cruces. The businesslike, data-driven disciple is succeeding. "If you have a data sheet on each child year after year," Korn says, "you have a commitment to leaving no child behind."

MSNBC.com

School goes from worst to among best

New Mexico school uses praise and pizza to encourage student success

The Associated Press
updated 1:02 p.m. MT, Mon., Oct. 12, 2009

TOHATCHI, N.M. - Fifthgrader Darius Yazzie's after-school chores include hauling water for horses and feeding chickens, while his classmate, Shanika Begay, rides a bus 15 miles each way through the rolling hills of this impoverished corner of the Navajo Nation.

Some students travel a much greater distance, as far as 45 miles on dirt roads that become impassable in bad weather. Some of their homes lack electricity and running water. About 83 percent of Shanika's and Darius' classmates are poor, according to state data, with about 80 percent designated as English language learners.

While Tohatchi Elementary School is a new building this year, with walls decorated with Navajo language posters and student artwork, the demographics of poverty and language have added up in the past to some of the worst test scores in New Mexico.

But about four years ago, Shanika, Darius and other students noticed a change.

Turning academics into a challenge

A bespectacled, mustachioed man with a buoyant character was there to greet them each morning. George Bickert, who as a first-year principal had to get a special waiver to take the job, immediately learned his students' names. He gave them smiles, hugs and high fives. He led early morning basketball games, which Darius loved.

Like those games, Bickert turned academics into a challenge, one that he believed these students could win. And win they did.

Tohatchi boosted its math scores from 15 percent of the students being proficient in 2006 to nearly 78 percent this year. Reading scores rose from nearly 28 percent of the students being proficient to almost 71 percent this year, according to state data.

Ask Darius and Shanika, both 10, about making "adequate yearly progress" a year ago and they break into wide grins when they recall how Bickert shaved his head as his part of the bargain.

State Public Education Secretary Veronica Garcia described Tohatchi's progress as "astonishing."

"It is astonishing and it is amazing," she said. "And, I hope that his success is able to grow even more success."

Daria Hall, director of K-12 policies with The Education Trust, based in Washington, D.C., said that schools like Tohatchi "are proof positive that when we organize for student success, low-income and English language learning students can perform at high levels."

Test scores highlight disparities

Nationally, Native American and low-income fourth graders score lower than their peers in reading and math, Hall said.

A 2007 National Assessment Education Progress report shows 49 percent of Native American fourth graders tested are not proficient in reading, compared to 34 percent of fourth graders of all ethnicities. Disparities also appear in math scores.

Bickert, who was promoted this school year to principal of Crownpoint High School 40 miles east of Tohatchi, insists that his character and motivational skills were not the only reasons for the school's success.

"I do think several staff members thought I was crazy, but I believed in the faculty and staff that we had, and more importantly I believed in our students and parents," he said.

Data drives Bickert's methods. He knew who his English learners were, which students were poor, what skills they were missing, what their reading and math scores were.

"Know your students," he said. "Everybody around the country is struggling with English language learners and students with disabilities, but you need to know what categories your students fit into and find out what your students need."

Bickert also made learning fun and competitive.

The eye-drooping "curriculum based measures" — weekly tests to measure students' progress — became "Math Monsters" and "Cougar Readers."

Pizza parties to celebrate success

Classroom scores were posted. Students who got perfect scores on the weekly 10-question tests heard their names read during Monday morning announcements and classes that scored 100 percent got pizza parties.

Darius still remembers his classroom's party.

"We worked so hard on it, and I'm proud of myself because I amaze myself by what I can do," he said. Darius wants to be a doctor and live in Los Angeles or Atlanta.

Parent Margie Leonard, whose three sons attend Tohatchi, noticed changes when Bickert became principal, though she was initially unaware of the rising math and reading scores.

Suddenly, homework was brought home. Teachers were available to parents. Weekly tests measured her sons' progress.

"The kids liked it," Leonard said. "They liked the way he praised him."

Bickert said he was fortunate that "the teachers and community rallied around the vision of excellence."

Tohatchi's new principal, Vanesa Holly, says she plans on maintaining Bickert's success.

"I don't know if we'll make the huge jumps that we've made in AYP (adequate yearly progress)," she said, "but I think we'll continue making AYP and just move farther and farther along that road."

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Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Resumes** Pages: **25** Uploaded File: **NM ACHIEVeS Resumes FINAL.pdf**

The following resumes are for the major team players for the NM-ACHIEVeS project. They are for:

1) Minerva Carrera, PED Program Manager
2) Veronica Chavez-Newman, HED CIO
3) Anya Dozier Enos, PED High School Redesign
4) Scott Hughes, OEA Director
5) Joel D Nudi, PED IT Project Manager
6) Beata Thorstensen, OEA Deputy Director
7) Tyler Weldon, HED Director of Research
8) Peter Winograd, OG Education Policy Advisor
9) Job Description, Data Director
10) Job Description, Data Coordinator

Minerva E. Carrera

(b)(6)

Work Experience

Program Manager, Data Collection & Reporting Bureau **9/2005 – Present**
State of New Mexico, Public Education Department, Santa Fe, NM

Work for agency CIO in IT Division. Respond to data requests for Public Information Officers and legislative committees, work with school and school district personnel on data and reporting requirements in a customer service setting, manage 8-10 IT professionals, manage bureau budget, assist in IT plan preparation, work with other state of New Mexico education-related agencies, work with data warehouse team on defining and collecting data elements as required by state statute and federal department of education, serve as backup to IT Director or CIO as needed, work with contractor personnel on bureau and division IT development and implementation plans, etc.

Manager, ID Card Services **10/1995 – 5/2005**
University of New Mexico, Albuquerque, NM

Managed all departmental operations including customer service, budget preparation/oversight, marketing, and personnel management. Developed departmental policies and procedures for new UNM department. Responsible for implementation and end-user support for all ID card applications including card production operation, privilege/access control, debit card, and others. Responsible for tactical and strategic planning. Consulted with university administration and user departments on card applications and recommended solutions. Set IT direction for the department. Served as backup for departmental systems manager. Maintained proprietary security system card database insuring accuracy and data integrity. Interfaced with diverse populations across campus: student organizations, administration, security and police departments, and UNM branch campus personnel across New Mexico.

Database Administrator / Contractor **6/1995 – 9/1995**
Millican & Associates, Los Alamos, NM

Worked in Los Alamos National Laboratory on federal Department of Energy project to analyze and catalog nuclear material databases, identify source data systems, document softcopy and hardcopy database and record retention requirements based on National Archive standards to meet data warehouse deadlines assigned by federal government for all DOE facilities.

Systems Engineering Manager / Marketing Manager **7/1989 - 4/1994**
IBM Corporation, Santa Fe & Albuquerque, NM

Responsible for IT personnel management, technical and marketing staff operations and working with clients on their IT needs. Consistently achieved 90%+ approval rating from subordinates. Managed business & quality process re-engineering through several workforce restructuring efforts. Led technical staff for RS/6000 and AIX beta test project at national lab Advanced Computing Lab.

Minerva E. Carrera

Work Experience

Advisory Systems Engineer — 1/1988 - 6/1989
IBM Corporation, Dallas, TX

Worked with systems engineering and marketing teams in 24 marketing offices across 3 states to insure new hardware and software installations resulted in successful customer experiences. Administered national customer satisfaction surveys for IBM clients. Managed national executive education programs for the region.

Systems Engineer — **11/1977 – 12/1987**
IBM Corporation, Austin, TX

Worked with multiple state agencies in the State of Texas to assess IT hardware and software needs and provide solutions. Responsible for maintaining customer relationships in marketing to state government departments. Worked in a team environment to provide networking assistance to other engineers. Maintained in-depth technical skills in mainframe computer systems and networks and related hardware and software. Provided expertise in data network architectures and technologies to other systems engineers and client personnel.

Education

Bachelor of Business Administration — **University of Texas, Austin, TX**
Major: Marketing

IT Technical and Management Training
IBM Corporation

Advanced Management Certification — Anderson Schools of Management
University of New Mexico, Albuquerque, NM

Veronica Chavez-Neuman, MBA

(b)(6)

veronica.chavez-neuman@state.nm.us

Objective

To maximize the use of technology to facilitate decision support, knowledge management, and to enhance teaching and learning in higher education.

Professional Highlights

Appointed Chair of Statewide Teams

- Assigned co-lead and lead of the state's Student Data Sharing Task Force. Achieved the initial plans for the development of a P20 data system, now driven by legislation and executive order.
- Led the development of 13 security policies and standards for state agency Information Security.
- Served two terms as lead of the Justice Information Sharing Council to develop a consolidated query system for offender look-up. System now used by all law enforcement agencies in NM.
- Led the statewide IT Personnel Classification Study that consolidated over 40 IT classifications to 11 with appropriate levels.

Founding Project Team Member, IDEAL-NM

- Lead role in the design, development, and initiation to establish the nation's first multi-sector eLearning program. National Awards to IDEAL: #6 for policy and best practices, and Council of State Governments (CSG) Innovation Award.
- Presented initial funding requests with plans to legislature, received funding for program (2007).

Interim Director, IDEAL-NM

- Consolidated/streamlined contracts process from over 300 to 11 contracts.
- Developed strategic planning framework for the program.
- Developed accountability matrix and performance measurements.
- Developed baseline budgetary plan for Graduate New Mexico Program.

CIO Achievements

- Completed IT consolidation at two agencies within first six months of employment.
- Significantly streamlined services and the cost of IT to achieve efficiency.
- Serving second term as member of IT Commission representing Higher Education.
- Facilitated collaborative support model for higher education to achieve cost benefit and efficiencies.

Education

Certificate in Education Law	Nova Southeastern University, Fort Lauderdale, FL	Expected Summer, 2010
Graduate study, Education Technology (27 Cr Hrs)	New Mexico State University, Las Cruces, NM	2007
	Nova Southeastern University, Fort Lauderdale, FL	2001-2003
Masters in Business Administration	New Mexico Highlands University, Las Vegas, NM	1998
Bachelors in Business Administration	University of Albuquerque, Albuquerque, NM	1985
Certificate: Accounting	Albuquerque TVI, Albuquerque, NM	1981

Veronica Chavez-Neuman, MBA

Employment History

Chief Information Officer	NM Higher Education Department, Santa Fe, NM	09/2005 to Present
Interim Exec. Director	IDEAL-NM, Albuquerque, NM	03/2009 to 09/2009
Chief Information Officer	NM Department of Public Safety, Santa Fe, NM	06/2003 to 09/2005
Business Manager	Self Employed	07/2003 to Present
Director of Professional Development	Luna Community College, Las Vegas, NM	09/2001 to 06/2002
Director, Computer & Information Services	Luna Community College, Las Vegas, NM	06/1999 to 02/2002
Division Systems Mgr.	Santa Fe Community College, Santa Fe, NM	10/1998 to 06/1999
MIS Director	City of Las Vegas, Las Vegas, NM	10/1997 to 07/1998
Systems Operations Manager	Las Vegas Housing Authority, Las Vegas, NM	04/1995 to 09/1997
Admissions and Records Tech	Santa Fe Community College, Santa Fe, NM	03/1993 to 04/1995
Vice President, Secretary	Rosedale Seafood Southwest	1987 to 1993

Professional Affiliations

- Commissioner, Information Technology Commission
- Member, Council on Technology in Education
- Member, NM College & Career Ready Policy Institute
- Member, NM P20 Council
- Member, State CIO Council
- Member, New Mexico Learning Network
- Member, CTE eLearning Committee
- Emeritus Member, CHECS Education Technology Consortium
- Member, New Mexico IDEA Panel
- Member, 7-State Virtual School Leadership Alliance
- Board Member, Innovate-Educate New Mexico
- Member, Society for Applied Learning Technologies (SALT)
- Member, Association of Computing Machinery (ACM)
- Member, Institute of Electrical and Electronic Engineers (IEEE)
- Member, American Association of University Women (AAUW)

Veronica Chavez-Neuman, MBA

Skills

- Strong organizational leadership skills
- Excellent customer service and interpersonal skills
- Knowledgeable in principles of administration & management practices
- Experience in budgeting and overall business operations
- Demonstrated leadership and facilitation of collaborative, diverse teams
- Knowledgeable and proficient with the NM Legislative process and bill analysis
- Knowledgeable and proficient with eLearning and online course management systems
- Knowledgeable about ERP systems and data management
- Proficient project management skills for large project/program implementations
- Technically savvy; Advanced user of business software

Conferences, Presentations

(2002). Online Home School Program. Salt Educational Technology 2002 Conference. Arlington, VA., July 24, 2002.

(2005-2009). Available upon request: Numerous presentations on IDEAL-NM & IT initiatives to legislative committees, state education associations, information technology groups, and public education institutions.

Publications

(2002). The West Las Vegas Family Partnership eSchool: A Hybrid Online Program for Home schooled Middle-School Students. The Journal of Instructional Delivery Systems.

References

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Honolulu, Hawaii 96822
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(808) 956-8447

ANYA DOZIER ENOS, PH.D.

(b)(6)

EDUCATION:

Ph.D. Educational Psychology: Sociocultural Perspectives in Education. May 1998. University of Illinois at Urbana-Champaign, Urbana, IL 61801.

M.A. Liberal Arts. May 1987. St. John's College, Santa Fe, NM 87501.

B.A. English Education. May 1984. College of Santa Fe, St. Michaels' Drive, Santa Fe, NM 87501.

A.F.A. Creative Writing. May 1984. Institute of American Indian Arts, Santa Fe, NM 87501.

A.F.A. Three-Dimensional Design. May 1979. Institute of American Indian Arts, Santa Fe, NM 87501.

CERTIFICATION:

New Mexico State Secondary Teacher Certificate: English and Art.

New Mexico State Master Teacher Certificate : K—12 English and Art.

CURRENT POSITION:

11/08 – present New Mexico Public Education Department ..... 300 Don Gaspar, Santa Fe, NM

High School Redesign Coordinator: Coordinate and monitor major policy work across divisions within the Public Education Department (PED), with Higher Education Department, Workforce Solutions Department, school districts, and a number of stakeholder groups. Specific coordination and monitoring of initiatives include, but are not limited to, dual credit; high school assessment; improved student proficiency levels and classroom instruction; improved student attendance; advanced placement; communications with constituents like managing the High School Redesign web updates; participation in implementation of the Electronic Student Management System; professional development; participation national initiatives such as American Diploma Project and College and Career Ready Policy Institute; prepare reports and presentations; actively participate in PED continuous improvement projects; review rules and regulations; develop and modify PED rules.

EXPERIENCE in EDUCATION K—12:

8/90 – 12/08 Santa Fe Indian School. ..... P.O. Box 5340, Santa Fe, NM

9/05 to 12/08 *Principal Investigator for Pueblo ITEST of New Mexico*, a National Science Foundation initiative to provide information technology experiences to students and teachers in 12 Pueblo Indian schools and 19 Pueblo communities through the incorporation of community-based education. Co-wrote grant proposal. Oversight of project goals and implementation. Coordinated with New Mexico Institute of Mining and Technology for teacher professional development and student course work. Coordinated a consortium of 12 Bureau of Indian Education school principals. Supervised three employees and five contractors. Presented project findings at local and national meetings. Coordinated with external evaluator. Oversaw annual budget of $350,000. Named Emeritus Principal Investigator, Information Technology Experiences for Students and Teachers, by National Science Foundation February 2008.

8/01 to 6/07 *Co-Principal Investigator and Project Director for New Mexico Tribal Coalition*, a National Science Foundation Rural Systemic Initiative to raise math, science, and technology achievement in 12 Pueblo Indian schools. Planned and implemented professional development activities including college credit courses and a yearly district-wide conference for over 400 participants; assured cultural sensitivity and relevancy; led teachers' action research projects; coordinated/oversaw data gathering across 12 sites; oversaw annual budget of $500,000; wrote required reports; supervised five employees and ten contractors; participated in local and national NSF meetings; coordinated with external evaluator; wrote grant proposals. Fully involved schools saw gains in Standards Based Assessment mathematics and science scores during the project.

10/01 to 8/05 *Project Director for Cultivating Our Own to Lead*, a United States Department of Education grant to certify 26 Native American teachers as administrators and impact a local college of education's administrator preparation curriculum. Co-wrote grant proposal. Coordinated education through a state university and local contractors; worked with advisory group to assure inclusion of unique Bureau of Indian Affairs leadership needs; assured educational approaches were culturally appropriate; provided academic and other support as needed by program participants; oversaw annual budget of $250,000;

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wrote required reports; supervised one employee and six contractors. Designed and implemented internal evaluation; coordinated with external evaluator. 100% of participants completed the project.

8/98 to 6/02 *Senior Researcher for Circles of Wisdom*, an Annenberg Rural Challenge funded program. Revised original proposal. Designed, implemented, and presented empirical research on Pueblo-focused, community-based education that both aligned school curricula with state standards and incorporated community-identified priorities in formal education. Assured research practices fit with both Pueblo and university ways of understanding. Trained and supervised five research interns; co-wrote grant proposal for Cultivating Our Own to Lead.

8/96 to 8/02 *Parent Coordinator*. Facilitated Parent Advisory Council. Ensured follow-though on Parent Advisory Council recommendations. Coordinated and presented parent training. Facilitated school/home and home/school communication.

8/94 to 8/98 *Pregnancy Prevention Coordinator*. Coordinated and taught courses to develop self-esteem, communication, and decision-making skills for mid and high school students. Presented workshops for staff, parents, and students on issues of sexuality. Coordinated evaluation of program and reported regularly to NM Department of Health.

8/90 to 6/96 *English and Gifted and Talented Teacher*. Taught English skills, literature, and history to mid and high school students.

EXPERIENCE in EVALUATION:

06/08 to 12/08 Private Consulting ..... P.O. Box 831, Espanola, NM

Projects included gathering and analyzing planning documents for Santa Clara Pueblo Intergovernmental/ Public Relations Office and analyzing qualitative data for National Science Foundation funded TXCEPT evaluator.

06/06 to 05/07 Santa Clara Pueblo Community Survey ..... P.O. Box 580, Santa Clara Pueblo, NM

Analyzed and Reported Community and Program Survey Data as coordinator of three-member team to produce two written reports and a verbal/ graphic presentation to 20-member Santa Clara Pueblo Governor's Task Force on Youth and Families. Facilitated two-day retreat for strategic planning. Created strategic plan outline and timeline for Task Force.

11/05 to 07/07 Native American Vocational and Technical Education Program (NAVTEP) ..... Pojoaque Pueblo, NM

Evaluator for NAVPEP, funded by US Department of Education. Observed courses. Gathered and analyzed interview and survey data from participants and program personnel. Reviewed and analyzed student achievement data. Reported to project director and funding agency.

April 2007 US Health and Human Services ..... Washington, DC

Grant Application Reader for Social and Economic Development Strategies (SEDS) grant review process.

September 2004 US Department of Education ..... Washington, DC

Grant Application Reader for Social and Economic Development Strategies (SEDS) grant review process.

6/98 to 8/98 Santa Fe Indian School Community Based Education Model Santa Fe, NM

Evaluator for Community Based Education Model, funded by US Department of Energy. Gathered and analyzed interview and survey data from participants and educators. Reviewed and analyzed reports, journals, and student achievement data.

EXPERIENCE in HIGHER EDUCATION:

7/96 – 6/05 College of Santa Fe ..... Santa Fe, NM

Adjunct Faculty: Masters of Education for At-Risk Youth. Courses: EDU 501: Sociological Perspectives of At Risk Youth; EDU 503: Cognition Across Cultures; EDU 504: Making Sense of Data; EDU 540:

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Survey of Programs for At-Risk Youth; EDU 592: Guided Portfolio. Chaired Master's committees for portfolios, field projects, and theses.

1/03 – 5/03 Highlands University ..... Las Vegas, NM
Adjunct Faculty: School of Education, Educational Leadership. Taught ED LD 608: Research Development I. Member of Master's committees for portfolios.

6/96 – 7/96 Northern New Mexico Community College ..... Espanola, NM
Part-Time Faculty. Taught HIST 250: American Indian History.
University of New Mexico ..... Albuquerque, NM
Part-Time Instructor. Co-Taught ETSCS 502: Naturalistic Inquiry.

8/89 to 8/90 Northern New Mexico Community College ..... Espanola, NM
Part-Time Faculty. Taught Early Childhood, English, American Indian History, and Psychology courses.

COMMITTEE/ BOARD MEMBERSHIPS

03/08 – present Chairperson, Santa Clara Pueblo Governor's Task Force on Youth and Families.

2006 – present Awards Committee Member, Indigenous Peoples of the Americas Special Interest Group, American Educational Research Association.

1989 to 2007 Tewa Women United. Founding Member; Board Member.

1999 to 2000 Santa Clara Betterment for Education member, appointed by Santa Clara Governor.

1996 to 1999 Santa Clara Library Board Member, appointed by Santa Clara Governor.

1996 to 1998 Santa Fe County Maternal/ Child Health Council. Co-Chair: 1998.

PUBLICATIONS, PAPERS, and PRESENTATIONS

List available upon request.

PROFESSIONAL ASSOCIATIONS

National Indian Education Association. Member since 1997.

American Educational Research Association. Member since 1998.

Association for Supervision and Curriculum Development. Member since 2003.

TRIBAL AFFILIATION

Enrolled member of Santa Clara Pueblo.

Scott D. Hughes, Ph.D.

(b)(6)
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(b)(6)
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ScottD.Hughes@state.nm.us

SUMMARY

- Creative and dedicated professional with extensive experience in project management, qualitative and quantitative research and analysis, writing and editing.
- Accomplished leader and team player who works well with diverse personalities and complex situations.
- Innovative and tenacious problem solver with a proven track record of producing accurate results under tight deadlines.

EXPERIENCE

Director, Office of Education Accountability (OEA), State of New Mexico
Santa Fe, NM — April 2004—Present

- Responsible for monitoring of education reform initiatives statewide
- Researched, coordinated data collection and developed in conjunction with the Lt. Governor's Office and New Mexico Children's Cabinet the Children's Budget for the State of New Mexico, Publication February 2007, January 2008, January 2009 forthcoming 2010
- Researched, analyzed and published analyses of education legislation during the 2005, 2006, 2007, 2008 and 2009 legislative sessions
- Analyzed and prepared report on education reform knowledge and perceptions found in populations of educators and the general public – findings released in Fall 2005
- Lead writer on grant proposal to the Wallace Foundation that resulted in the award of a $1.2 million grant per year for three years and $1.7 million per year for two years (January 2005-June 2010)
- Project Manager for statewide evaluation of New Mexico Pre-Kindergarten program being conducted by the National Institute for Early Education Research (NIEER) at Rutgers's University
- Appointed by the Lt. Governor for service on the New Mexico Early Childhood Action Network Steering Committee
- Member New Mexico NCATE Review Team (Certified August 2007)
- Serves as designee for DFA Secretary on issues related to public school capital outlay

Research Analyst, Legislative Education Study Committee (LESC), State of New Mexico
Santa Fe, NM — October 2001—April 2004

- Researched, prepared and presented findings on various educational topics for the standing education committee of the New Mexico State Legislature
- Analyzed and prepared findings on education legislation during the 2002, 2003 and 2004 legislative sessions
- Assisted in planning and coordination of monthly meetings of the standing committee or various subcommittees and work groups convened to focus on specific education topics, including the Public School Code, educational governance, and truancy
- Developed permanent record sets of materials prepared for the subcommittees and work groups
- Coordinated presentations by state and national experts, agencies and school districts
- Recorded and transcribed for public record monthly meeting minutes of legislative interim meetings of the LESC
- Maintained confidentiality of all materials

Scott D. Hughes

Contract Staff, Excel Staffing Companies, Albuquerque, NM August 2000—October 2001

- Researched, prepared and conducted quality assurance of requests for proposals for the Marketing Group of a major regional health plan
- Coordinated monthly regional medical programs for health professionals throughout New Mexico
- Negotiated grants and contracts with pharmaceutical companies for support of regional medical education
- Assisted in planning and coordination of two regional medical conferences
- Developed database applications using several programs including Registrar, PMAPS, and Access
- Recorded and transcribed monthly meeting minutes for various committees of two regional MCOs

Research Analyst, University of New Mexico, Institute for Public Policy
Albuquerque, NM January 1998—July 2000

- Managed or participated in research projects concerning national security, nuclear waste management, health care policy, and community relations for a national laboratory
- Developed public survey research instruments
- Compiled, coded, and analyzed quantitative and qualitative research results using StatView and NUD*IST software programs
- Authored, co-authored or edited numerous reports and presented findings to clients
- Assisted in conducting in-depth interviews with national security professionals

Managing Editor / Associate Editor / Editorial Assistant, University of New Mexico,
New Mexico Historical Review, Albuquerque, NM January 1990—December 1997

- Hired, trained, and supervised editorial and staff employees for state historical journal
- Coordinated editing, desktop publishing, quality control, and distribution on a quarterly schedule
- Evaluated and selected authors
- Oversaw budget and accounting activities
- Negotiated vendor contracts, including a contract that reduced annual printing costs by 50 percent
- Guided public relations, media contacts, and legislative lobbying for nearly three years
- Database operation including development of a database for tracking book reviews and authors
- Fact checking, library research, copyright authorization, cash handling

EDUCATION

University of New Mexico, Ph.D., history 2000
Michigan State University, B.A., history (minor: business / economics) 1980

COMPUTER SKILLS

- Operating Systems: Mac OS, Windows NT
- Applications: Windows Office, SPSS, NUD*IST, StatView, MS-Office, Visio Standard, NM One Source of Law

LANGUAGES

- Can read Spanish

HONOR SOCIETIES

- Phi Kappa Phi
- Phi Alpha Theta

JOEL D. NUDI, MBA

Education:

March, 2003	Master of Business Administration UCD / Smurfit School of Business Carysfort, Co. Dublin, Ireland
December, 1983	Bachelor of Science, Industrial & Management Engineering Rensselaer Polytechnic Institute Troy, New York, USA

A qualified engineer and highly experienced project manager who has managed large capital & IT projects in the US and Ireland. Strong interpersonal, committee, presentation skills & customer focus with 25 years in a lead role in a customer facing environment.

Professional Work Experience:

September 2008 - Present **New Mexico Public Education Department**
IT Project Manager

Reporting to the IT Director, this position is responsible for managing the delivery of IT Projects for the New Mexico Public Education Department. Major areas of responsibility include:

- Managing the NMPED SLDS Grant project. Duties include:
  - Create project plan for SLDS to address various data needs for New Mexico;
  - Manage implementation of SLDS Project (upon successful application);
  - Provide secure access to data from the New Mexico Public Education, Higher Education, Workforce Solutions and Children, Youth & Families Departments;
  - Liaise between Public Education Department users and other State Partners to deliver project scope within time and budget constraints.
- Managing all aspects of the NMPED Microsoft Office SharePoint Server project. This project will:
  - Provide an Educational User Interface into the Agency website and related sites;
  - Provide permitted and secure access to data from the New Mexico Student Accountability and Reporting System (STARS);
  - Managing developer training, system implementing, end-user testing and end-user training of the system.
- Managing all aspects of the combined New Mexico Public Education / Higher Education / Workforce Solutions "Carve Your Path – Electronic Student Management System" project.
  - This project will provide a "one-stop-shop" to meet the educational and career needs of New Mexico citizens;
  - This requires close work with New Mexico Public Education Department bureaus and the Higher Education Department and the Department of Workforce Solutions;
  - This includes representing the Public Education Department to other State entities such as the New Mexico Legislature, Department of Information Technology and Project Certification Committee.
- Coordinated Periodic Review Process management system which reduced time to review and approve required District data submissions.
- Managing migration of STARS data system from New York to New Mexico.
- Managing conversion of STARS database from Oracle to MS SQL.
- Managing conversion of STARS reporting system from Cognos to Microsoft Business Intelligence.
- Other work as assigned by the CIO or IT Director.

July 2001- August 2008 **JaDieN Solutions**
Managing Director

Worked on a consultative basis providing advice to Professional Services firms on their business operations and systems. These services include Project Management, Business Policy/Process Flow review & Change Management.

- Provided research and selection services to assist Accounting Firm in Dublin to define user requirements and system specifications for ERP system selection process.
- Managed delivery of Client-Facing aspects of ERP Implementation Projects at two of the 'Big 4' Accounting Firms (SAP at KPMG and GFIS (PeopleSoft) at Ernst & Young) in Ireland.
- Developed web-based computer system for tracking staff & student data, including enrolment, invoice & payment tracking, HR & payroll, and internet and intranet websites.
- Led expansion of Special Needs pre-school from one site to five. This project required design, operation, and management of support processes to enable the organic growth of the school.

December 1998 - July 2001 **KPMG Ireland**
Group Business Manager

Reported to the Group Chairman as a Group Business Manager. This was a new position for KPMG, created to give Business guidance to the Professional Accounting firm. Major areas of responsibility include:

- Managed service delivery of internal support functions (including Administration, Marketing, Premises, Education, Personnel and IT) to professional accounting and support staff.
- Leader of Group Business Managers from 4 business units.
- Performed information gathering and compilation, goal setting and progress monitoring of Group Business Plan.
- Monitored time charges, fee billing and cash collection activities of Partners, Directors and Staff and recommending changes for increased efficiency.
- Provided analysis of costs and profitability of services provided to clients.
- Directed hiring, coordinating salary/bonus considerations and advancing promotional consideration of Junior and Senior level accounting professionals and support staff.
- Coordinated staffing needs on audit and other assurance-type jobs.
- Generated and controlled Group Developmental Expenditure budget.
- Developed new methodologies to enable staff to work more effectively. Projects included:
    - Assembled different levels of staff at regular communications meetings
    - Implemented electronic file tracking system to enable quick retrieval of files
    - Developed 'Client Care' tracking system to ensure developmental needs of clients are gathered, evaluated and acted upon.
    - Implemented Electronic Document Management System to enable 'paperless audits'
    - Implemented systematic reviews of client profitability and options to affect changes for improved results

May 1997 - November 1998 **Project Management Limited**
Projects Manager

Worked on a consulting basis as assistant to Director of Site & Building Services Department at Intel Ireland Ltd. Major areas of responsibility include:

- Coordinated support services aspects of new Fab 14 building commissioning program, including IT, Catering, Janitorial, Waste & Recycling Management & Security Services on schedule and on budget.
- Managed negotiations to improve site-wide contracts (including Catering, Janitorial, Waste & Recycling Management, Security) on behalf of Intel Ireland.

- Acted on various Safety-related teams, including Office Safety Sub-Segment, FYI Reduction Team, Mr. Clean/Safety Surveyor & Office Security Auditor
- Performed various activities as defined by the director to enhance the delivery of services provided by the Site & Building Services Department.
- Member of Finance Working Team charged with allocating funding resources & cost saving initiatives to ensure that Intel Ireland Ltd. remains fiscally competitive.

March 1984 - May 1997 **New York State Office of Mental Health**
Bureau of Capital Operations

Worked in a variety of positions with ever-increasing responsibility for the Bureau of Capital Operations within the Office of Mental Health for the State of New York (USA), ending with five years as Chief Project Manager. Significant areas of work for these positions are presently briefly as follows:

Chief Project Manager (May 1992 - May 1997)

- Managed all facility planning efforts for four Psychiatric Centre campuses consisting of over 150 buildings situated on more than 500 acres.
- Developed and implemented campus planning efforts involving a multitude of user groups. This required an in-depth knowledge of the program and physical needs of the constituent groups and the resources available and an innovative approach to effectively meet their programmatic needs within existing fiscal limitations.
- Effectively communicated with a range of personnel, including Chief Executive Officers, Department Heads, physical plant personnel and user groups.
- Directed and coordinated draft program analysis by various oversight agents, including budget, operations and legal bureaus.
- Completed project design efforts using consulting engineers and architects.
- Processed contract documents through bidding and award proceedings.
- Reviewed contractor progress, quality and adherence to contract and code requirements to ensure successful projects.
- Responsible for more than 50 capital projects valued at approximately $295,000,000.

Capital Project Manager (October 1987 - May 1992)

- Managed more than 40 capital projects valued at approximately $200,000,000.
- Successfully completed planning, budgeting, design and construction objectives similar to those noted above.

Consolidation Project Manager (April 1987 - October 1987)

- Managed the consolidation design efforts resulting in the co-location of the Central Islip and Pilgrim Psychiatric Centers.

Project Assistant (October 1985 - April 1987)

- Coordinated capital design and operating policy needs between facility users and various central office bureaus.
- Generated correspondence, developed reports, and completed minor projects that were essential to the ongoing operation of the agency.
- Developed & operated mini computer system for department, increasing workstations from 4 to 33.

Project Assistant (March 1984 - October 1985)

- Assisted the Deputy Director in coordinating capital design and operating policy.
- Administered and operated a mini computer

CURRICULUM VITAE

BEATA INGEBORG THORSTENSEN

(b)(6)

OFFICE:
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NM Department of Finance &Administration
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Santa Fe, NM 87501
(505) 476-1087
Beata.thorstensen@state.nm.us

EDUCATION:

May 2004: University of New Mexico, College of Education, Albuquerque, New Mexico.
MA, Educational Psychology

June 1999: Brandeis University, Florence Heller Graduate School for Social Policy, Waltham, Massachusetts.
Accounting for Non-Profit Managers

May 1996: Brandeis University, Waltham, Massachusetts. College of Arts and Sciences.
BA, History

PROFESSIONAL EXPERIENCE:

July 2009- Present: Office of Education Accountability, Department of Finance and Administration, State of New Mexico.

Deputy Director. Serves as the Deputy Director for the Office of Education Accountability, providing leadership and guidance in the of P-20 education reform, accountability, assessment, educator quality and public school finance for the Department of Finance and Administration leadership, the Office of the Governor, Office of the Lt. Governor and the New Mexico Legislature.

September 2003—July 2009: Office of Education Accountability, Department of Finance and Administration, State of New Mexico.

Duties include serving as a Senior Policy Analyst in the areas of P-20 education reform, accountability, assessment, educator quality and public school finance for the Department of Finance and Administration leadership, the Office of the Governor, Office of the Lt. Governor and the New Mexico Legislature.

Director. New Mexico Comprehensive Leadership System Grant. Serves as a director of a two-year, $3.6 million Wallace Foundation-funded program to build a system that supports the recruitment, preparation, mentoring, professional development and supporting the working conditions of principals and other leaders. Responsibilities include day-to-day management of the grant, managing a cadre of contractors and budget oversight.

Coordinator & Lead Trainer. The New Mexico Principal Support Network. Created and implemented an outcomes-based professional development initiative for district-level educational leaders as part of New Mexico's Wallace grant, training leaders in the use of high-stakes standards-based assessment data to drive comprehensive school improvement. Curriculum includes building the assessment literacy capacity of principals, superintendents and central office staff. Topics include:

- Reliability
- Validity
- Appropriate and inappropriate uses of assessment
- Alignment of summative and interim assessments
- The use of assessment in calculating Adequate Yearly Progress
- Establishing appropriate improvement targets
- Triangulation of data
- Issues in data quality

Piloted in 2005-06 in eight New Mexico school districts. Expanded in 2006-07 to 28 school districts, and to 43 districts in 2007-08, including all schools in Schools In Need of Improvement designations of Restructuring I and II. 2008-09 work expanded to 82 of New Mexico's 89 school districts, as well as charter schools and Bureau of Indian Education schools. Work has led to a partnership with the Public Education Department for the creation of assessment data-analysis tools in STARS, the Student Teacher Accountability Reporting System at the Department.

Director. The New Mexico State Action for Education Leadership Project. Served as director of $4.2 million Wallace Foundation-funded program to increase the capacity of educational leaders at state, district and school levels to use accountability data effectively to improve student achievement. Handled day-to-day grant management duties. Managed a cadre of contractors to implement the project. Worked intensively with demonstration districts, the Public Education Department, the New Mexico Higher Education Department, the New Mexico Coalition of School Administrators and the New Mexico Children's Cabinet.

Evaluator. Consequential Validity of the New Mexico Standards-Based Assessment. Served as the primary architect for a consequential validity study of the New Mexico Standards Based Assessment utilized as part of peer review.

Examiner. National Council for Accreditation of Teacher Education (NCATE). Served as a member of the New Mexico State Board of Examiners for the accreditation of the University of New Mexico College of Education, October 2007.

May 2002—October 2003: Research Staff, the New Mexico Business Roundtable for Educational Excellence, Albuquerque, NM.

Duties included research and dissemination of current education topics including, theory, practice, assessment, and finance to Roundtable members, educators, community members and senior level state policy makers.

August 2001—September 2003: Graduate Assistant, Center for Teacher Education and Educational Policy, College of Education, University of New Mexico.

Duties included data collection and analysis for several College of Education projects including the New Mexico First Educational Implementation Team, the Teacher Education Accountability Council (TEAC) and the National Council on the Accreditation of Teachers (NCATE) Annual Reports.

April 1997—January 2002: Research Assistant, Center for Youth and Communities, Florence Heller Graduate School for Social Policy and Management, Brandeis University, Waltham Massachusetts.

The Center for Youth and Communities is a leading research, policy and professional development center in the field of ***youth*** *and* ***community development****. Duties included providing research support to Center director and senior staff on a variety of capacity building, professional development, technical assistance and evaluation projects.*

SELECTED CONSULTANCIES/COMMITTEES:

July 2009,
March 2009 &
October 2008 **US Department of Education**

Peer Reviewer: Served as a Peer Reviewer for Comprehensive State Assessment Systems under No Child Left Behind.

June 2009 **US Department of Education**

Reviewer: Enhanced Assessment Grants. Served as a proposal reviewer for the Enhanced Assessment Grant Program.

September 2007 – Current **Education Development Center, Inc (EDC)**

Evaluator: Leadership Preparation Programs. Serves as an evaluator of state and local principal preparation programs for states and school districts receiving funding under the Wallace Foundation's Educational Leadership initiatives, utilizing EDC's Quality Measures framework. Educational Leadership programs reviewed in Eugene OR, Lafayette LA, Atlanta GA, Kentucky, Massachusetts and Michigan.

PUBLICATIONS/PRESENTATIONS:

Available upon request.

Ms. Tyler Leslie Weldon

(b)(6)

Academic Training

University of New Mexico — Albuquerque, NM
Doctor of Philosophy in Educational Psychology — Expected May 2010
University of Central Oklahoma — Edmond, OK
Master of Arts in Experimental Psychology / Thesis Degree — December 2004
Bachelor of Arts in Psychology — May 2002

Relevant Work Experience

New Mexico Higher Education Department — Santa Fe, NM
Director, Planning and Research Division — May 2008 to current

- Manage $1 billion dollar funding formula data verification/certification process
- Create a comprehensive strategic plan and associated accountability structure for the Department, and evaluate agency and institutional program effectivness
- Lead, evaluate and mentor a multicultural team
- Federal, state and grant budget management
- Analyze the impact of education policy on secondary and postsecondary programs, institutions and the workforce
- Identify strategic improvement opportunities for the Governor, legislators and the higher education leadership community via trend analysis and forecast modeling
- Write grants (over $1.5 million awarded, 2 awards pending)
- Develop governance for the management and maintenance of student information
- Lead in the development of New Mexico's longitudinal data system initiative
- Publish and present research and accountability reports at state and federal level
- Perform legislative bill analysis and lobby Department and Executive priorities
- Create student centered policies, rules and laws that govern higher education business in New Mexico
- State lead (policy and research) for national Achieving the Dream Initiative
- Member of statewide P-20 Data Warehouse Council and the Developmental Education Task Force
- Oversee all internal/external data flow related to the statewide data base

Research and Education Policy Consultant — Albuquerque, NM
Independent Consulting — March 2006 to current

- New Mexico Adult Education Association – Distance education professional development (curriculum and other pedagogical considerations), facilitate strategic planning and business plan development, database training and redesign
- New Mexico Christian Child Care Association – Work collaboratively with director and multiple foster care sites to design research to study conjugate vs. independent foster care

New Mexico Higher Education Department Santa Fe, NM
Operations Research Analyst June 2006 to May 2008

- Managed the implementation, training and roll out of statewide adult education database and developed new reporting and accountability format
- Delivered and evaluated professional development training
- Created policies and produced training documents
- Conducted research, applied findings, analyzed impact on program/school improvement
- Evaluated institutional budgets and RFP proposals
- Provided statewide leadership (Task Force Chair) Distance Education and Data Management
- Performed legislative bill analysis and lobbied NMHED priorities
- Prepared and presented numerous reports at the institution, state and federal levels
- Conducted data quality audits and site evaluation visits
- Complied with federal and state regulations guiding funding and program operations

University of New Mexico Albuquerque, NM
Educational Psychology Department Instructor of Record January 2008 to current

- Courses taught include: Human Growth and Development
- Curriculum development/course planning, student advising and grading

Central New Mexico Community College Albuquerque, NM
Psychology Department Part-Time Faculty July 2005 to current

- Courses taught include: Introduction to Psychology, Developmental Psychology, Psychology of Death and Dying, Personality Theory
- Curriculum development/course planning, student advising and grading

New Mexico Association of Community Colleges Santa Fe, NM
Research and Data Analyst August 2005 to January 2007

- Collected and analyzed research data for 21 member colleges
- Developed common policy positions and funding for legislative priorities and lobbied those priorities to stakeholders and legislators
- Prepared 3 – 5 weekly and 10 annual reports on public policy issues work
- Created new databases for Achieving the Dream and Bridges to Opportunity Grants and streamlined existing state and local databases
- Performed statewide system pilot program research for national education initiatives

Kasokwa Forest Project Uganda, Africa
Primary Research Associate August 2003 to April 2004

- Awarded a research grant from the American Primatologist Society
- Developed and delivered education curriculum for Ugandan school children
- Analyzed data and evaluated program
- Presented research findings at conferences in the United States, Europe and Africa

Special Skills

- Leadership skills and diverse management experience
- Strategic planning facilitation and business and work plan development
- Exceptional project management skills
- Excellent written and oral communication skills
- Grant writing and research in funding sources
- Advanced research experience (quantitative and qualitative design)
- Knowledge and application of advanced statistics
- Database management, development and query knowledge

Computer Skills

- Microsoft Office Suites – Advanced Access and Excel
- Statistical Package for the Social Sciences (SPSS)
- SQL
- Crystal Reports
- Photoshop
- Banner
- Variety of publishing and qualitative analysis software

Grants

- Institute for Education Science, Longitudinal Data System Grant - award pending, 2009
- Institute for Education Science, High School Reform Grant – proposal in draft, 2009
- Federal College Access Challenge Grant Program – 1.3 million awarded, 2008
- American Society of Primatology Student Research Grant - $5,000 awarded, 2004

Teaching Experience

- New Mexico Higher Education Department Professional Development Trainer, 2009
- University of New Mexico, Human Growth and Development, 2008, 2009
- Central New Mexico College, Psychology of Death and Dying, Introduction to Psychology, Developmental Psychology, 2005, 2006, 2007
- University of Central Oklahoma, Experimental Psychology, Careers in Psychology, 2004
- University of Central Oklahoma, Comparative Psychology, 2003
- University of Central Oklahoma, Comparative Psychology, 2001

Manuscripts under Review or in Progress

- Does Exit From High School Really Mean Ready for College: an Examination of High School Standards Based Assessments and the Need for Remediation Upon Entrance to College, 2009
- Gender Roles and Corporate Goals: Youth Magazines for Pre-Adolescent Readers, 2009
- Part-Time Faculty Satisfaction: Becoming Key to a Campus Culture, 2009
- Equity and Access: Financial and Geographic Barriers for Students and Families, 2009
- The Affects of Developmental Course Taking Patterns on Student Outcomes, 2009
- Tropical Forest and Chimpanzee Conservation Education in Uganda: Measuring the Affect on Children, 2008

VITA

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EDUCATION

Ph.D. University of Illinois at Urbana-Champaign, College of Education, August, 1981.

M.A. Western State College, Gunnison, Colorado, Education, August, 1975.

B.A. Western State College, Gunnison, Colorado, Sociology, Education, August, 1974.

CURRENT POSITION

Governor Richardson's Education Policy Advisor. 2009- Present.

Responsibilities include serving as Governor Richardson's senior staff on all educational issues impacting New Mexico; developing and monitoring state-wide educational policy supporting the state's Pre-K through 20 education framework; facilitating education efforts by state agencies including the Children, Youth, Family Department; the Public Education Department, and the Higher Education Department; developing and monitoring state-wide policies and recommendations related to state funding for public schools and higher education; working collaboratively with the New Mexico Legislature, state agencies, municipal governments, the business community, educational organizations, public schools, higher education institutions, and other stake-holders on educational issues; serving as a Board Member on the New Mexico Data Warehouse Council and the Public School Capital Outlay Council; and developing and monitoring state-wide efforts related to New Mexico's applications for and use of the federal stimulus funds associated with the American Recovery and Reinvestment Act (ARRA).

PREVIOUS EXPERIENCE

Director, New Mexico Office of Education Accountability. 2003 - 2009.

The Office of Education Accountability was created in 2003 as part of New Mexico's landmark Public School Reforms Act. The purpose of the Office of Education

Accountability is to work cooperatively with the Public Education Department, school districts and other agencies of the state in order to provide an independent source of information about the progress of education reform; and to provide leadership assistance and problem solving support to the Governor, Lieutenant Governor, Legislature, state and educational agencies, and citizens in their efforts to improve New Mexico's educational system.

Director, Center for Teacher Education & Educational Policy, College of Education, University of New Mexico; 1996 – 2003.

Responsibilities included engaging in research and policy development related to education reform. Facilitating research by higher education faculty and other interested individuals in areas dealing with teacher preparation, professional development, reading, assessment and accountability, educational finance, and other areas of education reform; organizing and managing the initial licensure, baccalaureate, post-baccalaureate, and master's programs in the areas of Elementary Education, Middle School Education, Elementary Education/Special Education, and Secondary Education; and developing innovative teacher development programs focuses on recruiting, preparing, and supporting Hispanic, Native American, and Post-Baccalaureate students interested in becoming teachers.

Director, University of Kentucky's Institute on Educational Reform. Co-Director, University of Kentucky/University of Louisville Joint Center for the Study of Educational Policy; 1995 – 1996. Associate Director of the University of Kentucky/University of Louisville Joint Center for the Study of Educational Policy; 1992 – 1996.

Responsibilities included managing the Institute and Joint Center; engaging in a number of activities related to education reform, including writing grants, funding research proposals, organizing conferences for legislators and other decision-makers, and producing annual reviews of all the research related to the Kentucky Education Reform Act; and developing a variety of policy and briefing documents based on current research for use by legislators, business leaders, and decision-makers.

Chair, Department of Curriculum and Instruction, College of Education, University of Kentucky. 1992-1996.

Responsibilities included providing leadership to the Department of Curriculum and Instruction, which included undergraduate and graduate programs in elementary, middle, and high school, as well as graduate programs in the areas of reading and instructional systems design; managing 30 faculty members, 25 part-time instructors and graduate assistants, and approximately 1,500 undergraduate and graduate students; and revising the College's teacher preparation programs, replaced and/or added 17 new faculty members (including 8 minority faculty members), and increased the emphasis on research and grants through regular faculty presentations, increased travel support, and mentoring of new faculty.

Assistant, Associate, and Full Professor, Department of Curriculum and Instruction, College of Education, University of Kentucky, Lexington, Kentucky; 1981 – 1996.

RESEARCH, SCHOLARLY, AND GRANT ACTIVITY

Dr. Winograd's research and scholarly activity include over 90 articles, book chapters, conference proceedings, book reviews and other publications dealing with education reform, high school redesign and college readiness; teacher and principal quality, assessment, and accountability, reading, and language arts. Dr. Winograd's work has been published in top referred journals including Research in The Teaching of English, The Reading Teacher, Reading Research Quarterly, Educational Leadership, Journal of Reading Behavior, Journal of Educational Psychology, and the American Education Research Journal.

Dr. Winograd has been awarded and directed over $17.0 million in grants from private foundations, the U.S. Department of Education and other entities.

Dr. Winograd had made over 100 presentation at both invited and referred national and international conferences including presentations at The National Association of Elected Latino Officers, the National Conference of State Legislators, National Commission on Teaching & America's Future; the International Reading Association, the National Reading Conference, and the American Educational Research Association.

NATIONAL SERVICE

Dr. Winograd has served on the Board of Directors of the National Reading Conference and is or has been a member of a number of editorial boards including Reading Research Quarterly; Journal of Educational Research Literacy; Teaching, and Learning, An International Journal of Early Literacy; Journal of Educational Psychology; Journal of Reading Behavior; National Reading Conference Yearbook; and The Reading Teacher

Dr. Winograd has served as a consultant to a number of agencies and organizations including the United States Department of Education; United States Information Services, United States State Department; National Conference of State Legislators; National Governor's Association; New Mexico Legislative Educational Study Committee; Kentucky State Department of Education; Maryland State Department of Education; Michigan State Department of Education; Wisconsin State Department of Education; Social Science and Humanities Research Council of Canada; National Assessment of Educational Progress; New Standards Project; and the American Federation of Teachers

Revised September, 2009

Data Steward Director

Job Title: Data Steward Director
Location: Santa Fe
Position Type: Term -3 year
Agency contact: Catherine Cross Maple – Public Education Department

Purpose of Position
Under the supervision of the Public Education and Higher Education Cabinet Secretaries, and the oversight of the P-20 Data Warehouse Council the Data Steward Director shall manage the NM ACHIEVeS Data Steward Team. The team will work collaboratively with technical experts to development, implementation and sustain the NM ACHIEVeS project. She/he will develop strong Pre-K through 20 educational data reports that can inform the policy process to improve New Mexico's education system and increase student success.

Data Steward Director Responsibilities:

- Project management and team coordination
- Strategic Planning
- Grant budget management
- Statewide longitudinal data analysis and reporting
- Policy development and evaluation
- Quarterly reporting to the P-20 Data Warehouse Council on issues, challenges, requests and next steps having to do with the NM ACHIEVeS project.
- Collaborate with state agency and executive leadership

Supplemental Skills/Abilities
Must have:

- Demonstrated management and project leadership skills
- Experience with educational data warehousing, particularly with cross agency longitudinal data analysis
- Strong oral, written, and interpersonal skills
- Proficiency in Microsoft Office suite applications
- Knowledge of statistics and research methodology
- SPSS and/or SQL applications, and database experience/management is preferred
- Experience in application of research methods in education and policy is desired

Salary: The salary range for this position is $70,000 to $95,000 MAX. Offered salary is determined based on education and experience qualifications.

Employment Requirements: Valid NM driver's license

Educational Requirements: Master's degree or higher in one of the following fields is required: Education, Social Sciences or related field.

The hiring agency may accept SPO authorized equivalencies for the required education and/or experience fields listed for this position.

Data Steward Coordinator

Job Title:	Data Steward Coordinator
Location:	Santa Fe
Position Type:	Term -3 years
Agency contact:	Minerva Carrera – Public Education Department
	Tyler Weldon – Higher Education Department
	Scott Hughes – Office of Education Accountability

Purpose of Position
Under the supervision of the NM ACHIEVeS Data Steward Director, the Data Steward Coordinator shall develop strong Pre-K through 20 educational data reports that can inform the policy process to improve New Mexico's education system and increase student success. This is a 3 year term position.

Data Steward Responsibilities:

- Create report templates
- Assess report user satisfaction
- Create Data Access and Use Policies
- Identify and resolve data quality issues
- Participate in regular reports to P-20 Data Warehouse Council
- Define requirements for archiving data
- Manage new and changed data
- Collaborate with other agency data steward personnel

Supplemental Skills/Abilities
Must have strong oral, written, and interpersonal skills. Proficient in Microsoft Office suite applications. Knowledge of statistics and research methodology, SPSS and/or SQL applications, and database experience/management is preferred. Experience in application of research methods in education and policy is desired.

Salary
The salary range for this position is $50,000 to $65,000 MAX. Offered salary is determined based on education and experience qualifications.

Employment Requirements
Valid NM driver's license

Educational Requirements
Bachelor's degree or higher in one of the following fields is required: Education, Social Sciences or related field.

The hiring agency may accept SPO authorized equivalencies for the required education and/or experience fields listed for this position.

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:
Title: **Appendix C** Pages: **4** Uploaded File: **NM ACHIEVeS Section 10-Appendix C FINAL.pdf**

Appendix C – Current Status of State's Longitudinal Data System

Following illustrates the state of New Mexico data systems as they relate to the recommended seven capabilities and twelve elements for a Statewide Longitudinal Data System. The outcomes provided in the rightmost column are intended to be funded under this grant request. The interventions New Mexico proposes in Race to the Top, School Improvement, and Investing in Innovation will use these outcomes to build and monitor all Recovery Act activities.

	Grant Requirements	**NM Data Systems Capacity**	**Relevant SLDS Grant Outcomes**
	Seven Capabilities		
1	P-20: Examine student program (i.e., preparation for post-secondary education, 21st century workforce, and armed forces) and outcomes (employment, wage, earnings) overtime	Pre-K 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.	• P-20 Data Warehouse Council • NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
2	Interoperability: Exchange of data among agencies/institutions within State to inform policy/practice: interoperability	Once expanded use of Unique ID (Capability 1) is developed, interoperability between LEAs, agencies and other states will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
3	Teacher-Student Link: Link student data to teachers	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.	• Universal use of Unique ID • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
4	Teacher Prep/Certification: Match teachers to certification/ teacher prep program	This requirement has been completed	• Collect additional data elements required for reporting

5	Decision Making: Easily generate data for continuing improvement and decision making, including timely reporting on student achievement to parents, teachers, and school leaders	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.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Customer support services • Technical Training and Certification programs • Collect additional data elements required for reporting • Integrating other systems' data into NM-ACHIEVeS • Classroom Level Data Collection And Reporting • Timely reports for end-users • Customized reports for end-users • Project LEARN • eTranscript System • Centralized Student Information System
6	Data Quality Audits: Quality and integrity of data	Agencies have data transport quality and integrity systems that are complete, but checks on data entry and accuracy will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Baseline reports for end-users • Technical Training and Certification programs • Creation of Data Dictionary • Statewide and internal data audit systems • Integrating other systems' data into NM-ACHIEVeS • Timely reports for end-users • Customized reports for end-users • Project LEARN
7	Reporting: Meet reporting requirements of USED on metrics for State Fiscal Stabilization Funds and EDFacts data collection 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.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System
	Twelve Elements from America COMPETES Act		
	PreK though Post Secondary		

1	Unique Student ID	Pre-K through Secondary use of unique ID is complete; use by Postsecondary is under development; use by Workforce will be developed under this grant.	• Universal use of Unique ID • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
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.	• Baseline reports for end-users • Timely reports for end-users
3	Student level information points at which 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 (drop-out vs. home school vs. transfer to other state) will be developed under this grant.	• Baseline reports for end-users • Timely reports for end-users
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.	• Universal use of Unique ID • Baseline reports for end-users • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System
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.	• Baseline reports for end-users • Technical Training and Certification programs • Creation of Data Dictionary • Statewide and internal data audit systems • Integrating other systems' data into NM-ACHIEVeS

			• Timely reports for end-users • Customized reports for end-users • Project LEARN
	PreK though Grade 12		
6	Yearly Test Records for NCLB assessments	This requirement has been completed	• Baseline reports for end-users • Timely reports for end-users
7	Information on students not tested by grade and subject	This requirement has been completed	
8	Teacher ID with ability to match individual teachers to individual students	This requirement has been completed	• Collect additional data elements required for reporting
9	Student level transcript information including course completion and grade earned	Student level transcript and course completion information is complete, but capturing all course grades is under development.	• P-20 Data Warehouse Council • Collect additional data elements required for reporting
10	Student level college readiness test scores	This element is under development.	• NM-ACHIEVeS Data Warehouse • Collect additional data elements required for reporting
	Post Secondary		
11	Data on student transition from secondary to post-secondary, 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.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System
12	Data necessary to address alignment and adequate preparation for success in post-secondary	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.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **Letters of Support** Pages: **25** Uploaded File: **NM ACHIEVeS Letters of Support.pdf**

Letters of Support

The following letters of support demonstrate New Mexico's cross-sector commitment to the creation of a comprehensive Statewide Longitudinal Data System (SLDS): from the congressional level, the Office of the Governor, the New Mexico Legislature, diverse cabinet agencies, higher education professional associations, school districts and school building level staff. From Capitol Hill to the school house, New Mexico is ready and eager to build a comprehensive P-20 data system to improve outcomes for students at all levels.

JEFF BINGAMAN
NEW MEXICO

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United States Senate

November 25, 2009

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave SW
Washington, District of Columbia 20202-0001

Dear Secretary Duncan:

I write to express my strong support for the state of New Mexico's application for ARRA funding under the Statewide Longitudinal Data Systems Grant Program. The state's proposal -called NM-ACHIEVeS - is an integral part of its overall educational reform efforts and, if funded, will go a long way toward improving educational outcomes for all New Mexico students.

New Mexico has gained a national reputation in recent years for its forward thinking approach to educational reform. Over the years, I have been most impressed with the state's commitment to developing rigorous standards and assessments, which are essential to ensuring that every student enters college and the workforce with the skills necessary to succeed. Although we still have much work to do, I believe that the state's $300 million investment in P-20 and other educational advancement initiatives has laid the groundwork for the kind of systemic change that is consistent with President Obama's educational reform agenda.

Central to the state of New Mexico's P-20 education strategy is the development of a statewide longitudinal data system, which will establish a seamless link between each piece of the educational pipeline and on into the workforce. Among other purposes, data will be used to inform classroom instruction, to improve curriculum, to track student outcomes across individual schools and districts, to better inform school interventions, and to ensure that policy makers have the information they need to target resources appropriately and efficiently.

The NM-ACHIEVeS grant proposal is being developed by the New Mexico Data Warehouse Council, which was established by Governor Bill Richardson in June 2009. The Council is composed of department heads from across state government, and every effort is being made to ensure that this proposal is fully aligned with the state's Race to the Top grant application. My staff has been briefed by the Council on their application, and I am satisfied that they have the expertise, capacity, and commitment to implement all of their plans.

PLEASE REPLY TO:

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☐ 119 EAST MARCY, SUITE 101
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In closing, I strongly endorse the state of New Mexico's grant application. If funded, I have no doubt that NM-ACHIEVeS will provide the data infrastructure necessary to facilitate systemic educational change and better decision making by educators and policy makers alike. I urge you to give thorough consideration to this proposal. Please feel free to contact me if you have any questions.

Sincerely,

Jeff Bingaman
United States Senator

JB/aag

TOM UDALL
NEW MEXICO

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United States Senate

WASHINGTON, DC 20510

COMMITTEES:
COMMERCE, SCIENCE, AND TRANSPORTATION
ENVIRONMENT AND PUBLIC WORKS
INDIAN AFFAIRS
RULES AND ADMINISTRATION

November 23, 2009

Secretary Arne Duncan
Secretary of Education
U.S. Department of Education
1990 K Street NW
Room 9023
Washington, DC, 20006

Dear Secretary Duncan:

I write in strong support of the grant application submitted by the State of New Mexico for funding through the American Recovery and Reinvestment Act of 2009 Statewide Longitudinal Data Systems grant program, administered by the U.S. Department of Education, Institute of Educational Sciences; Catalog of Federal Domestic Assistance number 84.384.

If awarded, these federal funds will be used to create and maintain a state data audit system that will help to improve data access and overall inter-agency communication and quality control. When implemented, the audit system will allow the state of New Mexico to collect educational and economic information that is invaluable in determining instructor and class size ratios, and determining the strengths and weaknesses of the educational system of New Mexico. The proposed data infrastructure revitalization will help to improve overall classroom instruction and will link student and teacher data so that the state of New Mexico can determine graduation and drop-out rates, post-secondary remediation and graduation rates that are necessary to assess the integrity of the entire statewide educational system.

It is the state's goal to implement this auditing system in an effort to accurately measure current teaching standards and other data so that New Mexico is better equipped to provide the highest quality of education to our youth. The current system of measurement used in evaluating student success needs to be updated to accommodate the specific and unique strengths and challenges of students and schools. It is also important to ensure that assessment is not just quantitative, but qualitative, assessing measures of learning that are not numerical. While great teachers are the key to quality education, it is necessary that we have the ability to access their methods and offer support in order to achieve success.

I believe that the grant application submitted by the State of New Mexico has merit, and I urge you to give it thoughtful consideration within the guidelines of your rules and regulations.

Very truly yours

Tom Udall

Tom Udall
United States Senator

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Congress of the United States
House of Representatives

COMMITTEE ON ARMED SERVICES
SUBCOMMITTEE ON STRATEGIC FORCES
SUBCOMMITTEE ON READINESS

COMMITTEE ON
NATURAL RESOURCES
SUBCOMMITTEE ON
ENERGY AND MINERAL RESOURCES
SUBCOMMITTEE ON
NATIONAL PARKS AND PUBLIC LANDS

November 30, 2009

Dear Selection Committee:

I am writing in strong support of New Mexico's application for American Recovery and Reinvestment Act funding through the Statewide Longitudinal Data Systems Grant Program.

The New Mexico program, NM-ACHIEVeS, will play a key role in ensuring continued success in improving education in our state by tracking students' information over multiple years in multiple schools.

By establishing a statewide longitudinal data system, the state will have access to invaluable information that will help connect the needs of the workforce with the work in the classroom. Further, the data will be used to strengthen curriculum and monitor student progress. With this information, decision-makers – from classroom teachers to elected officials – will be better able to make the best decisions for New Mexico's students.

I am particularly excited by the data that NM-ACHIEVeS will generate for addressing the educational disparities we have seen between Hispanic and Native American students and their Anglo counterparts in New Mexico. Access to data about students over time will better inform our efforts to close the education gap. With the nation as a whole becoming more diverse, the lessons learned about education in a historically multi-cultural state like New Mexico will be invaluable as we look at the needs of public education around the country.

I am confident that, given the extensive planning that has been done on this project by a wide-range of engaged policy leaders, NM-ACHIEVeS will not only succeed, but will also serve as a model project.

Thank you for your consideration of New Mexico's application and please let me know if I can provide any additional information.

Sincerely,

MARTIN HEINRICH
Member of Congress

PRINTED ON RECYCLED PAPER

State of New Mexico

Office of the Governor

Bill Richardson
Governor

November 9, 2009

Dear Selection Committee

Improving education is the top priority of my Administration and it has been since I became Governor in 2003. Since I took office, New Mexico has made significant progress in establishing a Pre-K to 20 education system focused on improving student success at every educational level from preschool through higher education. One of the most important elements in New Mexico's efforts to develop a systematic approach to improving education is the establishment of an effective longitudinal data system. My Administration, in collaboration with the New Mexico Legislature has worked hard to develop data systems that provide educators with the information they need to improve instruction and to provide state-level decision makers with the information they need to strengthen policy and distribute resources effectively. We have made important strides in data collection and use, but there is more that needs to be done.

Based on this need, I am very appreciative of the opportunity that the Statewide Longitudinal Data System Grant Program provides to New Mexico to strengthen and extend its data system. This is why I created Executive Order 2009: Establishing the New Mexico Data Warehouse Council which requires the Public Education Department, the New Mexico Higher Education Department, six other key Cabinet Agencies, school districts and higher education institutions to collaborate on ways to gather and use data from early childhood programs, public schools, higher education and the workforce at large.

When you read the New Mexico proposal, you will get a better sense of what New Mexico has accomplished over the last few years, as well as our vision for the future. I strongly urge you to fund our proposal. Your support will make a critical difference in New Mexico's Bold, progressive efforts to improve the future of our children and our State.

Sincerely,

Bill Richardson

Bill Richardson
Governor of New Mexico

BR/fl

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STATE OF NEW MEXICO

NEW MEXICO OFFICE OF RECOVERY AND REINVESTMENT
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http://www.recovery.state.nm.us

BILL RICHARDSON
GOVERNOR

TONEY ANAYA
EXECUTIVE DIRECTOR

October 15, 2009

Ms. Tyler Weldon
Director of Planning and Research
New Mexico Higher Education Department
Santa Fe NM 87505

Dear Ms. Weldon:

The State of New Mexico has been and is deeply committed to improving student achievement for all children. For those of us who both love and serve this state, it has been disheartening to see New Mexico on the bottom of too many education lists for far too long. What is heartening, however, is to see New Mexico's current efforts to improve its education system and the excellent work that has gone into this grant proposal to develop a statewide longitudinal data system.

Governor Richardson has asked me to head the New Mexico Office of Recovery and Reinvestment. In this role, I help coordinate all of the state's American Recovery and Reinvestment Act (ARRA) efforts. ARRA and its focus on four core assurances including the development of effective longitudinal data systems provides New Mexico with an unprecedented opportunity to move its education reform agenda forward. The Institute for Educational Science Grant for Statewide, Longitudinal Data Systems is particularly important for New Mexico as the state continues to implement its P-20 educational system. We need to ensure that teachers; and, other educators throughout the system have the information they need to improve instruction and we also need to ensure that policy makers have the information they need to develop effective policies and target resources wisely.

I am impressed with the outstanding grant proposal that has been developed by the New Mexico team and I fully support it. Please be assured that I will do everything that I can do to make sure the vision outlined in the grant becomes a reality across the state and throughout the education system from preschool through higher education and on to the workforce.

Respectfully,

Toney Anaya
New Mexico Office of Recovery and Reinvestment
Former Governor, State of New Mexico

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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October 29, 2009

Dear Selection Committee:

On behalf of the Legislative Education Study Committee (LESC), we are submitting this letter of support for the New Mexico proposal for funding from the *Grants for Statewide, Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009* program. As this letter will illustrate, the LESC is committed to the development and maintenance of a longitudinal student data system because our members realize that reliable data are critical to educational research and policy development.

To begin, we believe it is important to note that the LESC is currently the only permanent, bipartisan, bicameral interim education committee of a state legislature in the entire country. In that role, the LESC, since the 1960s, has conducted a continuing study of all education in New Mexico, the laws governing such education, and the policies and costs of the New Mexico educational system.

Since the 1990s, the committee has studied education reform issues from a systemic, pre-kindergarten through post-graduate perspective. Over the years, the committee's examination of these issues has resulted in a large body of committee-endorsed legislation addressing P-20 issues. Some of the highlights are listed below:

- in 2004, legislation to require the Public Education Department (PED) to issue a unique state ID number for each public school student as part of the state's assessment and accountability system;

- since 2005, appropriations of approximately $14.7 million, including four full-time equivalent positions, to establish a data warehouse at PED, known as the Student Teacher Accountability Reporting System, to begin to collect and store student, teacher, course, testing, and financial data in one system;

- in 2007, legislation to require the Higher Education Department (HED) to use the state-issued student ID number for students enrolled in higher education in order to facilitate longitudinal research regarding factors that influence the success of students in the P-20 system in New Mexico;

- also in 2007, legislation to require PED to collaborate with public teacher preparation programs and with HED to create a uniform statewide teacher education accountability reporting system to measure and track teacher candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's teacher work force. In 2009, these provisions were expanded to include candidates for administrative licensure;

- in 2008, the reauthorization of a 2007 appropriation for $1.0 million to allow postsecondary institutions to upgrade their student information databases to a newer version that will take full advantage of the state-issued student ID;

- in 2009, legislation to require high schools and PED to include the state-issued student ID in student transcripts and General Education Development diplomas so that those numbers are readily available to postsecondary institutions; and

- also in 2009, legislation to require, upon request from a secondary school, a public postsecondary educational institution to provide a report on the academic progress of students who enroll in the institution within three years of graduating from that high school.

While all this legislation was enacted, even unsuccessful legislation that the LESC endorsed has sometimes led to desired outcomes. For example, in both the 2008 and 2009 legislative sessions, the LESC endorsed legislation to codify the requirements for a pre-kindergarten through post-graduate (P-20) education accountability data system. Although the bills did not pass, the proposed governance provisions led to the issuance of an executive order in 2009 to create the P-20 data council. The committee is pleased to have the LESC Director as a member of this council to emphasize the committee's focus on the continued implementation of this very important initiative – and to help ensure its success.

As this chronology illustrates, our legislative efforts to establish and maintain a longitudinal data system have been consistent, even unrelenting; and, in conjunction with these efforts, we have focused in a variety of ways and through a variety of initiatives on the reason for having a longitudinal data system in the first place: using data to enhance student achievement. With or without the grant, we will continue these efforts. The grant, however, will provide additional impetus and support for the data system and allow us to reach our goals sooner. The ultimate beneficiaries, of course, will be our students: with the kind of longitudinal data system we envision, we will be able not only to track how our students are doing but also to identify and support the programs and initiatives to help them do better. As the Data Quality Campaign has said, "[o]nly a set of robust longitudinal data on each student . . . provides the ability to thoroughly investigate the patterns of success and struggles that students experience."

Finally, we do not think that we are overstating our case when we say that, with the assistance of this grant, New Mexico could become a model for the rest of the country. With our minority-majority population; our mix of rural and urban areas; and our history of commitment to the

collection, dissemination, and use of longitudinal data, New Mexico is already what most other states will become. We remain dedicated to the efforts on behalf of our state, and we would feel privileged to play a role in advancing the nation as a whole.

For these reasons, we offer our support of New Mexico's proposal.

Sincerely,

Senator Cynthia Nava, Chair
Legislative Education Study Committee

Representative Rick Miera, Vice Chair
Legislative Education Study Committee

Helping Students Succeed

November 23, 2009

Letter of Support for New Mexico Statewide P-20 Longitudinal Data System

To Whom It May Concern:

The purpose of this letter is to express the New Mexico Higher Education Department's full support of New Mexico's application for a statewide P-20 longitudinal data system. In spite of significant strides toward educating our citizens, New Mexico remains one of the lowest performing states. We are working to change that. The statewide P-20 longitudinal data system is critical in helping us achieve the goal of increasing educational attainment for all New Mexicans. Increasing the educational attainment of our people is vital to the future economic health of our state.

I began my career teaching Navajo middle school students, assumed higher education leadership positions in New Mexico and neighboring states, and now serve as Cabinet Secretary of Higher Education. I speak from personal experience regarding the needs of our state's education system. We are not meeting our students' needs. My vision for a seamless P-20 system has at its foundation that student success is tied to many facets impacting a student's opportunities and path. All of the data must be made available in order to make informed decisions and to drive reform.

We are convinced that accurate, relevant and wide-ranging data can help our colleges of education, teachers, counselors, parents, extended families and community members guide more of our students to success in college and career. Our vision is strategic: college presidents, deans of education and higher education administrators with the tools to more closely examine the effectiveness of teacher preparation courses and programs, and better able to adjust accordingly; teachers and faculty better prepared to craft curricula to students' needs; counselors with accurate information and able to be more responsive; families more informed and involved; policy makers with better information on how students are meeting critical academic, social and career goals so that policies can be implemented and resources deployed more effectively. A statewide P-20 longitudinal data system such as the one we are designing will support this vision and strengthen student success.

The State of New Mexico's data system includes K-12, higher education, the workforce, and children's and social services. We are taking a comprehensive and collaborative approach. As Cabinet Secretary, I am committed to ensuring that the data system is adequately staffed to support the system and sustainable over the long term. We are confident that we can increase educational attainment for more New Mexicans with the help of this tool. Please support this important initiative.

Sincerely,

Dr. Viola E. Florez
Cabinet Secretary

[redacted]

STATE OF NEW MEXICO
DEPARTMENT OF FINANCE AND ADMINISTRATION
OFFICE OF THE SECRETARY

Rm. 180, Bataan Memorial Building Santa Fe, New Mexico 87501
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BILL RICHARDSON
GOVERNOR

KATHERINE B. MILLER
CABINET SECRETARY

Memorandum

To: Review Committee Members

From: Katherine B. Miller, Department of Finance and Administration, Cabinet Secretary

Date: 12/2/2009

Re: Support for the New Mexico application for the Institute of Education Sciences (IES) State Longitudinal Data System (SLDS) grant

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As Secretary of the New Mexico Department of Finance and Administration, I would like to express my enthusiastic support for the New Mexico application for the Institute of Education Sciences (IES) State Longitudinal Data System (SLDS) grant.

New Mexico has made significant progress in education reform over the past six years under the administration of Governor Bill Richardson and is positioned to complete even more given the right tools and resources. Much of this effort has been directed toward the development and implementation of programs related to early childhood education, improving child academic outcomes across all levels, and high school reform. New Mexico has been recognized for its demanding standards and its willingness to take innovative steps to improve the academic performance of its students. Over the past several years, each level of the education and workforce pipeline—PreK, K-12, Higher Education, and Workforce Outcomes—has developed a functional data system that serves each section well. Unfortunately, New Mexico does not have one functioning system that integrates them all.

The establishment of a SLDS will allow the state to efficiently and accurately manage, analyze, disaggregate, and use individual student data. For example, with a SLDS, New Mexico will be able to discern quickly and accurately whether students who attend a state-funded PreK program experience marked improvement on their standards-based assessment performance in third grade and beyond into higher grades. Or, researchers will be able to discern whether a student who is enrolled in an articulated math curriculum across several grades and levels is more likely to enter higher education without remediation and graduate with a degree. Further, a SLDS will allow an informed discussion of which teachers are achieving positive results with their students and which teachers need help through professional development.

As a part of its long-term education reform strategy, New Mexico created the New Mexico Office of Education Accountability (OEA) located within the Department of Finance and Administration. The OEA is charged with monitoring the implementation of the various statewide initiatives. One of the office's functions is developing and producing various reports on the status of education in

New Mexico. A SLDS will greatly enhance the ability of the office to deliver timely, effective and usable materials on education to state policymakers, federal education officials and members of the general public.

I believe New Mexico has submitted a strong proposal for the creation of a State Longitudinal Data System that merits funding by the Institute of Education Sciences, and I once again express my support for the state being awarded a grant for its creation and implementation.

Sincerely,

Katherine B. Miller

State of New Mexico
CHILDREN, YOUTH AND FAMILIES DEPARTMENT

BILL RICHARDSON
GOVERNOR

DIANE DENISH
LIEUTENANT GOVERNOR

DORIAN DODSON
CABINET SECRETARY

BILL DUNBAR
DEPUTY CABINET SECRETARY

MARISOL ATKINS
DEPUTY CABINET SECRETARY

October 27, 2009

Selection Committee
Grants for Statewide Longitudinal Data Systems
American Recovery and Reinvestment Act of 2009

To Whom It May Concern:

The Children, Youth and Families Department (CYFD) of the State of New Mexico, the agency with statutory responsibility for early childhood, child welfare and juvenile justice services, wishes to express its wholehearted support for the Public Education and Higher Education Departments' proposal to establish a statewide longitudinal data system for New Mexico.

CYFD jointly administers the New Mexico PreK Program with the Public Education Department (PED). CYFD contracts with directly with childcare providers statewide to provide early childhood education within childcare settings. New Mexico takes great pride in the joint administrative structure of this program, as it has allowed for the greatest availability and flexibility for providing New Mexico's children and families with a variety of opportunities for quality early childhood learning.

CYFD is also directly responsible for the education of youth committed to secure facilities within the state. The ability to easily and efficiently transfer educational records between the schools under PED's purview and those within CYFD is critical to ensuring minimal interruption to our youths' learning. Many youth within CYFD facilities face multiple challenges, including behavioral health and special education diagnoses, and the ability to transfer records in a timely and efficient manner is key to ensuring that our youth are receiving the educational services most appropriate to their individual situations.

As the agency responsible for providing early intervention and education for our youngest children and families, as well as for caring and providing direct services to children and youth involved in or at-risk of involvement in child welfare and juvenile justice systems, CYFD knows first-hand the value of an uninterrupted education. However, given the complexity of issues our children and their families currently face, too often is the case that the education of our children is indeed interrupted. Of the contributing factors to the interruption in our children's education is the difficulty of transporting data in a timely and efficient manner between schools, districts, and regions. With the construction and full implementation of a P-20 data system, we will undoubtedly be better equip to meet the educational needs of our kids, which will in turn heighten their chances of becoming prepared, successful and contributing members of our society.

For these and other reasons, CYFD is fully committed to supporting PED and HED as they establish a statewide longitudinal data system that will support our children and youth from their earliest years through college graduation by ensuring that no matter the direction their lives take, the information necessary to best support their educational development is available and accurate.

Sincerely,

Dorian Dodson

Dorian Dodson
Cabinet Secretary

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BILL RICHARDSON
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KEN ORTIZ
SECRETARY

TERESA C. GOMEZ
DEPUTY SECRETARY

October 29, 2009

Dear IES Review Committee,

The Economic Research and Analysis Bureau of the New Mexico Workforce Solutions Department is pleased to lend its full support to the proposed statewide, inter-department data sharing system, or Longitudinal Data System. We believe this system will help prepare the state's future workforce to meet the challenge of competition in a global economy. We acknowledge the far-sighted efforts of our executive and legislative branches of state government and feel that the proposed grant will support Governor Richardson's goal of moving the state forward by enhancing the education and skills of our current and future workforce.

We believe the proposed grant will support workforce initiatives by allowing the workforce system to motivate and inform students about the lifelong benefits of education. One of the features of the proposed grant is that it will allow students to associate the importance of lessons learned in the classroom and the realities of the world of work. By providing Labor Market Information to students, parents, teachers and councilors, it is hoped that our youth will find more reasons to complete the required education to provide New Mexico with a strong, skilled workforce. As President John F. Kennedy observed, "Our progress as a nation can be no swifter than our progress in education."

Respectfully,

Herb Greenwall
Labor Market Information Director
New Mexico Department of Workforce Solutions

Bill Richardson
Governor

Marlin Mackey
Secretary

Conny Maki
Deputy Secretary
Enterprise Services

Thomas A. McQuillan
Deputy Secretary
Enterprise Operations

NEW MEXICO
DEPARTMENT OF
INFORMATION TECHNOLOGY

October 20, 2009

Dear Selection Committee:

This letter is in support of the SLDS proposal towards a single longitudinal data system covering the State of New Mexico P-20 educational system. In my role as the Chief Information Officer for the State of New Mexico, I am obligated by the state Legislature to: "develop and implement procedures to standardize data elements, determine data ownership and ensure data sharing among executive agencies;"

In the State of New Mexico IT Strategic Plan we have established a related 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. "

The establishment of a single longitudinal data system proposed is just such a multi-agency data sharing initiative whose goal it is to establish a consolidated data sharing repository covering the state's Pre-K, K-12, Post Secondary and workforce populations.

This effort spans State of New Mexico agencies including: the Public Education Department; Higher Education Department; Child, Youth and Families Department; Department of Workforce Solutions; Economic Development Department; Department of Information Technology; Human Services Department; and the Department of Health.

The Department of Information Technology is also responsible for the reduction of duplicate information technology services and systems within the state's executive agencies. A single Longitudinal Data System would allow for the establishment of a single front end system that allows for connectivity to specific agency data, and that would also allow for consolidation of data storage configured in a secure manner to ensure compliance with State of New Mexico, FERPA, HIPAA, CIPSEA and other information protection regulations.

In summary, this proposed project supports State of New Mexico Strategic direction for data sharing among executive agencies.

Sincerely,

Marlin Mackey,
Cabinet Secretary and State of New Mexico Chief Information Officer

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www.doit.state.nm.us

New Mexico Human Services Department

Bill Richardson, Governor
Pamela S. Hyde, J.D., Secretary

Office of the Secretary
PO Box 2348
Santa Fe, NM 87504-2348
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October 13, 2009

Dear Selection Committee,

The New Mexico Human Services Department (HSD) is honored to submit this Letter of Support to the Selection Committee reviewing the NM ACHIEVeS proposal for the Grants for Statewide, Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009.

HSD has been participating in the ongoing NM Data Warehouse Council meetings in an effort to provide the Council with its support and resources as needed. The NM ACHIEVeS project is similar to another data warehouse project HSD is supporting called the Behavioral Health Purchasing Collaborative Data Warehouse (BHDW). The HSD representative on the NM Data Warehouse Council for the NM ACHIEVeS project is overseeing the BHDW. Because these projects are so similar, it has provided New Mexico with an opportunity to share project material, experiences and collaborate when appropriate.

In addition, the NM ACHIEVeS project presents many possibilities for HSD to collaborate with the project's stakeholders in identifying ways to capture education-related information that can inform HSD's education-related programs as well as contribute to the information for the project. For instance, the HSD behavioral health program has numerous education-related opportunities for teachers such as substance abuse prevention, suicide prevention and other behavioral health related education services. In addition, the HSD's behavioral health school-based programs provide behavioral health services in the schools. Clearly there will be privacy issues to be worked out; however, this information potentially could be entered into the ACHIEVeS data warehouse in order to provide a more detailed description of other issues that play into NM students' education.

This project may also benefit other HSD programs such as the Income Support Division's NM Works and Education Works programs. HSD has numerous education-related performance measures. This project may be able to assist in capturing information to support these measures.

HSD looks forward to hearing your feedback regarding the ACHIEVeS proposal. Thank you for your consideration.

Sincerely,

Kathryn Falls,
Deputy Secretary
Human Services Department

Access • Quality • Accountability

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Robert A. Gorrell
Executive Director

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October 23, 2009

TO: The Selection Committee

RE: International Educational Sciences (IES) Grant Application Proposal per New Mexico's Statewide Longitudinal Data System

The New Mexico Public School Facilities Authority (PSFA) has been assigned by the New Mexico Legislature to assist school districts in the planning, construction and maintenance of their facilities.

PSFA is developing a statewide Geographic Information System (GIS) to improve Pubic School Capital Outlay Council (PSCOC) processes in allocating capital dollars to schools.

In FY09, PSFA entered into a contract with the University of New Mexico to begin GIS development. GIS will provide school districts with real-time planning data, will provide legislative and executive agencies with rollup metrics for analysis, and the data will be available to the public. Current project status: PSFA has begun linking student and school data to facilities and locations, incorporating unique student identifiers assigned to each student by New Mexico's Public Education Dept (PED).

In 2008, Senate Bill 217 appropriated $575,000 from the Public School Capital Outlay Fund to the Public School Facilities Authority to geocode each student with PED's unique identifier, during 2010 through 2012.

SB 217 specifies that the University of New Mexico is to "*develop, in conjunction with the Public School Capital Outlay Council, the Legislative Finance Committee, the Legislative Education Study Committee, the Taxation and Revenue Department, the Department of Finance and the Administration, the Department of Information Technology and the Public Education Department, a portable and secure GIS to be used by executive and legislative agencies to collect, analyze, report and make better decisions relating to public education and educational facilities.*"

The key outcome within this collaboration is to integrate/align/harmonize the separate databases that participating parties currently maintain for improved analysis via common underlying data, and reduced data acquisition costs. In short, for better, more fully-aligned decision making.

The IES Grant will complement GIS development, allowing the initiative to expand into attaching student longitudinal data to the GIS location of specific schools, to individual teachers and to administrations—which in turn will allow dramatically improved student enrollment projections for optimized planning of future school locations/expansions, and optimized school capacity. This additional capability will benefit all New Mexicans through facility design improvements thereby increasing funding efficiency and reducing the costs of school

facilities development, while improving educators' ability to zero in on root causes underlying educational outcomes.

The proposed system will geocode: **1)** each student, **2)** each student's address, **3)** each administrator, **4)** each teacher, and **5)** each school facility throughout New Mexico, allowing these 5 data streams to be tracked and fully correlated. Benefits will include:

- Tracking student outcomes as a function of different types of facilities from grade to grade;
- Analyzing and report on the relationship between course-taking patterns and college readiness;
- Tracking student school transfers in and across district boundaries and out of state;
- Comprehensively integrating enrollment data with student outcome data.
- GIS can provide not only "where," but can link location to student grade levels, academic subjects, attendance, test scores, lunch program, and special needs.

We are grateful for your consideration. My staff and I are available at your convenience if we need to provide any additional information.

With appreciation and thanks,

Robert Gorrell, Director
Public School Facilities Authority

NEW MEXICO ASSOCIATION OF COMMUNITY COLLEGES

1233 Paseo de Peralta

Santa Fe, NM 87501

October 14, 2009

Dear Selection Committee:

I am the 2009-10 President of the New Mexico Association of Community Colleges (NMACC). On behalf of the Association, I want to offer the unqualified support of the Association for the New Mexico application for *Grants for Statewide, Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009*. Our association membership represents the branch campuses of the University of New Mexico, New Mexico State University, and Eastern New Mexico University. The ten members of the Association are in support of the SLDS goal to complete development and ensure appropriate use of a P-20 longitudinal data system to improve policy and instruction for students and the workforce. As individual institutions, we will take advantage of every opportunity to participate in the accomplishment of this goal. We believe our institutions will be more effective in serving our students when data quality, data connectivity, and data reporting are improved.

The importance of data quality is particularly critical to the branch campuses and their participation in the dual credit program. The capture of the Uniq-ID (the unique student identifier) of all dual credit students in the state, has made more data available. In prior years neither the Public Education Department (PED) nor the Higher Education Department (HED) could provide definitive answers to such basic questions as the number of students in the program. Accurate data on secondary enrollment is very important to our postsecondary institutions and the state appropriation we receive, which is based on a funding formula that relies on headcount and student credit hour data.

NMACC members are preparing for a statewide transition to LDS by communicating with each of our Institutional Research staff, so that they are prepared for any new reporting schedules and templates. The Association will facilitate the timely and reliable flow of critical information to its members regarding the implementation of this grant.

Our mission to provide workforce development will be supported by the state's vision to provide an effective data system that provides our higher education faculty, administrators, and employers with timely, accurate, and useable data to make decisions that will help more of New Mexico's students and workforce be successful. NM-ACHEIVeS's collection of essential data elements from the state's K-12, Post-Secondary, and workforce databases will complement our efforts tremendously to create a complete SLDS.

I am personally involved in the work of the P-20 Data Warehouse Council as a member appointed by Governor Richardson. My participation with the Council is characterized as consistent and engaged. I have had numerous opportunities to share the branch campuses' perspectives on these issues and I have offered constructive suggestions for the successful accomplishment of the Council's goals.

From my experiences and perspectives as faculty, administrator, and the NMACC President, I expect CD-WIN to benefit the students of New Mexico in the following ways:

- Students will be able to see new pathways to careers because they and their families know they can review their progress and performance data, which can be critical in making decisions about

their education. A data system that is reliable, accessible, and accurate will engender students' trust that education providers care about their transition and success in reaching their goals.

- College academic advisors will have the ability to match individual teachers with individual students, which will assist higher education institutions in proper course placement of postsecondary students upon entering college.
- Student level college readiness data will be available to higher education institutions for effective advising about majors, degree programs, and career opportunities.
- Data on student transition from secondary to post-secondary, including remedial coursework enrollment, will give higher education institutions important direction on how they might tailor their outreach efforts with high schools in their service areas.

In conclusion, NMACC supports this application for the commitment it makes to provide complete information and timely reports for end-users. We are especially pleased to be able to access:

- Reports which track student progress and achievement through Secondary into Post-Secondary;
- Reports and information illustrating effective course-taking patterns on student success;
- Reports which track student movement;
- Reports relating teacher practice to student performance;
- Data and reports which illustrate grades earned and student performance;
- College remediation and high school feedback data and reports; and
- 11th grade college readiness scores.

As a member of the Data Warehouse Council, I have experienced first-hand the commitment, dedication, and professionalism of the staff from PED and HED in bringing this proposal together. I have full confidence that when they receive the grant and administer this project, they will do so with the same or higher level of expertise and professionalism. Again, on behalf of the New Mexico Association of Community Colleges, we offer our unqualified support for this application and stand ready to work with the NMPED and NMHED in the implementation of the project.

Sincerely,

Cedric D. Page, PhD
President
New Mexico Association of Community College

NMICC
New Mexico Independent Community Colleges

Central New Mexico Community College • Clovis Community College • Luna Community College • Mesalands Community College
New Mexico Junior College • Northern New Mexico College • San Juan College • Santa Fe Community College

October 22, 2009

Dear Selection Committee:

On behalf of the nine public postsecondary institutions who are members of New Mexico Independent Community Colleges (NMICC), I am pleased to write this letter in support of New Mexico's application for Grants for Statewide, Longitudinal Data Systems under the American Recovery & Reinvestment Act of 2009.

New Mexico has made progress as a state over the past several years in developing longitudinal student tracking systems for students in public and higher education. However, we still lack the ability to comprehensively track students across educational sectors, among post-secondary institutions, and into the workplace. Development of a statewide educational data warehouse would enable us to develop the critical linkages necessary for more effective communication about the students we serve. For example, the data warehouse will enable our community colleges to more readily report to public school districts on the performance of their high school graduates during their post-secondary careers. The system would also enable community colleges to learn a great deal more about the success of our students upon transfer to four-year institutions and into the world of work.

NMICC has actively participated in the deliberations of the P-20 Warehouse Council that led to the development of this grant application. President Carol Spencer of San Juan College is our representative on the Council and she has kept us well apprised of this initiative. We are very hopeful that the state's grant application to complete development of a longitudinal data system will be successful, and we pledge our best efforts to implement and utilize the improved reporting systems on our campuses.

Sincerely,

Danny Earp, Director

Cc: NMICC Presidents

Santa Fe Community College 6401 Richards Ave., Santa Fe, NM 87508 • (505) 428-1883

Roswell Independent School District

Office of the Superintendent

PO Box 1437, 300 North Kentucky, Roswell, New Mexico 88202, Telephone: 575 627-2511
Facsimile Number 575 627-2512

Michael Gottlieb
Superintendent
mgottlieb@risd.k12.nm.us

September 24, 2009

Ms. Tyler Weldon
Director of Planning and Research
New Mexico Higher Education Department
Santa Fe NM 87505

Dear Ms. Weldon:

The State of New Mexico, through legislative action and action by the governor, has spent a tremendous amount of time, effort and money in helping the state prepare for a state-wide inter-department data sharing system or Longitudinal Data System.

The grant that is being proposed from the State of New Mexico will help us with the next steps in providing teachers, principals, and many other public entities a refined system that will help make information gathering easier and more readily available to all. I have been working with this committee since the inception and within our school district have spent numerous years in setting up a data system that helps us make better curriculum and investment choices for our students here in Roswell.

There has been a great deal of effort put into this proposal and we believe that it will satisfy the needs and requirements of the grant.

Respectfully,

Michael Gottlieb
Superintendent

MG/hm

"Excellence in Education--Success in Society"

MESD Moriarty-Edgewood School District

October 15, 2009

Dear Selection Committee,

I am pleased to provide a letter of support for the New Mexico proposal for the *Grants for Statewide, Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009*. For the past ten years, New Mexico has been involved in educational reform. Rigorous standards and assessments have been the focal point for reform, including the 3 Tiered Licensure System requiring higher accountability standards for higher minimum salaries. Although educational reform efforts have dominated the landscape, New Mexico remains challenged with tracking data to demonstrate how these reforms positively affect student achievement. Support for public education will continue to erode unless educators demonstrate to the general public our success in student outcomes. NM ACHIEVeS, a statewide initiative designed to reform data collection, will integrate data from the Public Education Department, Higher Education Department, Children Youth Families Department, and Department of Workforce Solutions to provide answers many questions raised by stakeholders. The data sharing that can occur through NM ACHIEVeS will be endless and limited only by the number of questions raised.

As a school superintendent, I am eager to review longitudinal data to determine effectiveness of our local K-12 standards-based math program with regard to college and workforce readiness. NM ACHIEVeS will generate useful data to assist all school districts maximize results by redirecting funds to programs achieving positive results. New Mexico has been nationally recognized for commitment to educational reform and accountability and NM ACHIEVeS will facilitate our ability to reach the next level of achievement. The clear project goals for NM ACHIEVeS coupled with strong commitment from members of the P-20 NM Data Warehouse Council, has instilled personal confidence that this project will be successful. NM ACHIEVeS will ultimately provide critical information to educators and policy makers to close the gap between current reality and our vision for the future. I strongly support this very important project that will benefit the children of New Mexico.

Respectfully,

Karen M. Couch

Karen M. Couch, Ed.D.
Superintendent of Schools

Achieve Your Highest Potential!

P.O. Box 2000 • 200 Center Ave. • Moriarty, NM 87035 • Phone: (505) 832-4471 • Fax: (505) 832-4472

GALLUP McKINLEY COUNTY SCHOOLS
Ray Arsenault , Superintendent
Crownpoint High School
George Bickert, Principal
P.O. Box 700
Crownpoint, New Mexico 87313
(505) 721-1600
Fax (505) 721-1699

November 30, 2009

To Whom It May Concern:

This letter is in support of the State of New Mexico's application for the ARRA Statewide Longitudinal Data System (SLDS) grant.

As an "in-the-trenches" principal-user of the data and information provided by the Office of Education Accountability (OEA), I can personally attest to the importance of having timely and usable data to make important educational decisions to more effectively meet the needs of my students, teachers/staff and parents. The success of my former school, Tohatchi Elementary School, has been well-documented by the Associated Press and Voice of America. In leading the improvement efforts at Tohatchi Elementary School, I relied heavily on my partnership with OEA. I know that with the implementation of the SLDS Project, OEA will be able to increase its efforts with all stakeholders in the state of New Mexico.

If I can offer more information or support for OEA's effort to secure the SLDS grant, please contact me.

Sincerely,

George R. Bickert

George R. Bickert, Ed.S.
Principal, Crownpoint High School

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Narrative** Pages: **35** Uploaded File: **NM ACHIEVeS Budget Narrative FINAL.pdf**

Section 7 – Budget Narrative

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Introduction

Although New Mexico has made important progress in education reform, significant challenges remain in collecting and using data regarding student and career success. This is why a Statewide Longitudinal Data System (SLDS) is so crucial. In order to ensure that educators and policy makers have meaningful data, the state is proposing the development and implementation of the New Mexico Achieving Collaborative Heights In Education Via e-Systems (NM-ACHIEVeS). The State of New Mexico IT Strategic Plan FY2010-FY2013 envisions an initiative such as NM-ACHIEVeS to "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."

Need for Multi-Agency Data Sharing

Each of the agencies involved in this initiative face accountability structures and state and federal mandates, which New Mexico's current capacity cannot address. These include the Governor's "Making Schools Work Contract", various agency strategic plans, and Performance Based Budget indicators. Responses to these initiatives often contain information that does not address the issues appropriately or, in many cases, at all. NM-ACHIEVeS will not only facilitate the state's ability to innovatively address New Mexico's education challenges but will establish for the first time New Mexico's ability to fully comply with its accountability and other mandated responsibilities.

The following information provides a budget narrative, detailing aspects associated with the project. NM-ACHIEVeS will put 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 us to plan, design and begin implementation of NM-ACHIEVeS in the first year, focus on data acquisition, report generation and technology training in the second year, complete implementation and finish with data-entry and end-user training during the third year.

Budget Summary

The New Mexico Public Education Department (NMPED), in partnership with the New Mexico Higher Education Department (NMHED) and the New Mexico Office of Education Accountability (NMOEA), requests a $19,997,450 grant over the course of three years ($7,827,200 for Year One, $7,366,500 for Year Two, and $4,803,750 for Year Three) to build a Statewide Longitudinal Data System capable of collecting and presenting data from a variety of sources to educators, policy makers and legislators. The six outcomes of the project are as follows:

1. **NM-ACHIEVeS System**

I. P-20 Data Warehouse Council
II. NM-ACHIEVeS Data Warehouse
III. Universal use of Unique ID
IV. Baseline reports for end-users
V. Customer support services
VI. Training and Certification programs

2. NM-ACHIEVeS Data

I. Creation of Data Dictionary
II. Collect additional data elements required for reporting
III. Statewide and internal data audit systems
IV. Integrating other systems' data into NM-ACHIEVeS
V. Training and Certification programs

3. NM-ACHIEVeS Reporting

I. Classroom Level Data Collection And Reporting
II. Timely reports for end-users
III. Customized Reporting
IV. Training and Certification programs

4. NM-ACHIEVeS Project Learn

5. NM-ACHIEVeS eTranscript System

6. NM-ACHIEVeS Centralized Student Information System

Project Scope

The scope of the project request is to develop and implement the SLDS called NM-ACHIEVeS and associated projects. This effort will include related management systems capable of putting curriculum, professional development, and assessment management information and solutions at users' fingertips. These will be placed into the hands of LEA officials and staff, principals, teachers and faculty, parents, students, and the general public.

The New Mexico plan proposes to build a fully integrated, interoperable, HIPAA, FERPA, CIPSEA and JCAHO compliant P-20 SLDS capable of responding to the needs of all interested users.

To date the New Mexico Legislature has committed $14.3 million to build the New Mexico Student and Teacher Accountability Reporting System (STARS), the existing K-12 application. These costs have all been paid for by New Mexico taxpayers; none have come from federal grants or other sources. We are requesting a further investment through this grant opportunity to support expansion into postsecondary and the work force as well as the critical sustainability support necessary to building and maintaining a powerful P-20 SLDS in New Mexico. Once funding is received, memoranda of understanding will delineate funding to NM PED's partner

agencies, the New Mexico Higher Education Department and New Mexico Office of Education Accountability.

The high-level schedule is provided below:

	Task Name	Duration	Start	Finish	% Complete
1	NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11	Grant Pre-Planning	256 days	Mon 12/7/09	Fri 11/26/10	0%
12	Vision and Planning	95 days	Mon 12/7/09	Fri 4/16/10	0%
27	Pre-Implementation	160 days	Mon 4/19/10	Fri 11/26/10	0%
36	Grant Award	0 days	Thu 7/1/10	Thu 7/1/10	0%
37	NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
38	P-20 Data Warehouse Council	180 days	Thu 7/1/10	Wed 3/9/11	0%
55	NM-ACHEVeS Data Warehouse	649 days	Thu 7/1/10	Tue 12/25/12	0%
203	Universal use of Unique ID	205 days	Thu 7/1/10	Wed 4/13/11	0%
206	Baseline reports for end-users	558 days	Thu 7/1/10	Mon 8/20/12	0%
297	Customer Support Services	133 days	Thu 7/1/10	Mon 1/3/11	0%
301	Technical training and certificaton programs	296 days	Thu 7/1/10	Thu 8/18/11	0%
313	NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
314	Creation of Data Dictionary	201 days	Thu 7/1/10	Thu 4/7/11	0%
324	Collect additional data elements required for reporting	108 days	Fri 12/31/10	Tue 5/31/11	0%
329	Statewide and internal data audit systems	130 days	Thu 7/1/10	Wed 12/29/10	0%
336	integrating other systems' data into NM-ACHEIVeS	182 days	Wed 6/1/11	Thu 2/9/12	0%
342	Data Entry training and certification programs	104 days	Thu 7/1/10	Tue 11/23/10	0%
354	NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
355	Classroom level data collection and reporting	453 days	Thu 7/1/10	Mon 3/26/12	0%
446	Timely reports for end users	348 days	Thu 7/1/10	Mon 10/31/11	0%
454	Customized reporting	387 days	Thu 7/1/10	Fri 12/23/11	0%
545	Reporting training and certification programs	282 days	Fri 10/7/11	Mon 11/5/12	0%
551	Project LEARN	168 days	Fri 10/7/11	Tue 5/29/12	0%
552	Core Membership	48 days	Fri 10/7/11	Tue 12/13/11	0%
566	Growth Model	40 days	Wed 12/14/11	Tue 2/7/12	0%
602	Digital LEARNing Library	80 days	Wed 2/8/12	Tue 5/29/12	0%
647	NM-ACHIEVeS eTrancript System	419 days	Thu 7/1/10	Tue 2/7/12	0%
648	Research eTranscript solutions	120 days	Thu 7/1/10	Wed 12/15/10	0%
678	Design eTransctipt System	207 days	Thu 12/16/10	Fri 9/30/11	0%
732	Implement eTranscript System	92 days	Mon 10/3/11	Tue 2/7/12	0%
764	NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
765	Plan & specify SIS	217 days	Thu 7/1/10	Fri 4/29/11	0%
794	Develop SIS	186 days	Mon 5/2/11	Mon 1/16/12	0%
877	Implement SIS	92 days	Mon 10/31/11	Tue 3/6/12	0%
907	Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

Outcome 1 Budget Summary – NM-ACHIEVeS

Grant funds are requested to create an integrated multi-agency SLDS for New Mexico. This will be done by legislating a P-20 Data Warehouse Council, constructing the NM-ACHIEVeS Data Warehouse system, implementing the universal use of the unique ID, creating baseline reports for end-users, forming a customer support services operation and putting training and certification programs into practice. The anticipated schedule and details for these programs are provided below.

	Task Name	Duration	Start	Finish	% Complete
1	NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11	Grant Pre-Planning	255 days	Mon 12/7/09	Fri 11/26/10	0%
37	NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
38	P-20 Data Warehouse Council	180 days	Thu 7/1/10	Wed 3/9/11	0%
39	DWC Planning	140 days	Thu 7/1/10	Wed 1/12/11	0%
44	DWC Creation	40 days	Thu 1/13/11	Wed 3/9/11	0%
46	Communications	51 days	Thu 7/1/10	Thu 9/9/10	0%
55	NM-ACHEVeS Data Warehouse	649 days	Thu 7/1/10	Tue 12/25/12	0%
56	Human Resources	30 days	Mon 7/12/10	Fri 8/20/10	0%
58	Unversal use of Unique ID	600 days	Mon 8/23/10	Fri 12/7/12	0%
60	SLDS documentation review and update	99 days	Thu 7/1/10	Tue 11/16/10	0%
88	Technology Development	127 days	Wed 9/1/10	Thu 2/24/11	0%
110	SLDS Design	349 days	Thu 7/1/10	Tue 11/1/11	0%
148	SLDS Production Build	205 days	Wed 11/2/11	Tue 8/14/12	0%
167	SLDS Test	45 days	Wed 8/15/12	Tue 10/16/12	0%
180	SLDS Launch	50 days	Wed 10/17/12	Tue 12/25/12	0%
203	Universal use of Unique ID	205 days	Thu 7/1/10	Wed 4/13/11	0%
206	Baseline reports for end-users	558 days	Thu 7/1/10	Mon 8/20/12	0%
207	Baseline Report Design	258 days	Thu 7/1/10	Mon 6/27/11	0%
242	SLDS Production Build	205 days	Tue 6/28/11	Mon 4/9/12	0%
261	SLDS Test	45 days	Tue 4/10/12	Mon 6/11/12	0%
274	SLDS Launch	50 days	Tue 6/12/12	Mon 8/20/12	0%
297	Customer Support Services	133 days	Thu 7/1/10	Mon 1/3/11	0%
298	Create Help Desk	133 days	Thu 7/1/10	Mon 1/3/11	0%
301	Technical training and certificaton programs	296 days	Thu 7/1/10	Thu 8/18/11	0%
302	Technical Training	226 days	Thu 7/1/10	Thu 5/12/11	0%
308	Certification Programs	90 days	Fri 4/15/11	Thu 8/18/11	0%
313	NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
354	NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
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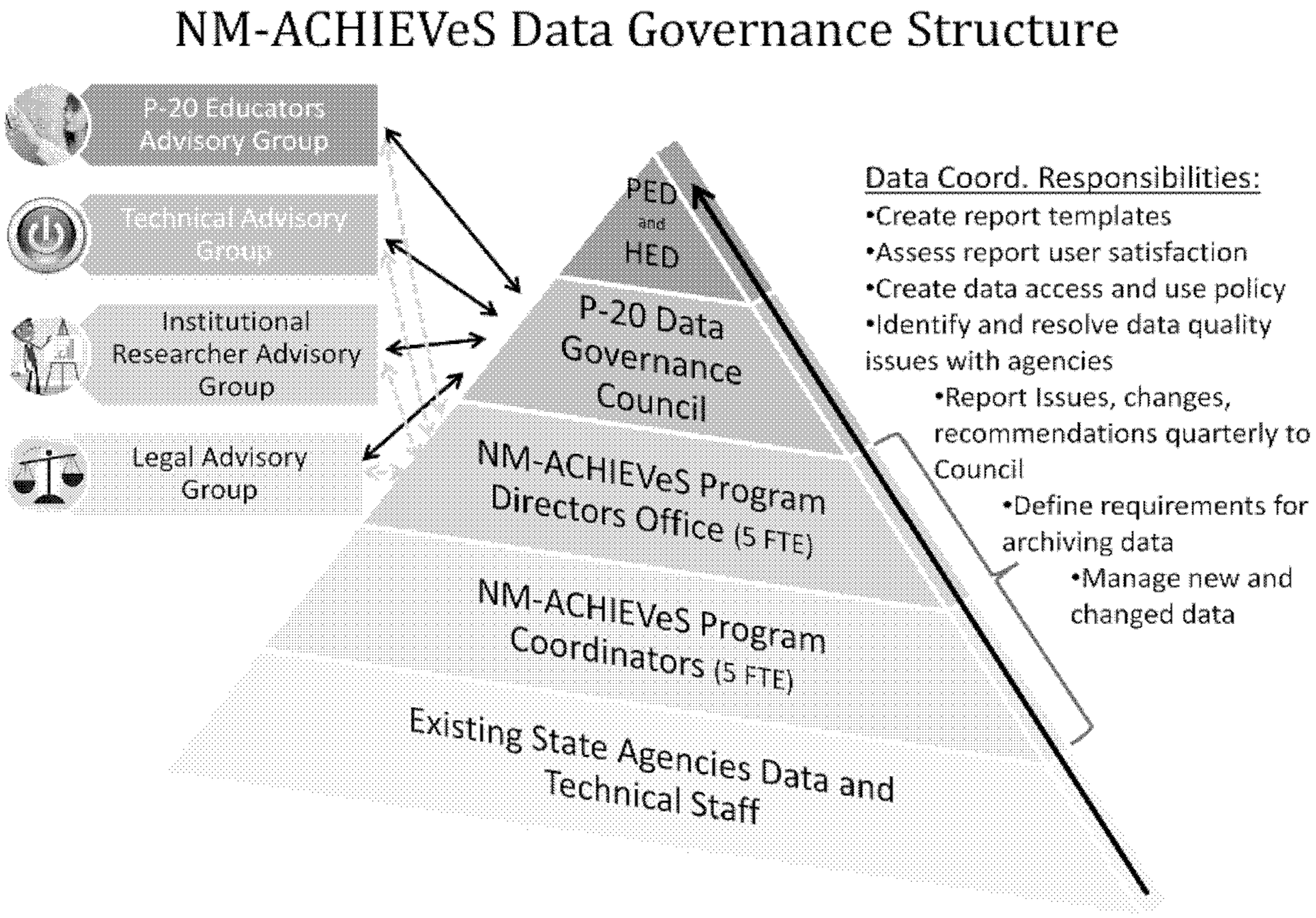
764	NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
907	Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

I. P-20 Data Warehouse Council

The New Mexico P-20 Data Warehouse Council (DWC) was created by Executive Order (EO 2009-019) in June 2009. The DWC consists of eight agency cabinet secretaries, representatives

from three executive agencies (including the Governor's Office), three school district superintendents, three university presidents, legislative representatives and statewide business, technology and research leaders.



Council policies refer to identifying ways to improve P-20 student success through the educational and workforce systems, providing timely data to teachers, principals, parents, legislators, business leaders and other policy makers in order to assist these efforts, and to set realistic, understandable, meaningful and measurable goals for the development and use of a P-20 SLDS.

As outlined in the Governance structure illustration above, the Secretaries of the Public Education and Higher Education Departments are co-Chairs of the DWC and of the proposed Governance Body. The P-20 Data Governance Council reports directly to the co-Chairs and will take guidance from several Advisory Boards also outlined in the illustration. The Data Governance Council will act on issues referred by the Data Director and Coordinators who represent the Executive Agencies whose data is amalgamated in NM-ACHIEVeS.

The PED and HED Secretaries, working with the DWC, Program Director and state Data Coordinators, will be responsible for the project's success. The Program Director will report directly to the DWC co-Chairs and will be responsible for the successful implementation of NM-ACHIEVeS. The Data Coordinators will be responsible for coordinating the development of the system initially and will, as the main system is completed and ancillary data and reporting projects are developed, become the coordinators of data needs for and between agencies. The

advisory groups will offer non-partisan advice to the DWC and to the Data Steward Director. Specific duties and responsibilities of the advisory groups will be developed prior to the start of the project.

New Mexico plans to achieve this activity without additional funding from this grant.

II. NM-ACHIEVeS Data Warehouse

We will begin the project by designing and developing the standards and specifications for the NM-ACHIEVeS. We will also obtain contracted services of a systems enterprise architect (1.0 FTE for five months) to guide development of the technical specifications and additional contractors (5.0 FTE for twelve months) to design the various modules, additional system expansion work and functional algorithms for data element matching among the various agency databases.

The plan under the grant is to acquire ten new employees (one Program Director, one executive assistant, three database administrators and five Data Coordinators) to work with existing employees on the outcomes detailed in the following sections. These staff members would be assigned to work in various agency locations and grant funding would be apportioned as such. At the end of the grant period, the ten new employees will be sustained by the state of New Mexico. A high-level organizational chart for each outcome is provided in the related narrative.

Our plan for this and many other activities in building NM-ACHIEVeS is to supplement the development and implementation services with contract forces to ensure that the applications are successfully implemented. As the system and applications are being built and deployed these contract forces will work alongside and train the New Mexico staff so that we will be able to maintain and enhance NM-ACHIEVeS after the grant has ended and the contractors have completed their work.

Throughout this project we will keep our focus on ensuring that NM-ACHIEVeS is able to provide the data that educators and policy makers need to make good data-informed decisions. Recall that New Mexico's leaders have developed a framework for thinking about the data questions, instructional questions, policy questions and political questions that must be addressed if education is to be improved. That framework is presented below in Table 1.

Table 1. Sample of New Mexico's "Killer Questions"

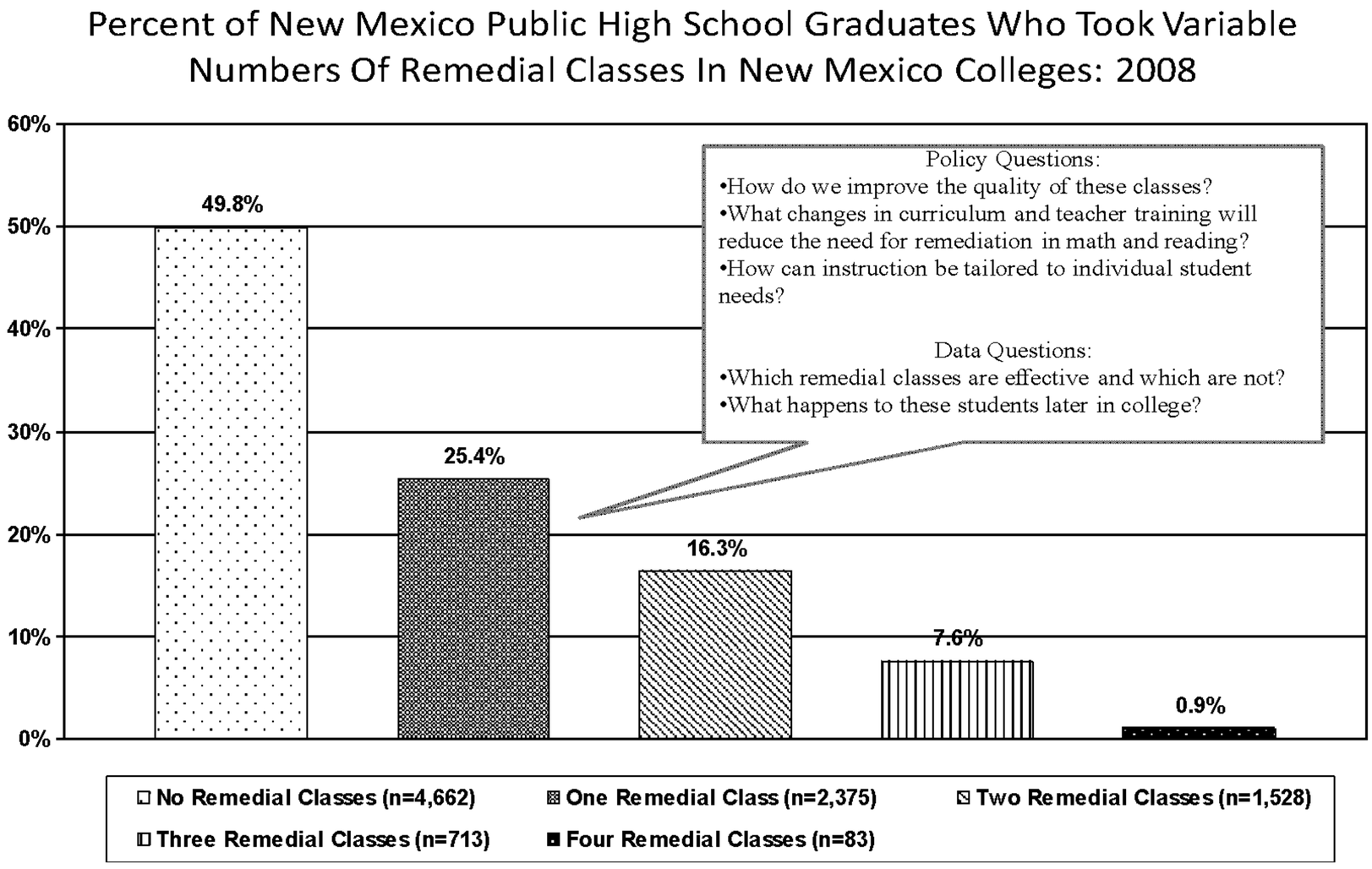
Question Type	Data Questions	Instructional Questions	Policy Questions	Political Questions
Policy Elements	Data For Advocacy, Accountability and Improvement	Instructional Approaches, Curriculum, Resources	Statute, Regulation, Standards, Frameworks, Budget	Diverse Perspectives, Power Groups, Practices & Behaviors
Example 1	•What percentage of students score proficient or	• How should these teachers change instruction so that these students better	•How should the certification requirements for teachers be	•Who has the influence to change how teachers are prepared?

	above on achievement tests in math or reading? •What are the achievement gaps among different groups of students?	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?	strengthened? •What kinds of instructional interventions should be implemented? •How will these reforms and interventions be funded?	•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?
Example 2	•What percentage of ninth graders enters college four years later? •What percentage of high school graduates take remedial courses in college?	•What curricular changes should we make to keep students engaged in school? •How do we increase parental and community involvement to reduce dropouts? •What specific changes do we make in the middle school and high school curriculum to ensure that students are ready for college?	•What changes do we make in high school standards and teacher training to ensure that 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?	•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?

It is important to note that this framework for identifying different kinds of questions has already been put to use in New Mexico. For example, the *Ready for College* report from New Mexico's Office of Education Accountability has been central to identifying information gaps and in drawing attention to questions educators have begun to investigate. The current data systems and reporting structure, however, make this type of research difficult, if not impossible in many cases, to do. The report also demonstrates the good work that can come from unit record data matching across education systems. For the past four years, the New Mexico Office of Education Accountability has collaborated with the New Mexico Public and Higher Education Departments to develop a matching algorithm to connect high school graduate data to freshman college data. The analyses presented in the 2009 Ready for College report provide examples of how a SLDS will help New Mexico improve the transition between high school and college. These analyses also illustrate why New Mexico needs an effective SLDS that can help educators understand how

students' progress from Pre-kindergarten through the public education system into higher education and the workforce. Additionally, *Ready for College* is a useful example of the type of current reporting the state will build upon, as shown in Table 2.

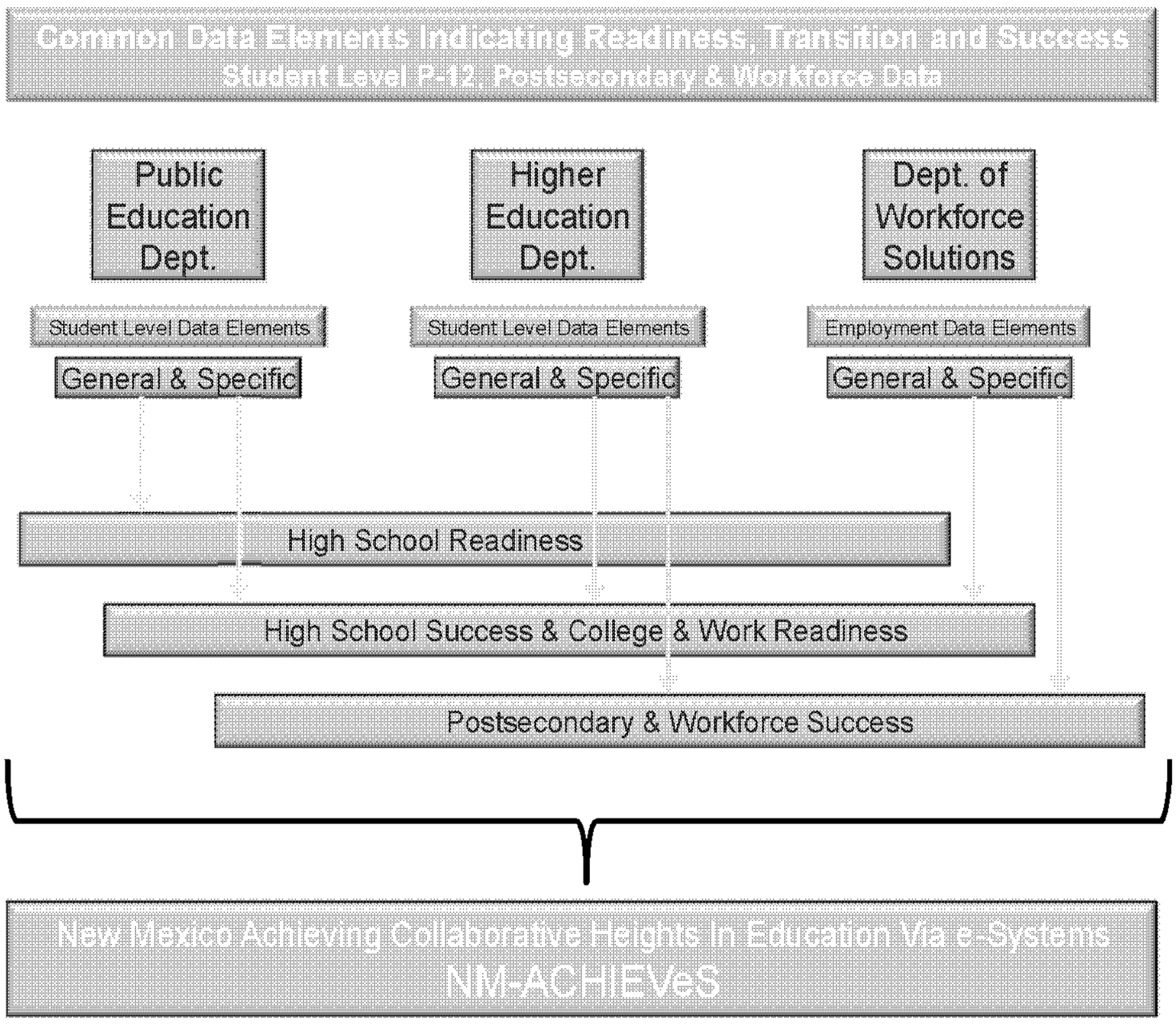
Table 2: Sample Diagram from Ready for College Report



Note: Data represents 18 and 19 year old high school graduates who enroll in college the Fall following graduation and take one or more developmental education courses in their first semester. Data does not include charter schools or alternative schools.

After analyzing New Mexico's first generation data collections, it is clear that research, instructional and policy questions articulated in Tables 1 and 2 still cannot be satisfactorily answered. Collecting additional data elements will be a keystone for the proposed P-20 SLDS. NM-ACHIEVeS will ultimately include PreK, K-12, Post-Secondary and Workforce data. Table 3 provides a graphical representation of the expected linkages between the distinct systems' databases.

Illustration 2: Sample Linkages Between Distinct Databases



This multi-agency collaboration, which resulted in the Ready for College Report and the identification of data elements that need to be linked between systems, further demonstrates the foundational work that has gone into preparing New Mexico for the successful development and utilization of the NM-ACHIEVeS. The New Mexico Legislature and Governor Bill Richardson have proven to be champions of education over the years. The most significant symbol of this has been elevation of the level of K-12 & post-secondary oversight to fully-staffed agencies headed by Cabinet Secretaries who answer directly to the Governor and citizens of New Mexico.

Building upon several multi-agency, institutional and business collaborations within the state (with current resources and advice/recommendation of national partners such as those connected to the New Mexico College and Career Readiness Policy Institute, Achieve, Education Council, National Governors Association, Jobs for the Future and Data Quality Campaign, National Education Association) has been the creation this past June of the New Mexico P-20 Data Warehouse Council (DWC) by Executive Order (EO 2009-019).

Currently there are a number of proprietary systems tracking related but disconnected public data across New Mexico. This disconnect exists not only between agencies (Public Education Department's Student Teacher Accountability Reporting System [STARS] versus the Higher Education Department's Data Editing and Reporting System [DEAR] Systems) but within agencies (STARS, Licensure, Professional Development and district systems). Add to this mix the Prekindergarten and Juvenile Justice educational records of the Children, Youth & Families

Department, the labor records of the Department of Workforce Solutions and other data from the Departments of Health, Economic Development and others. Factor in Federal (FERPA, HIPAA, CIPSEA, etc.) and State regulations and one can see that there is a myriad of systemic issues related to collecting and appropriately analyzing New Mexico's data.

Before the data can be used, however, they must be collected and uploaded from 166 disparate Local Education Agencies (LEA) & Charter Schools, 24 Institutions of Higher Education (IHE), 26 Work Centers and other systems from across the state. The LEA/Charter School systems are a combination of commercial student information systems, spreadsheets, FoxPro and MS Access systems which load files into the STARS. The IHE's use various iterations of the SunGard Banner System, along with two homegrown databases, to feed the DEAR System. The Department of Workforce Solutions use a variety of bespoke software solutions to collect Unemployment Insurance and Tax Wage Records from New Mexico businesses, Labor Market Information from the Federal Workforce Information Database, Job Services data, UI Claims Data and WIA assistance data.

Further, the records of each system are tied together using different unique identifiers. The PreK and Public Education Department systems use a Unique-ID powered by e-Scholar, while most other systems use the US Social Security number. Due to this, the interoperability between systems is inefficient. In order to make the data useful, the State will have to create system algorithms that will successfully match data from the disparate systems and combine the key data elements for a cohesive P-20 SLDS. NM-ACHIEVeS will ultimately include New Mexico PreK, Public Education Department, Higher Education Department, and the Department of Workforce Solutions data.

The work of this outcome will require systemic combination of agency data from multiple systems. To do this we plan work to replace the existing home-grown postsecondary data system with a Commercial Off The Shelf (COTS) application. In addition to the system software licensing and installation costs, we anticipate the need for two system application experts (2.0 FTE for six months) to guide development of the technical specifications, two database administrators (2.0 FTE for six months) to set up the system and four reporting experts (4.0 FTE for eighteen months) to complete the system installation. Concurrently, we will build the NM-ACHIEVeS database which will gather data from the various State systems. We anticipate the need for two system application experts (2.0 FTE for six months) to guide development of the technical specifications, two database administrators (2.0 FTE for six months) to set up the system and four reporting experts (4.0 FTE for eighteen months) to complete the system installation.

In order for the work to have the greatest effect, it will focus on training and professional development through the grant. First, while New Mexico does possess the technical skills required for this project, there will be a need to augment personnel resources. A number of designers and developers must be hired on contract to ensure the system will be built to operate as desired. The first professional development phase will involve the training of new (resulting in job creation, resource development and cost savings) and existing state employees to enable New Mexico to maintain and improve ACHIEVeS after the developers' contracts are complete. The second professional development phase will involve training end users (including data entry personnel) on the proper and reliable operation of the system.

We anticipate that the physical system will consist of two server farms (one Production and one Test/Development) which will run Windows 2008, SharePoint/PerformancePoint 2010, SQL 2008 and other associated software.

III. Universal use of Unique ID

New Mexico's SLDS must possess the ability to identify a student across all public education from PreK through post-secondary and into their career. The intent of this outcome is to meet requirements for a P-20 system by extending the New Mexico State Student Unique ID to public pre-school & post-secondary education institutions and into the workforce.

This work will be performed by existing State employees and new contract personnel who will work with each agency to ensure the required processes are put in place and made operational. The contractual portion of this work will be performed in years one and two of the project, after which the state employees will take control and the vendor contracts will end.

IV. Baseline reports for end-users

Once the NM-ACHIEVeS system is loaded with data and the data is linked with the universal ID, the next step is to define reporting requirements necessary to address identified data, policy and legislative questions which need to be addressed in order to improve the educational advancement of our students. This will involved development and dissemination of education data reports to key stakeholders throughout the State.

This work will be performed by existing State employees and new contract personnel who will work with each agency to ensure the required reports are put in place and made operational. The contractual portion of this work will be performed in years one and two of the project, after which the state employees will take control and the vendor contracts will end. At the end of the third year the State employees will return to their respective agencies to further develop the systems.

V. Customer support services

In order to provide satisfactory customer support services to our end users, New Mexico will have to adequately staff our IT departments. This will support NM-ACHIEVeS and will include creation of a multi-agency help desk and support materials for all levels of end-user.

This work will be performed by existing State employees who will work to ensure the required processes are put in place and made operational. This work will be performed in Years One, Two and Three of the Project, after which the Data Coordinators will take control of the helpdesk function.

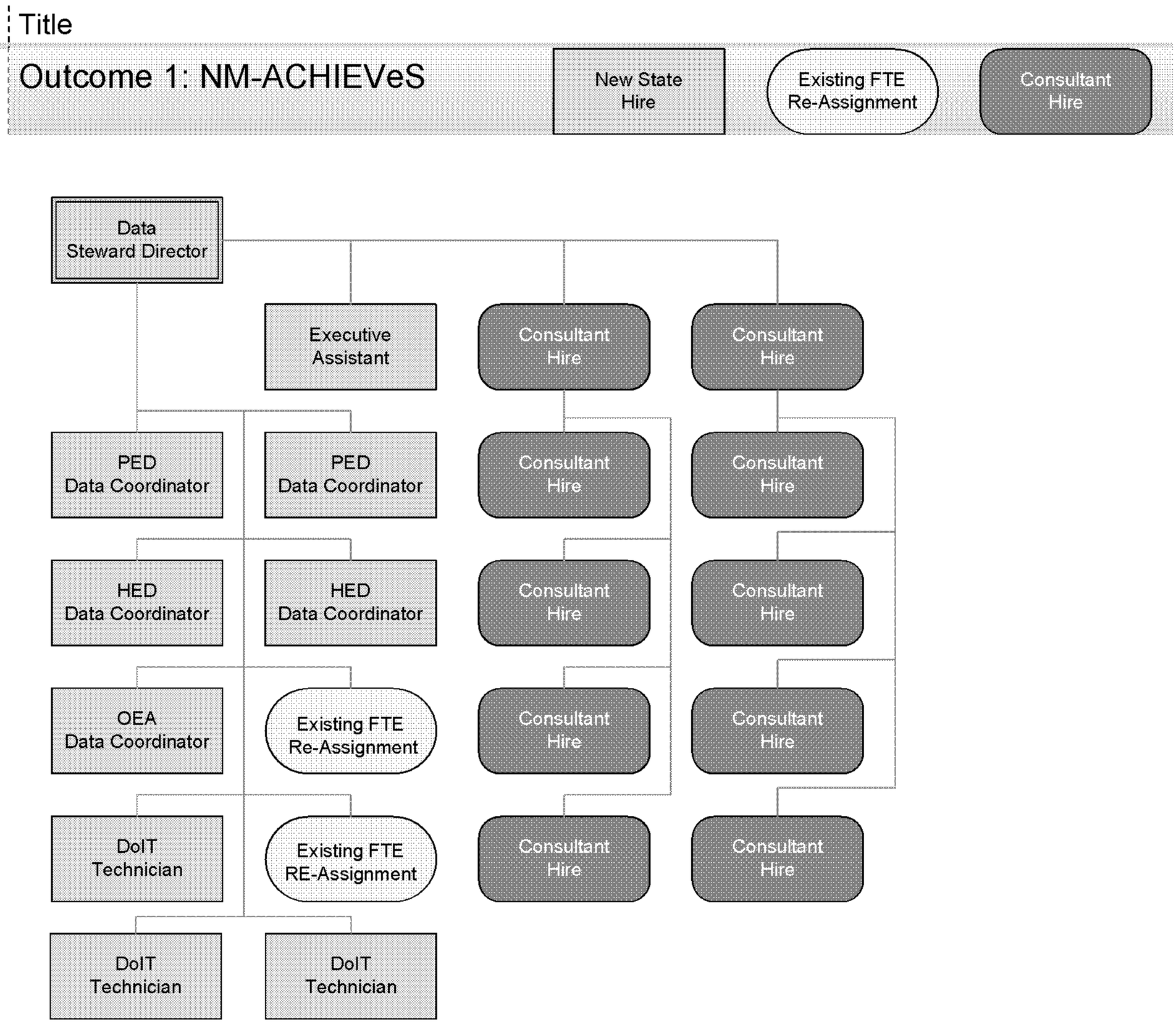
VI. Training and Certification programs

The NM-ACHIEVeS training program is a major component of this initiative and critical to its success. We are partnering with a variety of folks to assist in the development of the training programs outlined below. In order to implement this project, there are three fundamental types of

training that will need to be undertaken: Technical Personnel Training, Data Entry Personnel Training and End-user Training.

This work will initially be performed by new contract personnel to create the training programs. They will then work with existing State employees (train-the-trainer) in each agency to ensure the required training processes are put in place and made operational. The training program will leverage the existing IDEAL-NM program to facilitate the development and tailoring of each Outcome's training needs. IDEAL-NM provides a shared statewide learning management system (LMS) and web conferencing system for online training and courses. Leveraging these tools will allow the agency trainers to customize training with reusable content stored in the LMS, and delivered via web or video conferencing in an asynchronous or synchronous format. The initial training will be performed in Years One and Two of the Project, after which the agency trainer personnel will take control and the vendor contracts will end.

The proposed staffing for this the outcome is as follows:



This work will involve personnel, fringe benefits, travel, equipment, supplies, contractual, indirect costs, training stipends and other costs including software development and report writing from this grant. The expected total cost of this outcome is $11,126,450, with an annual on-going cost to the State estimated at $1,885,500 beginning in 2013.

The budget below provides for:

- Personnel costs (including fringe benefits) consisting of 1 Project Director, one Exec Assistant, five data stewards and three technicians.
- Related travel & supplies costs
- Equipment consisting of forty (40) servers and related hardware including load balancing, racking, wiring, etc. plus operating software.
- Contractual services of 10 developers phased in during first 8 months and phase our over last six months of project.
- Other costs include licensing, installation & other services required to replace existing post-secondary data collection system.
- Indirect costs at 21.3% of total direct costs less items of equipment, alterations and renovations, stipends and the portion of each sub-award in excess of $25,000.
- Training costs for system development, installation & end-user training.
- Development of reusable training content and curriculum.

Costs to develop and deploy the NM-ACHIEVeS system are as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Total	Ongoing State Costs
1. Personnel	$ 567,000	$ 630,000	$ 630,000	$ 1,827,000	$ 630,000
2. Fringe Benefits	$ 198,450	$ 220,500	$ 220,500	$ 639,450	$ 220,500
3. Travel	$ 15,000	$ 25,000	$ 25,000	$ 65,000	$ 25,000
4. Equipment	$ 400,000	$ 10,000	$ 7,500	$ 417,500	$ 400,000
5. Supplies	$ 7,500	$ 10,000	$ 10,000	$ 27,500	$ 10,000
6. Contractual	$ 1,250,000	$ 2,000,000	$ 1,250,000	$ 4,500,000	
7. Construction				$ -	
8. Other	$ 1,450,000	$ 350,000	$ 350,000	$ 2,150,000	$ 350,000
9. Total Direct Costs	$ 3,887,950	$ 3,245,500	$ 2,493,000	$ 9,626,450	$ 1,635,500
10. Indirect Costs	$ 250,000	$ 250,000	$ 250,000	$ 750,000	$ 250,000
11. Training Stipends	$ 250,000	$ 250,000	$ 250,000	$ 750,000	
12. Total Costs	$ 4,387,950	$ 3,745,500	$ 2,993,000	$ 11,126,450	$ 1,885,500

Outcome 2 Budget Summary – NM-ACHIEVeS Data

Grant funds are requested to provide usable data for the afore-mentioned multi-agency SLDS in New Mexico. This will be done by creating a data dictionary, collecting additional data elements required for reporting, implementing statewide and internal data audit systems, integrating other systems' data into NM-ACHIEVeS and putting training and certification programs into practice. The anticipated schedule and details for these programs are provided below.

		Task Name	Duration	Start	Finish	% Complete
1		NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	✓	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11		Grant Pre-Planning	255 days	Mon 12/7/09	Fri 11/26/10	0%
37		NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
313		NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
314		Creation of Data Dictionary	201 days	Thu 7/1/10	Thu 4/7/11	0%
315		Detail Dictionary Requirements	111 days	Thu 7/1/10	Thu 12/2/10	0%
318		Gather dictionary data	90 days	Fri 12/3/10	Thu 4/7/11	0%
324		Collect additional data elements required for reporting	108 days	Fri 12/31/10	Tue 5/31/11	0%
325		Detail data elements required	48 days	Fri 12/31/10	Tue 3/8/11	0%
327		Gather data required	60 days	Wed 3/9/11	Tue 5/31/11	0%
329		Statewide and internal data audit systems	130 days	Thu 7/1/10	Wed 12/29/10	0%
330		Statewide data audit systems	80 days	Thu 7/1/10	Wed 10/20/10	0%
333		Internal data audit systems	50 days	Thu 10/21/10	Wed 12/29/10	0%
336		integrating other systems' data into NM-ACHEIVeS	182 days	Wed 6/1/11	Thu 2/9/12	0%
337		Identify data systems	22 days	Wed 6/1/11	Thu 6/30/11	0%
339		Gather and integrate data	160 days	Fri 7/1/11	Thu 2/9/12	0%
342		Data Entry training and certification programs	104 days	Thu 7/1/10	Tue 11/23/10	0%
343		Technical training	94 days	Thu 7/1/10	Tue 11/9/10	0%
348		Certification Programs	10 days	Wed 11/10/10	Tue 11/23/10	0%
354		NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
551		Project LEARN	168 days	Fri 10/7/11	Tue 5/29/12	0%
647		NM-ACHIEVeS eTrancript System	419 days	Thu 7/1/10	Tue 2/7/12	0%
764		NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
907		Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

I. Creation of Data Dictionary

Complete a data dictionary for the system to ensure consistent data entry and to ensure end users understand the data elements and connections between elements as used in NM-ACHIEVeS

This work will be performed by existing state employees and new contract personnel who will work with each agency to ensure the data dictionary is complete, maintained and supported with a policy and procedures for updating, redistribution and cross agency communication. This work will be performed in years one and two of the project, after which the data coordinators will take control and the vendor contracts will end.

II. Collect additional data elements required for reporting

In order to enable the system to benefit more students when it is completed, the team will direct the assembly and migration of historical data into the system. For example, while the K-12

system has class, instructor and student information since 2007, class grade information was not collected. Plans are being made to collect grade information in the 2010-11 school year. By collecting this data from LEA systems for the 2006-07 to 2009-10 school years, we will be able to begin NM ACHIEVeS with more complete longitudinal transcript information for our students and will be able to begin report generation and analysis from the beginning of the system operation.

These tasks will be performed by contract personnel who will work with each district to gather the required historical information. This work will be performed in years one and two of the project, after which the work will be completed and the contracts will end.

III. Statewide and internal data audit systems

In order to ensure data quality & integrity, the NM-ACHIEVeS team will implement data verification and audit processes including security audits, creation of data definition and data format standards for shared data. Audit methodologies with supporting state-of-the-art policies and processes, using proven software, will be created and compared with New Mexico processes and those from other state systems. We will implement protocols that enable New Mexico to consult with other states with SLDS's to guarantee data quality while protecting individuals.

We will obtain a data quality expert (1.0 FTE for sixteen months) to guide development of the technical specifications and an additional contractor (1.0 FTE for twelve months) to design the functional algorithms for the data element auditing system. The data quality expert will then work with the data team for ongoing operations during the third year.

IV. Integrating other systems' data into NM-ACHIEVeS

Once the NM-ACHIEVeS system is built we will need to create connections to the source agency data systems. This will involve writing code linking the various systems to NM-ACHIEVeS and validation/verification reports and alerts. This work will be created to push the agency data on an automatic basis so as not to add to the existing workload of staff.

This work will be performed by contract personnel who will work with each District to gather the required historical information. This work will be performed in Years One and Two of the Project, after which the work will be completed and the contracts will end.

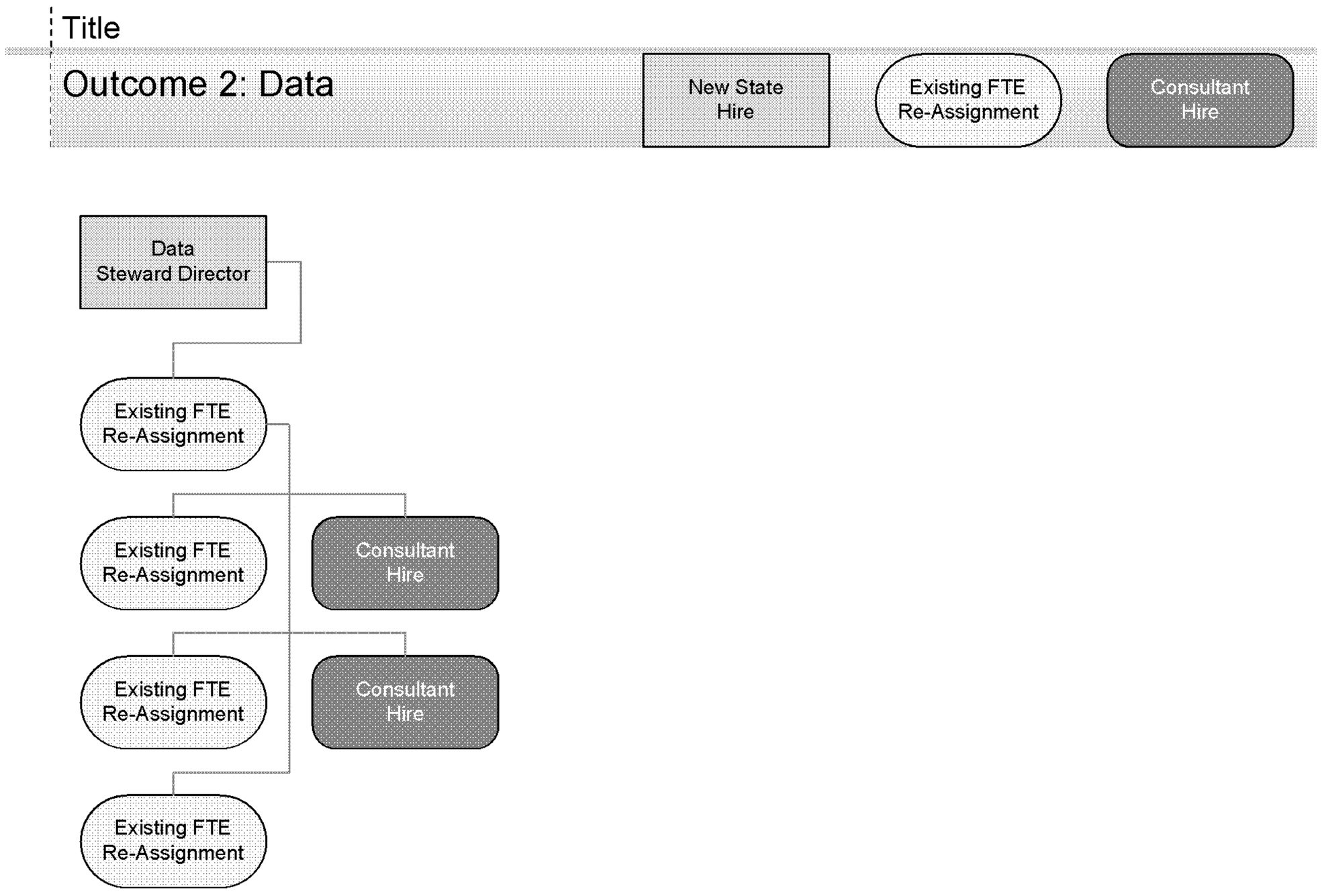
V. Data Entry Training and Certification programs

Training programs for data entry personnel and professional staff (including teachers, principals and legislators) will be provided to ensure that New Mexico can continue to manage, operate and improve NM-ACHIEVeS after completion of the project. This program will involve training in data use and report writing, among other necessary elements. To facilitate access to training modules, curriculum will be delivered through IHE-based programs or Innovative Digital Education and Learning in New Mexico (IDEAL-NM), a statewide, state-supported e-learning delivery system.

This work will initially be performed by new contract personnel to create the training programs. They will then work with existing state employees (train-the-trainer) in each agency to ensure the required training processes are put in place and made operational. The training program will

leverage the existing IDEAL-NM program to facilitate the development and tailoring of this Outcome's training needs. This work will be performed in years one and two of the project, after which the agency trainer personnel will take control and the vendor contracts will end.

The proposed staffing for this the outcome is as follows:



This work will involve personnel, fringe benefits, travel, equipment, supplies, contractual, indirect costs, training stipends and other costs including software development and report writing from this grant. The expected total cost of this outcome is $3,392,500, with an annual on-going cost to the State estimated at $691,000 beginning in 2013.

The budget below provides for:

- Personnel costs (including fringe benefits) of four existing state staff (two auditing from year one and two training from year two) who will be retrained for these duties.
- Related travel & supplies costs
- Equipment consisting of four workstations & related hardware.
- Contractual services of two developers to work with and train the permanent employees to set up and operate the systems.
- Development and deployment of end-user training materials.

Costs to develop and deploy the NM-ACHIEVeS data are as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Total	Ongoing State Costs
1. Personnel	$ 150,000	$ 300,000	$ 300,000	$ 750,000	$ 300,000
2. Fringe Benefits	$ 52,500	$ 105,000	$ 105,000	$ 262,500	$ 105,000
3. Travel	$ 10,000	$ 25,000	$ 25,000	$ 60,000	$ 25,000
4. Equipment	$ 6,000	$ 6,000	$ 2,000	$ 14,000	$ 5,000
5. Supplies	$ 2,000	$ 2,000	$ 2,000	$ 6,000	$ 6,000
6. Contractual		$ 400,000	$ 400,000	$ 800,000	
7. Construction				$ -	
8. Other				$ -	
9. Total Direct Costs	$ 220,500	$ 838,000	$ 834,000	$ 1,892,500	$ 441,000
10. Indirect Costs				$ -	
11. Training Stipends		$ 1,000,000	$ 500,000	$ 1,500,000	$ 250,000
12. Total Costs	$ 220,500	$ 1,838,000	$ 1,334,000	$ 3,392,500	$ 691,000

Outcome 3 Budget Summary – NM-ACHIEVeS Reporting

Grant funds are requested to provide reporting services for the afore-mentioned multi-agency SLDS in New Mexico. This will be done by creating a classroom level data collection and reporting system, constructing timely reports for end-users, implementing customized reporting systems and putting training and certification programs into practice. The anticipated schedule and details for these programs are provided below.

	Task Name	Duration	Start	Finish	% Complete
1	NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11	Grant Pre-Planning	255 days	Mon 12/7/09	Fri 11/26/10	0%
37	NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
313	NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
354	NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
355	Classroom level data collection and reporting	453 days	Thu 7/1/10	Mon 3/26/12	0%
356	Baseline system design	153 days	Thu 7/1/10	Mon 1/31/11	0%
391	Production Build	205 days	Tue 2/1/11	Mon 11/14/11	0%
410	System test	45 days	Tue 11/15/11	Mon 1/16/12	0%
423	System launch	50 days	Tue 1/17/12	Mon 3/26/12	0%
446	Timely reports for end users	348 days	Thu 7/1/10	Mon 10/31/11	0%
447	Reports illustrating effective course-taking patter	348 days	Thu 7/1/10	Mon 10/31/11	0%
454	Customized reporting	387 days	Thu 7/1/10	Fri 12/23/11	0%
455	Baseline system design	87 days	Thu 7/1/10	Fri 10/29/10	0%
490	Reporting Production Build	205 days	Mon 11/1/10	Fri 8/12/11	0%
509	Report Test	45 days	Mon 8/15/11	Fri 10/14/11	0%
522	Report Launch	50 days	Mon 10/17/11	Fri 12/23/11	0%
545	Reporting training and certification programs	282 days	Fri 10/7/11	Mon 11/5/12	0%
546	Reporting Training	202 days	Fri 10/7/11	Mon 7/16/12	0%
548	Certifications Programs	80 days	Tue 7/17/12	Mon 11/5/12	0%
551	Project LEARN	168 days	Fri 10/7/11	Tue 5/29/12	0%
647	NM-ACHIEVeS eTrancript System	419 days	Thu 7/1/10	Tue 2/7/12	0%
764	NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
907	Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

I. Classroom Level Data Collection And Reporting

NM-ACHIEVeS will implement a data management environment that through a School Performance Management System (SPMS) will provide district and school educators with the tools to allow them to make better informed decisions, utilize resources, share best practices and ultimately improve student achievement. Specifically, individual project elements will provide each of our districts with additional access to additional reporting, enhanced extraction, improved data management, superior curriculum and instructional management, top-quality professional development management and improved tracking tools. It will also provide a means for administering students' short cycle assessments as well as the implementation of the instructional portal that will, among other capabilities, provide information at the classroom/teacher level.

This work will be performed by contract personnel who will work with each district to gather the required historical information. This work will be performed in years one and two of the project, after which the work will be completed and the contracts will end.

II. Timely reports for end-users

Once the NM-ACHIEVeS system is loaded with data and the data are linked with the universal ID, the next step is to define reporting requirements necessary to address identified data, policy and legislative questions which need to be addressed in order to improve the educational advancement of our students. This will involve development and dissemination of education data reports to key stakeholders throughout the state, including reports to ensure that teachers have timely and usable data so they can target their instruction more effectively, reports principals need to be more informed about the effectiveness of their teachers, reports superintendents need on how schools are performing, reports faculty and administrators in colleges and universities need on student performance, and reports state-level policy makers need on how students throughout the Pre-K through Workforce system are meeting critical academic, social and career goals. These reports are needed so that interventions and policies can be implemented and so that resources deployed more effectively.

This work will be performed by existing state employees and new contract personnel who will work with each agency to ensure the required reports are put in place and made operational. The contractual portion of this work will be performed in years one and two of the project, after which the state employees will take control and the vendor contracts will end. At the end of the third year the state employees will return to their respective agencies.

III. Customized Reporting

In addition to guiding the system development and implementation, the NM-ACHIEVeS data team will deploy first generation reports to stakeholders to test the system functionality. As the system is completed, the data team will develop longitudinal data models and reports based on the Killer Questions. This will entail developing reports and drill-down capabilities for teacher desktops and developing end-user professional development and training curriculum. Upon completion of this activity, users will not always have to depend on the regular end-user reports described above but will have the ability to generate their own customized reports through direct, secure (read only) access to the system the level of which is determined by their role and need.

This work will be performed by existing state employees and new contract personnel who will work with each agency to ensure the required report-generating processes are put in place and made operational. This work will be performed in years one and two of the project, after which the data coordinators will take control and the vendor contracts will end.

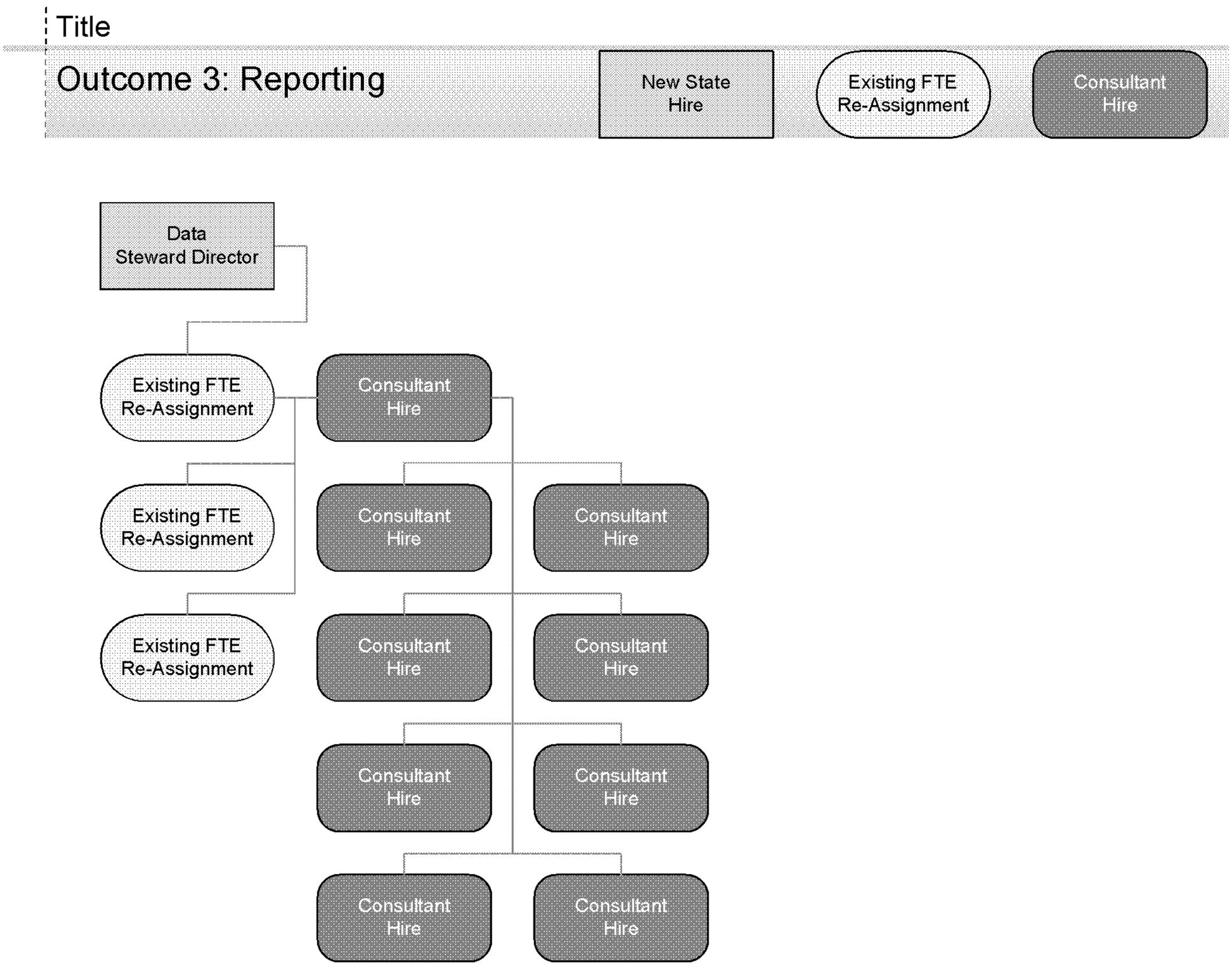
IV. Reporting Training and Certification programs

Provide training programs for report-generating personnel and professional staff (including teachers, principals and legislators) will be provided to ensure that New Mexico can continue to manage, operate and improve NM-ACHIEVeS after completion of the project. This program will involve training in systems maintenance and implementation, data use and report writing, among other necessary elements. To facilitate access to training modules, curriculum will be delivered

through IHE-based programs or Innovative Digital Education and Learning in New Mexico (IDEAL-NM), a statewide, state-supported e-learning delivery system.

This work will initially be performed by new contract personnel to create the training programs. They will then work with existing state employees (train-the-trainer) in each agency to ensure the required training processes are put in place and made operational. The training program will leverage the existing IDEAL-NM program to facilitate the development and tailoring of this Outcome's training needs. This work will be performed in years one and two of the Project, after which the agency trainer personnel will take control and the vendor contracts will end.

The proposed staffing for this the outcome is as follows:



This work will involve personnel, fringe benefits, travel, supplies, contractual, indirect costs, training stipends and other costs including software development and report writing from this grant. The expected total cost of this outcome is $2,657,500, with an annual on-going cost to the State estimated at $336,250 beginning in 2013.

The budget below provides for:

- Personnel costs (including fringe benefits) of three existing state staff in year one, two in year two and one from year three.
- Related travel & supplies costs
- Equipment consisting of server system plus three workstations & related hardware.
- Contractual services of nine developers in year one to set up and one in year two to work with and train the permanent employees to operate the reporting system.
- Development and deployment of end-user training materials.

Costs to develop and deploy the NM-ACHIEVeS reporting systems are as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Total	Ongoing State Costs
1. Personnel	$ 225,000	$ 150,000	$ 75,000	$ 450,000	$ 75,000
2. Fringe Benefits	$ 78,750	$ 52,500	$ 26,250	$ 157,500	$ 26,250
3. Travel	$ 25,000	$ 15,000	$ 10,000	$ 50,000	$ 15,000
4. Equipment	$ 50,000	$ 10,000	$ 10,000	$ 70,000	$ 10,000
5. Supplies	$ 10,000	$ 10,000	$ 10,000	$ 30,000	$ 10,000
6. Contractual	$ 900,000	$ 200,000		$ 1,100,000	
7. Construction				$ -	
8. Other				$ -	
9. Total Direct Costs	$ 1,288,750	$ 437,500	$ 131,250	$ 1,857,500	$ 136,250
10. Indirect Costs				$ -	
11. Training Stipends	$ 100,000	$ 500,000	$ 200,000	$ 800,000	$ 200,000
12. Total Costs	$ 1,388,750	$ 937,500	$ 331,250	$ 2,657,500	$ 336,250

Outcome 4 Budget Summary – Project LEARN

I. Project LEARN

The Learning Exchange and Resource Network (LEARN) is about connecting existing data systems in a safe, authenticated way that manages the privacy and security of records and leaves control in the hands of the states. LEARN will do this with common data and academic standards for information exchange, and smart content that knows how to avail itself to teachers, students, and parents in a just-in-time way. We are including our participation in the LEARN Consortium as part of our response to this RFA. The anticipated schedule and details for these programs are provided below.

		Task Name	Duration	Start	Finish	% Complete
1		NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	✓	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11		Grant Pre-Planning	255 days	Mon 12/7/09	Fri 11/26/10	0%
37		NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
313		NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
354		NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
551		Project LEARN	168 days	Fri 10/7/11	Tue 5/29/12	0%
552		Core Membership	48 days	Fri 10/7/11	Tue 12/13/11	0%
568		Growth Model	40 days	Wed 12/14/11	Tue 2/7/12	0%
602		Digital LEARNing Library	80 days	Wed 2/8/12	Tue 5/29/12	0%
647		NM-ACHIEVeS eTrancript System	419 days	Thu 7/1/10	Tue 2/7/12	0%
764		NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
907		Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

This work will involve contractual costs from this grant. The expected total cost of this outcome is $750,000, with an annual on-going cost to the State estimated at $291,000 beginning in 2013.

The budget below provides for consortium fees of Project LEARN.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Total	Ongoing State Costs
1. Personnel				$ -	
2. Fringe Benefits				$ -	
3. Travel				$ -	
4. Equipment				$ -	
5. Supplies				$ -	
6. Contractual				$ -	
7. Construction				$ -	
8. Other	$ 750,000			$ 750,000	$ 291,000
9. Total Direct Costs	$ 750,000	$ -	$ -	$ 750,000	$ 291,000
10. Indirect Costs				$ -	
11. Training Stipends				$ -	
12. Total Costs	$ 750,000	$ -	$ -	$ 750,000	$ 291,000

Outcome 5 Budget Summary – NM-ACHIEVeS eTranscript System

The project will gather student information from the PED and HED data systems, from student assessments, other applications, and from colleges, universities and workforce centers across the state. This system will collect information automatically and will provide the ability to provide e-transcripts to institutions of higher education (IHEs) and workforce providers across New Mexico. The anticipated schedule and details for these programs are provided below.

	Task Name	Duration	Start	Finish	% Complete
1	NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11	Grant Pre-Planning	255 days	Mon 12/7/09	Fri 11/26/10	0%
37	NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
313	NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
354	NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
551	Project LEARN	168 days	Fri 10/7/11	Tue 5/29/12	0%
647	NM-ACHIEVeS eTrancript System	419 days	Thu 7/1/10	Tue 2/7/12	0%
648	Research eTranscript solutions	120 days	Thu 7/1/10	Wed 12/15/10	0%
676	Design eTransctipt System	207 days	Thu 12/16/10	Fri 9/30/11	0%
732	Implement eTranscript System	92 days	Mon 10/3/11	Tue 2/7/12	0%
764	NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
907	Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

We will design, procure, and implement an e-Transcript System that will replace the current system, whereby transcripts for students who plan to attend universities or opt to go directly into the workforce are created using a variety of systems in schools across the state. These systems are labor intensive for school registrars who are already strapped for time. Transcripts are hand collated and sent to a number of recipients via the US postal service, a timely and costly process. The currently funded project will gather student information from the PED and HED data systems, from student assessments, other applications, and from colleges, universities and workforce centers across the state. This system will collect information automatically and will provide the ability to provide e-transcripts to Institutions of Higher Education (IHEs) and Workforce providers across New Mexico.

PED is proposing that the e-Transcript be deployed in three steps: 1) Solution Research; 2) System Design; and, 3) System Implementation.

Solution Research

The objective of Phase 1 – System Research would be to needs of all of the potential state users and the potential solutions available. This phase would be further divided into two major activities: 1) Requirements generation and 2) Options available.

REQUIREMENTS GATHERING – in requirements gathering, PED would assemble a team of representative Charter Schools and Districts that would develop a set of SIS requirements that would meet the needs of all potential users. These requirements would be assembled into a requirements matrix that would be used during the RFP process.

OPTIONS AVAILABLE - is the review and evaluation of the systems that exist or can be built which could provide an effective and efficient operational system.

System Design

The objective of Phase 2 – System Design would be to design, select, and procure the appropriate COTS based SIS that would meet the needs of all of the potential state users. This phase would be further divided into three major activities: 1) Solution Design; 2) RFP Development and Administration; and, 3) Selection and Negotiation.

SOLUTION DESIGN AND CONFIGURATION – in this activity, the functional requirements of potential users that were gathered in the solution design phase will be translated into technical requirements and the selected vendor will configure the technical requirements into an operational system for testing.

RFP DEVELOPMENT AND ADMINISTRATION - in the RFP development and Administration step, PED would develop the procurement documents (RFP Strategy Guide, RFP, Evaluation Guide, etc.) that are necessary to conduct an effective and efficient procurement.

SOLUTION SELECTION AND NEGOTIATION – this activity would conclude the System Design Phase, by effectively evaluating all proposals and selecting the most appropriate solution, and contracting with its respective vendor(s). The last activity would be to create an implementation plan that would detail the implementation and roll-out phases.

Solution Implementation

The objective of Phase 3 – System Implementation would be to configure and implement the new system for the users with the most critical needs first. This type of implementation would assure that those with the most need will have their needs met first, and subsequently, the system would be made available to other users desiring to use the system. This phase would be further divided into three main activities: 1) Solution Configuration; 2) Solution Testing; and, 3) Solution Training.

SOLUTION CONFIGURATION – in this activity, the functional requirements of potential users that were gathered in the solution design phase will be translated into technical requirements and the selected vendor will configure the technical requirements into an operational system for testing.

SOLUTION TESTING - in this activity, the configured solution would be thoroughly tested to assure that the system is operational and all functional requirements have been met.

SOLUTION TRAINING – this activity ensures that all users are provided with an adequate level of training prior to the system “go-live” date.

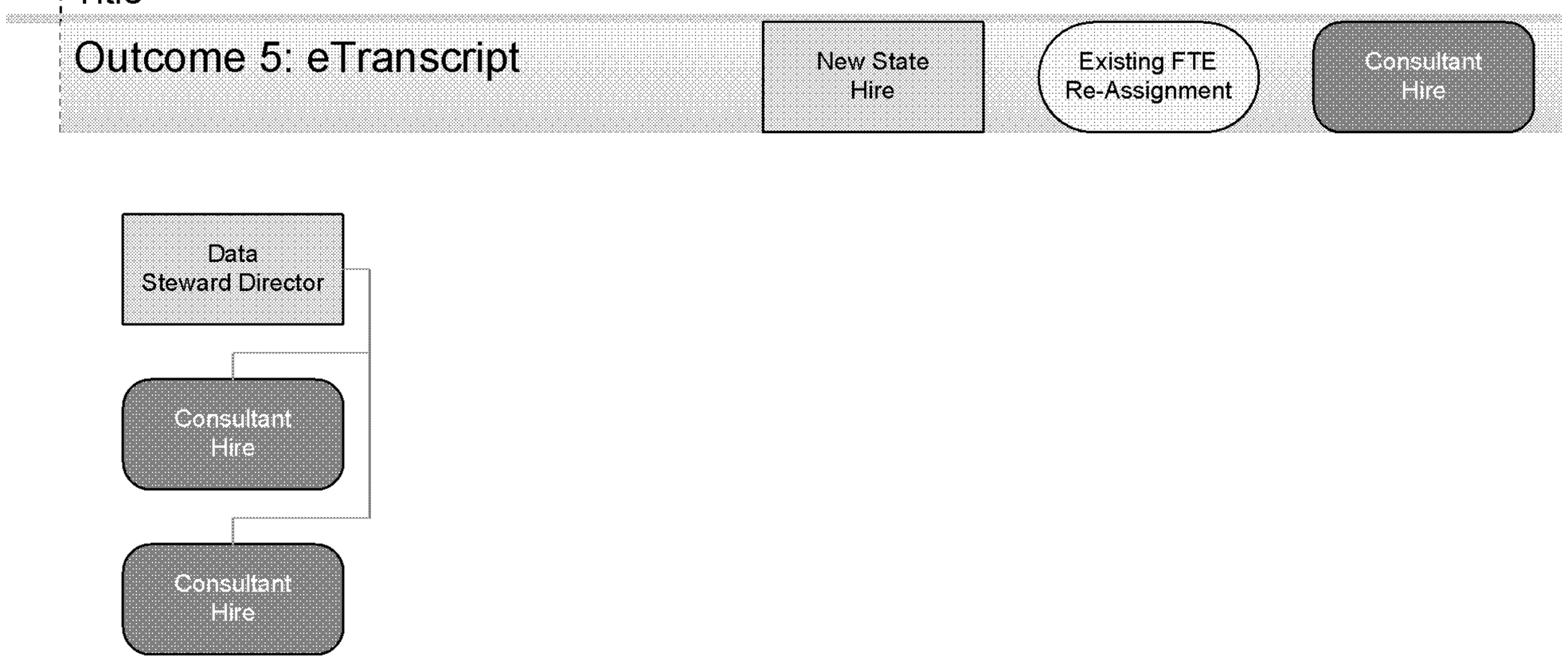
After initial training has been completed, and the appropriate system and user testing tasks have been accomplished, the system will be implemented in the selected charters/districts and the appropriate go-live support tasks will be in place.

This work will be performed by new contract personnel who will work with each agency to ensure the required reports are put in place and made operational. The contractual portion of this work will be performed in years one and two of the project, after which existing state employees will be trained and the vendor contracts will end.

The proposed staffing for this the outcome is as follows:

Title

Outcome 5: eTranscript



This work will involve contractual costs from this grant. The expected total cost of this outcome is $400,000, with no on-going cost to the State.

The budget below provides for:

- Contractual services of two developers in year one and two to set up and train existing staff on the system.

Costs to develop and deploy an eTranscript system are as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Total	Ongoing State Costs
1. Personnel				$ -	
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel				$ -	
4. Equipment				$ -	
5. Supplies				$ -	
6. Contractual	$ 300,000	$ 100,000		$ 400,000	
7. Construction				$ -	
8. Other				$ -	
9. Total Direct Costs	$ 300,000	$ 100,000	$ -	$ 400,000	$ -
10. Indirect Costs				$ -	
11. Training Stipends				$ -	
12. Total Costs	$ 300,000	$ 100,000	$ -	$ 400,000	$ -

Outcome 6 Budget Summary – Centralized Student Information System

The implementation of STARS has shown that there are a number of districts: 1) that are too small to be able to afford the modern technology used by most dynamic school districts, 2) whose support needs of their existing systems are not being met, or 3) who do not optimize their existing systems due to staffing resource constraints, or complexity of the system. The creation of a consolidated state-wide Student Information System (SIS) will enable many of the smaller school districts to take advantage of this offering. This system would also be available to those schools wanting the benefits associated with decentralized control, the option to utilize a centrally supported SIS system. The anticipated schedule and details for these programs are provided below.

	Task Name	Duration	Start	Finish	% Complete
1	NM-ACHIEVeS Project Plan	1008 days	Fri 6/19/09	Tue 4/30/13	1%
2	RFA Response	121 days	Fri 6/19/09	Fri 12/4/09	100%
11	Grant Pre-Planning	255 days	Mon 12/7/09	Fri 11/26/10	0%
37	NM-ACHIEVeS System	649 days	Thu 7/1/10	Tue 12/25/12	0%
313	NM-ACHIEVeS Data	421 days	Thu 7/1/10	Thu 2/9/12	0%
354	NM-ACHIEVeS Reporting	613 days	Thu 7/1/10	Mon 11/5/12	0%
551	Project LEARN	168 days	Fri 10/7/11	Tue 5/29/12	0%
647	NM-ACHIEVeS eTrancript System	419 days	Thu 7/1/10	Tue 2/7/12	0%
764	NM-ACHIEVeS Student Information System	439 days	Thu 7/1/10	Tue 3/6/12	0%
765	Plan & specify SIS	217 days	Thu 7/1/10	Fri 4/29/11	0%
794	Develop SIS	186 days	Mon 5/2/11	Mon 1/16/12	0%
877	Implement SIS	92 days	Mon 10/31/11	Tue 3/6/12	0%
907	Project Close-Out	90 days	Wed 12/26/12	Tue 4/30/13	0%

We will design, procure, and implement a SIS that would provide the systematic support for those charter schools opting for the State authorization option and give existing districts the opportunity to utilize the power of current technology to better serve their constituents. By having a centralized SIS the changes would be made one time and applied for each charter. This will greatly reduce the cost of system support for the charters and any district that elects to utilize the central SIS.

PED is proposing that the SIS be deployed in three steps: 1) System Design; 2) System Implementation; and, 3) System Roll-out.

Solution Design

The objective of Phase 1 – System Design would be to design, select, and procure the appropriate COTS based SIS that would meet the needs of all of the potential state users. This phase would be further divided into three major activities: 1) Requirements generation; 2) RFP Development and Administration; and, 3) Selection and Negotiation.

REQUIREMENTS GATHERING – in requirements gathering, PED would assemble a team of representative Charter Schools and Districts that would develop a set of SIS requirements that would meet the needs of all potential users. These requirements would be assembled into a requirements matrix that would be used during the RFP process.

RFP DEVELOPMENT AND ADMINISTRATION - in the RFP development and Administration step, PED would develop the procurement documents (RFP Strategy Guide, RFP, Evaluation Guide, etc.) that are necessary to conduct an effective and efficient procurement.

SOLUTION SELECTION AND NEGOTIATION – this activity would conclude the System Design Phase, by effectively evaluating all proposals and selecting the most appropriate solution, and contracting with its respective vendor(s). The last activity would be to create an implementation plan that would detail the implementation and roll-out phases.

Solution Implementation

The objective of Phase 2 – System Implementation would be to configure and implement the new system for the users with the most critical needs first. This type of implementation would assure that those with the most need will have their needs met first, and subsequently, the system would be made available to other users desiring to use the system. This phase would be further divided into three main activities: 1) Solution Design and Configuration; 2) Solution Testing; and, 3) Solution Training.

SOLUTION DESIGN AND CONFIGURATION – in this activity, the functional requirements of potential users that were gathered in the solution design phase will be translated into technical requirements and the selected vendor will configure the technical requirements into an operational system for testing.

SOLUTION TESTING - in this activity, the configured solution would be thoroughly tested to assure that the system is operational and all functional requirements have been met.

SOLUTION TRAINING – this activity ensures that all users are provided with an adequate level of training prior to the system "go-live" date.

After initial training has been completed, and the appropriate system and user testing tasks have been accomplished, the system will be implemented in the selected charters/districts and the appropriate go-live support tasks will be in place.

Solution Roll-out

Final activities will implement a set of policies, procedures and implementation plans that will facilitate the roll-out of the SIS, to any client(s) that would be approved to utilize the new system. Fit-Gap and cost benefit analysis will be conducted to justify the use of any new user.

III. Proposed Project Objectives/Performance Metrics

To manage schools at a state level, implementation of a CCSSIS is critical. The CCSSIS would allow the PEC and PED's Charter School Division to monitor daily financials, daily student activities, staff information and to be proactive to any issues occurring at the schools rather than be reactive when a charter school reports on a 40 day increment to the state. CCSSIS would also facilitate required state reporting, reducing the challenge charters without SIS's face.

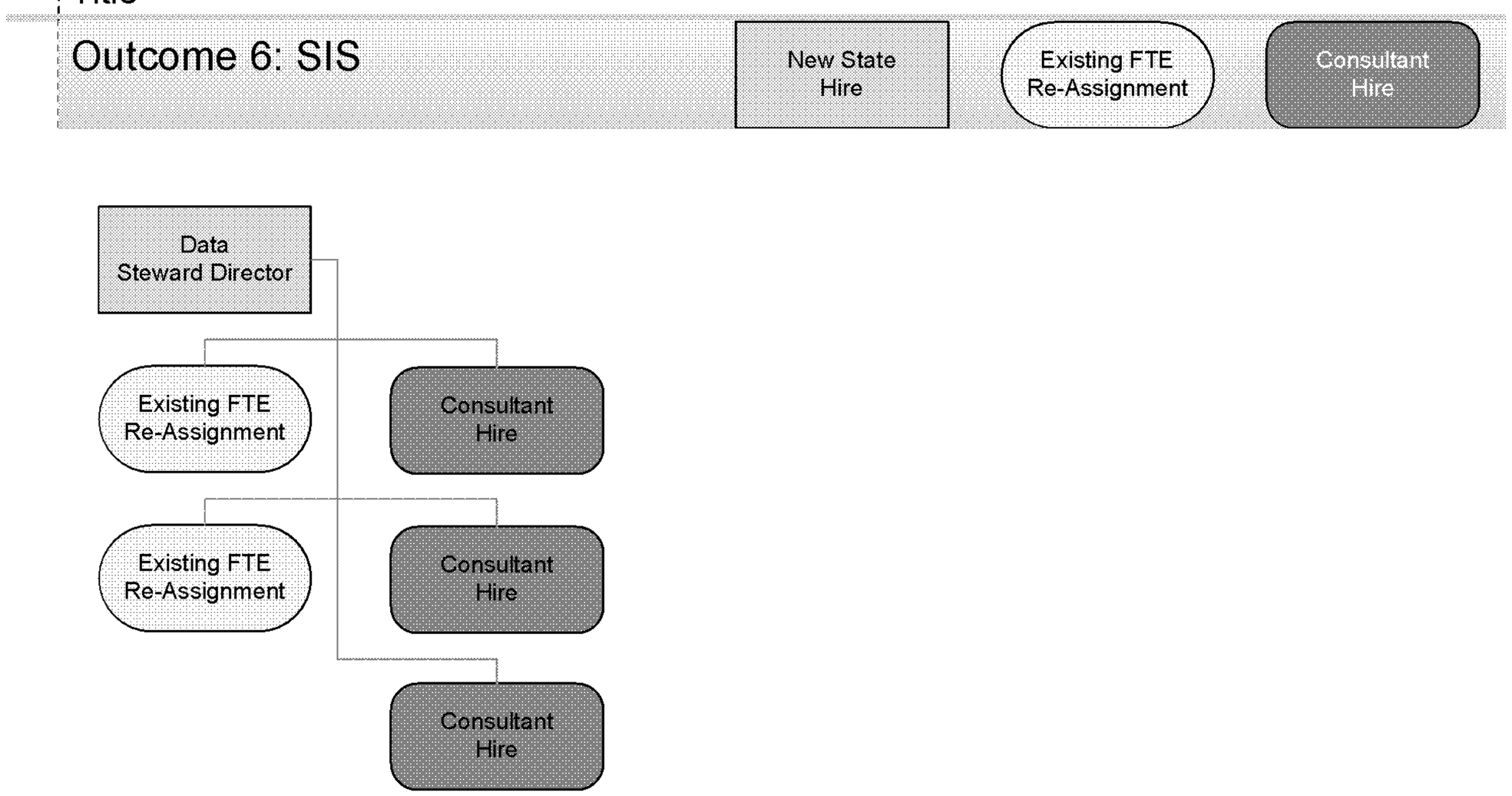
Continue expansion of the unique student identifier (Uniq-ID) into PreK and public postsecondary institutions with a capacity for linking it to workforce data;

This work will be performed by contract personnel who will work with each District to gather the required historical information. This work will be performed in Years One and Two of the Project, after which the work will be completed and the contracts will end.

The proposed staffing for this outcome is as follows:

Title

Outcome 6: SIS



This work will involve personnel, fringe benefits, travel, equipment, supplies, contractual, indirect costs, training stipends and other costs including software development and report writing from this grant. The expected total cost of this outcome is $1,671,000, with an annual on-going cost to the State estimated at $145,500 beginning in 2013.

The budget below provides for:

- Personnel costs (including fringe benefits) consisting of 1.5 existing state staff starting in year one.
- Related travel & supplies costs
- Equipment consisting of office equipment and two workstations & related hardware.
- Contractual professional services of training & IT vendor services to install systems.
- Other costs include licensing, installation & other services required to replace existing post-secondary data collection system.

Costs to develop and deploy an SIS are as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Total	Ongoing State Costs
1. Personnel	$ 100,000	$ 100,000	$ 100,000	$ 300,000	$ 100,000
2. Fringe Benefits	$ 35,000	$ 35,000	$ 35,000	$ 105,000	$ 35,000
3. Travel	$ 5,000	$ 5,000	$ 5,000	$ 15,000	$ 5,000
4. Equipment	$ 35,000	$ 500	$ 500	$ 36,000	$ 500
5. Supplies	$ 5,000	$ 5,000	$ 5,000	$ 15,000	$ 5,000
6. Contractual	$ 600,000	$ 600,000		$ 1,200,000	
7. Construction				$ -	
8. Other				$ -	
9. Total Direct Costs	$ 780,000	$ 745,500	$ 145,500	$ 1,671,000	$ 145,500
10. Indirect Costs				$ -	
11. Training Stipends				$ -	
12. Total Costs	$ 780,000	$ 745,500	$ 145,500	$ 1,671,000	$ 145,500

Budget Summary – Total Costs

NM-ACHIEVeS will put 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 us in the first year to plan, design and begin implementation of NM-ACHIEVeS; in the second year, focus on data acquisition, report generation and technology training; and, during the third year, complete implementation and finish with data-entry and end-user training.

The total expected costs of the project are provided in the table below:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Total	Ongoing State Costs
1. Personnel	$ 1,042,000	$ 1,180,000	$ 1,105,000	$ 3,327,000	$ 1,105,000
2. Fringe Benefits	$ 364,700	$ 413,000	$ 386,750	$ 1,164,450	$ 386,750
3. Travel	$ 55,000	$ 70,000	$ 65,000	$ 190,000	$ 70,000
4. Equipment	$ 491,000	$ 26,500	$ 20,000	$ 537,500	$ 415,500
5. Supplies	$ 24,500	$ 27,000	$ 27,000	$ 78,500	$ 31,000
6. Contractual	$ 3,050,000	$ 3,300,000	$ 1,650,000	$ 8,000,000	$ -
7. Construction	$ -	$ -	$ -	$ -	$ -
8. Other	$ 2,200,000	$ 350,000	$ 350,000	$ 2,900,000	$ 641,000
9. Total Direct Costs	$ 7,227,200	$ 5,366,500	$ 3,603,750	$ 16,197,450	$ 2,649,250
10. Indirect Costs	$ 250,000	$ 250,000	$ 250,000	$ 750,000	$ 250,000
11. Training Stipends	$ 350,000	$ 1,750,000	$ 950,000	$ 3,050,000	$ 450,000
12. Total Costs	$ 7,827,200	$ 7,366,500	$ 4,803,750	$ 19,997,450	$ 3,349,250

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.

NM-ACHIEVeS Personnel

Executive Management team:

PED Cabinet Secretary, Veronica C Garcia, Ed. D.
HED Cabinet Secretary, Viola Flores, PhD
Data Warehouse Council Members
NM-ACHIEVeS Director

Primary Grant Proposal Authors:

Joel Nudi, MBA, PED, IT Program Director
Tyler Weldon, MS, HED, Director of Planning and Research

Research Team: (content matter experts for the grant development and system operations)

Peter Winograd, PhD., Governor's Office
Scott Hughes, PhD., OEA, Director
Tyler Weldon, MS, HED, Director of Planning and Research
Minerva Carrera, PED, Data Collection and Reporting Manager
Anya Dozier Enos, PhD., PED, High School Redesign Coordinator
Beata Thorstensen, MA, OEA, Deputy Director
5 NM-ACHIEVeS Data Steward Coordinators
    2 Public Education Department Coordinators
    2 Higher Education Department Coordinators
    1 Office of Education Accountability Coordinator

Development team: (Responsible for designing and building the system and related projects)

Robert Piro, MS, PED, CIO
Veronica Chavez Newman, MBA, HED, CIO
Joel Nudi, MBA, PED, IT Program Director
Mahalakshmi Khalapiraan, HED, IT Developer
3 NM-ACHIEVeS IT DBA's

Acronyms:

ARRA	American Recovery and Reinvestment Act
CCRPI	College and Career Ready Policy Institute
CIPSEA	Confidential Information Protection and Statistical Efficiency Act of 2002
COTS	Commercial Off The Shelf
CYFD	Children, Youth & Families Department

DoIT	Department of Information Technology
DWC	Data Warehouse Council
DWS	Department of Workforce Solutions
ETL	Extract, Transfer and Load
HED	Higher Education Department
IDEAL-NM	Innovative Digital Education and Learning in New Mexico
IHE	Institutions of Higher Education
IV&V	Independent Verification and Validation
JCAHO	Joint Commission on Accreditation of Healthcare Organizations
LEA	Local Education Agencies
LEARN	Learning Exchange and Resource Network
NM-ACHIEVeS	New Mexico Achieving Collaborative Heights in Education Via e-Systems
OEA	Office of Education Accountability
PCC	Project Certification Committee
PED	Public Education Department
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PSCOC	Public School Capital Outlay Council
SIS	Student Information System
SLDS	Statewide Longitudinal Data System
STARS	Student and Teacher Accountability Reporting System
WICHE	Western Interstate Commission on Higher Education

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **Form ED524** Pages: **3** Uploaded File: **NM ACHIEVeS Form ED524-Section C FINAL.pdf**

1. Personnel Category Detail		2010		2011		2012		
Name	Title	% of Effort	Cost	% of Effort	Cost	% of Effort	Cost	Project Total Cost
			PED					
Veronica Garcia	Cabinet Secretary	5%	$ 8,700	5%	$ 9,135	5%	$ 9,592	$ 27,427
Minerva Carerra	Data & Reporting Manager	50%	$ 39,500	75%	$ 62,213	50%	$ 43,549	$ 145,261
Anya Dozier Enos	High School Redesign	50%	$ 30,000	80%	$ 50,400	50%	$ 33,075	$ 113,475
Robert Piro	CIO	15%	$ 14,400	15%	$ 15,120	15%	$ 15,876	$ 45,396
Joel Nudi	IT Project Manager	50%	$ 42,500	75%	$ 66,938	50%	$ 46,856	$ 156,294
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	NM Achieves Director	100%	$ 90,000	100%	$ 94,500	100%	$ 99,225	$ 283,725
TBD	Executive Assistant	100%	$ 45,000	100%	$ 47,250	100%	$ 49,613	$ 141,863
TBD	Data Base Admin	100%	$ 70,000	100%	$ 73,500	100%	$ 77,175	$ 220,675
TBD	Data Base Admin	100%	$ 70,000	100%	$ 73,500	100%	$ 77,175	$ 220,675
			HED					
Viola Florez	Cabinet Secretary	5%	$ 8,500	5%	$ 8,925	5%	$ 9,371	$ 26,796
Tyler Weldon	Director of Research	50%	$ 42,500	60%	$ 53,550	25%	$ 23,428	$ 119,478
Veronica Chavez Neuman	CIO	50%	$ 42,500	60%	$ 53,550	25%	$ 23,428	$ 119,478
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
TBD	Data Base Admin	100%	$ 70,000	100%	$ 73,500	100%	$ 77,175	$ 220,675
			Governor's Office					
Peter Winograd	Education Policy Advisor	10%	$ 10,300	10%	$ 10,815	10%	$ 11,356	$ 32,471
			OEA					
Scott Hughes	Director	30%	$ 20,400	30%	$ 21,420	30%	$ 22,491	$ 64,311
Beata Thorstensen	Deputy Director	30%	$ 19,500	30%	$ 20,475	30%	$ 21,499	$ 61,474
Jo Lynn Gallegos	Executive Assistant	25%	$ 11,250	25%	$ 11,813	25%	$ 12,403	$ 35,466
TBD	Data Coordinator	100%	$ 75,000	100%	$ 78,750	100%	$ 82,688	$ 236,438
			DWS					
Suzan Reagan	Labor Market Info Manager	25%	$ 15,950	30%	$ 19,520	25%	$ 20,368	$ 55,838
			CYFD					
Jean Rightley	Education Superintendent	25%	$ 16,000	30%	$ 20,127	25%	$ 17,908	$ 54,035
Total Personnel			$ 1,042,000		$ 1,180,000		$ 1,105,000	$ 3,327,000

2. Fringe Benefit Category Detail		2010	2011	2012	
Name	Title	Cost	Cost	Cost	Project Total Cost
PED	All Titles	$ 196,035	$ 227,519	$ 216,129	$ 639,683
HED	All Titles	$ 109,725	$ 121,459	$ 104,572	$ 335,756
Governor's Office	All Titles	$ 3,605	$ 3,785	$ 3,975	$ 11,365
OEA	All Titles	$ 44,153	$ 46,360	$ 48,678	$ 139,191
DWS	All Titles	$ 5,583	$ 6,832	$ 7,129	$ 19,543

CYFD	All Titles		$ 5,600		$ 7,044		$ 6,268	$ 18,912
Total Fringe Benefit			$ 364,700		$ 413,000		$ 386,750	$ 1,164,450

3. Travel Category Detail		2010		2011		2012		
Name	Title		Cost		Cost		Cost	Project Total Cost
PED	All Titles		$ 29,500		$ 38,750		$ 36,500	$ 104,750
HED	All Titles		$ 16,550		$ 21,000		$ 17,750	$ 55,300
Governor's Office	All Titles		$ 550		$ 600		$ 600	$ 1,750
OEA	All Titles		$ 6,650		$ 7,500		$ 8,000	$ 22,150
DWS	All Titles		$ 900		$ 1,075		$ 1,100	$ 3,075
CYFD	All Titles		$ 850		$ 1,075		$ 1,050	$ 2,975
Total Travel			$ 55,000		$ 70,000		$ 65,000	$ 190,000

4. Equipment Category Detail		2010		2011		2012		
Name			Cost		Cost		Cost	Project Total Cost
Servers			$ 275,000					$ 275,000
Load Balancing			$ 86,000					$ 86,000
Racks, etc.			$ 86,000					$ 86,000
Laptops			$ 30,000		$ 6,000		$ 6,000	$ 42,000
Printers			$ 5,000		$ 2,000		$ 2,000	$ 9,000
Miscellaneous			$ 9,000		$ 18,500		$ 12,000	$ 39,500
Total Equipment			$ 491,000		$ 26,500		$ 20,000	$ 537,500

5. Supplies Category Detail		2010		2011		2012		
Name			Cost		Cost		Cost	Project Total Cost
Paper & Forms			$ 10,000		$ 11,000		$ 11,000	$ 32,000
Ink & Toner			$ 5,500		$ 6,000		$ 6,000	$ 17,500
Stationary			$ 3,800		$ 4,000		$ 4,000	$ 11,800
Office Supplies			$ 2,500		$ 2,700		$ 2,700	$ 7,900
Media			$ 1,500		$ 1,800		$ 1,800	$ 5,100
Miscellaneous			$ 1,200		$ 1,500		$ 1,500	$ 4,200
Total Supplies			$ 24,500		$ 27,000		$ 27,000	$ 78,500

6. Contractual Category Detail		2010		2011		2012		
Name	Rate/Hour	Hours	Cost	Hours	Cost	Hours	Cost	Project Total Cost
Project Executive	$ 200	400	$ 80,000	200	$ 40,000	100	$ 20,000	$ 140,000
Sr. Project Manager	$ 175	1,000	$ 175,000	2,000	$ 350,000	1,000	$ 175,000	$ 700,000
Sr. K-12 Strategic Advisor	$ 175	1,000	$ 175,000	200	$ 35,000	100	$ 17,500	$ 227,500
K-12 Content Advisor	$ 145	1,000	$ 145,000	200	$ 29,000	100	$ 14,500	$ 188,500

Sr. QA Manager	$ 125	2,000	$ 250,000	2,000	$ 250,000	1,000	$ 125,000	$ 625,000
Sr. IV&V Manager	$ 125	500	$ 62,500	500	$ 62,500	250	$ 31,250	$ 156,250
Training Manager	$ 125	500	$ 62,500	500	$ 62,500	250	$ 31,250	$ 156,250
Training Developer	$ 100	3,000	$ 300,000	3,000	$ 300,000	1,500	$ 150,000	$ 750,000
Sr. Programmer	$ 100	12,000	$ 1,200,000	14,200	$ 1,420,000	7,100	$ 710,000	$ 3,330,000
DBA	$ 100	6,000	$ 600,000	7,510	$ 751,000	3,755	$ 375,500	$ 1,726,500
Total Contractual		27,400	$ 3,050,000	30,310	$ 3,300,000	15,155	$ 1,650,000	$ 8,000,000

8. Other Category Detail		2010		2011		2012		
Item		Cost		Cost		Cost		Project Total Cost
Licensing Fees			$ 1,500,000		$ 100,000		$ 100,000	$ 1,700,000
Hosting Services			$ 200,000		$ 200,000		$ 200,000	$ 600,000
Change Management			$ 450,000		$ 25,000		$ 25,000	$ 500,000
Miscellaneous			$ 50,000		$ 25,000		$ 25,000	$ 100,000
Total Other			$ 2,200,000		$ 350,000		$ 350,000	$ 2,900,000

9. Total Direct Costs Category Detail		2010		2011		2012		
Item		Cost		Cost		Cost		Project Total Cost
Totals			$ 7,227,200		$ 5,366,500		$ 3,603,750	$ 16,197,450

10. Total Indirect Costs Category Detail		2010		2011		2012		
Item		Cost		Cost		Cost		Project Total Cost
Totals			$ 250,000		$ 250,000		$ 250,000	$ 750,000

11. Training Stipends Category Detail		2010		2011		2012		
Item		Cost		Cost		Cost		Project Total Cost
Ideal-NM			$ 250,000		$ 1,500,000		$ 850,000	$ 2,600,000
Change Management			$ 50,000		$ 100,000		$ 50,000	$ 200,000
Miscellaneous			$ 50,000		$ 150,000		$ 50,000	$ 250,000
Total Training Stipends			$ 350,000		$ 1,750,000		$ 950,000	$ 3,050,000

12. Total Costs		2010		2011		2012		
Item		Cost		Cost		Cost		Project Total Cost
Totals			$ 7,827,200		$ 7,366,500		$ 4,803,750	$ 19,997,450