



**NEW MEXICO'S RACE TO THE TOP
APPLICATION FOR INITIAL FUNDING
CFDA NUMBER: 84.395A**

*Response to the RTTT Selection Criteria and
Priorities*

SUBMITTED by Governor Bill Richardson and the New Mexico Public Education Department

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SUBMITTED on Tuesday, January 19, 2010

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LISTING OF ACRONYMS USED IN THIS APPLICATION

ARRA	American Recovery and Reinvestment Act
AYP	Adequate Yearly Progress as defined by the No Child Left Behind Act
CCRPI	College and Career Readiness Policy Institute
CIPSEA	Confidential Information Protection and Statistical Efficiency Act of 2002
COTS	Commercial Off The Shelf
CYFD	Children, Youth and Families Department
DoIT	New Mexico's Department of Information Technology
DWC	Data Warehouse Council
DWS	Department of Workforce Solutions
ELL	English Language Learners
EPSS	Educational Plan for Student Success
ETL	Extract, Transfer and Load
HED	New Mexico's Higher Education Department
HOUSSE-P	New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals
IDEAL-NM	Innovation 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

NACSA	National Association of Charter School Authorizers
NCEE	National Center for Education and the Economy
NCLB	The No Child Left Behind Act
NGA	National Governors Association
NIEER	National Institute for Early Education Research
NM-ACHIEVeS	New Mexico Achieving Collaborative Heights in Education Via e-Systems
NMCSA	New Mexico Coalition of School Administrators (NMCSA)
NMELPA	New Mexico English Language Proficiency Assessment
NMLI	The New Mexico Leadership Institute
NMORR	New Mexico's Office of Recovery and Reinvestment
NMPED	New Mexico's Public Education Department
NMTA	New Mexico Teacher Assessments
OEA	New Mexico's Office of Education Accountability
PCC	Project Certification Committee
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PSCOC	Public School Capital Outlay Council
RTTT	Race to the Top Grant Program
SINOI	Schools In Need of Improvement
SIS	Student Information System
SLDS	Statewide Longitudinal Data System
STARS	New Mexico's Student and Teacher Accountability Reporting System
STEM	Science, Technology, Engineering and Mathematics

WICHE	Western Interstate Commission on Higher Education
Wimba	New Mexico's webinar software used by various State agencies for conference call, professional development and other communication formats

I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

A. State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

assessments required under the ESEA;

- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

Section (A)(1)(i) Articulating State’s Education Reform Agenda and the LEAs’ Participation in It

New Mexico presents many challenges and opportunities for achieving educational reform. In this Race to the Top (RTTT) grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that RTTT funding will enable the State to expand upon and accelerate.

Why select New Mexico (NM) for true reform? With approximately 320,000 K-12 students in the 5th largest land mass in the U.S. (121,665 square miles), New Mexico is ranked 36th in population size. The lack of state-wide population density creates unique challenges educating students in rural areas of the State. New Mexico’s demographics are even more distinguishing: 57% of New Mexico’s K-12 students are Hispanic; 11% are Native American; 3% are Black; 29% are White; and 1% are Asian or of other backgrounds. New Mexico including its 22 distinct tribes, pueblos and nations has been a minority-majority state since inception. With the increasing minority population across the country, New Mexico is the ideal state to serve as an incubator in educating minority students under a transformative model of reform and serving a model for the nation given projections show that the U.S. will become minority-majority in approximately 13 years (2023). Thus, with its unique demographics and rich set of intellectual assets (including two of the three largest National Laboratories, Sandia and Los Alamos), New Mexico will serve as an excellent National Laboratory for education reform for the country.

One of New Mexico’s many unique challenges and opportunities is its very defined split between a single, very large urban LEA (Albuquerque is the 30th largest district in the U.S), a few mediums-sized districts, and many very small and rural LEAs in distinct communities, many of which are especially challenged in terms of economics and education. In contrast to its challenges in public education, the State has the highest per capita ratio of PhDs to the general population due to its unique knowledge industries, research and development facilities including: Sandia and Los Alamos National Labs, the Santa Fe Institute, the University of New Mexico, New Mexico State University, New Mexico Tech, Air Forces bases, higher education institutions, and corporations (including Honeywell, Northrop Grumman), White Sands Missile Base, and numerous museums. One of the State’s largest corporate employers,

Intel, is actively involved with NM's national super-computing effort and the State's effort to establish a digital center for world-wide business. In late 2008, Intel also partnered with our key education leadership to form Innovate-Educate and Innovate-Educate New Mexico, which is comprised of significant industry partners that have assisted in the development of this Race to the Top proposal and will participate in the successful implementation and execution of the State's plan.

Critical to industry and our National Labs is educational attainment of New Mexico students. New Mexico has a very large disparity between its K-12 through college performance and its growing highly-qualified technology and science related employment needs. In many ways, this situation represents a microcosm of issues that will challenge other states throughout the U.S. as educational level remains relatively flat and job demand moves to highly skilled and higher academic credentials.

The plan outlined in this proposal is both realistic and ambitious, and will advance New Mexico's ability to bridge the divide between educating our children and developing a high performing workforce capable of meeting the needs of our unique resources in research and development towards becoming a leading state in educational reform.

A History of New Mexico's Reform Agenda

New Mexico's reform effort, started in 2003, established very high academic standards (including Science and Math), a three-tier licensure program for teachers, an enhanced data reporting system, and an online K-20 network for courses across the State. These programs have garnered bi-partisan support and achieved a high level of vertical and horizontal integration. Taking these reforms to the low-performing LEA's and schools is well underway, but is also in need of additional support in terms of funds and restructuring.

In 2003, the New Mexico Legislature passed and Governor Bill Richardson signed **HB 212 – Public School Reforms**. This landmark legislation marked a critical milestone when New Mexicans came together to address the state's dismal education system. HB 212's preamble states, in law, the beginnings of New Mexico's vision of an effective public school system.

"22-1-1.2. LEGISLATIVE FINDINGS AND PURPOSE.

- A. *The legislature finds that no education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed and the system must meet the needs of all children by recognizing that student success for every child is the fundamental goal.*
- B. *The legislature finds further that the key to student success in New Mexico is to have a multicultural education system that:*
- (1) attracts and retains quality and diverse teachers to teach New Mexico's multicultural student population;*
 - (2) holds teachers, students, schools, school districts and the state accountable;*
 - (3) integrates the cultural strengths of its diverse student population into the curriculum with high expectations for all students;*
 - (4) recognizes that cultural diversity in the state presents special challenges for policymakers, administrators, teachers and students; and*
 - (5) elevates the importance of public education in the state by clarifying the governance structure at different levels.*
- C. *The legislature finds further that the teacher shortage in this country has affected the ability of New Mexico to compete for the best teachers, and that unless the state and school districts find ways to mentor beginning teachers, intervene with teachers while they still show promise, improve the job satisfaction of quality teachers and elevate the teaching profession by shifting to a professional educator licensing and salary system, public schools will be unable to recruit and retain the highest quality teachers in the teaching profession in New Mexico.*
- D. *The legislature finds further that a well designed, well-implemented and well-maintained assessment and accountability system is the linchpin of public school reform and must ensure that:*
- (1) students who do not meet or exceed expectations will be given individual attention and assistance through extended learning programs and individualized tutoring;*
 - (2) teachers who do not meet performance standards must improve their skills or they will not continue to be employed as teachers;*
 - (3) public schools make adequate yearly progress toward educational excellence; and*
 - (4) school districts and the state are prepared to actively intervene and improve failing public schools.*
- E. *The legislature finds further that improving children's reading and writing abilities and literacy must remain a priority of the state.*
- F. *The legislature finds further that the public school governance structure needs to change to provide accountability from the bottom up instead of from the top down. Each school principal, with the help of school councils made up of parents and teachers, must be the instructional leader in the public school, motivating and holding accountable both teachers and students. Each local superintendent must function as the school district's chief executive officer and have responsibility for the day-to-day operations of the school district, including personnel and student disciplinary decisions.*
- G. *It is the purpose of this 2003 public school reform legislation to provide the framework to implement the legislative findings to ensure student success in New Mexico."*

The effort to reform public schools in New Mexico has continued to evolve at a rapid pace since the passage of HB 212 in 2003. The original goals of attracting and retaining quality teachers and principals; holding students, teachers, schools, districts and the state accountable; providing a culturally diverse curriculum with high expectations for all students; and providing better support for

students, educators, families and schools remain important. The emphasis, however, has expanded from K-12 to PreK-20 with the goal of creating a system that will enable a child to progress successfully from Pre-Kindergarten through high school graduation and into higher education and the workplace.

Finally, it is important to note that HB 212 emphasizes the cultural diversity of New Mexico. Although this was recognized in 2003, this proposal highlights and embraces the importance of culture to the diverse communities in New Mexico. Involving each community in the education of their young people through an active partnership with the New Mexico Public Education Department (NMPED) is critical to the State's continued reform success. This proposal details how this will be accomplished. At the highest level, sustainability will come from each community's realization that education is critical to the future of their families, their towns and their regions. HB 212 stated that the "Legislature finds that the public school governance structure needs to change to provide accountability from the bottom up instead of from the top down." Race to the Top funding provides the opportunity to enhance community involvement in partnership with the NMPED, which will provide the true school reform framework to transform New Mexico's education system.

With a vision to create a world-class educational system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world, the Governor and Legislature (through HB 212 and other critical educational reform actions) have committed to providing the leadership, technical assistance and quality assurance to improve student performance and close the achievement gap. Over the last seven years, achievement of our vision has involved developing a "*Making Schools Work*" Framework that includes the following elements:

- Ensure that Young Children are Ready for School
- Ensure that Children are Healthy and Families are Supported
- Increase Parents' Involvement in Their Children's Education
- Increase the Academic Achievement Level of All Students by Adopting Rigorous Academic Standards

- Close the Achievement Gap by Helping the Students and Schools that Need the Most Support
- Ensure that All Students are Taught by Competent Teachers in Schools Led by Effective Principals
- Ensure that All Students Graduate from High School Ready for College and Careers
- Increase Higher Education Program Completion and Graduation
- Ensure that Sustainable Career Opportunities and Viable Communities Exist for Graduates from the P-20 System

In addition to these systemic elements, New Mexico has focused on strengthening four essential conditions necessary for educational success:

- Ensure that Public School Systems are Governed Fairly and Effectively
- Ensure that Schools are Funded Equitably and Adequately
- Ensure that All Students Attend Schools that are Safe, Adequate, Well Maintained and Equipped with Current Technology
- Develop an Effective Accountability System to Monitor Student Progress from Pre-school to Higher Education and Careers

The “*Making Schools Work*” framework has involved interagency partnering. One major partnership is the unique New Mexico Interagency Behavioral Health Purchasing Collaborative, (the Collaborative), created by NM statute in 2004. The Collaborative involves 19 state agencies charged managing the integrated funding and staffing structure for establishing a behavioral health system in which consumers and family members are assisted in participating fully in the life of their communities. Over \$300 million state and federal behavioral health dollars are managed through a single statewide entity under contract with the State of New Mexico, replacing multiple contracting mechanisms and administrative infrastructures.

In order to make transformational system change at the community level, 18 Local Behavioral Health Collaboratives (15 by geographic region and 3 focused on Native American communities) were established. The Local Collaboratives address behavioral health system change within their communities, and provide input and recommendations to the Collaborative. They are comprised of

consumers (51% consumer membership as a goal), providers, and other stakeholders. These Local Collaboratives will serve as the model for the Community Engagement Collaboratives that are referenced in Sections D and E.

Another important Collaborative initiative is to determine “success in school” when school age children receive behavioral health services. As a result of the Collaborative’s statewide entity establishing and maintaining a data warehouse, the school age children information was cross-referenced with the NMPED data warehouse information to produce a preliminary report about “Behavioral Health Interventions and Student Success” (See Appendix A-1-1). Priority 5: P-20 Coordination, Vertical and Horizontal Alignment further references how the RTTT grant can support additional study of this ground-breaking data analyses. No other state has the capacity to examine student-level relationships at a state level between Behavioral Health and Public Education.

New Mexico’s systemic approach to improving education is clearly aligned with the U.S. Department of Education’s focus on Priority 1: A Comprehensive Approach to Education Reform (the four key assurances); Priority 2: Emphasis on Science, Technology, Engineering and Mathematics; Priority 3: Innovations for Improving Early Learning Outcomes; Priority 4: Expansion and Adaptation of Statewide Longitudinal Data Systems; Priority 5: P-20 Coordination, Vertical and Horizontal Alignment; and Priority 6: School Level Conditions For Reform, Innovation, and Learning.

Alignment of NM’s reform vision with RTTT priorities supports development of a systemic transformative plan. Table A-1.1 shows specifically how New Mexico’s systemic approach aligns with the RTTT six priorities. A systemic approach to education reform highlights the difficulty in pulling apart or isolating the individual elements. For example, New Mexico’s efforts to raise the achievement level for all students by adopting rigorous academic standards and assessments aligns with the first RTTT core assurance of adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. Adopting standards and assessments cannot be achieved without available and accessible relevant data systems. A holistic approach to turning around low-achieving schools requires immediate interventions, but it is equally important to address the problem of low-achieving schools by addressing long-term measures including ensuring that young children come to school ready to learn,

families are supported and supportive, and schools are staffed with effective teachers and leaders. One element of reform cannot succeed independently of the other reform components in a systemic approach.

The State’s approach to addressing the challenge of driving achievement on individual goals within a comprehensive reform effort is presented in Table A-1.1 below. Each element in New Mexico’s Making Schools Framework is tracked against the RTTT Priorities and their relationships within the holistic Framework. The patterned cells highlight where New Mexico’s focus matches the critical Priorities identified in the RTTT legislation.

Table A-1.1: Alignment of New Mexico’s Systemic Approach to the RTTT Priorities									
New Mexico's PreK-20 Goals and Objectives	Priority 1				Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
	Assessments & Standards	Data Systems	Great Teachers and Leaders	Turn Around Low Achieving Schools	STEM	Early Childhood	SLDS	P-20 Coordination	School Level Conditions
Ensure That Young Children Are Ready For School	X	X	X	X	X	X	X	X	X
Ensure That Children Are Healthy And Families Are Supported	X	X	X	X	X	X	X	X	X
Increase Parents’ Involvement In Their Children’s Education	X	X	X	X	X	X	X	X	X
Increase The Academic Achievement Level Of All Students Adopting Rigorous Academic Standards	X	X	X	X	X	X	X	X	X
Close The Achievement Gap By Helping The Students and Schools That Need The Most Support	X	X	X	X	X	X	X	X	X
Ensure That All Students Are Taught By Competent Teachers In Schools Led By Effective Principals	X	X	X	X	X	X	X	X	X
Ensure That All Students Graduate From High School Ready For College and Careers	X	X	X	X	X	X	X	X	X

Table A-1.1: Alignment of New Mexico’s Systemic Approach to the RTTT Priorities

New Mexico's PreK-20 Goals and Objectives	Priority 1				Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
	Assessments & Standards	Data Systems	Great Teachers and Leaders	Turn Around Low Achieving Schools	STEM	Early Childhood	SLDS	P-20 Coordination	School Level Conditions
Increase Higher Education Program Completion and Graduation	X	X	X	X	X	X	X	X	X
Ensure That Sustainable Career Opportunities And Viable Communities Exist For Graduates From The P-20 System	X	X	X	X	X	X	X	X	X
Ensure That Public School Systems Are Governed Fairly And Effectively	X	X	X	X	X	X	X	X	X
Ensure That Schools Are Funded Equitably And Adequately	X	X	X	X	X	X	X	X	X
Ensure That All Students Attend Schools That Are Safe, Adequate, Well Maintained And Equipped With Current Technology	X	X	X	X	X	X	X	X	X
Develop An Effective Accountability System To Monitor Student Progress From Pre-school To Higher Education And Careers	X	X	X	X	X	X	X	X	X

New Mexico’s efforts to improve its education system are showing signs of success. The evidence demonstrating significant progress in raising student achievement and closing gaps is detailed in Section (A)(3) of this proposal. In brief, New Mexico has made significant progress on the NAEP in 4th grade reading and math and on 8th grade math since 2003. In addition, New Mexico has received national attention for its efforts to improve teacher salaries, early childhood programs and other key reform initiatives.

Clearly, New Mexico has made progress, yet daunting challenges remain. Too many young children arrive unprepared for school. The achievement gap still exists among students from different cultures and different economic backgrounds; New Mexico’s students still fall way behind their peers nationally and internationally; too many students fail to graduate from high school and too many who

attend higher education fail to complete programs or obtain their degrees. The State needs more effective teachers and principals, particularly in high need schools. The State's capacity to provide informative data to families, educators, policy-makers and the community needs to be strengthened. Ultimately, the future of the State's culture, communities, and economy is based on New Mexico's ability to improve and transform its education system.

We firmly believe that the Race to the Top program is an unparalleled opportunity and that New Mexico is in a unique historical, educational and political position to take full advantage of the opportunity.

Problem Statement

For New Mexico to fulfill its vision for education and to create viable communities and a strong economic base, the State must attain a higher level of student achievement and success. To reach this goal, the State needs to continue its improvement of the reforms currently in place, and use the opportunity afforded by the Race to the Top to identify innovations that can transform the State's education system, fully tap into the power of community and student engagement, and modernize systems of support, content and delivery.

New Mexico's Theory of Action

The State's goal for education is to enable the success of each and every student, and we recognize that reaching this goal takes the combined efforts of the student, the family, the teachers and principals, the districts and schools, the community, and the State. When families and communities are deeply engaged, when teachers and principals are well-prepared, and when the state is supportive, then students are more likely to be successful.

To ensure support at all levels, New Mexico's educational challenges must be addressed. Many of these challenges can be linked to the need for implementing more rigorous standards and assessments, more effective teacher and principal preparation, better data systems, and more effective interventions in high-need schools. As evidenced by the State's reform efforts over the past seven years,

New Mexico has worked hard to progress in these areas and the Race to the Top grant program offers an extraordinary opportunity to improve, innovate and transform our efforts in these areas.

With this context, the State faces two additional and fundamental challenges. The *first fundamental challenge* is to change the current “education chain”:

State Education Agency ➡ Local Education Agency ➡ School ➡ Class ➡ Teacher ➡ Student ➡ Parent

This chain needs to be recast to reprioritize parents and the community, particularly in low-achieving schools and for New Mexico’s indigenous populations. The persistent problems across New Mexico (and elsewhere in the country) clearly demonstrate that a top-down approach to local school district or school changes alone cannot affect and sustain positive change. Enhancing, increasing and supporting the deeper involvement of the community, fully acknowledging and involving the indigenous communities, students and parents in positions of greater responsibility and trust while making local schools more relevant to the economic and social life of the community is necessary to support transformation of the current education chain model.

The *second fundamental challenge* is that students often have little control over and involvement in their own educational pathways, particularly in middle and high school. There are too many instances of students who are not engaged in their high school course of study and who spend their senior year only partially engaged. New Mexico’s plan promotes the opportunity to expand and maximize the ways students engage in their experience and offers them more control over their own educational and career pathways.

The State’s overarching challenge is to find ways to improve and transform student, family and community involvement; teacher and principal effectiveness; and State support. New Mexico has made important progress in each of these areas, but more needs to be accomplished.

Our plan leverages and replicates the success in educational improvement achieved to date and outlined in this application. However, while New Mexico recognizes that education improvement to the traditional education structure is often meaningful and education

innovations do offer improvement and engagement, transforming education's basic structure and assumptions is essential to achieving the fundamental change required to uplift student achievement. Our plan focuses on the relationships between improvement, innovation and transformation and our definitions of these three terms are as follows:

- (1) **Education Improvement** in the traditional education systems and structure refers to an improvement that is fundamentally focused on getting better performance out of the traditional education structure or its programs (e.g., reading and math improvement programs).
- (2) **Education Innovation** to the traditional education system means actions that enhance or create an alternate structure that functions differently than the traditional structure, but operates within the legal, regulatory expectations and outcomes of the traditional education system (e.g., charter schools, state charter school authorizing process, alternative programs, and data systems).
- (3) **Education Transformation** represents a departure from the traditional education structure so that students, families, communities and the state can be better served. We believe that harnessing the energy of communities and freeing students to move through the system as they are ready have the potential to transform education from a top-down organizational chain and lockstep pipeline to a more vibrant, flexible, and responsive approach to ensuring the success of every child.

Throughout our proposal, these three terms underpin the State's plans to strengthen the current education environment, while at the same time accelerating the State's movement forward to where we must be. Further details of the successes to date with regard to standards and assessments, eLearning and other critical education reform initiatives are referenced throughout this proposal and are included in the Appendices. As noted in each of the sections that follow, the State is deeply committed to continuing our focus on improvement, innovation and transformation to strengthen all key elements in New Mexico's PreK-20 educational system.

New Mexico's Race to the Top - Strengthening Comprehensive Approach to Education Reform

Presented below is a brief overview of how New Mexico and its local school districts will collaborate and use the opportunity afforded by the Race to the Top grant program. We will improve student outcomes statewide and further implement reforms in the four education areas, including increasing student achievement in reading/language arts and mathematics; decreasing achievement gaps among student subgroups, increasing high school graduation rates, and increasing college enrollments and the number of students who complete a least a year's worth of college credit.

In Section (B) *Standards and Assessments*, we detail our plans to collaborate with the Council of Chief State School Officers (CCSSO), the National Governors Association (NGA) and others to develop and implement a Common Core set of K-12 standards including those in science, technology, engineering, and math. This section includes descriptions of the State's partnerships with the Achieve and with the National Center for Education and the Economy (NCEE) for the purposes of developing and implementing high quality assessments that aligned with the Common Core of K-12 Standards. While more rigorous standards and assessments are necessary, they are not sufficient, so the plans for developing and implementing an aligned and standardized curriculum, particularly for the low-achieving schools are included. Also presented are our plans for implementing a rigorous growth model using both the New Mexico Standards Based Assessments and local formative assessments at the district level; and increasing the availability of assessment examples (also known as "released items") that teachers and principals rely upon for informing instruction. Additionally, it is noted that New Mexico will issue an RFP to procure advanced computer adaptive software for formative assessments that will calibrate to every student's ability level. Aligned to the State standards, this system will enable teachers to differentiate instruction using real time and longitudinal data. This system will be available to all of the turnaround schools identified in Section E and an additional 30 of the high needs schools. New Mexico is a leader in the development of web-based support for schools and the RTTT grant serves as an opportunity to strengthen and enhance our Web-Based Educational Plan For Student Success (EPSS), which is the main strategic planning tool that districts use to focus instruction and support based on the results of their assessments. These efforts

significantly advance improving New Mexico's set of standards and assessments and providing educators with the tools they need to improve instruction.

Section (B) also introduces one of New Mexico's transformational proposals for using the RTTT grant as a way of transforming the State's education system by developing a set of standards and assessments that let high school students demonstrate their competency and move on to college when they are ready. We believe that the successful implementation of this effort will be an important step in fundamentally changing the education paradigm from a lock-step grade-by-grade pipeline to a more flexible and student-centered approach to education that increases student motivation, utilizes technology, and more fully unleashes the potential of a true P-20 system.

In Section (C) *Data Systems to Support Instruction*, New Mexico's current statewide longitudinal data system (SLDS) and the SLDS proposal that New Mexico submitted to the U.S. Department of Education's Institute of Education Sciences on December 4, 2009, are detailed. Highlighted for its reform potential are NM's plans to incorporate all 12 of the America Competes Act into our data system. In addition, we share our vision for a statewide longitudinal data system that provides teachers and principals with the data they need to improve student achievement; provides teachers, principals, and superintendents with the data they need to evaluate and improve teacher and principal effectiveness; and provides educators with the information they need to turn around low-performing schools. We detail our plans to ensure that the SLDS is able to provide early warning indicators that enable teachers and other educators to see and react to potential student achievement gaps. We also describe our plans to ensure that teachers and principals receive intensive, on-time, and effective professional development for using the enhanced data system to improve instruction.

This section also contains New Mexico's proposals for transforming education by ensuring that students and their parents have the data and support they need, in ways they need to take more control over their own educational careers. One of the most important ways that this can be accomplished is through a New Mexico initiative called "Carve Your Path," which provides students with a personalized web-based way of linking their current and future education plans to the careers they will enter as adults.

Section (C) also introduces New Mexico’s vision to ensure that local and regional communities have the data and support they need to transform the low-achieving schools in their neighborhoods. These plans are described more fully in the RTTT sections that focus on great teachers and principals and on intervening in low-achieving schools.

New Mexico firmly believes that quality data is crucial to students, parents and educators *and* to the other stakeholders who support teachers and principals. Section (C) contains details about our plans to ensure that the SLDS provides policy-makers with the data they need to inform decisions about policy, regulations and resources and provides researchers with the data and support they need to explore the efficacy of current educational reforms and develop insights for future directions.

In Section (D) *Great Teachers and Leaders*, we describe New Mexico’s plans for developing student growth models using both state standards-based assessments and short cycle assessments that districts use for formative assessment. We detail the plan for establishing the Teacher and Principal Effectiveness Task Force comprised of teachers, administrators and other stakeholders, and identify its goals, including developing multiple measures of teacher and principal effectiveness. The State’s plan to establish the New Mexico Exemplary Teacher and Principal Cadre and the role they will play in turning around low achieving schools is included in this section. We describe how the newly established New Mexico Leadership Institute will strengthen ways to recruit, prepare and support effective principals. Section (D) also presents New Mexico’s plans for ensuring an equitable distribution of effective teachers and principals by developing useful data reports about the quality of the teachers and principals at each school, and strengthening the state’s efforts at recruiting and “growing our own” teachers and principals. We describe our plans for using the work of the Teacher and Principal Effectiveness Task Force as the basis for evaluating the effectiveness of educator preparation programs. Finally, we present the plans to strengthen the state’s beginning teacher mentoring program, the professional development framework and the implementation of supportive professional learning communities in schools across the state. We also present our plans for developing web-based Individualized Professional Development Accounts for teachers and principals that will provide these educators with a powerful tool for enhancing their effectiveness.

In Section (E), *Turning Around Low Performing Schools*, we present New Mexico’s plans for improving student achievement and intervening in persistently low-achieving schools. These plans include implementing the four required intervention models (Turnaround Model, the Restart Model, the School Closure Model, and the Transformation Model) in New Mexico’s persistently lowest-achieving schools. The decision about which model will be selected for each of the state’s persistently lowest-achievement schools will be made by the NMPED in collaboration with superintendents, local boards of education, teachers, principals, parents and other community stakeholders. We provide details on how the New Mexico Exemplary Teacher and Principal Cadres will work to improve student success in New Mexico’s low-achieving schools. In addition, we present our plans for developing Community Engagement Collaboratives aimed at building effective and well-supported networks of parents, local communities, the schools, the state and other stakeholders who can focus attention and resources on improving student success in low-achieving schools.

We also provide details on the NMPED’s plans to partner with participating school districts and charter schools to strengthen the capacity of instructional coaches currently working in schools with a statewide model of professional development and support. In addition, the NMPED will use the power of technology to increase teachers and principals’ capacity to link instruction to standards and assessments by expand the Web-EPSS online resource. NMPED will also partner with local schools districts, charter schools, and the state’s STEM partners in the development and implementation of a web-based, virtual competition aimed at motivating students and strengthening their science, technology, mathematics and engineering (STEM) skills.

In Section (F) *State Reform Conditions Criteria*, we present evidence that education funding has been and continues to be a priority of the State. In particular, the percentage of total recurring revenue used to support elementary, secondary and public higher education increased from FY08 to FY09. In addition, we describe the extensive support for charter schools and other innovative schools; and we provide an annotated listing of all the other ways that the Governor and Legislature have supported education reform over the last seven years.

In Priority 2- *Emphasis on Science, Technology, Engineering and Mathematics*, we present our plans for strengthening New Mexico's approach to STEM. We argue that New Mexico is uniquely positioned for this effort because we are home of two of the three largest National Laboratories in the country, and we have an unparalleled density of government, higher education, private, corporate, and non-profit research, development and manufacturing facilities related to science, technology, engineering and math. In addition, New Mexico will partner with *Innovate –Educate* and *Innovate-Educate New Mexico*, which is an outstanding collaborative of the nation's top technology companies to develop a sustainable systemic approach to STEM education.

We present New Mexico's plans for improving student achievement in STEM by using the regional Community Engagement Collaboratives as a way of adapting and expanding the STEM curriculum in ways that make it more relevant to the lives and careers of students in diverse communities. In addition we present details on the State's efforts to strengthen the STEM preparation for K-12 teachers; recruit more students (particularly minority and females) to STEM-related careers. The NMPED's plans for hiring a STEM coordinator who will work with and align all of the STEM related initiatives; and for the development of a STEM Dashboard that New Mexicans can use for assessment and tracking will be presented.

We will describe how New Mexico will expand its online, dual credit and AP STEM courses and work with persistently low achieving schools to engage students in STEM through web-based gaming and simulations. Finally, we will present our plans for a five-year Public Awareness Campaign aimed in increasing student and community interest and involvement in STEM.

In Invitational Priorities 3, 4, 5 and 6, we showcase the State's success and plans to continue and improve efforts related to Innovations for Improving Early Learning Outcomes, Expansion and Adaptation of Statewide Longitudinal Data Systems, P-20 Coordination, Vertical and Horizontal Alignment, and School Level Conditions for Reform, Innovation, and Learning.

The State has developed a comprehensive plan that addresses the four education areas described in the ARRA and will build on, accelerate and expand the reform efforts made during the past seven years. The Summary tables in Section (A) document the level of commitment made by the LEAs, based on the Memoranda of Understanding (MOUs) returned with the require Scopes of Work

(SOW). Examples of the MOU and related Scope of Work offered to the LEAs by the State are included in Appendix A-1-2 and A-1-3.

Transformation for New Mexico - A Focus on the Demand Side of Educational Reform

New Mexico believes that in addition to its existing reforms, including its use of virtual courses through IDEAL-NM, other reforms and innovations are necessary in the STEM and educational reform arena. While the selection criteria of the RTTT application address the critical supply side of educational reform, we believe the critical component of the delivery of educational curriculum and education related services to the end user and consumer (the student) must be addressed. Each section of this application introduces a transformative reform strategy that orients towards the demand side. While we want to ensure that New Mexico's parents, students and community receive a quality education, we want to build demand for it as well.

New Mexico believes that low performance will continue within the Nation and within our State until we begin to address the demand side of the education equation. There is a tremendous amount of research stating that students want more exposure to technology; opportunities to explore with an avatar; opportunities to use mobile devices for learning; and the use of educational gaming to capture the imagination. New Mexico believes that steps need to be taken to engage students with technology and excite their minds with new innovations. The use of avatars and online gaming is such an arena and is one that the State feels meets the demand side and is suited for young people to learn STEM subjects and methods through a gaming environment. The introduction of avatars, mobile devices and online gaming will be linked through the individual student's electronic management system – Carve Your Path.

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	69	68%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	69	68%
(ii) Professional development on use of data	69	68%
(iii) Availability and accessibility of data to researchers	69	68%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	69	68%
(ii) Design and implement evaluation systems	69	68%
(iii) Conduct annual evaluations	69	68%
(iv)(a) Use evaluations to inform professional development	69	68%
(iv)(b) Use evaluations to inform compensation, promotion and retention	69	68%
(iv)(c) Use evaluations to inform tenure and/or full certification	69	68%
(iv)(d) Use evaluations to inform removal	69	68%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	69	68%
(ii) Hard-to-staff subjects and specialty areas	69	68%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	69	68%
(ii) Measure effectiveness of professional development	69	68%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	13	13%

The total number of LEAs in the State (school districts plus state-chartered charter schools) equals 102.

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures	69		
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	69	69	100%
President of Local School Board (or equivalent, if applicable)	69	69	100%
Local Teachers' Union Leader (if applicable)	22	69	32%

The total number of participating districts equals 63 and the total number of participating state-chartered charter schools equals 6.

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	63 school districts and 6 state-chartered charter schools	89 school districts and 13 state-chartered charter schools	68%
Schools	689	826	83%
K-12 Students	290,799	327,179	89%
Students in poverty	187,253	212,291	88%

Several state-chartered charter schools are currently in the planning stage and not included in the total above.

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice).

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supc. (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Alamogordo	16	6,124	3,488	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Albuquerque	171	94,485	56,052	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Animas	3	234	137	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Artesia	10	3,539	1,639	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Aztec	7	3,362	1,560	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belen	11	4,659	3,711	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Bernalillo	11	3,118	2,995	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bloomfield	7	3,101	1,967	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capitan	3	508	222	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Carlsbad	14	5,837	3,244	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Carrizozo	3	175	158	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Central Consolidated	18	6,236	6,228	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Chama	5	400	400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cimarron	6	478	216	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Clayton	4	574	363	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Cloudcroft	3	436	170	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Clovis	16	8,354	5,674	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Cobre Consolidated	6	1,297	1,297	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Corona	2	83	83	N	NA	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Cuba	3	672	672	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deming	10	5,306	5,306	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Des Moines	2	97	60	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Dexter	3	1,043	766	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Dora	2	231	106	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Dulce	3	676	676	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elida	2	124	55	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Espanola	16	4,384	4,381	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Estancia	6	853	590	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Eunice	3	582	356	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Farmington	17	10,323	5,120	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Floyd	3	235	168	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Fort Sumner	3	306	186	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Gadsden	22	13,859	11,963	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Gallup	36	11,776	9,460	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grady	3	112	52	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Grants	11	3,518	2,636	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Hagerman	3	427	427	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)
Hatch	5	1,367	1,367	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Hobbs	16	8,047	5,195	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hondo	2	169	169	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
House	3	79	33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jal	3	394	231	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Jemez Mountain	5	323	299	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jemez Valley	5	492	357	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Lake Arthur	3	139	139	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Las Cruces	37	24,105	14,534	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Las Vegas City	8	1,928	1,109	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Logan	3	217	144	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Lordsburg	5	600	442	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Los Alamos	7	3,362	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Los Lunas	17	8,467	4,933	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Loving	3	599	599	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Lovington	10	3,086	2,213	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Magdalena	3	444	444	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Maxwell	3	1,723	818	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Melrose	3	208	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mesa Vista	4	384	299	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Mora	4	497	497	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Moriarty	8	3,366	1,755	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Mosquero	2	43	21	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mountainair	3	316	256	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Pecos	3	667	667	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Penasco	3	501	367	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Pojoaque	5	1,964	1,005	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Portales	7	2,821	1,943	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Quemado	3	177	120	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Questa	7	513	457	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Raton	5	1,282	840	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Reserve	3	169	118	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rio Rancho	18	16,320	7,286	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Roswell	20	9,780	7,833	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Roy	2	51	20	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ruidoso	5	2,237	1,332	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
San Jon	3	147	103	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Santa Fe	30	13,684	9,470	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santa Rosa	5	623	622	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Silver City	10	3,134	1,845	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Socorro	7	1,884	1,145	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Springer	4	208	197	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Taos	10	3,030	2,850	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Tatum	3	307	161	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Texico	3	546	278	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Truth or Consequences	5	1,366	993	Y	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tucumcari	3	1,044	1,042	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Tularosa	4	946	946	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Vaughn	2	103	99	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Wagon Mound	2	71	71	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
West Las Vegas	10	1,734	1,711	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Zuni	5	1,405	1,284	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alma D'Arte Charter High	1	165	86	N	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cesar Chavez Community School	1	151	126	Y	Y	NA	YY	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Cien Aguas International School	1	106	39	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Cottonwood Classical Preparatory	1	247	37	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Creative Ed Preparatory Institute	1	176	71	N	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Gilbert L. Sena Charter High School	1	173	12	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	NA
Horizon Academy West	1	431	216	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
The International School @ Mesa del Sol	1	67	25	Y	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Arts Collaborative Charter	1	152	35	Y	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New America School	1	228	217	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
North Valley Academy	1	485	267	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School of Dreams Academy	1	115	0	-	-	-	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taos Academy	1	90	38	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Please note that the LEAs who did not respond to the State’s request for participation have been coded as “-“ because they were non-responsive as opposed to those districts that chose not to participate.

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

Section (A)(2)(i) Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans

New Mexico has demonstrated a history of strong leadership and diverse statewide involvement in implementing statewide education reform over the last eight years. In 2002, Governor Bill Richardson ran on a platform emphasizing educational reform and promoted two constitutional amendments. The first amendment made the NMPED an Executive Agency with a Governor-appointed Secretary and the second increased the statewide funding to support education reforms. After the Governor was elected in 2003, New Mexicans showed their overwhelming support for educational reform by passing both amendments. Since then, the NMPED has collaborated with teachers, principals, superintendents, parents, students, advisory councils, community and business leaders, legislators, other state agencies, and national organizations and others to implement a world-class PreK-20 education system designed to improve the achievement level of all New Mexico's children. New Mexico is particularly proud of the strong partnerships it has with the 22 tribes, pueblos and nations in the state. New Mexico is the only state that has implemented a comprehensive Indian Education Act. Signed into law in 2003, it recognizes specific needs of Native American students, resulting in twelve Joint Powers Agreements with tribes for revitalization and preservation of native language. The NMPED now has Memoranda of Agreements with 16 of the 22 tribes and pueblos to develop tribal standards and criteria for licensing Native American Language teachers. New Mexico has worked to create a public education system that is both embraced by and embracing of Native American students. All of these efforts are making a difference as will be shown in Section (A)(3).

New Mexico will continue to build on this history and capacity by ensuring that the State has the strong leadership and dedicated teams in place to implement the plans we are proposing in the Race to the Top grant. In August, 2009, the Secretary of Education appointed a State Leadership Team for Race to the Top planning that included 22 educational partners from the Governor and Lt. Governor's Offices, other State agencies, the Legislature, school district superintendents, unions, school boards, business and industry, higher education, and charter school organizations. Workgroups were established to focus on the grant priorities and included additional representatives from teachers, principals, higher education faculty and deans, technology, Regional Education Cooperatives, the Out-of-School Network, Job Corps, and key Federal education projects. The Deputy Education Secretary chaired the Leadership Team and the structure and process were intentionally designed to ensure the reform plans developed for this proposal would meet the RTTT priorities and support local school districts in their efforts to improve student achievement.

Below are the ways that New Mexico will ensure that it has the capacity required to implement the plans presented in this proposal:

- The Governor will implement an Executive Order creating a Race to the Top Statewide Leadership Council to oversee the implementation of the grant.
 - The membership of the RTTT Leadership Council will include representatives from teachers and principal unions and associations, superintendents, school boards, student and youth organizations parent organizations, the Legislature, business and industry, community-based organizations, the Community Engagement Collaboratives, tribal leaders, teacher and principal preparation programs, institutions of higher education, State agencies including the NMPED and other critical stakeholders. In Section A1 of this proposal, we assert that transforming education in New Mexico requires the deeper involvement of the state's diverse communities and the membership of the RTTT Leadership Council will be structured to meet that goal. The RTTT Council will be chaired by the Secretary of Public Education.
 - The key goals and duties of the RTTT Council will include:
 - Ensuring that participating school districts and charter schools have the support they need to successfully implement the plans in this proposal.

- Reviewing and monitor data and tracking reports on the grant administration, fund distribution, and performance measures associate with this grant.
 - Reviewing how the state is spending its other Federal, state and local educational funds and providing recommendations how those funds can be coordinated to align with New Mexico’s RTTT’s goals.
 - Working with the Governor, the Legislature and other key policy-makers to ensure that New Mexico continues to use its fiscal, political, and human capital resources to support the reforms funded under the RTTT grant which have proven successful.
- New Mexico will use the New Mexico Office of Recovery and Reinvestment (NMORR) to ensure that the RTTT funds are expended efficiently, effectively, and appropriately. Governor Richardson created the NMORR in March 2009. The purpose of NMORR is to oversee New Mexico's implementation of all elements in the American Recovery and Reinvestment Act (ARRA) and is managed by former Governor Toney Anaya. NMORR is charged with ensuring that the state applies for and obtains every dollar possible; that these dollars are used to spur economic activity, create and retain jobs, and promote long-term economic prosperity; and, that the state avoids any fraud, waste or abuse. NMORR is also responsible for ensuring compliance with federal requirements for funds flowing through state agencies. State agencies are supported in complying with Federal requirements by being provided guidance, and for Federal reporting being provided an electronic portal, CertiClear. New Mexico successfully submitted its first quarter Section 1512 report on time, and is in the process of completing the second quarter report.
 - New Mexico will conduct independent reviews and evaluations about the RTTT implementation and impact. The Office of Education Accountability (OEA) in the Department of Finance and Administration, which was created as part of the HB 212: Public School Reform Act passed in 2003, has statutory authority (NMSA 1978 9-6-15) to provide independent evaluations of the Assessment and Accountability Act and the School Personnel Act. OEA will issue RFP’s for external reviews and evaluations about project implementation and impact. OEA will manage these independent evaluations so that New Mexico

will have evidence about which initiatives are successful and should continue with state resources after the period of funding has ended. The reports from the independent evaluations will be provided to the Governor, the Legislature, the RTTT Leadership Council and other interested parties on a timely basis. OEA is also statutorily required to conduct studies of other states' efforts at assessment and accountability and will use this directive to bring the lessons learned from other state's RTTT efforts to New Mexico.

- New Mexico will engage an independent project management firm to design and implement the operations and processes necessary for implementing the RTTT grant. This project management firm will focus on grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting and fund distribution. This firm will work closely with the state to ensure that all necessary data gathering and reporting requirements are built into the New Mexico's P-20 statewide longitudinal data system so that the state has a permanent way of tracking and monitoring the education reforms after the period of RTTT funding has ended. The independent project management team will produce timely and useful reports will be provided to the Governor, the Legislature, the RTTT Leadership Council and other interested parties.
- New Mexico will work closely with its Federal Technical Assistance Center and Regional Educational Lab to strengthen its capacity to implement, monitor, and support the education initiatives detailed in this proposal. For example, the NMPED has worked closely with the Southwest States Comprehensive Center and WestEd in the development of a web-based tool that local school districts and charter schools can use for developing their Educational Plan for Student Success (EPSS) and monitoring its effectiveness. The Web-EPSS and Monitoring Tool also enables the NMPED to monitor district and charter school compliance with program requirements. The Web-EPSS and Monitoring Tool has been tested and NMPED is in the process of implementing the tool across the state. The NMPED will work closely with the independent project management firm and the participating districts and charters to ensure that Web-EPSS and Monitoring Tool is as effective as possible.
- New Mexico will strengthen its commitment to the government-to-government processes with the 22 tribes as outlined in the State Tribal Collaboration Act and the Indian Education Act. New Mexico will ensure, where appropriate, that tribal

education departments, Native American teachers and administrators, the Indian Education Advisory Council, the Indian Education Department, BIE, and Native American parents and students are fully included in all committees and task forces created by the grant.

- New Mexico will strengthen and align the State’s unique and powerful STEM resources and organizations. New Mexico has a powerful pool of talented STEM professionals, national laboratories (Sandia and Los Alamos National Lab), institutions of higher education, and business and industry groups (Innovate-Educate NM, ACI, NMBREE, Greater Albuquerque Chamber of Commerce), and non-profits. Over the last two years, New Mexico has completed a plan, Project 2012, which outlines a comprehensive approach to strengthen STEM education in New Mexico. This plan is detailed later in this proposal, but the important point here is that New Mexico has the capacity to bring these partners and resources together to support the plans outlined in this proposal.

Section (A)(2)(ii) Demonstrations of Support

The RTTT proposal guidance for Section (A)(2)(ii) asks the State how it will use support from a broad group of stakeholders to implement its plan as evidenced by the strength of the statements or actions of support from teachers and principals (including unions and associations) and other critical stakeholders. In Appendix A-2-1, powerful letters of support are provided from the following broad group of stakeholders:

- Bill Richardson, Governor, State of New Mexico
- Jeff Bingaman, Senator, U.S. Congress
- Tom Udall, Senator, U.S Congress
- Martin Heinrich, Representative, U. S. Congress
- Harry Teague, Representative, U.S. Congress

- Ben Ray Lujan, Representative, U. S. Congress
- Diane Denish, Lt. Governor, State of New Mexico
- Veronica C. García, Secretary, New Mexico Public Education Department
- Viola Florez, Secretary, New Mexico Higher Education Department
- Alvin Warren, Secretary, New Mexico Department of Indian Affairs
- Ken Ortiz, Secretary, New Mexico Department of Workforce Solutions
- Stuart Ashman, Secretary, New Mexico Department of Cultural Affairs
- Kevin Shendo, Chairperson, New Mexico Indian Education Advisory Council
- Sharon Morgan, Executive Director, National Education Association- New Mexico
- Ellen Bernstein, President, Albuquerque Teachers Federation
- Joe Guillen, Director, New Mexico School Boards Association
- Lisa Grover, Chief Executive Officer, New Mexico Coalition for Charter Schools
- Tom Sullivan, Executive Director, New Mexico Coalition of School Administrators
- Linda Paul, Executive Director, New Mexico Leadership Institute
- Frances Ramirez-Maestas, Director, Legislative Education Study Committee
- Cynthia Nava, Chair, Senate Education Committee & Superintendent, Gadsden School District
- David Abbey, Director, Legislative Finance Committee
- Toney Anaya, Former Governor and Director, New Mexico Office of Recovery and Reinvestment
- Jami Grindatto, Corporate Affairs Manager, Southwestern U.S. Region, Intel New Mexico

- Jamai Blivin, Executive Director, Innovate-Educate New Mexico and their Board of Directors
- Beverlee McClure, President and CEO, Association of Commerce and Industry of New Mexico
- Larry Langley, CEO, New Mexico Business Roundtable For Education Excellence
- Richard Howell, Dean, College of Education, University of New Mexico
- Carnell Chosa, Co-Director, Leadership Institute at Santa Fe Indian School
- Irene Lee, Principal Investigator for Project GUTS, Santa Fe Institute
- Tom Dauphinee, Interim Supervisor, NMPED Assessment and Accountability Division
- Susan Oberlander, State librarian, New Mexico State Library
- Ruthanne Greeley, Executive Director, Partners in Education Foundation for Santa Fe Public Schools
- Bonnie Braden, Principal, Mosaic Academy Charter School
- Ray Johnson, Sr. VP & Tech. Officer, Lockheed Martin
- Terri L. Cole, President & CEO, Greater Albuquerque Chamber of Commerce
- Kurt Steinhaus, Director of Community Programs, Los Alamos National Laboratory
- David Chavez, Superintendent, Loving Municipal Schools
- Bobbie Gutierrez, Superintendent, Santa Fe Public Schools
- Carlos Atencio, Executive Director, Northern New Mexico Network
- Mary Rose CdeBaca, Assistant Cabinet Secretary, NMPED Educator Quality Division
- Amalia Ludeke, Associate Professor, New Mexico State University

In addition to these letters of support, we have included evidence of the commitment from 63 of New Mexico's 89 school districts and 6 of the 13 State-chartered charter schools in the attached scope of work, as noted in tables in Section (A)(1). It is significant that the 68% of the total LEAs that were willing to make a commitment to support the State's plan represent 89% of the K-12 students in the State, as well as 88% of the students in poverty. It is noteworthy that of the 16 LEAs asked to participate in turning around the persistently low achieving schools, 13 LEAs were willing to make the commitment to implement the State's proposed plan.

Clearly, New Mexico has a strong plan, the capacity, and the political will to implement the plans presented in this proposal.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

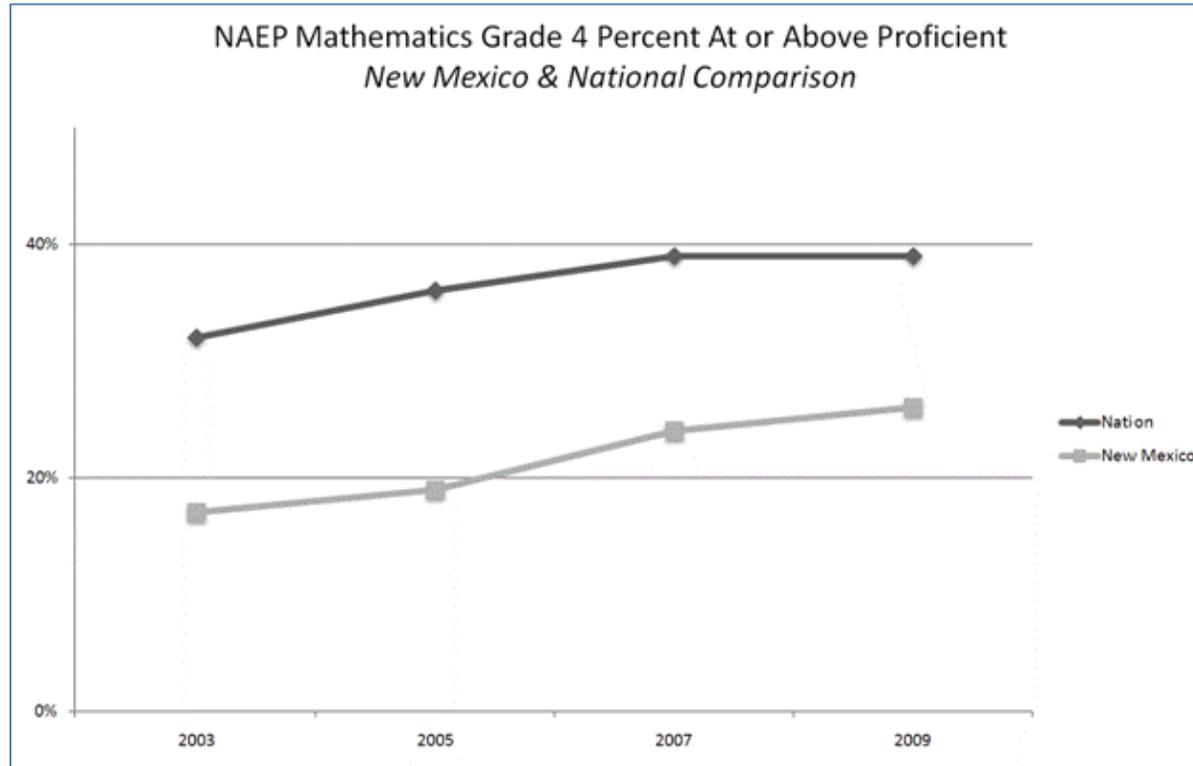
Section (A)(3)(i) and (ii) Demonstrating Significant Progress in Raising Achievement and Closing Gaps

The effects of educational reform efforts as indicated by New Mexico's performance on the National Assessment of Educational Progress (NAEP) have shown steady and significant increase since 2003 through 2009. The proficiency increase for 4th grade performance in mathematics is at a greater rate than the national increase, and also for the southwestern states of California, Texas, and Arizona (Table A-3.1). For 8th grade performance in Math, the rate parallels the nation, and continues out performing increases for Arizona, and California (Table A-3.2). The difference in 4th versus 8th grade performance corresponds with New Mexico's focus on STEM, the Mathematics and Science legislation passed in 2007, and the state-funded Math and Science Institutes.

The 2003-2007 performance for 4th grade reading indicates a dramatic increase, outstripping performance increases for Arizona, Texas, Nevada, Colorado and California (Table A-3.3). New Mexico has focused on elementary reading, particularly the federally-funded Reading First program. Results from the federal program continue to be validated by performance on NAEP along with the state's standards based assessment (SBA). The performance for 8th grade reading has not shown similar success (Table A-3.4).

Data shows that the standards, accountability, and assessment structure have solidly established a strong foundation for the educational system. The challenge for New Mexico continues to be one of accelerating the performance of all students to higher levels of proficiency.

Table A-3.1: NAEP Mathematics Grade 4 Percent At or Above Proficient



Note: The data for all charts in Section (A)(3) is provided in Appendix A-3-1.

Table A-3.2: NAEOP Reading Grade 4 Percent At or Above Proficient

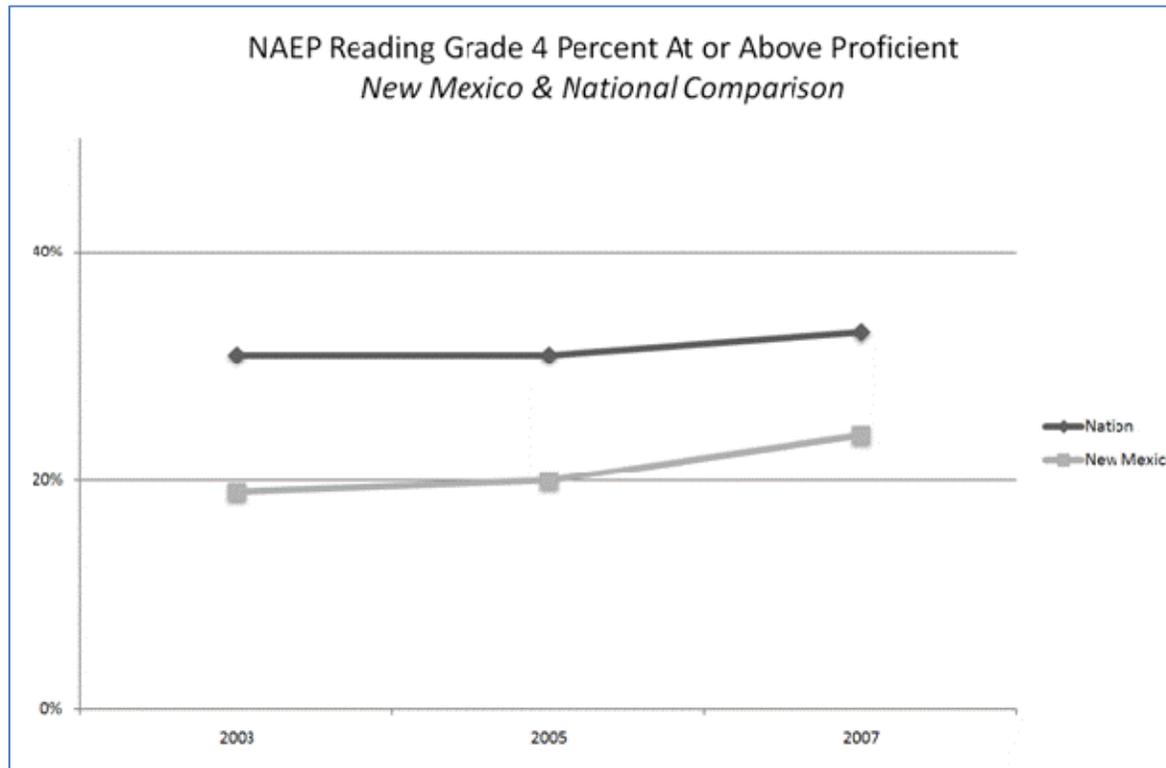


Table A-3.3: NAEP Mathematics Grade 8 Percent At and Above Proficient

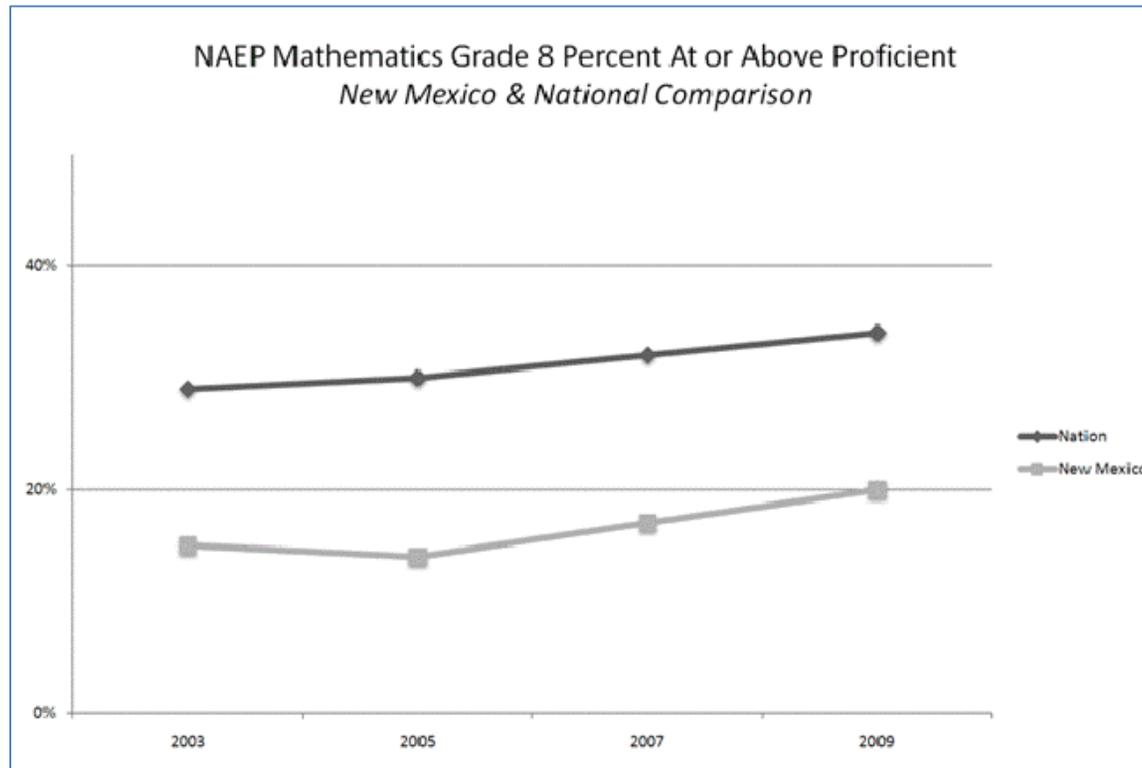
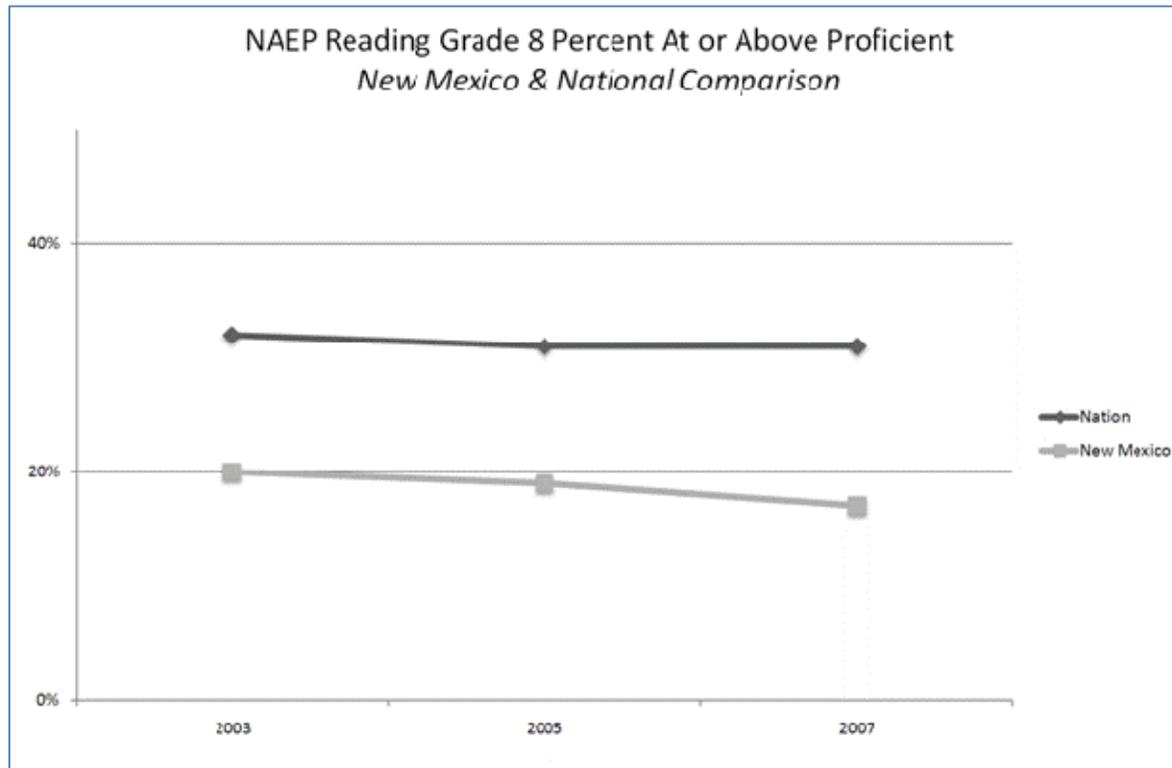
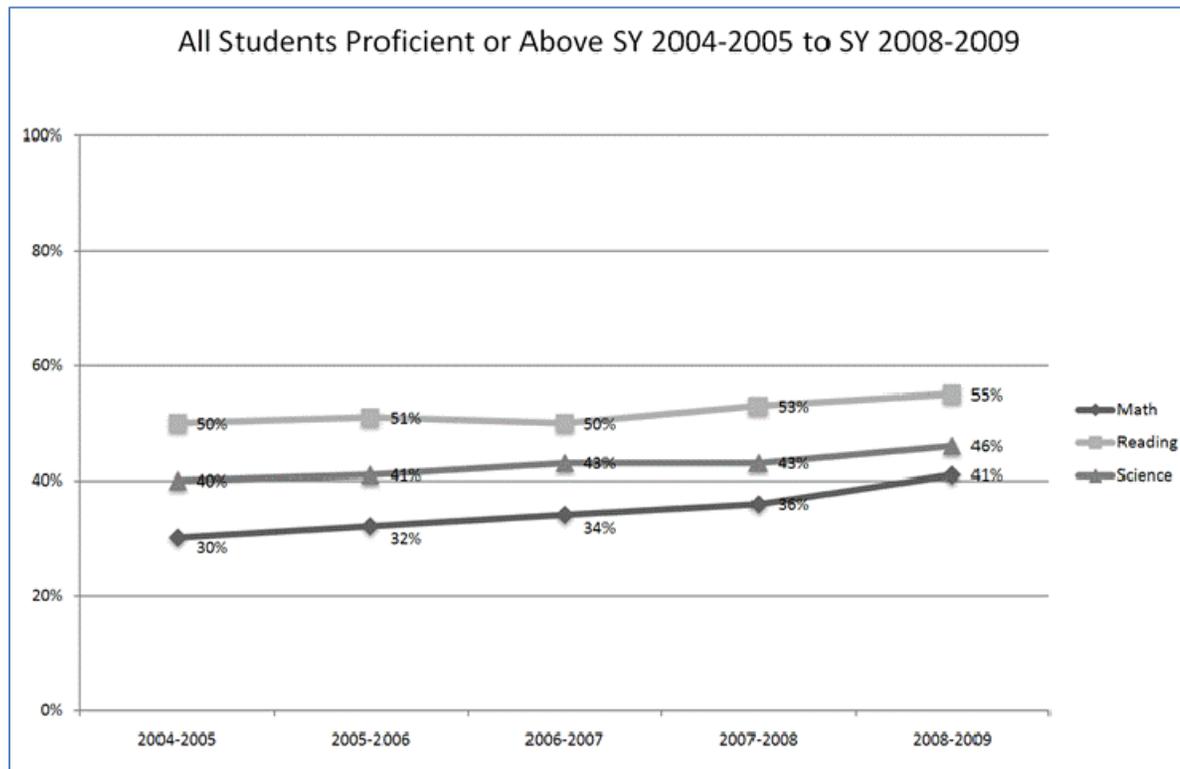


Table A-3.4: NAEP Reading Grade 8 Percent At or Above Proficient



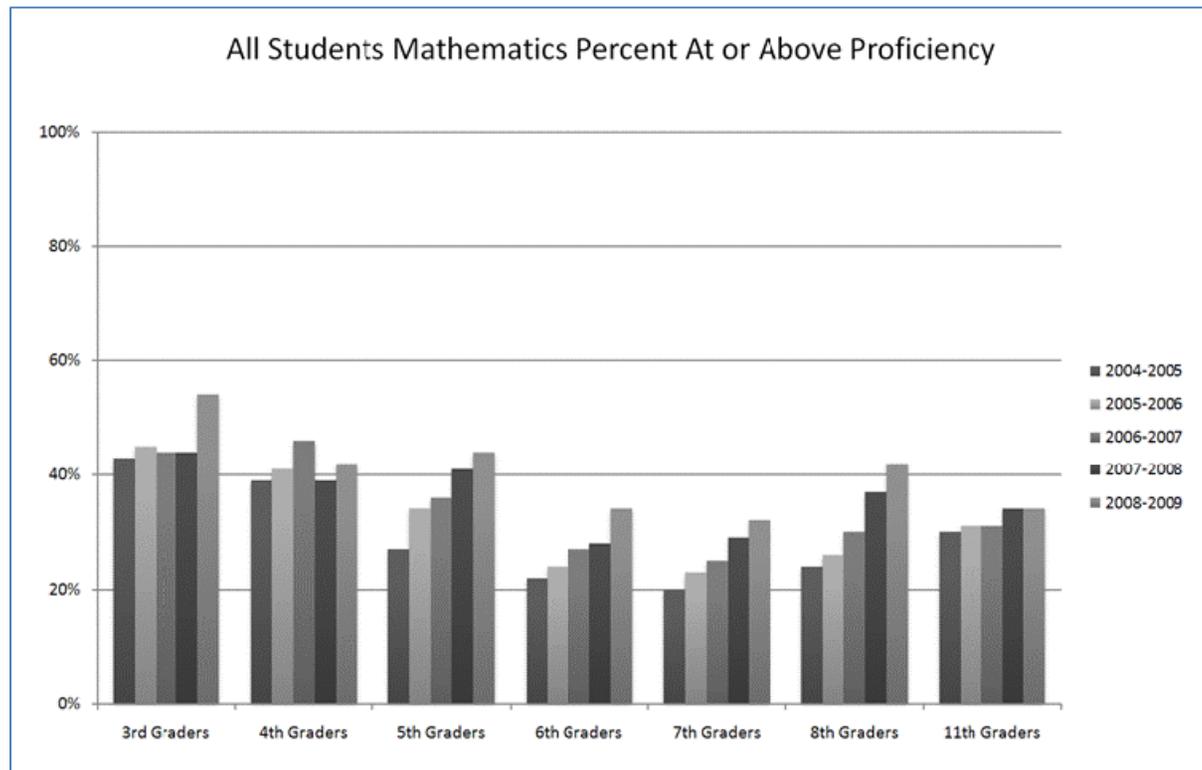
The results of the Standards Based Assessment (SBA) for New Mexico students (Table A-3.5) show an upward trend in Math, Reading, and Science achievement. Over the last five years, the percent of students proficient or above has increased 11% overall in Math, 5% overall in Reading, and 6% overall in Science. Another trend to note is that implementation of Full Day Kindergarten began in 2005-2006. Those students were in 3rd grade in 2008-2009. Although strong progress has been made, these results again show the need for acceleration of performance.

Table A-3.5: All Students Proficient or Above SY 2004-2005 to SY 2008-2009



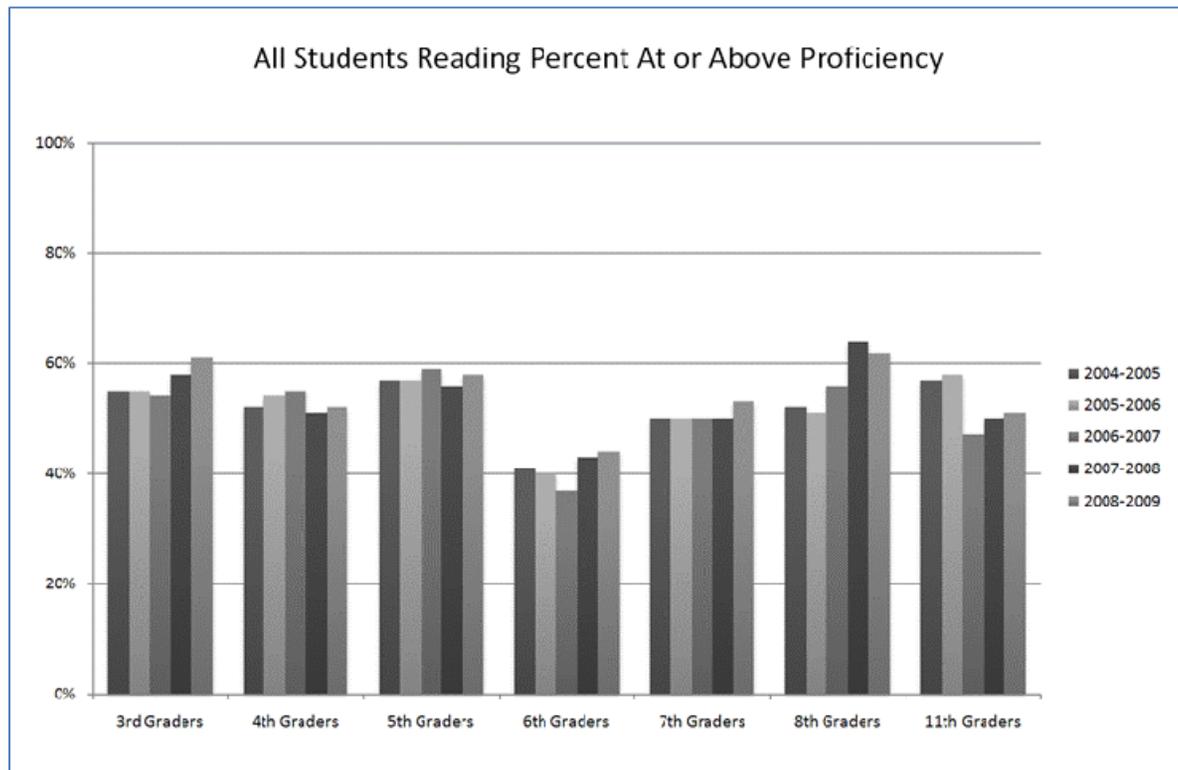
Looking across grade levels at Math and Reading (Table A-3.6) provides additional information. The percent of students proficient or above in Math increased in grades 3 through 8 in 2009, with 3rd grade posting the largest gains at a 10% increase over 2008. Over the last five years, 8th grade has improved the most, posting a gain of 18%, nearly doubling over the last five years. The persistent obstacle is accelerating levels of proficiency.

Table A-3.6: All Students Mathematics Percent At or Above Proficiency



The 2009 Reading SBA results in Table A-3.7 indicate that the percent of students proficient or above in reading increased in every grade except 8th. Although 8th grade still shows the biggest increase over five years at 10%. The greater levels of proficiency in reading reflect the massive infusion of the federally funded Reading First program. For New Mexico, the structure and professional development of this program provided teachers and administrators with much needed resources.

Table A-3.7: All Student Reading Percent At or Above Proficiency



Disaggregating information by race in the following series of tables provide a historical trend. Table A-3.8 identifies a 24 point gap between white and Hispanic students, a 27 point gap between white and African American students, and a 31 point gap between white and Native American students scoring proficient or above in 4th grade math in 2005. In 2009, each gap had closed by only one percentage point. Even through proficiency levels are increasing, the achievement gap remains and points to the need for acceleration.

Table A-3.8: Mathematics Grade 4 At or Above Proficiency By Race

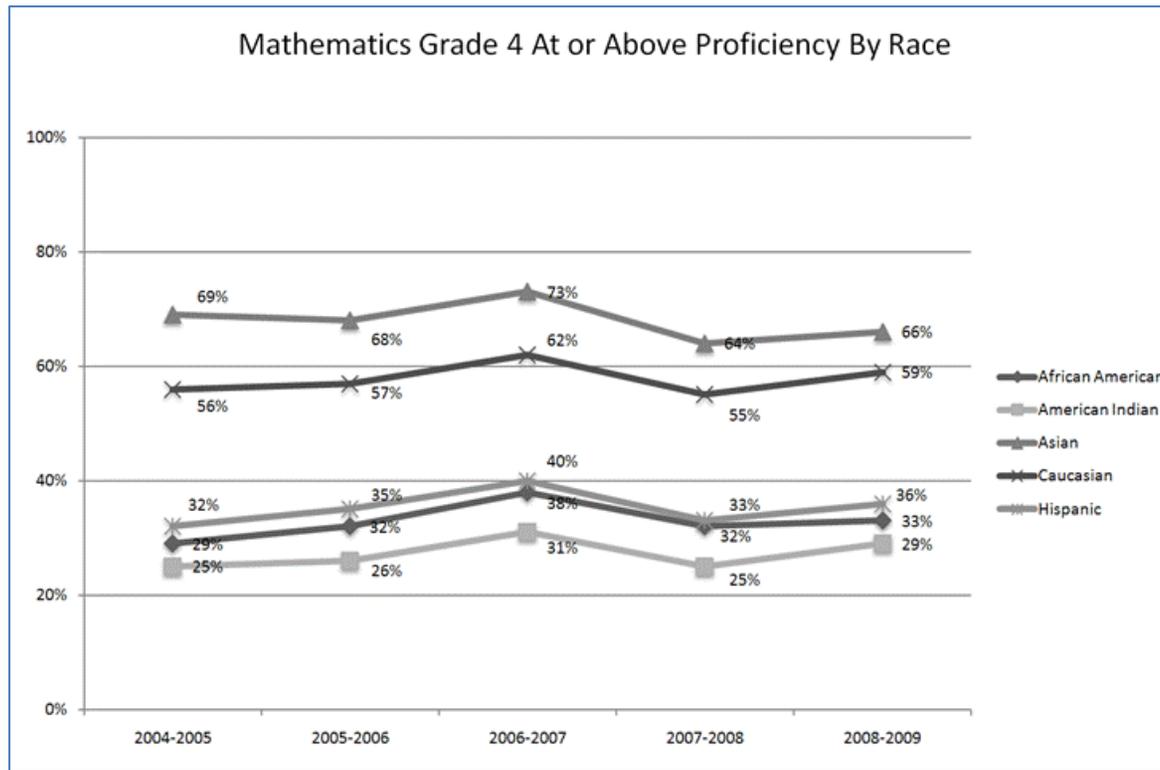


Table A-3.9 presents the 8th grade proficiency by race with proficiency dramatically increasing for all groups. For 2005, there is a 23 point gap between white and Hispanic and African American students, and a 29 point gap between white and Native American 8th

grade students proficient or above in math. In 2009, the gap between white and Hispanic students increased by one point, the African American gap increased by 3 points, and the Native American gap increased by 4 points. So, although proficiency has increased, the rate of increase has not been equivalent for all groups.

Table A-3.9: Mathematics Grade At or Above Proficiency By Race

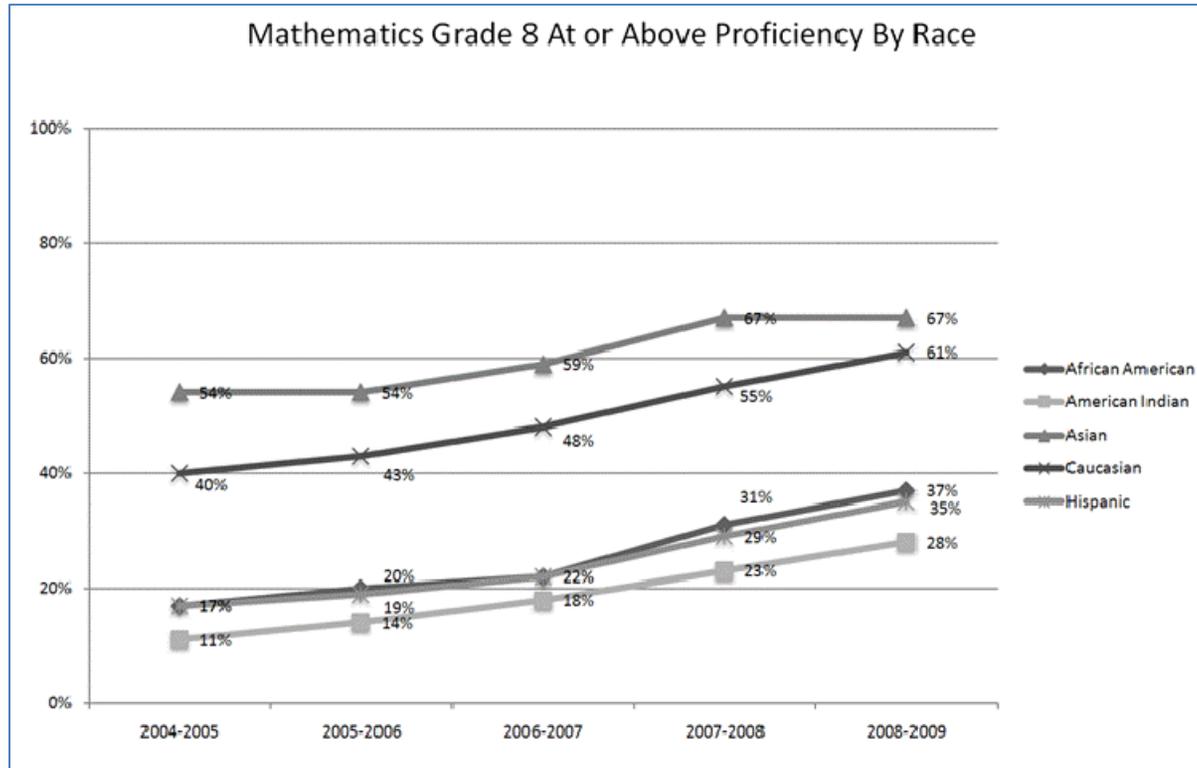
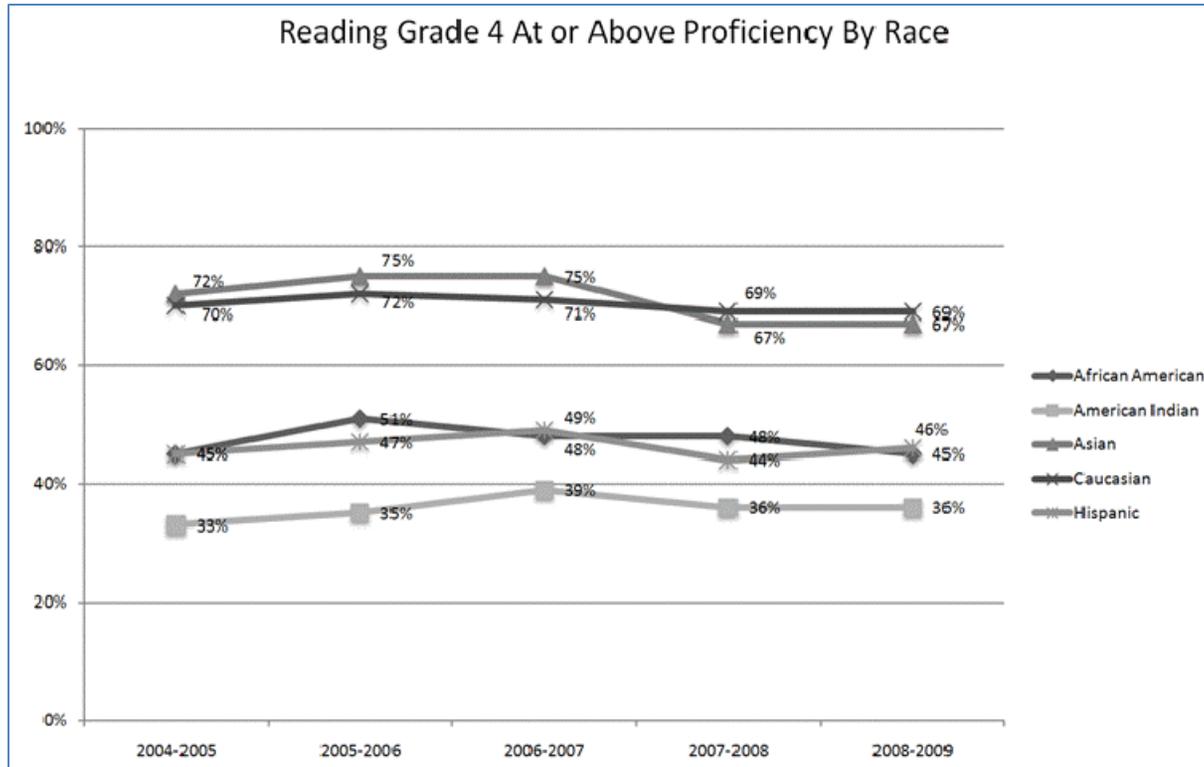


Table A-3.10 shows 4th grade reading proficiency by race. A 25 point gap exists between white and Hispanic and African American students and a 37 point gap between white and Native American students proficient or above in reading in 2005. In 2009, the gaps have closed by one to two points.

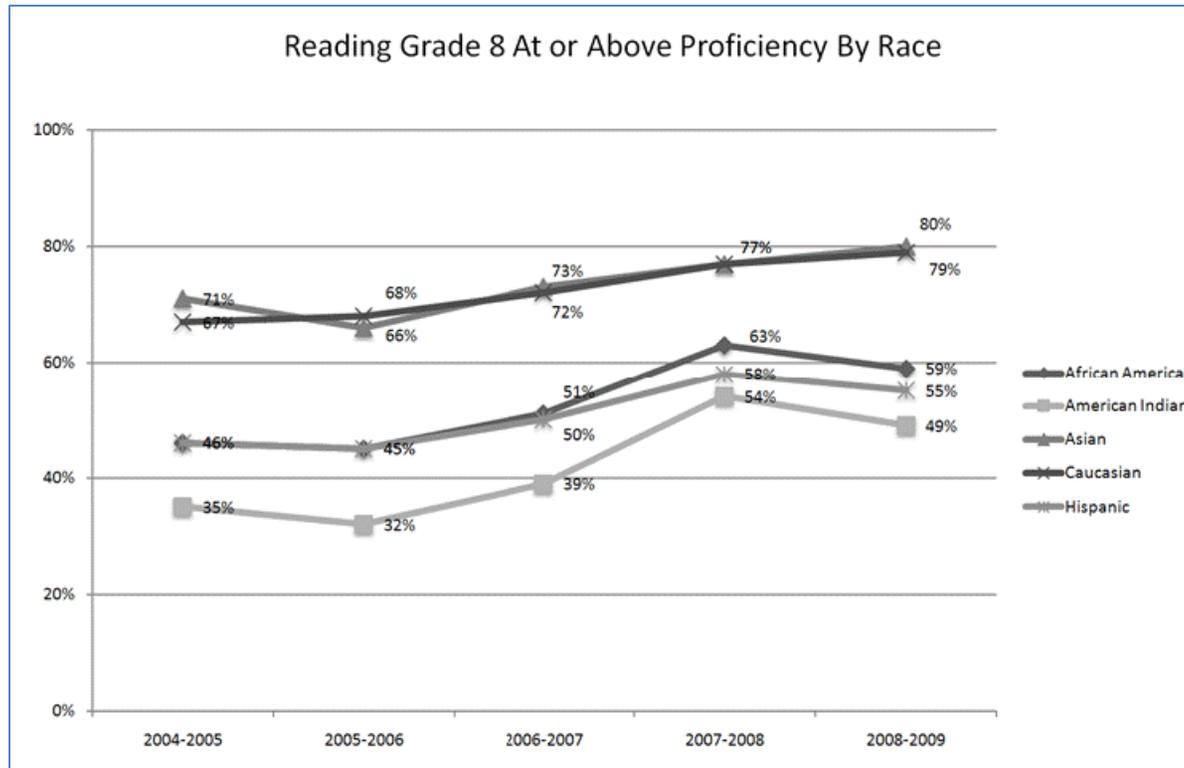
Table A-3.10: Reading Grade 4 At or Above Proficiency By Race



For 8th grade reading, there was a 21 point gap between white and Hispanic and African American students, and a 32 point gap between white and African American students in 2005. In 2009, the gap between white and Hispanic students closed by one point.

The gap between white and African American students increased by three points; while the gap between white and Native American students closed by two points. Both the 4th and 8th grade proficiency levels have increased for ethnic groups, but again the need for acceleration remains.

Table A-3.11: Reading Grade 8 At or Above Proficiency By Race



New Mexico published its first statewide cohort graduation rate in Fall 2009. The certified 2008 cohort graduation is 60.3% compared with the national average of 70%.

Like the achievement gaps, persistent graduation gaps are also evident. Caucasian students had a graduation rate of 71.3 percent; Asian students – 80.1 percent, which both exceed the national average of 69.2 percent. Hispanic students have a graduation rate of 56.2 percent; African American students – 60.9 percent; American Indian students – 49.8 percent; Economically Disadvantaged – 64.8 percent; and English Language Learner posted a 61.1 percent. The State recently passed a statute providing that schools also utilize a five-year graduation rate. This policy change is designed to support and encourage schools to re-engage students in their high school education. Several thousand New Mexico students face obstacles to completing high school within four years. Creating the community-held expectation that graduating in five years is better than not graduating or completing a GED, will strongly reinforce the economic outcome of the diploma.

B. Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.²

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

²Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

Section (B)(1)(i)(a) Commitment to Consortia

The State of New Mexico is committed to adopting a common set of high-quality standards, which was demonstrated when New Mexico signed an MOU with the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) for the purpose of working jointly toward developing and adopting a common set of K-12 standards. Known as the Common Core Standards, they are supported by evidence, are being internationally benchmarked and build toward college and career readiness by the time of high school graduation. According to a June 1, 2009 press release from CCSSO and NGA, in the 26 years since the release of *A Nation at Risk*, states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

Section (B)(1)(i)(b) Developing Common Core Standards Through Consortia Participation

By signing on to the Common Core State Standards Initiative, governors and state commissioners of education across the country have committed to joining a state-led process to develop a common core of state standards in English-language arts and mathematics for grades K-12. New Mexico has joined 48 other states and territories to accomplish this Initiative. A copy of the MOU and the CCSSO / NGA press release naming the states is referenced in Appendix B-1-1 through B-1-5.

Section (B)(1)(ii) Developing and Adopting Common Standards

As a Phase 1 applicant, New Mexico will be able to officially adopt the Standards no later than August 2, 2010, or approximately 90 days after the final Standards have been published. The process of adoption follows the State's Administrative Code requirements, which involves a 30-day posting period for public comment and review and a public hearing. As part of the review process for the draft Standards, New Mexico has held several Wimba (the State's webinar software) conferences with instructional leaders across the state. The purpose of the conferences was to introduce and build awareness about the draft Standards and to encourage comments about them. General consensus is that the proposed Standards are not substantially different from the current New Mexico Content and Performance Standards in mathematics and English / Language Arts. The reason for this is that New Mexico participated in the American Diploma Project, and in 2008 completed the alignment and adoption process.

New Mexico, along with partners Southwest Comprehensive Center, California and WestEd, has developed a web-based monitoring tool (Web-EPSS and Monitoring Tool). The tool can be adapted to monitor the implementation and success of district and school use of the Common Core Standards. The tool is housed on the NMPED server and agency staff has been trained in its use.

In addition to the relationship with CCSSO, the State through NMPED and Higher Education Department intends to develop a rubric of competencies that are measurable using standardized assessment procedures. Standards will specify competencies within the domains of communication, knowledge, and abilities representing current technology and labor market needs that have been validated by industry experts. The performance measures for tracking this initiative through the tool include:

1. Responsible parties are identified/hired/assigned from each named agency or subgroup and tasked with project participation and completion.
2. Participation in CCSSO and consortia workgroups on Common Core Standards. Provide resources to ensure attendance and participation, as well as outcomes per designated timelines, are met.
3. Number of schools certifying adoption of Common Core Standards.

Professional development will occur through the IDEAL-NM statewide distance education network and utilize the state’s Instructional Directors network, principals, and other interested education partners (e.g., NM Coalition of School Administrators, NEA, ATF, NM School Boards Association, NM Coalition for Charter Schools). The amount and type of professional development will be followed through the web-based tool.

When a district and school are involved in the Community Engagement Collaborative, the cohort Professional Learning Community will also focus on implementation of the Standards and utilize training offered through IDEAL-NM.

The timeframe for implementing the Standards is as follows:

1.0 Release of the Standards: Early 2010	90 days to State Adoption
1.1 Administrative Code Revisions	Review of NM Content Standards Recommended Changes
1.2 Proposed Public Comment Period	30 days
1.3 Revise and Publish Final Rule	30 days

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Governors and state commissioners of education from 48 states (including New Mexico) committed to developing a common core of state standards in English-language arts and

mathematics for grades K-12. The college and career readiness standards were released for public comment in September 2009. The K-12 standards are expected to be released for public comment in January. Both sets of standards, the college- and career-readiness and the K-12, are expected to be finalized in early 2010. These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. They will demonstrate:

- Alignment with college and work expectations
- Rigorous content *and* application of knowledge through high-order skills
- Building upon strengths and lessons of current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Evidence and/or research based

New Mexico is a participating state in the Common Core State Standards Initiative and carries top national ratings on NM Science Standards. In addressing STEM, New Mexico has added new English Language Learning (ELL) Development Standards which align to hands-on, inquiry based science strategies.

In addition, in the Legislative Session of 2009, House Bill 322 was signed, enacting legislation that increased the math content requirement for future elementary teachers from six credit hours to nine. The NM Math and Science Advisory had advocated for this change, and the Governor and Legislature concurred.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

Section (B)(2)(i) Developing and Implementing Common, High-Quality Assessments

New Mexico is pursuing four strategies that will uniquely contribute to implementing a comprehensive approach to common, high quality assessments. The four strategies are:

1) Participating with the Achieve Consortium and with the National Center on Education and the Economy (NCEE) States Consortium to develop and implement high-quality assessments that are aligned with common core standards, include all students, guide instruction, and support a growth-based accountability model.

New Mexico has signed a MOU with the Achieve Consortium (see Appendix B-2-1) and a MOU with the NCEE (see Appendix B-2-2) for the purposes of participating with a consortium of States to develop and implement high-quality assessments that are aligned with common core standards, include all students, guide instruction, and support a growth-based accountability model. These two consortia will enable New Mexico to develop the kinds of exams that will support and empower students who wish to ‘test out’ of the core courses, be awarded high school credit and either graduate early or participate in extended learning through dual credit and distance education. New Mexico has systems in place that already provide for dual credit enrollment; and for distance education through the State’s distance education network, IDEAL-NM (Innovative Digital Education and Learning – New Mexico).

2) Identifying a common assessment tool that utilizes real-time and longitudinal data aligned to Common Core Standards that can also be used for differentiating instruction.

Recognizing that teachers and principals need assessment tools using real time and longitudinal data that is aligned to Common Core standards and that can be used to differentiate instruction, New Mexico’s plan is to develop comprehensive, multi-purpose formative assessment tools for data-driven decision making that provide:

- Screening and benchmarking tools (2-4 times/year)
- Progress monitoring tools (at least monthly)
- Daily practice monitoring tools

The State will issue an RFP to select a comprehensive system using the most advanced computer-adaptive technology that calibrates every student’s ability level. Initially, this system will be available to all the turnaround schools identified in Section E

and an additional 30 of the high needs schools (as defined in the Race to the Top Notice). It will be made available state-wide contingent on available funding.

3) Joining the SMARTER consortium to develop computer-based and adaptive assessments with on-demand testing for multiple purposes of guiding instruction and accountability purposes.

New Mexico has joined the SMARTER consortium, consisting of 9 states: Delaware, Hawaii, Idaho, Nebraska, Oregon, Utah, Washington, and Wisconsin (see Appendix B-2-3). SMARTER builds on an Oregon testing program that is computer based and adaptive. Students take the assessments on demand three times a year. Test scores are used to guide instruction as short-cycle assessments. If students achieve proficiency, they can elect to discontinue testing for the year. A student's highest score of the three is used for accountability purposes. This program is also being implemented in Hawaii and AIR (New Mexico's alternate assessment contractor) is that state's contractor. New Mexico's success in assessing culturally and linguistically different student will provide depth to the assessments.

Participating states agree that:

- The purpose is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by consortium states.
- The assessment system will offer students multiple opportunities to participate and will use innovations in technology to include adaptive testing, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
- Development will systematically include teachers, school and district administrators, state departments of education, and institutions of higher education into the design, administration, scoring and reporting of the assessments.
- The assessments will be based on principles of universal design and best practices as described by the American Psychological Association/AERA/NCME *Standards for Educational and Psychological Testing*.

- The consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts have the opportunity to integrate access across a variety of high quality instructionally supportive assessment options.
- The assessments will use open source software applications accessible to any vendor procured by states in the consortium.
- States in the consortium will create and adhere to common administration guidelines including accommodations and allowable resources based on high quality research regarding student learning and assessment.
- States in the consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards.
 - States in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments; and
 - Benchmarks will be predictive of student success in college and careers.

4) STEM - assessment with capabilities of assessing critical thinking skills, project management skills, math, science, technology and other core competencies needed for the STEM workforce and that provides data about student proficiency.

Under the STEM priority, New Mexico will assemble a team of experts from industry and education to align the common core Math and other pending common core standards to a STEM assessment tool. National partners will include NGA, PISA, the Partnership for 21st Century Skills and others. This assessment tool will link with the State’s longitudinal data system and provide data about student proficiency in science, technology, engineering, and math. The assessment will have the capabilities of assessing critical thinking skills, project management skills, math, science, technology and other core competencies needed for the STEM workforce in New Mexico. We will assemble a STEM Research team that includes experts from Gates STEM initiative, NGA Center for Best Practices, TiesTEACH.org, Kauffman Foundation and other national advisors as well as New Mexico STEM

experts to research what will need to be built into the assessment. The STEM assessment tool will be used to produce a New Mexico STEM dashboard that can be used to identify the State's level of STEM implementation. The NGA Center for Best Practices will be used to apply best practices from other states on developing format of the STEM Dashboard. We believe New Mexico can be a leading State in developing this fully integrated technology assessment tool that can then be in turn scaled across other States through national STEM networks. To date, no state has effectively linked STEM into their longitudinal data system to produce such a strategic management tool. The STEM dashboard is described further in Section (C)(3)(ii).

Delivering high quality professional development to support the STEM assessment tool and STEM dashboard will be of the highest importance. Teachers must be able to disseminate the information, recognize and have knowledge of the STEM resources available to them, and have the expertise to apply these resources in their classroom to engage students in STEM and increase STEM proficiency. State partners including IDEAL-NM, the Department of Cultural Affairs (State Museums and State Libraries) as well as industry will assist in professional development for teachers. In Section D, we describe the development of a Master STEM Certificate that will require teachers to pass four components of the Leadership Institute that master proficiency in STEM. Understanding the STEM assessment and data will be part of this Master Certification in STEM. Upon completion of that Certification, teachers will receive a Summer Fellowship in the amount of \$6,000.

New Mexico will continue its efforts to develop clear approaches to measuring student growth for individual students using both state-level standards-based assessments and short-cycle assessments used as formative assessments by districts. In 2007, the NMPED submitted its plan for measuring student growth using the state standards-based assessments to the US Department of Education. That plan was subsequently denied approval. In 2008, the New Mexico Legislature passed Senate Joint Memorial 43: Study School Accountability Targets. The purpose of this legislation was to convene a workgroup of state and national partners to examine the most rigorous and fair methodologies for measuring student growth. As a result of this workgroup, in 2009, the New Mexico Legislature passed and Governor Richardson signed Senate Bill 156, Alternative School Accountability Pilot, which

provided the opportunity for New Mexico school districts to pilot the growth model recommended by the 2008 Senate Joint Memorial 43 committee in fiscal year 2010.

- a. New Mexico will resubmit its plan for using the state-level standards-based assessments to the U.S. Department of Education by the end of the 2010-2011 school year.
- b. New Mexico will develop an detailed state school accountability system based on a student growth model that can be used as the basis for examining teacher and principal effectiveness; targeting resources to improve schools most in need, and recognizing schools that make the greatest progress in increasing student performance. This state school accountability system will be complementary to the existing school accountability system approved by the U.S. Department of Education, as well as any school accountability systems approved by the U.S. Department of Education in the future. This state system will be based on:
 - i. A growth model that measures change in academic performance as demonstrated on state standards-based assessments from year to year;
 - ii. Proficiency of students with disabilities as demonstrated on the assessment required by their Individualized Education Programs;
 - iii. Achievement of English language proficiency for English language learner (ELLs) as demonstrated on the New Mexico English Language Proficiency Assessment (NMELPA);

New Mexico is planning on utilizing elements from the Colorado Growth Model. The Colorado Growth Model measures individual student growth against that particular student’s “academic peers,” and each student’s performance to the performance of all students in the same grade across the state. Student growth is calculated as a percentile, and students’ percentiles are then ranked.

In order to implement these elements into the New Mexico Growth Model, New Mexico will need to enrich the New Mexico Standards Based Assessment to ensure that student growth percentiles can be calculated in addition to determinations of proficiency. In year 1 of the project, New Mexico will work with the current assessment vendor, Measured Progress to make these enhancements to the system.

The detailed state report will also include web-based interactive reports for each school that will be easily understood, include results for all student and for demographic subgroups and provide useful comparisons of relative student growth in schools with similar levels of students at risk because of high mobility, poverty, and limited English proficiency.

The performance measures include:

- Percent of project completion of major components – with 50% being completed within one year of grant notification; 30 % being completed within year two and the remaining 20% being completed in year three.
- Participation in identified workgroups and consortia to ensure inclusion of and alignment to Common Core Standards, with resources being provided to ensure attendance and participation.
- The number of students and districts affected are all 89 school districts and 11 state-authorized charter schools.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

Section (B)(3) Supporting the Transition to Enhanced Standards and High-Quality Assessments

The January 14, 2010 Quality Counts (Editorial Projects in Education, Inc) placed New Mexico second in the nation for states with the most comprehensive alignment initiatives, having enacted as least 12 of the 14 focal policies (behind Maryland). These policies include state efforts to connect the K-12 education system with early learning, higher education, and the world of work (see Appendix B-3-1). This top ranking affirms the high-quality plan that New Mexico has articulated through its participation in the Career and College Readiness Policy Institute over the past 18 months, and the 30-month participation in the American Diploma Project. This work is also linked to participation in the Common Core Standards as being foundational to students being college and career ready upon graduation from high school.

To support its transformation plan for transitioning to enhanced standards and high quality assessments, New Mexico participated in the College and Career Readiness Policy Institute and demonstrated a solidly formulated comprehensive policy framework to improve college and career preparedness for youth. Competing from a field of 25 states, New Mexico and seven other state partners recently completed the Institute funded by the Bill & Melinda Gates Foundation. The Institute focused on having these state partners develop a means for graduating *all* students ready for college and careers. As a function of participating in the Institute, and assisted by national partner organizations including Achieve, Education Counsel, Jobs for the Future, Data Quality Campaign and the National Governors Association, New Mexico is finalizing its College and Career Ready Action Plan for submission by the end of January 2010. This action plan concentrates on four primary goals:

1. Improve high school graduation rates;
2. Improve student readiness in math and English/language arts for college and career;
3. Increase college participation and completion including two-year and technical school programs; and
4. Increase the number of New Mexicans employed in high wage and/or high value careers.

This action plan establishes the New Mexico framework for moving the state forward in assuring its youth have the education and skills necessary to succeed in the evolving workplace.

New Mexico has focused on high school redesign and college readiness over the last four years. Each year, for example, the Office of Education Accountability, the NMPED and the Higher Education Department report on the number of high school graduates who attend New Mexico's college and universities and require remediation in math and or reading. The latest version of the "Ready For College Report" is available in Appendix B-3-2. In response to those reports and our work with the CCRPI, the State has passed a number of bills in 2007 and 2008 relating to high school redesign including the following reforms:

- Expanding Dual Credit courses that enable high school students to earn both high school and postsecondary credit for college-level courses simultaneously.

- Establishing the technological infrastructure for a statewide distance learning system for middle and high school students.
- Requiring postsecondary educational institutions to create beginning high school teacher mentoring programs.
- Creating alternative routes for content area experts to teach or support classroom learning.
- Adding an additional year of mathematics at the Algebra II level for all students entering the ninth grade in 2009-2010.
- Eliminating the traditional ninth grade assessments and high school competency exam and replacing them with a set of exams that assess student readiness for high school, college and the workplace.
- Raising the dropout age to 18.
- Requiring all high schools to offer distance learning, dual credit courses and advanced placement courses in 2008-2009; and requiring all students entering the ninth grade in 2009-2010 to take at least one such course for graduation.

New Mexico will continue its efforts to improve the transition between high school and higher education. We believe these efforts are crucial because one of the most important concepts presented in this RTTT proposal is enabling students to move on to college when they are ready rather than having to serve out time in grade-level cohorts. We must be sure that the support we provide to help students finish high school is matched by the support we provide them to enter into higher education.

In addition to the efforts aimed at improving high school students' academic abilities, the State plans to take the following steps to increase the number of students who attend at least one year of college successfully. The NMPED, the New Mexico Higher Education Department, high schools, community colleges, and universities will establish a state-wide task force with a focus on the successful transition from high school to college. This task force will develop materials and support systems aimed in increasing high school students' knowledge about college including pragmatic, accessible information about college admissions, applications processes, tuition costs, financial aid, placement requirements, testing and standards, and college norms and culture. In addition, this task force will develop detailed reports using the New Mexico's state-wide longitudinal data system to provide useful information to

collaborative teams of high school administrators, teachers, counselors, higher education administrators, faculty, and higher education advisors about the specific academic and other challenges facing students making the transition from high school to college.

With the policy solidly in place and the action planning being finalized, the next step for New Mexico is to deliver high quality professional development to support the transition to the rigorous standards and to apply information from assessments into classroom practice. Utilizing a variety of tools and resources already established, the key goals, activities, timelines, and responsible parties, and steps are detailed as follows.

Detailed Plan to Transition to Enhanced Standards and High-Quality Assessments

<p>Transformational Goal B-1.0</p>	<p>Adapt a Mobile Access Interface (MAI) that builds upon and adapts existing handheld technology to allow students, parents and educators enhanced access in time and across locations via “cloud computing” to school records. Scaled and secured access to individuals will be based on need and necessity of access and will conform to various regulatory guidelines, such as FERPA, and HIPAA.</p>
<p>Key Activity B-1.1</p>	<p><u>Conduct Asset Mapping about the New Mexico Infrastructure Capacity.</u> The purpose of the Asset Mapping is to identify and fully utilize resources available from museums, the two national Labs located in New Mexico, business partners, and other state agencies including the State Library, Higher Education Department, Department of Workforce Solutions, and the Department of Information Technology. In addition, with the recently awarded grant to the NM State Library, Fast Forward – Public Computer Centers and Sustainable Broadband Technology with a combined resource of \$2.0 million, the asset mapping process can be accelerated.</p>
<p>Parties Responsible for Implementation</p>	<p>Staff from the following agencies and other stakeholder groups will participate in the infrastructure assessment process:</p> <ul style="list-style-type: none"> • Department of Information Technology (DoIT)

	<ul style="list-style-type: none"> • Higher Education Department (HED) • NMPED • Department of Workforce Solutions (DWS)
Timeline	Target Dates for Implementation – Begin Fall 2010, End December 2010

Initial state funding for the CYP system was not sufficient to provide all the applications that are envisioned. In addition, New Mexico is currently piloting Carve Your Path 1 in seven school districts. New Mexico anticipates that these pilots will illustrate additional shortcomings. To make the proposed CYP2 system more appealing to youth, three additional interfaces are proposed: an Intelligent Gaming Interface (IGI); a Mobile Access Interface (MAI); and a Resource Portal. The system will also be able to accommodate information flow needs for other agencies, such as Children, Youth and Families Department, Department of Health or Corrections Department by being able to track youth who may not be enrolled in routine public school settings. The proposed resource portal will be accessible by the education community and partners (e.g. members of the scientific community, IHEs, the community at large, and other stakeholders).

Transformational Goal B-2.0	Establish a Resource Portal to Provide Educational Resources to the Education Community and Other Stakeholders
Key Activity B-2.1	<u>Design and Implement a Resource Portal.</u> Develop a Resource Portal that creates a web-based central clearinghouse to provide various resources needed by students, educators, administrators and other community members to help improve student academic achievement. A particular focus of this portal will be to enhance STEM instruction and will include resources, such as briefing papers developed for students to inform their understanding of scientific, mathematical or technological concepts; a list of individuals in the New Mexico science community (IHEs, National Laboratories, Industry, etc.) who are willing to serve as youth mentors, provide technical assistance or other expertise as educational partners; and links to various

	<p>other STEM-related national and international assets. Initial work in identifying STEM resources has already begun through a collaboration of the Santa Fe Alliance for Science, Innovate Educate NM, and the NM State University STEM Initiative.</p> <p>As work continues on the resource portal, additional activities through 2013 will include:</p> <ul style="list-style-type: none"> • Providing self-assessment and technical assistance to schools about the use of the portal. • Developing a sustainability plan while making the clearinghouse available online, beginning with STEM practices. • Offering a best practices symposium throughout the State focused on STEM practices for areas with performance in the lowest two quartiles.
Parties Responsible for Implementation	<ul style="list-style-type: none"> • DoIT • HED • NMPED • DWS
Timeline	Target Dates for Implementation – Begin Spring 2010, End Spring 2011

Transformational Goal B-3.0	Enhance and improve the New Mexico Electronic Student Management System - Carve Your Path, an initial web-based system for assisting students in managing their high school career, to more fully develop career and college preparatory plans. The initial system was developed with funding from the New Mexico State Legislature and College Access Challenge Grant to include the additional interfaces described in the following activities:
Key Activity B-3.1	<u>An Intelligent Gaming Interface (IGI).</u> An Intelligent Gaming Interface (IGI) will capitalize on the ever-present exposure to video game technology experienced by young people. Youth, beginning in the upper grades of elementary school and continuing through high school and into post-secondary work will create an “avatar” (a virtual persona) for their use in exploring various career opportunities via Carve Your Path. The system will also provide actionable information through time to pursue a course of studies, identify service-learning opportunities, gain practical experience or adjust their path to successfully fulfill their career goals. There are several companies focusing on career pathways and “avatars” and we will create an RFP for this Intelligent Gaming Interface.
Parties Responsible for Implementation	<ul style="list-style-type: none"> • DoIT • HED • NMPED • DWS
Timeline	Target Dates for Implementation – Begin Spring 2010, End Spring 2011
Key Activity B-3.2	<u>Conduct a Gap Analysis to Identify Shortcomings of Carve Your Path 1.</u> New Mexico is establishing a web-based system whereby public school students (in the higher grades in Elementary, Middle and High School, Post-Secondary) can develop or “carve” a path to determine the steps necessary (primarily in terms of articulated course selection or needed practical experiences) to enter a particular field or profession. The

Transformational Goal B-3.0	<p>Enhance and improve the New Mexico Electronic Student Management System - Carve Your Path, an initial web-based system for assisting students in managing their high school career, to more fully develop career and college preparatory plans. The initial system was developed with funding from the New Mexico State Legislature and College Access Challenge Grant to include the additional interfaces described in the following activities:</p>
	<p>name given to this application is “Carve Your Path” (CYP1).</p> <p>Because the system will inevitably reveal shortcomings (ease of access, report generation, data validity and reliability, etc.), a need to identify these will be present. Particular focus will be directed to how data from the system can be used to enhance access to courses in science, technology, engineering and mathematics (STEM) courses to help improve school achievement for under-supported student populations and America’s economic competitiveness.</p>
Parties Responsible for Implementation	<p>Staff from the following agencies and other stakeholder groups will participate in the identification process: Higher Education Department (HED), NMPED, Department of Workforce Solutions (DWS), Children, Youth and Families Department (CYFD), Institutes of Higher Education (IHEs), Department of Information Technology (DoIT), Local Education Agencies Piloting CYP1, Pilot SD / School Staff – Teachers, Counselors, Principals and Other Administrators, Students / Parents</p>
Timeline	<p>Target Dates for Implementation – Begin Fall 2010, End Spring 2011</p>
Key Activity B-3.3	<p><u>Develop Enhancements to the Existing CYP System.</u> After the infrastructure capacity and needs determination is completed and the shortcomings of the CYP-1 have been identified, enhancements will be completed. Because the scope of the necessary enhancements is an unknown it suffices to say that New Mexico is aware that changes will be needed and various agencies and other stakeholders will need to be involved.</p>

Transformational Goal B-3.0	Enhance and improve the New Mexico Electronic Student Management System - Carve Your Path, an initial web-based system for assisting students in managing their high school career, to more fully develop career and college preparatory plans. The initial system was developed with funding from the New Mexico State Legislature and College Access Challenge Grant to include the additional interfaces described in the following activities:
	<p>In addition, the IGI, MAI and Resource Portal enhancements will be developed and implemented with either dedicated agency staff or contractors committed to the project. As students and parents will be the individuals most affected by the use of the system and any changes made to it, student and parents representatives will need to be involved in the process of developing enhancements.</p>
Parties Responsible for Implementation	<ul style="list-style-type: none"> • NMPED • HED • DWS • CYFD • DoIT • IHEs • Students (Public, Technical, Post-Secondary)
Timeline	Target Dates for Implementation – Begin Spring 2011, End Spring 2014

Communication strategies are essential to support the transition to enhanced standards and high quality assessments and will require statewide communication to education stakeholders regarding the transition to common core standards, implementation of a new generation of high quality student assessments, and development of a growth-based accountability model. The objective of this communication strategy is to ensure that all educational stakeholders within New Mexico are aware of the transition to a common core

standards assessment and related profile of competencies as a tool for developing student potentials, including demonstration of competencies necessary for successful entry into the state's workforce and improved quality of life. Developing comprehensive awareness and understanding of the goals, capacities and associated tools of the Statewide Longitudinal Data System (SLDS) will be a key element to this strategy.

An effective communications strategy will include:

1. Establishing a marketing committee to develop a communications plan that identifies key messages, audiences, and culturally aware strategies for marketing common standards and high quality assessments to all domains of the New Mexico public school system (students, parents, teachers, principals, superintendents, local school boards, faculty of Institutes of Higher Education, other educators, the business community and other interested stakeholders).
2. Designing a professional development program to implement common core standards in schools.
3. Utilizing professional development activities to train teachers and school administrators in using common core standards as basis for instruction and assessment that will be modified as features of the Standards and Assessments Project are implemented.
4. Negotiating agreements with key resources in regions across the state to implement the communication plan.
5. Implementing and maintaining the communication plan according to the progression of the Standards and Assessments project.

Transformational Goal B-4.0	Support the Transition to Enhanced Standards and High-Quality Assessments by Raising Awareness and Developing User Ownership of Tools and Resources Made Available by the State
Key Activity B-4.1	<u>Identify Source of Funding for the Spring 2010 Focus Groups.</u> Currently, the state of New Mexico is facing a serious budget shortfall that is expected to be present through the foreseeable future. As a result, third party funding of focus groups will need to be secured. New Mexico proposes to work with its industry partners through the Innovate-Educate NM initiative to help identify and secure sources of funding for the focus groups prior to receipt of RTTT grant support.
Parties Responsible for Implementation	<ul style="list-style-type: none"> • NMPED • HED • Institutions of Higher Education • DWS • Innovate-Educate NM along with Public, Private, Corporate, and Community-Based Groups Philanthropic Groups
Timeline	Target Dates for Implementation – Spring 2010
Key Activity B-4.2	<u>Develop a Communication and Marketing Plan.</u> The State envisions that students from the Business Colleges at either the University of New Mexico or New Mexico State University will be included in the development of a comprehensive statewide communication and marketing plan (CMP) of the SLDS, the Carve Your Path application and three associated interfaces: Intelligent Gaming Interface, Mobile Access Interface, and resource Portal. IHE students will participate as part of a course project but will also receive cash incentives to ensure project completion. The students will work in close collaboration with IHE faculty and agency personnel to: assure integrity and accuracy of the developed plan; identify target audiences; and create

Transformational Goal B-4.0	Support the Transition to Enhanced Standards and High-Quality Assessments by Raising Awareness and Developing User Ownership of Tools and Resources Made Available by the State
	<p>appropriate structured messages for each identified target audience. The CMP will be developed in part with assistance from Gates Foundation funded work completed through the College and Career-Ready Policy Institute of which New Mexico was a participating state.</p> <p>The CMP development team will also use findings from the focus groups held in Spring 2010 to inform their work. The CMP will highlight ways in which the SLDS, CYP and the two interfaces can: improve academic achievement of students and high-need schools; provide linkages that inform and enhance accountability across all parts of the P20 education system, and report usable data and information for the community at-large and business interests. The CMP proposed here will work in consort with the communication plan being developed for use in addressing the longitudinal data system of the grant and as a means of maximizing resources awarded to New Mexico.</p>
Parties Responsible for Implementation	<ul style="list-style-type: none"> • NMPED • HED • DWS • IHEs (Schools of Business and Colleges of Education)
Timeline	Target Dates for Implementation – Fall 2010
Key Activity B-4.3	<p><u>Implementation of the Communication and Marketing Plan.</u> After the communication and marketing plan has been developed, it will undergo a staged rollout of two primary phases:</p> <ol style="list-style-type: none"> 1. Initial Focus on building understanding and consensus in target audiences for the need of an SLDS, Carve Your Path application and three Interfaces; and 2. Promote the rollout of the SLDS and enhanced Carve Your Path application and interfaces.

Transformational Goal B-4.0	Support the Transition to Enhanced Standards and High-Quality Assessments by Raising Awareness and Developing User Ownership of Tools and Resources Made Available by the State
Parties Responsible for Implementation	<ul style="list-style-type: none"> • NMPED • OEA • HED • Institutions of Higher Education • DWS
Timeline	Target Dates for Implementation are Fall 2010, Spring 2011, and Summer/Fall 2011.
Key Activity B-4.3	<p><u>Provide Training and Professional Development.</u> If the proposed Carve Your Path 2 and its three interface applications (IGI, MAI and Resource Portal) are to be successful, a widespread training and professional development plan will be developed to meet the needs of various users.</p> <p>New Mexico, through the Office of Education Accountability, has used a successful, hands-on training approach to the use and application of student academic achievement data developed under a Wallace Foundation Grant known as the Principal Support Network (PSN). In essence, the approach uses real data from real schools, trains the principals how to decode and analyze this data, include their teachers in the analyses, then use the data to make informed decisions in the school and classroom to improve student achievement.</p> <p>Region-based training events made up the bulwark of the PSN approach. New Mexico will pursue the similar approach with training of adults on the use of CYP. However, because of the technological literacy and prowess many students already possess, it is conceivable that a peer-to-peer training model will be developed and adapted at the school level to work with children.</p>

Transformational Goal B-4.0	Support the Transition to Enhanced Standards and High-Quality Assessments by Raising Awareness and Developing User Ownership of Tools and Resources Made Available by the State
	<p>In addition, New Mexico will utilize existing technologies, such as the IDEAL-NM and Wimba platforms (the State’s webinar software) to conduct training and other professional development activities as feasible. Much work in New Mexico has already been accomplished and an extensive infrastructure developed that will facilitate statewide use. Curriculum developed for these applications will be focused and differentiated as needed for the particular audience being served.</p>
Parties Responsible for Implementation	<ul style="list-style-type: none"> • NMPED • OEA • HED • DWS • CYFD • DoIT • IHEs • Students (Public, Technical, Post-Secondary)
Timeline	Target Dates for Implementation – Begin Spring 2011, End Spring 2014

Another transformational initiative proposed by the State related to enhanced standards and high-quality assessments includes enabling students to customize their education chain by obtaining course credit after demonstrating proficiency by successfully completing a standardized end of course test. By legislative statute, New Mexico has given students from Middle School, High School and beyond the tools and the ability to customize their own educational pipeline so that the student may receive credit and

move forward without the typical restrictions imposed by a system that requires “x” number of years to complete his or her coursework.

Transformational Goal B-5.0	Enable Students to Test Out and Obtain Course Credit by Demonstrating Proficiency on Course Assessments
Key Activity B-5.1	<u>Implement Standardized End of Course Assessments.</u> Application of standards and high quality assessment includes offering the opportunity for Testing Out via end of course exam for credit. It is noted that development of this initiative will be impacted directly by the implementation of pacing and a state-wide curriculum in math, science and language and will require a tie-in to the Leadership Academy support for professional development. Currently, the State is working to standardize end of course tests that will be available to students via IDEAL-NM so that students may on a volunteer basis demonstrate proficiency and receive course credit.
Parties Responsible for Implementation	<ul style="list-style-type: none"> • NMPED • HED • Local Districts, Schools and Teachers • Students
Timeline	TBD

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
% of Schools in the lowest two quartiles of performance in math and science participating in the Best Practices Symposium.	0	20%	50%	100%	100%
% of High Priority students in the schools from the lower two quartiles of performance in math and science participating in best practices related to math and science	0	20%	50%	100%	100%

C. Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

Recommended maximum response length: Two pages

Section (C)(1) Fully Implementing a Statewide Longitudinal Data System

According to the Data Quality Campaign (DQC), New Mexico currently 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-1-1 and C-1-2 of this proposal) in its SLDS. New Mexico is building a decision-making culture centered on research, access to information and transparency and as such plans to capture all of these elements.

To this end, New Mexico submitted a State Longitudinal Data System (SLDS) grant to the U.S. Department of Education in December, 2009. In brief, New Mexico’s SLDS grant application proposes the development of the **New Mexico Achieving Collaborative Heights in Education Via e-Systems (NM- ACHIEVeS)** data system. This data system will reform use of early childhood, 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. New Mexico is coordinating the

work of NM-ACHIEVeS with the Race to the Top, School Improvement, Investing in Innovation federal grant initiatives and other project planning to ensure that New Mexico's approach is integrated, comprehensive and cohesive.

New Mexico will bring all elements to full functionality through the successful completion of NM-ACHIEVeS. The current status for each of the required elements in a comprehensive statewide longitudinal data system is noted below:

1. **Unique Student ID:** Pre-K through secondary use of unique ID is complete; use by postsecondary has been established and will be completely developed under NM-ACHIEVeS; use by workforce will be developed under NM-ACHIEVeS.
2. **Student level enrollment, demographics, and participation:** Data system collections of common enrollment, demographic and participation data for Pre-K - secondary - postsecondary - workforce is complete, but standardization across agencies will be developed under NM-ACHIEVeS.
3. **Student level information about points at which a student exits, transfers in/out, drops out, or completes Pre-K – 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 NM-ACHIEVeS.
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 NM-ACHIEVeS.
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 NM-ACHIEVeS.
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 NM-ACHIEVeS.
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 NM-ACHIEVeS.

In summary, NM-ACHIEVeS will enable the State’s educators, policymakers and others able to follow individual students, teachers, and principals across time in order to identify the students in need of specialized support; successful teaching practices and teacher development programs; successful leadership practices and principal development programs; effective remediation offerings; alternative pathways to high school graduation; and postsecondary access. Furthermore, the SLDS will strengthen public accountability and accessibility, and improve New Mexico’s capacity to achieve the goals identified throughout this proposal.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.³

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

Section (C)(2) Accessing and Using State Data

As mentioned in Section (C)(1), New Mexico submitted a State Longitudinal Data System (SLDS) grant to the U.S. Department of Education in December 2009. The main purpose of this grant is to provide parents, students, teachers, principals, superintendents, community members, unions, researchers and policy-makers with accurate, timely, useable data.

New Mexico’s grant is focused on six specific outcomes:

1. A PreK-20 statewide longitudinal data system and warehouse that incorporates data from schools, higher education institutions and state agencies;
2. New data collection, audit and data access systems that enhances the state’s capacity to gather, verify and use data;
3. Reports for instruction, policy and accountability that focus on the very specific kinds of questions that end-users have as they work with students; provide leadership in schools and school districts, and state agencies; or oversee statewide efforts;

³ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

4. Project LEARN The Learning Exchange and Resource Network that is a CCSSO consortium for connecting existing state data systems to a federal data warehouse in a safe way that leaves local control in the hands of each state;
5. A New e-Transcript system that will gather student information from the NMPED, the Higher Education Department, student assessments, colleges, universities and workforce centers across the state and provide e-transcripts to institutions of higher education and employers across New Mexico;
6. A centralized student information system that will strengthen and support the data capacity of small school districts and charter schools.

At the heart of New Mexico's efforts to improve its data systems is the deep understanding of how data can inform the decisions and actions of key participants throughout the education system. First, we believe that 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 are working 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.

We also believe that New Mexico has not done enough to provide students, families and communities with timely and usable data. We believe that if students, families, and communities have access to timely and useable data, and if they have the training, skills and support to use it, then students will act to take more control over their own learning, families will act to provide more support to their children, and communities will act to ensure that their local schools are more successful.

Ensuring that teacher, principals, superintendents, policymakers, students, parents and community members have access to high quality, real time data is critical to ensuring student success. New Mexico is poised to go beyond the traditional data warehouse and create an agile, responsive system which meets the needs of end users and provides a comprehensive platform not only for school reform but for individual student success New Mexico's data warehouse will produce a series of reports that 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.

It is important to note that New Mexico clearly understands that good data and timely reports are just the beginning of what it takes to make data useful. Over the last seven years, New Mexico has wrestled with the key questions facing those who wish to improve public education. 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, the State runs 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 that need to be addressed within schools and across agencies and institutions in order to improve educational and career advancement within the state. They are termed killer questions because they lead directly to debates about instructional effectiveness, accountability, statutes, regulations, budgets, diverse political perspectives, and issues of authority.

New Mexico’s plan to build its statewide longitudinal data system is focused on gathering the most accurate information needed to answer the data questions in a timely manner so educators, community members 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 C-2.1 provides an example of this framework and outlines the kinds of questions that New Mexico will address with this system.

Table C-2.1. Sample of New Mexico’s “Killer Questions”

Question Type	Data Questions	Instructional Questions	Policy Questions	Political Questions
<i>Policy Elements</i>	<i>Data For Advocacy, Accountability and Improvement</i>	<i>Instructional Approaches, Curriculum, Resources</i>	<i>Statute, Regulation, Standards, Frameworks, Budget</i>	<i>Diverse Perspectives, Power Groups, Practices & Behaviors</i>
Example 1	<ul style="list-style-type: none"> • What percentage of students score proficient or above on achievement tests in math or reading? • What are the achievement gaps among different groups of students? 	<ul style="list-style-type: none"> • How should these teachers change instruction so these students better understand mathematics? • How can the curriculum be improved to help students attain proficiency in reading? • How can these teachers be reassigned to ensure that specific students are getting the assistance they need? 	<ul style="list-style-type: none"> • How should the certification requirements for teachers be strengthened? • What kinds of instructional interventions should be implemented? • How will these reforms and interventions be funded? 	<ul style="list-style-type: none"> • Who has the influence to change how teachers are prepared? • What groups control professional development? • Who controls where the most effective teachers and principals are placed? • Who evaluates the teachers? • Who can change how resources are allocated?
Example 2	<ul style="list-style-type: none"> • What percentage of ninth graders enters college four years later? • What percentage of high school graduates take remedial courses in college? 	<ul style="list-style-type: none"> • What curricular changes should be made to keep students engaged in school? • How does New Mexico increase parental and community involvement to reduce dropouts? • What specific changes should be made in the middle school and high school curriculum to ensure students are ready for college? 	<ul style="list-style-type: none"> • What changes should be made in high school standards and teacher training to ensure more students graduate ready to succeed in college? • What statutory changes should be enacted to better align the curriculum between high school and college? • How will these initiatives be funded? 	<ul style="list-style-type: none"> • Who has the influence to change practices and behaviors in high school? • Who has the power to get colleges and high schools to talk to one another? • What are the conflicts between cultural values and current approaches to education and how might these be resolved?

In summary, New Mexico has a strong plan to ensure that data from the State’s statewide longitudinal data system are accessible to a wide range of key stakeholders and that the data enables students, parents, educators, policy-makers, community members and others act in ways that meet the four assurances that are central to the American Recovery and Reinvestment Act (ARRA).

New Mexico will implement these analysis and reporting tools into the SLDS for educators at the district, school and classroom level. It will allow educators to understand student performance at the content level, and beyond, unpacking student performance down to the strand and performance indicator level. Educators will be able to track student performance over time, and design student and teacher-specific interventions to help all students succeed.

Goals:

- Perform Gap Analysis of Existing Data Entry Systems
- Develop State-Level Rules and Procedures for Guiding Timely Uploads and Use of Data
- Develop Enhancements to Data ETL System
- Implement Data Reporting Tools into RTTT
- Provide Training and Professional Development for end-users

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Perform Gap Analysis of Existing Data Entry Systems Utilize and refine tools developed by the NMPED to identify systemic changes to the data entry, extract, transformation & loading systems.</p>	<ul style="list-style-type: none"> • NMPED • School Districts • Charter Schools 	<p>Begin July 1, 2010 Complete December 15, 2010</p>

<p>Develop State-Level Rules and Procedures for Guiding Timely Uploads and Use of Data</p> <p>To ensure that students receive positive guidance to assist achievement of their academic outcomes, teachers and principals will need access to real time actionable data. In order to assure this outcome, state-level rules and procedures will need to be developed. Such a framework will provide necessary uniform guidance to school districts and schools on the need and requirement for timely student data.</p>	<ul style="list-style-type: none"> • NMPED • School-Level Data Entry Clerks • NM Coalition of School Administrators • Teachers Unions • Charter Schools 	<p>Overall synchronization with IES SLDS Grant timeline</p>
<p>Develop Enhancements to Data ETL System</p> <p>Data extract, transfer and load (ETL) systems will enable RttT users to interrogate several agency datasets completely and in combination. Accuracy is crucial to any ETL system, to ensure that the data used by agencies accurately represents the source data. Since automated or semi-automated solutions could have an effect on the original data's integrity and accuracy, we will utilize proven software solutions to protect against all types of data inaccuracies.</p>	<ul style="list-style-type: none"> • NMPED • School Districts • Charter Schools 	<p>Begin January 1, 2010 Complete December 15, 2011</p>
<p>Implementation of Data Reporting Tools into RTTT</p> <p>RTTT will have basic reporting tools that enable system testing and validation, which will set the stage for the functionality required by New Mexico users. New Mexico will utilize role and location specific ad hoc reporting and we will define and develop</p>	<ul style="list-style-type: none"> • NMPED • School Districts • Charter Schools • OEA 	<p>Begin July 1, 2010 Complete June 30, 2011</p>

standardized specifications to create timely reports for our end users.		
<p>Training and Professional Development</p> <p>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 our RttT programs and applications after completion of the project. These programs 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 Innovative Digital Education and Learning in New Mexico (IDEAL-NM), a statewide, state-supported e-learning delivery system.</p>	<ul style="list-style-type: none"> • NMPED • School Districts • Charter Schools • OEA 	<p>Begin July 1, 2011</p> <p>Complete December 15, 2011</p>

<p>Performance Measures</p> <p>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Can the data available address the questions asked by Students & Parents?	50%	75%	75%	95%	100%
Can the data available address the questions asked by Educators?	50%	50%	95%	95%	100%
Can the data available address the questions asked by Researchers and Policy-Makers?	50%	50%	75%	95%	100%
Can the data available address the questions asked by Community Members?	50%	75%	95%	95%	100%

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

Section (C)(3)(i) Using Data to Improve Instruction

New Mexico’s plan for increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness has three key elements:

1. New Mexico will strengthen the way that student achievement data is reported to teachers and principals. Ensuring that teachers and principals have timely assessment data from both state level assessments and short cycle assessments is one of the most pressing needs in New Mexico. Over the last four years, New Mexico’s Principal Support Network has successfully provided

teachers and principals with the specific data, useful data analyses tools, and training they need in order to focus instruction more effectively. This effort will be expanded and sustained.

In addition, New Mexico will implement a data dashboard that provides timely, actionable data about student, teacher, school and district performance. Data dashboards provide an important overview, in real time, of key education performance measures. Beyond the data dashboard, New Mexico will be implementing the data reporting tools described in Section C-2 above. In addition, New Mexico educators need forecasting tools that provide information on students at-risk of academic failure or of dropping out.

In New Mexico, CYFD, NMPED, HED and DWS are committed to developing and using 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. New Mexico's educational leaders have worked hard to identify key questions educators and policy-makers often have when they attempt to use data to make important decisions. Understanding what kinds of core questions educator and policy-makers are likely to ask is critically important to developing an effective reporting and data display system.

Once these questions are asked, deciding how the answers are displayed will be critical. Gone are the days where a simple paper report will suffice. New Mexico plans to create a Dashboard Data Display System (D³S) which will present a dashboard view of data with drill-down capabilities to enable deeper analysis of high-level data.

As an example, a dashboard may illustrate how a student is performing in the current school semester, showing her grade in relation to the class. By clicking on a subject (for instance, Algebra II), the student, parent, teacher or counselor would be able to see scores on items such as tests, assessments, class participation or attendance. This view would give a more detailed view of how

the student is performing in the various elements of Algebra II and might show that she excels in Fractional Expressions but needs assistance in Quadratic Equations.

New Mexico proposes to create the D³S in conjunction with the NM-ACHIEVeS SLDS. We will use the initial months of the development timeframe to finalize our research and determine how to build the system.

Goals:

- Develop a Data Dashboard System.

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Develop a Data Dashboard Prototype</p> <p>Various states and individual school districts have already developed usable data dashboards. A dashboard is defined as a visual display of the most important information needed to achieve one or more education-related objectives which fits entirely on a single computer screen so a teacher, principal or other educator can monitor it at a glance. New Mexico will conduct a survey of what has been developed to date, assess pros, cons and costs associated with each application and select best features (or develop new ones as necessary) to guide development of the state data dashboard.</p>	<ul style="list-style-type: none"> • NMPED • HED • DWS • DoIT • IHEs • School District Data Coordinators • District Educators (Superintendents, Principals, Teachers, Other Educators) • Parents • Students • Bureau of Indian Education (BIE) 	<p>Preliminary preparatory work between January to June 2010 to conduct environmental scan of existing dashboards and select best features.</p> <p>Start July 1, 2010 with commencement of fund flow from RTTT grant.</p> <p>Follow rollout schedule associated with the IES grant to assure synchronization with rollout of the SLDS.</p>

Key Activities	Responsible Parties	Target Dates for Implementation
Pilot prototype in selected school districts Modify as necessary	<ul style="list-style-type: none"> • Charter Schools 	

2. New Mexico will develop an Early Warning System that provides information on students at-risk for academic failure or drop out.

Working with the CCRPI, New Mexico has identified Early Warning System Indicators and Interventions for mid school students beginning with 7th graders working in conjunction with alerts and specialized advice that will go out to parents and students through the Carve Your Path system. Notification for teachers and appropriate school administrators and researchers will be provided through NM-ACHIEVeS. The initial notifications will be for students who:

- Score Below Proficient on 6th or 7th grade SBA for Reading and/or Math
- Had 90% or less attendance in 6th grade
- Had unexcused absence in 7th or 8th grade
- Had attendance drops below 90% in 7th or 8th grade

Recommended interventions for students identified at risk using the indicators above include extended school day and/or extended school year using Mid School Plus and/or partnering with community mentors. All schools are encouraged to have a minimum of twice monthly advisory periods where the same teacher has the same group of students. Advisory sessions will include:

- Training on Use of CYP
- Survey to assess interest/engagement/learning engagement
- Follow up on survey results
- District identified curriculum for advisory

Indicators and Intervention for students moving from 8th to 9th Grade include alerts with specialized advice that will go out in relation to students who:

- Score Below Proficient on the 8th grade SBA for Reading and/or Math
- Had 90% or less attendance in 8th grade
- Attended 3 or more schools in 7th and 8th grades

Recommended interventions include a special month prior to 9th grade to streamline interventions for students scoring below proficient on the SBA in Reading and/or Math.

Indicators and Interventions for Students 9th Grade and above include alerts with specialized advice will go out in relation to students who:

- Survey to assess interest/engagement/learning preferences just prior to the fall Short Cycle Assessment for 9th and 10th graders
- Alert would go out once a student had an unexcused absence or dropped below 90% attendance
- Alert would go out at end of 9th grade (and subsequent years) if student did not pass English or Math or earn enough units to move to the next grade

Recommended interventions for students identified at risk using the indicators above include alternative pathways such as credit recovery, dual credit, distance learning, partnering with community mentors for pre-apprenticeship and/or service learning. These interventions are not limited to at-risk students. All schools are encouraged to have a minimum of twice monthly advisory periods where the same teacher has the same group of students. Advisory sessions will include:

- Training on Use of CYP
- Survey to assess interest/engagement/learning engagement
- Follow up on survey results

- District identified curriculum for advisory

Goals:

- Develop Indicators and Interventions for Mid School Students.
- Develop Indicators and Intervention for Students Moving from 8th to 9th Grade
- Develop Indicators and Interventions for Students 9th Grade and Above

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Develop Early Warning System</p> <p>Use of data to help identify children who may be at risk for academic failure is one of the most powerful tools made possible through a SLDS. Specifically, a state or district can use SLDS supplied data to establish an education early warning system (EWS) that “trips” or serves as an alert in cases of poor academic performance at any grade level or provides insights to patterns of absence or chronic truancy, which can then be addressed through directed intervention and supports to help the child succeed and avoid serious outcomes, such as grade retention, suspension or dropping out. Research has established that these academic factors and others more accurately predict whether or not a student is likely to drop out or fail than socioeconomic factors do</p>	<ul style="list-style-type: none"> • NMPED • DoIT • BIE • NGA 	<p>NGA Grant if awarded will run through Jan to Dec 2010.</p> <p>Development of a EWS will likely build on the findings from the NGA grant work and be conducted in 2011.</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>(Alliance for Excellent Education, 2008).</p> <p>Various states, such as Louisiana, and districts, such as Chicago and Philadelphia, have developed effective EWSs and can serve as a model for New Mexico.</p> <p>In addition, New Mexico has submitted a grant application to the National Governors Association that will provide directed assistance in the creation of a EWS that can be made to work in various districts and accommodate variance in specific local conditions.</p>		
<p>Develop Indicators and Interventions for Mid School Students</p> <p>Develop alerts with specialized advice to parents, students, teachers and appropriate school administrators as appropriate.</p>	<ul style="list-style-type: none"> • NMPED • School District Educators (Superintendents, Principals, Teachers, Other Educators) • Parents • Students • BIE • Charter Schools 	<p>Preliminary preparatory work between January to June 2010.</p> <p>Start July 1, 2010 with commencement of fund flow from RTTT grant.</p> <p>Rollout to start in August 2011.</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Develop Indicators and Interventions for Students Moving from 8th to 9th Grade</p> <p>Develop alerts with specialized advice to parents, students, teachers and appropriate school administrators as appropriate.</p>	<ul style="list-style-type: none"> • NMPED • School District Educators • Parents • Students • Bureau of Indian Education (BIE) • Charter Schools 	<p>Preliminary preparatory work between January to June 2010.</p> <p>Start July 1, 2010 with commencement of fund flow from RTTT grant.</p> <p>Rollout to start in August 2011.</p>
<p>Develop Indicators and Interventions for Students 9th Grade and Above</p> <p>Develop alerts with specialized advice to parents, students, teachers and appropriate school administrators as appropriate.</p>	<ul style="list-style-type: none"> • NMPED • School District Educators • Parents • Students • BIE • Charter Schools 	<p>Preliminary preparatory work between January to June 2010.</p> <p>Start July 1, 2010 with commencement of fund flow from RTTT grant.</p> <p>Rollout to start in August 2011.</p>

3. New Mexico will strengthen its methodology for evaluating teacher and principal effectiveness based on student performance and make that information available so that educators can target professional development and other resources more efficiently.

Goals:

- Develop Indicators and Interventions for Mid School Teachers.
- Develop Indicators and Interventions for High School Teachers.

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Develop Indicators and Interventions for Mid School Teachers</p> <p>Develop alerts with specialized advice to teachers and appropriate school administrators</p>	<ul style="list-style-type: none"> • NMPED • School District Educators • Charter Schools 	<p>Preliminary preparatory work between January to June 2010.</p> <p>Start July 1, 2010 with commencement of fund flow from RTTT grant.</p> <p>Rollout to start in August 2011.</p>
<p>Develop Indicators and Interventions for High School Teachers</p> <p>Develop alerts with specialized advice to teachers and appropriate school administrators</p>	<ul style="list-style-type: none"> • NMPED • School District Educators • Charter Schools 	<p>Preliminary preparatory work between January to June 2010.</p> <p>Start July 1, 2010 with commencement of fund flow from RTTT grant.</p> <p>Rollout to start in August 2011.</p>

Section (C)(3)(ii) and (iii) Providing Data to Teachers, Principals, Administrators and Researchers

New Mexico’s plan for supporting participating LEAs and schools that are using instructional improvement systems in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement has one key element:

1. New Mexico is proposing to develop a Technical Training and Certification programs as part of the state’s RTTT grant. This training program is for professional staff (including teachers, principals, state agency personnel, researchers and legislators) and will be provided to ensure that New Mexico can continue to manage, operate and improve the RTTT data systems 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, New Mexico 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.
2. In Section (B)(2)(i), we address adopting the common core standards and aligning them to a STEM assessment tool that would lead to producing a dashboard for new Mexico. The New Mexico STEM dashboard will be used to identify the State’s level of STEM implementation. We believe that the State can be a leader for effective use of STEM data and a dashboard to improve instruction. This dashboard can provide critical information and benchmarks that will be predictive of student success in college and careers.

As part of the continuing development of the New Mexico P-20 longitudinal data system, NM-ACHIEVeS, the STEM research team will examine which STEM components are currently assessed and will make recommendations on how to strengthen the New Mexico Standards based Assessment to ensure that the STEM competencies outlined below are adequately and reliably measured.

Concurrently, NMPED staff will work with a stakeholder group to ensure that a web-based reporting tool, the STEM dashboard, is developed in NM-ACHIEVeS that provides educators with critical information about the following:

- Student performance on internationally accepted assessments (NAEP, PISA, TIMSS)
- Competencies in math, science, technology, critical thinking, research and analysis, project completion

- Number of STEM AP/Online/Dual Credit courses taken and passed
- Number of high school students expressing interest in STEM majors and first year college students in New Mexico declaring STEM majors
- Number of content qualified STEM teachers produced annually in New Mexico (through traditional and alternative routes)
- % of teachers certified/knowledgeable in STEM topic they are teaching
- % of teachers trained/certified for STEM AP courses
- Number of new STEM teachers graduated annually
- Number of students and success of students taking STEM dual credit courses
- Number of students and success of students taking online STEM courses

We believe the development of the STEM Dashboard serving as a reporting tool will be one of the most effective ways to assure that teachers and leaders are focusing on the STEM component and will provide timely data to effectively place students. Using the STEM dashboard to improve will be included in the technical training and certification programs going forward.

Goals:

- Develop Technical Training and Certification.
- Deliver Training through IHE-based programs or IDEAL-NM.

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Ensure All Data Users Receive Comprehensive Training</p> <p>As the proposed systems are developed to provide real-time</p>	<ul style="list-style-type: none"> • NMPED • OEA 	<p>Work will coincide with the Dashboard development beginning</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>data to educators, parents and community members it is critical that those end users understand how to navigate the system and to interpret the data that the system provides. To that end, New Mexico is proposing to implement authentic training for data users at all levels. The New Mexico Office of Education Accountability, through the support of The Wallace Foundation has developed a series of training systems under the auspices of the Principal Support Network (PSN) that allow data users to not only learn how to navigate data systems and build custom reports, but to work with actual school and student data in an authentic environment. For example, school principals work directly with the most recent assessment data from their school, and are able to leave the training session with a thorough understanding of student performance, what the data can and cannot tell them about that student performance, and a series of functional questions from which to begin root cause analyses and implementation of school improvement and individual student achievement plans. The New Mexico Office of Education Accountability will use this process to further develop</p>	<ul style="list-style-type: none"> • IDEAL-NM 	<p>July 1, 2010 with commencement of funding flow from the RTTT grant.</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>training for end users throughout the system, from policymakers to teachers, parents and students.</p> <p>Training is an ongoing and evolving process. In order to create a sustainable, renewable process for comprehensive training for end users, the Office of Education Accountability will utilize the statewide, nationally ranked, digital learning clearinghouse, IDEAL-NM, to develop easy to use on-line modules for users at all levels. These modules will train users not only how to use the system, but how to interpret and utilize the data produced by that system. By creating these modules in an on-line environment, data users will be able to access them at any time from any location, providing for high-quality job-embedded support for educators, and real-time data interpretation and use support for parents and community members.</p>		

(iii) New Mexico’s plan for making the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students has two key elements

1. New Mexico will work with researchers at existing state agencies (e.g., the Office of Education Accountability), state agencies, universities, and others to develop conduct a systematic research agenda using the data from NM-ACHIEVeS and other sources.

Goals:

- Develop Research/Killer Questions for Middle School efforts.
- Develop Research/Killer Questions for High School efforts.
- Develop Research/Killer Questions for Post-Secondary School efforts
- Develop Research/Killer Questions for Career efforts

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Develop Research/Killer Questions for Middle Schools Develop questions that will provide answers to questions important to students, parents, educators, policy-makers, community members and other stakeholders.</p>	NMPED OEA School District Educators Charter Schools	Preliminary preparatory work between January to June 2010. Start July 1, 2010 with commencement of fund flow from RTTT grant. Rollout to start in August 2011.
<p>Develop Research/Killer Questions for High Schools Develop questions that will provide answers to questions important to students, parents, educators, policy-makers, community members and other stakeholders.</p>	NMPED OEA School District Educators Charter Schools	Preliminary preparatory work between January to June 2010. Start July 1, 2010 with commencement of fund flow from RTTT grant. Rollout to start in August 2011.
<p>Develop Research/Killer Questions for Post-Secondary Schools</p>	NMPED OEA	Preliminary preparatory work between January to June 2010.

Key Activities	Responsible Parties	Target Dates for Implementation
Develop questions that will provide answers to questions important to students, parents, educators, policy-makers, community members and other stakeholders.	School District Educators Charter Schools	Start July 1, 2010 with commencement of fund flow from RTTT grant. Rollout to start in August 2011.
Develop Research/Killer Questions for Careers Develop questions that will provide answers to questions important to students, parents, educators, policy-makers, community members and other stakeholders.	NMPED OEA School District Educators Charter Schools	Preliminary preparatory work between January to June 2010. Start July 1, 2010 with commencement of fund flow from RTTT grant. Rollout to start in August 2011.

(iv) One of New Mexico’s most important transformational initiatives in providing students with more control over their own learning. We believe that deeper student involvement is crucial to improved instruction. Therefore, the final element in New Mexico’s plan to use data to improve instruction is the Carve Your Path 2 (CYP2). This program refers to enhancement of and improvements to an established web-based system for assisting students develop a career and college preparatory plan (Carve Your Path) currently under development. This application is being developed with funding from the New Mexico State Legislature and College Access Challenge Grant.

Goals:

- A Complete Web-Based College Preparatory and Career Readiness System that complies with and aligns to the criteria established within the College and Career-Ready Policy Institute, which New Mexico participated in with 8 other states in 2008 and 2009. As a result of this work, New Mexico has developed a work plan that will inform the development of the web-based system and the additional interfaces described below.

- An Intelligent Gaming Interface (IGI) that will capitalize on the ubiquitous exposure to video game technology experienced by young people. Youth, beginning in the upper grades of elementary school and continuing through high school and into post-secondary work will create an “Avatar” (a virtual persona) the student will use to explore various career opportunities. The system will also provide actionable information through time the student can use to pursue a course of studies, gain practical experience or adjust their path to successfully fulfill their career goals.
- A Mobile Access Interface (MAI) that builds upon and adapts existing handheld technology to allow students, parents and educators enhanced access in time and across locations via “cloud computing” to school records. Scaled and secured access to individuals will be based on need and necessity of access and will conform to various regulatory guidelines, such as FERPA, HIPAA, CPSIA and others.
- A Resource Portal that creates a web-based central clearinghouse to provide various resources needed by students, educators, administrators and other community members to help improve student academic achievement. A particular focus of this portal will be to enhance STEM instruction and will include resources, such as briefing papers developed for students to inform their understanding of scientific, mathematical or technological concepts; a list of individuals in the New Mexico science community (IHEs, National Laboratories, Industry, etc.) who are willing to serve as youth mentors, provide technical assistance or other expertise as educational partners; and links to various other STEM-related national and international assets.

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Refine and Implement Statewide Data Analysis Tools.</p> <p>Utilize and refine tools developed by the New Mexico Office of Education Accountability and implement them as part of the SLDS user interface.</p>	<ul style="list-style-type: none"> • NMPED • OEA 	<p>Work will coincide with Dashboard development beginning July 1, 2010 with commencement of funding</p>

Key Activities	Responsible Parties	Target Dates for Implementation
		flow from the RTTT grant.
<p>Assess Infrastructure Capacity and Needs.</p> <p>In order to fully understand the status of the statewide web infrastructure and determine the needs of the proposed CYP2, NM will need to undertake a survey of internet access. The state will conduct an environmental scan of NMPED, HED, DWS, DoIT, and other agencies as identified as possible information sources to determine if there are any usable reports that can assist in this assessment.</p> <p>The goals of the assessment include:</p> <ol style="list-style-type: none"> 1. Determine the extent to which all parts of the currently existing Internet across NM are capable of adapting the proposed technology; 2. Identify service and hardware gaps in the system; and 3. Compile a realistic fiscal picture of what will be necessary to correct the infrastructure and provide the necessary training and professional development to make it work. <p>If no usable reports are located, then the state will commit dedicated staff or hire an outside contractor to conduct the environmental scan to determine infrastructure capacity and needs.</p>	<p>Staff from the following agencies and other stakeholder groups will participate in the infrastructure assessment process:</p> <ul style="list-style-type: none"> • NMPED • DoIT • HED • DWS 	<p>Begin Fall 2010 End December 2010</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>Identify Shortcomings of Carve Your Path 1.</p> <p>NM is establishing a web-based system whereby public school students (in the higher grades in Elementary, Middle and High School, Post-Secondary) can develop or “carve” a path to determine the steps necessary (primarily in terms of articulated course selection or needed practical experiences) to enter a particular field or profession. The name given to this application is “Carve Your Path” (CYP1).</p> <p>Because the system will inevitably reveal shortcomings (ease of access, report generation, data validity and reliability, etc.), a need to identify these will be present. Particular focus will be directed to how data from the system can be used to enhance access to courses in science, technology, engineering and mathematics (STEM) courses to help improve school achievement for under-supported student populations and America’s economic competitiveness.</p> <p>Funding for the CYP system was not sufficient to provide all the applications that are envisioned. In addition, NM is currently piloting Carve Your Path 1 in seven school districts. NM anticipates that these pilots will illustrate additional shortcomings.</p> <p>To make the proposed CYP2 system more appealing to youth, three</p>	<p>Staff from the following agencies and other stakeholder groups will participate in the identification process:</p> <ul style="list-style-type: none"> • NMPED • HED • DWS • Children, Youth and Families Department (CYFD) • IHEs • DoIT • Local Education Agencies Piloting CYP1 • Pilot SD / School Staff – Teachers, Counselors, Principals and Other Administrators 	<p>Begin Fall 2010</p> <p>End Spring 2011</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>additional interfaces are proposed: an Intelligent Gaming Interface (IGI); a Mobile Access Interface (MAI); and a Resource Portal. The first interface, IGI, will be modeled on a “second life” character the student develops then operates in a virtual setting to achieve the education and career goals she establishes. NM envisions the second interface, the MAI, to provide a means by which the student, parent or educator can access accurate, real-time information within the CYP application quickly and easily. Such mobile access also denotes the ability for secure, encrypted information on a particular student to flow easily between levels of the education system (PreK to Elementary, Elementary to Secondary, Secondary to Higher Education or Technical Training, and Higher Education / Technical Training to the Workplace). The system will also be able to accommodate information flow needs for other agencies, such as Children, Youth and Families Department, Department of Health or Corrections Department by being able to track youth who may not be enrolled in routine public school settings. The proposed resource portal will be accessible by the education community and partners (e.g. members of the scientific community, IHEs, the community at large, and other stakeholders).</p>	<ul style="list-style-type: none"> • Students • Parents 	
<p>Develop Enhancements to Existing System.</p>	<ul style="list-style-type: none"> • NMPED 	<p>Begin Spring 2011</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>After the infrastructure capacity and needs determination is completed and the shortcomings of the CYP 1 have been identified, enhancements will be completed.</p> <p>Because the scope of the necessary enhancements is an unknown it suffices to say that NM is aware that changes will be needed and various agencies and other stakeholders will need to be involved.</p> <p>In addition, the IGI, MAI and Resource Portal enhancements will need to be developed and implemented. Again, either dedicated agency staff or contractors will need to be committed to the project. In addition, it will be crucial to include parents and students in the process of developing enhancements since they, especially student, will be the individuals most affected by the use of the system and any changes made to it.</p>	<ul style="list-style-type: none"> • HED • DWS • CYFD • DoIT • IHEs • Students (Public, Technical, Post-Secondary) 	<p>End Spring 2014</p>
<p>Provide Training and Professional Development.</p> <p>If the proposed Carve Your Path 2 and its three interface applications (IGI, MAI and Resource Portal) are to be successful, a widespread training and professional development plan will be developed to meet the needs of various users.</p> <p>New Mexico has used a successful, hands-on training approach to the use</p>	<ul style="list-style-type: none"> • NMPED • HED • DWS • CYFD • DoIT • IHEs • Students (Public, 	<p>Begin Fall 2011</p> <p>End Spring 2014</p>

Key Activities	Responsible Parties	Target Dates for Implementation
<p>and application of student academic achievement data developed under a Wallace Foundation Grant known as the Principal Support Network (PSN). In essence, the approach uses real data from real schools, trains the principals how to decode and analyze this data, include their teachers in the analyses, then use the data to make informed decisions in the school and classroom to improve student achievement.</p> <p>Region-based training events made up the bulwark of the PSN approach. NM will pursue the similar approach with training of adults on the use of CYP. However, because of the technological literacy and prowess many students already possess, it is conceivable that a peer-to-peer training model will be developed and adapted at the school level to work with children.</p> <p>In addition, New Mexico will utilize existing technologies, such as the IDEAL-NM and Wimba platforms (the State’s webinar software) to conduct training and other professional development activities as feasible. Much work in NM has already been accomplished and an extensive infrastructure developed that will facilitate statewide use. Curriculum developed for these applications will be focused and differentiated as needed for the particular audience being served.</p>	<p>Technical, Post-Secondary)</p>	

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

D. Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

Section (D)(1)(i) Provisions Allowing Alternative Certification

New Mexico currently has legal, statutory, and regulatory provisions that allow and encourage alternative routes to certification for teachers and principals, and these alternative routes are currently in use. The State also has an extensive process for monitoring, evaluating, and identifying areas of teacher and principal shortages and for recruiting and preparing teachers and principals to fill those shortages.

In the late 1990's, New Mexico faced a severe shortage of teachers. New Mexicans understood that addressing that challenge was crucial if any improvement were to be made in the state's public education system. Over the last 11 years, New Mexico has been deeply committed to improving the quality of teachers and principals working in the public schools across the state. Beginning in 1998, the State embarked on a major reform effort aimed at improving the recruitment, preparation, mentoring, and professional development of teachers. In 2004, the State embarked on a similar reform effort aimed in improving the recruitment, preparation, mentoring and professional development of principals. Both of those efforts included a wide range of systemic initiatives including a focus on alternative routes to certification and processes for monitoring and addressing areas of teacher and principal shortages.

Section (D)(1)(ii) and (iii) Addressing Teacher and Principal Shortages Through Alternative Certification Routes

Provided below is a brief description of the efforts focused on alternative routes and processes for addressing areas of teacher and principal shortages. A copy of the New Mexico Administrative Code referencing Alternative Licensure (6.60.3 NMAC) and a copy of Application for New Mexico Internship Licensure are included in Appendix D-1-1 and D-1-2.

- New Mexico has developed and implemented a number of alternative licensure paths for adults interested in becoming teachers. These include alternative programs at universities and colleges, and routes that are outside of institutions of higher education including online portfolios, a Transition to Teaching Program, and district-based programs.

The three options for alternative licensure include:

- a. Approved alternative program for teachers who have either a BA plus 30 semester hours in particular field that corresponds to the subject area of instruction OR a MA with 12 graduate hours in particular field that corresponds to the subject area of instruction OR Doctorate in particular field that corresponds to the subject area of instruction (this option requires all candidates to pass all portions of the New Mexico Teacher Assessments (NMTA))
- b. On Line Portfolio for Alternative Licensure (OPAL) for teachers who have either a BA plus 30 semester hours in particular field that corresponds to the subject area of instruction OR MA with 12 graduate hours in particular field that corresponds to the subject area of instruction OR Doctorate in particular field that corresponds to the subject area of instruction (this option requires all candidates to pass all portions of the NMTA)
- c. Professional Teacher/Administrator Education for individuals with five or more years of post secondary teaching or six or more years of post secondary administrative experience and hold either MA with 12 graduate hours in particular field that corresponds to the subject area of instruction OR Doctorate in particular field that corresponds to the subject area of instruction (this option exempts eligible candidates from passing the NMTA). Administrators pursuing this alternative path must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator

From July 1, 2008 to June 30, 2009, the Professional Licensure Bureau (PLB) issued 302 alternative teacher licenses through the Approved Alternative Program Option and 68 alternative teacher licenses through the On Line Portfolio for Alternative Licensure (OPAL) option. Because the number of licenses issued through the Professional Teacher/Administrator Education option averages between 10 and 15 each year, the PLB does not track teachers or administrators accessing this option.

- In 2003, New Mexico passed HB 212 which required new principals to hold a Level-Three-A teacher's license for one year. This meant that prospective principals would need seven years of teaching experience. Over the last three years, New Mexico

has faced a shortage of new principals and the state has made three changes in statute opening up alternative and provisional pathways to qualified individuals interested in becoming principals. In 2007, the Legislature passed and the Governor signed HB 1090A (Laws 2007, Chapter 303) “School Personnel Level 3 Licenses,” which allowed school counselors and individuals with graduate degrees and experience teaching or administrating in postsecondary education to become principals. In 2009, the Legislature passed and the Governor signed SB 133a (Laws 2009, Chapter 117), which reduced the teaching requirement from seven years of teaching to six years and created a provisional principal’s license. As of November 2009, 22 education administration licenses had been issued to professionals taking advantage of this change.

- The NMPED produces annual data reports on Licensure Discrepancy and Highly Qualified Teacher that provide detailed data on each of New Mexico’s teachers including their staff assignments and licensure by school and by district. This allows the NMPED to identify teacher shortages by subject and level. (See Appendix D-1-3.)
- New Mexico participates annually in the Title II Higher Education Act, which provides detailed reports on the quality of teacher preparation including standards for teachers, requirements for initial certification through alternative and regular routes, pass rates on assessments, teachers on waivers (shortage areas), and the State’s efforts to improve the quality of teaching. (See Appendix D-1-4.)
- New Mexico has developed a statewide tracking system for teacher and administrator candidates that attend New Mexico preparation programs. The annual Educator Accountability report examines the supply and demand of educators and evaluates the productivity and accountability of New Mexico educator workforce. This system requires the NM NMPED and the preparation program providers to develop plans with measurable objectives for increasing student achievement and increasing the number teachers trained in core academic areas including math, science and technology (NMSA 1978, 22-10A-19.2). (See Appendix D-1-5.)

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

Section (D)(2) Improving Teacher and Principal Effectiveness Based on Performance

New Mexico has the legislation and regulations, evaluation frameworks; data systems and practical experience needed to develop a comprehensive plan with achievable goals for improving teacher and principal effectiveness based on performance. The State is uniquely poised to take full advantage of the Race to the Top grant program's focus on great teachers and leaders.

- The New Mexico School Personnel Act (NMSA 1978, 22-10A-1 through 22-10A-39) includes statutory language that states teacher and principal evaluations must include information on student performance; and includes provisions for teacher and principal accountability, evaluation, professional development, peer interventions, mentoring, and termination.
- New Mexico developed and implemented a new performance-based evaluation and compensation system called the Three-Tiered Teacher Licensure System in 2003. This system requires beginning teachers to successfully pass a year of mentoring and includes annual evaluations for all teachers and requires teachers to submit a professional dossier to independent reviewers and school administrators in order to advance from Level I to Level II and from Level II to Level III.

Level I teachers have up to five years to demonstrate their competency or they must leave the profession in New Mexico. It is important to note that the term “tenure” in relationship to teachers was eliminated by the Legislature in 1986. Current statute (NMSA 1978, 22-10A-21 through 22-10A-30) allows school districts to non-renew a licensed school employee without that employee having any rights to due process if the individual has been employed by the district for fewer than three years. All new teachers must demonstrate their competency within five years in order to obtain a Level II teaching license. If they do not obtain a Level II teaching license, they cannot remain in the teaching profession.

The Three-Tiered Teacher Licensure system has been in place since 2004 and approximately 6,000 teachers have submitted their dossiers for advancement decisions since the system was implemented in 2005. The pass rate for teachers moving from Level I to Level II is 92% and the pass rate for teachers moving from Level II to Level III is 89%. It should be noted that 8%

of teachers terminated fail to move from Level I to Level II. In addition, New Mexico has developed an effective electronic system for the submission and management of the dossier process.

- New Mexico implemented a new evaluation system for evaluating principals and assistant principals for the first time during the 2008-2009 school year. The new system is called New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P). According to NMSA 1978, 22-10A-11, Section G, the evaluation of principals must include “data sources linked to student achievement and educational plan for student success progress.”
- In 2009, the Legislature passed and the Governor signed legislation establishing New Mexico Leadership Institute (NMLI) aimed at strengthening the support of principals and other school leaders. The creation of the NMLI follows six years of work on strengthening public school leadership in New Mexico, supported in part, by a Wallace Foundation grant. The NMLI is governed by an Executive Committee comprised of superintendents, principals, deans from the universities with principal preparation programs, the NMPED, the Higher Education Department and the Office of Education Accountability. The NMLI is also informed by a Partnership Board with representatives from the New Mexico Colleges of Business, business and industry, other governmental agencies, regional education cooperatives, higher education faculty, professional associations, superintendent representatives, union representatives and other key stakeholder groups. The NMLI has five programs based on partnerships with school districts, higher education, regional education cooperatives, state agencies, professional organizations and others. These programs include:
 - a. Licensure for Aspiring Principals
 - b. Mentoring for New Principals
 - c. Intensive Support For Principals In Schools In Need of Improvement, including the Principal Support Network
 - d. Professional Development For Aspiring Superintendents

e. Mentoring For New Superintendents

- New Mexico's Student Teacher Accountability Reporting System (STARS) includes unique identifier for each student, teacher and principal, as well as student assessment data from the state's standards-based assessments in mathematics, reading, and science. New Mexico has been exploring the methodology for linking students' growth scores on state assessments to teachers for the purpose of evaluating the effectiveness of the three-tiered teacher licensure system. In addition, a number of local school districts routinely provide principals and teachers with their student growth scores based on both the state tests and short cycle assessments.
- New Mexico has also implemented the statewide Educator Accountability Report (NMSA 1978, 22-10A-19.2) which provides an annual report that measures and tracks teacher and administrator education candidates from pre-entry to post graduation and employment status in order to provide benchmarks on the productivity and effectiveness of the state's educator workforce. 2009 marks the second year the Educator Accountability Report has been in place.

Provided below are the key elements in New Mexico's plan to improve teacher and principal effectiveness based on performance:

1. New Mexico will continue to develop clear approaches to measuring student growth for individual students using both state-level standards-based assessments and short-cycle assessments used as formative assessments by districts, as described in Sections (A) and (B)(2). This growth model will allow New Mexico to clearly tie teacher and principal performance to student performance.
2. New Mexico will design and implement a rigorous, transparent, and fair evaluation system for teachers and principals that differentiates effectiveness using multiple rating categories which take into account data on student growth and are designed and developed with teachers and principals. In particular, New Mexico will:
 - a. Establish a Teacher and Principal Effectiveness Task Force comprised of representatives from the teachers unions, principal and administrator organizations, teacher and principal preparation programs (both traditional and alternative)

parent teacher organizations, charter schools, business communities, the Governor’s Office, NMPED, Higher Education Department, Office of Education Accountability, the New Mexico Leadership Institute, the Legislative Education Study Committee and the Legislative Finance Committee and other stake-holders. In addition, the New Mexico Teacher and Principal Effectiveness Task Force will collaborate with national organizations and other states that successfully compete for the Race to the Top grant. The Teacher and Principal Effectiveness Task Force shall engage the services of a nationally recognized organization to facilitate its work and use its findings as the basis for recommendations to the Governor and Legislature. The goals of the Teacher and Principal Effectiveness Task Force include:

- i. Develop multiple measures of teacher effectiveness including student growth, multiple observation-based assessments and other sources of information.
- ii. Develop multiple measures of principal effectiveness including student growth, the quality of the school’s teaching and learning environment, strong instructional leadership, and strong involvement with families and communities.
- iii. Determine how these measures can be effectively gathered, interpreted, and disseminated and then fairly used in appropriate ways to improve student instruction, inform professional development, inform teacher and principal compensation, and identify highly effective teachers and principals who will be eligible to participate in New Mexico Exemplary Teacher and Principal Cadres.
- iv. Determine how these enhanced measures of teacher and principal effectiveness can be used to improve New Mexico’s current evaluation and compensation systems including the Three-Tiered Teacher Licensure System and the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P).

- v. Determine how these enhanced measures of teacher and principal effectiveness can be used to strengthen school districts ability to recruit and retain effective teachers and principals.
 - vi. Determine how these enhanced measures of teacher and principal effectiveness can be used to provide feedback to improve educator preparation programs, beginning teacher and principal mentoring programs and the professional development efforts at the school, district, and state levels.
 - vii. Ensure that prospect and current teachers and principals have a strong understanding of how they will be evaluated and establish a well-funded support system that helps them meet the new criteria.
3. New Mexico will establish the New Mexico Exemplary Teacher and Principal Cadres. New Mexico faces the challenge of ensuring that students in its lowest-achieving schools are taught by effective teachers and led by effective principals. In addition, New Mexico will detail its plans for turning around the lowest-achieving schools in Section E of this proposal. In order to meet these challenges of equitable teacher and principal distribution and turning around low-achieving schools, New Mexico will establish a cadre of the state’s best teachers and principals, including faculty from institutions of higher education. Below are the key points:
- a. A subgroup from the Teacher and Principal Effectiveness Task Force described earlier will develop a set of criteria currently available that can be used to select outstanding teachers and principals who will comprise the Cadre. The duties of this Cadre, particularly in turning around the state’s lowest-achieving schools, will be described more full in Section E. The important point for this section of the RTTT proposal is that these teachers and principals will be provided opportunities to obtain additional compensation for their role in improving student achievement in low-achievement schools and turn-around schools.
 - b. As multiple measures of teacher and principal effectiveness are developed by the Teacher and Principal Effectiveness Task Force, they will be incorporated into the selection and evaluation of the Cadre.

4. The New Mexico Leadership Institute (NMLI) will use results from the Teacher and Principal Effectiveness Task Force and the lessons learned from the New Mexico Exemplary Teacher and Principal Cadre to strengthen the five programs currently aimed at improving the recruitment, preparation, and support of principals and other school leaders. These programs include:
 - a. Licensure For Aspiring Principals. The NMLI is currently working with faculty from all of the universities with educational leadership programs to develop a state-wide core curriculum for principals. NMLI will work with the university faculty to incorporate the results of the Effectiveness Task Force into the new core curriculum.
 - b. Mentoring For New Principals. The NMLI has established the Principal Mentor Network based on the 2009 passage of SB 133 which prospective principals seeking provisional licensure must be enrolled in a district principal mentoring program. NMLI will work with school districts and higher education institutions to incorporate the results of the Effectiveness Task Force into this new mentoring network.
 - c. Intensive Support for Principals of Schools In Need of Improvement. Including the Principal Support Network. The NMLI will work closely with the NMPED to incorporate the results of the Effectiveness Task Force into the development of the support system for principals in the over 500 New Mexico's classified as schools in need of support.
 - d. Professional Development For Aspiring Superintendents. The NMLI will ensure that experienced principals and other school leaders who wish to become superintendents have a clear understanding of how to evaluate and support effective teachers and principals that will be working in their districts when they become superintendents.
 - e. Mentoring For New Superintendents. The NMLI and the New Mexico Coalition of School Administrators (NMCSA) will incorporate the results of the Effectiveness Task Force into the current Superintendents' Transition and Mentoring Program (STAMP) program which provides professional and collegial support and professional development to superintendents with less than three years experience.

Key Activities	Parties Responsible	Timeline
<p>Develop Clear Approaches to Measuring Student Growth</p> <p>New Mexico will develop clear approaches to measuring student growth for individual students using both state-level standards-based assessments and short-cycle assessments used as formative assessments by districts.</p>	<ul style="list-style-type: none"> • NMPED • HED • OEA • Public School Districts • Charter Schools 	<p>The pilot began in July 2009. Data from that pilot will inform the finalization of the growth model in summer, 2010.</p>
<p>Design & Implement a Rigorous, Transparent Evaluation System for Teachers & Principals</p> <p>Establish the New Mexico Teacher & Principal Evaluation Task Force that will:</p> <ul style="list-style-type: none"> • Develop multiple measures of teacher effectiveness including student growth, multiple observation-based assessments and other sources of information. • Develop multiple measures of principal effectiveness including student growth, the quality of the school’s teaching and learning environment, strong instructional leadership, and strong involvement with families and communities. • Determine how these measures can be effectively gathered, interpreted, and disseminated and then fairly used in appropriate ways to improve student instruction, inform professional development, and identify highly effective teachers and principals who will be eligible to participate in New Mexico Exemplary Teacher and Principal Cadres. • Determine how these enhanced measures of teacher and principal effectiveness can be used to improve New Mexico’s current evaluation and compensation systems including the Three-Tiered Teacher Licensure System and the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P). 	<ul style="list-style-type: none"> • NMPED • HED • OEA • NMLI • Public School Districts • Charter Schools • IHEs • Educators' Unions • Parents • New Mexico Business Roundtable • Innovate-Educate NM • National Experts • Legislative Education Study Committee 	<p>The Task Force will be established upon notice that New Mexico has been selected to participate. An initial kick-off meeting of the Task Force will be held in June, 2010. The Task Force will meet every other month between June 2010 and August 2014. At the kick-off meeting, a detailed work plan and task-oriented subgroups will be established. Subgroups will establish action plans, deliverable and outcomes measures no later than September 30, 2010. Progress will be reported</p>

Key Activities	Parties Responsible	Timeline
<ul style="list-style-type: none"> • Determine how these enhanced measures of teacher and principal effectiveness can be used to strengthen school districts ability to recruit and retain effective teachers and principals. • Determine how these enhanced measures of teacher and principal effectiveness can be used to provide feedback to improve educator preparation programs, beginning teacher and principal mentoring programs and the professional development efforts at the school, district, and state levels. • Ensure that prospective and current teachers and principals have a strong understanding of how they will be evaluated and establish a well-funded support system that helps them meet the new criteria. 	<ul style="list-style-type: none"> • Legislative Finance Committee 	<p>quarterly.</p>
<p>Establish the New Mexico Exemplary Teacher and Principal Cadres.</p> <ul style="list-style-type: none"> • The Task Force will develop the criteria to select cadre members who will be placed in New Mexico’s lowest performing schools. • Cadre members will be placed in New Mexico’s lowest performing schools and charged with turning around these schools. • Cadre members will be responsible for implementing new school governance, staffing plans, new curriculum, providing intensive professional development to existing staff, and working directly with high-needs students. • Cadre members will receive additional training, compensation and will be evaluated using the multiple measures developed by the Task Force. 	<ul style="list-style-type: none"> • NMPED • HED • OEA • NMLI • Public School Districts • Charter Schools • IHEs • Educators' Unions • Parents • New Mexico Business Roundtable • Innovate-Educate NM • National Experts 	<p>The Cadre parameters and initial selection will be complete by the end of July 2010. Cadre members will begin their assignments at the beginning of the 2010-2011 school year. Professional development opportunities will be offered year-round.</p>

Key Activities	Parties Responsible	Timeline
	<ul style="list-style-type: none"> • Legislative Education Study Committee • Legislative Finance Committee 	
<p>Strengthen the New Mexico Leadership Institute:</p> <p>Licensure For Aspiring Principals. NMLI will work with the university faculty to incorporate the results of the Effectiveness Task Force into the new core curriculum.</p> <p>Mentoring For New Principals. NMLI will work with school districts and higher education institutions to incorporate the results of the Effectiveness Task Force into this new mentoring network.</p> <p>Intensive Support for Principals of Schools In Need of Improvement, including the Principal Support Network. The NMLI will work closely with the PED to incorporate the results of the Effectiveness Task Force into the development of the support system for principals in the over 500 New Mexico’s classified as schools in need of support.</p> <p>Professional Development For Aspiring Superintendents. The NMLI will ensure that experienced principals and other school leaders who wish to become superintendents have a clear understanding of how to evaluate and support effective teachers and principals that will be working in their districts when they become superintendents.</p> <p>Mentoring For New Superintendents. The NMLI and the New Mexico Coalition of School Administrators (NMCSA) will incorporate the results of the Effectiveness Task Force into the current Superintendents’ Transition and Mentoring Program (STAMP) program which to provides professional and collegial support and professional development to superintendents with less than three years experience.</p>	<ul style="list-style-type: none"> • NMLI • The New Mexico Teacher and Principal Effectiveness Task Force • New Mexico Coalition of School Administrators 	<p>The New Mexico Leadership Institute was established in 2009. The Leadership Institute will begin to implement additional programmatic elements for principals and school superintendents upon receipt of funding in September 2010. In addition, NMLI will incorporate results from the Task Force as they become available in years 1 & 2.</p>

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0	25%	50%	75%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0	25%	50%	75%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0	25%	50%	75%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0	25%	50%	75%	100%
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0	25%	50%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0	25%	50%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0	25%	50%	75%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0	25%	50%	75%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0	25%	50%	75%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0	25%	50%	75%	100%
Please note that at this point in time New Mexico does not measure teacher effectiveness based on student growth scores. Our RTTT application include plans for development and implementation of these types of evaluations.						
General data to be provided at time of application:						

Total number of participating LEAs.	69	
Total number of principals in participating LEAs.	999	
Total number of teachers in participating LEAs.	21,498	
<p>Note the total number of participating LEAs includes 63 school districts and 6 state-chartered charter schools as previously noted in Section (A). Please note that the number of principals includes assistant principals.</p>		
Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) ⁴	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	

⁴ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

Section (D)(3)(i) The Plan for the Equitable Distribution of Teachers and Principals

New Mexico has an established data system (STARS) that enables the state to track the number of highly-qualified teachers by school and by district and has been producing Licensure Discrepancy Reports for a number of years. These Discrepancy Reports show which teachers are not appropriately licensed for the subjects they teach and they track the students that are in those classes. Currently, these reports are produced and districts are notified. In addition, New Mexico produces these reports for both high and low poverty schools. Over the last six years, schools and districts have seen a dramatic increase in the percentage of high-qualified teachers teaching in classrooms, although shortages do exist in key subjects including mathematics, special education, and bilingual education. In addition, New Mexico can produce reports by classroom that show the percentages of Level 1, 2, and 3 teachers. Finally, New Mexico can produce reports showing academic background, level of experience and turnover of principals by school and by district.

New Mexico's plan for ensuring equitable distribution of effective teachers and principals includes three key elements:

1. New Mexico will establish the Teacher and Principal Effectiveness Task Force described in more detail in Section (D)(2). In addition to their goals outlined in that section, the Effectiveness Task Force shall develop two additional measures:
 - a. The New Mexico School Level Teacher Quality Index. This index will be developed with the involvement of teachers, principals, parents and community members and will include information on teachers' academic background and preparation, the percentage of teachers on emergency credentials; and ratio of Level 1, Level 2, and Level 3 teachers, and measures of teacher effectiveness. As the Effectiveness Task Force develops better measures of teacher effectiveness, these shall be incorporated into the School Level Teacher Quality Index.
 - b. The New Mexico School Principal Performance Matrix. This matrix will be developed with the involvement of teachers, principals, parents and community members and would be used after a principal has been at a school for three years. The matrix would include information on principal's academic background and preparation, and indicators showing if that principal exceeded, met or did worse on student achievement measures of comparable schools in the

district or state. Other indicators would include annual turnover rate of teachers in the school relative to other comparable schools in the district or state, distribution of evaluation ratings of teachers serving under the principal each year and staff absentee rates relative to other schools in the district.

2. The New Mexico Teacher and Principal Effectiveness Task Force will develop specifications for an interactive web-based reporting system that provides easy access to school-, district- and state-level analyses of data related to equitable distribution of effective teachers and principals. This reporting system would provide educators, parents, researchers and policy-makers with an important tool for examining teacher distribution and principal assignment, within schools, across all schools, school districts; and enable the state to monitor the impact of strategies aimed at ensuring that all children had access to great teachers and great leaders.
3. New Mexico will use the data from the current Licensure Discrepancy Reports and the data and reports developed by the Effectiveness Task Force to ensure the equitable distribution of effective teacher and principals.

Section (D)(3)(ii) Increasing the Number and Percentage of Effective Teachers

New Mexico will use these data sources and others to increase the number and percentage of effective teachers in hard-to-staff subjects and specialty areas. In particular, the State will:

1. Expand and coordinate its current efforts to recruit high school students, college students, and adults into the teaching profession by establishing a Teacher Recruitment Coordinator at the NMPED. New Mexico currently has programs like Golden Apple, ENLACE, Teach For America, and TEACH: Grow Your Own (see Appendix D-3-1), but these programs do not collaborate with one another nor do they provide a systematic focus on the state's high need academic content areas. New Mexico will also work with other national organizations that have successful track records in recruiting effective teachers.
2. The State will establish the New Mexico Exemplary Teacher and Principal Cadres. This Cadre was described in more detail in Section (D) (2) of this proposal, but, in brief, this will be a strategy for recruiting, supporting, and compensating some of the

state's highest performing teachers and principals who will work in high needs districts and schools. The Cadre serves several important functions which include making working in a high needs school a prestigious assignment; creating a go-to pool of effective teachers and principals that the state can deploy to places where they are needed most; and establishing a network of alumni newly committed to the challenges of high need placements.

3. The New Mexico Leadership Institute (NMLI) will engage in a number of strategies aimed in recruiting effective principals and other school leaders. The NMLI will:
 - a. Work with school districts to identify experienced teachers and other potential school leaders within those districts. Such potential leaders could include content leaders, instructional coaches, department chairpersons, team leaders, deans of students, experienced counselors and other educators in leadership positions.
 - b. Work with higher education institutions to identify potential school leaders who qualify to become school administrators under New Mexico's alternative route to administrative certification.
 - c. Work with districts and higher education institutions, the NMPED, and other organizations to provide differentiated training and differentiated licensure endorsements for aspiring and practicing principals including subspecialties in urban school leadership, rural school leadership, charter school leadership and turnaround school leadership.

Key Activities	Parties Responsible	Timeline
<p>Ensure the Equitable Distribution of Effective Teachers and Principals:</p> <p>New Mexico will establish the Teacher and Principal Effectiveness Task Force described in more detail in Section (D)(2). In addition to their goals outlined in that section, the Effectiveness Task Force shall develop two additional measures:</p> <ul style="list-style-type: none"> • Development of the New Mexico School Level Teacher Quality Index. • Development of the New Mexico School Principal Performance Matrix. <p>The Development of an interactive web-based reporting system that provides easy access to school, district and state level analyses of data related to equitable distribution of effective teachers and principals.</p> <p>New Mexico will use the data from the current Licensure Discrepancy Reports and the data and reports developed by the Effectiveness Task Force to ensure the equitable distribution of effective teacher and principals. In addition, New Mexico will use these data sources and others to increase the number and percentage of effective teachers in hard-to-staff subjects and specialty areas. :</p>	<ul style="list-style-type: none"> • The New Mexico Teacher and Principal Effectiveness Task Force • NMLI • NMPED • OEA • School principals • Parents • Community Members 	<p>The Task Force will be established upon notice that New Mexico has been selected to participate. An initial kick-off meeting of the Task Force will be held in June, 2010. The Task Force will meet every other month between June 2010 and August 2014. At the kick-off meeting, a detailed work plan and task-oriented subgroups will be established. The Report formats, data elements and collection methodologies will be complete by January 2011. Data reporting will begin in February 2011.</p>
<p>Teacher & Principal Recruitment</p> <p>New Mexico will expand and coordinate its current efforts to recruit high school students, college students, and adults into the teaching profession by establishing a Teacher Recruitment Coordinator at the NMPED.</p>	<ul style="list-style-type: none"> • NMPED • IHEs • NMLI • The New Mexico Teacher 	<p>The New Mexico Teacher Recruitment Office will be established upon receipt of funding. Planning will occur between September 2010 and January 2011.</p>

	and Principal Effectiveness Task Force	Active recruitment efforts through the Office will begin in January 2011.
New Mexico will establish the New Mexico Exemplary Teacher and Principal Cadres. This Cadre was described in more detail in Section (D) (2) of this proposal.	See (D)(2).	Cadre timeline: See (D)(2).
<p>The New Mexico Leadership Institute (NMLI) will engage in a number of strategies aimed in recruiting effective principals and other school leaders. The NMLI will:</p> <ul style="list-style-type: none"> • Work with school districts to indentify experienced teachers and other potential school leaders within those districts. • Work with higher education institutions to identify potential school leaders who qualify to under New Mexico’s alternative route to administrative certification. • Work with higher education institutions, the NMPED, and other organizations to provide differentiated training and differentiated licensure endorsements for aspiring and practicing principals including subspecialties in urban school leadership, rural school leadership, charter school leadership and turn-around school leadership. 	<ul style="list-style-type: none"> • NMPED • IHE • NMLI • Innovate-Educate NM • New Mexico Teacher and Principal Effectiveness Task Force 	<p>The NMLI will work with the PED to create a system of potential leader identification between September and December 2010. Active recruitment will begin in December 2010. Training will begin with institutions of higher education and other providers in January 2011.</p>

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	25%	50%	75%	100%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	25%	50%	75%	100%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	25%	50%	75%	100%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	25%	50%	75%	100%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	25%	50%	75%	100%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	25%	50%	75%	100%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	25%	50%	75%	100%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	25%	50%	75%	100%
<p>New Mexico currently gathers data on the percentage of classes taught by Highly Qualified Teachers as required by NCLB. As New Mexico develops the methodology for evaluating teacher and principal effectiveness, as defined in the RTTT proposal, the State will gather the data in that manner.</p>					
General data to be provided at time of application:					

Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	206	
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	206	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	6,167	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	6,977	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	302	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	330	
<p>The number of teachers does not include employees with titles of “supervisor” who may also teach classes; the number of principals includes elementary, middle and high school principals and assistant principals. Numbers include both full-time and part-time principals and teachers, not FTE’s.</p>		
Data to be requested of grantees in the future:		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	0	25	50	75	100
Percentage of science teachers who were evaluated as effective or better.	0	25	50	75	100
Percentage of special education teachers who were evaluated as effective or better.	0	25	50	75	100
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	0	25	50	75	100
<p>Please note that the State does not have a centralized collection of these data as defined in this proposal.</p>					
General data to be provided at time of application:					
Total number of mathematics teachers.	1,166				
Total number of science teachers.	968				
Total number of special education teachers.	3,778				
Total number of teachers in language instruction educational programs.	1,963				
<p>Teacher counts include both full-time and part-time teachers; Language teachers include both secondary Language Arts Teachers and secondary Modern and Classical Languages teachers.</p>					
Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					

Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

Section (D)(4) Improving the Effectiveness of Teacher and Principal Preparation Programs

It is important to note that New Mexico believes that the best preparation of new teachers and new principals occurs when preparation programs (both traditional and alternative routes) and school districts collaborate. We believe that great teachers and leaders get the best start when they come out of a strong preparation program and then receive strong mentoring during the first few years on the job. So, based on the approach we think is most important, New Mexico will link student achievement and student growth data to the students’ teachers and principals and then link that information to the in-state programs where those teachers and principals were prepared and to the districts’ beginning teacher and principal mentoring programs in the districts where those teachers and principals are first employed. This approach does not reduce the responsibility of preparation programs; rather it provides richer data that can be used to strengthen critical university and school partnerships. Provided below are details regarding the plan:

1. The New Mexico Teacher and Principal Effectiveness Task Force will develop a methodology for linking measures of teacher and principal effectiveness to the teacher and principal preparation programs and to specific district beginning teacher and principal mentoring programs. These data will then be included in the legislatively required statewide Educator Accountability Report (NMSA 1978, 22-10A-19.2) which provides an annual report that measures and tracks teacher and administrator education candidates from pre-entry to post graduation and employment status in order to provide benchmarks on the productivity and effectiveness of the state's educator workforce. These data will also be included in the annual performance reports prepared by each higher education institution in New Mexico.
2. The New Mexico Teacher and Principal Effectiveness Task Force will update New Mexico's current NCATE/State Partnership process for approving licensure programs by incorporating the results of its work on evaluating teacher and principal effectiveness and establishing new requirements for closing programs that do not meet goals for effectiveness or limiting their accreditation only to those license areas where they are meeting such goals.
3. The New Mexico Teacher and Principal Effectiveness Task Force will identify those teacher and principal preparation programs and school district partnerships that are successful in preparing and mentoring effective teachers and principals and use those findings to inform the funding recommendations of the Governor, the NMPED, the Higher Education Department, the Legislative Education Study Committee, and the Legislative Finance Committee. The intent of this effort is to enable those preparation program and district mentoring partnerships that are successful to expand their preparation and credentialing options. The lessons learned from these successful models will be used to strengthen teacher and principal preparation across the State.
4. The New Mexico Teacher and Principal effectiveness Task Force (in addressing the STEM priority) will identify those programs and effective partnerships that are successful in preparing and mentoring effective teachers in math, science and other core STEM principles to advance STEM education in New Mexico. They will work closely with Innovate-Educate, Project 2012, and national partners such as NGA Center for Best Practices in this area.

Key Activities	Parties Responsible	Timeline
<p>Linking Achievement of Teachers and Principals to Preparation Programs</p> <p>The New Mexico Teacher and Principal Effectiveness Task Force will:</p> <ul style="list-style-type: none"> • Develop a methodology for linking measures of teacher and principal effectiveness to the teacher and principal preparation programs and to specific district beginning teacher and principal mentoring programs. • Update New Mexico’s current NCATE/State Partnership process for approving licensure programs by incorporating the results of its work on evaluating teacher and principal effectiveness and establishing new requirements for closing programs that do not meet goals for effectiveness or limiting their accreditation only to those license areas where they are meeting such goals. <p>Identify those teacher and principal preparation programs and school district partnerships that are successful in preparing and mentoring effective teachers and principals and use those findings to inform the funding recommendations of the Governor, the NMPED, the Higher Education Department, the Legislative Education Study Committee, and the Legislative Finance Committee.</p>	<ul style="list-style-type: none"> • NMPED • HED • IHEs • NMLI • The New Mexico Teacher and Principal Effectiveness Taskforce 	<p>The methodology will be developed between September 2010 and March 2011. NCATE process will be updated between March 2011 and May 2011. Preparation Program Analysis will be conducted between March and May 2011.</p>
<p>The New Mexico Teacher and Principal Effectiveness Task Force will identify those programs and effective partnerships that are successful in preparing and mentoring effective teachers in math, science and other core STEM principles to advance STEM education in New Mexico.</p>	<ul style="list-style-type: none"> • NMPED & HED • IHEs • NMLI • Innovate-Educate NM 	<p>Program and Partnership Identification will begin in Summer, 2010. Program augmentation will begin in</p>

	<ul style="list-style-type: none"> • Project 2012 • NGA • The New Mexico Teacher and Principal Effectiveness Taskforce 	August, 2010.
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Performance Measures for (D)(4)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	50%	100%	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	50%	100%	100%	100%
<p>New Mexico's plan for implementing a Statewide Longitudinal Data System (NM-ACHIEVeS described earlier in this proposal) will allow New Mexico to begin to collect this information. By combining and aligning data elements from early childhood, K-12, higher education and workforce data, New Mexico will be able link performance of teacher and educational leadership preparation programs, and public school student outcomes.</p>					
General data to be provided at time of application:					

Total number of teacher credentialing programs in the State.	15	
Total number of principal credentialing programs in the State.	9	
Total number of teachers in the State.	23,611	
Total number of principals in the State.	1,047	
The number of teachers represents both full-time and part-time teachers; the number of principals includes assistant principals working full-time and part-time.		
Data to be requested of grantees in the future:		
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.		
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.		

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

Section (D)(5)(i) Providing Effective Support to Teachers and Principals

New Mexico has a number of structures in place for providing effective support to teachers and principals, and all of them can be strengthened through the opportunity afforded by the Race to the Top grant.

- New Mexico has developed and implemented a teacher mentorship program for beginning teachers (NMSA 1978, 22-10A-9) that provides individualized support and assistance for each beginning teacher from a designated mentor. The mentoring program includes both ongoing formative evaluations and summative evaluations of the beginning teacher and successful

completion of the mentoring program is one of the requirements for completing a professional development dossier and advancing from Level 1 to Level 2.

The mentoring program was initiated in 2000 and has provided support to 1,500 to 2,500 teachers a year depending on the number of beginning teacher that year. A 2006 study of the New Mexico Beginning Teacher Mentoring program indicated that 63% of the 1,273 who started in 2001-02 were still teaching in New Mexico's schools at the end of 2005-06.

- New Mexico has developed a systemic framework for professional development and passed legislation to ensure that it was in statute (NMSA 1978, 22-10A-19.1). That legislation states that the NMPED, in collaboration with licensed educators and higher education, shall develop a systemic framework for professional development that provides training to ensure that teachers, school principals, and other educators have the skills they need to improve student achievement. The professional development framework shall include:
 1. The criteria that school districts should use to apply for professional development funds
 2. Guidelines for developing professional development activities that
 - a. Improve teacher's knowledge of the subjects they teach and the ability to teach those subjects to all of their students are an integral part of the public school and school district plans for improving student achievement

Provide teachers, school administrators, and others with the strategies, support, knowledge and skills to help all students meet academic standards are high quality, sustained, intensive and focused on the classroom, and are developed and evaluated regularly with extensive participation of school employees and parents.
- In 2009, New Mexico created the New Mexico Leadership Institute aimed at strengthening the support of principals and other school leaders. Four of the five programs in the NMLI are aimed at providing support including mentoring for new principals,

intensive support for principals in schools in need of improvement, professional development for experienced educators interested in becoming superintendents, and mentoring for new superintendents.

- a. Mentoring for New Principals.
 - b. Intensive Support For Principals In Schools In Need of Improvement including the Principal Support Network
 - c. Professional Development For Aspiring Superintendents
 - d. Mentoring For New Superintendents.
- The New Mexico Principal Support Network (PSN) has trained over 500 leaders in 82 of New Mexico’s 89 school districts and Bureau of Indian Education schools on how to use standards based assessment data to improve student achievement. As a result of the Network’s influence, New Mexico State University has developed “Assessment Literacy” courses; the NMPED modified the design of the STARS assessment and accountability reports and Assessment Literacy is one of the standards in New Mexico’s new evaluation system for principals and assistant principals.

Section (D)(5)(ii) Measuring Effectiveness

New Mexico has a strong plan aimed at building on its current professional development efforts, providing even more effective support to teachers and principals, and evaluating that support to ensure it is achieving the goals of improving student achievement. Provided below are details regarding the plan:

1. The New Mexico Teacher and Principal Effectiveness Task Force will develop recommendations for improving and funding models that strengthen the New Mexico Beginning Teacher Mentoring Program, The New Mexico Professional Development Framework, and the New Mexico Principal Support Network based on their work in developing multiple measures for evaluating teacher and principal effectiveness. The Effectiveness Task Force recommendations will be used to inform the legislative policy

and funding recommendations made by the Governor, the NMPED, the Higher Education Department, the Legislative Education Study Committee, and the Legislative Finance Committee.

2. The NMPED and the Higher Education Department will work collaboratively with the teacher and principal state and national organizations to expand and strengthen Professional Learning Communities within and across New Mexico’s schools. These Professional Learning Communities will provide support to groups of administrators and school staff as they work together to improve student learning. In particular, New Mexico will provide incentives and support to those teachers and principals who wish to develop Professional Learning Communities within their schools. The lessons learned from these Professional Learning Communities will then be shared with teachers and principals in schools across the State.
3. The NMPED, the Higher Education Department, teacher and principal organizations, school districts, and others will work collaboratively with Innovate–Educate New Mexico to develop and implement web-based Individualized Professional Development Accounts for teachers and principals. These electronic accounts will provide teachers and principals with a flexible and powerful online tool that they can use for instructional lesson planning; data management; student management; career enhancement; communication with colleagues locally, statewide and nationally; communication with students and families; and access to high quality learning portals available on the internet.
4. The New Mexico Leadership Institute will:
 - a. Expand the training and support offered through the Principal Support Network to school-based leadership teams comprised of superintendents, principals, teachers, parents, school board and community members. In addition, the NMLI will collaborate with the New Mexico Coalition for School Administrators to develop focused professional development programs for superintendents aimed at strengthening the support for urban districts, rural districts, and districts with high numbers of low achieving schools.

- b. NMLI will provide high quality professional development and ongoing support for superintendents, principals and teacher leaders on how to use their budgets more effectively to improve student achievement in tough economic times.
- c. NMLI in partnership with NMPED Math and Science Bureau and Innovate-Educate NM will provide high quality professional development and ongoing support for superintendents, principals and teacher leaders on how to effectively integrate STEM into their districts and schools. There will be a focus on STEM assessment and use of STEM data for leadership to incorporate into their schools and districts. Through our established partnerships, NGA Center for Best Practices STEM, Gates Foundation STEM and other national partners will be national advisors to this work.

In addressing the STEM priority, the NM Leadership Institute (NMLI) will develop a Master STEM Certificate that will require teachers to pass four components of the Leadership Institute that master proficiency in STEM. NMLI will partner with IDEAL-NM in working virtually to master the technology tools required for 21st Century teaching. These Master STEM teachers will then be placed to teach STEM subjects. IDEAL NM will help allocate teachers to rural districts and offer these courses online for those rural areas that cannot find a qualified teacher. The four components of the Leadership Institute will address each of the components of effective teachers and principals noted in (D)(5)(i) as follows:

- i. Gathering, analyzing, and using data to advance STEM
- ii. Designing instructional strategies for improvement around STEM competencies in their school and district
- iii. Creating school environments supportive of data informed decisions
- iv. Designing instruction to meet the specific needs of high need students around STEM principles;
- v. Aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes in STEM fields.

Teachers and Superintendents that complete the STEM Certification will be awarded with a summer Fellowship with an industry partner. Innovate-Educate will oversee the placement of the summer Fellow and will provide in-kind services to the State of New Mexico for this fellowship. Components of the fellowship will include:

- Benefits to Teachers:
 - Teachers earn up to \$6,000 income (\$600 per week)
 - Hands-on, practical experience to broaden their perspective
 - Exposure to the latest technology and support to incorporate it into their classroom
- Stimulus for standards-based curriculum development
 - Better understanding of the skill requirements in the modern workplace
 - New & enhanced skills and discovery of hidden skills transferable to teaching
 - Improved opportunities for infusing their curriculum with relevance
 - Lasting partnership with their sponsor organization, based on personal contact
 - Professional community supportive of risk taking and change
- An opportunity to raise awareness among employers of current developments in education. Teachers will be eligible to apply for the Innovate-Educate Summer Fellowship Program if they agree to the following requirements:
 - Complete the Master Certification through the New Mexico Leadership Institute
 - Contract with a school to teach full-time for the following school year.

- Design and implement an Education Transfer Plan (ETP) for applying the summer experience during the academic year.
- Participate in academic-year follow-up programs with NMLI
- Forgo soliciting or accepting a job from their Innovate-Educate industry sponsor
- Return to teaching the following school year.

Key Activities	Parties Responsible	Timeline
<p>Strengthening Mentoring, Professional Development & The Principal Support Network</p> <p>The New Mexico Teacher and Principal Effectiveness Task Force will develop recommendations for improving and funding models that strengthen the New Mexico Beginning Teacher Mentoring Program, The New Mexico Professional Development Framework, and the New Mexico Principal Support Network based on their work in developing multiple measures for evaluating teacher and principal effectiveness. The Task Force will develop legislative recommendations for the 2011 legislative session in January 2011.</p>	<ul style="list-style-type: none"> • NMPED & HED • IHE • National Experts • NMLI • The New Mexico Teacher and Principal Effectiveness Taskforce 	<p>The Task Force will have an initial set of recommendations/prospective legislation in place for the 2011 regular legislative session in January, 2011.</p>

Key Activities	Parties Responsible	Timeline
<p>Expanding School Level Professional Learning Communities</p> <p>The NMPED and the Higher Education Department will work collaboratively with the teacher and principal state and national organizations to expand and strengthen Professional Learning Communities within and across New Mexico’s schools. These professional learning communities will provide support to groups of administrators and school staff as they work together to improve student learning. In particular, New Mexico will ensure that teachers and principals will have sufficient resources (funding, time and personnel supports) devoted to schools and districts to support student achievement</p>	<ul style="list-style-type: none"> • NMPED & HED • IHE • National Experts • NMLI • The New Mexico Teacher and Principal Effectiveness Taskforce 	<p>Upon receipt of funding, New Mexico will establish a Fund and an RFP process whereby non Title-1 Schools may apply for supplemental funding for implementing/strengthening professional learning communities in their schools.</p>
<p>Create Individual Professional Development Accounts for Teachers and Principals</p> <p>New Mexico will develop and implement web-based Individualized Professional Development Accounts for teachers and principals. These electronic accounts will provide teachers and principals with a tool that they can use for instructional lesson planning; data management; student management; career enhancement; communication with colleagues locally, statewide and nationally; communication with students and families; and access to high quality learning portals available on the internet.</p>	<ul style="list-style-type: none"> • NMPED & HED • Teacher and principal organizations • School districts • Charter Schools • Innovate–Educate NM 	<p>Development will begin upon receipt of funding. The Accounts will go on line in May 2011.</p>

Key Activities	Parties Responsible	Timeline
<p>Support for Principals through the New Mexico Leadership Institute</p> <p>See Sections D(2) and D(3) for a description of NMLI primary activities, responsible parties and timelines.</p> <p>The NMLI will also work with Innovate-Educate NM, and the NM Public Education Department Math and Science Bureau to provide high-quality STEM professional development for principals and district-level leaders.</p>	<ul style="list-style-type: none"> • NMPED &HED • IHEs • NMLI • Innovate-Educate NM • Project 2012 • NGA • The New Mexico Teacher and Principal Effectiveness Taskforce 	<p>See D (2) & D (3)</p>

E. Turning around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

Section (E)(1) Intervening in the lowest-achieving schools and LEAs

New Mexico currently has strong legal, statutory, and regulatory authority to intervene directly in the state's persistently lowest-achieving schools. The Assessment and Accountability Act (NMSA 1978, 22-2C-1 through 22-2C-12) lays out a legal framework focused on complying with federal accountability requirements; providing parents, students, public schools and the public with the information they need to assess student progress; and to instituting a system in which the public schools, school districts, and the Public Education Department are held accountable for ensuring student success. NMSA 1978, 22-2C-7 and 22-2C-7.1 in particular, define the statutory process that occurs when a school consistently fails to make adequate yearly progress. When schools consistently fail to make AYP, the school district and the NMPED can:

- Replace all or most of the staff (which may include the principal) who are relevant to the failure to make AYP (turnaround model).
- Enter into a contract with another organization (excluding private entities) with a demonstrated record of effectiveness to operate the school (restart model).
- Turn over the operation of the school to the State, if the State agrees (restart model).
- Any other restructuring of a school’s governance arrangement that makes fundamental reforms, such as significant changes in the school’s staffing and governance, to improve student academic achievement and that has substantial promise of enabling the school to make AYP (transformational model).
- Reopen as a State-chartered charter school (restart model).

For the purposes of this grant, and the four school improvement models (turnaround model, restart model, transformational model, or school closure), New Mexico has the statutory authority to engage in all of those models with one important caveat. NMSA 1978, Section 22-2C-7 L states that “the State, a school district, or a charter school shall not enter into management contracts with private entities for the management of a public school or a school district subject to corrective action.” This means that when New Mexico employs the restart model, the school district and the Public Education Department could convert or close a persistently low-achieving school and reopen it under a state-charter school operator or enter into a contract with another organization (excluding private entities) with a demonstrated record of effectiveness, to operate the school. For more detail, refer to New Mexico’s Assessment and Accountability Act in Appendix E-1-1.

New Mexico also has a detailed regulatory framework for identifying and supporting low achieving schools called the Standards of Excellence, which are part of the New Mexico Administrative Code (NMAC). In particular, Title 6 Primary and Secondary Education, Chapters 29 through 34, provide detailed guidance on what is required and expected from the NMPED, school districts, and schools.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

Section (E)(2)(i) Turning Around the Lowest-Achieving Schools

New Mexico has identified the persistently lowest-achieving schools using the definitions and processes in the Race to the Top application. The process that New Mexico used to identify the persistently lowest achieving schools is included in the Appendix E-2-1. The list of the actual schools eligible for a School Improvement Grant (SIG) or RTTT grant is shown in Table E-2.1 as follows:

Table E-2.1: New Mexico Schools Eligible to Apply for a School Improvement Grant or Race to the Top Funds	
School Name in Priority Order	District
1. Lybrook Elementary	Jemez Mountain
2. Church Rock Elementary	Gallup-McKinley
3. El Camino Real	APS Charter
4. Navajo Elementary	Gallup-McKinley
5. Dulce Middle	Dulce
6. Tohatchi Middle	Gallup-McKinley
7. Cuba High	Cuba
8. Twin Buttes High	Zuni
9. Ramirez Thomas Elementary	Santa Fe
10. Naschitti Elementary	Central
11. Crownpoint High	Gallup-McKinley
12. Pecos Middle	Pecos
13. Newcomb High	Central

Table E-2.1: New Mexico Schools Eligible to Apply for a School Improvement Grant or Race to the Top Funds

14. Bell Elementary	Deming
15. Seboyeta Elementary	Grants-Cibola
16. Navajo Pine High	Gallup-McKinley
17. Vaughn Elementary	Vaughn
18. Laguna-Acoma High	Grants-Cibola
19. Ernie Pyle Middle	APS
20. Crownpoint Elementary	Gallup-McKinley
21. Valley Middle	West Las Vegas
22. Stagecoach Elementary	Gallup-McKinley
23. R. Sarracino Middle	Socorro
24. Pecos High	Pecos
25. Tohatchi High	Gallup-McKinley
26. Rio Grande High	APS
27. David Skeet Elementary	Gallup-McKinley
28. Ojo Amarillo Elementary	Central
29. Will Rogers Elementary	Hobbs
30. Edward Ortiz Middle	Santa Fe
31. Thoreau High	Gallup-McKinley
32. Shiprock High	Central

Table E-2.1: New Mexico Schools Eligible to Apply for a School Improvement Grant or Race to the Top Funds	
33. Van Buren Middle	APS
34. Kaune Elementary	SFPS
35. Magdalena Middle	Magdalena

Section (E)(2)(ii) Intervention Models

It is also important to note that about 62% of New Mexico schools were classified as Schools In Need Of Improvement (SINOI) in 2009-2010 as shown below in Table E-2.2. The plans that New Mexico presents in this section for turning around the lowest achieving schools will be evaluated carefully and the lessons learned will be used to help the state’s other schools that are also struggling to improve student achievement.

Table E-2.2: Schools and Districts in Need of Improvement Status from 2007 to 2010 (SINOI)			
	2007-2008	2008-2009	2009-2010
Total Schools in Need of Improvement	380	432	506
School Improvement 1	88	79	114
School Improvement 2	104	85	72
Corrective Action	105	97	64
Restructuring 1	23	94	95

Restructuring 2	61	77	161
Total CA, R1, R2	189	268	320
CA Districts	---	24	34

An Overview of New Mexico’s Plan for Turning Around the Lowest Achieving Schools

New Mexico clearly understands that our plans for more rigorous standards and assessments, better data systems, more effective teachers and principals, more focus on STEM and the other priorities throughout this proposal must come together if we are going to raise student achievement throughout New Mexico, particularly in our lowest achieving schools. But it is also understood that turning around low achieving schools also requires more direct and effective interventions. In Section E, we describe how New Mexico will use each of the four school intervention models, where appropriate and consistent with New Mexico statutes.

The State’s plan is to implement these intervention models after full discussion with the district superintendent, the local board of education, teachers, principals, parents and other community stakeholders. Here is an overview of New Mexico’s plans for turning around the lowest-achieving schools:

1. The NMPED will offer two options for implementing the four school intervention models in the persistently lowest achieving schools.
 - First, the NMPED’s Turnaround Office will provide funds and intense technical assistance to those local school districts that have one or more of the identified schools and who have the local capacity, governance and community commitment, and other conditions (as determined by NMPED) to implement one of the four models in each persistently low-achieving school.

- Second, the NMPED will exercise its authority to take over a persistently low achieving school and implement the appropriate intervention if the NMPED determines that the local school district does not have the capacity and/or the will to perform effectively.

New Mexico is currently applying for a Title 1 School Improvement Grant and the intervention strategies and funding from that grant application (if successful) will be coordinated and aligned with the intervention strategies presented in this application for the Race to the Top. The funds requested in this grant will enable New Mexico to work with 25 of the persistently low-achieving schools over four years. If the Title 1 School Improvement Grant is funded, New Mexico will be able to work with an additional 18 persistently low-achieving schools.

2. The NMPED will establish New Mexico Exemplary Teacher and Principal Cadres as described in Section D. This Cadre of exemplary teachers and principals will be available to work with schools, school districts, and the NMPED as New Mexico implements the four models of school intervention. The most current research on turnaround schools indicates that educational leaders are wrestling with answering the key questions, developing the critical processes, and addressing the essential conditions related to the four models, particularly the turnaround model. New Mexico plans to use the Cadre as the most important resource for identifying and answering questions, designing and implementing effective processes, and identifying and improving conditions. For example, the Cadre will lead the efforts in planning for community engagement and creating a new the school culture; preparing to meet pervasive and severe student needs; serving as turn-around principals, instructional coaches and other staff; working with school districts, communities, and the state; and the other complex challenges inherent in making these schools more successful.
3. The NMPED will develop Community Engagement Collaboratives (CEC) in nine regions of New Mexico that will help build effective and well-supported networks of parents, local communities, the schools, the state and other stakeholders. These

Community Engagement Collaboratives will incorporate and expand on NMPED's Regional System for Schools in Need of Improvement that was implemented in 2008.

4. The NMPED will collaborate with local districts, teachers, teacher unions, and principal organizations to improve the capacity of low-achieving schools by implementing a statewide model of instructional coaching that strengthens, coordinates, and expands the efforts of an estimated 400 instructional coaches currently working in New Mexico's schools.
5. The NMPED will collaborate with local districts and communities to expand the WebEPSS online resource that enhances teachers and principals' capacity to link instruction to standards and assessments.
6. The NMPED will launch a virtual competition within and among low-achieving schools aimed at motivating students and strengthening their science, technology, mathematics and engineering (STEM) skills. New Mexico Virtual Heroes is a STEM engagement platform sponsored by NASA with fully integrated rigorous education curriculum standards and benchmarks.
7. The NMPED will expand the efforts to "Grow Your Own Teachers" as described in Section D by focusing on students in order to more fully engage these young adults and develop their interests in pursuing teaching as a career.
8. The NMPED will issue a Request for Proposals (RFP) for work by an educational research center that will benchmark progress and performance to evaluate the success of these turnaround efforts and use the lessons learned to develop the models and methods that we want to be used in all schools.

A detailed plan including goals, activities, timelines and responsible parties for each of these eight initiatives is included below. Before we present that plan, however, we want to present our rationale for New Mexico's approach for turning around low-achieving schools.

New Mexico's Framework for School Improvement

It is important to note that New Mexico has been struggling with the issues of turning around low-achieving schools for a number of years and the state has developed a number of key frameworks and tools that have proven helpful. A brief description of these will help reviewers better understand the plans we propose. One of NMPED's most important responsibilities is to provide a system of support for schools and districts any school or district that has not met the federally defined Adequate Yearly Progress (AYP) goals. These responsibilities are described in the New Mexico Administrative Code's Standards of Excellence (NMAC Title 6, Chapter 29, Part 1). In brief, schools and districts are identified for improvement if they do not meet pre-established improvement goals for two consecutive years or more. Schools and districts need to meet these goals for all of their students and also for each of the subgroups of students based on race/ethnicity, socioeconomic status, gender, and for students with disabilities. A school or district may be identified for improvement based on its overall scores or for scores of any of the subgroups, but the standard identification measure is that they have not made AYP for at least two years for the same subgroups in the same subject matter.

Under the law, the NMPED must not only identify schools and districts for improvement, it must also offer support to these schools and districts so that they can improve. The timeline cannot be changed nor can the sequence of what happens to a school or district. However, the State has choices in terms of the types of support it offers at various levels. Over the last seven years, New Mexico has offered schools and school districts many different kinds of support. New Mexico's current system of support is called CLASS: Collaboration, Leadership, & Accountability for Student Success. The system was developed by a team of NMPED Priority Schools Bureau (PSB) staff and staff from the Southwest Comprehensive Center (SWCC), with input from representatives from districts and the educational organizations listed in Appendix E-2-2. State law and rule, the federal NCLB law and Non-Regulatory Guidance (NRG), as well as models from other states were considered in the development process. The development team also reviewed the research and best practices of high performing schools and districts.

The key components of the CLASS system of support include:

- The CLASS Needs Assessment. NMPED requires schools and districts to complete needs assessment called The CLASS Assessment: School Improvement and the CLASS Needs Assessment: District Improvement. These assessment tools use a rubric format to describe characteristics of schools and districts at various levels of performance including Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships.
- The NMPED requires each district to develop, implement, monitor, and evaluate the Educational Plan for Student Success (EPSS) on an annual basis. The EPSS is a strategic plan for continuous improvement. It contains an action plan specifying how the district/school will accomplish the identified goals including interventions, strategies, plans, and evaluations for each action. Goals must be:
 - Student centered and supported by strategies, resources, and systems alignment;
 - Annual and measurable, using baseline assessment data; and,
 - Written to address gaps in student achievement as measured by the New Mexico Standards Based Assessment (NMSBA) and to align with Annual Measurable Objective (AMO) targets.
- NMPED has recently developed and begun to implement an interactive web-based version of the EPSS, which is designed to enhance educators’ capacity to track the implementation and evaluate the effectiveness of their school and district Improvement Plans. Currently, twenty-six (26) New Mexico School Districts designated as in Corrective Action are using the Web EPSS tool. When fully implemented, it will guide New Mexico Schools and Districts through the process of tracking actions, responsibilities and progress toward increasing student achievement.

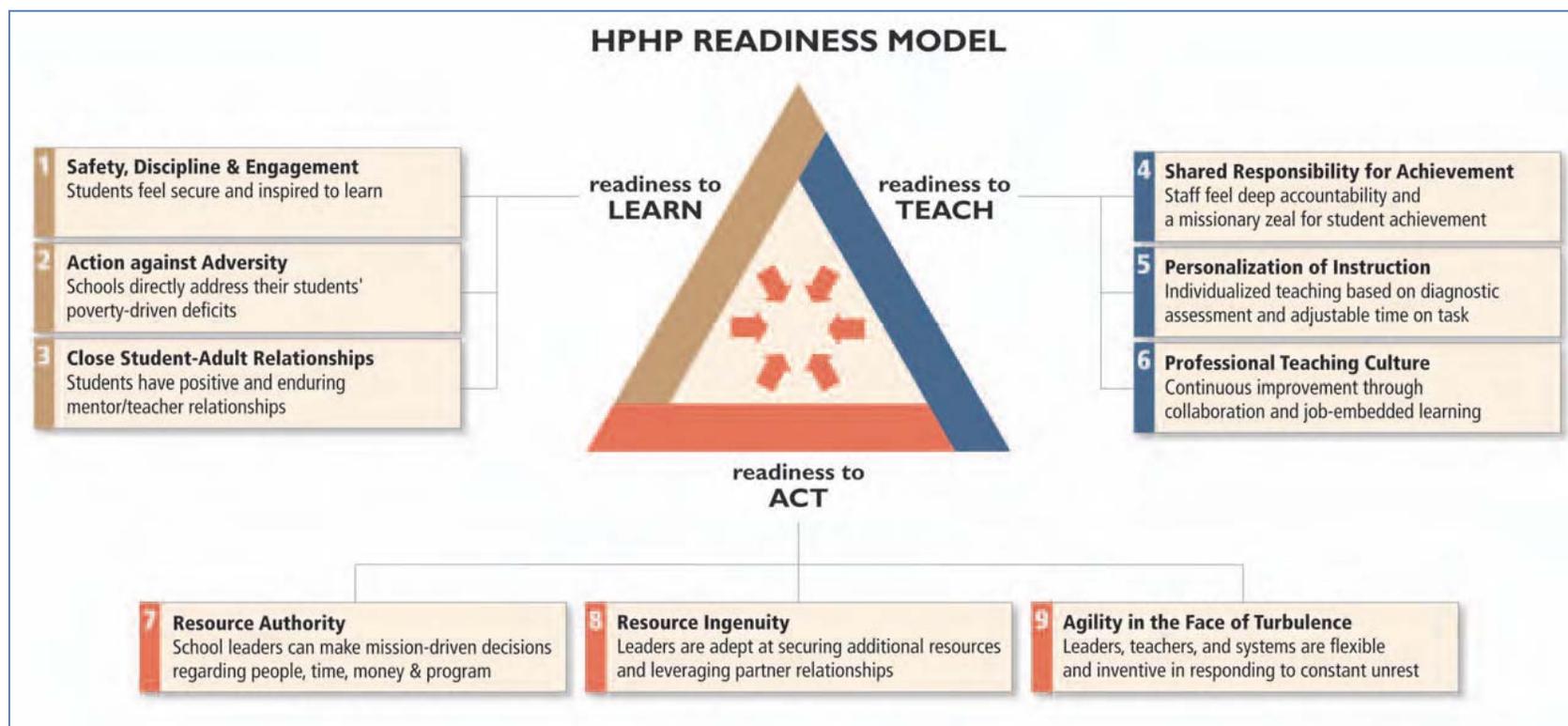
Over the last two years, NMPED and a wide range of educators have also studied effective models for turning around the lowest achieving schools in other parts of the country and attempted to learn the lessons that would make a difference here in New Mexico. For example, *The Turnaround Challenge Report (MASS INSIGHT 2007)* identifies three basic elements that are required to make turnaround strategies work:

1. Change conditions. Create incentives and conditions to enable schools with the most needs to recruit, train, and retain highly effective principals and teachers. These conditions should be developed and implemented collaboratively with all stakeholders.
2. Increase capacity internally on school staffs, especially among school leaders, and externally through a strong marketplace of local providers with the experience and ability to serve as lead turnaround partners.
3. Organize clusters of schools – either within a district or across districts – with their own lead turnaround partner providing comprehensive services focused on turnaround. These clusters can be grouped by need, school type, region, or other characteristics.

NOTE: When the term “turnaround” is used from these models, it refers more generally to a dramatic intervention in a low achieving school that produces significant gains in achievement within two years and positions the school for a longer process of transformation into a high performing organization. In this context, it does not refer to the Turnaround Option within the four models in this grant.

New Mexico will take the basic concepts of conditions, capacity, and clusters and customize those elements into effective strategies that are developed in partnership with key stakeholders. In addition to these three elements, the Turnaround Challenge Report is clear that a small but growing number of high-performing, high poverty schools (HPHP) use nine key strategies to foster students’ Readiness to Learn, enhance and focus staff’s Readiness to Teach, and expand teachers’ and administrators’ Readiness to Act in dramatically different ways than more traditional schools. This dynamic “HPHP Readiness Model” is represented in Table E-2.3.

Table E-2.3 HPHP Readiness Model



New Mexico has also been very interested in the experiments that a number of large school districts (including Chicago, Miami-Dade, New York City, and Philadelphia) are conducting with the concept of turnaround zones. The concept of turnaround zones makes sense in our experience and that is why NMPED created the regional support system in 2008. The regional support system expands the management and monitoring of state-level intervention and turn-around activity into the regions in which school districts and schools are located. This regionalization drives the reforms adapted for the local situations and maximizes the opportunity for local buy-in. A regional system also provides the opportunity to customize the reforms whether the school is in a rural or urban setting.

New Mexico also deeply believes that student and parent involvement is crucial. We have provided our rationale and our plans for increasing student involvement throughout this proposal, but the most important point for this section of the grant is that the local school districts and the NMPED will dramatically increase the access to and use of student data and student management tools in the lowest-achieving schools.

In summary, New Mexico has combined its years of experience in working with schools in need of improvement, and the best research from efforts across the country and developed the following framework for guiding our work for improving the state's lowest performing schools as follows:

1. Set high expectations for all students.
2. Increasing students' involvement in and control over their own learning.
3. Set high expectations for parents and community.
4. Create a positive school environment that is conducive to learning and builds on the unique New Mexico cultural diversity.
5. Link/align instruction to rigorous, common standards, curriculum, pedagogy, lesson plans, progress monitoring, benchmarking, and summative assessments.
6. Develop and support strong instructional leadership.
7. Demand excellent teaching, supported by job-embedded professional development.
8. Provide and support efficient and effective student learning time (with extended school time models).
9. Build and support community engagement (with a focus on the community collaboratives to bring all stakeholders to engage in the solution).
10. Use of technology in the community collaboratives to connect communities to data, professional development, instructional lessons, summative assessments, and to create learning centers for communities to expand their knowledge and skills.

Based on New Mexico’s background and context for working with low-achieving schools, we present the State’s detailed plan.

New Mexico’s Detailed Plan for Turning around the Lowest-Achieving Schools

We have organized the goals, activities, timelines, and responsible parties in the following charts around three core principles:

- New Mexico will address the conditions in schools by removing barriers to improvement, innovation, and transformation and delivering incentives to students and staff.
- NMPED will improve the capacity of the turnaround schools – both inside the schools and in the community—in an integrated approach to sustain outcomes.
- NMPED will organize the turnaround strategies by clustering for support using the Community Engagement Collaboratives.

Here are the goals, activities, timelines and responsible parties for each of New Mexico’s reform plan elements.

<p>Transformational Goal 1</p>	<p>NMPED will address the conditions in schools by removing barriers to improvement, innovation, and transformation and delivering incentives to students and staff.</p>
<p>Key Activity 1</p>	<p>NMPED will offer two options for implementing the school intervention models in the persistently lowest achieving schools. The first option will be for the NMPED’s Turnaround Office to work with the LEA's who have one or more of the identified schools. NMPED will determine the LEA's capacity, governance and community commitment, and the local conditions to drive these reforms. If NMPED has evidence that the LEA can meet the requirements, NMPED will allocate funds to the LEA for that school and provide intense technical assistance and monitoring.</p> <p>The second option creates the opportunity for the NMPED to exercise its authority to take over the school and implement the appropriate intervention model if it is determined that the LEA does not have the</p>

capacity and/or the will to perform effectively. For example, the LEA could contract with the NMPED to turn over the operation of the school. At that point, the NMPED would determine the appropriate model to implement in close collaboration with the district. Several funding sources will work in tandem to support both of these customized strategies: the Title 1 School Improvement Grant will be designated to fund 20 of the lowest achieving schools; the Race to the Top Funds will be designated to fund 25 additional lowest achieving schools over 4 years; other public and private sector funds will be focused on the system of support for all New Mexico schools based on the same principles of RTTT.

Under the above strategies, New Mexico will also identify success stories that can be replicated. A RFP with an educational research center will benchmark progress and performance to enable this replication. Turnaround schools become the model schools of the next decade – foundations to build from the ground up to get to the models and methods that we want to be used in all schools.

New Mexico will provide targeted school-based support to teachers, differentiated based on areas of teacher improvement identified in formative and summative evaluations. The support system will use teacher effectiveness data to identify highly effective teachers who can serve as models or provide support to teachers in need of development in particular areas. In addition, the system will provide development activities for teachers in how to interpret and apply student assessment data. As identified in Section D, New Mexico will improve its evaluation system for administrators based on their effectiveness in developing teachers.

Each of the schools identified for one of the interventions strategies will be required to implement a comprehensive, multi-purpose formative assessment tools for data-driven decision making and will provide:

- Screening and benchmarking tools (2-4 times/year)
- Progress monitoring tools (at least monthly)
- Daily practice monitoring tools

New Mexico will issue an RFP to select a comprehensive system using the most advanced computer-adaptive technology that calibrates every student’s ability level. This system will be aligned to the state standards and will deliver a solution that teachers can use to differentiate instruction using real time and longitudinal data. This system will be available to all the turnaround schools identified in Section E and an additional 30 of the high needs schools.

Each of the schools identified for one of the interventions will be required to use a common curriculum framework that is aligned to standards, instruction, interventions, and assessments. A curriculum framework specifies what topics are to be taught at which grade levels for each subject in the curriculum. New Mexico’s curriculum framework will follow components similar to the Pennsylvania Standards Aligned System as shown in Table E-2.4.

Table E-2.4: New Mexico’s Curriculum Framework	
Clear Standards	Clear, high standards that establish what all students need to know and be able to do.
Fair Assessments	Fair assessments aligned to New Mexico’s standards.
Curriculum Framework	A framework specifying big ideas, concepts, and competencies in each subject area/at each grade level.
Instruction	Aligned instruction with standards requires identifying strategies that are best suited

		to help students perform.
	Materials and Resources	Materials that address the standards.
	Interventions	An intervention system that ensures all students meet standards. (Response to Intervention)
Timeline	This strategy will be implemented immediately and will be evident in the School Improvement Grant Application.	
Parties Responsible for Implementation	NMPED	
Performance Measure Information	<ul style="list-style-type: none"> • Student (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) proficiency in reading/language arts. • Student (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) proficiency in mathematics • Highly qualified teachers • English language learners' proficiency in English • Safe and drug free schools • Attendance rates and graduation rates • Parent and Family Involvement 	

	<ul style="list-style-type: none"> • Number of students in AP courses and Dual Enrollment <p>These measures will be tracked via the WebEPSS system described in Section B.</p>
Supporting Evidence/Information	New Mexico also has a long history of participation with key educational partners like the Golden Apple program, High Schools That Work, and Teach for America. Nevertheless, RFP's will be developed to partner with additional service providers who can deliver hands on, highly effective management and leadership.

Action Item: Implementing Key Activity 1	Persons Responsible	Timeline
Identify 25 chronically underperforming schools in New Mexico that need dramatic interventions and will utilize one of the 4 models in the grant. This table details the steps that will be followed the year with the first cohort of 5 schools in this application. New Mexico will use a continuous improvement strategy with this first cohort and revise the plan for the next two cohorts of 10 schools each year based on the data.	<ul style="list-style-type: none"> • NM Secretary of Education • NM Office of Education Accountability • NM School Superintendents Association • NM Leadership Institute 	January – April 2011
Put these 25 identified schools and their communities on notice that the 2010 – 2011 school year will be the last year in operation as they are currently configured. All staff will be allowed to reapply for their position at the school and will be	<ul style="list-style-type: none"> • NM Secretary of Education • The district's Board of Education and 	April – June 2010

Action Item: Implementing Key Activity 1	Persons Responsible	Timeline
reassigned or non-renewed, if not selected, for the turnaround school (if this is the model selected out of the 4 models).	Superintendent	
A specialist will be hired to assist the district and the schools with the phase out of current staff and current practice.	<ul style="list-style-type: none"> • Superintendent • NM Leadership Institute 	April 2010 – June 2011
A university partner for the project will be recruited. The university must be willing to work with the NM Leadership Institute to provide coursework leading to a Masters Degree in Turnaround Education including a year-long Resident Teacher component.	NM Leadership Institute	April 2010 – June 2011
The first class of aspiring turnaround teachers and leaders will be identified.	NM Leadership Institute	March 2010 – June 2010
A Cadre of exemplary teachers from across NM will be recruited to serve as teacher mentors for the Resident Turnaround teachers.	NM Leadership Institute	March 2010 – June 2010
Current practicing outstanding turnaround leaders will be identified in state or out of state.	NM Leadership Institute	March 2010 – June 2010
Turnaround teacher candidates will participate in a year-long residency with selected teacher programs.	Turnaround teacher candidates	August 2010 – May 2011

Action Item: Implementing Key Activity 1	Persons Responsible	Timeline
Teacher mentors and coaches will be hired to work closely with and support the turnaround teacher and leader candidates.	<ul style="list-style-type: none"> • NM Leadership Institute • New Teacher Project 	June 2010 – May 2011
Principals for the Turnaround Schools are selected.	<ul style="list-style-type: none"> • Superintendent • NM Leadership Institute 	October 2010 – December 2010
Turnaround Principals are hired. They must hire assistant principal(s), teachers and support staff for 2011 – 2012.	<ul style="list-style-type: none"> • District • NM Leadership Institute 	January 2011 – May 2011
The second cohort of aspiring turnaround teachers and leaders will be recruited.	NM Leadership Institute	March 2011 – June 2011
Schools are closed.	<ul style="list-style-type: none"> • Board of Education • Superintendent • NM Secretary of Education 	May 2011
The principals, assistant principals, teachers selected support staff spend six weeks planning for the opening of their turnaround school.	<ul style="list-style-type: none"> • School leadership and teachers • Superintendent and the District’s Central office support staff 	June 2011 – July 2011

Action Item: Implementing Key Activity 1	Persons Responsible	Timeline
	<ul style="list-style-type: none"> • Turnaround coaches • NM Leadership Institute 	
Schools are reopened as turnaround schools.	<ul style="list-style-type: none"> • Board of Education • Superintendent • NM Secretary of Education 	August 2011
The second cohort of turnaround teacher and leader candidates will participate in masters level courses at the partner university.	<ul style="list-style-type: none"> • Partner university • Turnaround teacher and leader candidates 	June 2011 – July 2011
Turnaround teacher candidates will participate in a year-long residency with a Golden Apple Fellow or other selected teacher.	Turnaround teacher and leader candidates	August 2011 – May 2012
Turnaround leader candidates will participate in a residency with a selected successful turnaround leader.	Turnaround leader candidates	August 2011 – December 2011
Continue cycle. By year three, the Turnaround Schools will serve as the training location for the resident teacher and leader candidates.		

Transformational	NMPED will improve the capacity of the turnaround schools – both inside the schools and in the
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Goal 2	community—in an integrated approach to sustain outcomes.
Key Activity 2	The NMPED will establish the New Mexico Exemplary Teacher and Principal Cadres. The detailed plan for this activity is presented in Section D.

Transformational Goal 3	NMPED will organize the turnaround strategies by clustering for support using the Community Engagement Collaboratives.
Key Activity 3	<p>NMPED will expand its Regional System for Schools in Need of Improvement that was implemented in 2008 and create the Community Engagement Collaboratives. These Collaboratives will be customized based on the demographics, culture, community leadership, and school needs assessment evident on the school/district Educational Plan for Student Success. The specific assistance and support provided to the lowest achieving schools will be built at both the state level and the community level.</p> <p>New Mexico proposes to offer a Community Engagement System to the lowest achieving schools in order to deliver a comprehensive and integrated suite of online solutions that would integrate website capabilities with other communication tools. Community Engagement Systems combine online communication and community in a single platform to inform, engage, and equip all users to work as a team to benefit students and the broader community.</p> <p>Since Carve Your Path and IDEAL-NM (referenced in Section C) connect students across New Mexico, this proposal includes a plan for delivering a system that promotes connectivity to parents and communities which will benefit our students. This system, to be called NMParentConnect (NMPC), will provide a vehicle for the state to connect with parents and community members. It will be delivered at the school- and district-level to enable NMPED and HED to share resources with parents and communities across the</p>

state. It will enable students participating in home-school and other non-traditional programs to remain connected to their school district, NMPED and HED.

Online portals such as Carve Your Path offer terrific resources to students; however, it is incumbent upon students to log in and use the information. NMPC will enable parents, teachers, administrators and community members to communicate and to engage with students in the high school, college and career planning processes. NMPC will compliment Carve Your Path and IDEAL-NM in enabling school leaders to feel greater ownership of Carve Your Path, by providing their own launch page from the district website.

NMPC will facilitate out-of-school learning opportunities for students, who will be able to access resources vetted and recommended by teachers and other subject matter experts, to obtain and complete homework assignments, and to communicate with other such as students, educators and mentors through the platform. NMPC will provide a forum to inform parents, parent organizations, community-based organizations, health clinics and other State or local agencies, of school and school district activities, needs, and opportunities to get involved and partner in the fostering of safe school environments. The system will incorporate analytical tools for measuring student, teacher, community and parental engagement which will make it easier to gage the success of key RTTT initiatives.

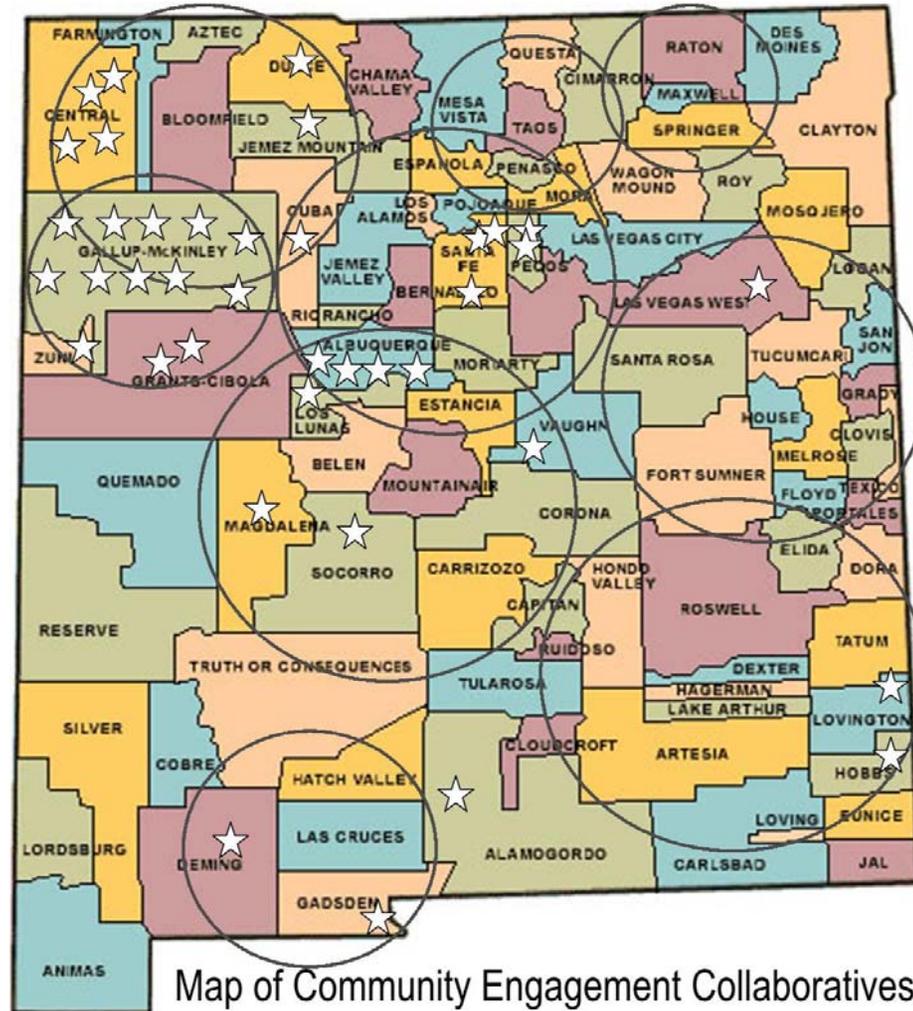
The NMPC platform will deliver extensibility, synchronization and interoperability with third-party systems, including mobile devices and desktop applications. This will make data easier to access and deliver to key stakeholder groups while increasing efficiency and keeping costs down. The platform will be designed to meet needs which exist today along with many of those which may emerge in the future. NMPC will level the playing field across rural/urban schools by providing all students, educators, parents and community stakeholders with instant access to critical news and resources from NMPED, HED and

	<p>district leaders. This proposal is a cost effective solution to engage stakeholders in isolated areas and will enable NMPED & HED to ensure rural schools have access to the same tools as schools in more connected/affluent areas.</p> <p>There are several commercially off-the-shelf (COTS) products available which will provide some or all of the desired characteristics of NMPC. In addition, New Mexico may have the capability to create the system based on existing platform applications. We will use the initial months of the development timeframe to finalize our research and determine whether to buy or build the system.</p>
<p>Timeline</p>	<p>The strategy to expand the Regional Support Network based on this Community Engagement Collaborative concept will be implemented in 2010 and will be evident in the School Improvement Grant Application. The RFP for the NMParentConnect system will be offered as soon as funding is available from the RTTT grant.</p>
<p>Parties Responsible for Implementation</p>	<p>NMPED</p>
<p>Performance Measure Information</p>	<p>Performance measures will be tracked via the WebEPSS system described earlier in the application including:</p> <ul style="list-style-type: none"> • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in reading/language arts • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in mathematics • Highly qualified teachers

	<ul style="list-style-type: none"> • English language learners’ proficiency in English • Safe and drug free schools • Attendance rates and graduation rates • Parent and Family Involvement • Number of students in AP courses and Dual Credit Enrollment
Supporting Evidence/Information	<p>According to Mass Insight Education & Policy Institute, the essential components of how to develop a cultural model that supports learning sets every student on the path to college includes:</p> <ul style="list-style-type: none"> • Building a physical space that is conducive to learning • Taking the culture in the building seriously • Instilling a college-going focus, through: <ul style="list-style-type: none"> – Academic requirements and opportunities; – Outreach to parents; – Deliberate creation of a college-going culture <p>NMPED will take the next steps in becoming a national leader in “cultural competence.” Cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) awareness of one's own cultural worldview, (b) attitude towards cultural differences, (c) knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.</p>

Transformational Goal 2	NMPED will improve the capacity of the turnaround schools – both inside the schools and in the community—in an integrated approach to sustain outcomes.
Key Activity 4	<p><u>Community Engagement Collaboratives (CEC)</u>. New Mexico will develop and implement Regional Turnaround Offices in the Community Engagement Collaboratives to manage efforts related to low-achieving schools. These offices will coordinate with districts and schools as they implement turnaround strategies. The concept is an important part of New Mexico’s strategy to demonstrate sustainability of its Race to the Top efforts and will be important for School Improvement Grant implementation regardless of Race to the Top funding. Staffing of the Community Engagement Collaboratives will include:</p> <ul style="list-style-type: none"> • Turnaround Specialists. The Governor’s Graduate NM Initiative approved funds for 3 FTE’s for 2009-2012 using the State Fiscal Stabilization Government Services Fund. • Community Coalition Coordinator to build an effective network of partners within the local communities, the state, and the nation. This coordinator will benchmark, communicate, and build these networks of key stakeholders and partners. For example, the coordinator will serve on the Board of Innovate to Educate and will partner with the National Hispanic Cultural Center in Albuquerque. Funding for this position will be provided by the School Improvement Grant and recruitment for this position will begin in December 2009. • Nine Community Engagement Collaboratives will be developed in the following regions of New Mexico: Northeast, Northwest, Central, Southeast, and Southwest as shown in Table E-2.5.

Table E-2.5. Map of Community Engagement Collaboratives



These regional collaboratives are an expansion of our current Regional Support Offices that were implemented in 2008 to provide technical assistance to our schools and districts in improvement. NMPED will partner with NM State Library, the University of NM, the Global Center for Cultural Entrepreneurship, and 1st Mile Institute to sponsor “Fast-Forward New Mexico,” a broadband stimulus initiative that integrates a statewide broadband awareness campaign, a NM Broadband Conference, computer literacy and e-commerce trainings in public and tribal libraries across the state, and a centralized website. Fast-Forward New Mexico provides enhanced broadband educational services through two levels of community training at public and tribal libraries. Level I Training is targeted to inexperienced or under-confident users seeking to increase their computer and internet skills, individuals or organizations wanting to become self-sufficient at building and/or supporting computer systems in their homes or offices, and students of all ages preparing for on-line education or workforce training. Level I Training includes:

1. Fundamentals of Computer Literacy: Basic Computer Terminology, Windows features, and Windows file management.
2. Introduction to Internet: What is the Internet and how to use it; e-mail and attachments; browsers and search engines; simple on-line research; library Internet resources; social networking through the Internet (e.g., Facebook, MySpace, Twitter).
3. Strategies for Successful On-Line Learning: Benefits of on-line education and training; on-line platforms such as Blackboard/ WebCT/ Moodle; on-line course components: chat rooms, discussion groups, learning modules, etc.; communication in an on-line course; preparing for on-line professional certifications or dual-credit courses; IDEAL-NM; catalog of on-line resources in NM.
4. Tech Support for Small Organizations: Basic vocabulary of computer systems; identifying needs when purchasing computer; building a home computer from a box; identifying, purchasing, and

	<p>installing needed software; networking concepts; trouble-shooting; simple web pages with links to on-line databases.</p> <p>5. In support of all trainings, a centralized website will be created that houses training materials and exercises so that students can access them at any time. A Catalog of On-Line Educational Resources in NM will also be created and mounted on the website to allow students in any part of the state to learn of educational opportunities.</p> <p>To fully develop, train, and evaluate the Community Engagement Collaboratives (CEC), an RFP will be written in order to secure providers who have this expertise. One of the important functions will be to develop performance indicators and evaluate the CEC activities and effectiveness. There are several nationally recognized educational partners that will be considered.</p> <p>In preparation for the implementation of these collaboratives, The New Mexico Leadership Institute will conduct a three-day Intensive Turnaround Training (ITT) for four rural school-based teams from R2 schools in May, 2010. The teams must be comprised of the principal, teacher leaders, community representatives and at least one central office administrator. There will be a competitive process for selection into the ITT and following the three day intensive, teams will receive follow up and support from both the NMPED and selected leadership coaches. Team will be vetted to determine their conviction, or lack thereof, that every child can learn and that all children deserve a quality public education, no matter what it takes.</p> <p>The training will challenge the participants to deeply engage in this difficult work and move them out of their comfort zone of current practice. Teams will learn together to maximize the knowledge, skills and passion of individual team members and provide them with a new skill set to move their school forward. The desired outcome is to move student success not incrementally, but at magnitude. New Mexico will use this as an incubator for ramping this up for the lowest achieving schools to support their intervention models. This</p>
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	training will also focus on the schools eligible for the School Improvement Grant funding.
Timeline	Recruitment for the 3 Graduate NM Initiative positions will begin in December 2009. Once the State receives the award for RTTT, recruitment for the additional positions will begin and RFP's will be issued for external partners.
Parties Responsible for Implementation	NMPED
Performance Measure Information	<p>NMPED will contract with an external service provider to develop evaluation criteria in partnership with the New Mexico Office of Education Accountability. Performance measures will be tracked via the WebEPSS system described earlier in the application including:</p> <ul style="list-style-type: none"> • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in reading/language arts • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in mathematics • Highly qualified teachers • English language learners' proficiency in English • Safe and drug free schools • Attendance rates and graduation rates • Parent and Family Involvement • Number of students in AP courses and Dual Credit Enrollment
Supporting	The Community Engagement Collaboratives must develop the following components according to the Mass

Evidence/Information	<p>Insight Education & Policy Institute:</p> <ol style="list-style-type: none"> 1. Clearly defined instructional framework, with flexibility around implementation and sharing of emerging best practices across the network. 2. Control over hiring and investment in development of school leadership. 3. Support for schools in recruiting, developing, and retaining teachers. 4. Investments in freeing principals from school operation responsibilities. 5. Building of systems and strategies that enable the use of data to differentiate instruction and guide professional development. 6. Development of a cultural model that supports learning and sets every student on the path to college. 7. Network-wide extension of school day and year, with guidelines for how to align classroom time to the instructional model. 8. Flexibility given to school leadership in use of budget with Lead Partner units supported through a defined fee. 9. Defined approaches for conducting outreach to parents and community. 10. Involve schools more actively in the New Mexico Local Behavioral Health Collaboratives (as described in Section (A)(1)(i)).
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Transformational Goal 2	NMPED will improve the capacity of the turnaround schools – both inside the schools and in the community—in an integrated approach to sustain outcomes.
Key Activity 5	<p>Statewide Instructional Coach Audit & Transformation – Project: Leveraging Instructional Coaches to Improve Teacher Effectiveness Using a Scalable, Research-Based, Efficient Delivery System</p> <p>New Mexico has an estimated 400 instructional coaches in our schools without common job descriptions, standards, training, and support. In order to maximize the knowledge, skills, and abilities of these coaches, NMPED has developed a project to build and implement a successful instructional coaching model which will improve instructional practices and improve student outcomes. With a coherent approach to coaching, New Mexico could also potentially improve teacher effectiveness. A national service provider could assist by helping develop a model of instructional coaching, performance indicators, as well as potentially facilitating coach interactions across the state using technology.</p>
Timeline	<ul style="list-style-type: none"> • Spring 2010: Conduct a scan of the schools and districts to identify types, roles, responsibilities, experience, expertise, needs, etc. of current coaches. NMPED will sponsor 3 Instructional Coach Academies in 3 regions in the state and will include the following topics: Instructional Coach Role, Use of Data in Differentiated Instruction, Relationship Skill Building, Effective Pedagogy • 2010-2011: Train-the-trainer model designed to interview, identify and hire a cadre of highly qualified instructional coaches to develop the skills of instructional coaches across the state in three areas: <ol style="list-style-type: none"> 1. Content area knowledge 2. Pedagogical methods

	<p>3. Effective communication with teachers</p> <ul style="list-style-type: none"> • Year 2-3 : Instructional Coaches: Online collaboration with teachers statewide using case-based courses <ol style="list-style-type: none"> 1. Identify critical areas for improvement (ESOL, Differentiation, Behavior Management, Reading, Math) 2. Deliver differentiated PD statewide by trained coaches 3. Gather data using Teacher Performance Record to track changes in teacher behavior 4. Curriculum • Optional: Research Focus <ol style="list-style-type: none"> 1. Create a more research-focused model (similar to the Pennsylvania/Microsoft Technology Initiative) 2. Continue to gather data in Years 2-3 to determine if instructional coaches are having an impact.
Parties Responsible for Implementation	NMPED
Performance Measure Information	<p>NMPED will contract with an external service provider to partner with New Mexico to deliver and evaluate this activity. Performance measures will be tracked via the WebEPSS system described earlier in the application including:</p> <ul style="list-style-type: none"> • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in reading/language arts • Student proficiency (including students with disabilities, English language learners, and the economically

	<p>disadvantaged and 5 racial/ethnic subgroups) in mathematics</p> <ul style="list-style-type: none"> • Highly qualified teachers • English language learners’ proficiency in English • Safe and drug free schools • Attendance rates and graduation rates • Parent and Family Involvement • Number of students in AP courses and Dual Credit Enrollment
<p>Supporting Evidence/Information</p>	<p>New Mexico will utilize IDEAL-NM to deliver some of the professional development to coaches and teachers. IDEAL-NM provides eLearning services to New Mexico P-12 schools, higher education institutions, and government agencies. We reduce geographic and capacity barriers to educational opportunity while increasing the digital literacy skills students need to participate in a global economy. It is used to:</p> <ul style="list-style-type: none"> • Collaborate with New Mexico schools in providing online courses that expand educational opportunity for all students. The high-quality courses are taught by New Mexico teachers. • Work with Regional Education Cooperatives in facilitating eLearning best-practices training for member schools. • Implement a shared eLearning infrastructure using a single statewide Learning Management System, web conferencing system, and Help Desk. <p>NMPED embarked on a project entitled “Teachers In Action” in March 2009 (see Appendix E-2-3). This project involved Corrective Action Districts with schools in the status of Restructuring II (R2) for two years or more throughout the state of NM. The Priority Schools Bureau in NMPED contracted with experienced education professionals to teach online coursework through CaseNEX of Charlottesville, Virginia to</p>

	<p>participants such as teachers and administrators of these R2 schools. These 500 participants received a stipend of \$1000 for their efforts in completing the courses. The courses that were selected from CaseNex course offerings were streamlined to meet the needs of schools in our state and offered invaluable case studies of teacher techniques, etc. Districts were awarded money through state funds to pay CaseNEX for the coursework and the stipends. This project was successful in that quality instruction was delivered to the participants; and because many schools in many districts participated, the participants collaborated and discussed these case studies with participants from other schools and districts and came away with not only insight but teaching techniques they could use in their instruction.</p>
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<p>Transformational Goal 2</p>	<p>NMPED will improve the capacity of the turnaround schools – both inside the schools and in the community—in an integrated approach to sustain outcomes.</p>
<p>Key Activity 6</p>	<p>Link and align instruction to standards, curriculum, pedagogy, lesson plans, progress monitoring, and summative assessments</p> <p>NMPED must assure that essential curriculum and supporting materials aligned to the standards are the focus of daily instruction. Principals must have access to these lesson plans in order to evaluate teacher performance. If all education stakeholders focus on common standards, curriculum frameworks, materials and resources, differentiated instruction, adaptive assessments, and interventions, student achievement will improve rapidly. Therefore, New Mexico must assure that teachers have the ability to create and track lesson plans aligned to state standards. Key data requirements such as state standards, school information, and LEA and school personnel are either already contained, or logically should be included, in the NM PED</p>

WebEPSS application.

This work is proposed as an addition to the WebEPSS application developed by WestEd, and hosted by NM PED. This application is known generically as the Planning and Monitoring WebEPSS, and is currently in use by seven states.

System Requirements and Architecture

WebEPSS is currently used by NM LEAs and selected schools. This functionality will increase potential usage to every school in the state. It will be used by up to 25,000 teachers, with up to 100 lesson plans per teacher when in full production. Development will adhere to the technology, standards, and guidelines currently in place for the WebEPSS. Existing functions such as user administration, file cabinet, and messaging may be incorporated into this development. Training and support will be provided under the guidelines established for WebEPSS. Additional support and onsite training may be required during initial implementation.

Licensing and Ownership

The functionality described here will be developed under contract between NM PED and WestEd, and licensed to NM PED under the agreement for the Plan and Monitoring Tracker. This module will become part of the base functionality for the system, and available to other participating states when completed.

NM PED owns all data contained in the WebEPSS system without restriction.

Full implementation of this project includes the following components:

- Create structure for State standards in the online tools
- Import data

- Identify and establish connections to existing components such as school or district plans
- Identify relationships to lesson plans and standards
- Create Lesson Plan Libraries
- Establish information for classroom identification
- Create teacher user type and establish permission structure
- State, LEA, School and Teacher-level reporting
- Align with other instructional tools (instructional audits, curriculum mapping, interim assessments, etc.)
- Link this tool to the MeNTOR Site using the state’s SharePoint platform. The first phase of MeNTOR was completed in 2009 and the next phase will be completed by December 2010 if NMPED is successful in the Longitudinal Data System grant.

Goals

The goal of the MeNTOR project is to develop a teaching and administrator resource site, called MeNTOR, in the SharePoint environment through an iterative demonstration approach.

- The MENTOR site will allow the user to provide sharing of resources, such as sample lesson plans; linking to sites of interest; sharing of ideas among staff members by the use of discussion boards; and, searching abilities (basic, site search) and provide administration staff with continuing education and other resources.
- The site will be created by SharePoint Programmers, web designers and database professionals in conjunction with education professionals. This development will use the principles of “Iterative

design”, methodology based on a cyclic process of developing, testing & reviewing with end-users, and continuous improvement and refinement of systems. After the initial design has been created, end users test each version (iteration) of a design and suggest modifications. These suggestions are reviewed by the design team and design refinements are made as appropriate. This development process will improve the quality and functionality of the website to ensure that it meets the needs of teaching professionals.

- The site will feature Discussions Boards and Career Builders sites, a document storage function for professional connections, a forms template, a way to share resources and survey results, lists of professionals and other team members, and a place to perform surveys to elicit opinion and advice from the teaching community.
- The site will be provided on a state-wide basis but will also have regional sites to enable professionals from districts with similar demographics to get the most targeted information.
- The site will feature a Professional Learning Center with links to existing sites such as TEACH-NM, LEAD-NM, NMPED Licensure, Casenex, Online-Education.net and ONLINE DEGREES.com

This tool could be replicated and used by other States because it will be open source.

Additional funding will be needed to fully implement and support this tool. Master Teachers will be recruited and hired to develop high quality and aligned lesson plans that will be loaded into the tool for use by all New Mexico teachers. Once these Lesson Plan Exemplars are developed and loaded into the system, individual teachers can add their plans using the templates which will be aligned to the standards and benchmarks. This system will be a critical tool in the lowest achieving schools but will be available for all

	<p>schools. A subgroup from the Teacher and Principal Effectiveness Task Force described earlier in Section D will develop a set of criteria currently available that can be used to select outstanding teachers and principals who will comprise the Cadre. The duties of this Cadre will include providing leadership with low-achieving school with a particular focus on turning around the state’s lowest-achieving schools. The teachers hired to develop these exemplars will either come from this Cadre or teachers recommended for this project.</p>
	<p>Work is expected to begin in January 2010 and is paid for with existing State and Federal funds. The work for the Instructional System Tool should be complete and available for user training in time for the start of the 2010-11 school year. Once the RTTT funds are awarded, Master Teachers will be recruited and trained to begin their work in the Summer 2010. Full implementation of the tool and the lesson plan exemplars should be completed by September 2011.</p>
Parties Responsible for Implementation	<p>NMPED WestEd</p>
Performance Measure Information	<p>NMPED will contract with an external service provider to develop evaluation criteria in partnership with the New Mexico Office of Educational Accountability. Performance measures will be tracked via the WebEPSS system described earlier in the application including:</p> <ul style="list-style-type: none"> • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in reading/language arts • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in mathematics • Highly qualified teachers

	<ul style="list-style-type: none"> • English language learners’ proficiency in English • Safe and drug free schools • Attendance rates and graduation rates • Parent and Family Involvement • Number of students in AP courses and Dual Credit Enrollment
Supporting Evidence/Information	<p>During 2009-2010, 26 districts are participating in a pilot WEB EPSS project. These districts are required to write their EPSS school improvement plan on-line where the Priority Schools Bureau at NMPED is able to monitor the implementation of the plan much more easily than in the past. Districts are still expected to go through the planning process described here, and their EPSS must meet all of the NCLB requirements. Putting the EPSS on-line can help make the plan a living document rather than one that sits on a shelf. In addition, the updating for schools and districts and the monitoring for the PSB become much simpler. The expectation is that all districts and schools will be using the on-line EPSS by 2010- 2011.</p>

Transformational Goal 1	NMPED will change the conditions in schools by removing barriers to improvement, innovation, and transformation and delivering incentives to students and staff
<p>Key Activity 7</p> <p>Transforming Low Performing Schools with Gaming and Competition</p>	<p>Virtual Heroes NM – Engaging the Digital Generation for Educational Transformation--A Competition to address STEM Success in Lowest Achieving Schools</p> <p>Research indicates that students want more exposure to technology, opportunities to use mobile devices for learning and the use of educational gaming. This initiative creates a competition for students that will integrate a gaming component into the classroom as well as track the students’ knowledge in STEM competencies. In this competition, the schools will be comprised of six middle schools and 10 high schools (low achieving schools). In addition, these low-achieving schools will be matched with six middle schools and 10 high schools in the same regions that are higher achieving schools. These 32 schools will be the pilot schools for the Virtual Heroes NM Competition – the first competition of its kind in the U.S. that will use a gaming/space component to engage underserved students in STEM education. The total number of students included at these 32 schools is approximately 10,000.</p> <p>New Mexico’s students and teachers are open to new ways to boost learning, narrow achievement gaps, and increase readiness for all educational and career pathways. Virtual Heroes NM will be launched to engage students in science, technology, engineering, and math (STEM) and at the same time to evaluate the effects of gaming on student achievement. Astronaut, Moon, Mars and Beyond (AMMB) is a broad STEM engagement platform sponsored by NASA Learning Technologies (LT) and the Innovative Partnerships Program (IPP) of NASA’s Goddard Space Flight Center (see Appendix E-2-4). This AMMB learning platform is the official NASA STEM education game with U.S. education curriculum standards and</p>

benchmarks fully integrated throughout the learning platform. The previously mentioned assessment and benchmarking mentioned in Section B will be incorporated into the NASA game and it will be aligned to all State standards, as well as, the National Common Core math and science standard. Reporting will be tied into the Carve Your Path data system to produce data that can be used by all stakeholders.

A group of New Mexico teachers will work with experts from across New Mexico and the U.S. as part of the Virtual Heroes NM Design Team. This team will work from the onset to align the common core standards and NM standards to the game. In addition, this project will partner with the NM Space History Museum, located in Alamogordo, NM. (<http://www.nmspacemuseum.org/content.php?id=10>). This museum is one of 15 divisions of the New Mexico Department of Cultural Affairs and would create the first informal/formal transformative project for the NMPED. The Museum is comprised of the Museum of Space History, the International Space Hall of Fame, the Hubbard Space Science Research Building and the John P. Stapp Air & Space Park. The NMPED Turnaround Office will work closely with the Department of Cultural Affairs liaisons to assure alignment of museum resources. (See the Department of Cultural Affairs' letter of support in Appendix A-2-1.) It should be noted that the New Mexico Cultural Affairs has developed a tremendous amount of math and science curricula that is already aligned with NM math and science benchmarks.

Validity for Transforming Low-Performing Schools with Gaming and Competition

There are numerous highly published research findings on the effects of gaming and competition in learning. A poll published in 2007 by FutureLab found that 59% of teachers polled were willing to use game-based learning and an even larger number of students would welcome it. (See Appendix E-2-5 for more information about Virtual Heroes NM.) Key findings from this literature review state that skills,

knowledge and attitude can be improved by implementing games-based learning. As part of this project, we are confident that students and teachers in these high need areas need something to excite and empower them to take pride in their school and community. In addition to competing against other NM students and schools, students can also continue to polish their competencies while playing at home or in their spare time with students from all over the country on the multimodal platform. Current partners for the NASA game include 400,000 5th-8th grade students at 50 **Challenger Centers** across the U.S., as well as 3,000 schools nationwide from **Project Lead the Way**, reaching 140,000 high school students and 110,000 middle school students located in all 50 states.

Implementation of the Use of a Technology Incentive (Year 2)

We believe that having access to technology is not only an important component of this project, but is also a way to provide an incentive to the students and teachers involved in this project. Introducing the technology component by providing a laptop with mobile wireless connection will allow students and teachers that excel to have access to a computer to play the game. We have received an in-kind commitment from Innovate-Educate on this initiative to create a public/private partnership between the NMPED and Innovate-Educate around this transformational project. Although this project will focus on laptops, it will also leverage the implementation of handhelds under the Carve Your Path initiative to create another area for research on efficacy of gaming and handhelds for students. Our reasoning to introduce this technology incentive is based on **Project Graduation** out of Sunnyside School District in Arizona. Research from this project shows single-period absences were dramatically reduced by 67% from the previous year due to the technology incentive of a laptop for each student. That, in turn, had an impact on

student grades as evidenced by the nearly 20% drop in the number of students who received two or more failing grades as compared to the previous year. (Source: www.sunnysideud.k12.az.us)

This project will also work closely with the NM Public Educational Technology Bureau's EETT funded grant. This grant was awarded to New Mexico in the amount of \$5,138,804.00 on July 24, 2009. (See Appendix E-2-6).

Under this technology incentive in year one, beginning Fall 2011, all teachers in each cohort will receive their own laptop or handheld device. Students that hit the marks defined by the Virtual Heroes Design team will receive opportunities for one or more of the following:

- A personal computing device (laptop or mobile handheld device) that personally belongs to them.
- Increased opportunities for credits through online courses (incentives for IDEAL-NM courses in AP STEM) at no cost.
- Interactions with NASA Scientists/mentors.
- Internship opportunities at museums across NM, the Spaceport and NASA.

Overall, the NM Virtual Heroes project will be a benchmark for the U.S. to engage students in STEM education with a competition that involves a high level multimodal platform developed by top gaming engineers in the Country. New Mexico has an incredible history with Space-related assets that go across the State including the NM Space Trail, a project led by Department of Cultural Affairs. This competition will result in an increase in test scores, engagement and other key factors in schools in need of improvement.

New Mexico has the potential to become a state model and a national model for dropout prevention, improving the graduation rate and engaging students with competencies in the STEM fields. Students will

	become invested in their future and will be able to see the connection between technology, learning new skills, staying in school having the concepts and competencies to assist them throughout life as they pursue their careers, postsecondary plans and their future.
Timeline	<p>May 2010 –January 2011– Implementation Scope – Partners defined – assessment and standards built into the NASA game</p> <p>Summer 2010 Professional Development launch – Teacher teams spend one week in the summer and weekly virtual professional development via IDEAL-NM</p> <p>July 2010 through December 2010 – Professional Development continues</p> <p>January 2011 – Launch of NASA game in selected SINOI schools</p> <p>Summer 2011 – First Student Challenger Camp</p> <p>Fall 2011 - Spring 2012 – Continue 1st full year launch of game</p> <p>Summer 2012 – Year 2 Challenger Camp</p> <p>Fall 2012 – Laptop Incentive (Technology incentive) begins</p> <p>Spring 2013 – Full research evaluation on results of gaming on education</p>
Parties Responsible for Implementation	<p>NMPED</p> <p>Innovate-Educate New Mexico</p> <p>NASA Partnership</p>
Performance	The project will increase learning opportunities by:

<p>Measure Information</p>	<ul style="list-style-type: none"> • Exposing students to a competition that is during the school hours – in school time and not OUT of school time. Informal learning will become integrated with formal learning. • Access to technology and 21st century tools for discovery of a whole new world via the Internet. • Students receive technology as incentives. • Teachers learn 21st Century teaching tools and are incentivized by higher pay and collaborative professional learning communities (both face-to-face and virtual). • IDEAL-NM is scaled through the NM Virtual Heroes project. • As a community, the schools in need of improvement feel valued and it conveys that they “can be heroes” • Community focus groups engage families and bring in the family component to the NM Virtual Heroes competition. This competition will assist the entire family unit in embracing STEM and 21st century skills. • Through Innovate-Educate, Industry Fortune 500 Industry leaders will provide in-kind and thought leadership to launch NM Virtual Heroes. • Local businesses become involved as they will see a direct benefit to their future workforce development and economic viability. <p>We project that by the end of year 3 (2013), New Mexico will have successful turnaround statistics in the non-performing schools, as well as the pilot partner schools, due to the Virtual Heroes NM competition. External success factors will be teacher involvement, lower teacher turnover, increase in 21st century skills,</p>
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	<p>parental involvement, student engagement, a state-of-the-art STEM dashboard, lower dropouts, an increase in P20 pipeline partnerships (high schools to two/four year institutions in their region), an increase in informal/formal partnerships, business community and industry engagement, and other assessment factors that can create a model for scale. These all will play into the community collaboratives concept for New Mexico and will be integrated throughout the process.</p> <p>Performance measures will be tracked via the WebEPSS system described earlier in the application including:</p> <ul style="list-style-type: none"> • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in reading/language arts • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in mathematics • Highly qualified teachers • English language learners’ proficiency in English • Safe and drug free schools • Attendance rates and graduation rates • Parent and Family Involvement • Number of students in AP courses and Dual Credit Enrollment
Supporting Evidence/Information	<p>Building upon the results and structure of <i>Project Graduation: The Digital Advantage from Sunnyside School District (AZ)</i> (http://www.sunnysideud.k12.az.us/node/1274), NM Virtual Heroes will begin an incentive to students based on performance and testing. After one semester of implementation at Sunnyside, Project Graduation began showing results. New Mexico previously had a pilot one-to-one</p>

	<p>initiative that was not tied to student success and did not achieve accountable results due to the lack of alignment of professional development to the one-to-one initiative. We believe this technology incentive can be a critical “carrot” for raising the level of student participation and performance.</p>
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Transformational Goal 1	NMPED will change the conditions in schools by removing barriers to improvement, innovation, and transformation and delivering incentives to students and staff
Key Activity 8	<p>NMPED will implement a Grow Your Own Teacher initiative as described in Section D that will be expanded to students in order to motivate and engage students in an education career path.</p> <p>NMPED will work with CTWEB and other partners in building a strong career pathway and links their community economic development to this career choice. As a part of this initiative, student internships and apprenticeships will be developed in the lowest achieving schools and then replicated in all schools and communities. This campaign will be focused on middle school and high schools and will partner with Golden Apple, IDEAL-NM, Higher Education, Department of Higher Education, Workforce Solutions, the National Hispanic Cultural Center, Innovate to Educate, the Center for the Education & Study of Diverse Populations, the New Mexico Lab for Transformational Education, High Schools That Work, Gear Up, MESA, ENLACE, and Teach for America.</p>
Timeline	This strategy will be implemented immediately and will be evident in the School Improvement Grant Application.
Parties Responsible for Implementation	NMPED

<p>Performance Measure Information</p>	<p>Performance measures will be tracked via the WebEPSS system described earlier in the application including:</p> <ul style="list-style-type: none"> • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in reading/language arts • Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) in math • Highly qualified teachers • English language learners’ proficiency in English • Safe and drug free schools • Attendance rates and graduation rates • Parent and Family Involvement • Number of students in AP courses and Dual Credit Enrollment
<p>Supporting Evidence/Information</p>	<p>Grow Your Own is New Mexico's innovation to combat dropout rate, develop quality teachers and revitalize rural communities. This year, NMPED and the Center for Relational Learning will pilot a program that will identify 50 ninth grade students in low performing schools and rural communities. Collaborating with institutions of higher learning, the forum for youth and community, the new teacher project, and the highly successful Golden Apple scholars program, an educational pathway for 50 entering freshmen will be developed to ensure high quality teachers for New Mexico's rural and underperforming schools. This innovative program will support selected students and encourage them to stay in school; develop 21st Century skills and experience; practice effective teaching and learning in community and school settings; and receive training from award winning teachers. Three pilot sites are being developed</p>

	<p>this year. One is specifically designed to prepare students to work professionally with children 0-8, and the other two are rural based and are focused on preparing students as professional educators K-12. The pilot program will match students to previously graduated high school students who have been trained as teaching scholars through the previously mentioned Golden Apple program. This will allow culturally, moral, and academic support that is personalized and relevant to the particular locale, all of which are unique in New Mexico. By April 2010, New Mexico will have established an educational pathway program to ensure that quality teachers are in every rural and underperforming school.</p>
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Performance Measures (E)(2)	Actual Data: Baseline (Current school year or	2010-2011 End of SY	2011-2012 End of SY	2012-2013 End of SY	2013-2014 End of SY
The number of schools for which one of the four school intervention models will be initiated each year.	See Evidence of Past Efforts below	5	10	10	

Evidence of Past Efforts in Turnaround

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Turnaround model	3 schools reported that they selected this model as their restructuring option in 2006-2007	These 3 schools are still in Restructuring 2
Transformational model	2 schools implemented some components of this model in 2008-2009	No results yet since this is the first year of implementation
School closure	When closed, no students were placed in high performing schools.	In all situations where schools were closed, the students were moved laterally or downwards in the NCLB continuum. One of the lessons learned is that, because of the high number of low achieving schools in New Mexico coupled with the rural demographics, there are limited options for placing students in high performing schools when a school closes.
Conversion	None	
Schools who have come out of NCLB designation		Each year, schools that have met AYP for two consecutive years and have come out of NCLB designation are identified as Schools on the Rise . A celebration is held in the State Capital where the schools are honored and receive an award of \$4000 to be used in their library. The number of schools that are successful in raising their achievement levels range from 12 to 14 each year.

F. General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

Section (F)(1)(i) Making Education Funding a Priority

New Mexico funds public elementary and secondary education with funds from the state general fund through its primary formula known as the State Equalization Guarantee (SEG). Table F-1.1 shows the SEG funding for FY08 and FY09. In FY08, total SEG for

public elementary and secondary education was \$2.3 billion or 37.8 % of the total recurring dollars in the state’s General Fund for FY08. For FY09, the SEG funding for public elementary and secondary education was \$2.4 billion or 44.4% of the total recurring dollars in the state’s General Fund for FY09.

New Mexico funds public higher education with funds from the state’s general fund, and the primary higher education formula is known as Instruction and General Operations (I&G). In addition, New Mexico uses other state funds to support public higher education including Land and Permanent Fund Revenue. Table F-1.1 shows the Higher Education funding for FY08 and FY09. In FY08, total I&G plus other for public higher education was \$662.6 million or 11.0 % of the total recurring dollars in the state’s General Fund for FY08. For FY09, the I&G plus other funding for public higher education was \$671.6 million or 12.6% of the total recurring dollars in the state’s General Fund for FY09.

Table F-1.1: SEG Funding for FY08 and FY09		
<i>Category</i>	<i>FY08 (Actual)</i>	<i>FY09 (Dec. 2009 Consensus)</i>
Total Recurring Revenue For New Mexico	\$6,015.5	\$5,319.6
Total Recurring Funding For Public K-12 Education SEG	\$2,272.5	\$2,359.7
% of Total Revenues Used To Support Public K-12 Education	37.8%	44.4%
Total Recurring Funding For Public Higher Education I&G	\$662.59	\$671.61
% of Total Revenues Used To Support Public Education I&G	11.0%	12.6%

It is important to note that SEG and I&G plus other sources were used as the primary formulas for funding public schools and public higher education and reported in New Mexico’s application for the ARRA State Fiscal Stabilization Funds Request for Phase I and Phase II.

Section (F)(1)(ii) State Policies Related to Equitable Funding

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. One of the projects of NEFP's was to develop a computer model to simulate the fiscal consequences of alternative decisions with regard to the financing of public elementary and secondary education. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated, the ease with which new data could be added and new decision options made available. And, after adapting the NEFP model to construct a computer model matching conditions in New Mexico, the "tools" were available to begin a detailed study of public school in New Mexico and, subsequently, to develop a proposal for a new school finance plan. Appointed by the Governor in the summer of 1973, the Advisory Committee on School Finance was composed of a broad cross section of educational interests, including parents, teachers, administrators, and legislators. The committee established the basic philosophy and direction of the project and met monthly to review progress and to give direction for future work. The committee's initial task was to define educational need. Committee members discussed many elements, including some already included in statute, such as the additional costs associated with secondary schools, which had been recognized in public school funding in New Mexico since the 1930s; the differential weighting of students by grade level and size of school, which had been recognized since 1960s; and the necessity of supporting adequate staffing patterns. The committee's second task was to devise a school finance formula based upon a comprehensive definition of educational need that would equitably fund this need throughout the state. The committee's guiding philosophy was the equalization of educational opportunity for all children in New Mexico.

Past school funding methods, however, had created a high degree of disequalization among districts because of differences in local wealth. The gap between rich and poor districts was enormous, and the revenue that would be required to reach full equalization with the richest districts was staggering. Thus, while it was unreasonable and impracticable to equalize at the highest level, any lower level would result in certain districts' losing revenue. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level while minimizing the financial loss to the richest districts.

As the result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

In place for more than two decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula while maintaining the philosophical concept of educational equity for all students.

In recent years, however, some individuals have questioned the credibility of the formula citing as unfair the fact that some districts receive less revenue per pupil compared to others. Some districts have attempted to make arguments for additional factors to meet their particular needs such as increasing revenues for cost-of-living adjustments, at-risk students, or specific types of teacher training. In response to these concerns, the State Board of Education, the Legislature, and the Executive in 1995 made commitments to support an independent, comprehensive study of the funding formula. Completed in 1996, the principal finding of the study concluded the following: "When evaluated on the basis of generally accepted standards of equity, the New Mexico public school funding formula is a highly equitable formula.... [S]pending disparities are less than in other states and statistically insignificant."

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues; Antonio Ortiz to provide information below
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in

the State.

- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

Section (F)(2) Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools

The New Mexico’s Charter Schools Act must be viewed in the context of New Mexico’s school districts. Over 50% of New Mexico’s districts have enrollments of less than 1,000 students and a fourth of the State’s districts are under 250 students. The majority of the districts under 1,000 students must receive annual emergency supplemental funding in order to keep their schools operational. They

consistently face economies of scale working against them. Therefore, it appeared to be reasonable that school districts under 1,300 students would not have more than 10 percent of its student population in a charter school. There is no district in New Mexico that is even close to that cap. Two thirds of New Mexico's 300,000 plus students attend school in one third of the districts. While most of the charter school growth has been in urban areas, there are no size caps in place. Early on when the Charter School Act was first implemented, there was a rule that there could be no more than 15 new charters in any given year or 75 in a five year period. In the history of charter schools in New Mexico, these caps have not had to be activated. The Charter School movement is alive and well in New Mexico. We now have two authorizing entities: local boards of education and the New Mexico Public Education Commission. We currently have 88 charter schools in the State and a very active statewide professional organization, the New Mexico Coalition of Charter Schools, advocates for charter schools. The New Mexico Public Education Department for Charter Schools is headed by an Assistant Secretary for Charter Schools.

In New Mexico, charter schools are authorized under the provisions of the Charter Schools Act of 1999 (See Appendix F-2-1). From the date of enactment until July 1, 2007, all charter schools were authorized by local school districts. In 2006, the State Legislature amended the Charter Schools Act to provide for state-level authorization of charter schools as an alternative to authorization by school districts. The New Mexico Public Education Commission (NMPEC) was designated as the state's authorizing body. This legislation also created the Charter Schools Division (CSD) within the NMPED, which assumed the tasks of the former Charter Schools Bureau. The Charter Schools Division, under the leadership of an Assistant Secretary of Education for Charter Schools, was tasked with providing staff support to the Commission and for making recommendations for approval, denial, suspension and revocation of the charters of state-chartered schools. After authorization, state-chartered schools are accountable to the NMPEC for execution of their charters just as locally-chartered schools are accountable to their authorizing districts.

Under the revised law, a state-chartered school is exempt from any requirements of the school district in which it is located and it is established as its own local education agency (LEA). Consequently, a state-chartered school has greater autonomy and also greater responsibility for its programs, management, policies and accountability.

The Charter Schools Act of 2006 (22-8B NMSA 1978) was ground-breaking legislation for the state of New Mexico and was acknowledged nationally for its support of innovation and accountability. The Act allows for the establishment of initial charter schools and the renewal of existing charter schools through multiple authorizers, utilizes strong accountability for applicants and existing charter schools, provides for rigorous criteria for start-up schools and those choosing to renew their charters, and additionally, outlines processes for appealing authorizer decisions, mandated governing body training, and producing academic and fiscal management results. The Act provides for two types of authorizers, local districts and the New Mexico Public Education Commission (PEC), essentially offering 90 authorizer choices across the state. This dual-authorization also allowed the state-wide authorizer, The Public Education Commission, to create exemplary practices that can be utilized as models for other authorizers in the state and the nation (incidentally, the National Association of Charter School Authorizers (NACSA) has recognized the work that has been produced by the Commission and provided their model practices for the national charter movement). The rules and regulations written to support the Charter Schools Act, 6.80.4 NMAC, (See Appendix F-2-2) expand upon the processes to be followed by both charter schools and authorizers. The regulations more specifically articulate the expectations and responsibilities for charter applicants, existing charter schools, and those schools applying for renewal. The regulations also stipulate the academic, financial, and legal expectations for charter schools and for state-chartered schools provide criteria for qualification as a board of finance.

The NMPED considers State-chartered schools as their own Local Educational Agency (LEA) and affords these schools significant autonomy in matters of curriculum development, local governance, and budgetary decisions. The NMPED, through the Charter Schools Division, has also put in place mandatory monitoring processes that have required rigorous self-evaluation, on-site monitoring visits, and ultimate end-of-term reports that inform the renewal decisions for state-chartered charter schools

The development and application of new, high-quality state charter school standards by the Division and the Commission was accompanied by a commitment to increased technical assistance to developers and greater transparency in the authorization process. NMPED sought assistance from NACSA to develop new forms and procedures to assist charter school developers in understanding the application process and how their applications would be evaluated. After the development of these new forms and procedures, they were placed on the NMPED website and widely disseminated. These forms and procedures have become models for best practices that have been adopted by local district authorizers.

Since the creation of a dual authorizing authority, more applicants have sought authorization as a state charter through the Public Education Commission (PEC). In 2007, the PEC received 9 applications and approved 2 schools. In the same year only one application was received by a local district and that school was approved. In 2008 and 2009, no applications were received by local districts, and 27 applications were received by the PEC with 14 approved and 2 awaiting an appeal process through the Secretary of Education.

The closure of charter schools has not been significant in the state. Local authorizers have closed four charter schools during the years of 2005 through 2006. Three of those schools were closed for fiscal mismanagement and the third for failure to meet academic progress, governance issues, and financial mismanagement. In 2009, the PEC denied the renewal of a local charter that was seeking a renewal as a state charter school. The reason for non-renewal was based on academic progress.

Charter schools are funded equally as defined in statute. “The amount of funding allocated to a charter school shall be not less than ninety-eight percent of the school-generated program cost. The school district or division may withhold and use two percent of the school-generated program cost for its administrative support of a charter school.” (22-8B-13 NMSA 1978) In addition to the operational funding, the state through the Public School Capital Outlay Council has provided charter schools with lease payments funding in the amount of \$700 per MEM (per student based on prior year enrollment). Over the last five years, the State Legislature has increased the funding from approximately \$600 per MEM to the current amount of \$700. In addition to this support, a

constitutional amendment was passed two years ago that allows districts and charter schools to enter into a lease for purchase agreement.

In addition to the lease purchase assistance to schools, the New Mexico legislature amended the Public School Capital Outlay law in 2007 and again in 2009 to support charter schools receiving local bond funding:

If, in an election held after July 1, 2007, the qualified electors of a school district have voted in favor of the imposition of a property tax as provided in Section 22-26-3 NMSA 1978, the amount of tax revenue to be distributed to each charter school that was included in the resolution shall be determined each year and shall be in the same proportion as the average full-time-equivalent enrollment of the charter school on the fortieth day of the prior school year is to the total such enrollment in the district; provided that, in the case of an approved charter school that had not commenced classroom instruction in the prior school year, the estimated full-time-equivalent enrollment in the first year of instruction, as shown in the approved charter school application, shall be used, subject to adjustment after the fortieth day. Each year, the department shall certify to the county treasurer of the county in which the eligible charter schools in the school district are located the percentage of the revenue to be distributed to each charter school. The county treasurer shall distribute the charter school's share of the property tax revenue directly to the charter school. (22-26-9 NMSA 1978)

On or after July 1, 2009, a resolution submitted to the qualified electors pursuant to Subsection A of this section shall include capital improvements funding for a locally chartered or state-chartered charter school located within the school district if the charter school timely provides the necessary information to the school district for inclusion in the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used. (22-25-3 NMSA 1978)

To summarize, in the last five years, student enrollment in charter schools has grown by leaps and bounds, from approximately 2,000 students in 25 schools in 2001 to more than 12,000 students in 74 charter schools in the 2009-2010 school year. Charter school student enrollment is close to 4% of the total number of enrolled students in New Mexico public schools. With close to 9,000 students attending 42 schools, Albuquerque has the largest number of both charter students and schools. Approximately 10% of all students in the Albuquerque School District attend a charter school. In the Santa Fe School District, 9% of all students attend one of 4 charter schools. Our charter schools enroll a slightly higher percentage of special education students (21% versus 19%) and a significantly higher percentage of students eligible for free and reduced-price lunch (62% versus 55%). More than half of New Mexico charter schools are middle or high schools, enrolling approximately 70% of all charter school students. Eighteen charter schools are established to serve students deemed “at risk for failure.”

Charter schools exist in 23 out of 89 districts (a quarter of all districts). Charter schools exist in all quadrants of the state and in all types of areas: urban, rural, and suburban. More growth has recently been seen in parts of the State south of Albuquerque, including Las Cruces and the southern-most border towns.

New Mexico enables LEAs to operate innovative, autonomous public schools other than charter schools. The decision to design and operate such schools rests with local school boards. Examples of innovative schools include magnet or special focus schools like Longfellow Elementary School in Albuquerque, which emphasizes dual language immersion in English and Spanish. Another innovative – magnet school example is Albuquerque’s New Tech High School. Examples of other alternative schools include Santa Fe Public Schools’ Project SER Academy, and the Family Schools (half public school education curriculum coupled with a half-day of education by the family) that are operated by several districts.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

Section (F)(3) Demonstrating Other Significant Reform Conditions

In September of 2003, New Mexico voters changed the Constitution and established a new governance structure for New Mexico public education, with the Executive becoming responsible for the educational system. The Secretary of Public Education, appointed by the Governor and made part of the Governor's Cabinet, leads the NMPED. The Department is overseen by two Deputy Secretaries (Learning and Accountability, Finance and Operations) and is comprised of eleven Divisions headed by Assistant Secretaries (Administrative Services; Assessment and Accountability; Charter Schools; Educator Quality; Indian Education; Information Technology; Instructional Support and Vocational Education; Rural Education; Quality Assurance and Systems Integration; Program Support and Student Transportation; and Vocational Rehabilitation) the Public Information Office, and the General Counsel. (See Appendix F-3-1 for an organizational chart of the NMPED.) Each is considered an exempt position appointed by the Governor. The department with its staff of approximately 326 serves 89 schools districts, 64 charter schools, 329,260 students; and manages \$3.2 billion of school resources, which includes \$438.4 million of federal funds and \$195.0 Capital Outlay Funds. (SY2007-2008).

In addition, Governor Richardson established the Higher Education Department as part of the Governor's Cabinet in 2005. The Secretary of Higher Education works collaboratively with the Secretary of Public Education to ensure that New Mexico laws, regulations and funding works to support a PreK-20 education system. (See Appendix F-3-2 for an organizational chart of the HED)

The Governor's focus on establishing a PreK-20 education system is matched by the Legislature, which has established the permanent committee known as the Legislative Education Study Committee. This permanent Committee focuses on education issues, including education reform, and has been a consistent champion of initiatives aimed at improving student achievement, graduation rates, narrowed achievement gaps, and other important outcomes.

As previously noted in Appendix E-1-1, we provided an annotated listing of the major legislative changes made since 2003 that related to the four key assurances (standards and assessments that prepare students to succeed in college, workplace and global economy; data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and turning around our lowest-and the Race to the Top priorities including a Comprehensive Approach to Education Reform; High School Redesign and Readiness (see Appendix F-3-3); Emphasis on Science, Technology, Engineering, and Mathematics (STEM); Innovations for Improving Early Learning Outcomes; Expansion and Adaptation of Statewide Longitudinal Data Systems; P-20 Coordination, Vertical and Horizontal Alignment and School-Level Conditions for Reform, Innovation, and Learning.

II. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Priority 2: Competitive Preference Priority – Emphasis on STEM

New Mexico has made great strides in addressing STEM education beginning with the formation of the Math and Science Bureau in 2006 and subsequently the creation of Project 2012. The State has placed a high priority on STEM education and continues to focus on STEM in order to enhance the State's competitiveness to attract industry and prepare and equip our students for the jobs of the future.

Beginning with the New Mexico State Legislature creating the Math and Science Bureau within the NMPED and the Advisory Council (MSAC), through the many steps accomplished along the way (outlined in this proposal), P-20 STEM education has become and will remain a top priority for New Mexico. (See Appendix P-2-1 Project 2012)

Throughout this proposal, the State has demonstrated its priority on addressing STEM education including:

1. The rigorous course of standards (aligned with the national Common Core Standards, NGA and CCSSO) with an additional focus under this proposal to address all four components of STEM;
2. Cooperation with industry experts, museums, universities, research centers, and other STEM partners throughout NM in preparing and assisting teachers in integrating STEM across all grades and discipline;
3. Preparation of more students for advanced study and careers in the STEM fields, with a focus on underrepresented groups (with a focus on the schools in need of improvement – Priority E) and of women and girls in the areas of STEM (with a focus on Computing).

In addressing the STEM competitive priority throughout the proposal, we have identified the following areas of reform:

- **Teacher Quality in STEM Fields – Strengthening STEM Preparation for K-12 Teachers**

In Section A of New Mexico’s application, we present NAEP results (Table A-3.5) that show an upward trend in both math and science achievement. Over the last five years, the percent of students proficient or above has increased 11% in math and 6% in Science. With RTTT funding, we will focus on full alignment of the K-12 standards and continuing our work with NGA Center for Best Practices/CCSSO in the Common Core State Standards Initiative. Courses to advance students in STEM will remain a priority to the State.

In Section D, we address effective teacher and leaders. With the passing of HB 322 in 2009, increased requirements for teacher licensure in STEM fields was determined to be critical to advancing STEM. We ascertain that an education system can be of no higher quality than the quality of its teachers. In the area of STEM education, this is especially important and the problems that our State currently faces is similar to that in the U.S. – 30%+ of STEM teachers are not certified in their subject of teaching. In addressing the STEM priority, The NM Leadership Institute (NMLI) will develop a Master STEM Certificate that will require

teachers to pass four components of the Leadership Institute that demonstrate master proficiency in STEM. Upon completion of that Certification, teachers will receive an opportunity for a Summer Fellowship with an industry partner. The Summer Fellowship is designed to transform teaching and learning through already established partnerships. Teachers will be able to each up to \$6,000, plus hands-on experience and exposure to the latest technology for classroom utilization in the Fall. The State will work with national STEM partners, including NGA, TiesTeach, AIR Center for STEM Education, the Office of Science and Technology Policy, the Gates Foundation, Gates STEM Initiative, and other key partners in developing this certification.

- Development and/or adoption of STEM curriculum aligned to national and international Standards

In Section B, we assure that the standards of New Mexico will be internationally benchmarked and consistently implemented in order to ensure that students are prepared for college and careers and are grounded in STEM principles. Development of a STEM assessment tool (referenced in Section B-2) is critical to ensuring that students are succeeding in STEM disciplines. The assessment tool will be state-of-the art and can be scaled to other States after implementation in New Mexico.

Online, dual credit and AP STEM courses that are currently available will be expanded. Key partners will be IDEAL-NM, The New Mexico Advanced Placement Initiative (NMAPI), and the higher education institutions in New Mexico. Current statutory graduation requirements include that all students graduating from high school in New Mexico must have completed an online, dual credit, honors or AP course. Expansion will provide additional opportunities and courses to New Mexico’s students, while increasing the STEM opportunities.

A full-time STEM specialist in the NM Math and Science Bureau will ensure full implementation of the statewide STEM strategy and the use of data to improve STEM instruction. Sections (B)(2)(i) and (C)(3)(i) described two foundational features to the creation of a state-level STEM oversight tool. Section (B)(2)(i) describes a STEM assessment tool linked to the State’s SBA and reported through the longitudinal data system at a student level, with aggregate reporting. The aggregate reporting will become

part of the dashboard capabilities (D³S) that are described in Section (C)(3)(i). One of the dashboard reports will be the state-level STEM dashboard.

- Advance Studies and Careers in STEM – especially in the underserved and minority population areas

Sections (B)(3), (C)(3)(i) and (E)(2), address STEM by engaging students in the “*Virtual Heroes New Mexico*” – *Serious Games for Serious Change* Challenge. We believe that introducing this gaming component in our schools in need of improvement will excite both teachers and students while engaging students in STEM fields through interactive learning. Assessment will be a large component of this initiative and data to determine the effects of serious gaming on the underserved and minority students (as well as female) in New Mexico will be derived.

Two other initiatives are defined under this Stem priority:

- STEM-C – NM Computing Initiative

New Mexico has more computing power per capita than any other State in the nation. A 2009 survey completed by the NM Higher Education Department determined that many of the skills that industry needs in New Mexico are skills that have computational science and computing as the backbone. Several projects in New Mexico have been in existence for years that engage students in computational modeling and computing. One of the projects for New Mexico that will be overseen by Innovate-Educate (our public/private partner) will involve recruiting students in computing beginning as early as 5th grade. Recruiting students (with a priority on minority and females) in STEM programs with this computing focus will assure that the future workforce for New Mexico will be equipped with the skills necessary for jobs at Intel, Hewlett Packard, Los Alamos National Laboratory, Sandia National Laboratories and other key employers in the State. The Computing initiative will advance computing across New Mexico to prepare students for the tremendous fields in computing that are predicted to exist (and exist today) in New Mexico and throughout the Country. Our statewide museums (NM Department of Cultural Affairs) will be a

critical partner in this initiative and will assist in professional development in developing online materials in partnership with IDEAL-NM.

- A five-year Public Awareness Campaign – ***STEM Matters!*** – If this proposal is funded, the NMPED, in partnership with Innovate-Educate and the New Mexico Math and Science Advisory Council – Project 2012, will launch a five-year public awareness campaign for STEM education. Partners include Sandia and Los Alamos National Laboratories, Intel Corporation, Lockheed Martin, Hewlett Packard and other Innovate-Educate board members. We are in discussions with our local ABC affiliate in New Mexico about an in-kind partnership to provide a full-time reporter on-beat to highlight STEM activities throughout the State. In addition, we are talking with national publications about providing stories and publications highlighting the innovation and transformation occurring throughout New Mexico. We believe public awareness is a critical piece of raising the level of interest in STEM fields in New Mexico. The public awareness initiative will also be tied closely to the Community Engagement Collaborative and we believe that this initiative will create awareness with students, parents, teachers, and community that indeed, ***STEM Matters!***

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes *(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

New Mexico has a long history of strong collaboration between the two primary administrative agencies for Early Childhood Education- the NMPED and the Children, Youth and Families Department (CYFD) and other public and private agencies including representatives from all higher education early childhood preparation programs. The governor’s office and the State Legislature have also had a long-term commitment to early childhood education and funding in this area and recently established a Children’s Cabinet in 2009 at the highest level coordinated by Lt. Governor Diane Denish. Strong efforts to align all early care, education and family support systems began in 2003 with the establishment of an Early Childhood Alignment Task Force. The Task Force provided a comprehensive review of the early learning systems with the goal of preventing duplication of efforts, lessening costs, and improving educational outcomes for all young children. The NM Legislative Education Study Committee (LESC) also requested the development of an Early Learning Plan in collaboration with the NM Department of Health. With input from hundreds of stakeholders and early childhood professionals throughout the state, committees worked tirelessly to research and document their recommendations. All of these documents were based upon New Mexico’s adaptation of the readiness framework of the National Governors Association:

“To be successful in school, pre-kindergarten children require: Ready Communities that support Ready Families with access to Ready Pre-kindergarten Programs that work collaboratively with Ready Schools.” New Mexico Child Development Board, August 30, 2004

In 2004, Governor Richardson announced the establishment of a state-funded PreK initiative. In mid-2004, the Early Learning Plan, Early Learning Outcomes and Program Standards were transformed into a New Mexico PreK program for four-year-olds. While the emphasis below is on New Mexico’s exemplary PreK program, this program is only one of a number of early childhood initiatives funded by the State of New Mexico with the goal of establishing a system of systems for early childhood care from birth to third grade, all of which possess common high standards for operating and evaluating programs for young children. Other programs include a home visiting initiative; a state supplement to the federal Head Start program; and the K-3 Plus initiative, which offers participants 25 additional instructional days each year from kindergarten through third grade to help maintain the gains in reading and numeracy that were begun in the Pre-K programs. These state initiatives are complementary efforts providing a variety of supports to young children and their families.

Established during the 2005-2006 school year, the New Mexico PreK program is among the Nation’s strongest state prekindergarten initiatives with state-wide coordinated evaluation of both program and child educational outcomes, as well as increased standards for the quality of childcare workers, teachers, and directors. New Mexico PreK is designed to serve 4-year-olds during the year before kindergarten. PreK classrooms feature maximum class sizes of 20 with staff-child ratios of 1:10, and offer a variety of comprehensive and family support services in addition to student educational services. At the same time as the initiation of the Pre-K program, higher academic standards were set for early childhood educators, requiring lead teachers to obtain a bachelor’s degree and licensure in early childhood education while Assistant directors and early childhood teachers work toward a community college AA degree. Childcare educators must make ongoing academic progress toward meeting these standards within five years. The State-wide Higher Education Early Childhood Task Force has brought together early childhood educators from community colleges and higher education institutions and has developed a state-wide early childhood quality curriculum, as well as guides for teaching young children. Unique

to New Mexico is the fact that this common high-quality curriculum based on principles of early childhood development and learning is used in programs across the state, making evaluation easier and ensuring the high quality of educational programs. The same task force has also developed a state-wide career matrix that assists child care providers to move from a license for home care to a license for working in childcare centers and eventually support for AA and Bachelor's degrees, thus strengthening the work force needed to provide quality early childhood education. New Mexico also has scholarships for early childhood workers who want to improve their skills and knowledge and move up this career ladder.

Evaluation of state child care centers and PreK centers is also coordinated state-wide by CYFD and sub-contracted agencies including Rutgers University in order to ensure that all programs are meeting high standards while gathering common data about student performance at the end of the Pre-K program and during the follow-up year in Kindergarten.

Since research and evaluation began at the same time as the PreK program, information about the effectiveness of New Mexico PreK in its initial years of operation and during a period of rapid expansion is available. This study is one of several rigorous state preschool evaluations recently conducted by the National Institute for Early Education Research (NIEER) in states across the U.S. (See Appendix P-3-1.) NIEER is administered by Rutgers University in collaboration with the Early Childhood Program at New Mexico State University, who works collaboratively with Rutgers to analyze and synthesize data on the impacts of prekindergarten on young children's academic skills.

The comprehensive New Mexico PreK program evaluation includes the following four main components:

1. Examining the benefits received by children who participate in PreK
2. Investigating PreK classroom quality
3. Conducting an analysis of the economic impacts of the PreK program
4. Gathering information about parent and provider perceptions toward the PreK initiative through focus groups.

Key Results from the New Mexico PreK Evaluation

Results from the NIEER child assessments show consistent benefits to children who participated in New Mexico PreK, compared to those who did not. Positive impacts of PreK were found across three content areas important to early academic success – language, literacy, and math. The rigorous research design used in this study allows us to attribute these gains in children’s skills to their participation in New Mexico PreK. These overall findings are both statistically significant and meaningful. During the 2007-2008 school year, unlike in previous school years, the impact of PreK on children’s vocabulary skills did not reach statistical significance. In order to determine whether this potential trend is meaningful, further analyses will be needed, using data from additional school years as a new cycle of the New Mexico PreK Evaluation begins.

There are no apparent trends over time for our other measures of children’s academic skills. The effects of PreK on children’s early literacy and mathematics skills were statistically significant for each year of the study.

Our classroom observation results provide more details about the quality of educational services offered in PreK classrooms. Overall classroom quality in the New Mexico PreK initiative has been good. Our analyses show that classrooms score highest on a Teaching and Interactions factor that measures aspects of the classroom environment including: general supervision, using language both to develop reasoning and more informally, and staff-child interactions and interactions among children. Classrooms score slightly lower, but still approach good quality, on a Provisions for Learning factor that focuses on aspects of the classroom environment such as room arrangement, schedule, gross motor equipment, and dramatic play.

Separate analyses conducted for programs operating in CYFD settings and programs operating in NMPED settings show that PreK programs operating in the two types of settings had similar types of impacts on children’s language, literacy, and math skills. Likewise, classroom quality was similar regardless of whether programs were operating in CYFD or NMPED settings.

Findings from the Economic Impact Analysis of PreK Programs

There are good economic reasons to invest in New Mexico PreK and the children it serves. In the Final Report of the New Mexico PreK Evaluation: Results from the Initial Four Years of a New State Preschool Initiative (see Appendix P-3-2), NIEER noted the following key findings of its economic impact analysis:

1. Prekindergarten services can improve educational outcomes. For every year that PreK is provided to New Mexico's 4-year-olds there are:
 - 1,213 fewer children ever retained in grade
 - 803 fewer children ever using special education services
 - 5,513 fewer child years of special education service use
 - 882 more high school graduates
 - 2,599 more child years of education completed
2. Prekindergarten services can be cost-beneficial. If high-quality preschool services are delivered as outlined in the New Mexico service guidelines that were developed in collaboration among NMPED, CYFD, the Governor's Office, and the Department of Finance and Administration:
 - The return on a dollar investment is estimated to be at least \$3.72 and may be as high as \$10.53 in real dollars.
 - For every dollar spent on New Mexico PreK services we estimate, using the baseline assumptions, that there will be \$6.17 per child in benefits generated from the program.
 - Five dollars in benefits are estimated to be generated to New Mexico for every dollar invested in New Mexico PreK.
 - The net present value to society of an one-year high-quality preschool program in New Mexico is estimated at \$15,307.

- New Mexico PreK generates an estimated \$11,850 in net present value benefits to New Mexico society (i.e., New Mexico participants and taxpayers), for each annual cohort of children, assuming 70 percent of those eligible will participate in PreK.
 - These data conclude that New Mexico PreK participants:
 - Have better educational outcomes that will produce higher earnings.
 - Are less likely to engage in juvenile and adult criminal behavior.
 - Are less likely to be victims of abuse and neglect.
 - Are less likely to use welfare services, along with their families.
3. Prekindergarten services can increase economic development.
- The real rate of return to New Mexico’s state-funded prekindergarten program is estimated at 18.1 percent to New Mexico and 22.3 percent as a whole.
4. States recognize the strong evidence and have responded by increasing their investment in prekindergarten services.
- As noted previously, 38 states invested \$4.6 billion to serve more than 1.1 million children in 2008. Both enrollment and total state spending have been increasing steadily this decade. Enrollment and state spending have increased rapidly in New Mexico since the PreK initiative began in 2005.

Even the most conservative assumptions used in the analysis showed positive net benefits from New Mexico’s investment in New Mexico PreK services. The strength and magnitude of these economic impacts have led researchers to conclude it is a public policy failure not to see early childhood as a top economic development issue in the United States. The return on prekindergarten investment is greater than other public and private investments that states undertake.

The benefit estimates are necessarily incomplete since they only include benefits measured in dollars and omit intangible benefits that are attributable to PreK. For example, benefits from reducing child abuse and neglect omit many of the intangible benefits from

improved child well-being of participants. They also omit many benefits that accrue to the next generation of children born to participants and their parents.

Findings similar to those presented for New Mexico have been documented in other states. The impetus for expansion in state efforts to fund preschool is in part due to the compelling case that prekindergarten services are a sound public investment. There is a large body of high-quality economic research concluding that there are many positive, quantifiable dollar benefits from investing in children during their preschool years. The findings in this economic impact study reveal the benefits to New Mexico from expanded investments in the PreK Program as well as coordinated efforts with supplementary programs including head start, home child care services, infant and toddler programs, and family visitation programs.

Key Results from the New Mexico PreK Evaluation

The economic impact analysis conducted as part of this evaluation suggests that there are good economic reasons to invest in New Mexico PreK and the children it serves. The benefits identified for New Mexico are based on the unique demographic characteristics of New Mexico’s citizens and cost data that are specific to New Mexico. The New Mexico economic impact analysis shows that PreK can improve short- and long-term educational outcomes by reducing the numbers of children retained in grade, lowering the number of children eligible for special education, and increasing graduation rates. The economic impact analysis finds that an estimated \$5.00 in benefits is generated in New Mexico for every dollar invested in New Mexico PreK.

Basis for the Growth in Funding

Based on evaluations, New Mexico’s PreK program has been recognized by the state agencies, the Governor’s Office and the public schools as contributing greatly to students readiness for school, and as a result, has increased funding and the number of students served every year since its first year of implementation in 2005 as shown in Table P3-1.

Table P-3.1: Growth in Funding and Number of New Mexico PreK Students Budgeted Since 2005		
School Year	State Appropriation	Students Budgeted

		(% of New Mexico's 4-Year-Olds)
2005-2006	\$4,950,000	1,540 (5.8%)
2006-2007	\$7,990,000	2,194 (7.9%)
2007-2008	\$13,998,886	3,570 (12.8%)
2008-2009	\$19,290,300	4,745 (16.5%)
2009-2010 (anticipated)	\$19,842,400	4,963 (17.3%)

Note: Percentages of New Mexico's 4-year-olds were calculated based on U.S. Census Population Estimates for New Mexico, using data from the fall of each school year. As fall 2009 population estimates are not yet available, the percentage for the 2009-2010 school year was calculated based on the fall 2008 population estimate.

The New Mexico PreK initiative has grown quickly since it was launched during the 2005-2006 school year due to the demonstrated effectiveness of the program and the annual increases in state fiscal appropriations each year that have allowed for increases in enrollment. This growth in enrollment is particularly notable given that the western United States has tended to lag behind other regions of the country in making state prekindergarten programs available to children (Barnett, Hustedt, Hawkinson, & Robin, 2006). Among the 13 states designated as being in the West region by the U.S. Census, only seven currently offer a state prekindergarten program, and California, Colorado, and New Mexico are the only states where enrollment has exceeded 10 percent of the 4-year-old population in recent years.

Policy Recommendations Based on NIEER's Evaluation

Based on evaluation data gathered during the first four years of operation for the New Mexico PreK initiative, the external evaluators offered the State the following policy recommendations:

1. Continued expansion of the New Mexico PreK initiative is warranted. New Mexico PreK produces meaningful and statistically significant positive impacts on children's early language, literacy, and math skills, but fewer than 5,000 (roughly 17 percent) of the

approximately 29,000 4-year-olds in New Mexico are currently enrolled. By further increasing enrollment in its PreK initiative, New Mexico has a clear opportunity to show leadership in the western U.S., where state preschool enrollment levels have traditionally been low.

2. Some aspects of classroom quality in the New Mexico PreK program are in need of improvement. Measures of general classroom quality show that New Mexico PreK classrooms are above average. However, more specialized measures show that support for early language and literacy is fair and support for early mathematics is poor. As New Mexico PreK continues to expand, it is important for the state to maintain and possibly strengthen current work with PreK providers so that they can continue to improve children’s learning environments in the key content areas of language, literacy, and math.
3. Expanded professional development and teacher training opportunities are keys to improving classroom quality, and simultaneously offer the potential to bolster child outcomes associated with PreK participation. Investments in high-quality staffing are a good solution to issues of classroom quality. One potentially valuable investment would be to ensure higher education has the capacity to enable every lead teacher in New Mexico PreK to obtain a bachelor’s degree with strong specialized training in preschool education.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

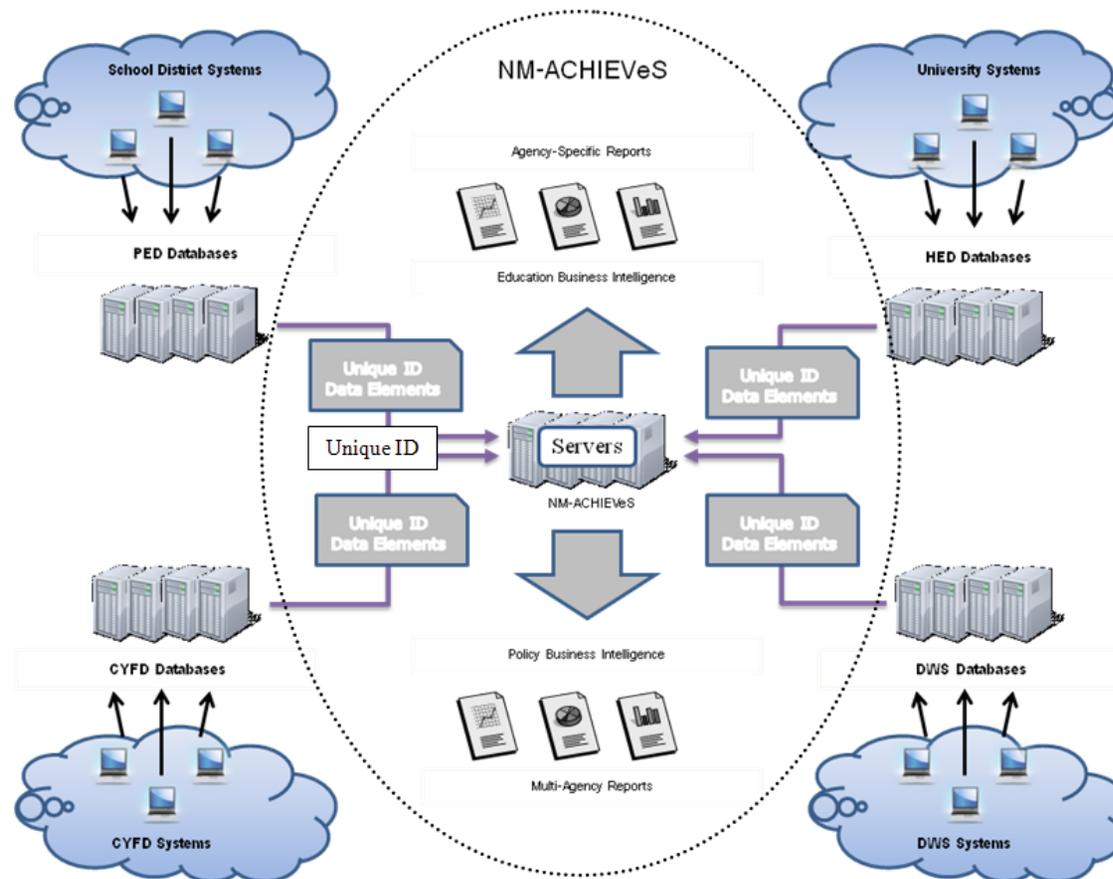
Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems

In Sections (C)(1) through (C)(3) of this application, the State outlined its plans and progress toward creating a Statewide Longitudinal Data System (SLDS) that was submitted under the 2009 Statewide Longitudinal Data Systems Grant (Catalog of Federal Assistance Number 84.384) entitled NM-ACHIEVeS. NM-ACHIEVeS will “develop and implement procedures to standardize data elements, determine data ownership and ensure data sharing among executive agencies.”

Specifically, the plan proposes “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.”

In June 2009, New Mexico Governor Bill Richardson signed executive order (EO 2009-019), which created the Data Warehouse Council (DWC), consisting 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 this Council is the drafting and completion of this grant application.

ACHIEVeS will bring together data from NMPED, Higher Education Department (HED), Children, Youth & Families Department (CYFD), and Department of Workforce Solutions (DWS) into a common data collecting and reporting system. This will be done by updating or replacing data collection systems at the agencies, linking them through a common, unique identifier, and amassing relevant data elements into one data warehouse. This will allow New Mexico to take its current K-12 data system which collects information on factors such as student mobility, English Language Learners, Special Education, educator quality and school finance, and tie to it information about early childhood education, post secondary attainment and workforce development data. A high-level illustration of this system is provided below, with the NM-ACHIEVeS system shown in the dotted oval.



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.

This 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.

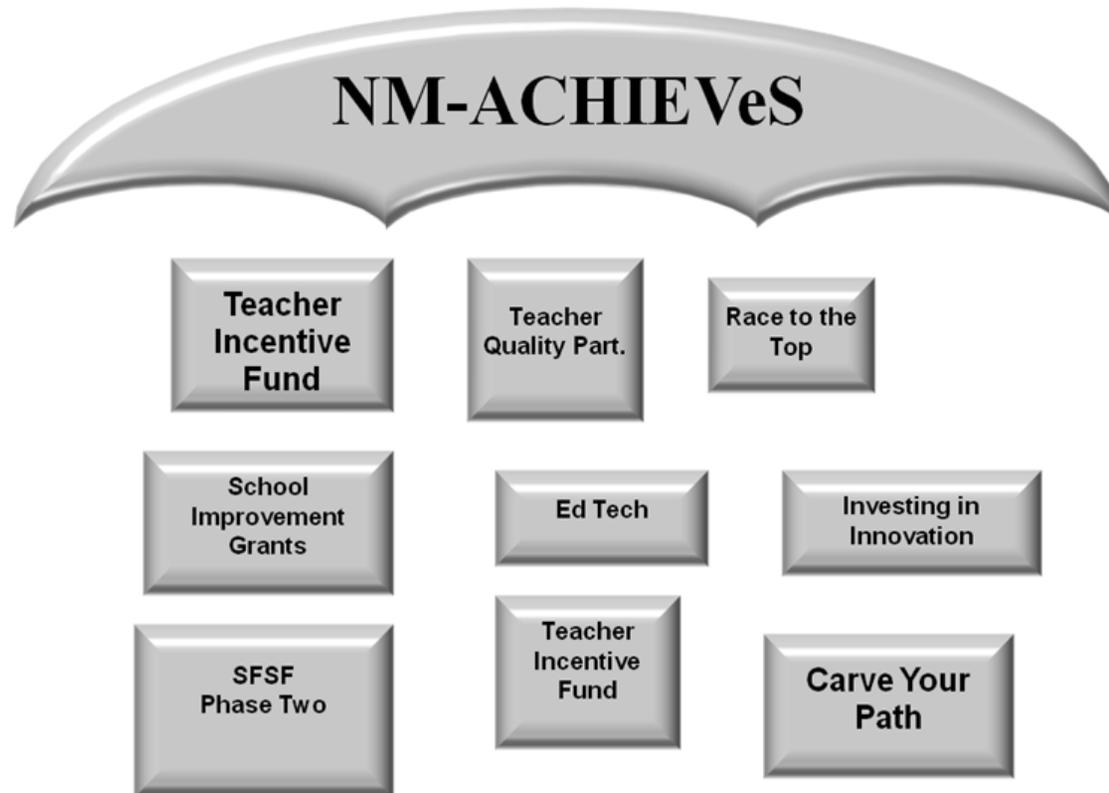
These reports will, among other things, provide the basis for new legislation, new and enhanced teaching practices and other reforms.

NM-ACHIEVeS will 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.

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. Define appropriate user access; and**
- 5. Expand statewide training for data use and policy support.**

As outlined in this proposal, NM-ACHIEVeS is a robust system that supports transparency, accountability and improvement. It addresses the four assurances of the American Recovery and Reinvestment Act by focusing on standards and assessments, student achievement, teacher quality and effective education innovations to affect improvement. New Mexico is coordinating the work of NM-ACHIEVeS with the Race to the Top, School Improvement, and Investing in Innovation and other project planning to ensure that New Mexico's approach is integrated, comprehensive and cohesive. By including family, educational leaders, policy-makers, and business and philanthropic entities in the entire process, a broad cross-section of New Mexicans will come to understand the need for and support NM-ACHIEVeS as critical to education and career success.



This integrated and innovative model will provide valuable information and methodologies for other states looking to integrate multiple data systems into a comprehensive P-20 model.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment

New Mexico has worked hard over the last seven years to develop a PreK-20 education system that ensures student success from Prekindergarten through K-12, and on into higher education and the workforce. New Mexicans approved a 2003 Constitutional amendment that established the NMPED headed by a Secretary who serves on the Governor’s Cabinet. In 2005, Governor Richardson created the Higher Education Department headed by a Secretary who also serves on the Governor’s Cabinet. Both the NMPED and HED and the Secretaries are measured by how well they meet the requirements outlined in Governor Richardson’s “Making Schools Work” Performance and Accountability Contract which includes the following vision and goal:

Making Schools Work Vision: Every New Mexico child deserves a world-class education. New Mexico will develop a coordinated PreK-20 education system focused on raising the level of excellence for all students by closing the student

achievement gap that exists among the diverse student populations within New Mexico, and between New Mexico students and those students in other states and countries. Governor Richardson has one goal for making schools work.

Making Schools Work Goal: Prepare All New Mexico Students to Succeed in a Complex World by Providing a World-Class PreK-20 Education System.

The “Making Schools Work” education framework includes the following elements:

- Ensure that Young Children are Ready for School
- Ensure that Children are Healthy and Families are Supported
- Increase Parents’ Involvement in Their Children’s Education
- Increase the Academic Achievement Level of All Students by Adopting Rigorous Academic Standards
- Close the Achievement Gap by Helping the Students and Schools that Need the Most Support
- Ensure that All Students are Taught by Competent Teachers in Schools Led by Effective Principals
- Ensure that All Students Graduate from High School Ready for College and Careers
- Increase Higher Education Program Completion and Graduation
- Ensure that Sustainable Career Opportunities and Viable Communities Exist for Graduates from the P-20 System

New Mexico has also worked to develop a strong horizontal alignment among state agencies, community partners and educational institutions. The New Mexico Children’s Cabinet, headed by Lieutenant Governor Diane Denish is comprised of fifteen Cabinet Secretaries, the Legislative Finance Committee, and seven community partners. The Children’s Cabinet was established in 2003 by Governor Richardson for the purpose of providing closer coordination and cross-department communication among all state agencies

charged with addressing the needs of children and young people from birth to 21 years of age. Each year, the Children's Cabinet develops a report card and a budget that provides coordinated information about five critical outcomes related to children including:

1. Children's Health (e.g., The percentage of new mothers who had all the characteristics of a healthy birth index)
2. Children's Education (e.g. The percentage of minority group students enrolled in post secondary institutions compared to the population of minority youth age 18-24 years.)
3. Children's Safety (e.g. The numbers of completed investigations and substantiated victims of child abuse)
4. Children's Support (e.g. The percentage of children under 18 years of age living in poverty)
5. Children's Involvement. (e.g. The percentage of youth who have caring and supportive relationships at home, school and in their community)

Refer to Appendix P-5-1 for detailed information about the New Mexico Children's Cabinet.

Another example of the strong alignment among state agencies, community partners and educational institutions is the unique New Mexico Interagency Behavioral Health Purchasing Collaborative, (the Collaborative), created by NM statute in 2004. The 19-member state agency Collaborative is charged managing the integrated funding over \$300 million of state and federal behavioral health dollars. By contracting with a state-wide entity to manage the funding, the Collaborative replaces multiple contracting mechanisms and administrative infrastructures.

Performance measures have been established by the Collaborative to determine the effectiveness of the new system. One performance measure is 'success in school'. The Collaborative and the NMPED have worked together to cross-reference behavioral health data with student achievement and success data in the state longitudinal data system. This work was able to be accomplished because the Collaborative's statewide entity established and maintains a statewide behavioral health data warehouse. A preliminary report about

“Behavioral Health Interventions and Student Success” (As previously referenced in Appendix A-1-2) was produced. We believe that no other state has the capacity to examine student-level relationships at a state level between Behavioral Health and Public Education.

Therefore, the RTTT grant will support continued analyses of the relationships between school age children receiving behavioral health services and their success in school. This is important and transformational work because the preliminary study identified an achievement gap between the students who need behavioral health services and their non-served counterparts (Behavioral Health Interventions and Student Success, State of New Mexico, December 2009). This type of an achievement gap could potentially be a root cause for the achievement gap that exists for children in poverty. The majority of the children served in New Mexico’s Behavioral Health System are Medicaid eligible, which is an indicator of poverty.

Of particular importance for the success of our effort, New Mexico has both the policy frameworks and the experience of working in an aligned P-20 system. The HED has established a P-20 Policy and Programs Division to work in collaboration with the NMPED P-20 alignment initiatives. The relationships that have been developed and supported by the agencies, institutions, and organizations through the Making Schools Work framework and the Children’s Cabinet will be critical to ensuring that New Mexico has the capacity to meet the four education reform assurances.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 6: Invitational Priority – School-Level Conditions for Reform, Innovation, and Learning

New Mexico's entire proposal is aimed at creating the conditions for reform, innovation, and maximum school flexibility and autonomy. As introduced in Section (A)(1) and referenced throughout this proposal, three of New Mexico's most important and transformative initiatives include:

1. Ensuring that each and every school has great teachers and leaders and that these educators have the standards, assessments, data and other tools and support they need to be effective;
2. Empowering communities to strengthen and support their local schools, and
3. Enabling students to move at their own pace and break out of the lockstep of grade-level designations.

In order that education in New Mexico becomes fundamentally different and more effective in the future, then we must break out of the assumptions that all guidance flows from the state to the classroom and that students must proceed through a rigid pipeline controlled by the calendar rather than their own levels of learning and achievement.

In addition to the State's plan outlined in previous sections of this proposal, there are additional efforts underway to improve the conditions for reform at the school level that will be strengthened by the opportunities afforded through the Race to the Top proposal. These efforts currently underway include the following:

- New Mexico has explored new structures for increasing learning time, including the Kindergarten Through Grade 3 Plus (K-3 Plus), which is a six-year pilot project (NMSA 1978, 22-13-28) that extends the school year for kindergarten through third grade by up to 2 months for students in high-poverty public schools and provides additional time on literacy, numeracy and social skills development. The K-3 Plus Program is now in its third year of implementation and the results are very promising. Details on the K-3 Plus Program are included in Appendix P-6-1. Over the last three years, the Governor and the Legislature has appropriated over \$22 million in state general funds for this program and the Governor is recommending \$7.9 million for the 2010-2011 school year. The use of extended time is critical to New Mexico's efforts and the lessons learned from the K-3 Plus program will be incorporated into New Mexico's efforts to raise student performance in low-achieving schools.

- Governor Richardson has implemented the Graduate New Mexico aimed at helping 10,000 dropouts graduate from high school and reducing future dropouts. The NMPED's central strategy in this crucial effort is partnering with non-profit and community organizations to expand wrap-around services to support returning dropouts and at-risk students in earning their high school diplomas. The NMPED is working with both statewide and local community-based organizations, non-profit organizations and other providers to increase the number of mentors, tutors, service learning coordinators, and technical site support for districts and schools to recruit dropouts, increase student support, increase school relevance, connect students to social service resources, and strengthen school-community collaboration and partnerships. The Governor has committed \$9.4 million from New Mexico's ARRA Government Services Funds for this effort and these funds will be aligned with the RTTT proposal and the lessons learned from the Graduate New Mexico initiative will be incorporated into New Mexico efforts to increase student graduation from high school.

If there is one bright spot in the current economic downturn that is impacting public education in New Mexico and across the country, it is the renewed understanding that school leaders must have the flexibility to make decisions about their budgets at the local level. We must be careful, however, not to just cut school budgets, place local schools in a decision-making role, and then not provide support and tools to make those decisions. One of the current initiatives of the New Mexico Leadership Institute is the development and dissemination of high-quality professional development efforts aimed at helping superintendents, principals and teachers use their budgets more effectively to improve student achievement in tough economic times.



**NEW MEXICO’S RACE TO THE TOP
APPLICATION FOR INITIAL FUNDING**

CFDA NUMBER: 84.395A

Budget Summary

SUBMITTED by Governor Bill Richardson and the New Mexico Public Education Department

Legal Name & Mailing Address of Applicant:	Point of Contact:
State of New Mexico Public Education Department 300 Don Gaspar Santa Fe, NM 87501-2786	Dr. Veronica C. Garcia Cabinet Secretary, Public Education Telephone: 505-827-6688 Email Address: Veronica.garcia1@state.nm.us

SUBMITTED on Tuesday, January 19, 2010

Budget Part I: Budget Summary

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Budget Summary Table

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 3,764,583	\$ 4,390,590	\$ 4,542,822	\$ 3,957,313	\$ 16,655,308
2. Fringe Benefits	\$ 943,571	\$ 1,117,452	\$ 1,176,823	\$ 1,088,997	\$ 4,326,843
3. Travel	\$ 155,160	\$ 177,117	\$ 179,556	\$ 179,556	\$ 691,389
4. Equipment	\$ 193,218	\$ 1,952	\$ -	\$ -	\$ 195,170
5. Supplies	\$ 58,307	\$ 58,063	\$ 58,063	\$ 58,063	\$ 232,496
6. Contractual	\$ 6,258,805	\$ 6,536,985	\$ 5,385,478	\$ 3,228,841	\$ 21,410,109
7. Training Stipends	\$ 558,674	\$ 983,168	\$ 1,224,691	\$ 873,385	\$ 3,639,918
8. Other	\$ 414,736	\$ 368,383	\$ 341,547	\$ 317,151	\$ 1,441,817
9. Total Direct Costs	\$ 12,347,053	\$ 13,633,710	\$ 12,908,981	\$ 9,703,306	\$ 48,593,050
10. Indirect Costs	\$ 1,328,235	\$ 1,551,823	\$ 1,631,710	\$ 1,400,990	\$ 5,912,757
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 3,270,559	\$ 5,235,919	\$ 7,724,335	\$ 7,517,455	\$ 23,748,269
13. Total Costs	\$ 16,235,267	\$ 20,062,106	\$ 21,911,079	\$ 18,338,192	\$ 78,254,076
14. Funding Subgranted to Participating LEAs	\$ 17,038,861	\$ 21,055,116	\$ 22,995,607	\$ 19,245,874	\$ 82,127,401
15. Total Budget	\$ 33,274,128	\$ 41,117,222	\$ 44,906,686	\$ 37,584,066	\$ 160,381,477

Introduction

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this Race to the Top grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that funding through the Race to the Top will enable the State to expand upon and accelerate.

The following information provides a budget narrative, detailing aspects associated with the project. With a vision to create a world-class educational system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world, the Governor and Legislature (through HB212 and other critical educational reform actions) have committed to providing the leadership, technical assistance and quality assurance to improve student performance and close the achievement gap. We firmly believe that the Race to the Top grant program is an unparalleled opportunity for New Mexico and that New Mexico is in a unique historical, educational and political position to take full advantage of the opportunity.

Budget Summary Narrative

The New Mexico Public Education Department (NMPED) requests a \$160,381,477 grant over the course of four years (\$33,274,128 for Year One, \$41,117,222 for Year Two, \$44,906,686 for Year Three, and \$37,584,066 for Year Four) to enable the success of each and every student and to recognize that reaching this goal takes the combined effort of the student, the family, the teachers and principals, the districts and schools, the community, and the state. The sections of the project are as follows:

A. Progress and Plans in The Four Education Reform Areas (\$12,303,430)

- 1) Articulating State's education reform agenda and LEA participation in it
- 2) Building strong statewide capacity to implement, scale up and sustain proposed plans
- 3) Demonstrating significant progress in raising achievement and closing gaps

B. Standards and Assessments (\$25,668,399)

- 1) Developing and adopting common standards
- 2) Supporting the transition to enhanced standards and high-quality assessments

C. Data Systems To Support Instruction (\$27,466,136)

- 1) Fully implementing a statewide longitudinal data system
- 2) Accessing and using State data
- 3) Using data to improve instruction

D. Great Teachers and Leaders (\$37,451,212)

- 1) Providing high-quality pathways for aspiring teachers and principals
- 2) Improving teacher and principal effectiveness based on performance
- 3) Ensuring equitable distribution of effective teachers and principals
- 4) Improving the effectiveness of teacher and principal preparation programs
- 5) Providing effective support to teachers and principals

E. Turning Around Low Performing Schools (\$53,887,600)

- 1) Intervening in the lowest-achieving schools and LEAs
- 2) Turning around the lowest-achieving schools

F. General (No cost to this Grant)

- 1) Making education funding a priority
- 2) Ensuring successful conditions for high-performing charter schools and other innovative schools
- 3) Demonstrating other significant reform conditions

G. Priority 2 (\$3,499,375)

- 1) Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).

H. Priority 5 (\$105,325)

- 1) P-20 Coordination, Vertical and Horizontal Alignment.

I. Indirect Cost Form

Section A Budget Summary – Progress and Plans in The Four Education Reform Areas

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 209,000	\$ 209,000	\$ 209,000	\$ 209,000	\$ 836,000
2. Fringe Benefits	\$ 81,510	\$ 81,510	\$ 81,510	\$ 81,510	\$ 326,040
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 8,500	\$ -	\$ -	\$ -	\$ 8,500
5. Supplies	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000
6. Contractual	\$ 2,634,900	\$ 2,860,000	\$ 2,710,000	\$ 2,510,000	\$ 10,714,900
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 2,960,910	\$ 3,176,510	\$ 3,026,510	\$ 2,826,510	\$ 11,990,440
10. Indirect Costs	\$ 74,765	\$ 72,742	\$ 72,742	\$ 72,742	\$ 292,990
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
13. Total Costs	\$ 3,040,675	\$ 3,254,252	\$ 3,104,252	\$ 2,904,252	\$ 12,303,430

Section B Budget Summary – Standards and Assessments

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 843,500	\$ 843,500	\$ 843,500	\$ 843,500	\$ 3,374,000
2. Fringe Benefits	\$ 328,965	\$ 328,965	\$ 328,965	\$ 328,965	\$ 1,315,860
3. Travel	\$ 35,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 125,000
4. Equipment	\$ 47,500	\$ -	\$ -	\$ -	\$ 47,500
5. Supplies	\$ 15,500	\$ 12,000	\$ 12,000	\$ 12,000	\$ 51,500
6. Contractual	\$ 5,565,000	\$ 4,700,000	\$ 4,000,000	\$ 2,500,000	\$ 16,765,000
7. Training Stipends	\$ -	\$ 300,000	\$ 300,000	\$ 300,000	\$ 900,000
8. Other	\$ 250,000	\$ 155,000	\$ 100,000	\$ 50,000	\$ 555,000
9. Total Direct Costs	\$ 7,085,465	\$ 6,369,465	\$ 5,614,465	\$ 4,064,465	\$ 23,133,860
10. Indirect Costs	\$ 341,751	\$ 370,506	\$ 353,466	\$ 342,816	\$ 1,408,539
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 276,000	\$ 250,000	\$ 350,000	\$ 250,000	\$ 1,126,000
12. Total Costs	\$ 7,703,216	\$ 6,989,971	\$ 6,317,931	\$ 4,657,281	\$ 25,668,399

Section C Budget Summary – Data Systems to Support Instruction

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 845,000	\$ 980,000	\$ 910,000	\$ 910,000	\$ 3,645,000
2. Fringe Benefits	\$ 329,550	\$ 382,200	\$ 354,900	\$ 354,900	\$ 1,421,550
3. Travel	\$ 55,000	\$ 55,000	\$ 50,000	\$ 50,000	\$ 210,000
4. Equipment	\$ 222,500	\$ 4,000	\$ -	\$ -	\$ 226,500
5. Supplies	\$ 27,500	\$ 27,500	\$ 26,500	\$ 26,500	\$ 108,000
6. Contractual	\$ 2,425,000	\$ 4,800,030	\$ 3,300,020	\$ 700,000	\$ 11,225,050
7. Training Stipends	\$ 410,000	\$ 1,035,000	\$ 1,530,000	\$ 810,000	\$ 3,785,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 4,614,550	\$ 7,583,730	\$ 6,471,420	\$ 3,151,400	\$ 21,821,100
10. Indirect Costs	\$ 473,616	\$ 628,073	\$ 694,678	\$ 530,668	\$ 2,327,036
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 1,140,000	\$ 794,000	\$ 794,000	\$ 590,000	\$ 3,318,000
12. Total Costs	\$ 6,228,166	\$ 9,005,803	\$ 7,960,098	\$ 4,272,068	\$ 27,466,136

Section D Budget Summary – Great Teachers and Leaders

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 4,290,000	\$ 4,890,000	\$ 4,890,000	\$ 3,690,000	\$ 17,760,000
2. Fringe Benefits	\$ 713,100	\$ 803,100	\$ 803,100	\$ 623,100	\$ 2,942,400
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 35,500	\$ -	\$ -	\$ -	\$ 35,500
5. Supplies	\$ 25,500	\$ 25,500	\$ 25,500	\$ 25,500	\$ 102,000
6. Contractual	\$ 357,500	\$ 457,500	\$ 457,500	\$ 457,500	\$ 1,730,000
7. Training Stipends	\$ 200,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 1,700,000
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 5,646,600	\$ 6,701,100	\$ 6,701,100	\$ 5,321,100	\$ 24,369,900
10. Indirect Costs	\$ 1,139,252	\$ 1,342,667	\$ 1,342,667	\$ 1,048,727	\$ 4,873,312
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 2,052,000	\$ 2,052,000	\$ 2,052,000	\$ 2,052,000	\$ 8,208,000
12. Total Costs	\$ 8,837,852	\$ 10,095,767	\$ 10,095,767	\$ 8,421,827	\$ 37,451,212

Section E Budget Summary – Turning Around Low Performing Schools

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 1,454,000	\$ 2,002,000	\$ 2,384,000	\$ 2,384,000	\$ 8,224,000
2. Fringe Benefits	\$ 451,860	\$ 665,580	\$ 814,560	\$ 814,560	\$ 2,746,560
3. Travel	\$ 173,000	\$ 223,000	\$ 233,000	\$ 233,000	\$ 862,000
4. Equipment	\$ 78,000	\$ -	\$ -	\$ -	\$ 78,000
5. Supplies	\$ 46,000	\$ 50,000	\$ 51,000	\$ 51,000	\$ 198,000
6. Contractual	\$ 1,600,000	\$ 550,000	\$ 550,000	\$ 450,000	\$ 3,150,000
7. Training Stipends	\$ 475,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 835,000
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 4,277,860	\$ 3,610,580	\$ 4,152,560	\$ 4,052,560	\$ 16,093,560
10. Indirect Costs	\$ 581,034	\$ 660,850	\$ 776,078	\$ 776,078	\$ 2,794,040
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 2,500,000	\$ 7,500,000	\$ 12,500,000	\$ 12,500,000	\$ 35,000,000
12. Total Costs	\$ 7,358,894	\$ 11,771,430	\$ 17,428,638	\$ 17,328,638	\$ 53,887,600

Priority 2 Budget Summary – STEM

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 74,000	\$ 74,000	\$ 74,000	\$ 74,000	\$ 296,000
2. Fringe Benefits	\$ 28,860	\$ 28,860	\$ 28,860	\$ 28,860	\$ 115,440
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 4,000				\$ 4,000
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$ 145,000	\$ 30,000	\$ 20,000	\$ -	\$ 195,000
7. Training Stipends	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 619,860	\$ 500,860	\$ 490,860	\$ 470,860	\$ 2,082,440
10. Indirect Costs	\$ 106,470	\$ 105,618	\$ 104,553	\$ 100,293	\$ 416,935
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 730,000	\$ 130,000	\$ 130,000	\$ 10,000	\$ 1,000,000
13. Total Costs					\$ 3,499,375

Priority 5 Budget Summary – P-20 Coordination, Vertical and Horizontal Alignment

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual	\$ 100,000				\$ 100,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
10. Indirect Costs	\$ 5,325	\$ -	\$ -	\$ -	\$ 5,325
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 105,325	\$ -	\$ -	\$ -	\$ 105,325



**NEW MEXICO’S RACE TO THE TOP
APPLICATION FOR INITIAL FUNDING**

CFDA NUMBER: 84.395A

Budget Narrative

SUBMITTED by Governor Bill Richardson and the New Mexico Public Education Department

Legal Name & Mailing Address of Applicant:	Point of Contact:
State of New Mexico Public Education Department 300 Don Gaspar Santa Fe, NM 87501-2786	Dr. Veronica C. Garcia Cabinet Secretary, Public Education Telephone: 505-827-6688 Email Address: Veronica.garcia1@state.nm.us

SUBMITTED on Tuesday, January 19, 2010

Budget Part II: Project Level Budget Narrative

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Introduction

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this Race to the Top grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that funding through the Race to the Top will enable the State to expand upon and accelerate.

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- 1) Fully implementing a statewide longitudinal data system
- 2) Accessing and using State data
- 3) Using data to improve instruction

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- 5) Providing effective support to teachers and principals

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- 1) Intervening in the lowest-achieving schools and LEAs
- 2) Turning around the lowest-achieving schools

F. General (No cost to this Grant)

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- 2) Ensuring successful conditions for high-performing charter schools and other innovative schools
- 3) Demonstrating other significant reform conditions

G. Priority 2 (\$3,499,375)

- 1) Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).

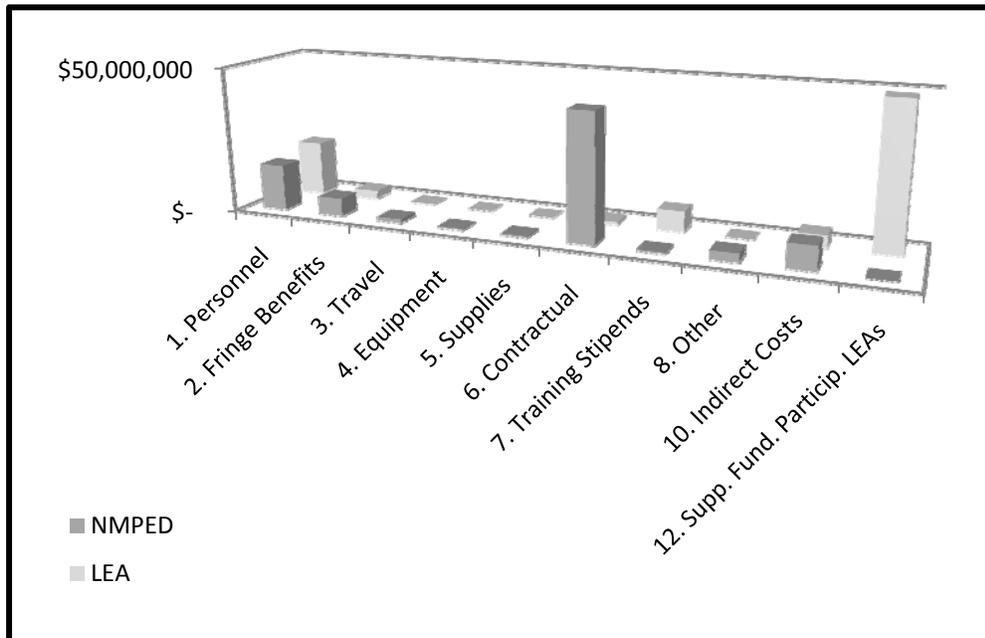
H. Priority 5 (\$105,325)

- 1) P-20 Coordination, Vertical and Horizontal Alignment.

The project budget that follows illustrates our expected spending plan over the term of the project. If fully funded, the split of these funds between the NMPED and LEAs is as follows:

Total	NMPED	LEA
\$160,381,477	\$78,254,076	\$82,127,401
100%	48.8%	51.2%

This is presented by category in the following illustration.



Project Scope

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this Race to the Top grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that Race to the Top (RTTT) funding will enable the State to expand upon and accelerate.

New Mexico believes that in addition to its existing reforms, including its use of virtual courses through IDEAL-NM, other reforms and innovations are necessary in the STEM and educational reform arena. While the selection criteria of the RTTT application address the critical supply side of educational reform, we believe the critical component of the delivery of educational curriculum and education related services to the end user and consumer (the student) must be addressed. Each section of this application introduces a transformative reform strategy that orients towards the demand side. **While we want to ensure that New Mexico’s parents,**

students and community receive a quality education, we want to build demand for it as well.

New Mexico believes that steps need to be taken to engage students with technology and excite their minds with new innovations. The use of avatars and online gaming is such an arena and is one that the State feels meets the demand side and is suited for young people to learn STEM subjects and methods through a gaming environment. The introduction of avatars, mobile devices and online gaming will be linked through the individual student's electronic management system – Carve Your Path

For New Mexico to fulfill its vision for education and to create viable communities and a strong economic base, the state must reach a higher level of student achievement and success. To reach this goal, the State needs to continue its improvement of the reforms currently in place, and use the opportunity afforded by the Race to the Top to identify innovations that can transform the state's education system, fully tap into the power of community and student engagement, and modernize systems of support, content and delivery.

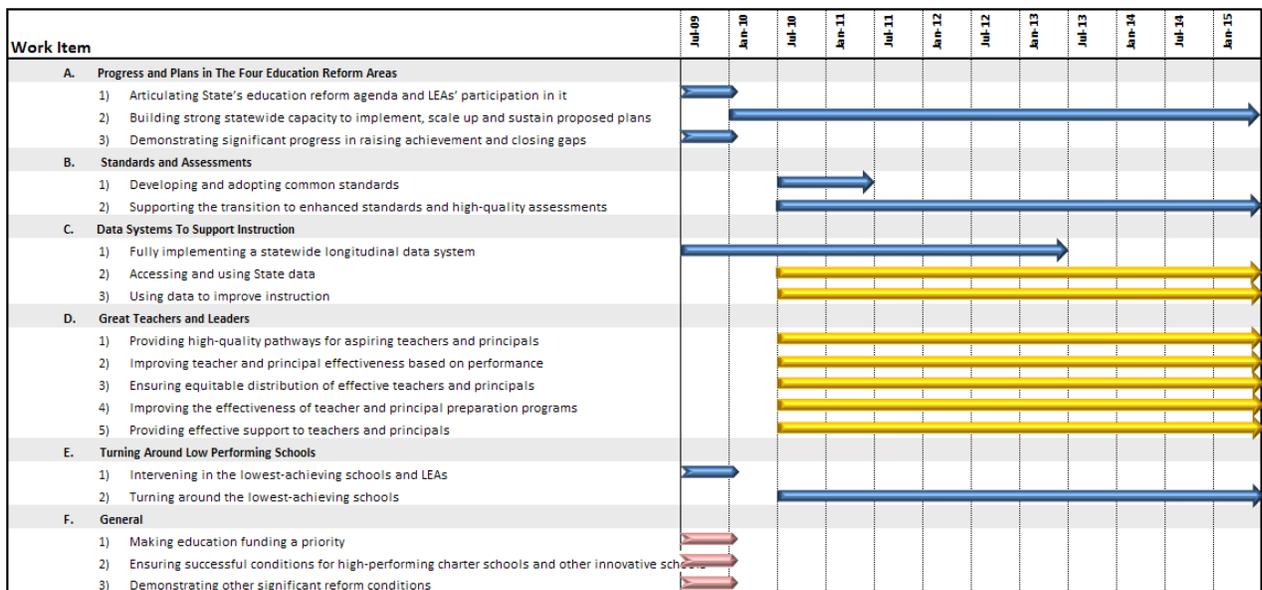
The state has developed a theory of action to enable the success of each and every student and to recognize that reaching this goal takes the combined effort of the student, the family, the teachers and principals, the districts and schools, the community, and the state. When families and communities are deeply engaged, when teachers and principals are well-prepared, and when the state is supportive, then students are more likely to be successful.

Many of the educational challenges New Mexico faces can be linked to the need for implementing more rigorous standards and assessments, more effective teacher and principal preparation, better data systems, and more effective interventions in high-need schools. As evidenced by the State's reform efforts over the past seven years, New Mexico has worked hard to progress in these areas and the Race to the Top grant program offers an extraordinary opportunity to improve, innovate and transform our efforts in these areas.

Based on the limited progress New Mexico has made, more and better ways of approaching education reform must be implemented. The first prong of this approach includes enhancing, increasing and supporting the deeper involvement of the community, students and parents in positions of greater responsibility and trust while making local schools more relevant to the economic and social life of the community is necessary if we are going to transform the old

education chain model of education. The second prong involves recognizing that students often have little control over and involvement in their own educational pathways, particularly in middle and high school. There are too many instances of students who are not engaged in their high school course of study and who also spend their senior year only partially engaged. The State’s plan offers New Mexico the opportunity to expand and maximize the ways through web-based applications and an enhanced emphasis on STEM-related curriculum that provide students with more control over their own educational and career pathways.

The high-level project timeline is provided below:



Section A Budget Narrative – Progress and Plans in The Four Education Reform Areas

Grant funds are requested to demonstrate and continue progress and plans in the four education reform areas for New Mexico. This will be done by articulating State’s education reform agenda and LEAs’ participation, building strong statewide capacity to implement, scale up and sustain proposed plans, demonstrating significant progress in raising achievement and closing gaps.

The anticipated schedule and details for these programs are provided below.

(A)(1) Articulating State’s education reform agenda and LEAs’ participation

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this Race to the Top grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that funding through the Race to the Top will enable the State to expand upon and accelerate.

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

NMPED will fund this 100% with non-RTTT funds.

(A)(2) Building strong statewide capacity to implement, scale up and sustain plans

New Mexico works closely with its Federal Technical Assistance Center and Regional Educational Lab. The State Workplan has been invaluable to assuring full implementation of ESEA – NCLB. Therefore, in order to ensure that LEAs continue to be supported in implementing educational reform and that New Mexico’s Race to the Top plan is implemented with fidelity, the State will issue a request for National Technical Assistance to provide external review and evaluation about project implementation. This external assistance is essential for transparency and accountability about the differences being made as a result of the educational reform plans.

In addition, New Mexico will utilize its web-based tool developed with the federal technical assistance center - Southwest States Comprehensive Center and WestEd. The web-based tool is for the purposes of monitoring and planning (utilizing the state’s Educational Plan for Student

Success format – EPSS). The Web-EPSS and Monitoring Tool online tool allows the State to monitor LEA compliance with categorical program requirements and LEA development of the EPSS. Finally, New Mexico proposes the establishment of an RTTT grant management office within the NMPED staffed by a project manager, administrative and fiscal support staff whose central focus will be the administrative and fiscal coordination of grant-related resources.

The Office of Education Accountability will design and manage a longitudinal research and evaluation project that will evaluate and continuously improve the effectiveness of the professional development initiatives identified in this proposal in order to improve student achievement.

Finally, upon receipt of funding, the Office of Education Accountability will issue a Request for Proposals to hire an independent entity to evaluate the implementation of Race to the Top. This evaluation will examine and report twice a year with data and recommendations relating to:

- Project Implementation
- Task/Deadline Management
- Outcomes Measures
- Sustainability Planning

for each of the projects outlined in Sections B, C, D, & E of New Mexico’s Proposal.

The anticipated cost to build strong statewide capacity to implement, scale up and sustain proposed plans, item (A)(2)(ii), is \$12,303,430. These costs are summarized as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 209,000	\$ 209,000	\$ 209,000	\$ 209,000	\$ 836,000
2. Fringe Benefits	\$ 81,510	\$ 81,510	\$ 81,510	\$ 81,510	\$ 326,040
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 8,500	\$ -	\$ -	\$ -	\$ 8,500
5. Supplies	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000
6. Contractual	\$ 2,634,900	\$ 2,860,000	\$ 2,710,000	\$ 2,510,000	\$ 10,714,900
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 2,960,910	\$ 3,176,510	\$ 3,026,510	\$ 2,826,510	\$ 11,990,440
10. Indirect Costs	\$ 74,765	\$ 72,742	\$ 72,742	\$ 72,742	\$ 292,990
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
13. Total Costs	\$ 3,040,675	\$ 3,254,252	\$ 3,104,252	\$ 2,904,252	\$ 12,303,430

Detailed budget information is as follows:

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Director to coordinate Race to the Top state advisory team activities	100%	\$95,000	\$95,000
Senior OEA Researcher	100%	\$67,000	\$67,000
OEA Administrator	100%	\$47,000	\$47,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED staff are shown in the table below.

Activity	# Trips	\$ / Trip	Total
MNPED personnel travel costs to counties across New Mexico	200 trips	\$100	\$20,000
Semi-Annual travel costs (5 NMPED Staff) to Department of Education to review project	8 trips	\$2,000/ person	\$80,000

4) Equipment costs for this project are shown in the table below

Equipment	Cost	Description	Total
Laptop Computers (3) are needed to enable meetings to be coordinated and presented	\$2,500	Laptop Computer	\$7,500

LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
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- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - a. Meeting facilitator / administrator contract services of approximately \$10,000 per year for years one through four.
 - b. Meeting Rooms and E-Conferencing contract services of approximately \$5,000 per year for years one through four.
 - c. National Technical Assistance Center/Lab contract services of approximately \$75,000 per year for years one and two.
 - d. Web-EPSS and monitoring adaptation contract services of approximately \$75,000 for year two.
 - e. Consultants to provide RtT application coordination services of approximately \$450,000 for year one, \$600,000 for years two and three, and \$400,000 for year four.
 - f. Professional Services contract to engage the services of a nationally recognized organization, managed by the Office of Education Accountability, to facilitate its work and use its findings as the basis for recommendations to the Governor and Legislature. This organization will provide a comprehensive program evaluation, will advise on governance and other issues and audit the performance of the RtT. These services will cost approximately \$2,000,000 per year over four years.
- 7) Training Stipends: There are no training stipend costs in this project.
- 8) Other: There are no other costs in this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel travel costs to Santa Fe and Albuquerque	Advisory team to guide investment of NM State and Race to the Top funds	\$100 per trip x 200 trips	15	\$20,000

(A)(3) Demonstrating significant progress in raising achievement and closing gaps

The effects of educational reform efforts as shown by New Mexico's performance on the National Assessment of Educational Progress (NAEP) have shown steady increase since 2003 through 2009. The proficiency increase for 4th grade performance in mathematics is at a greater rate than the national increase, and also for the southwestern states of California, Texas, and Arizona (Table A-3.1). For 8th grade performance in Math, the rate parallels the nation, and continues out performing increases for Arizona, and California (Table A-3.2). The difference in 4th versus 8th grade performance corresponds with New Mexico's focus on STEM, the Mathematics and Science legislation passed in 2007, and the state-funded Math and Science Institutes. The 2009 eighth graders assessed on NAEP did not have the benefit of increased professional development and focus on standards-based curricula.

The 2003- 2007 performance for 4th grade reading indicates a dramatic increase, outstripping performance increases for Arizona, Texas, Nevada, Colorado and California (Table A-3.3). New Mexico has focused on elementary reading, particularly the federally funded Reading First program. Results from the federal program continue to be validated by performance on NAEP along with the state's standards based assessment (SBA). The performance for 8th grade reading has not shown similar success due to lack of funding for middle school reading (Table A-3.4).

Data show that the standards, accountability, and assessment structure have solidly established a strong foundation for the educational system. The challenge for New Mexico continues to be one of accelerating the performance of all students to higher levels of proficiency.

New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.

The proposed staffing for Section A is as follows:

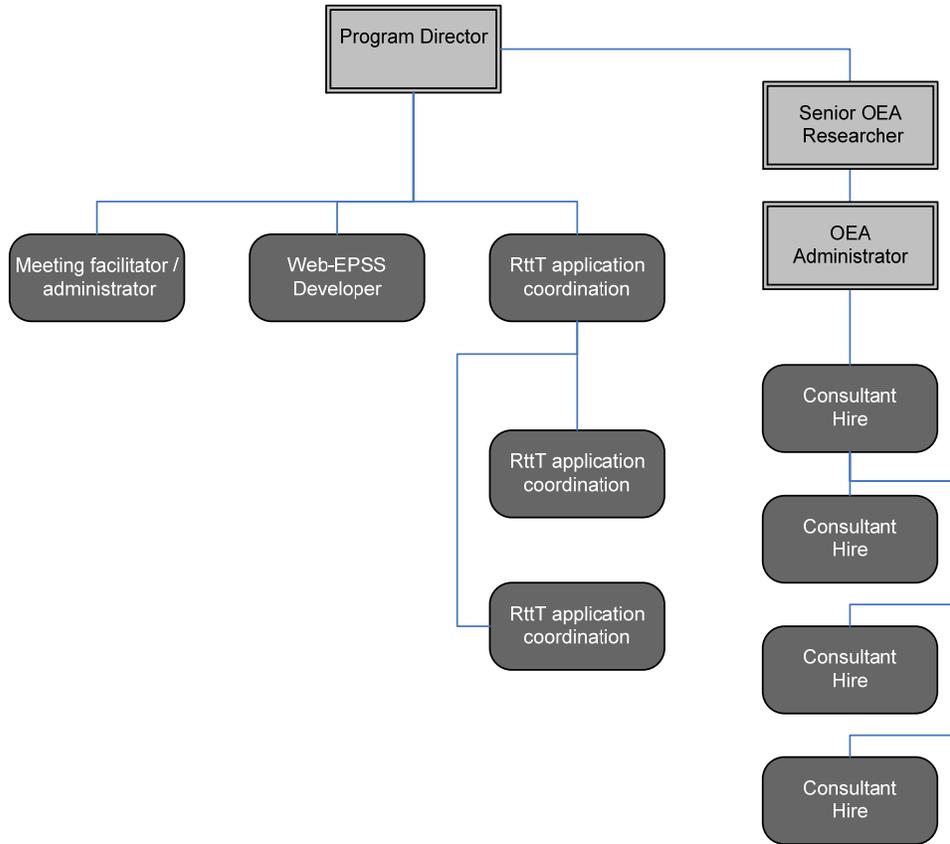
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Section A: Management

New State Hire

Existing FTE Re-Assignment

Consultant Hire



This work will involve personnel, fringe benefits, travel, equipment, supplies, contractual, indirect costs, and supplemental funding for participating LEAs from this grant. The expected total cost of this section is \$12,303,430, as detailed below.

The budget below provides for progress and plans in the four education reform areas.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 209,000	\$ 209,000	\$ 209,000	\$ 209,000	\$ 836,000
2. Fringe Benefits	\$ 81,510	\$ 81,510	\$ 81,510	\$ 81,510	\$ 326,040
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 8,500	\$ -	\$ -	\$ -	\$ 8,500
5. Supplies	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000
6. Contractual	\$ 2,634,900	\$ 2,860,000	\$ 2,710,000	\$ 2,510,000	\$ 10,714,900
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 2,960,910	\$ 3,176,510	\$ 3,026,510	\$ 2,826,510	\$ 11,990,440
10. Indirect Costs	\$ 74,765	\$ 72,742	\$ 72,742	\$ 72,742	\$ 292,990
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
13. Total Costs	\$ 3,040,675	\$ 3,254,252	\$ 3,104,252	\$ 2,904,252	\$ 12,303,430

Section B Budget Summary – Standards and Assessments

Grant funds are requested to provide usable standards and assessment activities in New Mexico. This will be done by developing and adopting common standards and supporting the transition to enhanced standards and high-quality assessments.

The details for these programs are provided below.

(B)(1) Developing and adopting common standards

The State of New Mexico is committed to adopting a common set of high-quality standards, which was demonstrated when New Mexico signed an MOU with the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) for the purpose of working jointly toward developing and adopting a common set of K-12 standards. Known as the Common Core Standards, they are supported by evidence, are being internationally benchmarked and build toward college and career readiness by the time of high school graduation.

This work will be performed by existing state employees and new contract personnel who will provide professional development design and perform professional development delivery, providing communications and publishing of notices and modifying the existing web based tool by integrating the New Mexico rubric.

The anticipated cost to develop adopt common standards, item (B)(1)(ii), is \$540,768, These costs are summarized as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ 27,300	\$ 27,300	\$ 109,200
3. Travel	\$ 5,000				\$ 5,000
4. Equipment	\$ 2,500				\$ 2,500
5. Supplies	\$ 3,500				\$ 3,500
6. Contractual	\$ 40,000				\$ 40,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 148,300	\$ 97,300	\$ 97,300	\$ 97,300	\$ 440,200
10. Indirect Costs	\$ 28,393	\$ 20,725	\$ 20,725	\$ 20,725	\$ 90,568
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 10,000				\$ 10,000
13. Total Costs	\$ 186,693	\$ 118,025	\$ 118,025	\$ 118,025	\$ 540,768

Detailed budget information is as follows:

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Manager to coordinate Race to the Top state advisory team activities	100%	\$70,000	\$70,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Desktop Computer (1) for the Manager	\$1,500	Desktop Computer	\$1,500
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

6) Contractual: We plan to procure the following services:

- a. Professional Development Design contract services of approximately \$5,000 for year one.
 - b. Professional Development Delivery contract services of approximately \$5,000 for year one.
 - c. Communications and Publishing of Notices contract services of approximately \$5,000 for year one.
 - d. Web design contract services of approximately \$25,000 for year one.
- 7) Training Stipends: There are no training stipend costs in this project.
- 8) Other: There are no other costs in this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel professional development costs	LEA staff to guide development use the systems created	\$100 per LEA	100	\$10,000

(B)(2) Supporting the transition to enhanced standards and high-quality assessments

New Mexico is pursuing four avenues that will uniquely contribute to implementing a comprehensive approach to common, high quality assessments. The four avenues are 1) Participating with the National Center on Education and the Economy (NCEE) States Consortium to develop and implement high-quality on demand, computer adaptive assessments that are aligned with common core standards, include all students, guide instruction, and support a growth-based accountability model. 2) Identifying a common assessment tool that utilizes real-time and longitudinal data aligned to Common Core Standards that cal also be used for differentiating instruction, 3) Joining the SMARTER consortium (Consisting 9 states: New Mexico, Oregon, Delaware, Hawaii, Idaho, Washington, Nebraska, Wisconsin, and Utah) to develop computer-based and adaptive assessments with on-demand testing for multiple purposes of guiding instruction and accountability purposes and 4) creating a system with capabilities of assessing critical thinking skills, project management skills, math, science, technology and other core competencies needed for the STEM workforce and that provides data about student proficiency.

As noted in the grant narrative, we plan to participate with the National Center on Education and the Economy (NCEE) States Consortium and ACHIEVE to develop our assessment program. As we proceed we will also be conversing with other consortia (such as the National Governors Association and the Council of Chief State School Officers) to determine the most appropriate assessment path for New Mexico. We expect that the foundation of our contribution to this development will be the Standards Based Assessment program New Mexico created in 2002 which cost the state over \$26 Million. In this development we will be working with other successful grant states and expect that this coalition will be able to perform the work at a reduced per-state cost. NMPED will be basing our STEM assessment program on this work.

These tasks will be performed by state and contract personnel who will work with each district to gather the required historical information. We anticipate that we will have to provide for software purchases and upgrades in this project.

The anticipated cost to develop and implement common, high-quality assessments, Item B(2)(i), is \$17,170,626. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 526,000	\$ 526,000	\$ 526,000	\$ 526,000	\$ 2,104,000
2. Fringe Benefits	\$ 205,140	\$ 205,140	\$ 205,140	\$ 205,140	\$ 820,560
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
5. Supplies	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
6. Contractual	\$ 5,000,000	\$ 3,000,000	\$ 2,000,000	\$ 2,000,000	\$ 12,000,000
7. Training Stipends		\$ 300,000	\$ 300,000	\$ 300,000	\$ 900,000
8. Other	\$ 200,000		\$ 50,000		\$ 250,000
9. Total Direct Costs	\$ 6,002,140	\$ 4,066,140	\$ 3,116,140	\$ 3,066,140	\$ 16,250,560
10. Indirect Costs	\$ 215,373	\$ 231,348	\$ 241,998	\$ 231,348	\$ 920,066
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 6,217,513	\$ 4,297,488	\$ 3,358,138	\$ 3,297,488	\$ 17,170,626

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Director	100%	\$75,000	\$75,000

One Executive Assistant	100%	\$45,000	\$45,000
Three Data Base Administrators	100%	\$75,000	\$225,000
Three Technical Support staff	100%	\$65,000	\$195,000

- 2) Fringe Benefits: are calculated at 39% of base salary costs.
- 3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	250 trips	\$100	\$25,000

- 4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (4) needed for Director and Technical Support Staff	\$2,500	Laptop Computer	\$10,000
Desktop Computers (4) needed for Assistant and Data Base Administrators	\$1,500	Desktop Computer	\$10,500
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Networked Printer/ Photocopier (1) for office	\$10,500	Printer/ Photocopier	\$10,500
Phones (8) for staff	\$500	Phones	\$4,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - a. Professional Development Design contract services of approximately \$5,000 for year one.
 - b. Professional Development Delivery contract services of approximately \$5,000 for year one.
 - c. Communications and Publishing of Notices contract services of approximately \$5,000 for year one.
 - d. Web design contract services of approximately \$25,000 for year one.
 - e. Design and programming contract services to augment the NMPED assessments for adequate growth modeling at a cost of approximately \$3,000,000 for year one and \$1,000,000.

- 7) Training Stipends: We anticipate training costs for districts in the use of growth model, data for instruction and activities to improve student achievement of \$300,000 per year in the second, third and fourth years will be required in this project.
- 8) Other: We anticipate that software licensing costs of \$200,000 in the first year and \$50,000 in the third year will be required for this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel professional development costs	LEA staff to guide development use the systems created	\$100 per LEA	100	\$10,000

NMPED plans to develop a Resource Portal that creates a web-based central clearinghouse to provide various resources needed by students, educators, administrators and other community members to help improve student academic achievement. A particular focus of this portal will be to enhance STEM instruction and will include resources, such as briefing papers developed for students to inform their understanding of scientific, mathematical or technological concepts; a list of individuals in the NM science community (IHEs, National Laboratories, Industry, etc.) who are willing to serve as youth mentors, provide technical assistance or other expertise as educational partners; and links to various other STEM-related national and international assets. Working with this grouping will require some funding to coordinate needs and deliveries in this project.

The anticipated cost to create this web-based central clearinghouse to provide various resources needed by students, educators, administrators and other community members to help improve student academic achievement, Goal B(3.0), is \$6,567,148. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000	\$ 840,000
2. Fringe Benefits	\$ 81,900	\$ 81,900	\$ 81,900	\$ 81,900	\$ 327,600
3. Travel	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
4. Equipment	\$ 9,000				\$ 9,000
5. Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
6. Contractual	\$ 325,000	\$ 1,500,000	\$ 2,000,000	\$ 500,000	\$ 4,325,000
7. Training Stipends					\$ -
8. Other	\$ 50,000				\$ 50,000
9. Total Direct Costs	\$ 679,400	\$ 1,795,400	\$ 2,295,400	\$ 795,400	\$ 5,565,600
10. Indirect Costs	\$ 80,812	\$ 68,245	\$ 68,245	\$ 68,245	\$ 285,548
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 166,000	\$ 150,000	\$ 250,000	\$ 150,000	\$ 716,000
13. Total Costs	\$ 926,212	\$ 2,013,645	\$ 2,613,645	\$ 1,013,645	\$ 6,567,148

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Three Technical Support/Development staff	100%	\$70,000	\$210,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	25 trips	\$100	\$2,500

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (3) needed for Technical Support/Development Staff	\$2,500	Laptop Computer	\$7,500
Phones (3) for staff	\$500	Phones	\$1,500

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

6) Contractual: We plan to procure the following services:

- a. Professional Development Design contract services of approximately \$4,325,000 over four years to develop enhancements to Carve Your Path including test of pilot NASA game while testing CYP in other districts, implement mobile interface and creating a resource portal.

7) Training Stipends: We anticipate no training costs will be required in this project.

- 8) Other: We anticipate multi-agency costs of \$50,000 will be required in the first year to coordinate needs and deliveries in this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA & Charter Reviews	Identify Gaps in the Existing System	\$1,000 per LEA	166	\$166,000
Regional Trainings for Adult Educators	Train on use of system	\$10,000 per LEA Training Session	30	\$300,000
Student and Parent Trainings	Train on use of system	\$10,000 per LEA Training Session	25	\$250,000

The state is working to standardize end of course tests that will be available to students via IDEAL-NM so that students may on a volunteer basis demonstrate proficiency and receive course credit. By legislative statute, NM has given students from middle school, high school and beyond the tools and the ability to customize their own educational pipeline so that the student may receive credit and move forward without the typical restrictions imposed by a system that requires a set number of years to complete his or her coursework. These changes will enable students to graduate from New Mexico high schools sooner than is the tradition or with additional degree certifications than is traditional. We intend to enable this acceleration by modifying the Carve Your Path system and three associated interfaces: the Intelligent Gaming Interface, the Mobile Access Interface, and the resource Portal.

Communication strategies are essential to support the transition to enhanced standards and high quality assessments and will require statewide communication to education stakeholders regarding the transition to common core standards, implantation of a new generation of high quality student assessments, and development of a growth-based accountability model. The objective of this communication strategy is to ensure that all educational stakeholders within NM are aware of the transition to a common core standards assessment and related profile of competencies as a tool for developing student potentials, including demonstration of

competencies necessary for successful entry into the state’s workforce and improved quality of life. Developing comprehensive awareness and understanding of the goals, capacities and associated tools of the Statewide Longitudinal Data System (SLDS) will be a key element to this strategy.

The anticipated cost to roll out the Communication and Marketing Plan, Goal B3-4.0, is \$1,389,858. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 150,000
2. Fringe Benefits	\$ 14,625	\$ 14,625	\$ 14,625	\$ 14,625	\$ 58,500
3. Travel	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
4. Equipment					\$ -
5. Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
6. Contractual	\$ 200,000	\$ 200,000			\$ 400,000
7. Training Stipends					\$ -
8. Other		\$ 155,000	\$ 50,000	\$ 50,000	\$ 255,000
9. Total Direct Costs	\$ 255,625	\$ 410,625	\$ 105,625	\$ 105,625	\$ 877,500
10. Indirect Costs	\$ 17,173	\$ 50,188	\$ 22,498	\$ 22,498	\$ 112,358
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
13. Total Costs	\$ 372,798	\$ 560,813	\$ 228,123	\$ 228,123	\$ 1,389,858

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Management staff	50%	\$70,000	\$35,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	25 trips	\$100	\$2,500

4) Equipment: There are no equipment costs in this project.

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

- 6) Contractual: We plan to procure the following services:
 - a. Professional Development Design contract services of approximately \$200,000 over two years to develop enhancements to the Carve Your Path system to facilitate students to graduate from New Mexico High Schools sooner than is the tradition or with additional degree certifications that is traditional.
- 7) Training Stipends: We anticipate no training costs will be required in this project.
- 8) Other: We anticipate that Public Service Announcements and other communication tools will need to be created in year two and updated as necessary after the second year.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA, Charter, Student and Parent review	Focus Groups to target marketing spend	\$4,000 per LEA	100	\$400,000

The proposed staffing for Section B is as follows:

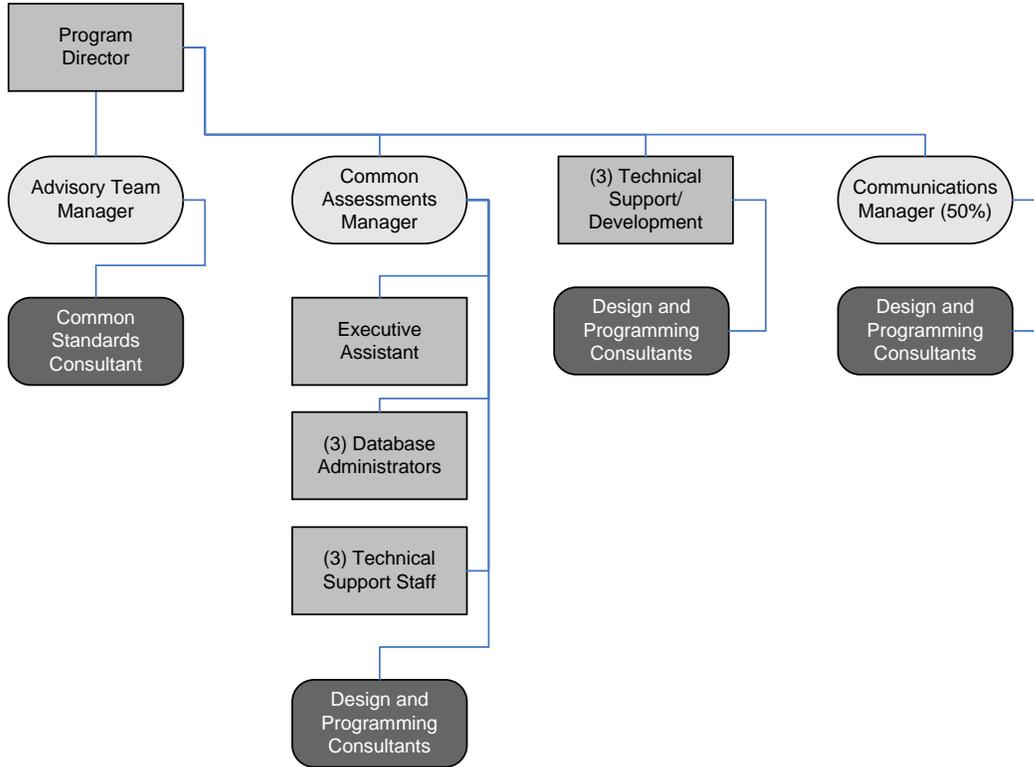
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Section B: Assessment

New State Hire

Existing FTE Re-Assignment

Consultant Hire



This work will involve personnel, fringe benefits, travel, equipment, supplies, contractual, training stipends, other costs, indirect costs, and supplemental funding for participating LEAs from this grant. The expected total cost of this outcome is \$25,208,102.

Costs to develop and deploy the Standards and Assessments work are as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 843,500	\$ 843,500	\$ 843,500	\$ 843,500	\$ 3,374,000
2. Fringe Benefits	\$ 328,965	\$ 328,965	\$ 328,965	\$ 328,965	\$ 1,315,860
3. Travel	\$ 35,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 125,000
4. Equipment	\$ 47,500	\$ -	\$ -	\$ -	\$ 47,500
5. Supplies	\$ 15,500	\$ 12,000	\$ 12,000	\$ 12,000	\$ 51,500
6. Contractual	\$ 5,565,000	\$ 4,700,000	\$ 4,000,000	\$ 2,500,000	\$ 16,765,000
7. Training Stipends	\$ -	\$ 300,000	\$ 300,000	\$ 300,000	\$ 900,000
8. Other	\$ 250,000	\$ 155,000	\$ 100,000	\$ 50,000	\$ 555,000
9. Total Direct Costs	\$ 7,085,465	\$ 6,369,465	\$ 5,614,465	\$ 4,064,465	\$ 23,133,860
10. Indirect Costs	\$ 341,751	\$ 370,506	\$ 353,466	\$ 342,816	\$ 1,408,539
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 276,000	\$ 250,000	\$ 350,000	\$ 250,000	\$ 1,126,000
12. Total Costs	\$ 7,703,216	\$ 6,989,971	\$ 6,317,931	\$ 4,657,281	\$ 25,668,399

Section C Budget Summary – Data Systems To Support Instruction

Grant funds are requested to provide data systems to support instruction in New Mexico. This will be done by fully implementing a statewide longitudinal data system, accessing State data and using that data to improve instruction.

(C)(1) Fully implementing a statewide longitudinal data system

According to the Data Quality Campaign (DQC), New Mexico currently 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-1-1 of this proposal). New Mexico is building a decision-making culture centered on research, access to information and transparency and as such plans to capture all of these elements.

To this end, New Mexico submitted a State Longitudinal Data System (SLDS) grant to the U.S. Department of Education in December, 2009. In brief, New Mexico's SLDS grant application proposes the development of the New Mexico Achieving Collaborative Heights in Education Via e-Systems (NM- ACHIEVeS) data system. This data system will reform use of early childhood, 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.

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

NMPED will fund this 100% with non-RTTT funds.

(C)(2) Accessing and using State data

At the heart of New Mexico's efforts to improve its data systems is the deep understanding of how data can inform the decisions and actions of key participants throughout the education system. First, we believe that 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 are working 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.

Ensuring that teacher, principals, superintendents, policymakers, students, parents and community members have access to high quality, real time data is critical to ensuring student success. New Mexico is poised to go beyond the traditional data warehouse and create an agile, responsive system which meets the needs of end users and provides a comprehensive platform not only for school reform but for individual student success New Mexico's data warehouse will produce a series of reports.

New Mexico plans to create a dashboard data display system (D³S) which will present a dashboard view of data with drill-down capabilities to enable deeper analysis of high-level data. This will be done in conjunction with the NM-ACHIEVeS SLDS. We will use the initial months of the development timeframe to finalize our research and determine how to build the system.

The anticipated cost to deepen the understanding of how data can inform the decisions and actions of key participants, Item (c)(2), is \$6,808,320. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 75,000	\$ 210,000	\$ 210,000	\$ 210,000	\$ 705,000
2. Fringe Benefits	\$ 29,250	\$ 81,900	\$ 81,900	\$ 81,900	\$ 274,950
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 87,500				\$ 87,500
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$ 75,000	\$ 1,400,000	\$ 2,000,000	\$ 500,000	\$ 3,975,000
7. Training Stipends		\$ 150,000	\$ 500,000	\$ 250,000	\$ 900,000
8. Other					\$ -
9. Total Direct Costs	\$ 274,750	\$ 1,849,900	\$ 2,799,900	\$ 1,049,900	\$ 5,974,450
10. Indirect Costs	\$ 34,559	\$ 101,154	\$ 175,704	\$ 122,454	\$ 433,870
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
13. Total Costs	\$ 409,309	\$ 2,051,054	\$ 3,075,604	\$ 1,272,354	\$ 6,808,320

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$75,000	\$75,000
One Project Assistant Manager	100%	\$65,000	\$65,000
One IDEAL-NM Program Coordinator	100%	\$70,000	\$70,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (2) needed for Director and Manager	\$2,500	Laptop Computer	\$5,000
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Networked Printer/ Photocopier (1) for office	\$10,500	Printer/ Photocopier	\$10,500
Phones (2) for staff	\$500	Phones	\$1,000

ETL Server Farm	\$8000	8 Servers	\$64,000
Network Switch	\$6,000	1 Switch	\$6,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - a. Professional Development contract services to implement Data Display Dashboard System (D³S) with approximate cost of \$2,000,000 over four years.
 - b. Professional Development contract services to implement data reporting tools into RttT with approximate cost of \$1,975,000 over four years.
- 7) Training Stipends: We anticipate training costs for districts in the use of data of \$700,000 in the second, third and fourth years of this project. We also anticipate the annual implementation cost of the online training program to be \$100,000 over years three and four.
- 8) Other: There are no other costs in this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel professional development costs	Training on use the systems created	\$1000 per LEA	100	\$100,000
Student and Parent Training	Training on use the systems created	\$1000 per LEA	100	\$100,000

(C)(3) Using data to improve instruction

New Mexico’s plan for increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness has three key elements. 1) New Mexico will strengthen the way that student achievement data is reported to teachers and principals. 2) New Mexico will develop an Early Warning System that provides information on students at-risk for academic failure or drop out. 3) New Mexico will strengthen its methodology for evaluating teacher and principal

effectiveness based on student performance and make that information available so that educators can target professional development and other resources more efficiently.

New Mexico will strengthen the way that student achievement data is reported to teachers and principals. Ensuring that teachers and principals have timely assessment data from both state level assessments and short cycle assessments is one of the most pressing needs in New Mexico. Over the last four years, New Mexico’s Principal Support Network has successfully provided teachers and principals with the specific data, useful data analyses tools, and training they need in order to focus instruction more effectively. This effort will be expanded and sustained.

Assessment will be built around math and science standards as well as technology benchmarks using the STEM dashboard built for the State that tie into NM-ACHIEVeS, the Statewide LDS. There will be class time allocated during the regular school day to focus on this competition; therefore it will be school wide and not just an “add-on”. We will also expand the IDEAL-NM advanced placement, dual credit and online course catalogs using the dashboard information.

Innovate Education New Mexico will provide 50% in-kind services toward the public awareness campaign, reducing the cost of delivery by \$300,000. The anticipated cost to increasing the acquisition, adoption, and use of local instructional improvement systems including the STEM Dashboard, Item (C)(3)(i)1, is \$5,846,453. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000	\$ 840,000
2. Fringe Benefits	\$ 81,900	\$ 81,900	\$ 81,900	\$ 81,900	\$ 327,600
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 18,000				\$ 18,000
5. Supplies	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
6. Contractual	\$ 550,000	\$ 800,030	\$ 200,020		\$ 1,550,050
7. Training Stipends	\$ 110,000	\$ 85,000	\$ 230,000	\$ 60,000	\$ 485,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 1,277,400	\$ 1,484,430	\$ 1,029,420	\$ 659,400	\$ 4,450,650
10. Indirect Costs	\$ 160,261	\$ 151,102	\$ 181,987	\$ 140,452	\$ 633,803
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 430,000	\$ 111,000	\$ 111,000	\$ 110,000	\$ 762,000
13. Total Costs	\$ 1,867,661	\$ 1,746,532	\$ 1,322,407	\$ 909,852	\$ 5,846,453

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$75,000	\$75,000
One Project Assistant Manager	100%	\$65,000	\$65,000
One IDEAL-NM Program Coordinator	100%	\$70,000	\$70,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (2) needed for Director and Manager	\$2,500	Laptop Computer	\$5,000
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Networked Printer/ Photocopier (1) for office	\$10,500	Printer/ Photocopier	\$10,500
Phones (3) for staff	\$500	Phones	\$1,500

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

6) Contractual: We plan to procure the following services:

a. Professional Development contract services to develop and implement data campaign will cost approximately \$1,550,050 in years one through three.

7) Training Stipends: We anticipate training costs for districts in the use of data of \$485,000 over the four years of this project.

8) Other: we will develop 30 online courses per year at \$10,000 per course.

9) Funding for involved LEAs: There are no involved LEA costs in this project.

10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel program development	Assistance with system creation	\$10000 per LEA	43	\$430,000
LEA personnel program training	Training on use the systems created	\$2000 per LEA	166	\$332,000

New Mexico will develop an Early Warning System that provides information on students at-risk for academic failure or drop out.

Working with the CCRPI, New Mexico has identified Early Warning System Indicators and Interventions for mid school students beginning with 7th graders working in conjunction with alerts and specialized advice that will go out to parents and students through the Carve Your Path system. Notification for teachers and appropriate school administrators and researchers will be provided through NM-ACHIEVeS

The anticipated cost to develop this Early Warning System that provides information on students at-risk for academic failure or drop out, Item (C)(3)(i)2, is \$3,267,123. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ 27,300	\$ 27,300	\$ 109,200
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 6,500				\$ 6,500
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual	\$ 400,000	\$ 800,000	\$ 600,000		\$ 1,800,000
7. Training Stipends	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
8. Other					\$ -
9. Total Direct Costs	\$ 610,800	\$ 1,004,300	\$ 804,300	\$ 204,300	\$ 2,623,700
10. Indirect Costs	\$ 50,225	\$ 48,841	\$ 48,841	\$ 43,516	\$ 191,423
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 120,000	\$ 111,000	\$ 111,000	\$ 110,000	\$ 452,000
13. Total Costs	\$ 781,025	\$ 1,164,141	\$ 964,141	\$ 357,816	\$ 3,267,123

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$70,000	\$70,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computer (1) needed for Manager	\$2,500	Laptop Computer	\$5,000
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (1) for Manager	\$500	Phone	\$500

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

6) Contractual: We plan to procure the following services:

- a. Professional Development contract services to develop and implement indicators and interventions to prevent drop outs will cost approximately \$1,800,000 over four years.

7) Training Stipends: We anticipate training costs for districts in the use of intervention strategies of \$100,000 over the four years of this project.

8) Other: We anticipate no other costs on this project.

9) Funding for involved LEAs: There are no involved LEA costs in this project.

10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel program development	Assistance with system creation	\$10000 per LEA	12	\$120,000
LEA personnel program training	Training on use the systems created	\$2000 per LEA	166	\$332,000

New Mexico will strengthen its methodology for evaluating teacher and principal effectiveness based on student performance and make that information available so that educators can target professional development and other resources more efficiently.

The anticipated cost to strengthen its methodology for evaluating teacher and principal effectiveness, Item (C)(3)(i)3, is \$1,576,598. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ 27,300	\$ 27,300	\$ 109,200
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 6,500				\$ 6,500
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual	\$ 300,000	\$ 300,000			\$ 600,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 410,800	\$ 404,300	\$ 104,300	\$ 104,300	\$ 1,023,700
10. Indirect Costs	\$ 28,925	\$ 27,541	\$ 22,216	\$ 22,216	\$ 100,898
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 120,000	\$ 111,000	\$ 111,000	\$ 110,000	\$ 452,000
13. Total Costs	\$ 559,725	\$ 542,841	\$ 237,516	\$ 236,516	\$ 1,576,598

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$70,000	\$70,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computer (1) needed for Manager	\$2,500	Laptop Computer	\$5,000

LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (1) for Manager	\$500	Phone	\$500

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - a. Professional Development contract services to develop and implement indicators and interventions to strengthen the methodology for evaluating teacher and principal effectiveness will cost approximately \$600,000 over four years.
- 7) Training Stipends: We anticipate no training stipends costs on this project.
- 8) Other: We anticipate no other costs on this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel program development	Assistance with system creation	\$10000 per LEA	12	\$120,000
LEA personnel program training	Training on use the systems created	\$2000 per LEA	166	\$332,000

New Mexico plans to support participating LEAs and schools that are using instructional improvement systems in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement.

New Mexico is proposing to develop a Technical Training and Certification programs as part of the state’s RTTT grant. This training program is for professional staff (including teachers, principals, state agency personnel, researchers and legislators) and will be provided to ensure that New Mexico can continue to manage, operate and improve the RTTT data systems after completion of the project.

The anticipated cost to strengthen and develop certification programs, Item (C)(3)(ii)1, is \$1,776,598. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ 27,300	\$ 27,300	\$ 109,200
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 6,500				\$ 6,500
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual	\$ 400,000	\$ 400,000			\$ 800,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 510,800	\$ 504,300	\$ 104,300	\$ 104,300	\$ 1,223,700
10. Indirect Costs	\$ 28,925	\$ 27,541	\$ 22,216	\$ 22,216	\$ 100,898
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 120,000	\$ 111,000	\$ 111,000	\$ 110,000	\$ 452,000
13. Total Costs	\$ 659,725	\$ 642,841	\$ 237,516	\$ 236,516	\$ 1,776,598

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$70,000	\$70,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computer (1) needed for Manager	\$2,500	Laptop Computer	\$5,000
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (1) for Manager	\$500	Phone	\$500

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

6) Contractual: We plan to procure the following services:

- a. Professional Development contract services to develop and implement Technical Training and Certification programs will cost approximately \$800,000 over two years.
- 7) Training Stipends: We anticipate no training stipends costs on this project.
- 8) Other: We anticipate no other costs on this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel program development	Assistance with system creation	\$10000 per LEA	12	\$120,000
LEA personnel program training	Training on use the systems created	\$2000 per LEA	166	\$332,000

New Mexico will work with researchers at existing state agencies (e.g., the Office of Education Accountability), state agencies, universities, and others to develop conduct a systematic research agenda using the data from NM-ACHIEVeS and other sources.

The anticipated cost to work with researchers at existing state agencies, Item (C)(3)(iii)1, is \$770,960. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000			\$ 140,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ -	\$ -	\$ 54,600
3. Travel	\$ 5,000	\$ 5,000			\$ 10,000
4. Equipment	\$ 4,000	\$ 4,000			\$ 8,000
5. Supplies	\$ 1,000	\$ 1,000			\$ 2,000
6. Contractual	\$ 200,000	\$ 300,000			\$ 500,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 307,300	\$ 407,300	\$ -	\$ -	\$ 714,600
10. Indirect Costs	\$ 28,180	\$ 28,180	\$ -	\$ -	\$ 56,360
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 335,480	\$ 435,480	\$ -	\$ -	\$ 770,960

- 1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$70,000	\$70,000

- 2) Fringe Benefits: are calculated at 39% of base salary costs.
- 3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5,000

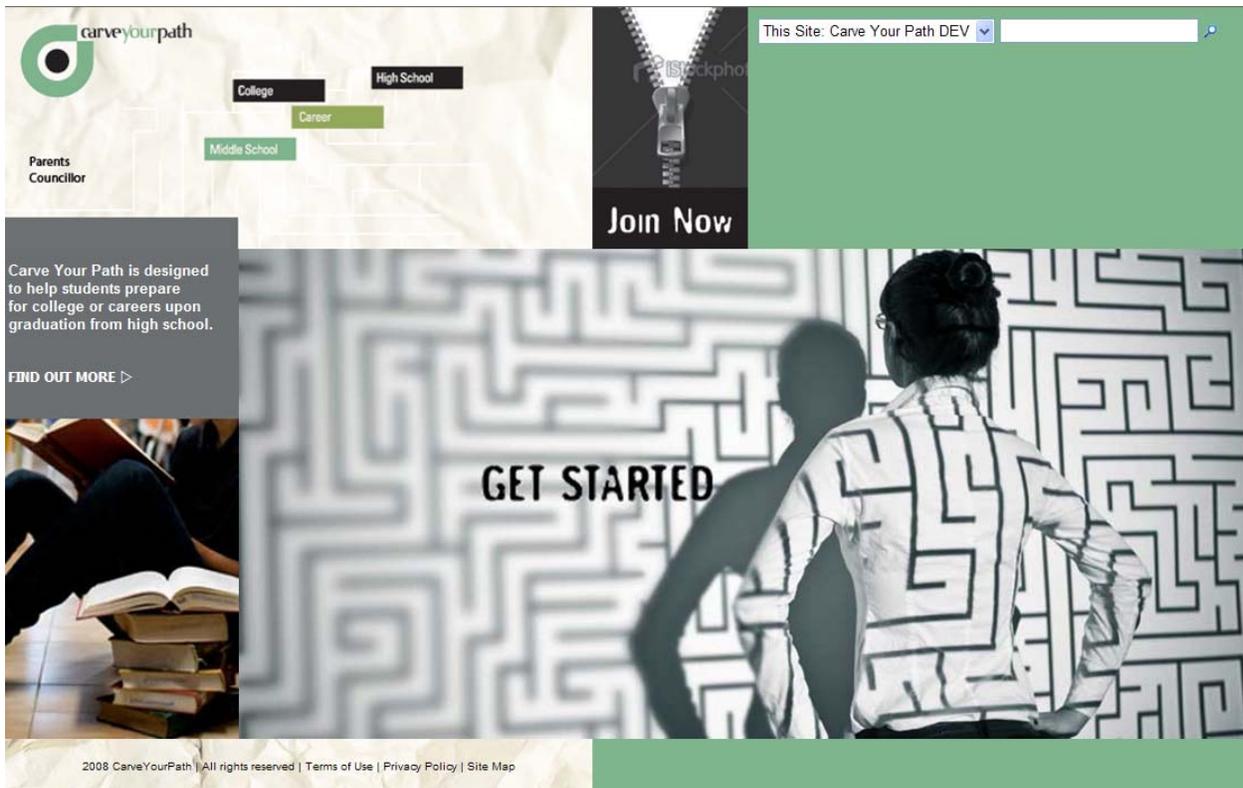
- 4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computer (1) needed for Manager	\$2,500	Laptop Computer	\$2,500
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (1) for Manager	\$500	Phone	\$500

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - a. Professional Development contract services to develop and conduct a systematic research agenda using the data will cost approximately \$500,000 over two years.
- 7) Training Stipends: We anticipate no training stipends costs on this project.
- 8) Other: We anticipate no other costs on this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

One of New Mexico’s most important transformational initiatives is providing students with more control over their own learning. We believe that deeper student involvement is key to improved instruction. NM is establishing a web-based system whereby public school students (in the higher grades in Elementary, Middle and High School, Post-Secondary) can develop or “carve” a path to determine the steps necessary (primarily in terms of articulated course selection or needed practical experiences) to enter a particular field or profession. The name given to this

application is “Carve Your Path” (CYP1). This application is being developed with funding from the New Mexico State Legislature and College Access Challenge Grant.



The final element in New Mexico’s plan to use data to improve instruction is the Carve Your Path 2 (CYP2) program, which refers to enhancement of and improvements to an initial web-based system for assisting students develop a career and college preparatory plan (Carve Your Path) currently being rolled out to New Mexico schools.

Because the system will inevitably reveal shortcomings (ease of access, report generation, data validity and reliability, etc.), a need to identify these will be present. Particular focus will be directed to how data from the system can be used to enhance access to courses in science, technology, engineering and mathematics (STEM) courses to help improve school achievement for under-supported student populations and America’s economic competitiveness.

Funding for the CYP system was not sufficient to provide all the applications that are envisioned. In addition, NM is currently piloting Carve Your Path 1 in seven school districts. NM anticipates that these pilots will illustrate additional shortcomings.

The anticipated cost to providing students with more control over their own learning, Item (C)(3)(iv), is \$7,420,083. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 280,000	\$ 280,000	\$ 280,000	\$ 280,000	\$ 1,120,000
2. Fringe Benefits	\$ 109,200	\$ 109,200	\$ 109,200	\$ 109,200	\$ 436,800
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 93,500				\$ 93,500
5. Supplies	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
6. Contractual	\$ 500,000	\$ 800,000	\$ 500,000	\$ 200,000	\$ 2,000,000
7. Training Stipends	\$ 200,000	\$ 700,000	\$ 700,000	\$ 400,000	\$ 2,000,000
8. Other					\$ -
9. Total Direct Costs	\$ 1,222,700	\$ 1,929,200	\$ 1,629,200	\$ 1,029,200	\$ 5,810,300
10. Indirect Costs	\$ 142,540	\$ 243,715	\$ 243,715	\$ 179,815	\$ 809,783
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 250,000	\$ 250,000	\$ 250,000	\$ 50,000	\$ 800,000
13. Total Costs	\$ 1,615,240	\$ 2,422,915	\$ 2,122,915	\$ 1,259,015	\$ 7,420,083

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Four Project Developers	100%	\$70,000	\$280,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	250 trips	\$100	\$25,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (4) needed for developers	\$2,500	Laptop Computer	\$10,000
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (4) for developers	\$500	Phone	\$2,000
Networked Printer/ Photocopier (1) for office	\$10,500	Printer/	\$10,500

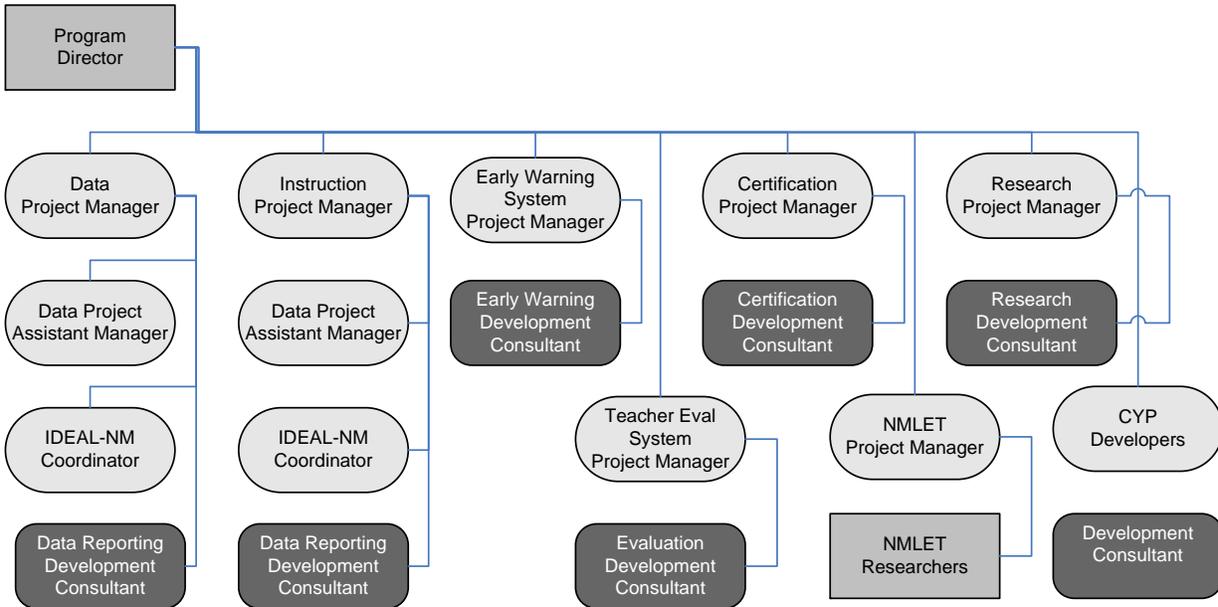
		Photocopier	
Development and Test Server Farm	\$8000	8 Servers	\$64,000
Network Switch	\$6,000	1 Switch	\$6,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - a. Professional Development contract services to assist with development of the revised CYP application will cost approximately \$2,000,000 over four years.
- 7) Training Stipends: We anticipate training stipends of approximately \$2,000,000 on this project to provide training to 150,000 NMPED students, 100,000 NMHED students and 20,000 LEA educators.
- 8) Other: We anticipate no other costs on this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel participation	Participation with development activities	\$25000 per LEA	10 per year	\$250,000

The proposed staffing for Section C is as follows:

Title	New State Hire	Existing FTE Re-Assignment	Consultant Hire
Section C: Data			



This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$27,466,136.

Costs to develop and deploy data systems to support instruction are as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 845,000	\$ 980,000	\$ 910,000	\$ 910,000	\$ 3,645,000
2. Fringe Benefits	\$ 329,550	\$ 382,200	\$ 354,900	\$ 354,900	\$ 1,421,550
3. Travel	\$ 55,000	\$ 55,000	\$ 50,000	\$ 50,000	\$ 210,000
4. Equipment	\$ 222,500	\$ 4,000	\$ -	\$ -	\$ 226,500
5. Supplies	\$ 27,500	\$ 27,500	\$ 26,500	\$ 26,500	\$ 108,000
6. Contractual	\$ 2,425,000	\$ 4,800,030	\$ 3,300,020	\$ 700,000	\$ 11,225,050
7. Training Stipends	\$ 410,000	\$ 1,035,000	\$ 1,530,000	\$ 810,000	\$ 3,785,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 4,614,550	\$ 7,583,730	\$ 6,471,420	\$ 3,151,400	\$ 21,821,100
10. Indirect Costs	\$ 473,616	\$ 628,073	\$ 694,678	\$ 530,668	\$ 2,327,036
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 1,140,000	\$ 794,000	\$ 794,000	\$ 590,000	\$ 3,318,000
12. Total Costs	\$ 6,228,166	\$ 9,005,803	\$ 7,960,098	\$ 4,272,068	\$ 27,466,136

Section D Budget Summary – Great Teachers and Leaders

(D)(1) Providing high-quality pathways for aspiring teachers and principals

New Mexico currently has legal, statutory, and regulatory provisions that allow and encourage alternative routes to certification for teachers and principals, and these alternative routes are currently in use. The State also has an extensive process for monitoring, evaluating, and identifying areas of teacher and principal shortages and for recruiting and preparing teachers and principals to fill those shortages.

Since the late 1990s, New Mexico has been deeply committed to improving the quality of teachers and principals working in the public schools across the state. Beginning in 1998, the State embarked on a major reform effort aimed at improving the recruitment, preparation, mentoring, and professional development of teachers. In 2004, the State embarked on a similar reform effort aimed in improving the recruitment, preparation, mentoring and professional development of principals. Both of those efforts included a wide range of systemic initiatives including a focus on alternative routes to certification and processes for monitoring and addressing areas of teacher and principal shortages.

New Mexico has developed and implemented a number of alternative licensure paths for adults interested in becoming teachers. These include alternative programs at universities and colleges, and routes that are outside of institutions of higher education including online portfolios, a Transition to Teaching Program, and district-based programs.

The three options for alternative licensure include:

- a. Approved alternative program for teachers who have either a BA plus 30 semester hours in particular field that corresponds to the subject area of instruction OR Master's OR Doctorate in particular field with specific criteria that corresponds to the subject area of instruction
- b. On Line Portfolio for Alternative Licensure (OPAL) for teachers who have either a BA OR MA in particular field with specific criteria that corresponds to the subject area of instruction

- c. Professional Teacher/Administrator Education for individuals with five or more years of post secondary teaching or six or more years of post secondary administrative experience and hold either MA with 12 graduate hours in particular field that corresponds to the subject area of instruction OR Doctorate in particular field with specific criteria that corresponds to the subject area of instruction. Administrators pursuing this alternative path must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator

From July 1, 2008 to June 30, 2009, the Professional Licensure Bureau (PLB) issued 302 alternative teacher licenses through the Approved Alternative Program Option and 68 alternative teacher licenses through the On Line Portfolio for Alternative Licensure (OPAL) option. Because the number of licenses issued through the Professional Teacher/Administrator Education option averages between 10 and 15 each year, the PLB does not track teachers or administrators accessing this option.

Over the last three years, New Mexico has faced a shortage of new principals and the state has made three changes in statute opening up alternative and provisional pathways to qualified individuals interested in becoming principals. In 2007, the Legislature passed and the Governor signed HB 1090a (Laws 2007, Chapter 303), which allowed school counselors and individuals with graduate degrees and experience teaching or administrating in postsecondary education to become principals. In 2009, the Legislature passed and the Governor signed SB 133a (Laws 2009, Chapter 117), which reduced the teaching requirement from seven years of teaching to six years and created a provisional principal's license. As of November, 2009, 22 education administration licenses had been issued to professionals taking advantage of this change.

The NMPED produces various annual state or federal reports that detail the preparation, respective licensure levels, certification, teaching assignments, waivers for shortage areas and other measures that provide a comprehensive picture of the quality of the New Mexico educator staff. This system requires the NMPED and the preparation program providers to develop plans with measurable objectives for increasing student achievement and increasing the number teachers trained in core academic areas including math, science and technology.

**New Mexico plans to achieve this activity without additional funding from this grant.
NMPED will fund this 100% with non-RTTT funds.**

(D)(2) Improving teacher and principal effectiveness based on performance

Over the last three years, New Mexico has faced a shortage of new principals and the state has made changes in statute opening up alternative and provisional pathways to qualified individuals interested in becoming principals. In 2007, the Legislature passed and the Governor signed HB 1090a (Laws 2007, Chapter 303), which allowed school counselors and individuals with graduate degrees and experience teaching or administrating in postsecondary education to become principals. In 2009, the Legislature passed and the Governor signed SB 133a (Laws 2009, Chapter 117), which reduced the teaching requirement from seven years of teaching to six years and created a provisional principal's license. As of November, 2009, 22 education administration licenses had been issued to professionals taking advantage of this change.

The NMPED produces various annual state or federal reports that detail the preparation, respective licensure levels, certification, teaching assignments, waivers for shortage areas and other measures that provide a comprehensive picture of the quality of the New Mexico educator staff. This system requires the NMPED and the preparation program providers to develop plans with measurable objectives for increasing student achievement and increasing the number teachers trained in core academic areas including math, science and technology.

New Mexico will design and implement a rigorous, transparent, and fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories which take into account data on student growth and are designed and developed with teachers and principals. In particular, New Mexico will establish a Teacher and Principal Effectiveness Task Force comprised of representatives from the teachers unions, principal and administrator organizations, teacher and principal preparation programs (both traditional and alternative) parent teacher organizations, business communities, Governor's Office, Public Education Department, Higher Education Department, Office of Education Accountability, the New Mexico Leadership Institute, the Legislative Education Study Committee and the Legislative Finance Committee and other stake-holders. In addition, the New Mexico Teacher and Principal

Effectiveness Task Force will collaborate with national organizations and other states that successfully compete for the Race to the Top grant.

The goals of the Teacher and Principal Effectiveness Task Force include:

- i. Developing multiple measures of teacher effectiveness including student growth, multiple observation-based assessments and other sources of information.
- ii. Developing multiple measures of principal effectiveness including student growth, the quality of the school's teaching and learning environment, strong instructional leadership, and strong involvement with families and communities.
- iii. Determine how these measures can be effectively gathered, interpreted, and disseminated and then fairly used in appropriate ways to improve student instruction, inform professional development, and identify highly effective teachers and principals who will be eligible to participate in New Mexico Exemplary Teacher and Principal Cadres.
- iv. Determine how these enhanced measures of teacher and principal effectiveness can be used to improve New Mexico's current evaluation and compensation systems including the Three-Tiered Teacher Licensure System and the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P).
- v. Determine how these enhance measures of teacher and principal effectiveness can be used to strengthen school districts ability to recruit and retain effective teachers and principals.
- vi. Determine how these enhance measures of teacher and principal effectiveness can be used to provide feedback to improve educator preparation programs, beginning teacher and principal mentoring programs and the professional development efforts at the school, district, and state levels.
- vii. Ensure that prospective and current teachers and principals have a strong understanding of how they will be evaluated and establish a well-funded support system that helps them meet the new criteria.

The anticipated cost to create the Teacher and Principal Effectiveness Taskforce, Item (D)(2)(i)2, is \$2,294,892. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
4. Equipment					\$ -
5. Supplies	\$ 24,852	\$ 20,000	\$ 20,000	\$ 20,000	\$ 84,852
6. Contractual	\$ 120,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 780,000
7. Training Stipends		\$ 300,000	\$ 300,000	\$ 300,000	\$ 900,000
8. Other					\$ -
9. Total Direct Costs	\$ 159,852	\$ 555,000	\$ 555,000	\$ 555,000	\$ 1,824,852
10. Indirect Costs	\$ 9,585	\$ 73,485	\$ 73,485	\$ 73,485	\$ 230,040
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
13. Total Costs	\$ 229,437	\$ 688,485	\$ 688,485	\$ 688,485	\$ 2,294,892

- 1) Personnel: This project will involve no staffing costs.
- 2) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to meeting across New Mexico	150 trips	\$100	\$15,000

- 3) Equipment: This project will involve no equipment costs.
- 4) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and conferencing supplies for task force meetings will be required for this project.
- 5) Contractual: We plan to procure the following services:
 - a. Professional Services contracts to provide substitute teachers for those in districts to enable them to attend Task Force and related meetings.
 - b. We anticipate that implementation evaluation measures and use of data reviews will cost \$50,000 per year in years two through four of this project.
 - c. We anticipate that meeting space and coordination costs for Task Force meetings will cost \$120,000 per year on this project
- 6) Training Stipends: We anticipate that training stipends will cost \$300,000 per year in years two through four of this project.

- 7) Other: There are no other costs in this project.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel participation	Participation with Task Force activities	\$5000 per LEA	12 per year	\$60,000

New Mexico will establish the New Mexico Exemplary Teacher and Principal Cadres to ensure that students in its lowest-achieving schools are taught by effective teachers and led by effective principals. In addition, New Mexico will detail its plans for turning around the lowest-achieving schools in Section E of this proposal. In order to meet these challenges of equitable teacher and principal distribution and turning around low-achieving schools, New Mexico will establish a cadre of the state’s best teachers and principals. Below are the key points:

- a) A subgroup from the Teacher and Principal Effectiveness Task Force described earlier will develop a set of criteria currently available that can be used to select outstanding teachers and principals who will comprise the Cadre. As a consequence of participation, cadre members will be offered opportunities to obtain additional compensation for their role in improving student achievement in low-achievement schools and turn-around schools.
- b) As multiple measures of teacher and principal effectiveness are developed by the Teacher and Principal Effectiveness Task Force, they will be incorporated into the selection and evaluation of the Cadre.

The anticipated cost to develop the New Mexico Exemplary Teacher and Principal Cadres, Item (D)(2.3), is \$23,156,170. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 4,000,000	\$ 4,600,000	\$ 4,600,000	\$ 3,400,000	\$ 16,600,000
2. Fringe Benefits	\$ 600,000	\$ 690,000	\$ 690,000	\$ 510,000	\$ 2,490,000
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 4,600,000	\$ 5,290,000	\$ 5,290,000	\$ 3,910,000	\$ 19,090,000
10. Indirect Costs	\$ 979,800	\$ 1,126,770	\$ 1,126,770	\$ 832,830	\$ 4,066,170
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 5,579,800	\$ 6,416,770	\$ 6,416,770	\$ 4,742,830	\$ 23,156,170

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Annual incentive for 100 Teachers to participate in program	100%	\$17,000	\$1,700,000
Annual mentored training for 100 replacement Teachers	100%	\$17,000	\$1,700,000
Year 1 incentive for 5 Principals to participate in program	100%	\$20,000	\$100,000
Year 1 mentored training for 5 replacement Principals	100%	\$80,000	\$400,000
Years 2 & 3 incentive for 10 Principals to participate in program	100%	\$20,000	\$200,000
Years 2 & 3 mentored training for 10 replacement Principals	100%	\$80,000	\$800,000

2) Fringe Benefits for mentoring and training awards are calculated at 15% of base salary costs.

3) Travel: This project will involve no travel costs.

4) Equipment: This project will involve no equipment costs.

5) Supplies: This project will involve no supplies costs.

6) Contractual: This project will involve no contractual costs.

7) Training Stipends: This project will involve no training stipend costs.

- 8) Other: This project will involve no other costs.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: This project will involve no participating LEA costs.

The New Mexico Leadership Institute (NMLI) will use results from the Teacher and Principal Effectiveness Task Force and the lessons learned from the New Mexico Exemplary Teacher and Principal Cadre to strengthen the five programs currently aimed at improving the recruitment, preparation, and support of principals and other school leaders. These programs include:

- a. Licensure For Aspiring Principals.
- b. Mentoring For New Principals
- c. Intensive Support for Principals of Schools In Need of Improvement.
- d. Professional Development For Aspiring Superintendents.
- e. Mentoring For New Superintendents.

The anticipated cost to strengthen and support the NMLIs leadership initiatives, Item (D)(2.4), is \$1,900,157. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 600,000
2. Fringe Benefits	\$ 58,500	\$ 58,500	\$ 58,500	\$ 58,500	\$ 234,000
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 25,500	\$ -	\$ -	\$ -	\$ 25,500
5. Supplies	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
6. Contractual	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 441,500	\$ 416,000	\$ 416,000	\$ 416,000	\$ 1,689,500
10. Indirect Costs	\$ 56,658	\$ 51,333	\$ 51,333	\$ 51,333	\$ 210,657
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 498,158	\$ 467,333	\$ 467,333	\$ 467,333	\$ 1,900,157

- 1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$80,000	\$80,000
One Assistant Manager	100%	\$70,000	\$70,000

- 2) Fringe Benefits: are calculated at 39% of base salary costs.
- 3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to meeting across New Mexico	50 trips	\$100	\$5,000

- 4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (2) needed for project manager, assistant manager and training coordinators	\$2,500	Laptop Computer	\$5,000
Phones (2) for project manager and assistant manager and training coordinators	\$500	Phone	\$1,000
Networked Printer/ Photocopier (1) for office	\$10,500	Printer/ Photocopier	\$10,500
Server for New Mexico Leadership Institute	\$10,000	Server	\$9,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and will be required for this project.
- 6) Contractual: Contractual: We plan to procure the following services:
 - a. Professional Services contracts to develop training materials and coursework resulting from the work of the NMLI will cost \$50,000 per year of this project.
- 7) Training Stipends: This project will involve no training stipend costs.
- 8) Other: This project will involve no other costs.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: This project will involve no participating LEA costs.

(D)(3) Ensuring equitable distribution of effective teachers and principals

New Mexico has an established data system (STARS) that enables the state to track the number of highly-qualified teachers by school and by district and has been producing Licensure

Discrepancy Reports for a number of years. These Discrepancy Reports, provided to each district, show:

- a. which teachers are not appropriately licensed for the subjects they teach and they track the students that are in those classes and are provided to districts
- b. teacher distributions for both high and low poverty schools.
- c. the percentages of Level 1, 2, and 3 teachers in every classroom; and
- d. the academic background, level of experience and turnover of principals by school and by district.

To build upon this established foundation, New Mexico's plan for ensuring equitable distribution of effective teachers and principals includes three key elements:

1. New Mexico will establish the Teacher and Principal Effectiveness Task Force described in more detail in Section (D)(2). In addition to their goals outlined in that section, the Effectiveness Task Force shall develop two additional measures:
 - a. The New Mexico School Level Teacher Quality Index that will include information on teachers' academic background and preparation, the percentage of teachers on emergency credentials; and ratio of Level 1, Level 2, and Level 3 teachers, and measures of teacher effectiveness. As the Effectiveness Task Force develops better measures of teacher effectiveness, these shall be incorporated into the School Level Teacher Quality Index.
 - b. The New Mexico School Principal Performance Matrix that will include information on principal's academic background and preparation, and indicators showing if that principal exceeded, met or did worse on student achievement measures of comparable schools in the district or state. Other indicators would include annual turnover rate of teachers in the school relative to other comparable schools in the district or state, distribution of evaluation ratings of teachers serving under the principal each year and staff absentee rates relative to other schools in the district.

2. The New Mexico Teacher and Principal Effectiveness Task Force will develop an interactive web-based reporting system that provides easy access to school, district and state level analyses of data related to equitable distribution of effective teachers and principals as part of the data display dashboard proposed in this application.
3. New Mexico will use the data from the current Licensure Discrepancy Reports and the data and reports developed by the Effectiveness Task Force to ensure the equitable distribution of effective teacher and principals.

The anticipated cost for ensuring equitable distribution of effective teachers and principals, Item (D)(3)(i), is \$2,131,993. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 560,000
2. Fringe Benefits	\$ 54,600	\$ 54,600	\$ 54,600	\$ 54,600	\$ 218,400
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 150,000
7. Training Stipends	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000
8. Other					\$ -
9. Total Direct Costs	\$ 446,100	\$ 440,100	\$ 440,100	\$ 440,100	\$ 1,766,400
10. Indirect Costs	\$ 92,357	\$ 91,079	\$ 91,079	\$ 91,079	\$ 365,593
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 538,457	\$ 531,179	\$ 531,179	\$ 531,179	\$ 2,131,993

- 1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$75,000	\$75,000
One Assistant Manager	100%	\$65,000	\$65,000

- 2) Fringe Benefits: are calculated at 39% of base salary costs.
- 3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
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Annual NMPED personnel travel costs to meeting across New Mexico	50 trips	\$100	\$5,000
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4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (2) needed for project manager and assistant manager	\$2,500	Laptop Computer	\$5,000
Phones (2) for project manager and assistant manager and training coordinators	\$500	Phone	\$1000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and will be required for this project.
- 6) Contractual: We plan to procure the following services:
- a. Contract services for the Leadership Institute to assist with facilitating leadership mentoring to our members. These services will cost approximately \$150,000 for the four years.
- 7) Training Stipends: We anticipate that training stipends will cost \$200,000 per year (100 stipends for aspiring leaders at \$2,000 each) for the four years of this project.
- 8) Other: This project will involve no other costs.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: This project will involve no participating LEA costs.

Section (D)(3)(ii)

New Mexico will use these data sources and others to increase the number and percentage of effective teachers in hard-to-staff subjects and specialty areas. In particular, the State will:

1. Expand and coordinate its current efforts to recruit high school students, college students, and adults into the teaching profession by establishing a Teacher Recruitment Coordinator at the Public Education Department. New Mexico currently has various programs like Golden Apple, ENLACE, Teach For America, that serve to recruit teachers but often work in isolation. Part of the effort of this grant will be to have these and other local and national groups work more in consort with each other to improve the overall quality and distribution of New Mexico’s educators.

2. The State will establish the New Mexico Exemplary Teacher and Principal Cadres that will implement a strategy for recruiting, supporting, and compensating some of the state's highest performing teachers and principals who will work in high need districts and schools. The Cadre serves several important functions that include making working in a high needs school a prestigious assignment; creating a go-to pool of effective teachers and principals that the state can deploy to places where they are needed most; and establishing a network of alumni newly committed to the challenges of high need placements.
3. The New Mexico Leadership Institute (NMLI) will engage in a number of strategies aimed in recruiting effective principals and other school leaders who will serve in high need schools and districts. The NMLI will:
 - a. Work with school districts to identify experienced teachers and other potential school leaders within those districts. Such potential leaders could include content leaders, instructional coaches, department chairpersons, team leaders, deans of students, experienced counselors and other educators in leadership positions.
 - b. Work with higher education institutions to identify potential school leaders who qualify to under New Mexico's alternative route to administrative certification.
 - c. Work with higher education institutions, the Public Education Department, and other organizations to provide differentiated training and differentiated licensure endorsements for aspiring and practicing principals including subspecialties in urban school leadership, rural school leadership, charter school leadership and turnaround school leadership.

New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.

(D)(4) Improving the effectiveness of teacher and principal preparation programs

New Mexico believes that the best preparation of new teachers and new principals occurs when preparation programs (both traditional and alternative routes) and school districts collaborate.

We believe that great teachers and leaders get the best start when they come out of a strong preparation program and then receive strong mentoring during the first few years on the job. So, based on this framework, New Mexico will link student achievement and student growth data to the students' teachers and principals and then link that information to the in-state programs where those teachers and principals were prepared and to the districts' beginning teacher and principal mentoring programs in the districts where those teachers and principals are first employed. This approach does not reduce the responsibility of preparation programs; rather it provides richer data that can be used to strengthen critical university and school partnerships. Provided below are details regarding the plan:

1. Develop a methodology for linking measures of teacher and principal effectiveness to the teacher and principal preparation programs and to specific district beginning teacher and principal mentoring programs. These data will then be included in the Educator Accountability Report (22-10A-19.2, NMSA, 1978) and in the annual performance reports prepared by each higher education institution in New Mexico.
2. Update New Mexico's current NCATE/State Partnership process for approving licensure programs by incorporating the results of its educator evaluation work
3. Identify those teacher and principal preparation programs and school district partnerships that are successful in preparing and mentoring effective teachers and principals and use those findings to inform the funding recommendations of the Governor, the Public Education Department, the Higher Education Department, the Legislative Education Study Committee, and the Legislative Finance Committee.
4. Identify those programs and effective partnerships that are successful in preparing and mentoring effective teachers in math, science and other core STEM principles to advance STEM education in NM.

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

NMPED will fund this 100% with non-RTTT funds.

(D)(5) Providing effective support to teachers and principals

New Mexico has a number of structures in place for providing effective support to teachers and principals, and all of them can be strengthened through the opportunity afforded by the Race To The Top grant. One key aspect includes interaction with Professional Learning Communities (PLCs). Under this grant, the Public Education Department and the Higher Education Department will work collaboratively with state and national teacher and principal organizations to expand and strengthen Professional Learning Communities within and across New Mexico’s schools. These professional learning communities will provide support to groups of administrators and school staff as they work together to improve student learning.

The anticipated cost to develop and monitor the PLCs, Item (D)(5), is \$7,968,000. These costs are summarized as follows:

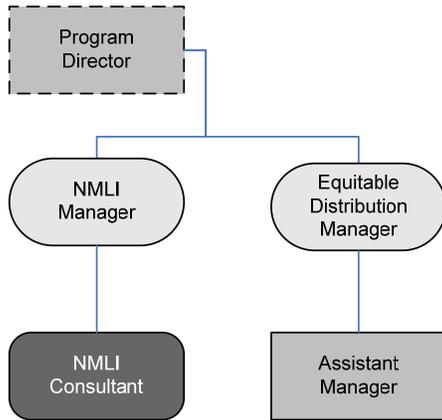
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 1,992,000	\$ 1,992,000	\$ 1,992,000	\$ 1,992,000	\$ 7,968,000
13. Total Costs	\$ 1,992,000	\$ 1,992,000	\$ 1,992,000	\$ 1,992,000	\$ 7,968,000

- 1) Personnel: This project will involve no staffing costs.
- 2) Travel: This project will involve no travel costs.
- 3) Equipment: This project will involve no equipment costs.
- 4) Supplies: This project will involve no supplies costs.
- 5) Contractual: This project will involve no contractual costs.
- 6) Training Stipends: This project will involve no training stipend costs.
- 7) Other: This project will involve no other costs.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.

9) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel participation	Participation with Task Force activities	\$12,000 per LEA	166 per year	\$1,992,000

The proposed staffing for Section D is as follows:



This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$37,451,212.

The budget below provides for improving the effectiveness of teacher and principal preparation programs.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 4,290,000	\$ 4,890,000	\$ 4,890,000	\$ 3,690,000	\$ 17,760,000
2. Fringe Benefits	\$ 713,100	\$ 803,100	\$ 803,100	\$ 623,100	\$ 2,942,400
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 35,500	\$ -	\$ -	\$ -	\$ 35,500
5. Supplies	\$ 25,500	\$ 25,500	\$ 25,500	\$ 25,500	\$ 102,000
6. Contractual	\$ 357,500	\$ 457,500	\$ 457,500	\$ 457,500	\$ 1,730,000
7. Training Stipends	\$ 200,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 1,700,000
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 5,646,600	\$ 6,701,100	\$ 6,701,100	\$ 5,321,100	\$ 24,369,900
10. Indirect Costs	\$ 1,139,252	\$ 1,342,667	\$ 1,342,667	\$ 1,048,727	\$ 4,873,312
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 2,052,000	\$ 2,052,000	\$ 2,052,000	\$ 2,052,000	\$ 8,208,000
12. Total Costs	\$ 8,837,852	\$ 10,095,767	\$ 10,095,767	\$ 8,421,827	\$ 37,451,212

Section E Budget Summary – Turning Around Low Performing Schools

(E)(1) Intervening in the lowest-achieving schools and LEAs

New Mexico has the legal, statutory, and regulatory authority to intervene directly in the state's persistently lowest-achieving schools. The Assessment and Accountability Act (22-2C-1 through 22-2C-12, NMSA 1978) establishes the legal framework whose purposes are to comply with federal accountability requirements; provide parents, students, public schools and the public with the information they need to assess student progress; and to institute a system in which the public schools, school districts, and the Public Education Department are held accountable for ensuring student success. NMSA, 1978, 22-2C-7 in particular, defines the statutory process that occurs when a school consistently fails to make adequate yearly progress, the school district and the Public Education can:

- 1) Replace all or most of the staff (which may include the principal) who are relevant to the failure to make AYP;
- 2) Enter into a contract with another organization (excluding private entities) with a demonstrated record of effectiveness, to operate the school;
- 3) Turn over the operation of the school to the state, if the state agrees;
- 4) Perform any other restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement and that has substantial promise of enabling the school to make AYP; or
- 5) Reopen as a State-chartered Charter School.

For the purposes of this grant, and the four school improvement models (turnaround model, restart model, school closure, or transformative model), New Mexico has the statutory authority to engage in all of those models with one important caveat, it cannot enter into an agreement with a private entity for the total management of a public school or a school district subject to corrective action.

In addition to the statutory framework, New Mexico has a detailed regulatory framework for identifying and supporting low achieving schools called the Standards of Excellence which is part of the New Mexico Administrative Code (NMAC). In particular, Title 6 Primary and

Secondary Education, Chapter 29 through Chapter 34 provide detailed guidance on what required and expected from the Department, school districts, and schools.

(E)(2) Turning around the lowest-achieving schools

New Mexico has identified the persistently lowest-achieving schools using the definitions and processes in the Race to the Top application. The process that New Mexico used to identify the persistently lowest achieving schools is included in the Appendix.

It is also important to note that 506 out of New Mexico 820 schools or 62% were classified as Schools In Need Of Improvement (SINOI) in 2009-2010. The plans that New Mexico presents in this section for turning around the lowest achieving schools will be evaluated carefully and the lessons learned will be used to help the state's other schools that are also struggling to improve student achievement.

New Mexico clearly understands that our plans for more rigorous standards and assessments, better data systems, more effective teachers and principals, more focus on STEM and the other priorities throughout this proposal must come together if we are going to raise student achievement throughout New Mexico, particularly in our lowest achieving schools. But it is also understood that turning around low achieving schools also requires more direct and effective interventions. In Section E, we describe how New Mexico will use each of the four school intervention models, where appropriate and consistent with New Mexico statutes. New Mexico's detailed plan is presented at the end of this section. In Section A, we identified the four options or approaches available for turning around low achieving schools.

The State's plan is to implement these options after full discussion with the district superintendent and the local board of education.

The following provides an overview of New Mexico's plans for turning around the lowest-achieving schools. The NMPED will:

1. Offer two options for implementing the school intervention models in the persistently lowest achieving schools. The NMPED will:
 - provide funds and intense technical assistance to those local school districts who have one or more the identified schools and who have the local capacity, governance and

community commitment, and other conditions (as determined by Public Education Department) to implement one of the four models.

- exercise its authority to take over a persistently low achieving school and implement the appropriate intervention if it determines that the local school district does not have the capacity and/or the will to perform effectively.

New Mexico is currently applying for a Title 1 School Improvement Grant and the intervention strategies and funding from that grant application (if successful) will be coordinated and aligned with the intervention strategies presented in this application for the Race To The Top. The funds requested in this grant will enable New Mexico to work with 25 of the persistently low-achieving schools over four years. If the Title 1 School Improvement Grant is funded, New Mexico will be able to work with an additional 18 persistently low-achieving schools.

2. Establish the New Mexico Exemplary Teacher and Principal Cadres as described in Section D. This Cadre of exemplary teachers and principals will be available to work with schools, school districts, and the Public Education Department as New Mexico implements the four models of school intervention.
3. Develop Community Engagement Collaboratives (CEC) in nine regions of New Mexico that will build effective and well-supported networks of parents, local communities, the schools, the state and other stakeholders. These Community Engagement Collaboratives will incorporate and expand on the Public Education Department's Regional System For Schools in Need of Improvement that was implemented in 2008.
4. Collaborate with local districts, teachers and principal organizations to improve the capacity of low-achieving schools by implementing a statewide model of instructional coaching that strengthens, coordinates, and expands the efforts of an estimated 400 instructional coaches currently working in New Mexico's schools.
5. Collaborate with local districts and communities to expand the WebEPSS online resource that enhances teachers and principals' capacity to link instruction to standards and assessments.

6. Launch a virtual competition within and among low-achieving schools aimed at motivating students and strengthening their science, technology, mathematics and engineering (STEM) skills. New Mexico Virtual Heroes is a STEM engagement platform sponsored by NASA with fully integrated rigorous education curriculum standards and benchmarks.
7. Expand the efforts to “Grow Your Own Teachers” as described in Section D by focusing on students in order to more fully engage these young adults and develop their interests in pursuing teaching as a career.
8. Issue a Request for Proposals (RFP) for work by an educational research center that will benchmark progress and performance to evaluate the success of these turnaround efforts and use the lessons learned to develop the models and methods that we want to be used in all schools.

A detailed plan including goals, activities, timelines and responsible parties for each of these eight initiatives is included in the narrative.

New Mexico has developed a number of key frameworks and tools that have proven helpful to turning around low-performing schools. Under the law, the NMPED must not only identify schools and districts for improvement, it must also offer support to these schools and districts so that they can improve. The timeline cannot be changed nor can the sequence of what happens to a school or district; but, the State has choices in terms of the types of support it offers at various levels. Over the last seven years, New Mexico has offered schools and school districts many different kinds of support. New Mexico’s current system of support is called CLASS: Collaboration, Leadership, & Accountability for Student Success. The system was developed by a team of NMPED Priority Schools Bureau (PSB) staff and staff from the Southwest Comprehensive Center (SWCC), with input from representatives from districts and the educational organizations listed in Appendix A. The key components of the CLASS system of support include:

- The CLASS Needs Assessment. The Public Education Department requires schools and districts to complete needs assessment called The CLASS Needs Assessment: School Improvement and the CLASS Needs Assessment: District Improvement. These assessment tools use a rubric format to describe characteristics of schools and districts at

various levels of performance including Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships.

- The Educational Plan for Student Success (EPSS) on an annual basis. The EPSS is a strategic plan for continuous improvement and serves as the school and district improvement plans. It contains an action plan specifying how the district/school will accomplish the identified goals including interventions, strategies, plans, and evaluations for each action. Goals must be:
 - Student centered and supported by strategies, resources, and systems alignment;
 - Annual and measurable, using baseline assessment data; and,
 - Written to address gaps in student achievement as measured by the New Mexico Standards Based Assessment (NMSBA) and to align with Annual Measurable Objective (AMO) targets.
- An interactive web-based version of the EPSS which is designed to enhance educators' capacity to track the implementation and evaluate the effectiveness of the their school and district Improvement Plans has been implemented. Currently, twenty-six (26) New Mexico School Districts designated as Corrective Action are using the Web EPSS tool. When fully implemented, it will guide New Mexico Schools and Districts through the process of tracking actions, budgets, responsibilities and progress toward increasing student achievement.

Over the last two years, the Public Education Department and a wide range of educators have also studied effective models for turning around the lowest achieving schools in other parts of the country and attempted to learn the lessons that would make a difference here in New Mexico. For example, *The Turnaround Challenge Report (MASS INSIGHT 2007)* identifies three basic elements (conditions, capacity and clusters) that are required to make turnaround strategies work:

1. Change conditions. Create incentives and conditions to enable schools with the most needs to recruit, train, and retain highly effective principals and teachers. These conditions should be developed and implemented collaboratively with all stakeholders.
2. Increase capacity internally on school staffs, especially among school leaders, and externally through a strong marketplace of local providers with the experience and ability to serve as lead turnaround partners.

3. Organize clusters of schools – either within a district or across districts – with their own lead turnaround partner providing comprehensive services focused on turnaround. These clusters can be grouped by need, school type, region, or other characteristics.

New Mexico uses the term “turnaround” to refer more generally to a dramatic intervention in a low achieving school that produces significant gains in achievement within two years and positions the school for a longer process of transformation into a high performing organization. In this context, it does not refer to the Turnaround Option within the four models in this grant.

New Mexico will take the basic concepts of conditions, capacity, and clusters and customize those elements into effective strategies that are developed in partnership with key stakeholders. In addition, the Turnaround Challenge Report is clear that a small but growing number of high-performing, high poverty schools (HHP) use nine key strategies to foster students’ Readiness to Learn, enhance and focus staff’s Readiness to Teach, and expand teachers’ and administrators’ Readiness to Act in dramatically different ways than more traditional schools. This dynamic “HHP Readiness Model” is represented in Table E-2.3 provided in the narrative.

New Mexico will further investigate experiments that a number of large school districts (including Chicago, Miami-Dade, New York City, and Philadelphia) are conducting with the concept of turnaround zones. In 2008, the NMPED used the concept of turnaround zones to inform its development of the regional support system. The regional support system expands the management and monitoring of state-level intervention and turn-around activity into the regions in which school districts and schools are located. This regionalization drives the reforms adapted for the local situations and maximizes the opportunity for local buy-in. A regional system also provides the opportunity to customize the reforms whether the school is in a rural or urban setting. The Community Engagement Collaboratives (CEC) proposed in this grant expand on the existing model.

In summary, New Mexico has combined its years of experience in working with schools in need of improvement, and the best research from efforts across the country and developed the following framework for guiding our work for improving the state’s lowest performing schools:

1. Set high expectations for all students
2. Increasing students involvement in and control over their own learning

3. Set high expectations for parents and community
4. Create a positive school environment that is conducive to learning and builds on the unique New Mexico cultural diversity
5. Link/align instruction to rigorous, common standards, curriculum, pedagogy, lesson plans, progress monitoring, benchmarking, and summative assessments
6. Develop and support strong instructional leadership
7. Demand excellent teaching, supported by job-embedded professional development
8. Provide and support efficient and effective student learning time (with extended school time models)
9. Build and support community engagement (with a focus on the community collaboratives to bring all stakeholders to engage in the solution)
10. Use of technology in the community collaboratives to connect communities to data, professional development, instructional lessons, summative assessments, and to create learning centers for communities to expand their knowledge and skills.

To accomplish this work, New Mexico proposes the following transformational goals. Detailed explanations of the action steps, timeline and responsible parties are found in the main narrative.

Transformational Goal 1 - NMPED will address the conditions in schools by removing barriers to improvement, innovation, and transformation and delivering incentives to students and staff.

Key Activity 1 - NMPED will offer two options for implementing the school intervention models in the persistently lowest achieving schools. The first option will be for the NMPED's Turnaround Office to work with the LEA's who have one or more of the identified schools. NMPED will determine the LEA's capacity, governance and community commitment, and the local conditions to drive these reforms. If NMPED has evidence that the LEA can meet the requirements, NMPED will allocate funds to the LEA for that school and provide intense technical assistance and monitoring.

The second option creates the opportunity for the NMPED to exercise its authority to take over the school and implement the appropriate intervention model if it is determined that the LEA

does not have the capacity and/or the will to perform effectively. For example, the LEA could contract with the NMPED to turn over the operation of the school.

Several funding sources will work in tandem to support both of these customized strategies: the Title 1 School Improvement Grant will be designated to fund 18 of the lowest achieving schools; the Race to the Top Funds will be designated to fund 25 additional lowest achieving schools over 4 years; other public and private sector funds will be focused on the system of support for all New Mexico schools based on the same principles of RTTT.

New Mexico will provide targeted school-based support to teachers, differentiated based on areas of teacher improvement identified in formative and summative evaluations. The support system will use teacher effectiveness data to identify highly effective teachers who can serve as models or provide support to teachers in need of development in particular areas. In addition, the system will provide development activities for teachers in how to interpret and apply student assessment data. As identified in Section D, New Mexico will improve its evaluation system for administrators based on their effectiveness in developing teachers.

The anticipated cost to implement the school intervention models in the persistently lowest achieving schools, Key Activity 1, is \$42,649,932. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 480,000	\$ 888,000	\$ 1,200,000	\$ 1,200,000	\$ 3,768,000
2. Fringe Benefits	\$ 187,200	\$ 346,320	\$ 468,000	\$ 468,000	\$ 1,469,520
3. Travel	\$ 60,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 330,000
4. Equipment	\$ 35,500				\$ 35,500
5. Supplies	\$ 10,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 55,000
6. Contractual	\$ 500,000				\$ 500,000
7. Training Stipends	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
8. Other					\$ -
9. Total Direct Costs	\$ 1,332,700	\$ 1,399,320	\$ 1,833,000	\$ 1,833,000	\$ 6,398,020
10. Indirect Costs	\$ 179,389	\$ 295,925	\$ 388,299	\$ 388,299	\$ 1,251,912
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 2,500,000	\$ 7,500,000	\$ 12,500,000	\$ 12,500,000	\$ 35,000,000
13. Total Costs	\$ 4,012,089	\$ 9,195,245	\$ 14,721,299	\$ 14,721,299	\$ 42,649,932

1) Personnel: This project will involve the following staffing costs.

Personnel	% FTE	Base	Total
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(6) Regional Intervention Specialists	100%	\$80,000	\$480,000
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2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel: Travel costs for NMPED are as follows:

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	600 trips	\$100	\$60,000

4) Equipment costs for this project are as shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (8) needed for Intervention Specialists	\$2,500	Laptop Computer	\$20,000
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (8) for Intervention Specialists	\$500	Phone	\$4,000
Network Printer/Photocopier	\$10,500	Copier	\$10,500

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

6) Contractual: This project will involve the following contractual costs.

a. Contract services to align NM standards to the formative assessments used in the turnaround schools

7) Training Stipends: This project will involve annual costs of \$60,000 to train and coach the Intervention Specialists.

8) Other: This project will involve no other costs.

9) Funding for involved LEAs: There are no involved LEA costs in this project.

10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
Turnaround funding for lowest performing schools	Enable school to pay principals and teachers for training and additional supplies as needed	\$500,000 per LEA	5 in year 1 15 in year 2 25 in year 3 25 in year 4	\$35,000,000

Key Activity 2 - The Public Education Department will establish the New Mexico Exemplary Teacher and Principal Cadres. The budget for this activity is presented in Section D.

Key Activity 3 - NMPED will expand its Regional System for Schools in Need of Improvement that was implemented in 2008 and create the Community Engagement Collaboratives. These collaboratives will be customized based on the demographics, culture, community leadership, and school needs assessment evident on the school/district Educational Plan for Student Success. The specific assistance and support provided to the lowest achieving schools will be built at both the state level and the community level.

New Mexico proposes to offer a Community Engagement System to the lowest achieving schools in order to deliver a comprehensive and integrated suite of online solutions that would integrate website capabilities with other communication tools. Community Engagement Systems combine online communication and community in a single platform to inform, engage, and equip all users to work as a team to benefit students and the broader community.

Since Carve Your Path and IDEAL-NM (referenced in Section C) connect students across New Mexico, this proposal includes a plan for delivering a system that promotes connectivity to parents and communities which will benefit our students. This system, to be called NMParentConnect (NMPC), will provide a vehicle for the state to connect with parents and community members. It will be delivered at the school- and district-level to enable NMPED and HED to share resources with parents and communities across the state. It will enable students participating in home-school and other non-traditional programs to remain connected to their school district, NMPED and HED.

The anticipated cost to implement the NMPC, Key Activity 3, is \$4,299,627. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 420,000	\$ 560,000	\$ 630,000	\$ 630,000	\$ 2,240,000
2. Fringe Benefits	\$ 163,800	\$ 218,400	\$ 245,700	\$ 245,700	\$ 873,600
3. Travel	\$ 60,000	\$ 80,000	\$ 90,000	\$ 90,000	\$ 320,000
4. Equipment	\$ 38,500				\$ 38,500
5. Supplies	\$ 6,000	\$ 8,000	\$ 9,000	\$ 9,000	\$ 32,000
6. Contractual					\$ -
7. Training Stipends	\$ 15,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 45,000
8. Other					\$ -
9. Total Direct Costs	\$ 703,300	\$ 876,400	\$ 984,700	\$ 984,700	\$ 3,549,100
10. Indirect Costs	\$ 146,714	\$ 186,034	\$ 208,889	\$ 208,889	\$ 750,527
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 850,014	\$ 1,062,434	\$ 1,193,589	\$ 1,193,589	\$ 4,299,627

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
6 – 9 Community Organization Specialists	100%	\$70,000	\$70,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	600 – 900 trips	\$100	\$60,000 - \$90,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (9) needed for Community Organization Specialists	\$2,500	Laptop Computer	\$22,500
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phones (9) for Community Organization Specialists	\$500	Phone	\$4,500
Network Printer/Photocopier	\$10,500	Copier	\$10,500

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: there are no contract services for this project:
- 7) Training Stipends: We anticipate training stipends of approximately \$10,000 to \$15,000 each year on this project.
- 8) Other: We anticipate no other costs on this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

Key Activity 4 - New Mexico will develop and implement Regional Turnaround Offices called Community Engagement Collaboratives to manage efforts related to low-achieving schools. These offices will coordinate with districts and schools as they implement turnaround strategies. The concept is an important part of New Mexico's strategy to demonstrate sustainability of its Race to the Top efforts and will be important for School Improvement Grant implementation regardless of Race to the Top funding. To fully develop, train, and evaluate the Community Engagement Collaboratives (CEC), an RFP will be written in order to secure providers who have this expertise. One of the important functions will be to develop performance indicators and evaluate the CEC activities and effectiveness. There are several nationally recognized educational partners who will be considered.

In preparation for the implementation of these collaboratives, The New Mexico Leadership Institute will conduct a three day Intensive Turnaround Training (ITT) for four rural school-based teams from R2 schools in May, 2010. The teams must be comprised of the principal, teacher leaders, community representatives and at least one central office administrator. There will be a competitive process for selection into the ITT and following the three day intensive, teams will receive follow up and support from both the Public Education Department and selected leadership coaches. Team will be vetted to determine their conviction, or lack thereof, that every child can learn and that all children deserve a quality public education, no matter what it takes.

The anticipated cost to establish the New Mexico Community Engagement Collaboratives, Item (E)(2)(ii) Key Activity 4, is \$471,300. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual	\$ 100,000	\$ 150,000	\$ 150,000	\$ 50,000	\$ 450,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 100,000	\$ 150,000	\$ 150,000	\$ 50,000	\$ 450,000
10. Indirect Costs	\$ 5,325	\$ 5,325	\$ 5,325	\$ 5,325	\$ 21,300
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 105,325	\$ 155,325	\$ 155,325	\$ 55,325	\$ 471,300

- 1) Personnel: This project will involve no staffing costs.
- 2) Travel: This project will involve no travel costs.
- 3) Equipment: This project will involve no equipment costs.
- 4) Supplies: This project will involve no supplies costs.
- 5) Contractual: We plan to procure the following services:
 - a. Professional Development contract services to assist with development of the Community Engagement Collaboratives will cost approximately \$450,000 over four years.
- 6) Training Stipends: We anticipate no training stipends costs on this project.
- 7) Other: We anticipate no other costs on this project.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs: There are no participating LEA costs in this project.

Transformational Goal 2 - NMPED will improve the capacity of the turnaround schools – both inside the schools and in the community—in an integrated approach to sustain outcomes.

Key Activity 5 - Statewide Instructional Coach Audit & Transformation--Project: Leveraging Instructional Coaches to Improve Teacher Effectiveness Using a Scalable, Research-Based, Efficient Delivery System. New Mexico has an estimated 400 instructional coaches in our schools without common job descriptions, standards, training, and support. In order to maximize

the knowledge, skills, and abilities of these coaches, NMPED has developed Phase I of a project to build and implement a successful instructional coaching model which will improve instructional practices and improve student outcomes. With a coherent approach to coaching, New Mexico could also potentially improve teacher effectiveness. A national service provider could assist by helping develop a model of instructional coaching, performance indicators, as well as facilitating coach interactions across the state using technology.

The anticipated cost to leveraging instructional coaches, Key Activity 5, is \$1,208,682. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 74,000	\$ 74,000	\$ 74,000	\$ 74,000	\$ 296,000
2. Fringe Benefits	\$ 28,860	\$ 28,860	\$ 28,860	\$ 28,860	\$ 115,440
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 4,000				\$ 4,000
5. Supplies	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 11,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ 400,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 550,000
8. Other					\$ -
9. Total Direct Costs	\$ 616,860	\$ 259,860	\$ 259,860	\$ 259,860	\$ 1,396,440
10. Indirect Costs	\$ 115,416	\$ 39,375	\$ 39,375	\$ 39,375	\$ 233,542
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 732,276	\$ 299,235	\$ 299,235	\$ 299,235	\$ 1,629,982

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Statewide Coordinator	100%	\$74,000	\$74,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
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Laptop Computer (1) needed for manager	\$2,500	Laptop Computer	\$2,500
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (1) for manager	\$500	Phone	\$500

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - b. Professional Development contract services to assist with development of the coaching services will cost approximately \$400,000 over four years.
- 7) Training Stipends: We anticipate training stipends of approximately \$550,000 on this project to provide training and refresher training to 100 LEA educators.
- 8) Other: We anticipate no other costs on this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

Key Activity 6 - Link and align instruction to standards, curriculum, pedagogy, lesson plans, progress monitoring, and summative assessments. Project: NMPED must assure that essential curriculum and supporting materials aligned to the standards are the focus of daily instruction. Principals must have access to these lesson plans in order to evaluate teacher performance. If all education stakeholders focus on common standards, curriculum frameworks, materials and resources, differentiated instruction, adaptive assessments, and interventions, student achievement will improve rapidly. Therefore, New Mexico must assure that teachers have the ability to align their lesson plans to an effective instructional system.

Work is expected to begin in January 2010 and is paid for with existing State and Federal funds. The work for the Instructional System Tool should be complete and available for user training in time for the start of the 2010-11 school year. Once the RTTT funds are awarded, Master Teachers will be recruited and trained to begin their work in the Summer 2010. Full implementation of the tool and the lesson plan exemplars should be completed by September 2011.

New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.

Key Activity 7 - There is a tremendous amount of research stating that students want more exposure to technology, opportunities to explore with an avatar, opportunities to use mobile devices for learning and the use of educational gaming to capture a student's imagination. This project one of transformation in that it creates a competition for students that will integrate a gaming component into the classroom as well as track the students' knowledge in STEM competencies. New Mexico believes that steps need to be taken to engage students with technology and excite their minds with new innovations. In this competition, the schools will be comprised of six middle schools and 10 high schools (low achieving schools). In addition, these low-achieving schools will be matched with six middle schools and 10 high schools in the same regions that are higher achieving schools. These 32 schools will be the pilot schools for the Virtual Heroes NM Competition – the first competition of its kind in the U.S. that will use a gaming/space component to engage underserved students in STEM education. The total number of students included at these 32 schools is approximately 10,000.

A group of New Mexico teachers will work with experts from across New Mexico and the U.S. as part of the Virtual Heroes NM Design Team. This team will work from the onset to align the common core standards and NM standards to the game. In addition, this project will partner with the NM Space History Museum, located in Alamogordo, NM. This museum is one of 15 divisions of the New Mexico Department of Cultural Affairs and would create the first informal/formal transformative project for the NMPED. The Museum is comprised of the Museum of Space History, the International Space Hall of Fame, the Hubbard Space Science Research Building and the John P. Stapp Air & Space Park.

We believe that having access to technology is not only an important component of this project, but is also a way to provide an incentive to the students and teachers involved in this project. Introducing the technology component by providing a laptop with mobile wireless connection will allow students and teachers that excel to have access to a computer to play the game. We have received an in-kind commitment from Innovate-Educate on this initiative to create a public/private partnership between the NMPED and Innovate-Educate around this transformational project.

The anticipated cost to create the Virtual Heroes NM, Key Activity 7, is \$4,836,760. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 480,000	\$ 480,000	\$ 480,000	\$ 480,000	\$ 1,920,000
2. Fringe Benefits	\$ 72,000	\$ 72,000	\$ 72,000	\$ 72,000	\$ 288,000
3. Travel	\$ 48,000	\$ 48,000	\$ 48,000	\$ 48,000	\$ 192,000
4. Equipment					\$ -
5. Supplies	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
6. Contractual	\$ 900,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,800,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 1,525,000	\$ 925,000	\$ 925,000	\$ 925,000	\$ 4,300,000
10. Indirect Costs	\$ 134,190	\$ 134,190	\$ 134,190	\$ 134,190	\$ 536,760
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 1,659,190	\$ 1,059,190	\$ 1,059,190	\$ 1,059,190	\$ 4,836,760

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Annual professional development stipend for 96 teachers	100%	\$5,000	\$480,000

2) Fringe Benefits: are calculated at 15% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual travel for 96 teachers to attend professional development	5 trips	\$100	\$48,000

4) Equipment: We anticipate no equipment costs for this project.

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

6) Contractual: We plan to procure the following services:

- a. Software development to align the game to New Mexico standards and meet other localization requirements will cost \$1,000,000 over four years.
- b. Professional Services contract with IDEAL-NM to provide virtual training modules and helpdesk services will cost \$600,000 over four years.

c. Professional Services contract to evaluate the program will cost approximately \$200,000 over four years.

7) Training Stipends: We anticipate no training stipends on this project.

8) Other: Working with Innovate-Educate New Mexico, NMPED will provide laptops to 10,000 students participating in the program at no cost to the State.

9) Funding for involved LEAs: There are no involved LEA costs in this project.

10) Funding for Participating LEAs: There are no participating LEA costs in this project.

Transformational Goal 3 - NMPED will organize the turnaround strategies by clustering for support using the Community Engagement Collaboratives.

Key Activity 8 - NMPED will implement a Grow Your Own Teacher initiative as described in Section D that will be expanded to students in order to motivate and engage students in an education career path.

NMPED will implement a Grow Your Own Teacher initiative as described in Section D. NMPED plans to expand this initiative to students in order to motivate and engage students in an education career path.

NMPED will work with CTWEB and other partners in building a strong career pathway and links their community economic development to this career choice. As a part of this initiative, student internships and apprenticeships will be developed in the lowest achieving schools and then replicated in all schools and communities. This campaign will be focused on middle school and high schools and will partner with Golden Apple, IDEAL, Higher Education, Department of Higher Education, Workforce Solutions, the National Hispanic Cultural Center, Innovate to Educate, the Center for the Education & Study of Diverse Populations, High Schools That Work, Gear Up, MESA, ENLACE, and Teach for America.

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

The proposed staffing for Section E is as follows:

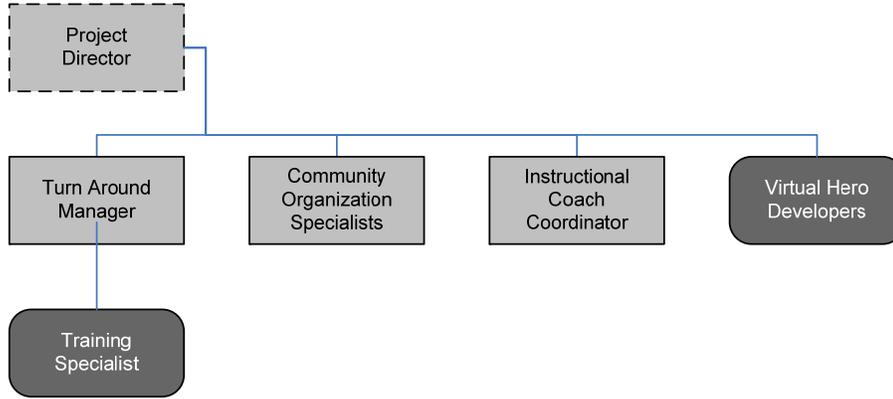
Title

Section E: Turn Around

New State Hire

Existing FTE Re-Assignment

Consultant Hire



This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$53,887,600.

The budget below provides for turning around low performing schools.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 1,454,000	\$ 2,002,000	\$ 2,384,000	\$ 2,384,000	\$ 8,224,000
2. Fringe Benefits	\$ 451,860	\$ 665,580	\$ 814,560	\$ 814,560	\$ 2,746,560
3. Travel	\$ 173,000	\$ 223,000	\$ 233,000	\$ 233,000	\$ 862,000
4. Equipment	\$ 78,000	\$ -	\$ -	\$ -	\$ 78,000
5. Supplies	\$ 46,000	\$ 50,000	\$ 51,000	\$ 51,000	\$ 198,000
6. Contractual	\$ 1,600,000	\$ 550,000	\$ 550,000	\$ 450,000	\$ 3,150,000
7. Training Stipends	\$ 475,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 835,000
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 4,277,860	\$ 3,610,580	\$ 4,152,560	\$ 4,052,560	\$ 16,093,560
10. Indirect Costs	\$ 581,034	\$ 660,850	\$ 776,078	\$ 776,078	\$ 2,794,040
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 2,500,000	\$ 7,500,000	\$ 12,500,000	\$ 12,500,000	\$ 35,000,000
12. Total Costs	\$ 7,358,894	\$ 11,771,430	\$ 17,428,638	\$ 17,328,638	\$ 53,887,600

Section F Budget Summary – General

(F)(1) Making education funding a priority

New Mexico funds public elementary and secondary education with funds from the state general fund through its primary formula known as the State Equalization Guarantee (SEG). In FY08, total SEG for public elementary and secondary education was \$2.3 billion or 37.8 % of the total recurring dollars in the state's General Fund for FY08. For FY09, the SEG funding for public elementary and secondary education was \$2.4 billion or 44.4% of the total recurring dollars in the state's General Fund for FY09. The primary higher education formula is known as Instruction and General Operations (I&G). In addition, New Mexico uses other state funds to support public higher education including Land and Permanent Fund Revenue. In FY08, total I&G plus other for public higher education was \$662.6 million or 11.0 % of the total recurring dollars in the state's General Fund for FY08. For FY09, the I&G plus other funding for public higher education was \$671.6 million or 12.6% of the total recurring dollars in the state's General Fund for FY09.

It is important to note that SEG and I&G plus other sources were used as the primary formulas for funding public schools and public higher education and reported in New Mexico's application for the ARRA State Fiscal Stabilization Funds Request for Phase 1 and Phase II.

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. Appointed by the Governor in the summer of 1973, an Advisory Committee on School Finance was formed composed of a broad cross section of educational interests, including parents, teachers, administrators, and legislators. The committee established the basic philosophy and direction of the project and met monthly to review progress and to give direction for future work. The committee's initial task was to define educational need. Committee members discussed many elements, including some already included in statute, such as the additional costs associated with secondary schools, which had been recognized in public school funding in New Mexico since the 1930s; the differential weighting of students by grade level and size of school, which had been recognized since 1960s; and the necessity of supporting adequate staffing patterns. The committee's second task was to devise a school finance formula based upon a comprehensive definition of educational need that

would equitably fund this need throughout the state. The committee's guiding philosophy was the equalization of educational opportunity for all children in New Mexico.

As the result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

In place for more than two decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula while maintaining the philosophical concept of educational equity for all students.

New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools

The New Mexico's Charters Schools Act must be viewed in context of New Mexico's school districts. Over 50% of New Mexico's districts have enrollments of less than 1000 students and a fourth of our districts are under 250 students. The majority of the districts under 1000 students must receive annual emergency supplemental funding in order to keep their schools operational, they consistently face economies of scale working against them. Therefore, it appeared to be reasonable that school districts under 3000 students would not have more than 10 percent of its student population in a charter school. There is no district in New Mexico that is even close to that cap. Two thirds of New Mexico's 300,000 plus students attend school in one third of the districts. While most of the charter school growth has been in our urban areas, there are no size caps in place. Early on when the Charters School Act was first implemented there was a rule that there could be no more than 15 new charters in any given year or 75 in a five year period. In

the history of charter schools in New Mexico these caps have not had to be activated. The Charter School movement is alive and well in New Mexico.

We now have two authorizing entities: local boards of education and the New Mexico Public Education Commission. We also have a very active statewide professional organization that advocates for charter schools: The New Mexico Coalition of Charter Schools. We also have an entire division within the New Mexico Public Education Department for Charter Schools that is headed by an Assistant Secretary for Charter Schools.

Charter schools are chartered either by the local educational agency (district) or by the state Public Education Commission. The Charter Schools Division (CSD) was founded in 2007 within the NM Public Education Department (NMPED), and assumed the tasks of the former Charter Schools Bureau. The Charter Schools Division, under the leadership of an Assistant Secretary of Education for Charter Schools, was tasked with providing staff support to the Commission and for making recommendations for approval, denial, suspension and revocation of the charters of state-chartered schools. After authorization, state-chartered schools are accountable to the NMPEC for execution of their charters just as locally-chartered schools are accountable to their authorizing districts.

Since the creation of a dual authorizing authority, more applicants have sought authorization as a state charter through the Public Education Commission (PEC). The closure of charter schools has not been significant in the state. Local authorizers have closed four charter schools during the years of 2005 through 2006. Three of those schools were closed for fiscal mismanagement and the third for failure to meet academic progress, governance issues, and financial mismanagement. In 2009, the PEC denied the renewal of a local charter that was seeking a renewal as a state charter school. The reason for non-renewal was based on academic progress.

Charter schools are funded equally as defined in statute. “The amount of funding allocated to a charter school shall be not less than ninety-eight percent of the school-generated program cost. The school district or division may withhold and use two percent of the school-generated program cost for its administrative support of a charter school.” (22-8B-13 NMSA 1978) In addition to the operational funding, the state through the Public School Capital Outlay Council

has provided charter schools with lease payments funding in the amount of \$700 per MEM (per student based on prior year enrollment). Over the last five years, the state legislature has increased the funding from approximately \$600 per MEM to the current amount of \$700. In addition to this support, a constitutional amendment was passed two years ago that allows districts and charter schools to enter into a lease for purchase agreement.

In addition to the lease purchase assistance to schools, the New Mexico legislature amended the Public School Capital Outlay law in 2007 and again in 2009 to support charter schools receiving local bond funding.

New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.

(F)(3) Demonstrating other significant reform conditions

In September of 2003, New Mexico voters changed the Constitution and established a new governance structure for New Mexico public education, with the Executive becoming responsible for the educational system. The Secretary of Public Education, appointed by the Governor and made part of the Governor's Cabinet, leads the Public Education Department. The Department is overseen by two Deputy Secretaries (Learning and Accountability, Finance and Operations) and is comprised of eleven Divisions, headed by Assistant Secretaries (Administrative Services; Assessment and Accountability; Charter Schools; Educator Quality; Indian Education; Information Technology; Instructional Support and Vocational Education; Rural Education; Quality Assurance and Systems Integration; Program Support and Student Transportation; and Vocational Rehabilitation) the Public Information Office, and the General Counsel. (See Appendix F-3-1 – Organizational Chart of the NMPED.) Each is considered an exempt position appointed by the Governor. The department with its staff of approximately 326 serves 89 schools districts, 64 charter schools, 329,260 students; and manages \$3.2 billion of school resources, which includes \$438.4 million of federal funds and \$195.0 Capital Outlay Funds. (SY2007-2008).

In addition, Governor Richardson established the Higher Education Department as part of the Governor's Cabinet in 2005. The Secretary of Higher Education works collaboratively with the

Secretary of Public Education to ensure that New Mexico laws, regulations and funding works to support a PreK-20 education system. (See Appendix F-3-2 for an Organizational Chart of the HED). The Governor's focus on establishing a PreK-20 education system is matched by the Legislature, which includes the permanent committee known as the Legislative Education Study Committee. This Committee focuses on education issues, including education reform, and has been a consistent champion of initiatives aimed at improving student achievement, graduation rates, narrowed achievement gaps, and other important outcomes.

Additionally, as outlined in Section A-2, a three-tiered state-level structure has been composed of a small Executive Committee (including the Secretary of Public Education and the Secretary's senior officers, the Governor's Education Policy Advisor, and members of a state and national education change non-profit), a Leadership Committee (composed of 22 education partners), and a larger review committee (composed of 360+ individuals and stakeholders throughout government, commerce, and the non-profit communities). This structure, while composed for the purposes of RTTT, has proven itself to be the next-generation structure for education progress in New Mexico. It is the feeling of each level that the transformation structures which will operate to better support, enforce and motivate the current statewide reforms and the RTTT requirements are now part of the state's on-going efforts.

Appendix F-3-3 contains an annotated listing of the major legislative changes made since 2003 that related to the four key assurances: 1) standards and assessments that prepare students to succeed in college, workplace and global economy; 2) data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; 3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and 4) turning around our lowest performing schools. The Race to the Top priorities including a Comprehensive Approach to Education Reform; Emphasis on Science, Technology, Engineering, and Mathematics (STEM); Innovations for Improving Early Learning Outcomes; Expansion and Adaptation of Statewide Longitudinal Data Systems; P-20 Coordination, Vertical and Horizontal Alignment and School-Level Conditions for Reform, Innovation, and Learning.

**New Mexico plans to achieve this activity without additional funding from this grant.
NMPED will fund this 100% with non-RTTT funds.**

Priority 2 Budget Summary – STEM

Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics

New Mexico has made great strides in addressing STEM education beginning with the formation of the Math and Science Bureau in 2006 and subsequently the creation of Project 2012. The State has placed a high priority on STEM education and continues to focus on STEM in order to enhance the State's competitiveness to attract industry and prepare and equip our students for the jobs of the future.

In addressing the STEM competitive priority throughout the proposal, we have identified the following areas of reform:

Teacher Quality in STEM Fields – Strengthening STEM Preparation for K-12 Teachers

In Section A of New Mexico's application, we present NAEP results (Table A-3.5) that show an upward trend in both math and science achievement. Over the last five years, the percent of students proficient or above has increased 11% in math and 6% in Science. With RTTT funding, we will focus on full alignment of the K-12 standards and continuing our work with NGA Center for Best Practices/CCSSO in the Common Core State Standards Initiative. Courses to advance students in STEM will remain a priority to the State.

In Section D, we address effective teacher and leaders. With the passing of HB 322 in 2009, increased requirements for teacher licensure in STEM fields was determined to be critical to advancing STEM. We ascertain that an education system can be of no higher quality than the quality of its teachers. In the area of STEM education this is especially important and the problems that our current States faces is similar to that in the U.S. – 30%+ of STEM teachers are not certified in their subject of teaching. In addressing the STEM priority, The NM Leadership Institute (NMLI) will develop a Master STEM Certificate that will require teachers to pass four components of the Leadership Institute that demonstrate master proficiency in STEM. Upon completion of that Certification, teachers will receive an opportunity for a Summer Fellowship with an industry partner. The Summer Fellowship is designed to transform teaching and learning through already established partnerships. Teachers will be able to each up to \$6,000, plus hands-

on experience and exposure to the latest technology for classroom utilization in the Fall. The State will work with national STEM partners, including NGA, TiesTeach, AIR Center for STEM Education, the Office of Science and Technology Policy, the Gates Foundation, Gates STEM Initiative, and other key partners in developing this certification.

The anticipated cost to providing an emphasis on Science, Technology, Engineering, and Mathematics, Competitive Preference Priority, is \$3,498,162. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 74,000	\$ 74,000	\$ 74,000	\$ 74,000	\$ 296,000
2. Fringe Benefits	\$ 28,860	\$ 28,860	\$ 28,860	\$ 28,860	\$ 115,440
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 4,000				\$ 4,000
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$ 145,000	\$ 30,000	\$ 20,000	\$ -	\$ 195,000
7. Training Stipends	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 619,860	\$ 500,860	\$ 490,860	\$ 470,860	\$ 2,082,440
10. Indirect Costs	\$ 106,470	\$ 105,618	\$ 104,553	\$ 100,293	\$ 416,935
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 730,000	\$ 130,000	\$ 130,000	\$ 10,000	\$ 1,000,000
13. Total Costs					\$ 3,499,375

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Statewide Coordinator	100%	\$74,000	\$74,000

2) Fringe Benefits: are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips	\$100	\$5000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computer (1) needed for manager	\$2,500	Laptop	\$2,500

		Computer	
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Phone (1) for manager	\$500	Phone	\$500

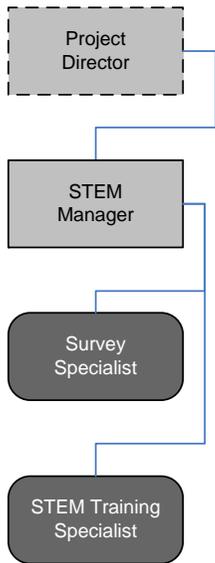
- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
 - a. Professional Services contract to conduct statewide surveys of the Business/Industry/Education sector needs that will cost \$85,000 in the first year.
 - b. Professional Services contract for a STEM Consultant that will cost approximately \$110,000 over four years.
- 7) Training Stipends: We anticipate training stipends of approximately \$240,000 on this project to provide STEM training to LEA educators.
- 8) Other: We anticipate other costs as follows:
 - a. \$300,000 per year on this project to expand the availability of AP/Dual Credit/Online Courses at the rate of 20 courses per year and a development cost of \$10,000 per course.
 - b. \$100,000 per year to create, update and roll out a public awareness campaign of the STEM Program. This will be matched in-kind by Innovate Educate New Mexico.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is shown in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
Year 1: Teacher STEM Professional Development stipends	Enable teachers to become proficient in STEM subjects	\$50 per hour for 120 hours	120 teachers in 10 LEAs	\$720,000
Years 2 - 4: Ongoing STEM Professional Development	Enable teachers to remain proficient in STEM subjects	\$50 per hour for 20 hours	120 teachers in 10 LEAs	\$120,000
Travel costs for STEM PD	Enable teacher proficiency in STEM subjects	\$10,000	120 teachers in 10 LEAs	\$10,000

This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$3,499,375

The proposed staffing for Priority STEM is as follows:

Title	New State Hire	Existing FTE Re-Assignment	Consultant Hire
Priority 2: STEM Priority			



Priority 5 Budget Summary – P-20 Coordination, Vertical and Horizontal Alignment

New Mexico has worked hard over the last seven years to develop a PreK-20 education system that ensures student success from Prekindergarten through K-12, and on into higher education and the workforce. New Mexicans approved a 2003 Constitutional amendment that established the Public Education Department headed by a Secretary who serves on the Governor’s Cabinet. In 2005, Governor Richardson created the Higher Education Department headed by a Secretary who also serves on the Governor’s Cabinet. Both the NMPED and HED and the Secretaries are measured by how well they meet the requirements outlined in Governor Richardson’s —Making Schools Work: Performance And Accountability Contract which includes the following vision and goal:

Making Schools Work Vision: Every New Mexico child deserves a world-class education. New Mexico will develop a coordinated PreK-20 education system focused on raising the level of excellence for all students by closing the student achievement gap that exists among the diverse student populations within New Mexico, and between New Mexico students and those students in other states and countries. Governor Richardson has one goal for making schools work: Prepare all New Mexico students to succeed in a complex world by providing a world-class PreK-20 education system.

New Mexico Interagency Behavioral Health Purchasing Collaborative

Another example of the strong alignment among state agencies, community partners and educational institutions is the unique New Mexico Interagency Behavioral Health Purchasing Collaborative, (the Collaborative), created by NM statute in 2004. The 19-member state agency Collaborative is charged managing the integrated funding over \$300 million of state and federal behavioral health dollars. The Collaborative contracts with a statewide entity to manage the funding, replacing multiple contracting mechanisms and administrative infrastructures.

Performance measures have been established by the Collaborative to determine the effectiveness of the new system. One performance measure is ‘success in school’. The Collaborative and the NMPED have worked together to cross-reference behavioral health data with student achievement and success data in the state longitudinal data system. This work was able to be

accomplished because the Collaborative’s statewide entity established and maintains a statewide behavioral health data warehouse. A preliminary report about “Behavioral Health Interventions and Student Success” was produced. We believe that no other state has the capacity to examine student-level relationships at a state level between Behavioral Health and Public Education.

Therefore, the RTTT grant will support continued analyses of the relationships between school age children receiving behavioral health services and their success in school. This is important and transformational work because the preliminary study identified an achievement gap between the students who need behavioral health services and their non-served counterparts (Behavioral Health Interventions and Student Success, State of New Mexico, December 2009). This type of an achievement gap could potentially be a root cause for the achievement gap that exists for children in poverty. The majority of the children served in New Mexico’s Behavioral Health System are Medicaid eligible, which is an indicator of poverty.

The anticipated cost to coordinate vertical and horizontal alignment with New Mexico ACHIEVeS, the P-20 Data System is \$105,325. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual	\$ 100,000				\$ 100,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
10. Indirect Costs	\$ 5,325	\$ -	\$ -	\$ -	\$ 5,325
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 105,325	\$ -	\$ -	\$ -	\$ 105,325

- 1) Personnel: We anticipate no staffing costs for this project.
- 2) Travel: We anticipate no travel costs for this project.
- 3) Supplies: We anticipate no supply costs for this project.
- 4) Equipment: We anticipate no equipment costs for this project.
- 5) Contractual: We plan to procure the following services:

- a. Professional Services contract to conduct statewide analysis of the Collaborative data and student success that will cost \$100,000 in year one.
- 6) Training Stipends: We anticipate no training costs for this project.
- 7) Other: We anticipate no other costs for this project:
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs: There are no participating LEA costs in this project.

This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$105,325.

Budget Summary – Total Costs

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 Year 4	Total
1. Personnel	\$ 7,715,500	\$ 8,998,500	\$ 9,310,500	\$ 8,110,500	\$ 34,135,000
2. Fringe Benefits	\$ 1,933,845	\$ 2,290,215	\$ 2,411,895	\$ 2,231,895	\$ 8,867,850
3. Travel	\$ 318,000	\$ 363,000	\$ 368,000	\$ 368,000	\$ 1,417,000
4. Equipment	\$ 396,000	\$ 4,000	\$ -	\$ -	\$ 400,000
5. Supplies	\$ 119,500	\$ 119,000	\$ 119,000	\$ 119,000	\$ 476,500
6. Contractual	\$ 12,827,400	\$ 13,397,530	\$ 11,037,520	\$ 6,617,500	\$ 43,879,950
7. Training Stipends	\$ 1,145,000	\$ 2,015,000	\$ 2,510,000	\$ 1,790,000	\$ 7,460,000
8. Other	\$ 850,000	\$ 755,000	\$ 700,000	\$ 650,000	\$ 2,955,000
9. Total Direct Costs	\$ 25,305,245	\$ 27,942,245	\$ 26,456,915	\$ 19,886,895	\$ 99,591,300
10. Indirect Costs	\$ 2,722,213	\$ 3,180,455	\$ 3,344,184	\$ 2,871,324	\$ 12,118,177
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 6,703,000	\$ 10,731,000	\$ 15,831,000	\$ 15,407,000	\$ 48,672,000
12. Total Costs	\$ 33,274,128	\$ 41,117,222	\$ 44,906,686	\$ 37,584,066	\$ 160,381,477

These are planned for the following categories:

Budget Categories	NMPED	NMPED	LEA	LEA
1. Personnel	45.7%	\$ 15,615,000	54.3%	\$ 18,520,000
2. Fringe Benefits	68.7%	\$ 6,089,850	31.3%	\$ 2,778,000
3. Travel	86.5%	\$ 1,225,000	13.5%	\$ 192,000
4. Equipment	100.0%	\$ 400,000	0.0%	\$ -
5. Supplies	100.0%	\$ 476,500	0.0%	\$ -
6. Contractual	97.9%	\$ 42,955,719	2.1%	\$ 924,231
7. Training Stipends	6.5%	\$ 485,000	93.5%	\$ 6,975,000
8. Other	100.0%	\$ 2,955,000	0.0%	\$ -
9. Total Direct Costs				
10. Indirect Costs	66.4%	\$ 8,052,007	33.6%	\$ 4,066,170
11. Funding for Involved LEAs		\$ -		\$ -
12. Supp. Fund. Particip. LEAs	0.0%	\$ -	100.0%	\$ 48,672,000
12. Total Costs	48.8%	\$ 78,254,076	51.2%	\$ 82,127,401

Race To The Top Committees & Workgroup Members

NAME	RttT ROLE	TITLE	REPRESENTING
Catherine Cross Maple, Ed.D.	Executive Committee	Deputy Cabinet Secretary, Learning and Accountability	Public Education Department
Danielle Montoya	Executive Committee	Public Information Officer	PED
Alvin Warren	Leadership Committee	Cabinet Secretary	Dept. of Indian Affairs
Bill Green	Leadership Committee	Superintendent	Quemado Independent Schools
Carlos Atencio, Ph.D.	Leadership Committee	Executive Director	Northern Network
Carolann Gutierrez	Leadership Committee	Bureau Chief	PED Humanities Bureau
Christina Stick	Leadership Committee		Indian Affairs
CJ Ondek	Leadership Committee	Assistant to Stephen Littlejohn	Intel
Connie Leyva	Leadership Committee	Workforce Services Division Chief	New Mexico Department of Workforce Solutions
Cynthia Nava	Leadership Committee	Superintendent	Gadsden Independent Schools
David Abbey	Leadership Committee	Executive Director	Legislative Finance Committee
David Chavez	Leadership Committee	Superintendent	Loving Municipal Schools
Dick Howell, Ph.D.	Leadership Committee	Dean of the College of Education/Chair of Deans	University of New Mexico
Don Duran, Ed.D.	Leadership Committee	Assistant Secretary, Charter Schools	Public Education Department
Ellen Bernstein	Leadership Committee	President	Albuquerque Federation of Teachers
Frances Maestas	Leadership Committee	Executive Director	Legislative Education Study Committee
Gloria Rendon, Ed.D.	Leadership Committee		NMCSA
Jami Grindatto	Leadership Committee	Innovate-Educate	Corporate Affairs--Intel
Jerry Harmon	Leadership Committee	Dean of the College of Education--Western NM University	Western NM University
Joe Guillen	Leadership Committee	President	New Mexico School Boards Association
Joel Nudi	Leadership Committee	IT Projects Manager	PED
Len Malry	Leadership Committee		HED
Lisa Grover, Ph.D.	Leadership Committee	Executive Director	Charter School Coalition
Mary Rose C de Baca, Ed.D.	Leadership Committee	Assistant Secretary, Educator Quality	Public Education Department
Paul Aguilar	Leadership Committee	Principal Analyst	Legislative Finance Director

NAME	RttT ROLE	TITLE	REPRESENTING
Peter Winograd, Ph.D.	Leadership Committee	Education Policy Advisor	Office of the Governor
Rick Scott, Ed.D.	Leadership Committee	P-20 Policy Director	Higher Education Department
Robert Benavidez	Leadership Committee	Chief Operations Officer	NMPCPS
Robert Piro	Leadership Committee	Chief Information Officer	Public Education Department
Sandy Matthews	Leadership Committee	Grant Writer	NMPED / A&M / Gates
Scott Hughes, Ph.D.	Leadership Committee	Director	Office of Education Accountability
Sharon Morgan	Leadership Committee	President	National Education Association
Sheila Hyde, Ph.D.	Leadership Committee	Assistant Secretary, School Improvement	Public Education Department
Stephen Littlejohn	Leadership Committee	Facilitator	Intel
Susan Rumann, Dr.	Leadership Committee	Visiting Professor of Education	New Mexico Highlands University
Teresa Gomez	Leadership Committee	Deputy Cabinet Secretary	Workforce Solutions
Tom Bowles, Ph.D.	Leadership Committee	Policy Advisor to the Governor	STEM—Office of the Governor
Tom Dauphinee, Ph.D.	Leadership Committee	Assistant Secretary, Accountability & Assessment	Public Education Department
Tom Sullivan	Leadership Committee	Executive Director	New Mexico Coalition of School Administrators
Tyler Weldon	Leadership Committee		PED
Adan Delgado	Workgroup Member	Superintendent	Jemez Mountain
Amalia Ludeke	Workgroup Member		New Mexico State University
Andrea Tasan	Workgroup Member		
Ann Zuni	Workgroup Member	Education Admin--Pre-K	PED
Anna Espinoza	Workgroup Member		
Anya Dozzier-Enos	Workgroup Member	High School Redesign Coord.	PED
Bob Eisenstein	Workgroup Member	Math/Science	Santa Fe Alliance for Science
Bruce Hegwer	Workgroup Member		REC #10
Carolyn Brownrigg	Workgroup Member		PED Humanities Bureau
Carolyn Serafin-Abeyta	Workgroup Member	Teacher	Belen Schools
Cathy Kinzer, Dr.	Workgroup Member		New Mexico State University

NAME	RttT ROLE	TITLE	REPRESENTING
Claire Johnson	Workgroup Member		Monte Del Sol Charter School
Dan Haggard	Workgroup Member		CYFD
David Scott	Workgroup Member		Dick Howell
Dominique Foley-Wilson	Workgroup Member		
Emily Salazar	Workgroup Member		Job Corps
Jennifer Schiffmacher	Workgroup Member		
Joseph Lane	Workgroup Member		APS
Karin Wiburg	Workgroup Member	Associate Dean for Research	New Mexico State University
Kathie Davis	Workgroup Member	Principal	Las Cruces
Kris Meurer	Workgroup Member	Director, Coordinated School and Family Support Bureau	PED
Linda Kerr	Workgroup Member	Principal	Farmington High School
Mary Jo Daniel, Ph.D.	Workgroup Member	Program Manager, Math and Science Bureau	PED
Mary McGowan	Workgroup Member		
Meave Stevens Dominquez	Workgroup Member		
Melissa Lomax, Ph.D.	Workgroup Member	Bureau Chief--Career Technical and Workforce Education Bureau	PED
Michael Anderson	Workgroup Member	Dean of Education	NM Highlands University
Mike Silva	Workgroup Member		Rio Grande Ed Collaborative
Patricia Wagner	Workgroup Member	Science Coordinator APS	APS
Rudy Montoya	Workgroup Member	Co-Director Teacher Quality Enhancement Program	Northern Network
Sam Obenshain	Workgroup Member	Program Manager	Charter Schools Division
Shayne Kendall	Workgroup Member	Director, Student Information Systems	Albuquerque Public Schools
Tammy Davis	Workgroup Member	Principal	Artesia
Wendy Fuller	Workgroup Member		APS
Kristin Umland	Workgroup Member	Arts & Science Teacher	UNM

Acronyms:

ARRA	American Recovery and Reinvestment Act
AYP	Adequate Yearly Progress as defined by the No Child Left Behind Act
CCRPI	College and Career Readiness Policy Institute
CIPSEA	Confidential Information Protection and Statistical Efficiency Act of 2002
COTS	Commercial Off The Shelf
CYFD	Children, Youth and Families Department
DoIT	New Mexico's Department of Information Technology
DWC	Data Warehouse Council
DWS	Department of Workforce Solutions
ELL	English Language Learners
ETL	Extract, Transfer and Load
HED	New Mexico's Higher Education Department
HOUSSE-P	New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals
IDEAL-NM	Innovation 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
NACSA	National Association of Charter School Authorizers
NCLB	The No Child Left Behind Act
NGA	National Governors Association
NIEER	National Institute for Early Education Research
NM-ACHIEVeS	New Mexico Achieving Collaborative Heights in Education Via e-Systems
NMCSA	New Mexico Coalition of School Administrators (NMCSA)
NMELPA	New Mexico English Language Proficiency Assessment
NMLI	The New Mexico Leadership Institute

NMORR	New Mexico's Office of Recovery and Reinvestment
NMPED	New Mexico's Public Education Department
NMTA	New Mexico Teacher Assessments
OEA	New Mexico's Office of Education Accountability
PCC	Project Certification Committee
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	New Mexico's Student and Teacher Accountability Reporting System
WICHE	Western Interstate Commission on Higher Education
Wimba	New Mexico's webinar software used by various State agencies for conference call, professional development and other communication formats

I. BUDGET

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy): From: <u>7 / 1 / 2009</u> To: <u>6 / 30 / 2010</u></p> <p>Approving Federal agency: <input checked="" type="checkbox"/> ED ___ Other (Please specify agency): _____</p>
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Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement