

# NM PED

Public Education Department



## Program Technical Assistance Guide

**Summer 2017**

**Hanna Skandera**  
Secretary of Education

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

**Summer 2017 K–3 Plus Program**

**Technical Assistance Guide**

**Table of Contents**

K–3 Plus Overview..... Page 1

Eligibility and Funding..... Page 2

- Budgeting for the K–3 Plus Program..... Page 3
- Evaluation and Reporting..... Page 5

Assessment..... Page 6

Curriculum and Instruction..... Page 7

- Professional Development..... Page 8

Application ..... Page 9

Resources..... Page 11

Definitions..... Page 13

Important Dates..... Page 14

Contact Information..... Page 16

State Statute..... Page 17

*Any legislation making changes or updates to K-3 Plus for 2017 will be communicated and new guidance will be distributed at that time.*

## **Purpose of Guide**

The Summer 2017 K–3 Plus Program Technical Assistance Guide is designed to support districts and charter schools in the development of a K–3 Plus program plan for the summer of 2017. This guide will assist districts and charter schools to implement K–3 Plus in their schools with proper supports in place to establish best practices for K-3 Literacy and to use reading growth data and student enrollment to gain an understanding of K–3 Plus data.

This document provides program requirements, technical information, important dates, and resources to support the K–3 Plus application process and program implementation. K–3 Plus programs promote K–3 literacy in New Mexico schools and work to demonstrate growth and high expectations for results in reading.

## **K–3 Plus Overview**

The purpose of K–3 Plus is to demonstrate that increased quality instructional time in kindergarten and the early grades narrows the achievement gap between at-risk students and other students, increases cognitive skills, and leads to higher test scores for students. The program extends the school year for kindergarten through grade three students by 25 instructional days during the summer before the upcoming school year in eligible schools. K–3 Plus eligibility includes public schools in which eighty percent or more of the students are eligible for free or reduced-fee lunch at the time the school applies for the program, or an elementary school with a D or F grade the previous year. In 2015, the K–3 Plus Statute was amended to allow K–3 Plus schools that improved their school grade with the K-3 plus program to remain eligible if they wished to continue the program. During the 2016 K–3 Plus program year, 257 schools representing 52 districts and 6 state charter schools totaling 20,093 students were served in K–3 Plus programs.

K–3 Plus is intended to be an early start of the regular school year for all K–3 students wishing to participate in eligible schools rather than a summer remediation program. Having students begin K–3 Plus with their assigned teacher for the upcoming school year has been shown to offer the best outcomes regarding student achievement. Participating schools are expected to use district-selected curricula aligned with the Common Core State Standards (CCSS), along with supplemental intervention programs to provide high quality core and intervention instruction. It is important to prioritize data-driven literacy and math instruction and interventions to meet all students' needs. K–3 Plus should be an integral part of a school's program to ensure that all children are proficient in reading and in math by the end of third grade.

K–3 Plus programs must include 25 additional days of instruction and must start no earlier than two months prior to the start of the regular school year. Each day contains a minimum of 5.5 instructional hours. Final funding is based on the number of students enrolled on the 15<sup>th</sup> day and who attended as least 10 or more days of the 25-day program.

## Eligibility

Schools that meet the eligibility requirements and would like to be considered for the K-3 Plus program include; high-poverty public schools, schools with a D or F grade the previous year, or schools that improved their school grade with the K-3 Plus program and wish to continue the program. For the purposes of K-3 Plus, “high-poverty public school” means a public school in which eighty percent or more of the students are eligible for free or reduced-fee lunch at the time the public school applies for the program.

## Funding

Funding for K–3 plus programs is subject to appropriation by the New Mexico legislature. Final funding for June, July, and August 2017 K–3 Plus programs will be calculated by multiplying the number of students enrolled on the fifteenth day as identified in the Student Teacher Accountability Reporting System (STARS) and who have been in attendance for at least 10 days of the K–3 Plus program by 30% of the final unit value from the 2017–2018 school year. The applicant shall demonstrate that the K–3 plus program shall meet all department standards and employ only highly qualified teachers and other staff.

- Initial Awards are based on projected enrollment from the application and past enrollment history. Initial awards will be awarded to districts on April 15, 2017.
- Programs starting in June and running into July will require two budgets within the application, since the program will cross two fiscal years. FY17 funds will be available for immediate use through June 30, 2017. FY18 funds become available on July 1, 2017. Funding awards will be provided separately for the June and July portions of the program, and must be used within the designated portions of the program.
- Programs starting in July and running into August will require one budget for FY18.
- Funds become available on July 1, 2017.
- Final funding is determined at the end of the program, based on the number of students who were enrolled on the 15<sup>th</sup> day of the program and attended ten or more days of the entire program. Final funding for 20 day programs is based on the number of student enrolled on the 12<sup>th</sup> day who attended eight or more days of the entire program. K–3
  - Plus Coordinators should work closely with their district STARS coordinator to ensure that all the necessary data has been accurately submitted into STARS during the reporting period.
  - Although districts have budget authority to use funds that are awarded in the initial award, it *is recommended that districts closely watch student enrollment and attendance at the start of the program, in order to make adjustments to the budget if enrollment is below projected and funded amount.*
  - K–3 Plus programming for students with disabilities shall be paid for by K–3 Plus funds.

Additional services as required by the individualized education program (IEP) can be paid for by the district special education budget. School districts shall meet the maintenance of effort (MOE) requirements at 34 CFR Section 300.203, of the Individuals with Disabilities Education Act (IDEA) regulations. The expenditure levels for special education and related services shall be maintained or shall exceed the previous year, unless a district has allowable exceptions under 34 CFR Section 300.204 or is allowed to reduce MOE pursuant to 34 CFR Section 300.205. School districts may use IDEA funds only for the excess cost of providing special education and related services for students with disabilities.

## **Budgeting for the K–3 Plus Program**

### **Salaries and benefits**

All K–3 Plus staff will be paid at the same rate and under the same terms for K–3 Plus as they are paid for regular educational programs.

- Administrators and support staff funded under K–3 Plus must be actively engaged with the K–3 Plus program. If the person is simultaneously serving other programs, salary and benefit costs must be allocated proportionately.
- Salary and benefits for K–3 Plus staff members will be paid using K–3 Plus funds.
- If the cost of a specific benefit does not increase as a result of the individual’s participation in K–3 Plus, it would not be included as a benefit. This would include health and dental insurance, as the premiums are paid in full during the regular contract year.

### **Materials and supplies**

- Materials and supplies must be instructionally-based for use in the classroom.
- These may include books, instructional materials, technology related to instruction and assessment, school supplies etc.

### **Student recruitment and attendance**

Up to two percent of the money received by a school district shall be used for student recruitment and to ensure regular attendance by K–3 plus students.

- Student recruitment may include: letters, newsletters, banners, brochures, parent night recruitment, a parent kick-off event to communicate program goals to parents, electronic messaging, etc.
- To ensure regular attendance, districts may:  
Enhance the K–3 Plus program with educational enrichment opportunities that broadly encourage student enrollment and attendance in the program. These may include:
  - Field trips with an educational focus (museums, planetariums, wildlife sanctuaries, theater or music performances, etc.);
  - Guest speakers, field trips on wheels, hands-on science learning opportunities, art activities, visiting opera programs etc.; and
  - PE opportunities may include; swimming lessons, hiking, bowling, etc.
  - Provide individual incentives based on meeting a particular attendance criterion. To be eligible for reimbursement, individual incentives must not exceed \$15.00 per item. These may include:
    - Books, instructional materials, learning games, puzzles, art supplies, math manipulatives, backpacks, etc.
    - All expenses designed to encourage student attendance in the program must have an instructional focus in order to be eligible for reimbursement.

### **Transportation of students**

Please use the appropriate codes when budgeting student transportation:

- Budget/Account Code 55112 to and from school.
- Budget/Account Code 55817 cost for fieldtrips.

## Other costs

Allowable expenditures must be directly related to providing for the K–3 Plus program. K–3 Plus funds may not be used to supplement funding designated for year-round expenses.

- Fiscal regulations **do not allow** food to be purchased for meals, snacks, or food for field trips. Fiscal regulation **does not allow** for food to be purchased for parent involvement meetings related to K-3 Plus funds.
- T-shirts are not considered an allowable expense, unless they are used to identify students on a field trip to ensure safety.
- Indirect costs are not covered through K–3 Plus funds.

## Food and Nutrition

Contact the district’s food service director for information regarding summer meals. For more information regarding summer options contact:

Public Education Department (PED) Student Nutrition Bureau Seamless Summer Coordinator Claudia Duran <a href="mailto:Claudia.duran@state.nm.us">Claudia.duran@state.nm.us</a> (505) 827-3574	Children, Youth and Families Department (CYFD) Summer Food Program Emiliano A. Perea <a href="mailto:Emiliano.perea@state.nm.us">Emiliano.perea@state.nm.us</a> (505) 841-4850
---	--

## **Evaluation and Reporting**

Schools shall comply with annual and interim reports as required by the PED for student and program assessments.

- An agenda and staff sign-in sheet for the prep and planning day will be submitted to PED by the 18<sup>th</sup> day of the K–3 Plus program. Districts that run a 4 day week during the school year are the only eligible to run a 20 day program. Districts running a 20-day program will submit documentation by the 15<sup>th</sup> day of the program.
- A 15-Day Enrollment Form reporting the number of students enrolled on the 15<sup>th</sup> day of the program will be submitted by the 18<sup>th</sup> day of the K–3 Plus program. Students do not have to be in attendance on the 15<sup>th</sup> day to be counted as enrolled in the program. Districts running a 20-Day program will submit 12-Day Enrollment Form by the 15<sup>th</sup> day of the program.
- All students participating in K–3 Plus will be reported to the PED through the data collection and reporting system: STARS.
- A Reflection/Feedback Form is required at the end of the program and will be submitted to PED. This feedback should include an analysis of Istation ISIP summary report comparing first week of program with the end of program to support student growth.
- PED may request additional information regarding staffing, endorsements, and licensure levels, program elements, class roster reports, professional development activities, parent involvement activities, implementation successes and challenges, and suggested modifications.
- Support visits by the PED shall be conducted during the K–3 Plus program.

### **Reporting Checklist**

<b>Due Date</b>	<b>Reporting Requirements for Submission</b>
By 18 <sup>th</sup> day of K–3 Plus Program	Agenda and Staff Sign-in Sheet for Prep / Planning Day
By 18th day of K–3 Plus Program	15-Day Enrollment Form reporting the number of students enrolled on the 15 <sup>th</sup> day of the program.
8/29/17-9/12/17	All students participating in K–3 Plus will be reported to the PED through the data collection and reporting system: STARS.
No later than 8/12/2017	Reflection/Feedback Form

## Assessment

- All kindergarten students attending the K–3 Plus program will need to be assessed using the KOT, kindergarten observation tool, during the 25 day program.
- K–3 Plus schools will administer Istation assessment that is approved by PED, which measures the acquisition of reading skills including phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
- Istation assessment shall be administered to students participating in the K–3 Plus program at the following times:
  - ISIP Assessment should be administrated within the first week of the K–3 Plus program;
  - Weekly on demand assessments in substest area focused on intervention.
  - Last week of the K–3 Plus program
- K–3 Plus schools administer Istation assessment that is approved by the PED to progress monitor between screening assessments to individualize and drive instruction during the K–3 Plus extended school year.
- Parents will be notified of child’s progress weekly using the Istation student summary report.

<http://www.istation.com/NewMexico>

*Assessment is one way for stakeholders to gain an understanding of children’s developmental strengths and needs. The Istation assessment and KOT have been approved by PED to create an understanding and deliberate actions to monitor student progress by enhancing student learning to make gains toward proficiency through data driven instruction.*

## **Curriculum and Instruction**

Participating districts will determine a theme and established aligned curriculum to be followed by all school sites participating in the K–3 program.

- Daily instruction needs to include:
  - 90-minutes of literacy for Kindergarten,
  - 120-minutes of literacy for grades one through three,
  - 90-minutes of mathematics for Kindergarten through three, and Intervention, as needed, using the RtI framework for literacy and mathematics.
- Literacy instruction provided for students in grades one through three must include time for all students to practice reading. Instruction and intervention shall be provided to students based on Istation assessment data to guide instruction to meet student needs.
- Literacy curriculum is decided by the district coordinator. Every school site in the district should be driven by district curriculum and consist of a comprehensive research-based early literacy core reading program to include the intervention for alignment with the English language arts Common Core State Standards (CCSS) that includes:
  - Concepts and skills necessary to establish the foundation of success in early reading;
  - Instructional strategies that ensure children learn identified concepts and skills; and
  - Key early literacy skills instruction including, but not limited to, phonological awareness, phonics, reading fluency, vocabulary, comprehension, and writing to support comprehension.
- Mathematics curriculum is decided by the district coordinator. Every school site in the district should be driven by district curriculum and consist of a sequential comprehensive, developmentally appropriate early mathematics program in alignment with the mathematics CCSS that includes:
  - Concepts and skills necessary to establish the foundation of success in early mathematics; and
  - Instructional strategies that ensure children learn identified concepts and skills.

*Schools will provide intervention services in literacy and mathematics for students enrolled in the K-3 Plus program who are not meeting grade level requirements. Implementation of the PED's Response to Intervention (RtI) framework known as The Three-Tier Model of Student Intervention. The state guidance manual, Response to Intervention Framework (2014) shall be the guiding document for districts and schools to use in the implementation of student intervention for academics and behavior for each tier of RtI. For additional information, please visit: [http://ped.state.nm.us/ped/RtI\\_index.htm](http://ped.state.nm.us/ped/RtI_index.htm)*

## **Home School Communication**

- Districts and sites leaders will collaborate to send home a program activity calendar to include important dates for the duration of the program; program overview, assessment days, activities, etc.
- District and site leaders will inform classroom teachers in procedures to send home communication weekly on student progress and up-coming events.
- Districts will provide link and instructions for families to view webinar on Istation. Webinar will inform families on how to read student summary report to be informed of their child's current level and progress.

<http://www.istation.com/NewMexico>

## **Professional Development**

- District Planning Day is designed to ensure K–3 Plus Assurances that are shared with school site staff are completed to create consistency in the program.
  - Procedures and policies for student and staff attendance.
  - Daily schedule and activity overview for 25 days of extended school year.
  - Progress monitoring and home/school procedures for weekly communication.
  - District Curriculum in Literacy and Math.
- District must provide required Istation training videos that can be accessed at <http://www.istation.com>. Videos will assist teachers in the administration of Istation to target student needs in reading. Istation reports will be foundational for teachers in adjusting instruction with students throughout the K–3 Plus program.
- K–3 Plus District Coordinator will submit the Istation “training report” upon completion of the training day. Please upload on Web EPSS within 5-days of the planning day.

## Application

Districts are responsible for completing the application. The K–3 Plus program application process should begin with reflecting on how the program will support students to achieve their highest academic goals and considering how the K–3 Plus program can extend other school-based improvement initiatives. Schools implementing the K–3 Plus program in Summer 2017 may refer to their completed Summer 2016 K–3 Plus Reflection/Feedback Form to inform the planning process, as well as their school’s EPSS plan. Schools applying for the K–3 Plus program for the first time should consider the impact the extended school year will have on students, as well as focus on the content, methods, staffing, and activities that will most likely achieve student growth in reading and math proficiency.

When developing the district’s K–3 Plus application the following areas should be met;

- K–3 Plus teachers continuing with the same students during the regular school year.
- Process for collecting, managing, and analyzing Istation data.
- Prior years’ enrollment and attendance.
- Budget

It is recommended that districts/schools, for planning purposes, complete the chart below to reflect student attendance trends when considering the number of student slots requested in the Summer 2017 application. The next step of the application process is to consider the district/school expectations and plan the budget accordingly. The narrative portion of the application should support the staffing, services, and materials included in the budget portion.

Summer 2015		Summer 2016		Summer 2017				
# of Students in Application	# of Students in Final Count	# of Students in Application	# of Students in Final Count	Projected Number				
				K	1	2	3	T

## Scheduling Considerations

- The start of the K–3 Plus program must occur within two months of the start of the 2017–2018 school year.
- The K–3 Plus daily schedule must reflect a minimum of 5.5 hours of instruction for 25 days.
- School districts and charter schools maintaining four-day calendars during the period between the close of a regular school year and the beginning of the following school year may fulfill the requirement by extending full-day kindergarten and grades one through three by at least 20 instructional days. The instructional days shall equal the total number of hours produced by multiplying five and one-half hours per day by 25:  
6.875 hours of daily instruction. A second option for a four-day week program is to maintain a 5.5 hour instructional day and extend the program for an additional week for a total of six weeks. School districts and charter schools shall document that the school district or charter school maintains a four-day calendar during the time period described.

## **Application Preparation and Submission**

1. Each district prepares a Summer 2017 K–3 Plus Application, which includes a program narrative and School Funding Budget worksheet reflecting projected enrollment, staffing, materials, transportation, etc.
2. Each school submits their completed budget worksheet to the district K–3 Plus Coordinators.
3. The district K–3 Plus Coordinator submits the District Summary and school budget worksheet to the Public Education Department (PED) through the Web EPSS by: **4:00 PM on March 15, 2017**. First time applicants can submit a request to the PED K–3 Plus Coordinator to receive access to the Web EPSS.
4. The district K–3 Plus Coordinators compile and mail the K–3 District and School Assurances documents with original signatures to the address below. The document must be **postmarked by March 15, 2017**. Any documents received after March 15, 2017 will not be considered. Please **do not** upload or email signature pages, as original signatures are required by the PED.

New Mexico Public Education Department  
Literacy and Early Childhood Bureau (Attn: Samantha Koroneos, Room G-3)  
300 Don Gaspar Avenue,  
Santa Fe, NM

## Resources

Tools	Description	Link/Resources
<b>Literacy and Early Childhood Education Bureau</b>	This website provides information on the K–3 Plus program as well as the PED PreK and Reads to Lead programs.	<a href="http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_index.html">http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_index.html</a>
<b>Literacy New Mexico</b>	Provides literacy resources for teachers, parents, and administrators; includes professional development modules. (links from PED A-Z)	<a href="http://literacynewmexico.org/">http://literacynewmexico.org/</a>
<b>Reading Rockets</b>	Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.	<a href="http://www.readingrockets.org/">http://www.readingrockets.org/</a>
<b>Colorín Colorado</b>	Colorín Colorado is a national multimedia project that offers a wealth of bilingual, research-based information, activities, and advice for educators and families of English language learners (ELLs).	<a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a>
<b>Reading is Fundamental (RIF): Tips and Resources</b>	For 50 years, RIF has used its experience and expertise to motivate and inspire young children to read. The website offers tips and resources for families and educators to connect children with books and to promote literacy success.	<a href="http://www.rif.org/books-activities/tips-resources/">http://www.rif.org/books-activities/tips-resources/</a>
<b>NAEYC for Families: Reading and Writing</b>	NAEYC for Families is a website operated by the National Association for the Education of Young Children. The Reading and Writing page offers resources and tips to support language and literacy development in children birth to age 8.	<a href="http://families.naeyc.org/learning-and-development/reading-writing-view/">http://families.naeyc.org/learning-and-development/reading-writing-view/</a>
<b>Early Childhood Technical Assistance Center (ECTA)</b>	The Early Childhood Technical Assistance Center is funded by the Office of Special Education Programs to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.	<a href="http://ectacenter.org/topics/literacy/literacy.asp">http://ectacenter.org/topics/literacy/literacy.asp</a>
<b>US Dept. of Education, Early Literacy</b>	This site is designed to provide educators, administrators, policymakers and community stakeholders with basic information about the importance of effective reading instruction in	<a href="http://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html">http://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html</a>

	the early grades, and focuses on the steps schools might take to ensure that kindergarten and first-grade students receive the supports they need to read on grade level by third grade. This site will showcase: the tools and resources to improve reading instruction.	
<b>ReadWorks</b>	The nonprofit ReadWorks provides K-12 teachers with what to teach and how to teach it—online, for free, to be shared broadly. The website boasts the largest, highest-quality library of curated nonfiction and literary articles in the country, along with reading comprehension and vocabulary lessons, formative assessments, and teacher guidance.	<a href="http://www.readworks.org/">http://www.readworks.org/</a>
<b>Read, Write, Think</b>	A website of the National Council of Teachers of English features literacy resources and professional development for teachers and parents of children K-12, including videos of best practices.	<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>
<b>New Mexico Common Core State Standards</b>	This website functions as the online clearinghouse of information for Students, Parents, Teachers and Administrators regarding the NMCCSS and provides professional development, access to statewide communications and links to other resources.	<a href="http://www.newmexicocommoncore.org">www.newmexicocommoncore.org</a>

<b>Assessments</b>	<b>Description</b>	<b>Link</b>
<b>New Mexico Kindergarten Observation Tool (KOT)</b>	As part of its comprehensive plan to ensure that all New Mexico students have the opportunity to succeed in school, the Public Education Department (PED) has developed an observation-based assessment tool that will be used as children enter kindergarten.	<a href="http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_KOT_index.html">http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_KOT_index.html</a>
<b>Istation</b>	Istation assesses each student's skill level and automatically assigns and delivers appropriate curriculum tailored to his or her individual abilities. Reporting tools available through the program inform teachers and parents when an intervention is needed and confirm that the student is on the right path. With free 24-7 access to this online adaptive program, teachers, students, and parents will be equipped with the necessary tools to build confidence and work toward academic success.	<a href="http://www.istation.com/newmexico">http://www.istation.com/newmexico</a>

## **Definitions**

- “Award period” means the period of the equivalent of at least 25 additional instructional days provided through the K–3 Plus program after the close of one school year and prior to the beginning of the following school year.
- “Department” means the Public Education Department.
- “High-poverty public schools” means for the purpose of the K–3 Plus program, a public school, including a charter school, in which 80% or more of the students are eligible for free or reduced-fee lunch at the time the public school applies for the K–3 Plus program
- “K–3 Plus program” means a voluntary program for additional educational time for approved full-day kindergarten and grades one through three students extending the school year or the equivalent of at least 25 additional instructional days in literacy and numeracy beginning up to two months earlier than the regular school year.
- “Progress monitoring” means the standardized assessment measures conducted between screening assessments on students who are receiving targeted and intensive interventions to determine whether the student is benefitting from interventions.
- “Research-based scientific reading strategies and programs” mean instructional strategies and reading programs that apply rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
- “Screening assessment” means the standardized assessment measures conducted three to four times a year for all students to assess specific skills and to identify those at risk academically.

## Important Dates

	<i>K-3 Plus (PED)</i>	<i>District</i>	<i>School</i>
<i>January</i>	<ul style="list-style-type: none"> <li>Determine eligible schools based on 80% or more of the students eligible for free or reduced lunch and a D or F.</li> </ul>		
<i>February</i>	<ul style="list-style-type: none"> <li>No later than 2/1/17 applications forms sent to districts and charter schools.</li> <li>Regional meetings for technical assistance on application.</li> </ul>	<ul style="list-style-type: none"> <li>Complete application with budget worksheets.</li> <li>Attend regional meeting.</li> <li>Begin recruitment of teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>Begin recruiting students Prek going to kindergarten - 2nd grade going into 3<sup>rd</sup>.</li> <li>Begin recruiting teachers that will continue with students through school year 2017-2018.</li> </ul>
<i>March</i>		<ul style="list-style-type: none"> <li>No later than <b>3/15/17</b> applications and signed assurance pages mailed to PED.</li> </ul>	<ul style="list-style-type: none"> <li>No later than <b>3/15/17</b> applications and signed assurance pages mailed to PED.</li> <li>Continue recruitment.</li> </ul>
<i>April</i>	<ul style="list-style-type: none"> <li>No later than 4/15/17 notify districts and charter schools of final award based on attendance reported to stars.</li> <li>Professional learning opportunities.</li> </ul>		<ul style="list-style-type: none"> <li>Continue planning of K-3 Plus using district approved curriculum.</li> </ul>
<i>May</i>			<ul style="list-style-type: none"> <li>Analysis of student EOY Istation data to help drive planning extra 25 days of instruction.</li> <li>Follow through with students projected to be enrolled in program through social media, phone calls, or notes home.</li> </ul>
<i>June</i>	<ul style="list-style-type: none"> <li>June 2017 (FY17) funds fully expended.</li> </ul>	<ul style="list-style-type: none"> <li>Review guidelines of K-3 Plus</li> </ul>	<ul style="list-style-type: none"> <li>School preparation and planning day.</li> </ul>

	<ul style="list-style-type: none"> <li>Site visits.</li> </ul>	<p>guidelines with sites.</p> <ul style="list-style-type: none"> <li>Weekly enrollment and attendance should be tracked by the site administrator and K-3 plus coordinator.</li> <li>Remind sites that attendance on 12<sup>th</sup> day (20 day program) and 15<sup>th</sup> day (25 day program) can change the amount allocated.</li> <li>June 2017 (FY17) funds fully expended.</li> </ul>	<ul style="list-style-type: none"> <li>Review guidelines and outcomes with staff.</li> <li>Plan out the 20 or 25 days based on data from students EOY and activities available.</li> <li>Create a plan and implement how you will communicate with families weekly to include child's progress.</li> <li>Take attendance daily.</li> <li>Weekly enrollment and attendance should be tracked by the site administrator and K-3 plus coordinator.</li> </ul>
<p><i>July</i></p>	<ul style="list-style-type: none"> <li>Site visits</li> </ul>	<ul style="list-style-type: none"> <li>7/7/17 Last day to submit request for reimbursement (RFR) for FY17.</li> <li>Complete survey and analysis of Istation data to report how the program offered and promoted student enrollment, growth, and best practices. What is your evidence?</li> <li>K-3 Plus coordinator submits preparation and planning agendas and sign in sheets. Must be submitted on WEB EPSS no later than day 18 of program.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with families weekly, include child's progress.</li> <li>Take attendance daily.</li> <li>Weekly enrollment and attendance should be tracked by the site administrator and K-3 plus coordinator.</li> <li>Last day of the program, as a team, complete survey and analysis of Istation data to report how the program offered and promoted student enrollment, growth, and best practices. What is your evidence?</li> </ul>

<i>August</i>		<ul style="list-style-type: none"> <li>District K–3 Plus coordinator submits 2017 Summer Reflection/ Feedback sheet</li> <li>8/29/17-9/12/17 K–3 Plus data submitted to STARS SY 2017-2018</li> </ul>	
<i>September</i>	<ul style="list-style-type: none"> <li>STARS data reviewed</li> </ul>	<ul style="list-style-type: none"> <li>July and August funds fully expended.(RFR) for FY18</li> </ul>	
<i>October</i>	<ul style="list-style-type: none"> <li>Notify districts and Charter schools of Final Award based on Attendance reported to STARS.</li> </ul>		
<i>November</i>	<ul style="list-style-type: none"> <li>Notify districts and Charter schools of Final Award based on Attendance reported to STARS.</li> </ul>		
<i>December</i>		<ul style="list-style-type: none"> <li>12/31/18 Last day to submit RFR for FY17</li> </ul>	

## Contact Information

### Early Childhood and Literacy Bureau Staff

Director of Literacy Bureau	Michael Miller	505-827-6567	<a href="mailto:michael.miller2@state.nm.us">michael.miller2@state.nm.us</a>
K– 3 Plus Coordinator	Samantha Koroneos	505-827-6534	<a href="mailto:samantha.koroneos@state.nm.us">samantha.koroneos@state.nm.us</a>
K– 3 Plus Coordinator	Yolanda Pena	505-827-6578	<a href="mailto:yolanda.pena@state.nm.us">yolanda.pena@state.nm.us</a>
PreK Program Manager	Brenda Kofahl	505-827-6627	<a href="mailto:brenda.kofahl@state.nm.us">brenda.kofahl@state.nm.us</a>
Kindergarten Observation Tool Coordinator	Joe Manley	505-889-3412	<a href="mailto:jmanley@crecnm.org">jmanley@crecnm.org</a>
Early Childhood Special Education Coordinator	Catherine Quick	505-827-6561	<a href="mailto:catherine.quick@state.nm.us">catherine.quick@state.nm.us</a>

### Other PED Bureau Resources

School Improvement Specialist (Istation)	Severo Martinez	505-827-6635	<a href="mailto:severo.martinez@state.nm.us">severo.martinez@state.nm.us</a>
Transportation Director	Antonio Ortiz	505-827-6640	<a href="mailto:antonio.ortiz1@state.nm.us">antonio.ortiz1@state.nm.us</a>
STARS Coordinator	Kate Cleary	505-827-9985	<a href="mailto:kathryn.cleary1@state.nm.us">kathryn.cleary1@state.nm.us</a>
Data Quality and Analysis Manager (Web EPSS)	Lisa Hamilton	505-827-7931	<a href="mailto:lisa.hamilton@state.nm.us">lisa.hamilton@state.nm.us</a>
Special Education Director	Debra Dominguez Clark	505-827-1401	<a href="mailto:debra.clark@state.nm.us">debra.clark@state.nm.us</a>
Bilingual Multicultural Educational Director	Icela Pelayo	505-827-6667	<a href="mailto:icela.pelayo@state.nm.us">icela.pelayo@state.nm.us</a>
Title One Director	Sam Ornelas	505-827-7592	<a href="mailto:sam.ornelas@state.nm.us">sam.ornelas@state.nm.us</a>
Student Nutrition Deputy Director	Michael Chavez	505-827-1822	<a href="mailto:michaela.chavez@state.nm.us">michaela.chavez@state.nm.us</a>

**NM State Statute 22-13-28.** K-3 plus; eligibility; application; reporting and evaluation.

- A. The six-year K-3 plus pilot project has demonstrated that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students and increases cognitive skills and leads to higher test scores for all participants.
- B. The "K-3 plus" program is created in the department to provide funding for additional educational time for students in kindergarten through third grade. K-3 plus shall be administered by the department and shall provide the funding for approved full-day kindergarten and grades one through three to be extended by at least twenty-five instructional days, beginning up to two months earlier than the regular school years.
- C. K-3 plus shall be conducted upon application in high-poverty public schools, schools with a D or F grade the previous year or schools that improved their school grade with the K-3 plus program and wish to continue the program. For the purposes of K-3 plus, "high-poverty public school" means a public school in which eighty percent or more of the students are eligible for free or reduced-fee lunch at the time the public school applies for the program.
- D. The department shall promulgate rules for application requirements and procedures and criteria for evaluating applications. In evaluating applications for K-3 plus, the department shall grant priority to those schools with research-based, scientific reading strategies and programs. An applicant shall demonstrate that its K-3 plus program will meet all department standards and employ only qualified teachers and other staff.
- E. K-3 plus programs shall be funded at no less than thirty percent of the unit value per student. Up to two percent of the money received by a school district shall be used for student recruitment and to ensure regular attendance by K-3 plus students. Funding for individual school programs shall be based on enrollment on the fifteenth day of the program.
- F. School districts and charter schools that meet the qualifications for K-3 plus funding may submit applications by March 15 for the succeeding fiscal year. The department shall notify all school districts and charter schools by February 1 that applications will be accepted until March 15 and that final funding is contingent on the final unit value set by the secretary. The notification shall include the application and any requirements for supplementary documentation. Applications may be submitted electronically or by mail or other delivery. Schools that are awarded funding for K-3 plus for the next school year shall be notified by April 15 of the calendar year.
- G. The department shall provide additional professional development for K-3 plus teachers in how young children learn to read. Teachers and educational assistants shall be paid at the same rate and under the same terms for K-3 plus as teachers and educational assistants are paid for regular educational programs.
- H. Students participating in K-3 plus shall be evaluated at the beginning of K-3 plus, and their progress shall be measured through department-approved summative and formative assessments.
- I. The department shall establish reporting and evaluation requirements for participating schools, including student and program assessments. The department shall report annually to the legislature and the governor on the efficacy of K-3 plus.
- J. The department may use up to four percent of any appropriation made by the legislature for K-3 plus for professional development for participating educators and department administrative costs.
- K. The department shall develop and disseminate information on best practices in the areas of student recruitment, retention and academic success of early learners.
- L. The secretary shall appoint a "K-3 plus advisory committee" composed of representatives of school districts that participate in K-3 plus and other stakeholders. The advisory committee shall meet twice a year to advise the department on K-3 plus implementation.

History: Laws 2007, ch. 12, § 1; 2012, ch. 21, § 1; 2013, ch. 175, § 1; 2015, ch. 75, § 1.