

# NM PED

Public Education Department



## Program Technical Assistance Guide

Summer 2018

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Secretary Designate, Public Education

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Funding levels for the 2019 fiscal year will not be finalized until the budget is approved and signed by Governor Martinez.

Any changes necessitated by that process will be communicated.

# Summer 2018 K–3 plus Program

## Technical Assistance Guide

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## PURPOSE OF THE GUIDE

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The summer 2018 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.

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 and math achievement in New Mexico schools and work to demonstrate growth and high expectations for results in reading and math.

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## K–3 PLUS OVERVIEW

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The purpose of K–3 plus is to provide the children of New Mexico with proven, early learning opportunities that significantly increase their chances for academic achievement. K-3 plus program staff work 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 in eligible schools during the summer before the upcoming school year. K–3 plus eligibility includes public schools in which 80 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 2017 K–3 plus program year 200 schools representing 43 districts and 6 state charter schools, totaling 13,778 students, were served in K–3 plus programs.

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, who attended at least 10 or more days of the 25-day program or students enrolled on the 12<sup>th</sup> day, who attended a minimum of 8 days of a 20-day program.

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## “K–3 PLUS 4&5” PILOT PROGRAM

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Summer 2018 will be the first year “K-3 plus 4&5” PILOT program will be conducted in a limited number of LEAs. Funding for this program will be available in FY19, therefore cannot be conducted with programs beginning in June. A separate application and funding and budget page will need to be completed for this program. Statute requires that the same eligibility requirements be met as for the regular K-3 plus participants. Furthermore teachers **MUST** remain with their class, in order for a district to be awarded the funding for this program. (Section 22-13-28.2 NMSA 1978)

## Eligibility

In order for schools to meet eligibility requirements and to be considered for the K-3 plus program, they must: 1.) be a high-poverty public schools—a minimum of 80 percent of the student population qualifies for free or reduced-fee lunch at the time of application; 2.) have a D or F grade the previous year, or have improved their school grade with K-3 plus, yet wish to continue the program; or 3.) be an elementary school serving students in specific grades between kindergarten and third grade that is not otherwise eligible but receives students from, or sends students to, a school that *is* eligible.

## Application Process

Schools implementing the K–3 plus program in summer 2018 may refer to their completed summer 2017 K–3 plus Reflection/Feedback Form, as well as their school’s EPSS plan, to inform the planning process. 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 desired results.

When developing the district’s K–3 plus application, the following criteria should be met:

-  K–3 plus teachers continuing with the same students during the regular school year
-  A process for collecting, managing, and analyzing data (attendance and assessment)
-  The prior years’ enrollment and attendance
-  A budget is created

For planning purposes, it is recommended that districts/schools complete the chart below to reflect student attendance data trends when considering the proposed number of student enrollment in the summer 2018 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 2016		summer 2017		summer 2018				
# of Students in Application	# of Students in Final Count	# of Students in Application	# of Students in Final Count	Projected Numbers				
				K	1	2	3	T

All documents will be sent via e-mail to: [KthreeP.Literacy@state.nm.us](mailto:KthreeP.Literacy@state.nm.us)

## Funding

The Student Teacher Accountability Reporting System (STARS), will be the official record system. The applying local education agency (LEA) shall employ only highly qualified teachers and staff in order to demonstrate that the K–3 plus program will meet all department standards.

Initial awards are based on projected enrollment as indicated in the application and previous years' enrollment history. Initial funding will be awarded to districts on April 15, 2018.

- Programs starting in June and running into July will require **two** budgets within the application, since the program will cross two fiscal years. FY18 funds will be available for immediate use through June 30, 2018. FY19 funds become available on July 1, 2018. Funding awards will be provided separately for the June and July/August 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 FY19 funds; these become available July 1, 2018.
- Final funding for 25-day programs is determined at the end of the program, based on the number of students enrolled on the 15<sup>th</sup> day of the program who attended 10 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 8 or more days of the entire program.
  - K–3 plus coordinators are asked to work closely with their district STARS coordinator to ensure that all the necessary data has been accurately submitted into STARS during the reporting period.

It is recommended that districts **monitor student enrollment and attendance at the start of the K-3 plus program. Adjustments to the budget may occur 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 through K–3 plus funds 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 monies.
- K–3 plus funds will cover the salaries of district employees working for the K–3 plus program for the 25- (20-) day program window only.

If the cost of a specific benefit, such as health and dental insurance, does not increase as a result of the individual's participation in K–3 plus, that benefit will not be included in the K-3 plus salary package. Those premiums will be reflected in full during the regular contract year.

### **Materials and Supplies**

- Materials and supplies must be instructionally based for use in the classroom of the grade levels being served.
- 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.

All field trips or campus guest appearances shall 1.) be accompanied by a lesson plan associated with the activity and 2.) provide individual incentives based on meeting a particular attendance criterion. To be eligible for reimbursement for these incentives, they must not exceed \$15.00 per item. All expenses designed to encourage student attendance in the program must have an instructional focus.

### **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.

- **Food.** 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
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## Evaluation and Reporting

Schools will provide annual and interim reports, as required by the PED for student and program assessments.

- An agenda and staff sign-in sheet for the preparation and planning day will be submitted to the PED by the 18<sup>th</sup> day of the K–3 plus program. Only districts running a 4-day week during the school year are eligible to run a 20-day program and will submit this documentation by the 15<sup>th</sup> day of the program.
- A15-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. Districts running a 20-day program will submit their 12-Day Enrollment Form by the 15<sup>th</sup> day of the program. Students do not have to be in attendance on the 15<sup>th</sup>/12<sup>th</sup> day to be counted as enrolled in the program.
- All students' participation in K–3 plus will be reported to the PED through the STARS data collection and reporting system.
- A Reflection/Feedback Form is **required** at the end of the program and will be submitted to the PED. This feedback should include an analysis of an Istation summary report, comparing data from the first week of the program to the end of the program, providing information as to student growth.
- The 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 K–3 plus program hours.

### Reporting Checklist

	Due Date	Reporting Requirements for Submission
	By the 18 <sup>th</sup> day of K–3 plus program (15 <sup>th</sup> day for 20-day programs)	Agenda and staff sign-in sheet for Preparation and Planning Day
	By 18 <sup>th</sup> day of K–3 plus program (15 <sup>th</sup> day for 20-day programs)	15-Day Enrollment Form reporting the number of students enrolled on the 15 <sup>th</sup> day of the program (12 <sup>th</sup> day for 20-day programs.)
	August 29, 2018 through September 12, 2018	All students participating in K–3 plus will be reported to the PED through the data collection and STARS reporting system.
	No later than August 20, 2018	Reflection/Feedback Form due to the PED.

### Assessment

- All kindergarten students attending the K–3 plus program will be assessed using the kindergarten observation tool, KOT, during the 25-day program.
- K–3 plus schools will administer Istation Indicator of Progress (ISIP) assessments that are approved by the PED and measure the acquisition of reading skills, including phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
- ISIP shall be administered to students participating in the K–3 plus program at the following times:
  - Within the first week of the K–3 plus program
  - Weekly—on-demand assessments/progress monitoring provide data for intervention in specific areas
  - The last week of the K–3 plus program
- Parents are notified of child’s progress weekly using the Istation student summary report.

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

The Istation assessment and KOT are the sole assessment instruments that have been approved by the PED to create an understanding of and take deliberate actions to monitor students’ progress. Through data-driven instruction, student learning is enhanced and greater gains toward proficiency can be made.

### Curriculum and Instruction

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

- Daily instruction must include
  - 90 minutes of literacy for kindergarten; or
  - 120 minutes of literacy for grades one through three; and

- 90 minutes of mathematics for kindergarten through third grade students; and
- intervention, as needed, using the Response to Intervention (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 Indicator of Progress (ISIP) assessment data to guide instruction to meet student needs.
- High-quality literacy curriculum shall be implemented and utilized. Every school site in the district is required to be driven by district curriculum approved by the PED, which consists of a comprehensive, evidence-based, early literacy, core reading program to include the intervention for alignment with the English language arts Common Core State Standards (CCSS). The ELA CCSS include
  - 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.
- High-quality mathematics curriculum shall be implemented and utilized. Every school site in the district is required to be driven by district curriculum approved by the PED, that consists of a sequential, comprehensive, developmentally appropriate, early mathematics program in alignment with the mathematics CCSS. The math CCSS include
  - 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. Programs will implement 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 program. The activity calendar will include a program overview, assessment days, activities, etc.
- District and site leaders will inform classroom teachers of procedures and teachers will send home weekly communication on student progress—including Istation weekly reports—and up-coming events.
- Districts will provide a link and instructions for families to view the webinar on Istation. The webinar will inform families how to read their student summary report, in order to be informed of their child's current level and progress.

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

## Professional Development

- District Planning Day is designed to complete K–3 plus assurances. These assurances are shared with school site staff to create consistency in the program. These shared assurances include
  - Procedures and policies for student and staff attendance
  - A daily schedule and activity overview for 25 days of extended school year
  - Progress monitoring and home/school procedures for weekly communication
  - High-quality district curriculum in literacy and math
- Districts must provide required Istation training videos (<http://www.istation.com>). Videos assist teachers in the administration of Istation Indicator of Progress to target student needs in reading. Istation reports are foundational in teachers' modification of students' instruction, according to their strengths and needs; they provide teacher guidance and ensure student progress throughout the K–3 plus program
- The K–3 plus district coordinator submits the Istation training report upon completion of the training day. The district coordinator is responsible for **emailing** the report to **KthreeP.Literacy@state.nm.us** within five days of the planning day.

## Scheduling Considerations

- The start of the K–3 plus program must occur within two months of the start of the 2018–2019 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. The 20-day instructional program reflects a minimum of 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 2018 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 PED via email to **KthreeP.Literacy@state.nm.us** by: **4:00 PM on March 15, 2018.**
4. District K–3 plus coordinators compile and mail the K–3 district and school assurances

documents with original signatures to the address below. Scanned documents will not be accepted. The document must be **received by March 15, 2018**. Any documents received after March 15, 2018 will not be considered.

New Mexico Public Education Department  
Literacy and Early Childhood Bureau  
(Attn: Birgit Maurer, Room G-3)  
300 Don Gaspar Avenue  
Santa Fe, NM 87501

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## DEFINITIONS

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- **Award period** means the period of at least 25 additional instructional days—or its equivalent—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 percent 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. It extends the school year for the equivalent of at least 25 additional instructional days, beginning up to two months earlier than the regular school year. The content taught is literacy and numeracy.
- **Progress monitoring** means the standardized assessment measures conducted between screening assessments of students, who are receiving targeted and intensive interventions, to determine whether each student is benefitting from interventions and to adjust instruction as necessary.
- **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, in order to assess specific skills and to identify those at risk academically.

## K-3 PLUS TIMELINE

Month	K-3 plus (PED)	District	School
January	<ul style="list-style-type: none"> <li>Determine eligible schools based on 80%+ of students eligible for free or reduced-fee lunch and a D or F.</li> </ul>		
February	<ul style="list-style-type: none"> <li>No later than <b>2/1/18</b>, application forms sent to districts and charter schools.</li> <li>Dates for 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 through 2<sup>nd</sup> grade going into 3<sup>rd</sup> grade.</li> <li>Begin recruiting teachers who will continue with students through school year 2018-2019.</li> </ul>
March		<ul style="list-style-type: none"> <li>No later than <b>3/15/18</b>, applications and signed assurance pages are received by the PED.</li> </ul>	<ul style="list-style-type: none"> <li>No later than <b>3/15/18</b>, applications and signed assurance pages are received by the PED.</li> <li>Continue recruitment.</li> </ul>
April	<ul style="list-style-type: none"> <li>No later than <b>4/15/18</b>, notify districts and charter schools of final award, based on attendance reported in STARS.</li> <li>Professional learning opportunities.</li> </ul>		<ul style="list-style-type: none"> <li>Continue planning of K-3 plus using state-approved curriculum.</li> </ul>
May			<ul style="list-style-type: none"> <li>Analysis of student EOY Istation/ISIP data to help drive planning of 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>

Month	K-3 plus (PED)	District	School
June	<ul style="list-style-type: none"> <li>• <b>June 2018</b> (FY18) funds fully expended</li> <li>• Site visits</li> </ul>	<ul style="list-style-type: none"> <li>• Review K-3 plus guidelines with sites.</li> <li>• Weekly enrollment and attendance should be tracked by the site administrator and K-3 plus coordinator.</li> <li>• Remind sites that attendance and enrollment on <b>12<sup>th</sup> day</b> (20-day program) and <b>15<sup>th</sup> day</b> (25-day program) can change the amount allocated.</li> <li>• <b>June 2018</b> (FY18) funds fully expended by <b>June 30!</b></li> </ul>	<ul style="list-style-type: none"> <li>• School preparation and planning day</li> <li>• Review guidelines and outcomes with staff.</li> <li>• Plan out the 20 or 25 days, based on data from students' available EOY and activities.</li> <li>• Create a plan and implement how to communicate with families weekly and include students' progress.</li> <li>• Take attendance daily.</li> <li>• Weekly enrollment and attendance to be tracked by the site administrator and K-3 plus coordinator</li> </ul>
July	<ul style="list-style-type: none"> <li>• Site visits</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7/7/18</b> Last day to submit request for reimbursement (RFR) for FY18.</li> <li>• Complete survey and analysis of Istation/ISIP 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 students' progress.</li> <li>• Take attendance daily.</li> <li>• Weekly enrollment and attendance to be tracked by the site administrator and K-3 plus coordinator</li> <li>• On last day of the program, as a team, complete survey and analysis of Istation/ ISIP data to report how the program offered and promoted student enrollment, growth, and best practices. What is your evidence?</li> </ul>
August		<ul style="list-style-type: none"> <li>• District K-3 plus coordinator submits 2018 summer Reflection/ Feedback sheet</li> <li>• <b>8/29/18-9/12/18</b> K-3 plus data submitted in STARS, SY 2018-2019</li> </ul>	
Sept	<ul style="list-style-type: none"> <li>• STARS data reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>July and August funds fully expended by 9/30!</b> (RFR) for FY18</li> </ul>	
Oct	<ul style="list-style-type: none"> <li>• Notify districts and charter schools of final award, based on attendance reported in STARS.</li> </ul>		
Nov	<ul style="list-style-type: none"> <li>• Notify districts and charter schools of final award based on attendance reported in STARS.</li> </ul>		
Dec		<ul style="list-style-type: none"> <li>• <b>12/31/18</b> Last day to submit RFR for FY18</li> </ul>	

## CONTACT INFORMATION

EARLY CHILDHOOD AND LITERACY BUREAU STAFF			
Director of Literacy Bureau	TBD		
K- 3 plus Coordinator	Birgit Maurer	505-827-6534	<a href="mailto:Birgit.Maurer@state.nm.us">Birgit.Maurer@state.nm.us</a>
K- 3 plus Coordinator	Regina Timms	505-827-6578	<a href="mailto:Regina.Timms@state.nm.us">Regina.Timms@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>
Literacy Administrative Manager	Kathy Ytuarte	505-827-6512	<a href="mailto:Kathy.Ytuarte2@state.nm.us">Kathy.Ytuarte2@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>
STARS Coordinator	Alicia Moll	505-827-6502	<a href="mailto:Alecia.Moll@state.nm.us">Alecia.Moll@state.nm.us</a>

**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.

### K-3 plus

#### TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 30 EDUCATIONAL STANDARDS - GENERAL REQUIREMENTS PART 12 K-3 PLUS PROGRAM

**6.30.12.1 ISSUING AGENCY:** Public Education Department.

[6.30.12.1 NMAC - N, 10/30/2014]

**6.30.12.2 SCOPE:** This rule applies to all school districts, public schools, including charter schools.

[6.30.12.2 NMAC - N, 10/30/2014]

**6.30.12.3 STATUTORY AUTHORITY:** Subsection D of Section 9-24-8 and Section 22-13-28 NMSA 1978.

[6.30.12.3 NMAC - N, 10/30/2014]

**6.30.12.4 DURATION:** Permanent.

[6.30.12.4 NMAC - N, 10/30/2014]

**6.30.12.5 EFFECTIVE DATE:** October 30, 2014, unless a later date is cited at the end of a section.

[6.30.12.5 NMAC - N, 10/30/2014]

**6.30.12.6 OBJECTIVE:** This rule provides K-3 plus program and application requirements and procedures and criteria for evaluating applications.

[6.30.12.6 NMAC - N, 10/30/2014]

#### **6.30.12.7 DEFINITIONS:**

A. "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.

B. "Department" means the public education department.

C. "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 or an elementary school with a D or F grade the previous year as determined in accordance with the A-B-C-D-F Schools Rating Act (Sections 22-2E-1 through 22-2E-4 NMSA 1978) and 6.19.8 NMAC.

D. "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.

E. "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.

F. "Request for application or RFA" means all documents, including those attached or incorporated by reference, used for soliciting applications.

G. "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.

H. "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.

I. "Secretary" means the secretary of public education.

[6.30.12.7 NMAC - N, 10/30/2014]

**6.30.12.8 PROGRAM ELIGIBILITY:** High poverty public schools are eligible to provide the K-3 plus program for approved full-day kindergarten and grades one through three students.

[6.30.12.8 NMAC - N, 10/30/2014]

#### **6.30.12.9 PROGRAM ELEMENT - INSTRUCTION:**

A. K-3 plus programs for kindergarten students shall include:

(1) a daily classroom schedule with at least 90 minutes of literacy instruction provided for kindergarten students and at least 120 minutes of literacy instruction provided for students in grades one through three including time for all students to practice independent reading; instruction and intervention shall be provided to students based on screening assessment data to guide instruction to meet student needs;

(2) a comprehensive research-based early literacy core basal reading program or intervention in alignment with both the English language arts common core state standards published by the national governor's association center for best practices and the council of chief state school officers and incorporated by reference in 6.29.13 NMAC and the additional applicable New Mexico standards as established in 6.29.13.8 NMAC that:

(a) identifies the concepts and skills necessary to establish the foundation of success in early reading;  
(b) includes instructional strategies that ensure children learn identified concepts and skills; and  
(c) includes key early literacy skills instruction including but not limited to phonological awareness, phonics, reading fluency, vocabulary, comprehension, and writing to support comprehension;  
(3) a sequential comprehensive, developmentally appropriate early mathematics program with at least 90 minutes of instruction provided for students in grades kindergarten through three in alignment with the mathematics common core state standards published by the national governor's association center for best practices and the council of chief state school officers and incorporated by reference in 6.29.14 NMAC that:

(a) identifies the concepts and skills necessary to establish the foundation of success in early mathematics; and  
(b) includes instructional strategies that ensure children learn identified concepts and skills; and  
(4) implementation of the department's response to intervention (RtI) framework known as *The Three-Tier Model of Student Intervention* in reading and math. The state guidance manual, *The Student Assistance Team and the Three-Tier Model of Student Intervention* 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.

B. Schools shall provide intervention services in literacy and numeracy for students enrolled in the K-3 Plus program who are not meeting grade level requirements.

[6.30.12.9 NMAC - N, 10/30/2014]

**6.30.12.10 PROGRAM ELEMENT - ASSESSMENT:**

A. K-3 plus schools shall administer a screening assessment in literacy, approved by the department, which measures the acquisition of reading skills including phonological awareness, phonics, reading fluency, vocabulary and comprehension.

B. The screening assessment in accordance with the requirements of this section shall be administered to students participating in the K-3 plus program at the following times:

- (1) beginning of the K-3 plus program;
- (2) beginning of the school year;
- (3) mid-point of the school year; and
- (4) end of the school year.

C. In addition to the assessments required by Subsections A and B of this section, K-3 plus schools shall conduct progress monitoring between screening assessments.

[6.30.12.10 NMAC - N, 10/30/2014]

**6.30.12.11 PROGRAM ELEMENT - PROFESSIONAL DEVELOPMENT:**

A. The department shall provide professional development to K-3 Plus teachers in the areas of:

- (1) early literacy research and its implications for instruction for phonological awareness, phonics, spelling, reading fluency, vocabulary, comprehension, and writing to support comprehension in kindergarten and grades one through three;
- (2) best practices of English as a second language (ESL)/English language learner (ELL) instruction; and
- (3) best practices in early mathematics instruction.

B. To support successful implementation of K-3 plus programs the department shall develop and disseminate information on best practices in the areas of student recruitment, retention and academic success of early learners. (Section 22-13-28 NMSA 1978).

[6.30.12.11 NMAC - N, 10/30/2014]

**6.30.12.12 APPLICATION AND REVIEW PROCESS:**

A. School districts seeking approval for a K-3 plus program for schools shall request department approval through completion and submission of a request for application (RFA) for a June/July/August K-3 plus program.

B. The department shall review all requests for approval and shall grant priority to those schools with research based scientific reading strategies and programs.

C. The applicant shall demonstrate that its K-3 plus program shall meet all department standards and employ only highly qualified teachers and other staff.

D. The department shall notify all schools and charter schools by February 1 that applications shall 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.

E. Schools that are awarded funding for K-3 plus for the next school year shall be notified by April 15 of the calendar year.

[6.30.12.12 NMAC - N, 10/30/2014]

**6.30.12.13 FUNDING:**

A. K-3 plus shall be administered by the department and shall provide the funding for approved full-day kindergarten and grades one through three as follows:

- (1) Full day kindergarten and grades one through three shall be extended by at least 25 instructional days, beginning up to two months earlier than the regular school year. The 25 instructional days shall at least equal the total number of hours produced by multiplying five and one-half hours per day by the required 25 days.

(2) 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 in Paragraph (1), above, by extending full-day kindergarten and grades one through three by at least 20 instructional days beginning up to two months earlier than the regular school year. The instructional days shall at least equal the total number of hours produced by multiplying five and one-half hours per day by 25. School districts and charter schools shall document that the school district or charter school maintains a four-day calendar during the time period described.

B. The department shall provide notification of application approval by award letter to the district/charter school by April 15.

C. K-3 plus programs shall be funded as follows:

(1) Funding for individual school programs is 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 no less than 30% of the final unit value for 1.0 program unit.

(2) In setting the reimbursement amount for the summer 2014 K-3 plus program, the secretary shall use the final unit value for school year 2013-2014 as the basis for funding June, July and August 2014 K-3 plus programs.

(3) Up to 2% of the money received by a school district shall be used for student recruitment and to ensure regular attendance by K-3 plus students.

D. All K-3 plus program funds shall be paid on a reimbursement basis. Services shall be reimbursed once delivered and a request for reimbursement (RfR) is submitted by districts/charter schools.

E. Funding granted under the K-3 plus application shall be expended and all RfRs shall be submitted to the department by December 31 of the calendar year in which the program is conducted. Schools under an alternative schedule or as agreed upon by the department shall have funds expended and all RfRs submitted by June 30 of the fiscal year in which the program is conducted.

F. K-3 plus program funding may be used to support the following but shall not be used to supplant funds designated for year-round expenses:

(1) teacher salaries including instructional coaches, interventionists, and other staff paid at the same district rate and under the same terms as for regular education programs;

(2) educational assistant salaries paid at the same district rate and under the same terms as for regular education programs;

(3) supplies and materials to support extending the instructional program including research-based intervention programs for literacy and numeracy;

(4) recruitment activities and incentives for attendance; up to 2% of the funds received by a school district or charter school shall be used for student recruitment and to ensure regular attendance by K-3 plus students.

G. The cost of salaries and benefits incurred for any persons serving other programs simultaneous to the K-3 plus program shall be cost allocated appropriately. The cost allocation plan shall be submitted for approval as part of the application.

H. 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.

I. Funding for K-3 plus programs is subject to appropriation by the New Mexico legislature.

[6.30.12.13 NMAC - N, 10/30/2014]

#### **6.30.12.14 EVALUATION AND REPORTING:**

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

B. All students participating in K-3 plus shall be reported to the department through the department's data collection and reporting system. Required fields include the following:

(1) demographic information;

(2) services rendered under the RtI framework

(3) assigned teacher;

(4) number of years the student has participated in the K-3 plus program.

C. The department 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.

D. Site monitoring visits by the department or by evaluators designated by the department shall be conducted.

E. The department shall report annually to the legislature and the governor on the efficacy of the K-3 plus program.

[6.30.12.14 NMAC - N, 10/30/2014]

**HISTORY OF 6.30.12 NMAC: [RESERVED]**

## RESOURCES

Assessments	Description	Link
New Mexico Kindergarten Observation Tool (KOT)	As part of its comprehensive plan to ensure that all New Mexico students have the opportunity to succeed in school, the PED has developed an observation-based assessment tool that is 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>
Istation Indicator of Progress (ISIP)	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 are 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>

Tools	Description	Link/Resources
Literacy and Early Childhood Education Bureau	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>
Literacy New Mexico	Provides literacy resources for teachers, parents, and administrators; includes professional development modules.	<a href="http://literacynewmexico.org/">http://literacynewmexico.org/</a>
Reading Rockets	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>
Colorín Colorado	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>
Reading is Fundamental (RIF): Tips and Resources	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>
NAEYC for Families: Reading and Writing	NAEYC for Families is a website operated by the National Association for the Education of Young Children. The Reading and Writing page offers	<a href="http://families.naeyc.org/learning-and-development/reading-writing-view/">http://families.naeyc.org/learning-and-development/reading-writing-view/</a>

	resources and tips to support language and literacy development in children, birth to age eight.	
<b>Tools</b>	<b>Description</b>	<b>Link/Resources</b>
Early Childhood Technical Assistance Center (ECTA)	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>
US Department of Education, Early Literacy	This site is designed to provide educators, administrators, policymakers, and community stakeholders with basic information about the importance of effective reading instruction in 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 showcases the tools and resources to improve reading instruction.	<a href="http://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html">http://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html</a>
ReadWorks	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>
Read, Write, Think	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>
New Mexico Common Core State Standards (NM CCSS)	This website functions as the online clearinghouse of information for students, parents, teachers and administrators regarding the NM CCSS and provides professional development, access to statewide communications, and links to other resources.	<a href="http://www.newmexicocommoncore.org">www.newmexicocommoncore.org</a>