

Program Purpose

The Extended Learning Time Program (ELTP) closes the opportunity gap by providing:

- Additional days of learning
- After-school programming
- Time for professional development



Program Requirement: Extra Time for Learning

- The school is required to be in session for a minimum of 190 or 160 instructional days per school year based on the following:
 - New Programs: Add 10 additional instructional days for SY20-21 as compared to SY18-19
 - Existing Programs: Maintain the 10 additional instructional days for SY20-21 as compared to SY19-20

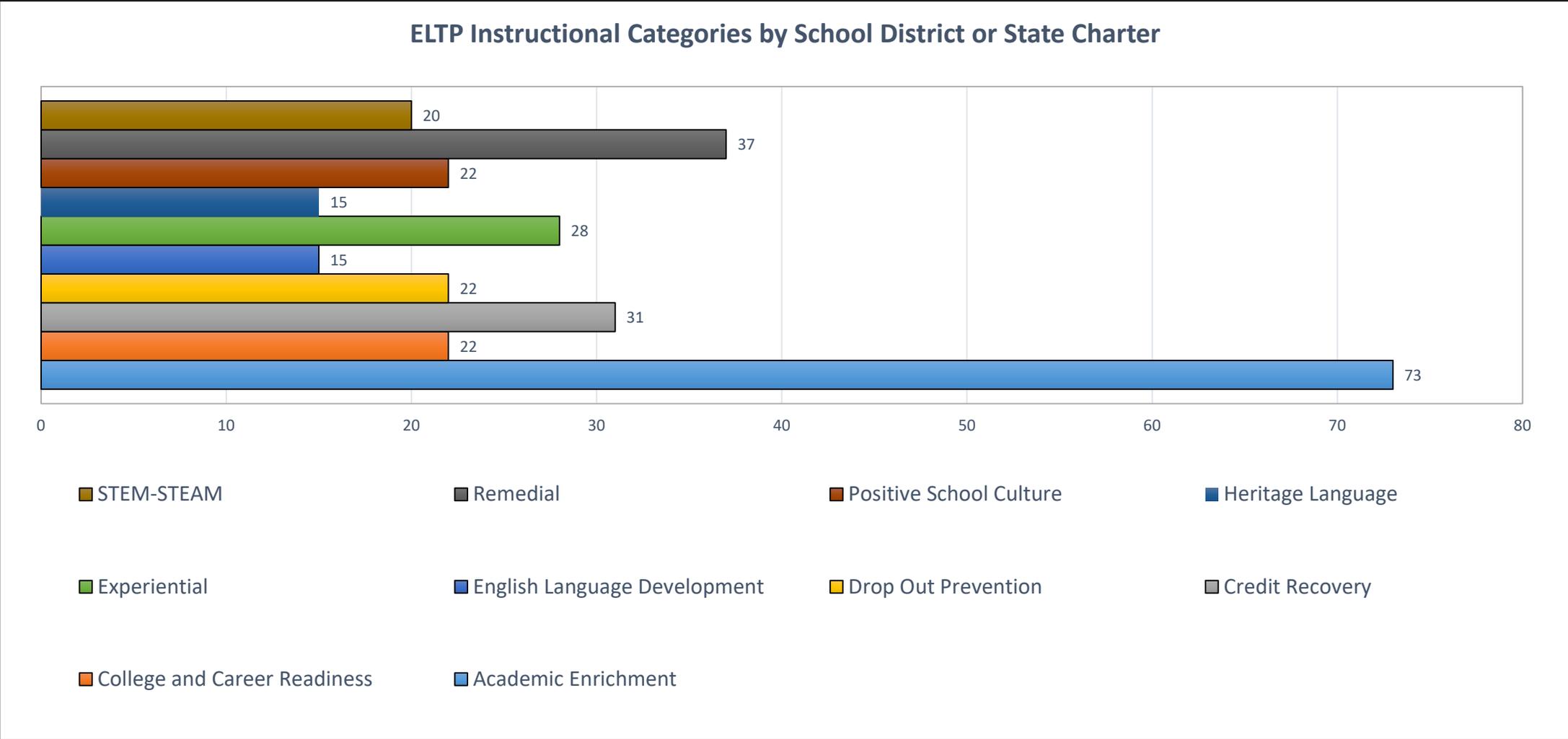


Program Requirement: After-School Program Opportunities

- The school provides after-school program opportunities for academic learning or extracurricular enrichment to students
- These programs do not supplant existing after-school, federally-funded programs



SY20-21 Extracurricular Activities



Program Requirement: Professional Development for Teachers

- ELTP schools provide 80 hours of professional development to participating instructional staff



Program Participation: First Two Years of Implementation

ELTP Program	Total ELTP MEM
SY19-20	83,293
Total Units (MEM x 0.11)	9,162
Total Program Cost (Units x \$4,602.27/Unit)	\$42,167,056.26
SY20-21	135,479
Total Units (MEM x 0.11)	14,903
Total Program Cost (Units x \$4,531.74/Unit)	\$67,535,116.38



Program Highlights

*Flexibility of program allows districts to tailor the extra learning time to meet the needs of their students:

- Induction programs
- Outdoor/experiential learning
- Closing learning gaps
- STEM programs

*Staffing: Buy-in and ownership among teachers



Program Accountability

- Districts apply every year
- Districts report on student attendance, after-school programming, and professional development hours four times a year via STARS
- Site visits conducted via random sampling



Program Challenges: From the Field

- Additional funds for field trips and instructional materials
- Accommodating families in multiple schools
- Communicating purpose of ELTP with families

K-5 Plus Programs



K-5 Plus Program Philosophy

- K–5 Plus has been a proven cornerstone of investments in early intervention funding for LEAs throughout the state. Key findings show that students enrolled in K–5 Plus have higher test scores in reading, writing, and math than students with similar demographics who did not participate in the program.
- Research shows:
 - (1) Additional reading and writing time has the greatest positive long-term effect for children in kindergarten through 5th grade; and
 - (2) Children who participate in academic summer programs do not lose two to three months of reading skills that typically occurs over the summer.

K-5 Plus 2019 Participation

- In 2019, NMPED funded 15,548 students who participated in K–5 Plus
- 207 schools from 40 districts and 3 state charters participated



K-5 Plus Programs: District Feedback and Highlights from 2019

- Students have a jump start on academic learning and classroom procedures.
- Integration of STEM hands-on activities allowed for community and parent involvement via presentation and parent activities. The science theme made for great excitement about attendance.
- Great teacher collaboration by teachers from different campuses. Families understood consistent attendance supports, which improved student outcomes and assisted in lessening or preventing the summer slide.



K-5 Plus Programs: District Feedback and Highlights from 2019

- Students were engaged and excited to be at school.
- Theme “Lights, Camera, Action!” – students learned how to utilize technology to create iMovies. (Program included a trip to a television station and career insights into television/movie professions. The program culmination was a movie night with great community participation.)
- Data showed growth in many students. As a result of the early start, kindergarteners were successful on a social emotional level. K-5 Plus students become leaders for others entering the school at the regular start date.



K-5 Plus Programs: District Implementation Concerns from 2019

- We are a small community where it is difficult to get enough students to attend to fund one teacher for each grade level and meeting the requirement that the teacher remain with the cohort.
- Competition with other local programs.
- Recruiting teachers to teach during the program and remain with the cohort. Especially if teacher is needed at another campus for certain endorsements.

K-5 Plus Programs: District Implementation Concerns from 2019

- Participation funded by one snapshot day – it is difficult to have all students attend on that one particular day, especially if there are other programs competing on the same day. Many students attended or exceeded the previously mandated number of days, but were unable to attend the one snapshot day.
- Some students who need the extra support do not attend.

Keys to Offering Support and Overcoming Challenges

- Communication with families about the enrichment and academic benefits of the program.
- ELTP and K-5 Plus convening – highlight successful programs to share implementation strategies, thematic ideas, and forge collaborative relationships between participating districts.
- Rubric guided site visits.
- Building relationships between PED staff and K-5 Plus program districts.
- Technical assistance and coaching: discuss strengths and needs; and suggest ideas in areas which would welcome improvement.

Impressions



Giving back to the community



Hands on learning



Inspired and eager to learn
Kindergartener was absent and wrote book for his class – and read it to them

K-5 Plus Programs in SY20-21

- Decreased projected numbers due to:
 - (1) Postponed summer programming due to public health order
 - (2) Impact of remote instructional model
 - (3) Projected school year squeeze within the summer of 2021

Thanks!

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