

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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December 17, 2012 (revised December 28, 2012)

MEMORANDUM

TO: Legislative Education Study Committee

FR: Sarah M. Amador-Guzman

**RE: STAFF REPORT: FY 13 RECURRING AND NONRECURRING
APPROPRIATIONS TO THE PUBLIC EDUCATION DEPARTMENT**

Introduction

During the 2012 interim, the Legislative Education Study Committee (LESC) requested and received two reports relating to the FY 13 recurring and nonrecurring appropriations to the Public Education Department (PED):

- in June 2012, the members were provided with a report on the recurring and nonrecurring appropriations; and
- in September 2012, the committee was presented with an overview regarding the public school budget allocations by district and charter school.

This staff report provides further details for the following appropriations:

- \$11.0 million for K-3 Plus Program (*recurring*);
- \$8.5 million for Early Reading Initiative (*recurring*);
- \$3.5 million for Interventions for Low-performing Schools (D & F Schools) (*recurring*); and
- \$1.0 million for Common Core Transition (*nonrecurring*).

\$11.0 Million for K-3 Plus Program (*recurring*)

The *General Appropriation Act of 2012* includes the following appropriation language:

~~The general fund appropriation to the public education department for the prekindergarten program and the kindergarten three plus program shall be used only for direct instruction, transportation and approved administrative costs.~~

~~The general fund appropriation to the public education department for the kindergarten three plus program shall only be used to provide funding for approved full day kindergarten and grades one through three to be extended by a minimum of twenty five instructional days to be completed prior to the start of the regular school year. Kindergarten three plus programs shall be funded at no less than thirty percent of the preliminary unit value per student. Schools that are awarded funding for kindergarten three plus for the 2012-2013 school year shall be notified no later than April 15, 2012.~~

In FY 13, the Legislature appropriated \$11.0 million for the K-3 Plus program and thus far according to PED, the expenditures include:

- \$137,239 for administrative costs (includes staff salaries and benefits for two full-time employees);
- \$296,761 for program support (includes professional development contracts);
- \$7.8 million for other expenditures (includes the allocations to the school districts for July-August 2012 only, and PED staff travel and supplies);
- a total expenditure to date of \$8.2 million; and
- a balance of \$2.8 million remains.

The K-3 Plus program is funded through two fiscal years, because the program can run June through August. The fiscal year starts July 1st and ends on June 30th every year. Therefore, the following K-3 Plus programs are funded with the appropriation from FY 12:

- July 2011;
- August 2011; and
- June 2012.

Since the June 2012 program is funded with the FY 12 appropriation, it resulted in an additional expenditure in the amount of \$1.4 million.

The K-3 Plus appropriation for FY 13 will fund the following programs:

- July 2012;
- August 2012; and
- June 2013.

The remaining balance of \$2.8 million in the FY 13 appropriation for the K-3 Plus program will be used to reimburse the districts for the June 2013 program.

The K-3 Plus program provides funding for “approved full-day kindergarten and grades one through three to be extended by at least 25 instructional days, beginning up to two months earlier than the regular school year,” as stated in law, detailed in Attachment 1.

On Wednesday, April 18, 2012, PED staff sent a message to all superintendents and K-3 Plus Program Coordinators soliciting applications for the June 2012 program. The email reminded applicants that the program:

- is required to be in schools with an 85 percent student population that qualifies for Free and Reduced Lunch;
- applications for the June 2012 program were due to PED by 4:00 p.m. on Wednesday, April 25, 2012 (providing a total of seven calendar days); and
- applications provided by email would not be accepted.

A copy of this email can be found in Attachment 2. Additionally, the June 2012 application is included in Attachment 3. LESC staff has also received notification that the July 2012 program application was due to PED by April 30, 2012 and was posted online after the April 18, 2012 email.

According to PED’s *Kindergarten through Third Grade Plus Pilot Project Extended School Year Opportunity, June 2012, Technical Assistance*:

- K-3 Plus is open to all students, not just those who are achieving below grade level;
- districts participating in this program should increase time on literacy instruction, and prioritize data-driven literacy instruction and interventions to the lowest 25 percent of students in each grade level;
- students must receive at least 90 minutes of literacy instruction in kindergarten and at least 120 minutes of literacy instruction in grades 1 through 3;
- the completion of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next reading assessment is required for all students participating in the program;
- funding is based on 30 percent of the FY 13 initial unit value of \$3,668.18 divided by the 25 days;
- the program will be funded on a daily rate of \$44 per student due to differing numbers of program days scheduled by school districts/charters;
- carryover of K-3 Plus funds is not allowed;
- K-3 Plus classrooms that are not staffed by the same teacher who serve during the regular school year need to be identified, and prior permission must be obtained in writing from the K-3 Plus Program Manager in order to qualify for reimbursement;
- all funds are distributed on a reimbursement basis; and
- the program funds can support the following:
 - teacher and educational assistant salaries (including instructional coaches and interventionists);
 - supplies and materials (including evidence-based intervention programs for reading and math);
 - recruitment activities and incentives for attendance; and
 - transportation of students.

\$8.5 Million for Early Reading Initiative (*recurring*)

The *General Appropriation Act of 2012* includes the following appropriation language:

The general fund appropriation to the public education department for the early reading initiative includes two million dollars (\$2,000,000) to be transferred to the teacher professional development fund to support training on effective reading instruction and data-driven decision making and to support reading and instructional coaches at the district level to support schools with the implementation of formative assessment tools and interventions.

Prior to the distribution of early reading initiative funding, the public education department ~~and the secretary's superintendents' council~~ shall jointly develop a distribution plan. The public education department shall not approve a school district or charter school budget that does not demonstrate that its early reading initiative allocation will be used to fund proven instructional strategies and professional development activities such as extended school day and extended school year programs, reading coaches and reading specialists and prekindergarten programs.

According to PED, the appropriation is divided into three areas:

1. \$3.0 million is going toward a contract with Wireless Generation DIBELS Next to provide a K-3 common formative assessment and professional development to districts and charters for use with K-3 students.
 - To date, 67 districts and 14 charter schools have opted to use DIBELS Next for school year 2012-2013.
 - The assessments, as well as regional and district/school-based professional development on administering and interpreting the assessment results, are scheduled November 2012 through May 2013.
2. \$1.0 million is going toward professional development in the area of reading as it relates to instruction, use of data, and the alignment with the Common Core State Standards (CCSS).
 - A summary of dates, locations, and number of attendees is included in Attachment 4, *K-3 New Mexico Reads to Lead: Reading Professional Development 2012-13*.
 - Currently, a total of 51 districts, nine regional education cooperatives (RECs), and seven charter schools have received professional development through this initiative. A detailed list of the participants can be found in Attachment 5, *K-3 New Mexico Reads to Lead: Professional Development Participants*.
 - Approximately \$700,000 has been used to fund a contract with REC 9 to provide these trainings.
 - The remaining \$300,000 will be used for additional planned professional development for parents, reading coaches, administrators, and teachers under a new intergovernmental agreement.

3. \$4.5 million is going toward regional and district level reading coaches and interventions.
- A total of \$3.1 million was given to 13 school districts that applied under PED's request for applications (RFA) that was issued to be used for reading coaches and intervention materials; a list of the specific awards and proposed uses can be found in Attachment 6.
 - Additionally, the table below outlines the time line set by PED for this initiative:

2012 RFA NM Reads to Lead! K-3 Reading Initiative	
Date	Detail
10-May	Notice of RFA by memo to superintendents.
17-May	RFA Technical Assistance Webinar was offered.
18-Jun	Applications were due (electronic applications were accepted).
18-Jun	A Microsoft Word format copy was due by 5:00pm (MDT) to Melinda Webster.
17-Jul	Award letter was received.
17-Jul	Requested extension on response to questions, extension granted.
25-Jul	Responses to questions were submitted.

- The remaining \$1.4 million was used to fund a contract with the RECs to hire, house, and supervise the 14 regional reading coaches.
- Attachment 7, *Regional Education Cooperatives*, outlines what districts each of the RECs work with.
- The table below details the number of reading coaches assigned to each of the RECs and illustrates which districts will be receiving services.

	REC	# Regional Reading Coaches	Funding	District/Charter School Reading Coach Assignments	
1	REC #2	2	\$198,425.60	Gallup-McKinley County Schools	1
2	REC #3	1	\$99,360.00	Albuquerque Public Schools	2
3	REC #4	1	\$95,532.80	Raton Public Schools	3
4	REC #5	2	\$199,272.00	Bernalillo Public Schools	4
5	REC #6	2	\$198,720.00	Aztec Municipal Schools	5
6	REC #7	1	\$99,360.00	Los Alamos Public Schools	6
7	REC #8	2	\$198,720.00	La Promesa Charter School	7
8	REC #9	1	\$98,145.60	Pecos Independent School District	8
9	REC #10	2	\$198,720.00	Espanola Public School District	9
<u>TOTAL</u>		<u>14</u>	<u>\$1,386,256.00</u>	<u>Total No. of School Districts Served: 9</u>	
<p>Note: Central Consolidated Schools, Santa Fe Public Schools, Lovington Municipal Schools, and Moriarty-Edgewood Schools, are not assigned a regional coach at this time.</p>					

According to PED:

- a reading coach is a professional development liaison within the school to support, model, and continuously improve evidence-based instructional programs in reading to ensure reading improvement for all students;
- the role of the coach is to provide job-embedded professional development and coaching for teachers; and
- the qualifications to become a K-12 reading coach include:
 - an Instructional Level 2 or Level 3 license;
 - a minimum of three years of effective teaching practice, as evidenced by performance evaluation scored at least at satisfactory and by increased student achievement; and
 - a Teaching English to Speakers of Other Languages Endorsement if working in schools with a high concentration of English language learner students; and
- reading coaching activities include:
 - entire faculty professional development;
 - small group professional development planning;
 - modeling lessons;
 - coaching;
 - coach-teacher conferences;
 - student assessment;
 - data reporting;
 - data analysis meetings;
 - knowledge building; and
 - managing reading materials.

The regional reading coaches serve as a resource to multiple elementary schools within the districts by RECs. According to PED, on average the workload of a district/charter reading coach is divided as follows:

- 64 percent of the reading coaches serve one school;
- 16 percent of the reading coaches serve two schools; and
- 20 percent of the reading coaches serve three-to-four schools.

\$3.5 Million for Interventions for Low-performing Schools (D & F schools) (recurring)

The *General Appropriation Act of 2012* includes the following appropriation language:

The general fund appropriation to the public education department for intervention in D and F schools is contingent on the department using the funds ~~for reading coaches or instructional coaches~~ in D and F schools as identified by the *A-B-C-D-F Schools Rating Act*.

According to PED, the department anticipates the following four expenditures of \$3.5 million broken out as follows:

1. \$150,000 for professional development of teachers, reading coaches, and administrators, to include:
 - Data Dialogues, D, F, Focus, and Priority schools (one day training);
 - New Mexico (NM) Kids First Summer Institute (two day summit); and
 - New Mexico A-F School Grading Accountability System and online Educational Plans for Student Success (Web EPSS) (one day training).
2. \$2,550,000 anticipated for professional development of school and district leaders. According to PED, the department has prioritized the use of these funds for the University of Virginia's School Turnaround Specialist Program (UVA-STSP) (see "Program Details," below).
3. \$300,000 on a contractor to provide a comprehensive review of D and F school budgets to identify efficiencies and cost savings. Currently this contract has an open Request for Proposals (RFP).
4. \$500,000 is unaccounted for and PED, has not disclosed how they plan to use these funds.

Program Details

According to UVA-STSP, the program:

- was developed in 2004 specifically for the state of Virginia;
- began expanding across the country in 2006;
- specializes in school turnaround efforts (see Attachment 8 for more details);
- is managed by the Partnership for Leaders in Education (PLE), a partnership between the Darden School of Business and the Curry School of Education;
- cost is \$75,000 per participating school and covers tuition and board when at UVA;
- allows the participating schools to pay the cost of tuition in annual payments over a two-year period;
- has a partnership with the Southwest Comprehensive Center (SWCC) at WestED (described below).

According to the SWCC at WestED the center:

- is part of the US Department of Education's (USDE) federal network of 16 regional comprehensive centers;

- offers technical assistance to low-performing schools and districts to build capacity to implement federal and state reform initiatives and support district and school improvement;
- serves the states of Arizona (AZ), Colorado (CO), Nevada (NV), Utah (UT), and New Mexico;
- has a partnership with UVA-STSP, that resulted in the development of a state consortium between AZ, CO, NV, UT, and New Mexico, to participate in the UVA-STSP; and
- provides schools with a reimbursement for participant travel and lodging (when not at UVA).

The chart below identifies the participants from New Mexico:

NEW MEXICO DISTRICTS AND SCHOOLS PARTICIPATING IN UVA-STSP							
Pre-work in the district, including District Boot Camp at UVA	Dates Schools are in Program	District	School Name	District Team Members: (attends all programs and meetings)	School Team Members: (attends January programs only)	Preliminary Grade (Jan. 2012)	Final Grade (July 2012)
Spring 2011 (no Boot Camp)	July 2011- June 2013	Grants-Cibola County Schools (no Boot Camp)	Laguna/Acoma Jr/Sr High	2	3	D	C
Spring 2012	July 2012 - June 2014	Las Cruces Public Schools	Conlee Elementary	3	3	F	C
Spring 2012	July 2012 - June 2014	Las Cruces Public Schools	Doña Ana Elementary		3	D	C
Spring 2012	July 2012 - June 2014	Las Cruces Public Schools	JUMP		3	program is not graded	
Spring 2012	July 2012 - June 2014	Las Cruces Public Schools	Mesa Middle		3	3	D
Spring 2012	July 2012 - June 2014	Las Cruces Public Schools	Valley View Elementary	3	3	F	D
Spring 2012	July 2012 - June 2014	Los Lunas Public Schools	Ann Parish Elementary		3	F	D
Spring 2012	July 2012 - June 2014	Los Lunas Public Schools	Century High		3	F	D
Spring 2012	July 2012 - June 2014	Los Lunas Public Schools	Los Lunas High		3	D	D
Spring 2012	July 2012 - June 2014	Los Lunas Public Schools	Valencia High	3	3	C	C
TOTAL NUMBER OF PARTICIPANTS BY CATEGORY:		3	10	8	30	N/A	N/A

Other State Information

In addition to the participants listed above, two staff members from PED also attended. The Secretary-designate of Public Education has issued a letter requesting additional school districts to apply, the letter is included in Attachment 9. Additionally, PED has also issued a “Ready to Move Survey,” assessing the interest of districts in participating in the program, included in Attachment 10.

In order to provide the committee with other state information, LESC staff conducted phone conversations with education staff from AZ, CO, NV, and UT, to determine how each of these states is funding the participation in the UVA-STSP program. It appears that these consortium states:

- except New Mexico, is using Title I School Improvement Grant funds (1003g) and Title I School Improvement funds (1003a);
- are either already implementing or looking to implement a requirement for a district match equal to the amount in tuition committed by the state for participating districts; and
- with the exception of New Mexico, are issuing the funds to the districts and asking the districts to establish a contractual agreement with UVA-STSP in order to pay the tuition cost.

\$1.0 Million for Common Core Transition (*nonrecurring*)

The *General Appropriation Act of 2012* includes the following appropriation language¹:

For transition to the common core content standards, ~~limited to professional development for teachers and school leaders on the new content, including professional development on effective instructional strategies and outreach to districts.~~ Prior to expenditure of funds, the public education department shall submit to the legislative finance committee and the legislative education study committee a report on planned expenditure of funds, and by January 1, 2013, progress made as a result of the appropriation. The general fund appropriation is from the separate account of the appropriation contingency fund dedicated for the purpose of implementing and maintaining educational reforms created in Section 12 of Chapter 114 of Laws 2004.

According to the Director of Policy at PED, Ms. Leighann Lenti:

- PED is using \$850,000 to provide professional development statewide on the CCSS;
 - \$775,000 will be awarded through a competitive bid to Common Core professional development providers who submitted proposals to provide large-scale trainings to districts and teachers throughout the state;
 - these proposals are currently being evaluated and PED anticipates a contract will be awarded on December 20, 2012;
 - because the contract has not been awarded, PED cannot provide an exact count on the number of educators that will be trained, but the vendors were required to create a comprehensive plan that would make training accessible to teams from all 89 school districts, as well as virtual trainings;
 - the remaining \$75,000 will be used to put on a statewide Common Core conference in Albuquerque during spring 2013; and
 - the conference will provide in-depth Common Core Math and English language arts content support to district teams from all 89 school districts; and
- PED is using the remaining \$150,000 for administrative costs including, staff travel, communication, and website and online updates.

¹ HB 2 language requiring any reading adoption of instructional materials be linked to Common Core Standards was vetoed. Please refer to the language for the \$26.9 million appropriation to the Instructional Materials Fund.

The table below summarizes PED's anticipated expenditures.

PLANNED EXPENDITURE	AMOUNT
Professional Development	\$850,000
Providing professional development to district and regional teams on implementing the Common Core State Standards and transitioning instruction and professional development to the Common Core State Standards.	
- Includes \$775,000 for RFP for professional development providers	
- Includes \$75,000 for PED-led conferences	
Travel in New Mexico	\$50,000
All travel for PED employees related to providing support and professional development to districts on the Common Core State Standards.	
Website and Technology	\$50,000
Updating and monitoring the New Mexico Common Core State Standards website. Supporting the technology component of creating online modules.	
Communication	\$50,000
Communicating to districts and communities about the transition using brochures, regional meetings and meetings with key stakeholders. Printing communication materials.	
Total	\$1,000,000

At a recent meeting of legislative education staff convened by the National Conference of State Legislatures, Ms. Sandra Boyd, Senior Vice President for Strategic Initiatives with Achieve – the managing organization providing technical assistance to the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium – was in attendance. According to Ms. Boyd:

- the Race to the Top Grant of \$170 million² awarded to PARCC was to develop assessments in mathematics and English language arts from third grade through high school that would align to the Common Core State Standards (CCSS);
- McKinsey & Company, one of the nation's largest management consulting firms advising businesses, governments and institutions, is currently working on the sustainability and operations plan³ for the consortium following the end of federal funding in 2014, when the consortium will be dissolved;
- PARCC has created several assessments including the summative assessment that will replace the New Mexico Standards Based Assessment in 2015; and
- the summative assessment will include both subjects, math and English language arts, and is estimated to cost \$22.50 per student.

Other Details

The New Mexico State Purchasing Division issued a Procurement Violation to PED in January 2012 for failing to establish a contract with WestEd for assisting PED with the implementation of the common core state standards in the amount of \$38,454 (see Attachment 13 for further details). Furthermore, five additional violations were issued to the department within the last year, a complete list of the violations are included in Attachment 14.

² Award Press Release (retrieved on 12/11/12) is included in Attachment 11.

³ The transition plan is currently being developed (retrieved on 12/11/12) additional details are included in Attachment 12.

Background

Last in order to obtain more comprehensive information for this staff report, on November 29, 2012, LESC staff issued two formal letters requesting:

1. the Department of Finance and Administration (DFA) to provide LESC staff with copies of any transaction registers, to include encumbrances and expenditures by vendor for select FY 13 PED appropriations (see Attachment 15); and
2. PED to provide responses to three questions (see Attachment 16).

In response to Attachment 15, DFA responded by email stating that after discussing this request with PED, the department believed PED was in a better position to respond to the LESC request and stated that PED would provide the committee with the information requested. After discussing the request with PED staff, LESC staff amended the request and provided a list of questions to the department for response (see Attachment 17).

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 disadvantaged 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 in high-poverty public schools. For the purposes of K-3 plus, "high-poverty public school" means a public school in which eighty-five 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.

F. 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 standardized assessments as follows:

(1) in literacy, an assessment approved and provided by the department that measures the acquisition of reading skills, including phonological awareness, phonics, spelling, reading fluency, vocabulary and comprehension in kindergarten and in grades one through three; and

(2) in numeracy, in grades three and four.

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.

The 2012 amendment, effective May 16, 2012, converted K-3 plus from a pilot project to a program in the public education department; in the title, deleted "pilot project"; in Subsection A, deleted the former first sentence, which created K-3 plus as a six-year pilot project that extended the school year for kindergarten through third grade by up to two months, in the current first sentence, deleted "The purpose of" and added "The six-year", after "K-3 plus", deleted "is to demonstrate" and added "pilot project has demonstrated"; in Subsection B, added the first sentence and at the end of the second sentence, deleted "other classes" and added "the regular school years"; in Subsection D, in the first sentence, after "The department shall", deleted "determine" and added "promulgate rules for" and in the second sentence, after "those schools with", deleted "kindergarten plus" and added "research-based, scientific reading strategies and", and after "reading strategies and programs", deleted "that have received one or more satisfactory annual evaluations"; added Subsections E and F; in Subsection H, in Paragraph (1), after "in literacy", deleted "the dynamic indicator of basic early literacy skills" and added "an assessment approved and provided by the department that measures the acquisition of reading skills, including phonological awareness, phonics, spelling, reading fluency, vocabulary and comprehension"; in Subsection I, in the second sentence, after "The department shall", deleted "provide interim and final reports" and added "report"; and added Subsections K and L.

22-13-28.1. K-3 plus fund; created; administration; current appropriation.

The "K-3 plus fund" is created as a nonreverting fund in the state treasury. The fund consists of appropriations, gifts, grants and donations. The department shall administer the fund and money in the fund is appropriated to the department for K-3 plus programs, K-3 plus-related professional development and department administrative costs as provided in Section 22-13-28 NMSA 1978. Any unexpended or unencumbered balance of the fiscal year 2012 appropriation for K-3 plus in Subsection I of Section 4 of Chapter 179 of Laws 2011 shall not revert to the general fund and shall be transferred to the K-3 plus fund.

History: Laws 2012, ch. 21, § 2.

Effective dates. — Laws 2012, ch. 21 contained no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, was effective May 16, 2012, 90 days after the adjournment of the legislature.

Guzman, Sarah**Subject:** K-3 Plus Application for June 2012**From:** Kofahl, Brenda, PED**Sent:** Wednesday, April 18, 2012 2:57 PM

To: PED-NM Superintendents; PED-NM Charter Schools; Tackett, Harry - Roswell; Archuleta, Tony - Jemez Valley, San Diego Riverside; Argabright, Janice; Armstrong, Norma- Deming; Baca, Kristina; Barela, Mark - Loving; Cano, Carla-APS; Chavez, Vicki; Gallegos-Jaramillo - Taos; Garcia, Elizabeth - Dulce; Glenn, Earl ; Hale, Linda; Hall, Tammy; Hill, Jenny - Loving; Irby, Dana; Layman, Emily - Los Lunas; Lopez, Christine; Maestas, Amanda - Espanola; Maestas, Analee - La Promesa; Marrufo, Elizabeth; Martin, Marvin - Socorro; Martinez, Diedra - Los Lunas; Martinez, Rose; Martinez, Tricia - Silver; Ortega, Devanna - Espanola ; Perez, Ellen - Santa Fe; Salazar, Teresa; Smith, Julie - Los Lunas; Steinhoff, Ann; Stock, Kristy; Trejo, Teri; Ulibarri, Theresa; Vasquez, Lynn -Loving; Vogel, Idalee; Wilkinson-Davis, Susan - Jemez Valley

Subject: K-3 Plus Application for June 2012

Dear Superintendents and K-3 Plus Coordinators,

The K-3 Plus application and Technical Assistance Document for districts/charter schools to begin their program in June 2012 is attached. The FY13 (July-August 2012) application will be sent separately. **June, 2012 applications are due to PED at the address below by 4:00 on Wednesday, April 25, 2012. Emailed applications will not be accepted. Please send your applications to:**

*New Mexico Public Education Department
Early Literacy Bureau attention: Brenda Kofahl
Jerry Apodaca Education Building
300 Don Gaspar Avenue, Room 303
Santa Fe, NM 87501*

Please remember that there are limited funds for June programs. Programs must be in schools with a student population that is at least 85% Free and Reduced Lunch. K-3 Plus programs cannot begin more than two months prior to the first student day of the regular school year.

If you have any questions, please email me at the address below.

Brenda Kofahl

*New Mexico Public Education Department
Early Literacy Bureau
Jerry Apodaca Education Building
300 Don Gaspar Avenue, Room 303
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**JUNE, 2012 KINDERGARTEN THROUGH THIRD GRADE PLUS Application
(MUST BE PROVIDED FOR EACH SCHOOL)**

SCHOOL PROGRAM COVER SHEET		
District/Charter Name: School Name:	School Contact Person Name: Position: Telephone:	
School Address:	Email: Fax:	
Name of Principal		Telephone Number:
Signature of Principal		Date:
School's Percentage of Students on Free and Reduced Lunch:		School Grade:
Total Number of Days of K-3 Plus: _____ (June)* _____ (July)* _____ (August)* _____ 25 Total Summer 2012 K-3 Plus Program days	K-3 Plus Program Implementation Dates Begin	
	JUNE _____, 2012 (Reminder: cannot be more than 2 months prior to the start of the regular school year)	End _____, 2012

***June + July-August days must equal 25**

Summer 2012 K-3 Plus Personnel	Number of Students to be Served	Number of Classes	Number of Classroom Teachers K-3 Plus	Number of Educational Assistants	Number of Reading Interventionists	List by name any classroom teachers who will not continue with students for the regular school year and state the reason
KINDERGARTEN						
FIRST GRADE						
SECOND GRADE						
THIRD GRADE						
TOTALS:						

**JUNE, 2012 KINDERGARTEN THROUGH THIRD GRADE PLUS Application
SCHOOL BUDGET REQUEST FORM**

(MUST BE PROVIDED FOR EACH SCHOOL)

PROJECTED EXPENDITURES

SALARIES

Name and grade level (add lines as needed)	# of students	Annual Salary	Benefits (Do Not Include Insurance)	Teacher's Daily Rate for K-3 Plus	# of Days in June	Total
Teachers:						
Educational Assistants:						
Reading Interventionists:						
Other (list)*						

TOTAL AMOUNT FOR SALARIES/BENEFITS \$

MATERIALS AND SUPPLIES

Product/ Description	Subject Area	Units	Amount @	Total Amount

TOTAL AMOUNT FOR MATERIALS & SUPPLIES

RECRUITMENT AND INCENTIVES FOR ATTENDANCE:

Item or Service	Justification	Units	Amount @	Total Amount

TOTAL AMOUNT FOR RECRUITMENT and INCENTIVES FOR ATTENDANCE:

OTHER COSTS – LIST ONLY NON YEAR AROUND SERVICES (do not supplant).

Item or Service	Justification	Units	Amount

TOTAL AMOUNT FOR OTHER COSTS \$

Funding for transportation is not available through categorical funds so must be covered using K-3 Plus funds – Please work with your district transportation to establish this budget projection.

TOTAL BUDGET FOR TRANSPORTATION

\$

TOTAL BUDGET REQUEST FOR THIS SCHOOL

\$

(Total Budget must equal the daily student rate of \$44.00 X number of students X the number of student days in June for this school on page 1)

District: _____ School: _____ Principal: _____

Principal's Signature: _____ Phone #: _____ Date: _____

***NOTE: Administrators and support staff funded under K-3 Plus must be actively engaged with the K-3 Plus program. If the person is serving other programs, salaries and benefits must be cost allocated and the cost allocation plan must be included in the narrative of this application. Persons cannot be paid with K-3 Plus funds for days they are already under contract with the district.**

JUNE, 2012 KINDERGARTEN THROUGH THIRD GRADE PLUS Application

PROGRAM NARRATIVE

Please answer the following questions about your K-3 Plus Program:

1. Describe your curricular approach for the K-3 Plus program. List core curriculum programs, supplemental and intervention programs on the chart below. Add lines as needed. Indicate if supplemental or intervention programs are delivered by a teacher or are computer-based. How will this program differ from the regular school year?
2. What is your plan to increase student achievement in math and reading during the K-3 Plus program? Describe any intervention services, especially highlighting plans for the lowest 25% of students. Who will provide the intervention services? Are these services included in your EPSS? Please see Item #5 in the Assurances on page 5.

Grade Level	<u>Reading Core Program</u>	<u>Reading Intervention Program(s)</u> / title of person who delivers this instruction (also indicate "C" if computer-based)	<u>Reading Supplemental Program(s)</u> / title of person who delivers this instruction (also indicate "C" if computer-based)
K		/	/
First		/	/
Second		/	/
Third		/	/

Grade Level	<u>Math Core Program</u>	<u>Math Intervention Program(s)</u> / title of person who delivers this instruction (also indicate "C" if computer-based)	<u>Math Supplemental Program (s)</u> / title of person who delivers this instruction (also indicate "C" if computer-based)
K		/	/
First		/	/
Second		/	/
Third		/	/

3. If any administrators or support staff are funded by K-3 Plus, please describe their duties. These duties must include direct services to students. If these persons will have other duties in addition to K-3 Plus, including administering other programs, you must include a **cost allocation plan**. (Personnel who are already under contract for the days K-3 Plus is held may not be paid with K-3 Plus funds.)
4. Parents must be informed of their child's progress. How will your school fulfill this requirement?
5. What is your recruitment plan? How will you encourage attendance? Please remember that any field trips must have an educational purpose.
6. The PED sponsored Professional Development in Literacy will be offered on-line. **New K-3 PLUS teachers** are required to register through the website: www.rec9nm.org and to complete the 2011/2012 literacy module for the appropriate grade level (K-1 or 2-3). Please describe your plan to ensure completion of these modules by new K-3 Plus teachers. Each new teacher must register and sign in individually to document course completion. Modules from the 2010 program are also available for any K-3 Plus teachers as a resource to complete the appropriate courses for their grade level.

June 2012 K-3 Plus DISTRICT/SCHOOL ASSURANCES

(MUST BE PROVIDED FOR EACH SCHOOL)

As the principal for this K-3 Plus school, please meet with your superintendent and business manager to review and certify the following district assurances with regard to the implementation of the K-3 Plus Extended School Year Program:

1. The district/school agrees to provide services with this grant of award for the K-3 Plus Pilot project to only approved sites.
2. The district/school agrees to start the core literacy, intervention or supplemental program(s), and math programs at the beginning of the K-3 Plus Extended School year program offering 25 additional days of instruction during Summer 2012, thus conducting the classrooms in the K-3 Plus program as a 205-day school year.
3. The district/school agrees that the June 2012 K-3 Plus Program may not start earlier than 2 months prior to the beginning of the regular school year.
4. The district/school agrees to make every effort to progress the entire classroom of students with the same teacher during the regular school year.
5. The district/school agrees to provide intervention services in Reading and Mathematics during the K-3 Plus extended school year program for students who are not meeting grade level requirements and to particularly target the lowest 25% of students.
6. All K-12 public schools in New Mexico are required to implement the state's Response to Intervention (RtI) framework known as *The Three-Tier Model of Student Intervention*. (See Subsection D of 6.29.1.9 NMAC.) Thus, the school must continue to implement the state's RtI framework during the 25 days of K-3 Plus. In addition, state rule requires that the state guidance manual entitled *The Student Assistance Team and the Three-Tier Model of Student Intervention* shall be the guiding document for districts/schools to use in the implementation of student intervention for academics and behavior for each tier. You will be required to report this information in STARS.
7. The district/school agrees that the funds are awarded on a "per student" basis using \$44.00 as the daily rate for June 2012. The district/school agrees to enter accurate K-3 Plus data into STARS, including teacher, enrollment and attendance.
8. The district/school agrees to comply with the Individual Education Plan (IEP) of any student enrolled in the K-3 Plus program. Costs for implementing the IEP can be provided through Special Education funds.
9. The district/school understands that all funds under the June 2012 award letter must be fully expended by **June 30, 2012**. The deadline for Requests for Reimbursements (RfRs) is **July 6, 2012**. "Carryover" to the next fiscal year is not allowed.
10. This district/school agrees to use the state adopted assessment, *DIBELS Next*, including the **progress monitoring tool**, to evaluate the progress of all K-3 Plus students in early literacy as detailed in the application and the K-3 Plus legislation.
11. The district/school agrees to participate in the state-wide network of K-3 Plus schools by conforming to the program requirements included in this application and by insuring that all teachers complete the online professional development modules developed by REC IX.
12. The district/school agrees to participate in any external or internal evaluation process governed by a legislative appropriation or as directed by the Public Education Department or any other Executive or Legislative Initiative.
13. The district/school agrees to cost allocate the salaries and benefits of any person who is serving other programs during the K-3 Plus session and to include the cost allocation plan in this application. Persons cannot be paid with K-3 Plus funds for days they are already under contract with the district.
14. The district/school agrees to include the K-3 Plus program in the district/school calendar and to expand advertising and recruitment of students throughout the school year. The program must be listed by name on the calendar and on the district/school website. The district/school may use a portion of K-3 Plus funds for recruitment and incentives for attendance. All field trips must have an educational purpose.

By signing this document each person below agrees to ensure that the K-3 Plus program is complying with the district and school assurances.

Superintendent Date

K-3 Plus District Administrator (Coordinator) Date

Business Manager Date

K-3 Plus Principal Date

**K-3 New Mexico Reads to Lead
Reading Professional Development
2012-13**

Dates	Length of Training	Location(s)	Title	Content	Trainers	Audience
July 6-17, 2012	2 days	<ul style="list-style-type: none"> Ruidoso: July 10-11, 2012 ABQ: July 12-13, 2012 Las Vegas City: July 16-17, 2012 Farmington: July 16-17, 2012 	New Mexico Reads to Lead! K-3 Reading Institute	<ul style="list-style-type: none"> Evidence-based reading instruction and intervention strategies aligned with CCSS Using data to guide instruction 	<ul style="list-style-type: none"> Melinda Webster, NMPED NM Reading Interventionists and Instructional Coaches: <ul style="list-style-type: none"> Jeanne Arnold Gina Chavez Diane Earnest Genna Faulkenberry Laura Hansen Pam Kerkmans Bernadette Maes Michelle Martinez Kayce Patterson Christi Richards Leslie Strommen 	300 attendees K-3 lead teachers
July 26-27, 2012	2 days	Albuquerque	New Mexico Reads to Lead! K-3 Reading Coach Institute	<ul style="list-style-type: none"> Differentiated Instruction Student-based coaching Common Core State Standards 	<ul style="list-style-type: none"> Melinda Webster, NMPED Debbie Montoya, NMPED National Reading Experts: <ul style="list-style-type: none"> Dr. Vicki Gibson, national author, speaker, trainer Dr. Jan Hasbrouck, national author, 	250+ attendees <ul style="list-style-type: none"> K-3 reading coaches Administrators K-3 lead teachers

Dates	Length of Training	Location(s)	Title	Content	Trainers	Audience
September 5, 2012	1 day	Albuquerque	New Mexico Reads to Lead! K-3 Reading Coach Seminar	<ul style="list-style-type: none"> • Role of the reading coach • Professional learning communities • Differentiated instruction • Close reading • Explicit instruction 	<p>speaker, trainer</p> <ul style="list-style-type: none"> • Dr. Evan Lefsky, PCG Education • Dr. Cheryl Liebling, PCG Education • Dr. Lawrence Tihen, former Florida District Superintendent <ul style="list-style-type: none"> • Melinda Webster, NMPED • Laura Hansen, NM Reading Resource Teacher • Jeanne Arnold, NM Intervention Specialist <p>NM Regional Reading Coaches:</p> <ul style="list-style-type: none"> • Genna Faulkenberry • Bernadette Maes • Kayce Patterson • Christi Richards 	<p>135 attendees</p> <ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers
October 3, 2012	1 hour	Webinar	New Mexico Reads to Lead! Evidence-based Strategies to Support ELL Student Learning Webinar	<ul style="list-style-type: none"> • Strategies to support ELL students • ELL resources • CCSS professional development resources • Reading coach log 	<p>Melinda Webster, NMPED</p> <ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers 	<p>65 participants</p> <ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers

Dates	Length of Training	Location(s)	Title	Content	Trainers	Audience
November 7-8, 2012	2 days	Albuquerque	New Mexico Reads to Lead! K-3 Reading Coach Seminar	<ul style="list-style-type: none"> • Differentiated Instruction • Student-based coaching • Data analysis: using data to guide instruction • (possible) Leadership strand to include role of the coach 	<ul style="list-style-type: none"> • Dr. Vicki Gibson • Dr. Jan Hasbrouck • Ettie Howard, • Wireless Generation • Latressa Watson, • Wireless Generation • Deia Roberts, • Pearson • Colleen Urban, • Renaissance Learning • Diana Heimer, • Regional Reading Coach • Anabel Savedra de Baca, Regional Reading Coach • Lynn Vasquez, NMPED 	<p>165 attendees</p> <ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers

Dates	Length of Training	Location(s)	Title	Content	Trainers	Audience
January 10, 2013	2 days	Albuquerque	New Mexico Reads to Lead! K-3 Reading Coach Seminar	<p>Planned:</p> <ul style="list-style-type: none"> • Data Analysis • Using Treasures for Effective Tier I Instruction for At-Risk Readers • Using XXXX for Effective Tier I Instruction for At-Risk Readers • Leading Instructional Changes to Meet CCSS • Utilizing Reading Data to Improve Instruction • Aligning Writing Strategies to Meet the CCSS 	<p>State and National Reading Experts:</p> <ul style="list-style-type: none"> • Elisabeth Nixon-Peterson, NMPED • Melinda Webster, NMPED • Gena Feury, Jones International University and Voyager Education Services • Tina Pelletier, Contributing Writer of CORE Sourcebook, Ed. 1 and Voyager Education Services • Frank Smith, Stanislaus County of Education Office and Voyager Education Services • Kathi Tiefenthaler, Montana Office of Public Instruction and Voyager Education Services 	<p>165 participants registered</p> <ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers
February 13, 2013	1 hour	Webinar	New Mexico Reads to Lead! Webinar: Strategies to Increase Vocabulary Acquisition	<ul style="list-style-type: none"> • Evidence-based Strategies to Increase Oral Language • Evidence-based Strategies for Effective Vocabulary Instruction 	<p>Melinda Webster, NMPED</p>	<ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers

Dates	Length of Training	Location(s)	Title	Content	Trainers	Audience
March 5, 2013	1 day	Albuquerque	New Mexico Reads to Lead! K-3 Reading Coach Seminar	TBD	TBD	<ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers
April 17, 2013	1 hour	webinar	TBD	TBD	TBD	<ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers
June 10-11, 2013	2 days	Albuquerque	New Mexico Reads to Lead! K-3 Reading Coach Seminar	TBD	TBD	<ul style="list-style-type: none"> • K-3 reading coaches • Administrators • K-3 lead teachers

K-3 New Mexico Reads to Lead: Professional Development Participants			
School Districts		Regional Education Cooperatives	Charter Schools
1	Alamogordo Public Schools	REC #2	Albuquerque School of Excellence
2	Albuquerque Public Schools	REC #3	Cien Aguas International Charter School
3	Aztec Municipal Schools	REC #4	Estancia Valley Classical Academy Charter School
4	Belen Consolidated Schools	REC #5	La Promesa Early Learning Center Charter School
5	Bernalillo Public Schools	REC #6	Media Arts Collaborative Charter School
6	Bloomfield Schools	REC #7	Mosaic Academy Charter School
7	Carlsbad Municipal Schools	REC #8	Ralph J. Bunche Academy Charter School
8	Central Consolidated Schools	REC #9	
9	Chama Valley Independent Schools	REC #10	
10	Clayton Municipal Schools		
11	Clovis Municipal Schools		
12	Cludcroft Municipal Schools		
13	Cuba Independent Schools		
14	Deming Public Schools		
15	Dexter Consolidated Schools		
16	Dora Municipal Schools		
17	Espanola Public Schools		
18	Estancia Municipal Schools		
19	Farmington Municipal Schools		
20	Fort Sumner Municipal Schools		
21	Floyd Municipal Schools		
22	Gadsden Independent Schools		
23	Gallup-McKinley Cty. Schools		
24	Hatch Valley Public Schools		
25	Hondo Valley Public Schools		
26	Jemez Valley Public Schools		

New Mexico Reads to Lead! Funding 2012-2013										
A	B	C	D	E	F	G	H	I	J	
	# of Proposed Reading Coaches	Reading Coach Proposed Funding (Salaries & Benefits)	Reading Teacher Proposed Funding	Intervention Instructional Materials	Professional Development	Other	Indirect Costs (1% cap)	Total FY13 Funded Award	Intervention Materials	
1										
2	District/Charter									
3	Gallup-McKinley County Schools	\$201,791.00	\$0.00	\$54,000.00	\$0.00	\$9,000.00	\$2,000.00	\$266,791.00	• Project Read	
4	Albuquerque Public Schools	\$746,482.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,464.80	\$753,945.80		
5	Raton Public Schools	\$80,544.48	\$0.00	\$0.00	\$8,455.52	\$0.00	\$0.00	\$89,000.00		
6	Bernalillo Public Schools	\$143,000.00	\$218,400.00	\$0.00	\$14,600.00	\$0.00	\$3,760.00	\$379,760.00		
7	Aztec Municipal Schools	\$73,336.00	\$0.00	\$42,590.00	\$9,087.00	\$0.00	\$1,250.00	\$126,263.00	• 95% Group Materials • Site Licenses Phonics Lesson Library • Lexia Learning	
8	Los Alamos Public Schools	\$62,500.00	\$0.00	\$80,000.00	\$24,450.00	\$8,365.00	\$1,753.00	\$177,068.00	• Lexia Learning • Storytown core reading program resources	
9	La Promesa Charter School	\$166,800.00	\$0.00	\$20,000.00	\$40,000.00	\$0.00	\$0.00	\$226,800.00	• Classroom Leveled Readers	
10	Pecos Independent School District	\$66,000.00	\$0.00	\$24,500.00	\$10,500.00	\$0.00	\$0.00	\$101,000.00	Pending	
11	Espanola Public School District	\$303,920.00	\$0.00	\$0.00	\$125,000.00	\$0.00	\$0.00	\$428,920.00		
12	Central Consolidated School District	\$260,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00	• Step Up to Writing • Accelerated Reader	
13	Santa Fe Public Schools	\$0.00	\$0.00	\$30,000.00	\$5,000.00	\$1,500.00	\$365.00	\$36,865.00	Pending	
14	Lovington Municipal Schools	\$81,000.00	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$0.00	\$95,000.00	Pending	
15	Moriarty-Edgewood School District	\$92,131.00	\$0.00	\$10,000.00	\$20,000.00	\$0.00	\$1,221.31	\$123,352.31	Pending	
16	TOTAL	\$2,277,504.48	\$218,400.00	\$308,090.00	\$264,092.52	\$18,865.00	\$17,814.11	\$3,104,765.11	Total No. of School Districts Served: 13	
17										Notes: Total FY13 Requested Funding to Districts/Charters Available \$3,113,744.60

REGIONAL EDUCATION COOPERATIVES

Local Education Agencies and State-Supported Schools Participating in Cooperative Application Under Individual Disabilities Education Act Part B

Regional Education Cooperatives (RECs) provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools. These services may include personnel development, diagnostic evaluation, child find, related services, technical assistance, and policy and procedure development. Headstart, Eisenhower Math and Science Training Act, Drug Free Schools and Communities Act, and other programs are also administered by RECs. RECs are state agencies administratively attached to the Public Education Department.

Name	Director	Address	Phone	Fax	Email Website	Districts & Fiscal Agent	Code
Regional Education Cooperative #2	Linda Coy	P.O. Box 230 Gallina, NM 87017	(575) 638-5491 Ext 140	638-0131	lcoy@fms.k12.nm.us	Chama, Cuba, Dulce, Mesa Vista, Penasco, Questa	54397000
Regional Education Cooperative #3 High Plains	R. Stephen Aguirre	101 North Second Street Raton, NM 87740	(575) 445-7090	445-7663	saguirre@hprec.com	Cimarron, Clayton, Des Moines, Maxwell, Mosquero, Raton, Roy, Springer	10077000
Regional Education Cooperative #4 Northeast	Lorenzo Marquez	P.O. Box 927 Las Vegas, NM 87701	(505) 426-2085	454-1473	rec4@nmhu.edu	Jemez Valley, Las Vegas City, Mora, Pecos, Santa Rosa, Wagon Mound, West Las Vegas	68477000
Regional Education Cooperative #5 Central	Nina Tatoya	P.O. Box 37440 (5321-A Menaul NE) Albuquerque, NM 87176	889-3412 Ext. 11 or 1-800-730-2399	889-3422	ntatoya@crecnm.org	Estancia, Juvenile Justice Dept., Magdalena, Mountainair, Quemado, Sequoyah Adolescent Treat. Ctr., Vaughn, CPH/Mimbres School, Dept of Corrections	87617000
Regional Education Cooperative #6	Patti Harrelson	1500 S. Ave. K Station 9 Portales, NM 88130	(575) 562-4455	562-4460	pharrelson@rec6.net	Dora, Elida, Floyd, Ft. Sumner, Grady, House, Logan, Melrose, San Jon, Texico	57417000
Regional Education Cooperative #7	Belinda Morris	315 E. Clinton Hobbs, NM 88240	(575) 393-0755	393-0249	lrcc@leaco.net	Eunice, Hobbs, Jal, Tatum	33257000
Regional Education Cooperative #8 Pecos Valley	Lena Trujillo-Chavez	P.O. Box 155 (2218 West Grande Ave.) Artesia, NM 88211-0155	(575) 748-6100	748-6160	lchavez@pvrec8.com	Dexter, Hagerman, Lake Arthur, Loving	22157000
Regional Education Cooperative #9	Cathy Jones	1400 Sudderth Drive Ruidoso, NM 88345	(575) 257-2366	257-2141	cathyjones@regionix.org	Captain, Carrizozo, Cloudcroft, Corona, Hondo, Ruidoso, Tularosa	36277000
Southwest Regional Education Center #10	Bruce Hegwer	P.O. Box 4075 (405 North Date Street) Truth or Consequences, NM 87901	(575) 894-7589	894-7584	bhegwer@swrecnm.org	Animas, Deming, Hatch Valley, Lordsburg, Reserve, Truth or Consequences	73517000

UVA-STSP Program Details

According to the UVA-STSP components for August 2012 through May 2015, (components can be adapted if needed) include:

- **District Readiness Assessment** evaluates the district infrastructure, identifies strengths, and areas for improvement in order to gauge a districts readiness to undertake a school turnaround effort. If a mutual agreement to move forward is established, a memorandum of understanding is drafted that details the agreed upon expectations of the PLE and the district. PLE staff is available to help identify embedded resources to support the change, which may include additional costs only as agreed upon by the district, through spring 2013.

 - *Timeline:* August 2012 - February 2013
 - *Participants:* Approximately two-to-three members of the district administrative team participate in this component.
- **District Turnaround Leadership Boot Camp** was established to further refine, craft, and implement a turnaround plan. It introduces district leaders to a “school readiness assessment” tool they can utilize to build needed relationships and quickly assess the primary strengths and weaknesses of each school to determine what specific challenges, unique to that school’s context, most likely need to be addressed for improvement to occur.

 - *Timeline:* March 2013
 - *Participants:* Only the district team is invited to participate in this activity and is limited to one district leader per participating school.
- **Behavioral Event Interviewing and Capacity Training** was developed to implement a rigorous competency-based interview and selection process to identify school leaders uniquely qualified to lead effective school turnaround. The PLE team provides training to district leaders and helps facilitate the turnaround principal selection process with district leadership to help them assess whether final candidates possess the necessary competencies for turnaround principal positions based on identified school needs.

 - *Timeline:* Spring 2013
 - *Participants:* A small (two-to-three person) district team participates in a one-to-two day training and works alongside the PLE to interview up to two final candidates for each participating school. No team members from the school participate.
- **The Turnaround Leadership Executive Education** session helps the school leader develop a vision, set goals, understand root cause needs, and drive decisions with data. It’s also designed to solidify the relationship necessary between the district turnaround leadership team and the turnaround specialists in order to create and sustain change in the targeted schools. This is divided into two residential executive development programs for the school leader(s) and district turnaround team. It is held at the Darden School of Business over the course of two consecutive summers. During the first summer, the Turnaround Leadership Program is held over six days prior to the start of the school year. The Year Two Summer Executive Education Program is scheduled over three days in the summer of the second year of turnaround. Instruction is delivered by Darden and Curry faculty members and select experts. The content focuses on further leveraging strengths

to build on success, addressing gaps in improvement, utilizing innovation to promote change and introducing participants to instructional strategies designed to help address root-cause needs.

- *Timeline:* July 2013 and July 2014
- *Participants:* Depending on the number of schools, districts send three-to-five individuals plus a principal from each participating school. They expect that the district and school leaders will attend the full program.
- **The Year 1 and Year 2 Mid-Year Winter Retreats** is a two-day retreat that will be held in or around January of each year. These sessions will include not only the district turnaround leadership team and the turnaround specialist principals, but also a 3-member school leadership team (based on principal discretion). The retreats allow the turnaround principals to engage school leadership team members critical to helping drive the turnaround. The program focuses on implementing a vision, establishing a data culture, building a high-performance team, and making strategic mid-course corrections. The sessions will include turnaround specialist principals and school leadership teams from around the country, allowing for the exchange of ideas and best practices as well as the opportunity to problem-solve key challenges.
 - *Timeline:* January 2014 and January 2015
 - *Participants:* In addition to the district turnaround leadership team and principals, each school also sends three school leadership team members.
- **For District/School Visits and Real-Time Support** the PLE team will visit each school three times during two years to help the turnaround specialists assess progress on their turnaround plans and determine next steps, including how the PLE can be of assistance. After the visits, the PLE team will meet with the district leadership teams to report findings and discuss what changes could be made to increase the likelihood of success. The PLE will identify “real-time support” resources to send in order to provide embedded assistance to address context-based and pressing needs as necessary. Depending on needs of schools, additional site visits may also be provided to help support desired improvements. In addition, PLE will hold monthly phone calls with district leaders to identify further opportunities for improvement and collaboration. The PLE will also review and provide feedback on 90-day action plans created following each executive education program.
 - *Timeline:* September 2013 – May 2015
 - *Participants:* The PLE will be working with district and school administrative teams.
- **Onsite District Retreats** are local, one-day retreats that will be held with the district leaders and the turnaround specialists each spring of the turnaround effort (assuming the district has at least three participating schools). These meetings will be facilitated by the PLE staff and faculty and will focus on resource reallocation, coordination and sustainability, covering topics tailored to the current needs of the district and that help energize summer planning.
 - *Timeline:* May 2014 and May 2015
 - *Participants:* The district turnaround leadership team and principals are involved.

Dear Superintendents and Charter School Directors,

Throughout the year, the state will be partnering with D and F schools in implementing targeted, meaningful interventions. As part of the Governor's education reform package, nearly \$3.5 million of the state's budget will be available to help struggling schools and provide in-depth training in strategies to turnaround schools across the state.

The chance to help the leaders at these schools, and most importantly, the students is a golden opportunity for New Mexico. Our commitment to turning around our struggling schools is a testament to every child in New Mexico that high achievement is possible.

NMPED is focusing on four key areas to support reform efforts:

- Building the capacity of New Mexico school leaders and administrators – “Growing our Own”,
- Identifying effective, innovative solutions to close the achievement gap,
- Identifying efficiencies across school budgets, and
- Targeted and aligned professional development and support to all struggling schools. This summer NMPED bureaus provided technical assistance and support to over 1,300 New Mexico educators. Additional opportunities will be provided this fall and winter.

The effort to help struggling schools and build the capacity of leaders will be anchored in the “School Specialist Turnaround Program” based at the University of Virginia. We have previewed this program for you and currently have three New Mexico School districts actively participating in this work. I would encourage you to reach out to your colleagues in Grants-Cibola, Las Cruces, and Los Lunas to learn more about the program and the work being jump started in their schools. This program was developed by combining the efforts and resources of the University of Virginia's education and business schools. **Nationally, on average, schools participating in the School Specialist Turnaround Program have experienced a 36% increase in reading proficiency and a 46% increase in math proficiency!**

Under this program, education leaders in New Mexico schools that received a grade of D or F are invited to apply to take part in this innovative training, which has yielded dramatic results nationwide and here in New Mexico. LEAs and schools will commit to adapting practices that create conditions where school turnaround thrives by actively participating in program activities. As a continuation of our commitment to education reform, NMPED will pay for LEAs/schools participation in the program. If you are interested in applying for this opportunity to build the capacity of New Mexico school leaders and administrators, LEAs and schools **must** complete the Ready to Move Survey as a first step. The Ready to Move Surveys will be reviewed by the NMPED in conjunction with the UVA Partners for Leaders in Education (UVA PLE) team in October 2012.

Ready to Move LEAs will be contacted and will move to the next stage of the application process, an onsite visit by the UVA PLE team to conduct a District Readiness Assessment (Fall/Winter 2012). The results of the District Readiness Assessment will be shared with the NMPED and a joint decision in regards to successful candidates will be announced in the Winter

of 2013. Districts that are selected to participate in the UVA-Southwest Turnaround Leadership Initiative Cohort Three, will begin their work in the program Spring 2013.

We encourage you to apply and look forward to partnering with you in turning around struggling schools in your district. To begin the application process for the Southwest Turnaround Leadership Initiative Cohort Three: 2013 – 2014 LEAs are invited to complete the attached “Ready to Move Survey” and submit this via email to: **Ms. Leighann Lenti, Director of Policy, by end of business October 01, 2012.** Leighann.Lenti@state.nm.us

Please stay tuned for more information regarding the other key areas and opportunities for participation.

Warm regards,

Hanna



Partnership for
Leaders in Education

Darden School of Business
Curry School of Education

Ready To Move Survey

A survey to explore district interest in the UVA School Turnaround Specialist Program

1. What is the name of your district? _____
2. The University of Virginia School Turnaround Specialist Program (UVA-STSP) consists of nearly three years of integrated activity that educates and empowers district leaders and principals to practice leadership behaviors that drive significant gains in student achievement. We work with education leaders to identify key issues and develop strategies based on their own district and school context. We do so by combining the type of executive education typically only received by top-level business leaders with ongoing support and resources.

Based on your knowledge of the UVA-STSP program, why is it potentially of interest to your district (briefly)?

2. The UVA-STSP program takes a systemic approach to turnaround. As we believe district ownership is key to any major school turnaround effort, district leadership is central to participation. As a district leader, are you willing to participate as part of a district team (along with other key member of your senior leadership team) throughout the length of the program and provide the prioritized support and accountability needed for urgent and sustainable success?

YES NO Unsure – Need More Information

3. Effective leadership is an essential component of any successful school turnaround effort. The PLE believes there are certain competencies, or patterns of thinking, feeling, acting or speaking, which enable certain individuals to be effective leaders. Thus, the UVA-STSP works with districts to develop their ability to identify promising leaders who have demonstrated turnaround leadership competencies. We use a competency-based selection model and require prospective principals to score above a threshold score to participate in our program. If given training and resources, are you willing to utilize a competency-based selection process to identify principals to lead turnaround schools involved in this program?

YES NO Unsure – Need More Information



Ready To Move Survey

4. An essential part of the UVA-STSP is the District Readiness Assessment,— used to determine the readiness of a district to engage in school turnaround efforts. During the District Readiness Assessment, the PLE will send a team to your district to conduct informative interviews in order to: help assess the willingness of district leaders to prioritize and provide needed support to targeted schools; and, identify recommendations for how the district can address gaps in readiness. Are you willing to participate in the district readiness assessment, and make district leaders available to us for these conversations/interviews?

YES NO Unsure – Need More Information

5. Due to the UVA-STSP’s systemic approach to turnaround, the Superintendent’s visible support/commitment to the process is paramount and required. Is the Superintendent of your district willing to: communicate the urgency for needed change and the importance of making dramatic gains in student achievement; compel action (versus planning); and be available to strategically support the turnaround effort and the UVA partnership?

YES NO Unsure – Need
More Information

6. The UVA- STSP program works with districts to improve persistently underperforming schools. How would you identify these schools within your district?

How many schools would potentially be participating in the PLE program? ___ out of ___ schools

7. Briefly identify 1 or 2 critical areas of concern or barriers to performance that hinder your district’s drive for success? How do you think participation in the UVA-STSP could potentially help address these (briefly)?

8. Currently, what are the most significant ways your district is able to prioritize and provide unique support to your most underperforming schools (if at all)? Do you



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Ready To Move Survey

have systems in place for directing high-quality talent into the district's high-need schools?

9. A need for change and willingness to create and implement a bold plan of action is essential to any turnaround initiative. Please describe briefly why you believe your district is prepared for such?

10. To support the schools that would be involved in the turnaround initiative, does your district currently partner with any other organizations for the critical purposes related to data usage and gathering, talent recruitment and development, professional development or mentoring? If so, please briefly describe their role

11. As your district explores the potential opportunity to participate in the UVA-STSP, what questions would provide you with needed information?



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U.S. Secretary of Education Duncan Announces Winners of Competition to Improve Student Assessments

Two winning applications composed of 44 States and D.C. Win Grants to Fund Assessments Based on Common Core Standards

SEPTEMBER 2, 2010

Contact: Press Office, (202) 401-1576, press@ed.gov (<mailto:press@ed.gov>)

In an effort to provide ongoing feedback to teachers during the course of the school year, measure annual student growth, and move beyond narrowly-focused bubble tests, the U.S. Department of Education has awarded two groups of states grants to develop a new generation of tests. The new tests will be aligned to the higher standards that were recently developed by governors and chief state school officers and have been adopted by 36 states. The tests will assess students' knowledge of mathematics and English language arts from third grade through high school.

The grant requests, totaling approximately \$330 million, are part of the Race to the Top competition and will be awarded to the Partnership for Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC) in the amounts of approximately \$170 and \$160 million respectively.

"As I travel around the country the number one complaint I hear from teachers is that state bubble tests pressure teachers to teach to a test that doesn't measure what really matters," said Duncan. "Both of these winning applicants are planning to develop assessments that will move us far beyond this and measure real student knowledge and skills."

The Partnership for Assessment of Readiness for College and Careers is a coalition of 26 states including AL, AR, AZ, CA, CO, DC, DE, FL, GA, IL, IN, KY, LA, MA, MD, MS, ND, NH, NJ, NY, OH, OK, PA, RI, SC and TN. The SMARTER Balanced Assessment Consortium is a coalition of 31 states including AL, CO, CT, DE, GA, HI, IA, ID, KS, KY, ME, MI, MO, MT, NC, ND, NH, NJ, NM, NV, OH, OK, OR, PA, SC, SD, UT, VT, WA, WI, and WV. The assessments will be ready for use by the 2014-15 school year.

"Given that these assessment proposals, designed and developed by the states, were voluntary, it was impressive to see a vast majority of states choose to participate," said Duncan.

The PARCC coalition will test students' ability to read complex text, complete research projects, excel at classroom speaking and listening assignments, and work with digital media. PARCC will also replace the one end-of-year high stakes accountability test with a series of assessments throughout the year that will be averaged into one score for accountability purposes, reducing the weight given to a single test administered on a single day, and providing valuable information to students and teachers throughout the year.

The SMARTER coalition will test students using computer adaptive technology that will ask students tailored questions based on their previous answers. SMARTER will continue to use one test at the end of the year for accountability purposes, but will create a series of interim tests used to inform students, parents, and teachers about whether students are on track.

For both consortia, these periodic assessments could replace already existing tests, such as Interim assessments that are in common use in many classrooms today. Moreover, both consortia are designing their assessment systems with the substantial involvement of experts and teachers of English learners and students with disabilities to ensure that these students are appropriately assessed.

The parameters of the competition were informed by 10 public and expert input meetings that the Department hosted across the country last winter. Forty-two invited assessment experts joined nearly 1,000 members of the public and officials from 37 states plus Washington D.C. for over 50 hours of public and expert input on critical questions about assessment and assessment design.

The winning applicants were selected by a panel of peer reviewers. Due to the highly technical nature of the Race to the Top Assessment Competition, the Department sent invitations to two groups of individuals to serve as peer reviewers: 1) experts who served as panelists for the Race to the Top Assessment public meetings (these were nominated by the director of the National Academies' Board on Testing and Assessment, by the U. S. Department of Education's National Technical Advisory Council chair, and/or by Department experts); and 2) persons experienced as peer reviewers in the Title I review of State assessment systems (all recruited on the basis of assessment expertise). The Department specifically solicited individuals with experience and expertise in K-12

Related Resources

[Letter to governors](http://www2.ed.gov/programs/racetothetop/assessment/governors-letter.html)

(<http://www2.ed.gov/programs/racetothetop/assessment/governors-letter.html>)



[Applications and Scores](http://www2.ed.gov/programs/racetothetop/assessment/applicant.html)

(<http://www2.ed.gov/programs/racetothetop/assessment/applicant.html>)



[Secretary's remarks on assessment at Achieve meeting](http://www.ed.gov/news/speeches/beyond-bubble-tests-next-generation-assessments-secretary-arnie-duncans-remarks-state/)

(<http://www.ed.gov/news/speeches/beyond-bubble-tests-next-generation-assessments-secretary-arnie-duncans-remarks-state/>)



[Press call](http://www.ed.gov/news/au/audio/2010/09/09022010.mp3)

(<http://www.ed.gov/news/au/audio/2010/09/09022010.mp3>)



[Press call transcript](http://www.ed.gov/news/au/audio/2010/09/09022010.doc)

(<http://www.ed.gov/news/au/audio/2010/09/09022010.doc>)



assessment design, development, implementation, and use for instructional improvement, and those with expertise in complex organizational and project leadership and management.

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Align K-16 Standards & Assessments Budget Grant

Organization: Council of Chief State School Officers

Program focus: Align K-16 Standards & Assessments Budget

Purpose: To support an inquiry by McKinsey & Company concerning the sustainability and operations of the two Common Core State Standards/Assessment (CCSS/A) consortia post 2014.

Amount: \$200,000

Summary: Lumina Foundation has been asked to join two partner foundations (Hewlett and Gates) to create a series of scenarios dealing with governance, operations and funding concerning the two Common Core assessment consortia, PARCC and SBAC following the end of federal funding in 2014. This effort would be developed by McKinsey Consulting, with CCSSO serving as fiscal agent. Participation of personnel and leadership from both consortia would be involved. In light of the fast moving political and market dynamics around Common Core taking place now, the view is that planning for sustainability post-2014 must begin in order to help ensure that the consortia or some version of them remain in the Common Core implementation space and continue to influence and elevate assessment development in both K-12 and higher education.

Term of grant: 10/01/2012 through 09/30/2013

~~Suzanne Martinez~~
~~New Mexico Government~~

~~Robert M. Lita~~
~~Government Secretary~~

Lawrence O. Maxwell
 State Purchasing Agent
 State Purchasing Division



STATE OF NEW MEXICO
 GENERAL SERVICES DEPARTMENT

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 (505) 476-2225

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Transportation Services Division
 (505) 476-1902

27 January 2012

RECEIVED

DEC 13 2012

LESC

Mr. Paul Aguilar, Deputy Director
 New Mexico Public Education Department
 300 Don Gaspar
 Santa Fe, New Mexico 87501-2786

Re: Letter dated 26 January 2012; Possible Procurement Violation

Dear Mr. Aguilar,

I have received your letter regarding the implementation of common core standards without a contract between the Public Education Department and WestEd in the amount of \$38,454.29. It is my determination that the procurement in question was done in violation of the Procurement Code. The receipt of services without having a valid contract in place denotes a violation.

Be advised, when a violation of the Procurement Code occurs this office will not process a purchase request nor will it issue a Purchase Order after the fact.

In order to proceed with payment of your invoice and consistent with Subsection B of Section 13-1-182 NMSA 1978, you are directed to take the following action:

1. Issue a contract to remove the circumstance(s) that resulted in the procurement violation of law.
2. Issue a "determination," as that term is defined in Section 13-1-52 NMSA 1978, documenting the action taken pursuant to #1 above to include a finding that the business which performed work without a valid contract has not acted fraudulently or in bad faith;
3. The determination referenced in #2 above is to accompany a letter written to the Director, Department of Finance and Administration, Financial Control Division requesting that the business be compensated for actual expenses incurred. The letter should also include

a finding to support why payment to the business is in the best interest of the state and your agency: and

4. You are directed to remind Department staff of Section 13-1-199 NMSA 1978, which provides that any business or person who knowingly violates the Procurement Code is guilty of a misdemeanor and is subject to a civil penalty of not more than one thousand dollars (\$1,000) for each procurement in violation and any provision of the code pursuant to Section 13-1-196 NMSA 1978.

Please feel free to contact me should you have any questions regarding this matter.

Sincerely



Lawrence O. Maxwell
State Purchasing Agent

Cc: Hanna Skandera, Cabinet Secretary, Public Education Department
File



COPY

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ
Governor

January 26, 2012

MEMORANDUM

TO: Ross Boom
Deputy Director, State Purchasing Division

FROM: Paul Aguilar
Deputy Secretary, Finance and Operations

RE: Possible Procurement Violation

2012 JAN 26 AM 10:22
RECEIVED
STATE PURCHASING DIVISION

17877

I am contacting you to report a possible procurement violation that occurred between the State of New Mexico Public Education Department (PED) and WestEd.

The potential procurement violation occurred when the Department obtained a six month, private foundation grant for the purpose of implementing common core standards in New Mexico. The Director of the project was a contract person who was not familiar with the State of New Mexico Procurement Code requirements. Also, during the time period of this grant, the Department completed implementation of a reorganization, a new Division Director of the Division overseeing the grant was appointed and the Department's Procurement Bureau Chief transferred to another State organization. These personnel changes as well as changes to the Department's organizational structure led to miscommunication which led to work being completed by West Ed with no contract in place.

WestEd provided services including coordination and collaboration with the Framework Development Team and PED personnel to provide expertise in various specialties such as assessment, math content, and English language art content for development of an implementation plan for common core standards for New Mexico schools. A completed draft implementation plan for common core standards for New Mexico has been provided to the Department. Pashella Reynolds-Forte of our Department called WestEd on January 25, 2012 and asked that they stop work and provide an invoice for all work performed up to that date. The contractor provided an invoice in the amount of \$38,454.29 for work performed through January 25, 2012. The contractor is without fault in providing these services and deliverables. The PED requested the Contractor to provide them but, due to a variety of circumstances as noted above, did not complete a contract.

PED is making changes to ensure we do not have procurement violations in the future and is committed to better planning and management of our contracts. Secretary Skandera is requiring better coordination between the fiscal and program personnel; and contract plans will be required and monitored during the budget review process. If you have any questions please contact Pashella Reynolds-Forte at 827-6621. Your consideration is greatly appreciated.

cc: Willie Brown, General Counsel
Marian Rael, Director, Administrative Services
Karina Vanderbilt, Project Manager
Leighann Lenti, Director, Policy

List of Procurement Violations

	A		B		C		D		E
	Date of Determination	Contractor	Service	Violation	Amount				
1	11/17/2011	VisionLink, Inc.	Online Licensure System	Receipt of services after expiration of a contract. PED delayed in amending a current contract in a timely manner.	\$58,693				
2	5/9/2012	eScholar	Software maintenance for the Student Teacher Accountability Reporting System (STARS)	Receipt of services after expiration of a contract. PED issued an agreement necessary to fulfill the contract with an expiration date different from that of the contract.	\$12,533				
3	6/13/2012	Advanced Program initiatives	Instruct and facilitate a workgroup of teachers and PED staff to develop technical documents to redesign the standards based assessment in grades 3 through 8 to align more closely with the common core standards.	Purchase of services by a state agency and not the state purchasing agency.	\$27,191				
4	6/18/2012	Advanced Program initiatives	Instruct and facilitate a workgroup of teachers and PED staff to develop technical documents to redesign the standards based assessment in grades 3 through 8 to align more closely with the common core standards.	Receipt of services without a valid contract	\$18,308				
5	7/3/2012	Measured Progress, Inc.	Produce test materials to administer the 11th grade standards based assessment (SBA) to 10h graders	Receipt of services without a valid contract. PED underestimated the number of students receiving the service by 746 thereby exceeding contracted amount.	\$50,690.70				

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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Frances Ramirez-Maestas, Director

November 29, 2012

Dr. Thomas Clifford
 Cabinet Secretary
 Department of Finance and Administration
 407 Galisteo Street, Room 180
 Santa Fe, New Mexico 87501

Dear Dr. Clifford:

On behalf of Representative Rick Miera, Chair of the Legislative Education Study Committee (LESC), we are requesting the Department of Finance and Administration to provide LESC staff with either an electronic or hard copy of any transaction registers, to include encumbrances and expenditures by vendor for the following FY 13 appropriations to the Public Education Department (PED):

FY 13 Recurring Appropriations to PED

- \$8.5 million for the Early Reading Initiative (a proportion was to be transferred to the teacher professional development fund in the amount of \$2.0 million);
- \$3.5 million for Interventions for Low-performing Schools (D and F schools);
- \$309,400 for College and Career Readiness; and
- \$2.5 million for statewide formative assessments (short-cycle grades 4-10).

FY 13 Nonrecurring Appropriations to PED

- \$1.0 million for Common Core Transition;
- \$1.5 million for K-12 Science Instructional Materials for School Districts with Low Student Performance in Science; and
- \$1.0 million dollar extension for the Implementation of New Teacher Evaluation System Based on Student Achievement Growth.

Sincerely,

Frances Ramirez-Maestas

xc: Representative Rick Miera, Chair
 Senator Cynthia Nava, Vice Chair
 Hanna Skandera, Secretary-designate of Public Education

STATE OF NEW MEXICO
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Frances Ramírez-Maestas, Director

November 29, 2012

Hanna Skandera
 Secretary-designate of Public Education
 Jerry Apodada Building
 300 Don Gaspar
 Santa Fe, New Mexico 87501-2786

Dear Ms. Skandera:

During the interim the Legislative Education Study Committee (LESC), has heard testimony from the Public Education Department (PED) regarding the expenditure of the \$3.5 million appropriated for Interventions of Low-performing Schools (D and F schools). PED has stated that \$2.5 million would be used to send school leaders to the University of Virginia (UVA) School Turnaround Specialist Program and that an intergovernmental agreement (IGA) was in place.

On behalf of Representative Rick Miera, Chair of the LESC, we are requesting that PED provide LESC staff with detailed responses to the following questions:

1. Did either PED or the individual school districts that are participating in the UVA School Turnaround Specialist Program enter into an IGA in order to process the tuition payment, if so, who was the IGA between? (Please provide us with a copy of this document.)
 - a. What portion of the participating schools' tuition was paid for using the FY 13 appropriation?
 - b. How many PED staff members were sent to the UVA program?
2. In FY 13, the state appropriated \$500,000 for Teaching Support in schools with a high proportion of low-income students. Has the request for proposal been completed?
 - a. Has the nonprofit received any portion of the allocation?
 - b. What is the timeline for expending these funds?

3. In FY 13, the state appropriated \$1.5 million for K-12 Science Instructional Materials for School Districts with Low Student Performance in Science. Can you provide us with the details of how student performance in science will be measured?

Sincerely,

A handwritten signature in black ink that reads "Frances Ramirez-Maestas". The signature is written in a cursive style with a large, prominent initial 'F'.

Frances Ramírez-Maestas

xc: Representative Rick Miera, Chair
Senator Cynthia Nava, Vice Chair

LEGISLATIVE EDUCATION STUDY COMMITTEE

PED REQUEST

12/3/2012

QUESTIONS BY REQUEST ITEM:

FY13 RECURRING:**\$8.5 million for Early Reading Initiative**

1. \$3 million of this appropriation is going toward a K-3 Common Formative Assessment –
 - a. Can you provide a detailed timeline of where you are in this process?
 - b. What vendor was selected?
2. \$1 million of this appropriation is going to professional development (PD) –
 - a. Can you provide us with a copy of the PD materials?
 - b. Who is providing the PD?
 - c. Can you list the districts that received PD?
 - d. 550 teachers, coaches and administrators received PD from through an IGA with REC IX for \$710,883 – does this amount cover the ongoing PD scheduled from September 2012 – June 2013? Or will the remaining balance of \$289,116 be used?
3. \$4.5 million of this appropriation is going to regional/district level reading coaches/interventions –
 - a. Can you provide us with a copy of the PD materials?
 - b. Can you list the regions and list the districts that are covered under each?
 - c. Can you provide a list of the interventions that were funded?
 - d. Can you provide a list of the requirements/qualifications for reading coaches?
 - e. What is the average workload of a reading coach? How many schools on average will they be working with on an annual basis?

\$3.5 million for Interventions in low performing (D & F) schools

4. **\$150,000** of this appropriation is for:
 - a. Data dialogues –
 - i. Location and date?
 - ii. What districts participated?
 - iii. What was the total number of participants?
 - b. Summer Institute –
 - i. Location and date?
 - ii. What districts participated?
 - iii. What was the total number of participants?
 - iv. Provide copies of the training materials.
 - c. A-F Grading System and Web EPSS training –
 - i. Location and date?

LEGISLATIVE EDUCATION STUDY COMMITTEE

PED REQUEST

12/3/2012

- ii. What districts participated?
 - iii. What was the total number of participants?
 - iv. Provide copies of the training materials.
5. \$2.55 million is for PD for teachers/coaches/administrators with UVA School Turnaround Program -
- a. Did either PED or the individual school districts enter into an IGA in order to process the tuition payment for UVA? If so, who was the IGA between? [Provide copy of this document]
 - b. What portion of the tuition was paid for using the FY13 appropriation?
 - c. How many PED staff members were sent to the UVA program?
 - d. How many schools and districts does PED anticipate will be attending the Fall 2012 and Spring 2013 cohorts?
 - e. Are these cohorts based on the federal designations of Priority and Focus Schools? If not, how are these schools selected?
 - f. Is the \$2.55 million for all 3 cohorts?
6. \$300,000 of this appropriation is to conduct a review of D and F school budgets –
- a. Please provide a specific timeline for the RFP process? And details regarding the selection if that has been determined?
7. \$500,000 of this appropriation remain – How will this amount be spent?

\$309,400 for College and Career Readiness

- 8. What assessment will be used?
- 9. What portion of the total cost to implement/administer the 10th grade assessment does this appropriation account for?

\$2.5 million for statewide formative assessments (short cycle –grade 4-10)

- 10. Is there an updated list by district and assessment selected? (about 50% were missing in September)

FY13 NONRECURRING:

\$1 million for Common Core Transition

- 11. \$775,000 of this appropriation is spent on PD –
 - a. Location and date?
 - b. What districts participated?
 - c. Identify the regions and number of the regional teams?
 - d. What was the total number of teachers and administrators trained?
 - e. How many PED staff oversee the process?
 - f. Provide copies of the training materials.

LEGISLATIVE EDUCATION STUDY COMMITTEE

PED REQUEST

12/3/2012

\$1.5 million for K-12 Science Instructional Materials for districts with low student performance in Science

12. How is low performance measured/determined?
13. Provide a copy of the application.
14. What was the specific criteria used in making awards?
15. Who was awarded and what amount were they awarded?
16. Where districts provided with a detailed list of approved expenditures? If so please provide a copy.

\$1 million for Implementation of New Teacher Evaluation System – reauthorized from Governor Reform Initiatives as \$704,703

17. \$300,080 of this appropriation was used for Professional Services –
 - a. Please provide us with copies of the training material.
 - b. How many SREB staff members are working directly with the schools?
 - c. Please provide us with a copy of the observation protocols.
18. \$71,189 of this appropriation was used for 5 trainings –
 - a. Please provide the number of participants by date.
 - b. Please provide us with copies of the training material.
19. \$250,534 of this appropriation remains unused –
 - a. What is the plan for the remaining expenditure?

OTHER ITEMS/QUESTIONS:

\$500,000 for teaching support in schools with high proportion of low-income students

20. It was scheduled to be in place by Oct. 31 2012, has the contract been issued?
21. Has the nonprofit received any portion of the allocation?
22. What is the timeline for expending these funds?

\$11 million for K-3 Plus

23. What is the number of students by district that were served in FY13? The total number served in FY12? *(This information is missing from the PowerPoint presented to the LESC in September.)*