



Request for Application (RfA)

A Statewide LEA Initiative Providing Opportunities for High School Students to be paid as Near-Peer Tutors (NPT)

RfP Release Date: 8/27/2021

Final Submission Date: 9/30/2021

Applications received after the final date will not be considered for funding

Application link: <https://www.formpl.us/form/2019956011>

This is a Request for Proposal (RfP) and does not constitute an award. This RfP is requesting proposals to provide tutoring services in reading and mathematics to elementary and middle school students. Program costs and paid tutoring opportunities for high school students will be subsidized by grants awarded to successful applicants. Eligible LEA applicants include Bureau of Indian Education (BIE) funded schools, public school districts, regional educational cooperatives (RECs), and state-authorized charters in New Mexico.

The PED is making available up to \$2,000,000 to fund this initiative. The funding source is ESSER 3.

Individual LEA's cannot apply to fund more than 5 high school Near-Peer Tutoring Programs in their LEA. The maximum award amount for any high school Near-Peer Tutoring Program is expected to be \$50,000.00 per high school.

All applications must be completed and submitted electronically by 5:00 PM, September 30, 2021. Please contact Marc Duske, Special Projects Manager: marc.duske@state.nm.us with questions about this RfA.

PURPOSE OF THIS REQUEST FOR APPLICATION (RfA)

The New Mexico Public Education Department (NM PED) recognizes the need to attract and retain quality teachers from diverse backgrounds to teach New Mexico's multicultural student population. It is also imperative that NM PED provide students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace.

High school students who participate in work based learning programs gain rewarding experience in the work setting, acquire an increased awareness of the world via the workplace in their communities, broaden their appreciation of the need for postsecondary training, gain perspective on the important role they will play in their communities as employees, and develop a commitment to finding meaningful, fulfilling careers for themselves that are relevant to their communities.

To address the need for valuable work based learning experiences for high school students, PED is making \$2,000,000.00 available for local education agencies (LEAs) who are interested in providing opportunities for high school students to be paid to provide *near peer tutoring* in reading and mathematics to students enrolled in that same LEA's middle and/or elementary school. **Funding is available to LEAs for program costs and wage compensation of high school student tutors.**

ELIGIBLE ENTITIES

Grants will be awarded to successful applicants that are New Mexico BIE funded schools, public school districts, regional educational cooperatives, and state-authorized charters.

GOALS

The primary goal of this RfP is to provide high school students with access to paid work based learning opportunities. The funding is intended to pay high school students as near-peers who provide tutoring to younger student learners, in district supervised programs that support one or more of the following aims:

- Provide paid opportunities for work based learning experiences in the field of education
- Increase interest and build the confidence of interns in education and education-related careers
- Develop professionalism of mentor-tutors through the work based learning experience and via direct training and adult support
- Develop student readiness for workforce and college

LENGTH OF FUNDING

This RfA will provide awardees PED funding for the 2021-22 school year. Awardees should submit a plan and budget for the 2021-22 school year and all awarded but unexpended funds shall revert after June 30, 2021.

PROGRAM DESCRIPTION

The Near-Peer Tutoring Program supports LEAs by funding operating costs related to administering a near-peer tutoring program. Covered costs include:

- Stipends or salaries for adults providing training and oversight
- Curriculum that introduces high school students to child development, pedagogy, and the profession of teaching
- Training for adults
- Hourly wage reimbursement for high school students
- Transportation costs to bring tutors and/or learners to the tutoring location

The narrative section is where you will explain your vision for the launch of a near-peer tutoring program in your community. Each narrative statement that appears in the online questionnaire will be scored.

CRITERIA TO BE CONSIDERED

LEAs must demonstrate a commitment to provide paid tutoring opportunities by:

- a) Locating schools that are willing to have weekly afterschool tutoring sessions;
- b) Budgeting for adult personnel needed to recruit, process, and supervise tutors throughout the academic year;
- c) Budgeting for adult personnel to identify, recruit, communicate with tutees and their parents/guardians;
- d) Developing or contracting with a provider to deliver a training plan for tutors that includes instruction in best practices for tutoring and also includes an in-depth introduction into the teaching profession;
- e) Providing resources, including a classroom with computers and internet access, for ongoing training of tutors;
- f) Providing spaces for physical activity during tutoring sessions.

APPLICATION LINK

<https://www.formpl.us/form/2019956011>

APPLICANT NARRATIVE

Q1: Describe your program. [Rubric: Program]

How will the LEA promote the Near-Peer Tutoring opportunity? How will the program contribute to a diverse teacher pipeline? How does the program fit in to your strategic plan? What changes will be necessary to facilitate the program? Describe you high school students. Describe your elementary school students, and how you anticipate identifying tutees who will participate. How you will ensure that at-risk students will have access to the Near-Peer Tutoring program. What community relationships will you use to recruit participants and ongoing support?

The Martinez-Yazzie consolidated lawsuit determined that New Mexico was not meeting the requirements of the Indian Education Act (IEA), the Hispanic Education Act (HEA), the Bilingual Multicultural Education Act (BMEA), and the federal Individuals with Disabilities Education Act (IDEA) as well as Office of Civil Rights (OCR) requirements for English Learners (ELs) under Title VI of the Civil Rights Act of 1964. As such, the NMPED, school districts and schools must come into compliance with these laws. Accordingly, the scoring rubric will evaluate LEAs ability to demonstrate a plan to recruit and support near-peer tutors from subgroups covered by the lawsuit.

Q2: Describe the adults who will coordinate your program.[rubric: Adult Oversight]

This program will require adult oversight. Adult coordinators will recruit both high school age tutors and middle and/or elementary aged tutees. Adults must be licensed to work in the LEA and have a background check on file. Adults may be teachers, administrators, or educational assistants, and tutors must receive adequate training (Q3).

Describe how adults will be compensated and how many tutors each adult will manage (recommended ratio is one adult per 15 tutors). The scoring rubric will award points for the reasonableness of adult to student cost ratio. In other words, the strongest applications will ensure student safety while prioritizing funding for tutors, rather than adults.

Q3: Describe how you will ensure a high-quality educational experience. [Rubric: Training Quality]

An important goal of this near-peer tutoring program is to recruit young people into the teaching profession. Tutors should receive direct instruction in childhood development, literacy and numeracy pedagogy, best practices in pedagogy, and an introduction into the teaching career.

Applicants may elect to partner with existing tutoring-focused non-profits to implement an appropriate training curricula or can invest in customizing a training curricula for the tutors in their LEA. Mentoring Kids Work and Future Focused Education are two non-profit organizations that can support your programming. RECs can be utilized to provide tutor training for multiple LEAs.

Please describe the training that will be delivered to near-peer tutors, how adults will ensure tutees receive quality educational tutoring from the near-peer tutors, and how adults will ensure that both tutors and tutees are safe, physically and emotionally.

Student learners, grades K-8, are referred to as Tutees. Please describe the selection process you will use to ensure tutees are appropriately recruited. How will you ensure tutees are receiving a quality experience? What measures do you anticipate using to evaluate progress?

Q4: Describe plans and funding needs for additional supports, such as transportation, food costs, or CTSO supports. [Rubric: Other Supports]

In many locations, student transportation may be required to bring tutors and tutees together. Describe how students will be brought to the tutoring location, and any associated budget requests. If tutors will be providing their own transportation, please address liability concerns and a back-up plan to ensure equitable access.

Is the high school dismissed before or after middle and elementary schools? If some students will require supervision due to schedule alignment issues, please describe your process and any necessary budget for this supervision time. Consider the possibility of needing to provide food during tutoring sessions, especially for young children who may eat lunch early in the day.

Educators Rising is a Career Technical Student Organization (CTSO) focused on young people who plan to become teachers. Please describe any plans for Educators Rising to be affiliated with the Near-Peer Tutoring program.

Consider pandemic impacted operations. If remote operation is required, will all participating students have access to a suitable electronic device with a camera and a microphone? How will you address students without reliable access to broadband?

Describe any other supports you anticipate needing, and the funding request.

Q5: Describe plans and funding needs for paying near peer tutors, including the fiscal process you will use to pay wages and payroll taxes. [Rubric: Wages]

Near-peer tutors must be paid for their work. Describe student compensation and any uncompensated but mandatory learning time (e.g. to attend training). Explain how the LEA will support paycheck generation and payroll tax reporting. The scoring rubric will award points for the reasonableness of the adult-to-student cost ratio. In other words, the strongest applications will ensure student safety while prioritizing funding for tutors, rather than adults.

Budget

Applicants must submit a budget that includes the following:

An estimate of the number of student tutors and tutees projected for this program.

For calculating the hourly wage of the tutors, provide the minimum wage in your community, the projected hours per week, and the projected number of weeks.

An estimate of adults operating expenses for teacher stipends and staff salaries. Include licensure and hourly or stipend rate per week.

An estimate of operating expenses for training and materials.

An estimate of operating expenses for other costs, with basic description.

SCORING GUIDELINES

An evaluation committee will make award determinations after evaluating all proposals submitted. The following rubric will be used. Awards budgets are anticipated to be limited to a maximum of \$50,000 per high school.

RUBRIC FOR EVALUATING APPLICATIONS

Funding for the Near-Peer Tutoring Program is a competitive award process. The rubric assigns 9 points to each of the 5 application prompt, for a maximum of 45 points.	RESPONSE SCORE 0-9
<p><i>Program</i></p> <p><i>Q1: Describe your program.</i></p> <ul style="list-style-type: none">★ <i>How will the LEA promote the Near-Peer Tutoring opportunity?</i>★ <i>How will the program contribute to a diverse teacher pipeline?</i>★ <i>How does the program fit in to your strategic plan?</i>★ <i>What changes will be necessary to facilitate the program?</i>★ <i>Describe your students and how you anticipate identifying tutees who will participate. How you will ensure that at-risk students will have access to the program?</i>★ <i>What community relationships will you use to recruit participants and ongoing support?</i>	

<p>Adult Oversight</p> <p>Q2: Describe the adults who will coordinate your program.</p> <ul style="list-style-type: none"> ★ Identified program operator. ★ Identified program operator. ★ Identified program operator. ★ Answered how tutors and tutees will be recruited. 	
<p>Training Quality</p> <p>Q3: Describe how you will ensure a high-quality experience.</p> <ul style="list-style-type: none"> ★ Provided a plan that ensures that tutors will receive a high-quality educational experience. ★ Provided a plan that ensures that tutees will receive a high-quality educational experience. ★ Described how the safety and security of tutors and tutees will be maintained. 	
<p>Other Supports</p> <p>Q4: Describe plans and funding needs for additional supports, such as transportation, food, or CTSO supports.</p> <ul style="list-style-type: none"> ★ Provided a planning description for additional supports needed for the program. ★ Described funding needs to support program components; i.e. transportation, food, CTSO advisor 	
<p>Wages</p> <p>Q5: Describe plans and funding needs for paying near peer tutors, including the fiscal process you will use to pay wages and payroll taxes</p> <ul style="list-style-type: none"> ★ Addressed how near-peer tutors will be paid. ★ Offer a reasonable adult-student cost ratio. ★ Provided the number of weeks and hours per week that tutors will work ★ Describe the planned payroll system with deductions and tax filing. 	
TOTAL SCORE	0