



**Request for Application (RFA)
Residency Pilot for Principals, Counselors
and Social Workers**

**RFA Issue Date: July 24, 2023
Final Date to Submit RFA: August 11, 2023, by 4PM
RFAs received after 4pm on August 11, 2023 will not be considered for funding.**

Contact Information:

Phoebe Walendziak
Assistant Director
Educator Pathways Bureau
Educator.Pathways@ped.nm.gov

PURPOSE OF THIS REQUEST FOR APPLICATION

This is a Request for Applications (RFA) and does not constitute an award. This RFA is issued for the purpose of designing and implementing residency pilot programs to promote and support pre-service residency preparation and planning leading to a full-year residency experience for principals, counselors and social workers, with the goal of providing high quality preparation emphasizing authentic, field based learning opportunities to practice leadership competencies eventually leading to lengthened retention and ultimately increasing the number of highly qualified school administrators, counselors and social workers in New Mexico schools.

Competitive grants will be made available to New Mexico-approved educator preparation programs and New Mexico district/charter schools administered by public entities to facilitate and develop full-year residency pilots for principals, school counselors, and social workers across the state of New Mexico.

This \$2,000,000 initiative aims to increase access to the aforementioned professions by providing robust and comprehensive pilot programs for preservice principal, school counselor and school social worker residencies grounded in both state contextual realities and powerful data around the promising impact of residency models when they are well designed.

To promote and support an innovative, pre-service residency track leading to a full year residency experience designed to provide practical, experiential learning to fully equip school leaders with the confidence and skills necessary to navigate and inspire new generations of teachers and students. This RFA promotes partnerships between public educator preparation programs (EPPs) and local educational agencies (LEAs).

PED's GOALS FOR THIS RFA

- ❑ Set a gold standard for year-long, high quality principal, school counselor, and school social worker residency preparation emphasizing authentic, field based learning opportunities to practice leadership competencies.
- ❑ Create a school and district grow-your own pipeline of educational leadership through pre-residency semester in one or more of the following areas: principal, school counselors, and school social workers.
- ❑ Provide pre-semester planning time for school districts to hire qualified classroom teachers to fill any teacher vacancy positions needed to allow principal, counselor or social worker to complete a full- year residency in the 2024-2025 school year (pending funding).
- ❑ Provide additional leadership support in school settings to increase adult to student ratios.
- ❑ Create a framework in which a pilot cohort of one or more of the following: pre-service principals, school counselors, and school social workers experience a semester-long, comprehensive introduction inclusive pilot program where experiences align to licensure competencies and professional standards.
- ❑ Pre-service training for all pilot mentors, pre-service residents, and field supervisors from local experts or through regional offerings supported by the PED.
- ❑ Provide programmatically embedded release time to practice leadership skills, school counseling, and social work through competency aligned experiences and professional development.

- ❑ Create an active residency advisory group consisting of local program and P-12 leaders and other constituents as appropriate to serve in one of one or more of the following capacities: pre-service principals, school counselors, and school social workers.
- ❑ Creation of partnership agreements to engage in a PED Residency Community of Practice to share promising ideas and address emerging needs of this residency pilot.
- ❑ Collect qualitative data and eventually quantitative data leading to funding for a paid, full-year, high quality residency model for one or more of the following: principals, counselors or school social workers.

FUNDING

For Fiscal Year 2024, the PED intends to award four to eight competitive grants ranging from \$250,000 -\$500,000 to develop a pre-service, grow your own, residency pilot program and recruit, retain, and provide professional support of one or more of the following: pre-service principals, school counselors, and school social workers.

Applicants may propose a timeline for up to three years. Timeline should include a pre-residency semester (spring 2024), leading to a full-year paid residency experience (2024-2025) and should include necessary budget expenditures in fiscal year 2024 and fiscal year 2025. Timeline may also include a full-year paid residency for select applicants with site partnership agreements for (2023-2024) with plans for a 2nd cohort of residency candidates in 2024-2025.

Current and continued funding is dependent upon annual legislative appropriations and program performance.

Funds may be utilized for costs related to personnel, professional development, student support services, curriculum and resource materials and development community and parent engagement, transportation, lodging, stipends, and other program-related costs. All equipment requests over \$500 must receive prior approval from PED staff and be included in the proposed budget

Funds made available under this grant shall be used to supplement, and not supplant, any other federal, state, or local education funds.

LENGTH OF FUNDING

The allocation of funding shall begin upon the execution of an award between PED and successful applicants and is intended to continue through the proposed project period, but not longer than June 30, 2024.

PED reserves the right to terminate any award whose recipient does not meet requirements as defined by the guidelines governing the program or as otherwise provided in an executed award.

The payment structure is through a reimbursable grant. As funding is expended on the program, the entity may draw down that amount.

ELIGIBLE ENTITIES

Applicants shall be a New Mexico-approved Educator Preparation Program with demonstrated experience and established state approved programs in one or more of the following areas: educational leadership, school counseling and school social work (Please see, [NM Approved Educator Preparation Programs](#))

PROGRAM OUTCOMES AND MEASUREMENT PLAN

Include at least two focused outcomes and at least one self-determined outcome, which are attainable WHILE challenging the grantee to improve the quality of education and preparedness for principals, counselors and school social workers.

Outcomes: are the measurement and evaluation of actual educator and school leader performance compared to the intended expectations.

Outcomes should be the (things) specific items that the applicant wants to either maximize or minimize. The outcomes are the desired changes or results that the grantee expects to be achieved after the successful completion of the award. The outcomes could be qualitative, quantitative or both.

Outcomes MUST align to the narrative and activities of the program.

OUTCOME TO CHOOSE FROM (select at least two)- Please select at least two outcomes based focused areas that you wish to focus on and at least one self-determined outcome.

- ☐ Increase the number of pre-service principals who enter the profession by _____%
- ☐ Increase the number of pre-service social workers who enter the profession by _____%
- ☐ Increase the number of school counselors who enter the profession by _____%

- ☐ Improve the quality of pre-service principal preparation as indicated in a pre/post survey by _____%
- ☐ Improve the quality of pre-service counselor preparation as indicated in a pre/post survey by _____%
- ☐ Improve the quality of pre-service social worker preparation as indicated in a pre/post survey by _____%

Grantees Self-Determined Outcomes (at least one)

☐
☐

Possible suggestions for self-determined outcomes

- ☐ Support evaluation systems designed to strengthen principal performance and nourish professional growth and practice through meaningful, frequent and actionable feedback provided by additional district roles such as principal supervisors, mentors and/or coaches.
- ☐ Increase professional development opportunities and support structures for school and district leaders
- ☐ Increase professional development and training in and around school and district priorities
- ☐ Increase professional development and training around (Understanding and building school culture, creating a collaborative learning environment, using data to monitor school progress, comprehensive planning for school improvement, having difficult conversations, understanding performance standards for teachers and students, design of school organization to enhance productive teaching and learning, effective PD design, teacher evaluation and feedback etc...)
- ☐ Create site-based, grow your own systems for school leadership that ensure consistency and continued school improvement

OUTCOME MEASUREMENT PLAN

Outcome Measurement is the process for assessing, on a regular basis, the **results** of a grantee's programs for its participants.

In terms of the performance measurements, the measurements chosen must determine the overall program or project management and effectiveness. Grantees should define what successful performance is, and they should more easily measure and demonstrate results.

REPORTING

Grantees shall submit quarterly reports no later than October 31, January 31, April 31, and a final report no later than July 15 of each year which describes, in detail, progress on activities funded through the , focused on progress towards outcomes and project budget aligned to milestones. The end-of-year report shall describe, in detail, activities supported and outcome of efforts (success in meeting/achieving desired outcomes).

Grantees shall submit reimbursement requests at least monthly, including appropriate expenditure documentation. Applicants shall provide monthly budget amount total, budget amount spent, budget amount remaining, budget amount allocated for upcoming expenditure(s).

Minimum Reporting Requirements

Grantees shall submit reporting containing the following (*Full-Year Residency only):

- Pre-Resident or Resident (Name, License #, District/ Site, Demographics)
- Description of leadership competency requirements and alignment with provided

professional development (pre-residency and/or full-year residency)

- Pre/post preparedness survey data
- July 15th report on Number of Pre-Residents who will begin Full-Year Residency for FY25 (Name, License #, District and Site)
- *Description of culminating project
- *Evidence of adherence to other pilot criteria as outlined in Appendix A
- *Resident Mentor (Name, License #, District and Site)

EVALUATION COMMITTEE COMPOSITION

The committee tasked with the evaluation of applications will have a broad level of experience in school leadership, counseling and social work as well as a familiarity with LEA and EPP partnerships. Members will be familiar with New Mexico's educational system, tribal landscape, and cultural and linguistic relevance within education.

TIMELINE

PED-IED will make every effort to adhere to the following schedule:

ACTION	RESPONSIBLE PARTY	DUE DATE
Issue RFA	PED	July 24, 2023
Deadline to submit written questions	Potential applicants	July 31, 2023
Response to questions	PED	August 4, 2023
Submission of applications	Potential applicants	August 11, 2023
Evaluation of applications	Review panel	Aug 14, 2023-Aug 18, 2023
Selection of grantees	Review panel	August 21, 2023
Finalize contractual arrangements	PED and grantees	August 21, 2023-August 25, 2023
Contract awards	PED and grantees	September 4, 2023

SCORING GUIDELINES

Each application will be scored across five (5) sections:

- I. **Program Narrative:** The narrative is developed by the applicant. The narrative should include how the program plans to promote and support either pre-service residency preparation and planning leading to a full-year residency experience for principals, counselors and social workers with the goal of providing high quality preparation emphasizing authentic, field based learning opportunities to practice leadership competencies eventually leading to lengthening retention and ultimately increasing the number of highly qualified school administrators, counselors and social workers in New Mexico schools.
Program Narrative Components include:
 - ✓ Scope of work.
 - ✓ Planned activities and timeline FY24, FY25.
 - ✓ Description of the implementation plan, including the actions to be taken to reach the program goals and the expected outcomes, including a timeline of activities (alignment with Residency Criteria in Appendix A)
 - ✓ Collaborative elements and essential partners.
 - ✓ Recruitment incentive program.
 - ✓ Number of pre-service principals, social workers and counselors served.
- II. **Program Measurement Plan:** Performance measurement improves the overall program management and effectiveness. By focusing on project outcomes, it can define success, and more easily measure progress and demonstrate results. Focus on using qualitative and/or quantitative data to measure success of your proposed program.

Provide the intended short-term and long-term outcomes of the program, measurable objectives, numbers of students served under the proposed program, and a plan to measure the success of the program.

- III. **Program Outcomes:** The outcomes are the ultimate changes or results to be achieved after the successful completion of the program. Outcomes are specific, measurable, and meaningful. Outcomes are not activity-based, such as “conduct five training workshops” or “develop a new testing protocol”; these are outputs and do not reflect results achieved. Outcomes may be short- or long-term, or both.
- IV. **Program Budget:** The program budget that is aligned with the narrative, outcomes, and measurements of the program. Applicants need to include the following:
- **Narrative Description of Program Budget for FY24-** Proposed Budgets for Quarter 1, 2, 3, 4-final
 - **Final Narrative Description of Program Budget for FY24 due no later than:**
 - ✓ Quarter 1- October 31
 - ✓ Quarter 2-January 31
 - ✓ Quarter 3- April 31
 - ✓ Final Report- July 15
 - **Narrative Description of Program Budget for FY25**
 - ✓ By July 15- if there are expenditures left for FY24 will need to provide how the remaining funding will be spent by Quarter 1 (October 31) to spend down those remaining funds.

Example Total Cost Budget Table				
Expenses	Description (please describe how these funds will be used)	Quantity	Unit Cost	Amount
Example: Pre-Residency Stipends	Stipend to compensate pre-residency teachers on admin track for additional time and work.	3	\$10,000	\$30,000
Total Costs				

V. **Assurance Document**: Provide signed assurance.

Funding under this award must be used as specified by legislation; activities must be implemented, as described, within the Request for Application (RFA).

Please email completed application to educator.pathways@ped.nm.gov no later than **4PM MST on August 11, 2023**.

Remember all applications must include the following items:

- ✓ Program Narrative
- ✓ Program Measurement Plan
- ✓ Program Outcomes
- ✓ Program Budget
- ✓ Signed Assurance Document(s)

New Mexico Ed Pathways Preparation Program-Assurance Form

An Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____, 2023, _____ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the entity agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The entity also certifies that all program and pertinent administrative requirements will be met. In addition, grantees agree to the following assurances:

1. We, the undersigned, assure that the information included in the enclosed application is true and accurate.
2. Funding received as a result of this application will be utilized for implementation of the activities
3. of this application.
4. 75% of funding will be spent by end of grant.
5. Participation in New Mexico Public Education Department (PED) facilitated Community of Practice events to share promising ideas and address emerging needs of the residency pilot.
6. We will provide the New Mexico Public Education Department (PED) quarterly reports no later than October 31, January 31, April 31, and a final report no later than July 15 of each year which describes, in detail, progress on activities funded and described.
7. Grantees shall submit reimbursement requests at least monthly, including appropriate expenditure documentation. Applicants shall provide monthly budget amount total, budget amount spent, budget amount remaining, budget amount allocated for upcoming expenditure(s).
8. The grantee will work with and provide requested data to the PED for the activities within the timeframes specified.
9. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
10. All records of the activities will be retained for five years and access to those records will be available for the purposes of review and audit.
11. If any findings of misuse of these funds are discovered, project funds will be returned to the PED.
12. The period of the agreement shall begin September 4, 2023, and shall terminate on June 30, 2024.

Note: If the grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Name of *Authorized Representative*

Signature of *Authorized Representative* (date)

Name of Program Contact

Signature of Program Contact (date)

APPENDIX A:

Residency Criteria

Residency Pilot Programs should arrange a residency experience for candidates that are enrolled in a PED approved program leading to administrative licensure:

1. Provides a **full academic year, paid residency experience** that emphasizes authentic field-based opportunities to practice leadership competencies aligned to the national Professional Standards for Educational Leaders (PSEL).
2. Provides candidates with opportunities to demonstrate leadership competencies via at least one culminating project.
3. Provides a variety of coherent, authentic experiences in multiple school environments, including early childhood, elementary, middle, and high-school settings.
4. Provides a mentor(s) who has at least three years of experience and demonstrated effectiveness as a school principal.
5. Develops and implements a training program for mentors and faculty supervisors that supports candidates' progress in achieving residency objectives.
6. Establishes a Memorandum of Understanding between the Residency Pilot Program and district(s) (or possibly groups of districts in rural areas) that addresses:
 - a. How candidates are selected for residency;
 - b. How candidates will be matched to mentors;
 - c. Roles and responsibilities of partnering school district and the administrative leadership candidate;
 - d. Learning objectives that are individualized to address current issues of the district and communities where the candidate is placed;
 - e. Residency experiences (e.g., projects, roles, and responsibilities) that meet the learning objectives; and
 - f. How candidates will be evaluated during the residency.
 - g. How learning will be supported for students who would have otherwise been taught by the resident.
7. Include a process for the program to conduct ongoing self-evaluation and improvement of the residency program.

*Created by the Leadership Taskforce/Working Group and Approved at Jun 16, 2023 Deans and Directors Meeting
(PED lengthed residency time to a full-year)

Resources Used:

- [Community of Practice: Alliance for Leading and Learning \[A.L.L.\], APS – November 2022](#)
- [House Memorial 21. 55th New Mexico Legislator. 2022](#)
- [Illinois State Board of Education \(ISBE\) Illinois Administrative Code 30](#)
- [Memorandum of Understanding Between East Aurora District 131 and North Central College Department of Education](#)
- [National Educational Leadership Preparation \(NELP\) Building Leader Standards](#)
- [Preparing Strong Leaders for New Mexico Schools: The Refinement and Revitalization of University Principal Preparation Programs In New Mexico \(June 2010\). A Report to the New Mexico Office of Education Accountability and the Wallace Foundation.](#)