



**Request for Application (RFA)
Educator Preparation Program (EPP)
Professional Learning and Development**

**RFA Issue Date: September 20, 2023
Final Date to Submit RFA: October 6, 2023, by 4PM
RFAs received after 4pm on October 6, 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 EPP and LEA prioritized, professional development and training opportunities for pre-service teachers and administrators, current teachers and administrators, educational assistants and EPP and LEA leadership.

Competitive grants will be made available to New Mexico-approved educator preparation programs (including tribal colleges) to develop and facilitate high quality professional development opportunities that align with district priorities as well as those contained within the NMPED Strategic Plan.

This \$2,000,000 initiative aims to promote and support innovative, effective professional development that will result in changes in teacher practices and improvements in student learning and outcomes. This RFA promotes partnerships between public educator preparation programs (EPPs) and local educational agencies (LEAs). **Professional development opportunities can focus on one or more of the following audiences and goals:**

AUDIENCE AND GOALS FOR THIS RFA

Current Teachers:

- ❖ Support current K-12 teachers with professional development opportunities aligned to district needs.
- ❖ Provide professional development opportunities to current K-12 teachers around the science of reading and structured literacy.
- ❖ Provide current K-12 teachers high quality professional development to support educators in their ability to provide a culturally and linguistically responsive education system that meets the social, emotional and academic needs of all students especially the historically underserved as identified in the Martinez/Yazzie lawsuit (Native American, English learners, students with disabilities, and economically disadvantaged).
- ❖ Provide co-teaching and mentorship professional development to support teacher residency and student teaching in classroom learning.
- ❖ Provide stipends and financial support to encourage and incentivize educator participation.

Pre-Service Teachers Enrolled in Educator Prep Programs:

- ❖ Support pre-service K-12 teachers with professional development opportunities aligned to district needs.
- ❖ Provide professional development opportunities to pre-service K-12 teachers around the science of reading and structured literacy.
- ❖ Provide pre-service K-12 teachers high quality professional development to support educators in their ability to provide a culturally and linguistically responsive education

system that meets the social, emotional and academic needs of all students especially the historically underserved as identified in the Martinez/Yazzie lawsuit (Native American, English learners, students with disabilities, and economically disadvantaged).

- ❖ Provide licensure exam preparation and support.
- ❖ Provide stipends and financial support to encourage and incentivize educator participation.

Current Educational Assistants and Licensure Opportunities:

- ❖ Support EA's professional development opportunities aligned to district needs.
- ❖ Provide EA's high quality professional development to support educators in their ability to provide a culturally and linguistically responsive education system that meets the social, emotional and academic needs of all students especially the historically underserved as identified in the Martinez/Yazzie lawsuit (Native American, English learners, students with disabilities, and economically disadvantaged).
- ❖ Provide licensure exam preparation and support.
- ❖ Provide stipends and financial support to encourage and incentivize educator participation.

EPP and LEA Leadership Professional Learning Positively Impacting K-12 Teachers:

- ❖ Support EPP and LEA leadership through Teacher Residency Initiative Community of Practice (CP) convenings focused on increasing access to high-quality funded residencies for Indigenous Peoples, and strengthening the state's EPPs' capacity to continue to learn so that Teacher Residency can become a sustainable educational model in New Mexico.
- ❖ Support EPP and LEA leadership with travel reimbursement necessary to participate in Community of Practice (CP) convenings focused around leadership preparation and the current Principal Residency pilot.
- ❖ Support EPP and LEA leadership with travel reimbursement to participate in the quarterly Professional Practice Standards Committee (PPSC) meetings.

FUNDING

For Fiscal Year 2024, the PED intends to award competitive grants ranging from \$50,000 - \$500,000 to provide high-quality professional development and training aligned with EPP and LEA needs assessments.

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

Funds may be utilized for costs related to personnel, professional development, 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 and Tribal Colleges or Universities with demonstrated experience and/or established state 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 educator effectiveness by providing structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.

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

Outcomes should be the 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 one)- Please identify at least one outcome based focused area.

Grantees Self-Determined Outcomes (at least one)

☐
☐

Possible suggestions for self-determined outcomes

- ☐ Increase educator knowledge and ability in culturally and linguistically responsive teaching practices.
- ☐ Increase educator classroom management knowledge and ability.

- ☐ Increase educator knowledge on assessment and standards-based grading.
- ☐ Increase educator skill and ability in structured literacy and the science of reading
- ☐ Increase educator skill and ability in differentiating instruction for diverse learners.
- ☐ Increase pre-service administrators knowledge and ability around, teacher evaluation and feedback, school culture and community engagement, data informed decision making etc..

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 reporting containing the following:

- District/EPP Needs Assessment Outline
- PD course title and description
- Participant sign in list (name, role, district)
- Pre/post survey learning data
- Facilitator evaluation data

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).

EVALUATION COMMITTEE COMPOSITION

The committee tasked with the evaluation of applications will have a broad level of experience with K-12 education, charter schools, school leadership, teaching experience representing a variety of perspectives and seniority in the field. 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	September 20, 2023
Deadline to submit written questions	Potential applicants	September 27, 2023
Response to questions	PED	October 2, 2023
Submission of applications	Potential applicants	October 6 , 2023
Evaluation of applications	Review panel	October 9, 2023-October 6 13, 2023
Selection of grantees	Review panel	October 16, 2023
Finalize contractual arrangements	PED and grantees	October 17, 2023
Contract awards	PED and grantees	November 1, 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 a defined need for the proposed professional development along with the identified audience and goals. A description of the Professional Development learning goals and how the course objectives will better prepare educators in New Mexico's classrooms.

Program Narrative Components include:

- ✓ Scope of work.
- ✓ Community needs for the program and supporting data.
- ✓ Planned activities and timeline FY24.
- ✓ 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.
- ✓ Collaborative elements and essential partners.
- ✓ Recruitment incentive programs including stipend amounts.

- ✓ Number of educators served and how suggested PD will improve their professional practice
- ✓ A description of how educators will utilize identified PD to improve student learning outcomes.

- 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

Example Total Cost Budget Table				
Expenses	Description (please describe how these funds will be used)	Quantity	Unit Cost	Amount
Examples: Standard Based Grading	Standards-Based Grading is a system that clearly identifies the standards students have mastered, tracks specific progress, and illustrates the big picture for long-term development. In this workshop, we show you how to implement Standards-Based Grading in your classroom and school so that you can collect data that's meaningful and paints a clear picture of student achievement.	50	\$400	\$20,000
Teacher Residency Sustainability CP- Travel	Hotel and mileage costs for three in person convenings in ABQ for five people	5	\$500.00	\$2,500
PPSC Travel	Hotel and mileage costs for two in-person convenings for two people	2	\$500.00	\$1,000
Total Costs				

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

Please email completed application to educator.pathways@ped.nm.gov no later than **4PM MST on September 22, 2023**.

- ✓ 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 the end of the grant.
5. 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.
6. 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).
7. The grantee will work with and provide requested data to the PED for the activities within the timeframes specified.
8. 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.
9. 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.
10. If any findings of misuse of these funds are discovered, project funds will be returned to the PED.
11. The period of the agreement shall begin October 6 , 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)