NEW MEXICO
Public Education Department

Request for Application (RfA)

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

RfA Release Date: 8/27/2025
Final Submission Date: 9/10/2025
(Applications received after the final date will not be considered for funding)
Application Link: Near Peer Tutoring Program Application
An Assurances Supplement is Included in this RfA

This is a Request for Application (RfA) and does not constitute an award. This RfA is requesting applications to train and support high school students to provide tutoring services in reading and mathematics to elementary and middle school students utilizing the approved curriculum and training provided by PED. 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.

Planning award allocations and final awards will be based on priority, additional considerations, and available funding. **All allocations are dependent on available funds**.

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 will be $40,000 per high school.

All applications must be completed and submitted electronically by September 10, 2025. Please contact Marc Duske, Special Projects Manager: marc.duske@ped.nm.gov with questions about this RfA.

PURPOSE OF THIS REQUEST FOR APPLICATION (RfA)

The New Mexico Public Education Department (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 PED provide secondary students with a rigorous and relevant high school curriculum and skills training 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.

In addition, PED recognizes the need to support math and reading literacy in elementary and middle school, including providing students with intervention options. Tutoring that is based in structured literacy utilizing techniques in the science of reading has proven to be a successful intervention to support students struggling with reading.

To address the need for valuable work-based learning experiences for high school students and to provide high dosage tutoring for K-8th grade students PED is making funding available for local education agencies (LEAs) who are interested in providing opportunities for high school students to be paid competitively utilizing a high dosage tutoring research-based instructional model in reading and mathematics.

ELIGIBLE ENTITIES

Funding 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 RfA is to provide high school students with access to a paid work-based learning opportunity while at the same time providing tutoring to increase reading and mathematics proficiency of tutees. The funding is intended to pay high school students as near-peers who provide tutoring to younger student learners in district or charter school supervised reading and mathematics programs/courses that support one or more of the following aims:

- Provide paid work-based learning experiences that expose high school students to the field of education and career fields that include teaching or training skillsets.
- Increase interest and build the confidence of high school students interested in education and education-related careers.
- Develop the professionalism of tutors through the work-based learning experience, via direct training in *high dosage tutoring methodology,* and with the development and support of professional relationships with adult administrators and educators.
- Develop student readiness for workforce and college.

FUNDING

This RfA will provide awardees PED funding for the 2025-26 school year. Awardees must submit a plan and budget for the 2025-26 school year. All awarded but unexpended funds shall revert after June 30, 2026. Requests for Reimbursement (RfR) must be submitted by December 31, 2025, for all expenditures in the first semester. RfRs are due by May 1, 2026, for all expenditures from January to end of April. End-of-year RFRs are due July 7, 2026. **Funding is available to LEAs for program costs (excluding tutoring curriculum and associated professional development which will be provided) and wage compensation of high school student tutors**. The maximum award amount for any high school Near-Peer Tutoring Program will be $40,000.00 per high school.

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 adult teacher coordinators providing training and oversight.
- Supplies and materials necessary to support student tutoring.
- Hourly wage reimbursement for high school students.
- Transportation costs to bring tutors and/or learners to the tutoring location.

Use the narrative section to explain your vision for the launch of a near peer tutoring program in your LEA. Each narrative statement that appears in the online questionnaire will be scored.

CRITERIA TO BE CONSIDERED

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

a) Identifying schools that will commit to have standard tutoring sessions built into the school schedule based on a high dosage tutoring model.
b) Beginning tutoring no later than 30 days after each student is identified and persist over a period of at least 10 weeks.
c) Budgeting for adult personnel needed to recruit, process, mentor, and supervise tutors throughout the academic year.
d) Budgeting for adult personnel to identify, recruit, communicate with tutees and their parents/guardians.
e) Developing or contracting with a provider to deliver a training plan for tutors that includes an in-depth introduction into the teaching profession.
f) Agreeing to receive and apply High Dosage Tutoring methodology and curriculum training, provided by PED for teacher coordinators and student tutors.
g) Agreeing via a formal assurance that tutee/tutor ratios will be adopted and maintained at a 4:1 ratio and that each tutee will receive three 30 minutes sessions per week (within the school day) at least 3 times per week led by a consistent tutor for the duration of their participation in the program.
h) Providing resources, including a dedicated space with computers and internet access, for ongoing training of tutors.

APPLICATION LINKS

Near Peer Tutoring

An *Assurances Supplement* is included in the RfA below.

APPLICANT NARRATIVE

Q1: Describe your program. [Rubric: Program]

How will the LEA recruit for the Near Peer Tutoring opportunity to attract high school tutors and middle/elementary school tutees? How will the program contribute to a diverse teacher pipeline? How does the program fit into your strategic plan? What changes will be necessary to facilitate the program? How will you ensure that all tutors and adult program supervisors will obtain High Impact Tutoring training from the PED?
Describe your ideal high school student tutors. Describe your ideal elementary and middle school student tutees, and the criteria you will use to identify tutees who will participate.
What changes or interventions will be necessary to ensure that tutees obtain a minimum of three, one-half hour tutoring sessions per week? How will you integrate Reading and English Language Arts and/or Mathematics tutoring into your program? How will you evaluate tutee needs for one or both content areas for tutoring? How will you 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, and students experiencing poverty. As such, the NM PED, school districts and schools must come into compliance with these laws. Accordingly, the scoring rubric will evaluate an LEA's 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: Program 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 who may be teachers, administrators, or educational assistants, and tutors, must complete High-Dosage Tutoring training.

Describe how adults will be compensated for the extra time commitment, outside of the regular duty day, and how many tutors each adult will manage (One teacher coordinator per five tutors is strongly recommended). 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. In addition to High Impact Tutoring training provided by PED, tutors should receive direct instruction in childhood development, literacy and numeracy pedagogy, best practices in pedagogy, and an introduction into the teaching career provided by the grantee.

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? How will you ensure that tutees receive tutoring for a minimum of three, one-half hour sessions with their assigned tutor? How will you ensure that the tutee-tutor ratio does not exceed 4:1? In addition to curriculum-based measures and others required by PED, what measures do you anticipate using to evaluate the progress of tutors, tutees, and the program?

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 provide 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 working with students in a CTE Education/Training pathway or interested in becoming teachers. Please describe any plans for Educators Rising to be affiliated with the Near Peer Tutoring program.

Consider travel-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: Budget]

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:

- An estimate of the number of student tutors and tutees projected for this program.
- A calculation of the total compensation for the tutors, providing the minimum wage in your community, the projected hours per week, and the projected number of weeks.
- An estimate of adult operating expenses for teacher stipends and staff salaries, including licensure and hourly or stipend rate per week.
- An estimate of expenses for training and materials related to direct instruction in childhood development, literacy and numeracy pedagogy, best practices in pedagogy, and an introduction into the teaching career.
- An estimate of costs associated with providing tutors High Dosage Tutoring. (Materials or methodology training costs provided by Neuhaus, Saga, and P2C, or Zearn.org and Embarc.online, do not need to be included in program budgets because these will be provided to grantees by PED.)
- 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 limited to a maximum of $40,000.00 per high school.

RUBRIC FOR EVALUATING APPLICATIONS

Funding for the Near-Peer Tutoring Program is provided by a competitive award process. The rubric assigns points to each of the 5 application prompts, for a maximum of 50 points.	**RESPONSE SCORING**
Program	***14***
Q1: Describe your program. ★Has the LEA operated a Near Peer Tutoring Program prior to the 2025-2026 school year? ★*How will the LEA recruit tutors and tutees for the Near-Peer Tutoring opportunity?* ★*How will the program contribute to a diverse teacher pipeline?* ★*How does the program fit into the LEA's strategic plan?* ★*What changes will be necessary to facilitate the program?* ★*Describe your ideal tutee and tutor participants and the criteria you will use to identify tutors and tutees who will participate. How will you ensure that at-risk students will have access to the program?* ★*What community relationships will you use to recruit participants and ongoing support?*	3 2 2 2 2 1
Program Oversight	***6***
Q2: Describe the adults who will coordinate your program. ★*Identified program operator and teacher coordinator(s).* ★*Answered how tutors and tutees will be recruited.*	3 3
Training Quality	***10***
Q3: Describe how you will ensure a high-quality experience. ★*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 tutoring experience.* ★*Described how the safety and security of tutors and tutees will be maintained.*	4 4 2
Other Supports	***6***
Q4: Describe plans and funding needs for additional supports, such as transportation, food, or CTSO supports. ★*Provided a planning description for additional supports needed for the program.* ★*Described funding needs to support program components; i.e. transportation, food, CTSO advisor.*	3 3

Budget	***14***
Q5: Describe plans and funding needs for paying near-peer tutors, including the fiscal process you will use to pay wages and payroll taxes. ★*Addressed how near-peer tutors will be paid.* ★*Offered a reasonable adult-student cost ratio.* ★*Provided the number of weeks and hours per week that tutors will work.* ★*Described the planned payroll system with deductions and tax filing.*	 *3* *5* *3* *3*
TOTAL SCORE (50 Points Maximum)	

New Mexico Public Education Department
College and Career Readiness Bureau
(Near Peer Tutoring Program – UCOA 27533)

ASSURANCES SUPPLEMENT

PURPOSE OF FUNDING

During the 2025 legislative session, the state appropriated funding for the Near Peer Tutoring Program initiative (SY2025-26). State funding is available to award Local Education Agencies (LEA) and their schools in their efforts to offer high school students interested in careers in the field of Education paid, hands-on, work-based learning opportunities.

PED will award Near Peer Tutoring Program funding to new and previously funded LEAs. LEAs are awarded funding to support launching or continuing site-based tutoring of elementary and middle school students by their high school peers. High school tutors will obtain experience in the education field in their local communities to potentially enter the educator pipeline. Elementary and middle school tutees will obtain tutoring and instructional support to enhance their performance and achievement in reading and mathematics.

This award is based upon reimbursable expenditures. Adherence to the requirements as detailed in the RFA and this assurances supplement and the submission of documentation supporting Requests for Reimbursement (RfR) by established deadlines in the RFA is required.

ALLOWABLE USES OF FUNDING

The Near Peer Tutoring Program allocation may be used to support program expenditures.

Funds may be used to:

- Provide stipends for adult teacher coordinators, administrators and/or staff providing oversight to the tutors and tutees. For times that the tutors and tutees are together they must be supervised by a district employee who has passed all background checks.
- Purchase ***necessary*** educational supplies and materials, including healthy food or snack items necessary to support student tutoring.
- Provide hourly wage reimbursement/stipend for high school student tutors.
- Reimburse transportation costs to bring tutors and/or tutees to the tutoring location.
- Reimburse other operating expenses; ***pre-approval and basic description required***.

PROGRAM REQUIREMENTS

Program Structure

For FY26, the Near Peer Tutoring Program has been redesigned to increase the rigor of tutoring services provided in addition to enhancing program quality.

All programs beginning in the 2025-2026 School Year are required to embed the following practices into the program structure:

- Neuhaus High Impact Tutoring methodology training must be attended by all adult program supervisors and student tutors to enhance Reading English Language Arts tutoring practice.
- SAGA and/or P2C (Grade 4-8), ZEARN and EMBARC (K-3), tutoring training must be attended by all adult program supervisors and student tutors to enhance Mathematics tutoring practice.
- Program Coordinators must ensure that tutors are registered for training.
- Utilize ZEARN and EMBARC curriculum for math grades K-3, P2C for math grades 4-5, Saga math curriculum for grades 6-8.
- Utilize Neuhaus curriculum for reading/English language arts for grades K-8.
- An assigned high school *Student Tutor* to *Teacher/Program Coordinator* ratio of 4:1.
- *Teacher/Program Coordinators* must ensure that tutees and tutors complete Pre- and Post-Program surveys.
- Ensure Parental Consent is obtained per LEA guidelines.
- Tutoring must begin no later than 30 days after each student is identified and persist over a period of at least 10 weeks.
- Tutoring sessions must be a minimum of 30 minutes per session (seat time).
- Tutoring sessions must occur within the school day to ensure access to all students. If a time outside of school time is necessary prior authorization for the model from PED is required.
- Tutoring sessions must occur at a minimum of 3 times per week.
- Tutee/tutor ratios will be assigned and maintained at no more than a 4:1 ratio.
- Stipends for adult personnel supporting the tutoring program must not exceed $2,500.00 per semester.
- Tutee and Tutor rosters must be maintained inclusive of the following data:
    - LEA Name
    - School Name
    - Student First and Last Name
    - Student NOVA ID
    - Total Number of Tutoring Hours per Semester.
- iStation testing scores will be evaluated year-over-year for student tutees, K-2.
- NMSSA testing scores will be evaluated year-over-year for student tutees, grades 3-8.
- Curriculum-based measures will be monitored throughout each semester for program evaluation and so that adult coordinators can coach tutors on the use of student progress data in planning for tutoring sessions.
- Ensure that Information Technology requirements are met to support program operations for tutors and tutees; this includes:
    - Computer Access
    - Equipment Access (headphones, microphone, & cameras)

FISCAL REQUIREMENTS

Reporting Requirements

Upon notification of award, please review the exhibit attached to the memorandum and create a budget in OBMS for the appropriate amount using fund code 27533.

Please adhere to the following timelines and cited statutory regulations required for budgeting, obligation, and RfR submission:

- Submit your BAR, and a copy of the award memorandum, including the Exhibit, through OBMS by Friday, October 17th, 2025.
- Pursuant to NMSA 6-5-3, the appropriate fund shall be encumbered prior to the issuance of vouchers or purchase orders or the engagement of contracts.
- *NMAC 6.20.2.10 BUDGET MAINTENANCE STANDARDS*:
    - Budget adjustment requests shall be submitted on the most current form prescribed by the department. The school district shall maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level. The log is to be retained for audit purposes.
    - School districts shall submit budget adjustment requests for the operating budget to the department for budget increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account. Expenditures shall not be made by the school district until budget authority has been established and approval received from the department. Budget adjustments shall not be incorporated into the school district's accounting system until approval is received by the department.

REQUESTS FOR REIMBURSEMENT (RfR)

Fiscal documentation in the form of a detailed expenditure report, as required by the PED, must be submitted with each request for reimbursement that provides:

- Time/date
- Original, adjustments, and current budget amounts
- Current and year-to-date expenditures
- Budget balance (budget minus expenditures)
- Encumbrances
- Budget balance that represents the budget, minus the expenditures, plus encumbrances
- Remaining budget balance percentage.

REQUESTS FOR REIMBURSEMENT (RfR) (continued)

Submissions should also include (as appropriate):

- Supporting documentation for the following expenditure categories:
  - In-Person Professional Development
    - ✓ Agenda
    - ✓ Attendance Sign-In Roster
  - Supplies
    - ✓ Invoices, packing slips (upon request)
    - ✓ Signed PED Equipment >= $5,000 Preapproval to Purchase Form: https://web.ped.nm.gov/bureaus/administrative-services/fiscal-grants-management/
- Items purchased or expenditures for deliverables must be traceable to line items included in the original, PED-approved budget.

A minimum of two RfRs must be submitted in OBMS; the first by 12/31/2025 for expenses up to that date, the second by 5/31/2025 for expenses between 12/31/2025 and 5/31/2026.

Closeout Procedures

The final day to submit RFRs for expenses after 5/31/2025 in OBMS is July 7, 2026.

ASSURANCES CERTIFICATION (*This Assurances Certification will be signed in the Google Application*)

Certification Statement

I certify that the Near Peer Tutoring Program will operate by the requirements contained in this Assurance Supplement, and that I am duly authorized to submit this certification on behalf of the institution or local educational agency named below. I further certify to the best of my knowledge and belief that all activities undertaken through this grant will be conducted in full compliance with all applicable state and federal laws, rules and regulations, guidelines and instructions, and that all expenditures made for or in connection with those activities will be necessary for the implementation of the program. I affirm that all documentation necessary to support the requested data collection for this program will be retained by our institution or district until no longer legally required, and that this documentation will be made available for inspection and copying whenever necessary and requested to the State of New Mexico Public Education Department.

Authorizing Signature
Local Educational Agency Administrator

Local Education Agency:

Title:

By typing my name, I agree and understand that it serves as the equivalent of my legal signature.

Signature:

Printed Name:

Date:

Thank you for your partnership in offering this initiative to enhance the educational experience of New Mexico's students.