REQUEST FOR APPLICATION (RFA)
Math Lab Expansion Program SY2026–27 & SY2027–28

RFA Released: January 29, 2026
Final Date to Submit RFA: March 29, 2026, by 4:00 p.m.
RFAs received after the final date will not be considered for funding.

The purpose of this RFA is designed to promote academic math achievement in the critical area of mathematics by supplying funding for a two-year math lab serving elementary school students. New Mexico local educational agencies (LEAs) are invited to apply.

The PED's goal in this investment is to strengthen mathematics instruction in elementary schools (Grades K–6) to:

- Promote designated "math lab"; a dedicated learning environment in a school designed to improve math skills.
- Demonstrate that students' participation in math labs improves student achievement outcomes in Grades K–6 mathematics and raises the participating public school's mathematics scores on standards-based assessments.

Applicants may apply for a two-year grant, up to two hundred thousand dollars ($200,000.00).

Application Checklist

Please complete the checklist below to ensure that all required information and actions have been completed before uploading your complete application to Canvas.

_____Cover Page [PDF]

_____Assurance Forms [PDF]

_____Electronic narrative, no more than 8 pages, double-spaced, 12pt. font Calibri [PDF]

_____Electronic Budget Information Sheet [Excel]

_____Subcontractor or Equipment Forms [if applicable] [PDF]

Applications must be uploaded to Canvas no later than 4:00 pm, March 29, 2026. Facsimile copies will not be accepted. The completed application packet must be uploaded in its entirety into the Canvas Assignment. Requests for an extension of this date will not be granted. The PED reserves the right to deny an application if they do not meet the application requirements for cause.

For program questions contact:
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For fiscal/budget questions contact:
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PURPOSE

The 2025 Legislative Session allocated funding for math labs pilot project for Grades K–6.
The purpose of the request for application (RFA) is to support schools in implementing math lab programs designed to provide students with high quality teaching and practice in mathematics focused on hands-on activities and project-based learning.

BACKGROUND

Early mathematics skills serve as the building blocks for all mathematical learning. As students develop a strong conceptual understanding of number sense, fluency with operations, working with fractions and decimals, measurement and data, and geometry alongside the Standards for Mathematical Practices, they build the skills necessary to tackle more advanced topics like algebra, geometry, and calculus. These early concepts are not just isolated facts to memorize but are interconnected ideas that form the basis of all future math learning.

Hands-On Learning with Manipulatives. A math lab would provide students with physical tools to help them visualize and manipulate mathematical concepts for students in all grades, K–6.

Real-World Problem-Solving. A math lab would be designed to mirror real-world scenarios where students can apply their mathematical knowledge. This is a clear pathway to college or career Readiness.

Collaboration and Peer Learning. Peer-to-peer teaching and collaboration promote a deeper understanding as students are encouraged to articulate their reasoning and approach. Students can share diverse perspectives, ultimately enhancing their problem-solving and critical thinking skills.

Exploration and Inquiry-Based Learning. Students explore mathematical concepts through guided discovery. As students investigate, they deepen their conceptual understanding while building critical thinking and investigative skills and automaticity.

Provide Culturally and Linguistically Responsive Learning Opportunities. By connecting mathematical concepts to students' own backgrounds and experiences, the learning becomes more meaningful.

Build Positive Student Math Identity. How students view themselves in relation to mathematics influences their attitudes, engagement, and ultimately their success in the subject. When students see themselves as "math people", they approach problems with confidence and are more willing to engage in complex tasks. When students consider themselves as a "math person", they also develop stronger problem-solving skills.

ELIGIBILITY

Eligible entities are New Mexico public school districts, state-chartered charter schools or locally-authorized charter schools (LEAs) that serve students in Grades K–6. LEAs that wish to apply do not need to include all schools within the district in their application to be eligible for funding. Similarly, not all schools included in LEAs' applications may be funded. Each school site may apply for up to $200,000.00.

All eligible entities awarded grant funding must sign to agree and adhere to all assurances outlined in the assurance form/Memorandum of Understanding throughout the period of the award.

REQUIREMENTS

The PED requires applicants to:

- Implement a math high-quality instructional material from the PED approved list and are in the "Program Installation" or "Initial Implementation" phase as measured by the NM Instructional Materials Implementation Tool.
- Work with PED staff to conduct site visit(s) as needed, at least once per school year during the grant performance period.
- Participate in a minimum of seven of eight monthly online community of practice sessions with PED staff (at a minimum, participants should include the assigned math lab teacher and program manager).
- Work with the PED to implement an approved early numeracy screener to participating students at least once per year, beginning in year two of grant implementation (unless superseded by state laws).
- Utilize a Level II or III teacher with the Elementary Mathematics Specialist (EMS) endorsement or a teacher working toward earning the EMS endorsement to facilitate instruction in the math lab pilot program as the "teacher of record."
- Each participating school shall utilize a PED-approved research-based tool, such as the Stages of Concern Questionnaire and/or Levels of Use to measure change implementation,
- Provide a state-approved interim assessment at the beginning-of-year, middle-of-year, and end-of-year to all students participating in the math lab pilot.
- Each participating school shall report (on a PED developed template) annually disaggregated demographic and proficiency data to the PED including the following information:
    - By race and ethnicity, tribal affiliation, family income, gender, English proficiency and disability status.
- Participate in evaluation of the program through a mixed-methods model from pre-/post-surveys of students, teachers, coaches, administrators; interviews with parents/students/teachers/administrators; and analysis of interim and summative assessment data. This shall include, but not be limited to:
    - Pre-/post- summative and interim assessment scores,
    - Formative assessment data: (i.e. curriculum-embedded assessments, student work samples, student discourse, etc.),
    - Classroom walkthroughs in coordination with PED staff, school building and district administration.
- Each participating LEA shall continue to follow all students that participate in the math labs for the

duration of their K–12 career and report their achievement.

- Submit monthly progress reports towards achievement of program requirements as measured by the following performance/outcomes-based measures with the monthly requests for reimbursement. Failure to meet any of the measures outlined in the Assurances may result in funds being returned to the PED.

Application Requirements

An electronic copy of the completed application packet must be received no later than **4:00 p.m. MST on March 29, 2026** in Canvas. Facsimile copies will not be accepted. The completed application packet must be uploaded in its entirety into the Canvas assignment, Application Packet Submission. Requests for an extension of this date will not be granted. The PED reserves the right to deny an application if they do not meet the application requirements for cause.

The application must include:

1. Completed "Cover Page" [PDF].
2. Completed "Assurances Form" with all signatures [PDF].
3. Electronic submission of narrative, explaining your plan, no more than 8 pages, double-spaced, 12pt. Calibri font, inclusive of the following sections [PDF]:
    a. Summary–A detailed summary of the primary reason for seeking funding to support a math lab, benefiting K–6 students (especially at-risk and students of color) and teachers. This proposal must align with the PED Strategic Plan for Success and the NM Math Framework.
        i. Include a summary of the current implementation of a math lab and findings that informed this application. Answer the following questions:
            - How does the current math lab operate?
            - If starting a new math lab, how would it be operated?
            - How has current data reinforced this approach?
    b. Justification–A detailed narrative which includes:
        i. What specifically will the LEA do to begin or enhance implementation of math lab based on current operations;
        ii. How will the math lab utilize or integrate multi-layered systems of support to service students needing targeted support;
        iii. How will the math lab support implementation of math HQIM (in either "Program Installation" or "Initial Implementation" phase);
        iv. How will the math lab support all students to engage in on-grade level instruction;
        v. What expenditures will you make to help you carry out your action plan;

vi. Include major goals for robust professional learning based on data and action plan; and
vii. How the program meets the eligibility criteria and students' demographics.

c. Budget Overview – detailed narrative of the amount of funding requested to carry out your plan through June 30, 2028, based on the prioritized actions, connected to the electronic budget information sheet. Expenditures cannot supplant any federal, state, local, or other non-federal funds.
d. Program Timeline – Detailed outline of expected program benchmarks and milestones through at least June 2028, inclusive of progress towards performance/outcomes measures.
e. Sustainability – Describe a clear and well-conceived plan for how this project will be funded and sustained once the grant award period has ended. Include how the continuing initiative is/will be aligned with the entities' NM DASH or EdPlan, if applicable. Include any and all additional funding streams that may be used to continue or improve the grant project/proposal after the grant award period.

4. Electronic submission of completed "NM Instructional Materials Implementation Tool" showing current phase of implementation [PDF].
5. Documentation confirming purchase and adoption of MATH HQIM (CIM), as determined by the PED Adopted Multiple List or HQIM Reviews website. This is measured by submission of invoices/contracts which show purchase from the authorized vendor.
    - Please submit a finalized budget showing a line item for purchase of the approved MATH HQIM and an official letter from the district/charter school leader indicating it will be purchased. Then, submit invoices/contracts which show purchase from the authorized vendor [PDF]
6. Electronic submission of completed "Electronic Budget Information Sheet" [Excel Sheet].
7. Electronic submission of completed Subcontractor or Equipment forms, if applicable [PDF].

Math Lab Pilot Program Grant Application Cover Page

Applying Organization			
Organization Name			
Type of Education Provider (check box below that best describes your organization or authorizer)			
☐ Consortium of Schools		☐ Local Charter School	
☐ Public School District		☐ State Charter School	
☐ Single Public School			
Applicant Information:			
Primary Person Applying For and Responsible For Grant			
First Name, Last Name			
Title			
Email		**Phone**	
School Principal			
First Name, Last Name			
Email		**Phone**	
School District Superintendent/Charter School Leader			
First Name, Last Name			
Email		**Phone**	
Amount of Funding Requested:			
Recipient Schools (List all partnering schools, if applicable)			
HQIM Math			

Math HQIM Adopted/Utilized	
HQIM Implementation Phase	
Aligned Intervention Adopted/Utilized	
Math Lab Teacher of Record:	
First Name, Last Name	
Title	
Email	
NM Licensure Level	
Endorsement(s)	
Have Elementary Math Specialist Endorsement?	
If the Teacher of Record does not have the Elementary Math Specialist endorsement, please explain the plan for them to earn the endorsement within the grant period of performance.	

New Mexico Math Lab Pilot Grant
(SY2026–27 to SY2028–29)
Assurances Form

The Superintendent, Executive Director or an Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, agreement of all the assurances below and the receipt of program funds. Initial next to all the applicable assurances. Each individual school recipient must sign and complete Assurance form.

On_____(date), 2026, _____(school 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 that accept PED Math Lab Pilot funding agree to the following assurances:

1. ___ The teacher of record of the math lab must hold or must work on earning the Elementary Mathematics Specialist (EMS) endorsement from a PED-approved program and have the endorsement on their PED license during the grant period of performance.
2. ___ Successful awardees will provide the New Mexico Public Education Department (PED) the evaluation information required in the End-of-Year Program Report (Appendix A) following each year of implementation.
3. ___ Successful awardees will attend a minimum of seven out of eight Communities of Practice sessions with PED staff. At a minimum, participants should include the assigned math lab teacher and program manager.
4. ___ Successful awardees will work with and provide requested data to the PED for the Grant Program within the specified timeframes, including student and school participation (attendance), demographics, and math achievement data.
5. ___ Awardees will implement a PED approved numeracy screener beginning in Year Two of the grant to participating students at least once per year and report the data to the PED.
6. ___ Awardees may be selected for a school site visit by the PED, at least once per year, to support compliance with the grant requirements.
7. ___ Each participating LEA shall continue to follow all students that participate in the math labs for the duration of their K–12 career and report their achievement to the PED.
8. ___ The schools/entities will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
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 program 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. ___ If any portion or component of this Assurances are not followed or violated, project funds will be returned to the PED.
13. ___ The selected awardee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
14. ___ The LEA will submit monthly expenditures/RFRs through OBMS.

15. ☐ The selected awardees must show progress towards meeting the performance and outcome-based measures for SY2026–27 and SY2027–28 outlined below:

Deliverable Name	Due Date	Performance Metrics
Administration of a BOY PED-approved interim assessment.	By October 30, 2026 By October 30, 2027	• All math lab participating students participated in the BOY administration of the PED-approved interim assessment.
Administration of a PED-approved screener	By October 30, 2027	• All math lab participating students have been assessed utilizing a screener.
Participate in a minimum of seven of eight monthly community of practice with PED staff.	By December 30, 2026 By December 30, 2027	• At least the math lab teacher and program manager have engaged in half of the required CoP sessions, as measured by sign-in sheets, artifacts submitted during sessions.
Administration of a MOY PED-approved interim assessment.	By March 1, 2027 By March 1, 2028	• All math lab participating students participated in the MOY administration of the PED-approved interim assessment.
Administration of a EOY PED-approved interim assessment.	By June 13, 2027 By June 13, 2028	• All math lab participating students participated in the EOY administration of the PED-approved interim assessment.
Participate in a minimum of seven of eight monthly community of practice with PED staff.	By June 13, 2027 By June 13, 2028	• At least the math lab teacher and program manager have engaged in all of the required CoP sessions, as measured by sign-in sheets, artifacts submitted during sessions.

Name of District Superintendent/Charter School Leader	Date	Signature of Superintendent/Charter School Leader	Date

Name of Program Contact	Date	Signature of Program Contact	Date

Note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. Complete and attach after the Cover Page. If needed, additional copies of this page should be attached to include each participating school.

Appendix A:

End-of-Year Program Report (tentative)

To be completed after award is received and on an annual basis, due by July 1, 2027 and July 1, 2028.

Each successful grantee awarded funding through the NM Math Lab Pilot Grant is required to report, at a minimum, the following information to the New Mexico Public Education Department on or before **July 1 each year the grant is awarded; that includes but is not limited to**:

- Executive summary including:
    - How the program met the proposal, outputs, and outcomes;
        - ✓ Program Objectives;
        - ✓ Program Achievements;
        - ✓ Program Outlook (how the program will be sustained, future plans, and anticipated growth for implementation).
- Planning phase process including:
    - agendas from all planning meetings with documented attendance;
    - the number of teachers who attended planning meetings or participated in professional learning sessions;
    - the number of administrators who attended each planning meeting;
    - name of stakeholders, coaches, and/or mentors who assisted with planning and participated in the community of practice.
- Implementation phase including:
    - the number of teachers who participated in the math lab pilot and participated in the community of practice;
    - the number of students who participated in the math lab pilot;
    - regular attendance percentage of students who participated in the math lab pilot;
    - the gender, racial, and socioeconomic diversity of participating students;
    - teacher trainings
        - ✓ agendas from school or partner trainings or events;
        - ✓ attendance of participants;
    - the impact on students including a narrative highlighting the impact on students, teachers, community engagement, school culture, and any other aspects that you have noticed, including artifacts;
    - artifacts which highlight student impact and programming such as student and teacher testimonials, images, PLC and CoP artifacts;
    - student achievement data including BOY, MOY and EOY data in iStation for Grades K–2
    - student achievement data including BOY, MOY and EOY from state approved interim assessment for Grades 3–6.
    - a narrative showcasing the impact on students, teachers, school culture, and any other aspects that you have noticed, including artifacts and quotes;
    - a narrative on how the screener data was used in classrooms through within MLSS system and how the data was used in the labs; and
    - attendance data which highlights the number of student and teacher participation.
- Challenges and opportunities for future improvement.