

**NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
REQUEST FOR APPLICATION (RFA)**

**House Bill 2  
Statewide High Impact Tutoring  
for Reading and Math**



**27512**

**RFA Release Date: June 15, 2026**

**Application Due Date: July 31, 2026**

**ELECTRONIC-ONLY APPLICATION SUBMISSION**

# Table of Contents

<b>I.</b>	<b>INTRODUCTION.....</b>	<b>1</b>
A.	PURPOSE OF THIS GRANT APPLICATION .....	1
B.	BACKGROUND INFORMAITON.....	1
C.	GRANT PROGRAM OVERVIEW .....	1
D.	ELIGIBILITY AND FUNDING OVERVIEW .....	2
E.	ALLOWABLE COSTS .....	3
F.	FISCAL RESPONSIBILITIES .....	4
G.	GRANT MANAGER.....	5
H.	GRANT APPLICATION SUBMISSION .....	6
I.	DEFINITION OF TERMONOLOGY .....	6
J.	GRANT APPLICATION LIBRARY .....	8
<b>II.</b>	<b>GRANT APPLICATION TIMELINE.....</b>	<b>9</b>
A.	SEQUENCE OF EVENTS .....	9
B.	EXPLANATION OF EVENTS.....	9
<b>III.</b>	<b>APPLICATION FORMAT AND ORGANIZATION.....</b>	<b>12</b>
A.	ELECTRONIC SUBMISSION REQUIERMENTS .....	12
B.	APPLICATION CONTENT AND ORGANIZATION .....	12
<b>IV.</b>	<b>SPECIFICATIONS.....</b>	<b>13</b>
A.	DETAILED SCOPE OF WORK.....	13
B.	TECHNICAL SPECIFICATIONS .....	19
1.	Mandatory Specifications .....	19
2.	Desirable Specifications .....	21
C.	BUSINESS SPECIFICATIONS.....	22
1.	Contact Information and Statement of Concurrence Form .....	22
2.	Budget Form.....	22
<b>V.</b>	<b>EVALUATION .....</b>	<b>23</b>
A.	EVALUATION POINT SUMMARY .....	23
B.	EVALUATION FACTORS .....	23
1.	B.1 Mandatory Specifications (550 Points) .....	23
2.	B.2 Desirable Specifications (250 Points) .....	24
3.	C.1 Contact Information and Statement of Concurrence Form (Pass/Fail) .....	24
4.	C.2 Budget Form (200 Points).....	24
C.	EVALUATION PROCESS .....	25
	<b>APPENDIX A: ACKNOWLEDGMENT OF RECEIPT FORM.....</b>	<b>26</b>
	<b>APPENDIX B: CONTACT INFORMATION AND STATEMENT OF CONCURRENCE FORM .....</b>	<b>28</b>
	<b>APPENDIX C: BUDGET FORM .....</b>	<b>31</b>
	<b>APPENDIX D: DRAFT ASSURANCE SUPPLIMENT.....</b>	<b>35</b>

# **I. INTRODUCTION**

## **A. PURPOSE OF THIS GRANT APPLICATION**

The purpose of the Request for Application (RFA) is to solicit sealed applications, from qualified New Mexico school districts, local charters, state charters, and New Mexico Regional Education Cooperatives (RECs), to establish one or more grant awards through competitive negotiations for the administration of high-impact tutoring services. The New Mexico Public Education Department (PED) seeks to administer tutoring services to an estimated 2,500 students across New Mexico during school year 2026-2027 with a possible extension into school year 2027-2028 and school year 2028-2029. Services must be delivered by trained instructors to students during the school day. Services must be aligned to grade-level [New Mexico adopted content standards](#) and classroom instruction in mathematics and language arts. The tutoring program shall provide evidence-based, supplemental small-group instruction designed to accelerate student learning and address unfinished learning through ongoing formative, interim, and summative assessment practices. The long-term objective is to improve statewide student reading proficiency and math proficiency by five percent by school year 2028-2029.

## **B. BACKGROUND INFORMATION**

House Bill 2 (HB2) High Impact Tutoring is funded by the [2026 House Bill 2](#) signed into law by Michelle Lujan Grisham on March 11, 2026. This initiative is governed under the Public Education Reform Fund (PERF) for school year 2026-2027 through school year 2028-2029. Laws 2025, Chapter 72 ([Senate Bill 201](#)), amended the purpose of the PERF to support education initiatives with a structured, evidence-based approach to funding and evaluation. As stipulated by the newly signed law, the Legislative Education Study Committee (LESC) and the Legislative Finance Committee (LFC) are jointly responsible with the PED for the accountability and evaluation of PERF funded initiatives. Additionally, this initiative supports the state's ongoing efforts under *Martinez/Yazzie v. State of New Mexico* to provide sufficient and equitable educational opportunities for students identified as at-risk, including Native American students, English learners, students with disabilities, and economically disadvantaged students. The HB2 High Impact Tutoring initiative works to ensure equitable student access to effective instructional supports and to improve academic outcomes for all students, including at-risk student populations, through evidence-based tutoring interventions.

## **C. GRANT PROGRAM OVERVIEW**

High-impact tutoring is to be delivered by trained instructors to students across New Mexico during the school day in mathematics and language arts. The tutoring program shall provide evidence-based, supplemental small-group instruction designed to accelerate student learning and address unfinished learning through ongoing formative, interim, and summative assessment practices. Services must be aligned to grade-level [New Mexico adopted content standards](#) and integrated with participating schools' instructional programs.

Tutoring services will require coordination with school sites to support scheduling, student identification and referral processes, assessment administration, and ongoing progress monitoring. All services administered under this RFA must explicitly support the State's obligations under *Martinez/Yazzie v. State of New Mexico* by prioritizing access, quality, and outcomes for at-risk student populations, including Native American students, English learners, students with disabilities, and economically disadvantaged students. Services shall prioritize all students most at risk of not achieving grade-level proficiency, including students identified through school and state data systems. Services must incorporate culturally and linguistically responsive instructional practices, ensure equitable access for rural, tribal, and underserved communities, and improve measurable academic outcomes for these student populations.

Tutoring shall be delivered primarily in person at designated school sites, including rural and frontier locations. Virtual tutoring may be used only as a supplemental or contingency delivery model with prior approval from PED.

Each student is expected to receive a minimum of two (2) tutoring sessions per week, totaling no less than ninety (90) minutes of instruction per week, for a minimum of eighteen (18) weeks and up to twenty-seven (27) weeks. Tutoring may be structured to meet student needs, including shorter, more frequent sessions for elementary students.

Tutoring services must be delivered using an evidence-based instructional model that includes small-group instruction, consistent tutor-student groupings, and ongoing use of formative, interim, and summative assessments to guide instruction. Tutor-to-student ratios shall not exceed four (4) students per tutor per session.

The number of students to be served under this grant is an estimate only and may increase or decrease based on funding availability, program needs, and school participation.

## **D. ELIGIBILITY AND FUNDING OVERVIEW**

Eligible applicants for this Request for Application (RFA) are exclusively New Mexico school districts, local charters, state charters, and New Mexico Regional Education Cooperatives (RECs).

This application may result in multiple grant awards.

The resulting grant award(s) shall be for one (1) year, with the option to renew for up to two (2) additional one-year awards, subject to funding availability, satisfactory performance, and all required approvals. PED anticipates funding for this initiative for up to three (3) years; however, continuation is not guaranteed and is subject to legislative appropriation, program performance, and agency priorities.

Tutoring services under this grant are expected to begin in Fall of Year One (school year 2026-2027). Applicants must demonstrate readiness to implement services within the first three (3)

months of the award. Delayed implementation beyond three (3) months will require prior written approval from PED and may affect grant continuation.

All services must comply with the Detailed Scope of Work set forth in Section IV.A of this RFA.

## **E. ALLOWABLE COSTS**

Allowable costs for FY27 awards under **Fund Code 27512** FY27 HB2 High Impact Tutoring are limited to the Operating Budget Management System (OBMS) Object Codes listed below.

### 51000 Personnel Services – Compensation

Salary compensation for tutors and tutor proctors are allowable costs.

**51100** Salaries Expense

**51200** Overtime Expense

**51300** Additional Compensation

### 52000 Personnel Services – Employee Benefits

Employee benefits for tutors and tutor proctors are allowable costs.

52100 Retirement Contributions

**52111** Educational Retirement

**52112** ERA Retiree Health

52200 Social Security Contributions

**52210** FICA Payments

**52220** Medicare Payments

52300 Health/Medicare Benefits

**52311** Health and Medical Premiums

**52312** Life

**52313** Dental

**52314** Vision

**52315** Disability

**52316** Other Insurance

**52500** Unemployment Compensation

52700 Workers Compensation

**52710** Workers Compensation Premium

**52720** Workers Compensation Employer's Fee

**52730** Workers Compensation (Self Insured)

52900 Other Employee Benefits

**52911** Cafeteria Plan Fees

**52912** Employee Assistance Programs

**52913** Workers Compensation Employee Fee  
**52914** Deferred Sick Leave Reserve

53000 Purchased Professional and Technical Services

Training and ongoing professional development for tutors are allowable costs.

**53330** Professional Development

56000 Supplies

General supplies and materials for tutoring program implementation are allowable costs.  
Computers and tablet computers are ***not allowed***.

56100 General Supplies

**56118** General Supplies and Materials

## **F. FISCAL RESPONSIBILITIES**

The HB2 High Impact Tutoring grant award is based upon reimbursable expenditures. Adherence to grant requirements and statutory regulations are required for budgeting, obligation, and Requests for Reimbursement (RfR) submissions.

Awarded Applicants must submit a Budget Adjustment Request (BAR) for the awarded amount using **Fund Code 27512** and **Revenue Code 43202** within the [Operating Budget Management System \(OBMS\)](#).

This award is effective through June 30, 2027, upon receiving PED approved budget authority in OBMS. RfRs are required to be submitted monthly. The award amount must be fully expended by June 30, 2027. The last day to submit requests for reimbursement for FY26-27 will be posted on the [School Budget Bureau \(SBB\) File Transfer Site](#) and announced at the 2027 Spring Budget Workshop.

### **STATUTORY REGULATIONS:**

[§6-5-3](#) NMSA 1978 – Legality and authority for proposed expenditures determined by division and state agency; encumbering funds.

1. Before any vouchers or purchase orders are issued or contracts are entered into involving the expenditure of public funds by a state agency, the authority for the proposed expenditure shall be determined by the division and the state agency. After the authority for the expenditure is determined, the appropriate fund shall be shown by the division to be encumbered to the extent of the proposed expenditure. The division may request, and the state agency shall provide, such documentation and other information as the division deems necessary to justify the state agency's determination of authority. The division may disapprove the proposed expenditure if it determines that the

justification is inadequate or is not substantiated by law. The division may perform, on a statistical or stratified basis, internal pre-audit and post-audit procedures to monitor and enforce compliance with the provisions of this section.

NMAC [6.20.2.10](#) – Budget Maintenance Standards

1. 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.
2. 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) REQUIREMENTS:

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:

1. Fund number
2. Claim period
3. Itemized expenditures
4. Total request for reimbursement
5. Budget amount
6. Year-to-date (YTD) expenditures

Submissions must also include supporting documentation for the following expenditure categories:

1. Compensation and Employee Benefits (51000 and 52000)
  - A. Tutor/tutor proctor roster
2. Professional Development (53330)
  - A. Agenda
  - B. Attendance sign-in roster
3. General Supplies and Materials (56118)
  - A. Invoices
  - B. Packing slips (upon request)
  - C. Signed PED [Equipment ≥ \\$5,000 Preapproval to Purchase Form](#) (as appropriate)

## G. GRANT MANAGER

The PED has assigned a Grant Manager who is responsible for the conduct of this grant application whose name, address, email address, and telephone number are listed below.

Grant Manager:

**Christina Weeks** | HB2 High Impact Tutoring  
Teaching, Learning and Innovation Division  
New Mexico Public Education Department  
300 Don Gaspar Ave. | Santa Fe, NM  
[Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov)  
(505) 365-3749

Any inquiries or requests regarding this grant must be submitted, in writing, to the Grant Manager. Applicants may contact **ONLY** the Grant Manager regarding this grant application. Other state employees or Evaluation Committee members do not have the authority to respond on behalf of the PED.

## **H. GRANT APPLICATION SUBMISSION**

Submissions of all applications must be accomplished via email to PED's [Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov) email address. Refer to Section III for instructions. Applications submitted by facsimile, or other electronic means other than the email address provided herein, will not be accepted.

## **I. DEFINITION OF TERMONOLOGY**

This section contains definitions of terms used throughout this application document, including appropriate abbreviations:

1. **“Applicant”** is any New Mexico school district, local charter, state charter, and/or New Mexico Regional Education Cooperative (REC) who chooses to submit an application.
2. **“At-Risk Student Groups”** means students determined to be economically disadvantaged, Native American, English learners, and students with disabilities.
3. **“Award”** means the final award issued by the PED.
4. **“Designated School Site”** means a school site designated by the PED as being in need of improvement.
5. **“Desirable”** – the terms “may,” “can,” “should,” “preferably,” or “prefers” identify a desirable or discretionary item or factor.



6. **“Electronic Submission”** means a successful submittal of an application electronically through PED’s [Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov) email address. Refer to Section III for instructions. Applications submitted by facsimile, or other electronic means other than the email address provided herein, will not be accepted.
7. **“Evaluation Committee”** means a body appointed to perform the evaluation of grant applications.
8. **“Grant Manager”** means any person or designee authorized by a state agency or local public body with the responsibility, authority, and resources to conduct the RFA process, make written determinations regarding the RFA process, and/or administer awards as a result of the RFA process.
9. **“High Impact Tutoring”** means evidence-based, supplemental instructional supports that are tied to adopted standards through a cohesive scope and sequence. High impact tutoring services are provided by well-trained instructors that demonstrates mastery in the science of reading, and in literacy and mathematical instruction for kindergarten-12th grade and that have capabilities to provide responsive support to students of diverse cultural and linguistic backgrounds. Tutor ratios do not exceed four students per tutor, per tutoring session. Student groups and tutor assignments remain consistent over the duration of the program to ensure positive tutor-student relationships. Tutoring services leverage ongoing, balanced assessments that allow tutors to effectively tailor instruction as part of the tutoring sessions. Tutoring services demonstrate cohesion between tutoring interventions and the student’s core instructional environment.
10. **“Instructional Week”** means a standard school week during which students are scheduled to receive instruction, excluding holidays, school closures, and scheduled school breaks.
11. **“Mandatory”** – the terms “must,” “shall,” “will,” “is required,” or “are required,” identify a mandatory item or factor. Failure to meet a mandatory item or factor may result in the rejection of the Applicant’s proposal.
12. **“Public Education Reform Fund (PERF)”** means a public education reform fund amended in 2025 by [Senate Bill 201](#) to allow funding for reform projects that are to include accountability and evaluation plans approved by the Department of Finance and Administration, the Legislative Finance Committee, and the Legislative Education Study Committee.
13. **“Request for Application (RFA)”** means all documents, including those attached or incorporated by reference, used for soliciting applications.
14. **“Statement of Concurrence”** means an affirmative statement from the Applicant indicating its response to a required Section IV specification agreeing to comply and concur with the stated requirement(s). This statement shall be included in Applicant’s

application. (e.g. “We concur,” “Understands and Complies,” “Comply,” “Will Comply if Applicable,” etc.)

## **J. GRANT APPLICATION LIBRARY**

A grant application library has been established. Applicants are encouraged to review the material contained in the Grant Application Library by selecting the link provided in this document through an independently sourced internet connection. The library contains information listed below:

RFA, RFA Amendments, Acknowledgment of Receipt Form, Technical Proposal Template, Budget Proposal Template, etc.

<https://web.ped.nm.gov/rfps-rfis-rfas/>

Other relevant links:

New Mexico Public Education Department Website

<https://web.ped.nm.gov/>

New Mexico Adopted Content Standards

<https://web.ped.nm.gov/bureaus/instructional-materials/new-mexico-adopted-content-standards/>

## II. GRANT APPLICATION TIMELINE

This section of the RFA contains the schedule of events and the descriptions of each event for this grant application.

### A. SEQUENCE OF EVENTS

The Grant Manager will make every effort to adhere to the following schedule:

Action	Responsible Party	Due Dates
1. Issue RFA	PED	June 15, 2026
2. Acknowledgment of Receipt Form	Potential Applicants	June 15, 2026, to June 25, 2026, by 5:00 PM MDT
3. Pre-Application Conference	PED	June 25, 2026, at 1:00 PM MDT
<b>4. <i>Submission of Application</i></b>	<b><i>Potential Applicants</i></b>	<b><i>July 31, 2026, by 5:00 PM MDT</i></b>
5.* Application Evaluation	Evaluation Committee	August 3, 2026, to August 12, 2026
6.* Finalize Assurance Agreements	PED/Finalist Applicants	August 13, 2026, to August 20, 2026
7.* Grant Awards	PED/Finalist Applicants	August 28, 2026

\*Dates indicated in Events 5 through 7 are estimates only and may be subject to change without necessitating an amendment to the RFA.

### B. EXPLANATION OF EVENTS

The following paragraphs describe the activities listed in the Sequence of Events shown in Section II.A, above.

#### 1. Issue RFA

This RFA is being issued by the New Mexico Public Education Department on the date indicated in Section II.A, Sequence of Events.

#### 2. Acknowledgment of Receipt Form

Potential Applicants may email the Acknowledgment of Receipt Form (APPENDIX A), to the PED Grant Manager, Christina Weeks at [Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov), to have their education agency placed on the grant application Distribution List. The form must be returned to PED by 5:00 PM MDT on the date indicated in Section II.A, Sequence of Events.

The application distribution list will be used for the distribution of written responses to questions, and/or any amendments to the RFA. Failure to return the Acknowledgment of Receipt Form does not prohibit potential Applicants from submitting a response to this RFA. However, by not returning the Acknowledgment of Receipt Form, the

potential Applicant's representative shall not be included on the distribution list and will be solely responsible for obtaining from the Grant Application Library (Section I.J) responses to written questions and any amendments to the RFA.

### 3. **Pre-Application Conference**

An RFA pre-application conference will be held as indicated in Section II.A, Sequence of Events, beginning at 1:00 PM MDT via Microsoft Teams.

#### **Microsoft Teams meeting**

**Join:** <https://teams.microsoft.com/meet/259887686825836?p=XBoQti5IMFXZbSAS74>

Meeting ID: 259 887 686 825 836

Passcode: 5Wq9GX2w

#### **Dial in by phone**

[+1 505-312-4308,602890075#](tel:+15053124308602890075) United States, Albuquerque

[\(888\) 506-1357,602890075#](tel:(888)5061357602890075) United States (Toll-free)

[Find a local number](#)

Phone conference ID: 602 890 075#

Potential Applicant(s) are encouraged to submit written questions in advance of the conference to the Grant Manager (see Section I.G). The identity of the education agencies submitting the question(s) will not be revealed. Additional written questions may be submitted at the conference. All questions answered during the pre-application conference will be considered unofficial until they are posted in writing.

Attendance at the pre-application conference is highly recommended, but not a prerequisite for submission of an application.

### 4. **Submission of Application**

All applications must be received by the grant manager no later than **5:00 PM MDT on the date indicated in SECTION II.A, Sequence of Events. NO LATE APPLICATIONS CAN BE ACCEPTED.** The date and time of receipt will be recorded on each application. Applications will be time-stamped in email when the email is received. Such electronic submissions will be considered sealed.

Proposals must be submitted electronically through PED's

[Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov) email address. Refer to Section III for instructions.

Applications submitted by facsimile, hand delivery, mail, or other electronic means will not be accepted.

### 5. **Application Evaluation**

An Evaluation Committee will perform the evaluation of applications. This process will take place as indicated in Section II.A, Sequence of Events, depending upon the number of applications received. During this time, the Grant Manager may initiate discussions with Applicants who submit responsive or potentially responsive applications for the purpose of clarifying aspects of the applications. However,

applications may be accepted and evaluated without such discussion. Applicants may be asked to make budget amount adjustments based on available funding and equity of access across the state. Discussions shall not be initiated by the Applicants.

The Evaluation Committee will select, and the Grant Manager will notify awarded Applicants. Awarded Applicants will be comprised of all eligible Applicants receiving the highest cumulative scores in Section IV.B.1 Mandatory Specifications and Section IV.B.2 Desirable Specifications.

**6. Finalized Assurance Supplements**

The grant award(s) resulting from this RFA will be finalized with the most advantageous Applicant(s), taking into consideration the evaluation factors set forth in this RFA, as per Section II.A, Sequence of Events, or as soon as possible thereafter. The most advantageous application may or may not have received the most points. In the event mutually agreeable terms cannot be reached with the apparent most advantageous Applicant in the timeframe specified, the State reserves the right to finalize grant awards with the next most advantageous Applicant(s) without undertaking a new application process.

**7. Grant Awards**

The award is subject to appropriate Department and State approval. Upon receipt of the signed assurance supplement, the Agency Fiscal Grants Management office will make award(s) as per Section II.A, Sequence of Events, or as soon as possible thereafter.

The resulting grant award(s) shall be for one (1) year, with the option to renew for up to two (2) additional one-year awards, subject to funding availability, satisfactory performance, and all required approvals. PED anticipates funding for this initiative for up to three (3) years; however, continuation is not guaranteed and is subject to legislative appropriation, program performance, and agency priorities.

### III. APPLICATION FORMAT AND ORGANIZATION

Only electronic submission via PED's [Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov) email address is permitted. Any application that does not adhere to the requirements of Section III.A Electronic Submission Requirements and Section III.B Application Content and Organization may be deemed non-responsive and rejected on that basis.

#### A. ELECTRONIC SUBMISSION REQUIREMENTS

1. **Follow all submission instructions** – Applications must be submitted in the manner outlined in Sections III.A and organized in accordance with Section III.B.
2. **Complete application submission prior to submission deadline** – It is the Applicant's responsibility to ensure all documents are completely attached and submitted electronically via PED's [Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov) email address by the deadline set forth in this RFA. **NO LATE APPLICATION CAN BE ACCEPTED.**
3. **Application Format** – Two (2) PDF attachments must be organized in accordance with Section III.B, Application Content and Organization. Attach a single Technical Proposal PDF document and a single Budget Proposal PDF document. All information for the Technical Proposal must be combined into a single PDF document.

#### B. APPLICATION CONTENT AND ORGANIZATION

All grant proposals must be submitted as follows:

Within each section of the grant proposal, Applicants must organize and address the RFA requirements in the order indicated below. All forms provided in this RFA must be thoroughly completed and included in the appropriate section of Applicant's grant proposal.

##### **Technical Proposal (PDF Document #1):**

1. Contact Information and Statement of Concurrence Form (APPENDIX B)
2. Grant Proposal Summary
3. Response to Specifications
  - A. Mandatory Specifications
  - B. Desirable Specifications

##### **Budget Proposal (PDF Document #2):**

1. Completed Budget Form (APPENDIX C)

A Grant Proposal Summary may be included in Applicant's proposal to provide the Evaluation Committee with an overview of the grant proposal; however, this material will not be used in the evaluation process unless specifically referenced from other portions of the Applicant's grant proposal.

## IV. SPECIFICATIONS

### A. DETAILED SCOPE OF WORK

The LEA/REC shall deliver high-quality, evidence-based tutoring services that result in measurable improvements in student academic outcomes and equitable access for at-risk student populations, in alignment with the requirements below.

#### 1. Tutoring Model Requirements

- A. Deliver a high-impact tutoring model that includes a minimum of two (2) tutoring sessions per week for a minimum of eighteen (18) weeks and up to twenty-seven (27) weeks during school year 2026-2027. Per-student service provision shall total no less than ninety (90) minutes of instruction per week. Tutoring session length may vary to meet student needs, including shorter, more frequent sessions for elementary students. Student groups shall not exceed four (4) students per tutor in any session. Tutoring sessions must maximize active student engagement, with the majority of session time dedicated to student practice, discussion, and application of skills.
- B. Provide in-person tutoring as the primary delivery method. Virtual tutoring may be used only as a supplemental or contingency option with prior written approval from PED. Virtual tutoring and digital tools shall not replace live, tutor-led instruction as the primary mode of service delivery or constitute the majority of instructional time.
- C. Assign each student a consistent tutor for the duration of the program, except in cases of unavoidable staffing changes. Student grouping shall be based on skill level and may be adjusted only at defined assessment intervals or when student needs warrant. Tutors shall establish and maintain consistent, supportive relationships with students to promote engagement, attendance, and academic growth.
- D. Use initial and ongoing diagnostic data to inform lesson planning, skill focus, and student grouping. Instruction must regularly incorporate grade-level content and tasks aligned to current classroom instruction.
- E. Utilize high-quality, evidence-based instructional materials and a structured tutoring curriculum aligned to [New Mexico adopted content standards](#) in mathematics and language arts for grades K-12.
- F. Provide tutoring curriculum that must include a clearly defined scope and sequence that systematically builds prerequisite skills and addresses unfinished learning. Tutoring shall not consist of homework help or unstructured academic support, but instead must provide targeted, standards-aligned instruction based on identified student learning needs.
- G. Instruction must prioritize acceleration toward grade-level proficiency by strategically addressing prerequisite skills while maintaining access to grade-level standards. The curriculum must be coherent across grade levels and

aligned to Layer 2 and Layer 3 intervention expectations within a Multi-Layered System of Supports (MLSS) framework.

- H. Tutoring sessions shall follow a consistent instructional routine that includes explicit instruction, guided practice, opportunities for student response, and checks for understanding aligned to lesson objectives.
- I. Tutors shall provide immediate, specific feedback and corrective instruction during sessions to ensure student understanding and skill mastery.
- J. Tutors must use lesson plans aligned to curriculum objectives and informed by student data.
- K. Align each school's tutoring plan to its school improvement priorities, instructional program, and intervention structures.
- L. Ensure alignment to each participating school's adopted instructional materials, scope and sequence, and pacing of standards.
- M. Provide culturally and linguistically responsive tutoring services. Tutoring must be available in languages other than English, as needed to support multilingual learners, including sufficient staffing or translation supports to ensure meaningful access.
- N. Ensure that tutoring is embedded within the regular school day and that students are not removed from core instruction, specials, or elective courses to participate.
- O. Define scheduling models appropriate to grade bands (K-2, 3-5, 6-8, and 9-12).

## **2. Staffing Requirements**

- A. Utilize tutors who are appropriately trained in high-impact tutoring practices and culturally and linguistically responsive supports for diverse learners, and who demonstrate knowledge of literacy and/or mathematics instruction.  
Minimum tutor qualifications shall include:
  - 1. at least one of the following: a bachelor's degree, current enrollment in a teacher preparation program, or demonstrated experience in instructional support;
  - 2. completion of required pre-service training aligned to the science of reading and/or mathematics instruction; and
  - 3. demonstrated ability to support culturally and linguistically diverse learners.PED reserves the right to review tutor qualifications and training materials and require replacement of tutors who do not meet performance expectations.
- B. The LEA/REC shall provide a minimum of twenty (20) hours of pre-service tutor training. Training must include instructional delivery aligned to the tutoring curriculum, use of student data to inform instruction, strategies for providing immediate feedback, and techniques to support active student engagement.
- C. Provide consistent observation, biweekly coaching, and feedback cycle to improve tutor effectiveness;
- D. Require and document completed and passed background checks for all tutors and staff serving students. No tutor, staff member, subcontractor, or other personnel may provide services to or have direct contact with students until the



LEA required background check has been completed and passed.

Documentation of background check clearance shall be provided to PED within five (5) business days upon request.

- E. Coordinate with district administrators to ensure that all tutor background checks are consistent with and approved under district standards. The LEA/REC shall adhere to any additional district-specific requirements related to background checks or personnel clearance.
- F. The LEA/REC shall not assign individuals currently employed in full-time instructional or support positions at participating schools to provide tutoring services during their contracted work hours. Tutoring staff must represent additional capacity and shall not replace or supplant existing school personnel. Part-time or hourly staff may be utilized provided their participation occurs outside of regular contracted duties and is approved by the district.
- G. The LEA/REC shall ensure that communication between students and tutors is appropriately limited, monitored, and compliant with school and PED expectations for student safety.
- H. Maintain a system for tutors and staff to report concerns regarding student safety and wellbeing.
- I. Develop and implement a performance measurement approach acceptable to PED that measures the effectiveness of the tutoring services and supports continuous improvement.

### **3. District and Site-Level Coordination Requirements**

- A. Implement student enrollment, outreach, and communication strategies responsive to New Mexico's diverse communities. For schools serving Native American students, the LEA/REC shall coordinate with tribal education departments, where applicable, and demonstrate culturally relevant implementation practices, including communication, instructional approaches, and community engagement aligned to local context.
- B. Coordinate with school personnel so that student referrals prioritize students with the greatest academic need, including students identified through standardized assessments, local benchmark data, and/or MLSS processes as performing below grade-level expectations. Priority is given to students identified by PED or participating schools as having the greatest academic need, including but not limited to students in the lowest-performing quartile or other PED-approved criteria.
- C. Coordinate with schools to utilize school- and student-level data to identify students most likely to benefit from Layer 2 and Layer 3 small-group intervention and ensure a site-level implementation approach.
- D. Coordinate with schools to assess student skill levels and group students based on comparable skill levels, learning goals, and the school's MLSS. Coordination must include alignment to current classroom pacing and instructional priorities where appropriate.
- E. Maintain a system for teacher-to-tutor communication to support alignment between tutoring and core instruction.

- F. Communicate regularly with families to support student attendance and engagement, and provide updates on student progress, skill development, and areas of instructional focus, using methods such as phone calls, text messages, email, and coordination with school partners.
- G. The LEA/REC shall prepare and implement an attendance and re-engagement plan for students with inconsistent participation; maintain regular family communication; and describe incentives, supports, or partnerships used to improve attendance and persistence. The plan shall include strategies to address risks including staffing shortages, attendance challenges, schedule disruptions, school-level implementation barriers, and any temporary transition to virtual service delivery.
- H. The LEA/REC shall support the long-term sustainability and capacity building of high-impact tutoring efforts within the participating school(s) and district(s). This includes:
  - 1. Providing training and resources to school and district staff to support tutoring implementation.
  - 2. Supporting the development of systems and processes that enable schools to sustain tutoring practices beyond the term of the grant.
  - 3. Documenting best practices, tools, and implementation guides for use by PED and participating schools.
  - 4. Gradually increasing collaboration with school-based staff to build internal capacity over the course of the grant.

#### **4. Data and Reporting Requirements**

- A. The education agency and designated school leadership agrees to use the PED-provided data-tracking and monitoring system to input site and program information, tutor and student demographics, schedules, student attendance and tutoring dosage, progress monitoring notes, survey data, and assessment results. The LEA/REC must report assessment results into the PED-Provided data system if not otherwise collected by PED.
- B. The education agency agrees to use the PED-provided data-tracking and monitoring system to adjust instruction, regroup students, and improve program implementation on an ongoing basis.
- C. Administer baseline assessments, beginning-of-year (BOY) or point-of-entry, taken prior to the start of tutoring services, middle-of-year (MOY), and outcome assessments, end-of-year (EOY) or exit assessments, for participating students. Baseline and outcome data must include reading and/or math proficiency indicators aligned to grade-level standards. Assessment tools must be research-based, aligned to grade-level standards, and approved by PED.
- D. Conduct and input progress monitoring at least every two (2) weeks.
- E. Balanced assessments and ongoing progress-monitoring measures are used to tailor instruction and monitor outcomes in a timely manner, including within subsequent tutoring sessions where appropriate.
- F. Administer PED-provided pre- and post-program perception surveys for participating students, families, tutors, and/or school staff, as applicable. Survey

data must be used to assess program quality, student engagement, implementation fidelity, and stakeholder satisfaction.

- G. Implement a school-student referral system through which schools can refer students for services efficiently and without undue administrative burden.
- H. Facilitate ongoing attendance, dosage, and progress monitoring summary reports to teachers and families.
- I. Coordinate with PED to incorporate PED-provided observations and monitoring into tutor trainings and tutoring sessions. This includes allowing PED personnel access to observe live or recorded sessions, providing session materials and attendance lists, and integrating PED feedback into ongoing professional development and instructional practices.
- J. The education agency agrees to execute all required data-sharing agreements with PED, districts, and schools, and comply with the Family Education Rights and Privacy Act (FERPA) and other applicable privacy requirements.
- K. End-of-year reflection report including, but not limited to, student growth outcomes, percent of students demonstrating improvement, summarization of program surveys, and analysis of program effectiveness. Measurement of student growth from baseline to post-assessment.
- L. Prepare and deliver a 10-minute program success story presentation to PED that highlights tutoring outcomes and program impact, including evidence of student growth, effective implementation practices, and key lessons learned. The presentation may focus on an individual student, a single school, or program-wide outcomes.

## **5. Overall Performance Requirements**

The Contractor shall meet the overall performance requirements that include:

- A. The LEA/REC shall ensure that participating students receive the minimum required instructional dosage over the course of the program and must monitor and report actual instructional minutes per student. Failure to maintain adequate average instructional minutes per student, in addition to attendance thresholds, may result in corrective action.
- B. The LEA/REC shall maintain a minimum average student attendance rate of eighty percent (80%) across all participating students. Attendance rates must be reported to PED. The LEA/REC must implement corrective actions if attendance falls below the eighty (80%) threshold.
- C. The LEA/REC shall ensure that delivery model, staffing levels, geographic coverage, and implementation timelines proposed in the application are maintained throughout the grant period. Any material deviation from the proposed staffing model or service capacity must be approved in writing by PED.
- D. Failure to begin services in Fall of Year One without prior written approval from PED may result in corrective action, reduction of grant funds, or discontinuation of grant funding.
- E. Instructional fidelity shall include adherence to the required tutoring model components, including consistent session structure, use of aligned curriculum,

delivery of explicit instruction, and provision of immediate feedback. The LEA/REC must monitor and document instructional fidelity through observations and coaching cycles.

- F. The LEA/REC shall use instructional fidelity data to inform coaching, tutor support, and continuous improvement of service delivery.

Failure to meet the above performance expectations including, but not limited to, student growth targets, attendance thresholds, or instructional dosage requirements, may result in required corrective action plans, reduction in grant funding, or discontinuation of grant funding at the discretion of PED.

## 6. Implementation Timeline and Deliverables

<b>Deliverable and Short Description</b>	<b>Responsible Party</b>	<b>Submission Format</b>	<b>Due Date*</b>
1. Post Award Orientation Session with PED – Project Contacts and Communication Plan	PED; LEA/REC	Meeting Attendance Confirmation (PDF Document)	Within fourteen (14) days of award
2. Regular Check-In Meetings with PED – Quarterly (or at a duration otherwise determined by PED)	PED; LEA/REC	Meeting Notes (PDF Document)	<b>Ongoing</b> – Due within one week of each meeting
3. Regular RfR submissions and corresponding supporting documents – Monthly (as appropriate with spending of funds)	LEA/REC	OBMS Submission: Invoice and Supporting Documents (PDF Documents)	<b>Ongoing</b> – Due monthly in conjunction with spending of funds
4. Staffing and Onboarding Tutors – This includes documentation of qualifications and verified passed background checks for each tutor	LEA/REC	Report of each tutor, tutor qualifications (Excel Spreadsheet and PDF Document)	September 30, 2026
5. Tutor Training Materials PED Approval – via email	PED; LEA/REC	Proposed Tutor Training Materials and PED Approval Confirmation Email (PDF Document)	September 30, 2026
6. Site-Level Tutoring Curriculum Plans PED Approval – via email	PED; LEA/REC	Proposed Tutoring Curriculum Materials and PED Approval Confirmation Email (PDF Document)	September 30, 2026
7. Pre-Service Tutor Training – Twenty (20) hours of training with PED-Approved Training Materials	LEA/REC	Tutor Attendance List (PDF Documents)	September 30, 2026
8. Coordinate with the District(s) and School Site(s) to Identify and	LEA/REC	Student Rostering Completion Notification to	September 30, 2026

Roster Students – with PED-provided Data and Student Rostering System		PED (Email or completed PED-provided from)	
9. Begin Tutoring Service Implementation and Take Program Attendance Daily in PED-provided Data System	LEA/REC	Implementation Start Confirmation Notification to PED (Email or completed PED-provided from)	October 31, 2026
10. Initial Student Participation Report – includes a statement on initial student participation numbers and anticipated final project student participation numbers	LEA/REC	Initial Student Participation and Anticipated Final Participation Report (Email or completed PED-provided from)	November 30, 2026
11. Mid-Year Implementation Update Report – includes all actual current data	LEA/REC	Mid-Year Implementation Progress Reflection Report (Email or completed PED-provided from)	February 20, 2027
12. Final EOY Project Implementation Reflection Report – including attendance, achievement, overall project findings, and all project records relevant to grant requirements	LEA/REC	Final Project Report and Final Data System Student Data Report (Excel Spreadsheet and PDF Document)	May 31, 2027
13. 10-Minute Program Success Story Presentation (recorded by PED)	PED; LEA/REC	Presentation Materials (PDF Document)	June 15, 2027
14. LEA/REC Request to Extend Services into Year Two (School Year 2027-2028) – Request must include a statement confirming Year Two program plan to continue (minor adjustments to SOW must be approved by PED) (grant extensions are not guaranteed)	LEA/REC	Proposed School Year 2027-2028 SOW (Word Document)	June 15, 2027
15. Year One Feedback and Year Two Grant Discussion	PED; LEA/REC	Meeting Notes (PDF Document)	June 15, 2027

\*Dates may be adjusted under limited circumstances with written approval from PED

## B. TECHNICAL SPECIFICATIONS

### 1. Mandatory Specifications

Points will be awarded based on the thoroughness, clarity, and feasibility of the Applicant's response to this section and the extent to which the response demonstrates the Applicant's ability to perform the Detailed Scope of Work in Section IV.A. Applicants must respond to each category below and clearly describe how the requirements in Section IV.A will be met.

**A. Tutoring Model Requirements**

Please describe your education agency's approach to delivering a high-impact tutoring model that meets required dosage, scheduling, grouping, and in-person delivery expectations, including consistent tutor assignments and use of diagnostic data to guide instruction. Explain how you will ensure the use of high-quality, standards-aligned instructional materials, structured lesson routines, immediate feedback, and alignment with each school's curriculum, pacing, and intervention structures. Describe how the tutoring model incorporates culturally and linguistically responsive instruction, including supports for Native American students, multilingual learners, and students from diverse communities. Your response should also describe how tutoring will be embedded within the school day, how scheduling models will be tailored by grade band, and how instruction will prioritize acceleration toward grade-level proficiency. Please provide information about the curriculum your education agency intends to deliver, including subject, grade level/grade-band, publisher, and a brief description.

**B. Staffing Requirements**

Please describe your education agency's approach to recruiting, hiring, training, and supporting tutors, including how you will meet minimum qualification requirements, deliver pre-service training, and provide ongoing observation and coaching to ensure effective, culturally and linguistically responsive instruction. Explain your processes for completing and documenting background checks, adhering to district personnel requirements, ensuring safe and appropriate tutor-student communication, and maintaining systems for reporting student safety concerns. Your response should also describe how you will measure tutor performance, support continuous improvement, and ensure that tutoring staff supplement rather than supplant existing school personnel. Outline how tutor trainings will incorporate instructional practices aligned with the tutoring curriculum.

**C. District and Site-Level Coordination Requirements**

Please describe your organization's approach to student enrollment, outreach, culturally responsive communication, and coordination with schools to identify and group students based on academic need and MLSS data. Describe how your education agency will coordinate with school schedules, instructional materials, teacher communication, referral systems, and school intervention structures. Explain how you will maintain communication systems that align tutoring with core instruction, engage families, support attendance and re-engagement, and address risks such as staffing shortages or schedule disruptions. Your response should also describe how you will support long-term sustainability by training school staff, building internal capacity, and documenting best practices for PED and participating schools.

**D. Data and Reporting Requirements**

Please confirm your education agency's commitment to implement the PED-provided data-tracking and monitoring systems, including how you will track attendance, dosage, assessments, progress monitoring, and how these data are used to guide instructional adjustments and program improvement. Explain your approach to administering balanced assessments, managing referrals, and reporting required data to teachers, families, and PED. Please confirm your education agency's commitment to bi-weekly progress monitoring, and end-of-program outcome measurement. Explain how your education agency will support required reporting to teachers, families, and PED. Your response should demonstrate your capacity to meet all assessment, data management, reporting, and progress monitoring expectations in a timely and efficient manner.

**E. Overall Performance Requirements**

Please describe your education agency's approach to meeting required performance expectations, including maintaining minimum instructional dosage, achieving student attendance thresholds, and supporting student growth targets. Explain how you will ensure implementation fidelity and capacity throughout the contract period, including staffing, adherence to the tutoring model, timely startup, and use of fidelity data for continuous improvement. Your response should demonstrate clear systems, processes, and evidence of capacity to meet these expectations across all assigned sites.

**F. Implementation Timeline and Deliverables**

Please provide a detailed implementation timeline outlining key milestones from grant award to full program launch. Include projected dates for staffing, training, student enrollment, scheduling, data system setup, and the start of tutoring services. Additionally, describe the specific deliverables your organization will provide at each stage of implementation, along with any tools, resources, or supports that will ensure timely and successful rollout across all participating school sites.

**2. Desirable Specifications**

Additional points may be awarded for the following desirable, but not mandatory, qualifications:

**A. Capacity to Deliver Bilingual or Multilingual Tutoring at Scale**

Please describe your education agency's demonstrated capacity to provide bilingual or multilingual tutoring at scale. Include details on languages offered, staffing models, recruitment and training strategies, and historical success serving multilingual learners.

**B. Experience Serving Students with Disabilities and English Learners in Standards-Aligned Intervention Programs**

Please describe your education agency’s demonstrated experience serving students with disabilities and English learners in standards-aligned intervention programs. Include details on instructional approaches, accommodations provided, staff training, program adaptations, and any evidence of positive outcomes for these student groups.

**C. Ability to Begin Services Rapidly**

Please describe your education agency’s demonstrated ability to begin services rapidly. Include information on your staffing capacity, onboarding processes, implementation timelines, logistical planning, and examples of past rapid-start deployments. You may also describe strategies used to ensure readiness and smooth coordination with district or school teams.

## **C. BUSINESS SPECIFICATIONS**

### **1. Contact Information and Statement of Concurrence Form**

The Applicant’s grant proposal must be accompanied by the Contact Information and Statement of Concurrence Form located in APPENDIX B. The form must be completed and must be signed by the individuals authorized to obligate the education agency.

### **2. Budget Form**

Applicants must complete APPENDIX C, Budget Form.

Budget proposals must include, at a minimum:

- A. a complete Budget Narrative;
- B. a list of proposed participating school sites with number of students for each site, total number of students, and total cost per student; and
- C. a complete Total Budget Table with a budget breakdown for tutor salaries and benefits, professional development, general supplies and materials, and total budget amount

All proposed budgets must include expenses necessary to perform the services described in this RFA. PED reserves the right to evaluate budget reasonableness across Applicants and may request clarification or justification of proposed budgets during the evaluation process. Applicants may be asked to make budget amount adjustments based on available funding and equity of access across the state.



## V. EVALUATION

### A. EVALUATION POINT SUMMARY

The following is a summary of evaluation factors with point values assigned to each. These weighted factors will be used in the evaluation of responsive applications.

<b>Evaluation Factors</b> <i>(Correspond to Sections IV.B and IV.C)</i>		<b>Points Available</b>
<b>B. Technical Specifications (800 Total Points)</b>		
B.1.	Mandatory Specification	550
B.2.	Desirable Specification	250
<b>C. Business Specifications (200 Total Points)</b>		
C.1.	Contact Information and Statement of Concurrence Form	Pass/Fail
C.2.	Budget Form	200
<b>TOTAL POINTS AVAILABLE</b>		<b>1,000</b>

Table 1: Evaluation Point Summary

### B. EVALUATION FACTORS

PED reserves the right to assign lower scores to proposals that are overly general, lack operational detail, or do not demonstrate a feasible and credible approach to implementation.

#### 1. B.1 Mandatory Specifications (550 Points)

Points will be awarded based on the thoroughness, clarity, feasibility, and demonstrated capacity of the Applicant's response to Section IV.B.1, Mandatory Specifications, and alignment to Section IV.A, Detailed Scope of Work.

Responses must be organized by the categories below and clearly demonstrate the Applicant's ability to implement the required services. Applications that lack specificity, demonstrate unrealistic assumptions, or fail to show operational feasibility may receive reduced scores.

##### A. Tutoring Model Requirements – 100 points

Points will be awarded based on the extent to which the Applicant demonstrates ability to meet all requirements listed in Section IV.A.1 Tutoring Model Requirements (subsections A-O).

##### B. Staffing Requirements – 100 points

Points will be awarded based on the extent to which the Applicant demonstrates ability to meet all requirements listed in Section IV.A.2 Staffing Requirements (subsections A-I).

**C. District and Site-Level Coordination Requirements – 100 points**

Points will be awarded based on the extent to which the Applicant demonstrates ability to meet all requirements listed in Section IV.A.3 District and Site-Level Coordination Requirements (subsections A-H).

**D. Data and Reporting Requirements – 100 points**

Points will be awarded based on the extent to which the Applicant demonstrates ability to meet all requirements listed in Section IV.A.4 Data and Reporting Requirements (subsections A-L).

**E. Overall Performance Requirements – 75 points**

Points will be awarded based on the extent to which the Applicant demonstrates ability to meet all requirements listed in Section IV.A.5 Overall Performance Requirements (subsections A-F).

**F. Implementation Timeline and Deliverables – 75 points**

Points will be awarded based on the extent to which the Applicant demonstrates ability to meet all requirements listed in Section IV.A.6 Implementation Timeline and Deliverables.

Responses will also be evaluated based on the feasibility and credibility of the proposed approach, including the Applicant's demonstrated capacity to implement the proposed services at the scale described.

**2. B.2 Desirable Specifications (250 Points)**

Points will be awarded based on the extent to which the Applicant demonstrates additional desirable capabilities identified in Section IV.B.2.

Consideration may include:

- A. Demonstrated capacity to provide multilingual services at scale;
- B. Experience serving students with disabilities and English learners; and
- C. Demonstrated ability to rapidly implement services.

**3. C.1 Contact Information and Statement of Concurrence Form (Pass/Fail)**

Pass/Fail only. No points assigned.

**4. C.2 Budget Form (200 Points)**

The evaluation of each Applicant's budget proposal will be conducted using the following formula, based on the Applicant's Total Evaluated Cost per Student as submitted in APPENDIX C:

Lowest Responsive Applicant's Total

Evaluated Cost per Student  
 ----- X Available Award Points  
 Each Applicant's Total  
 Evaluated Cost per Student

For purposes of evaluation, "Total Evaluated Cost per Student" shall mean the total budget amount as defined in APPENDIX C, including all components necessary to fully deliver the services described in this RFA, and then divided by the number of students the Applicant intends to serve.

The proposed total budget must be inclusive of all expenses, including tutor and tutor proctor salaries and benefits, tutor professional development, and tutoring program implementation supplies and materials, requested to administer this grant program.

PED reserves the right to review budget proposals for completeness, consistency, and reasonableness and may request clarification or justification of any proposed costs. If PED determines that a budget proposal is incomplete, unrealistic, or materially unbalanced, PED may adjust the evaluated cost per student for scoring purposes or deem the application non-responsive.

Applicants may be asked to make budget amount adjustments based on available funding and equity of access across the state.

## C. EVALUATION PROCESS

1. All applications will be reviewed for compliance with the requirements and specifications stated within the RFA. Applications deemed non-responsive will be eliminated from further consideration.
2. The Grant Manager may contact the Applicant for clarification of the response as specified in Section II.B.5. Applicants may be asked to make budget amount adjustments based on available funding and equity of access across the state.
3. Responsive applications will be evaluated on the factors in Section IV, which have been assigned a point value in Section V. The responsible Applicants with the highest scores may be selected for grant awards, based upon the applications submitted. The responsible Applicants whose applications are most advantageous to the State taking into consideration the Evaluation Factors in Section V will be recommended for award (as specified in Section II.B.7). Please note, however, that a serious deficiency in the response to any one factor may be grounds for rejection regardless of overall score.

## **APPENDIX A: ACKNOWLEDGMENT OF RECEIPT FORM**

STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
House Bill 2 Statewide High Impact Tutoring for Reading and Math  
(27512)

**REQUEST FOR APPLICATION  
ACKNOWLEDGMENT OF RECEIPT FORM**

This optional Acknowledgment of Receipt Form establishes a distribution list to be used for the distribution of written responses to questions, and/or any amendments to the RFA. Failure to return the Acknowledgment of Receipt Form does not prohibit potential Applicants from submitting an application to this RFA. However, by not returning the Acknowledgment of Receipt Form, the potential Applicant's representative shall not be included on the distribution list, and will be solely responsible for obtaining from the Grant Application Library (Section I.J) responses to written questions and any amendments to the RFA.

The information below will be used for all correspondence related to the Request for Application. Only one award per Applicant is permitted.

DISTRICT/STATE CHARTER/LOCAL CHARTER/REC:

\_\_\_\_\_

CONTACT NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_ PHONE NO.: \_\_\_\_\_

EMAIL: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

**Submit Acknowledgment of Receipt Form to:**

To: Christina Weeks, Grant Manager

Email: [Tutoring.Application@ped.nm.gov](mailto:Tutoring.Application@ped.nm.gov)

Subject Line: HB2 Statewide HIT for Reading and Math RFA (27512)

**APPENDIX B: CONTACT INFORMATION AND STATEMENT  
OF CONCURRENCE FORM**

STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
House Bill 2 Statewide High Impact Tutoring for Reading and Math  
(27512)

## CONTACT INFORMATION AND STATEMENT OF CONCURRENCE FORM

1. Identify the following information for the submitting education agency:

<b>District/Local Charter/ State Charter/REC Name</b>	
<b>Physical Address</b>	
<b>Mailing Address</b>	
<b>OBMS Entity Code</b>	

2. Identify the following information for the primary person applying for grant:

<b>Name</b>	
<b>Title</b>	
<b>Email</b>	
<b>Telephone</b>	

3. Identify the Superintendent, Charter School Leader, or REC Director responsible for the administration of this grant:

<b>Name</b>	
<b>Title</b>	
<b>Email</b>	
<b>Telephone</b>	

4. Identify the Chief Financial Officer (CFO) responsible for the administration of this grant:

<b>Name</b>	
<b>Title</b>	
<b>Email</b>	
<b>Telephone</b>	

**By signing the form below, the Authorized Signatory attests to the accuracy and veracity of the information provided on this form, and explicitly acknowledges the following:**

- On behalf of the submitting-organization identified in item #1, above, I concur that submission of our application constitutes acceptance of the Evaluation Factors contained in Section V of this RFA; and
- I acknowledge receipt of any and all amendments to this RFA, if any

Sign: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Must be signed by the individual identified in item #3 above.)*

**By signing the form below, the Authorized Signatory attests to the financial stability of the LEA/REC applying for this grant, and explicitly acknowledges the following:**

- On behalf of the submitting-organization identified in item #1, above, I concur that submission of our application constitutes acceptance of the Allowable Costs and Fiscal Responsibilities contained in Section I of this RFA

Sign: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Must be signed by the individual identified in item #4 above.)*



## **APPENDIX C: BUDGET FORM**

STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
House Bill 2 Statewide High Impact Tutoring for Reading and Math  
(27512)

## BUDGET FORM

The Applicant's budget must include all costs requested for the delivery of this high-impact tutoring grant program. Budget allowable costs include tutor and tutor proctor salaries and benefits, tutor professional development, and general supplies and materials for tutoring program implementation.

A complete Budget Proposal shall include:

1. A complete Budget Narrative;
2. A list of proposed participating school sites; and
3. A complete Total Budget Table

**Directions:**

**1. Budget Narrative**

Provide a complete Budget Narrative including, but not limited to:

- Describe your detailed budget plan;
- Describe the number of sites you intend to serve and how they were selected; and
- the number of students you intend to serve and each site, (e.g., number of students, duration of each tutoring session, etc.)

<b>Budget Narrative</b>

## 2. Proposed Participating School Sites

Provide a complete list of Proposed Participating School Sites that includes columns for school site name, address, and proposed number of students at each site.

<b>Proposed Participating School Sites</b>		
<b>School Site Name</b>	<b>Address</b>	<b>Proposed Number of Students</b>
<b>*Total Number of Students:</b>		

\*Total Number of Students in #2 Proposed Participating School Sites must match the Total Number of Students in #3 Total Budget Table

### 3. Total Budget Table

Provide a complete Total Budget Table that includes columns for UCoA Object Codes, Allowable Cost, description, and amount. Also include total budget, total number of students, and cost per student.

<b>Total Budget Table</b>			
<b>UCoA Object Codes</b>	<b>Allowable Cost</b>	<b>Description (how funds will be used)</b>	<b>Amount</b>
<b>51000</b> Personnel Services – Compensation	Salary compensation for tutors and tutor proctors.		
<b>52000</b> Personnel Services – Employee Benefits	Employee benefits for tutors and tutor proctors.		
<b>53330</b> Professional Development	Professional development for tutors.		
<b>56118</b> General Supplies and Materials	General supplies and materials for tutoring program implementation. (Note: Computers and tablet computers are <i>not allowed</i> )		
<b>Total Budget</b>			
<b>*Total Number of Students</b>			
<b>Cost Per Student (Total Budget/Total Number of Students)</b>			

\*Total Number of Students in #3 Total Budget Table must match the Total Number of Students in #2 Proposed Participating School Sites

## **APPENDIX D: DRAFT ASSURANCE SUPPLIMENT**

STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
House Bill 2 Statewide High Impact Tutoring for Reading and Math  
(27512)

## ASSURANCE SUPPLEMENT

### DETAILED SCOPE OF WORK

The LEA/REC shall deliver high-quality, evidence-based tutoring services that result in measurable improvements in student academic outcomes and equitable access for at-risk student populations, in alignment with the requirements below.

#### 1. Tutoring Model Requirements

- A. Deliver a high-impact tutoring model that includes a minimum of two (2) tutoring sessions per week for a minimum of eighteen (18) weeks and up to twenty-seven (27) weeks during school year 2026-2027. Per-student service provision shall total no less than ninety (90) minutes of instruction per week. Tutoring session length may vary to meet student needs, including shorter, more frequent sessions for elementary students. Student groups shall not exceed four (4) students per tutor in any session. Tutoring sessions must maximize active student engagement, with the majority of session time dedicated to student practice, discussion, and application of skills.
- B. Provide in-person tutoring as the primary delivery method. Virtual tutoring may be used only as a supplemental or contingency option with prior written approval from PED. Virtual tutoring and digital tools shall not replace live, tutor-led instruction as the primary mode of service delivery or constitute the majority of instructional time.
- C. Assign each student a consistent tutor for the duration of the program, except in cases of unavoidable staffing changes. Student grouping shall be based on skill level and may be adjusted only at defined assessment intervals or when student needs warrant. Tutors shall establish and maintain consistent, supportive relationships with students to promote engagement, attendance, and academic growth.
- D. Use initial and ongoing diagnostic data to inform lesson planning, skill focus, and student grouping. Instruction must regularly incorporate grade-level content and tasks aligned to current classroom instruction.
- E. Utilize high-quality, evidence-based instructional materials and a structured tutoring curriculum aligned to [New Mexico adopted content standards](#) in mathematics and language arts for grades K-12.
- F. Provide tutoring curriculum that must include a clearly defined scope and sequence that systematically builds prerequisite skills and addresses unfinished

learning. Tutoring shall not consist of homework help or unstructured academic support, but instead must provide targeted, standards-aligned instruction based on identified student learning needs.

- G. Instruction must prioritize acceleration toward grade-level proficiency by strategically addressing prerequisite skills while maintaining access to grade-level standards. The curriculum must be coherent across grade levels and aligned to Layer 2 and Layer 3 intervention expectations within a Multi-Layered System of Supports (MLSS) framework.
- H. Tutoring sessions shall follow a consistent instructional routine that includes explicit instruction, guided practice, opportunities for student response, and checks for understanding aligned to lesson objectives.
- I. Tutors shall provide immediate, specific feedback and corrective instruction during sessions to ensure student understanding and skill mastery.
- J. Tutors must use lesson plans aligned to curriculum objectives and informed by student data.
- K. Align each school's tutoring plan to its school improvement priorities, instructional program, and intervention structures.
- L. Ensure alignment to each participating school's adopted instructional materials, scope and sequence, and pacing of standards.
- M. Provide culturally and linguistically responsive tutoring services. Tutoring must be available in languages other than English, as needed to support multilingual learners, including sufficient staffing or translation supports to ensure meaningful access.
- N. Ensure that tutoring is embedded within the regular school day and that students are not removed from core instruction, specials, or elective courses to participate.
- O. Define scheduling models appropriate to grade bands (K-2, 3-5, 6-8, and 9-12).

## **2. Staffing Requirements**

- A. Utilize tutors who are appropriately trained in high-impact tutoring practices and culturally and linguistically responsive supports for diverse learners, and who demonstrate knowledge of literacy and/or mathematics instruction. Minimum tutor qualifications shall include:
  - 1. at least one of the following: a bachelor's degree, current enrollment in a teacher preparation program, or demonstrated experience in instructional support;
  - 2. completion of required pre-service training aligned to the science of reading and/or mathematics instruction; and
  - 3. demonstrated ability to support culturally and linguistically diverse learners.
 PED reserves the right to review tutor qualifications and training materials and require replacement of tutors who do not meet performance expectations.
- B. The LEA/REC shall provide a minimum of twenty (20) hours of pre-service tutor training. Training must include instructional delivery aligned to the tutoring curriculum, use of student data to inform instruction, strategies for

providing immediate feedback, and techniques to support active student engagement.

- C. Provide consistent observation, biweekly coaching, and feedback cycle to improve tutor effectiveness;
- D. Require and document completed and passed background checks for all tutors and staff serving students. No tutor, staff member, subcontractor, or other personnel may provide services to or have direct contact with students until the LEA required background check has been completed and passed. Documentation of background check clearance shall be provided to PED within five (5) business days upon request.
- E. Coordinate with district administrators to ensure that all tutor background checks are consistent with and approved under district standards. The LEA/REC shall adhere to any additional district-specific requirements related to background checks or personnel clearance.
- F. The LEA/REC shall not assign individuals currently employed in full-time instructional or support positions at participating schools to provide tutoring services during their contracted work hours. Tutoring staff must represent additional capacity and shall not replace or supplant existing school personnel. Part-time or hourly staff may be utilized provided their participation occurs outside of regular contracted duties and is approved by the district.
- G. The LEA/REC shall ensure that communication between students and tutors is appropriately limited, monitored, and compliant with school and PED expectations for student safety.
- H. Maintain a system for tutors and staff to report concerns regarding student safety and wellbeing.
- I. Develop and implement a performance measurement approach acceptable to PED that measures the effectiveness of the tutoring services and supports continuous improvement.

### **3. District and Site-Level Coordination Requirements**

- A. Implement student enrollment, outreach, and communication strategies responsive to New Mexico's diverse communities. For schools serving Native American students, the LEA/REC shall coordinate with tribal education departments, where applicable, and demonstrate culturally relevant implementation practices, including communication, instructional approaches, and community engagement aligned to local context.
- B. Coordinate with school personnel so that student referrals prioritize students with the greatest academic need, including students identified through standardized assessments, local benchmark data, and/or MLSS processes as performing below grade-level expectations. Priority is given to students identified by PED or participating schools as having the greatest academic need, including but not limited to students in the lowest-performing quartile or other PED-approved criteria.



- C. Coordinate with schools to utilize school- and student-level data to identify students most likely to benefit from Layer 2 and Layer 3 small-group intervention and ensure a site-level implementation approach.
- D. Coordinate with schools to assess student skill levels and group students based on comparable skill levels, learning goals, and the school's MLSS. Coordination must include alignment to current classroom pacing and instructional priorities where appropriate.
- E. Maintain a system for teacher-to-tutor communication to support alignment between tutoring and core instruction.
- F. Communicate regularly with families to support student attendance and engagement, and provide updates on student progress, skill development, and areas of instructional focus, using methods such as phone calls, text messages, email, and coordination with school partners.
- G. The LEA/REC shall prepare and implement an attendance and re-engagement plan for students with inconsistent participation; maintain regular family communication; and describe incentives, supports, or partnerships used to improve attendance and persistence. The plan shall include strategies to address risks including staffing shortages, attendance challenges, schedule disruptions, school-level implementation barriers, and any temporary transition to virtual service delivery.
- H. The LEA/REC shall support the long-term sustainability and capacity building of high-impact tutoring efforts within the participating school(s) and district(s). This includes:
  - 1. Providing training and resources to school and district staff to support tutoring implementation.
  - 2. Supporting the development of systems and processes that enable schools to sustain tutoring practices beyond the term of the grant.
  - 3. Documenting best practices, tools, and implementation guides for use by PED and participating schools.
  - 4. Gradually increasing collaboration with school-based staff to build internal capacity over the course of the grant.

#### **4. Data and Reporting Requirements**

- A. The education agency and designated school leadership agrees to use the PED-provided data-tracking and monitoring system to input site and program information, tutor and student demographics, schedules, student attendance and tutoring dosage, progress monitoring notes, survey data, and assessment results. The LEA/REC must report assessment results into the PED-Provided data system if not otherwise collected by PED.
- B. The education agency agrees to use the PED-provided data-tracking and monitoring system to adjust instruction, regroup students, and improve program implementation on an ongoing basis.
- C. Administer baseline assessments, beginning-of-year (BOY) or point-of-entry, taken prior to the start of tutoring services, middle-of-year (MOY), and outcome assessments, end-of-year (EOY) or exit assessments, for participating students.

Baseline and outcome data must include reading and/or math proficiency indicators aligned to grade-level standards. Assessment tools must be research-based, aligned to grade-level standards, and approved by PED.

- D. Conduct and input progress monitoring at least every two (2) weeks.
- E. Balanced assessments and ongoing progress-monitoring measures are used to tailor instruction and monitor outcomes in a timely manner, including within subsequent tutoring sessions where appropriate.
- F. Administer PED-provided pre- and post-program perception surveys for participating students, families, tutors, and/or school staff, as applicable. Survey data must be used to assess program quality, student engagement, implementation fidelity, and stakeholder satisfaction.
- G. Implement a school-student referral system through which schools can refer students for services efficiently and without undue administrative burden.
- H. Facilitate ongoing attendance, dosage, and progress monitoring summary reports to teachers and families.
- I. Coordinate with PED to incorporate PED-provided observations and monitoring into tutor trainings and tutoring sessions. This includes allowing PED personnel access to observe live or recorded sessions, providing session materials and attendance lists, and integrating PED feedback into ongoing professional development and instructional practices.
- J. The education agency agrees to execute all required data-sharing agreements with PED, districts, and schools, and comply with the Family Education Rights and Privacy Act (FERPA) and other applicable privacy requirements.
- K. End-of-year reflection report including, but not limited to, student growth outcomes, percent of students demonstrating improvement, summarization of program surveys, and analysis of program effectiveness. Measurement of student growth from baseline to post-assessment.
- L. Prepare and deliver a 10-minute program success story presentation to PED that highlights tutoring outcomes and program impact, including evidence of student growth, effective implementation practices, and key lessons learned. The presentation may focus on an individual student, a single school, or program-wide outcomes.

##### **5. Overall Performance Requirements**

The Contractor shall meet the overall performance requirements that include:

- A. The LEA/REC shall ensure that participating students receive the minimum required instructional dosage over the course of the program and must monitor and report actual instructional minutes per student. Failure to maintain adequate average instructional minutes per student, in addition to attendance thresholds, may result in corrective action.
- B. The LEA/REC shall maintain a minimum average student attendance rate of eighty percent (80%) across all participating students. Attendance rates must be reported to PED. The LEA/REC must implement corrective actions if attendance falls below the eighty (80%) threshold.

- C. The LEA/REC shall ensure that delivery model, staffing levels, geographic coverage, and implementation timelines proposed in the application are maintained throughout the grant period. Any material deviation from the proposed staffing model or service capacity must be approved in writing by PED.
- D. Failure to begin services in Fall of Year One without prior written approval from PED may result in corrective action, reduction of grant funds, or discontinuation of grant funding.
- E. Instructional fidelity shall include adherence to the required tutoring model components, including consistent session structure, use of aligned curriculum, delivery of explicit instruction, and provision of immediate feedback. The LEA/REC must monitor and document instructional fidelity through observations and coaching cycles.
- F. The LEA/REC shall use instructional fidelity data to inform coaching, tutor support, and continuous improvement of service delivery.

Failure to meet the above performance expectations including, but not limited to, student growth targets, attendance thresholds, or instructional dosage requirements, may result in required corrective action plans, reduction in grant funding, or discontinuation of grant funding at the discretion of PED.

## 6. Implementation Timeline and Deliverables

<b>Deliverable and Short Description</b>	<b>Responsible Party</b>	<b>Submission Format</b>	<b>Due Date*</b>
1. Post Award Orientation Session with PED – Project Contacts and Communication Plan	PED; LEA/REC	Meeting Attendance Confirmation (PDF Document)	Within fourteen (14) days of award
2. Regular Check-In Meetings with PED – Quarterly (or at a duration otherwise determined by PED)	PED; LEA/REC	Meeting Notes (PDF Document)	<b>Ongoing</b> – Due within one week of each meeting
3. Regular RfR submissions and corresponding supporting documents – Monthly (as appropriate with spending of funds)	LEA/REC	OBMS Submission: Invoice and Supporting Documents (PDF Documents)	<b>Ongoing</b> – Due monthly in conjunction with spending of funds
4. Staffing and Onboarding Tutors – This includes documentation of qualifications and verified passed background checks for each tutor	LEA/REC	Report of each tutor, tutor qualifications (Excel Spreadsheet and PDF Document)	September 30, 2026
5. Tutor Training Materials PED Approval – via email	PED; LEA/REC	Proposed Tutor Training Materials and PED	September 30, 2026

		Approval Confirmation Email (PDF Document)	
6. Site-Level Tutoring Curriculum Plans PED Approval – via email	PED; LEA/REC	Proposed Tutoring Curriculum Materials and PED Approval Confirmation Email (PDF Document)	September 30, 2026
7. Pre-Service Tutor Training – Twenty (20) hours of training with PED-Approved Training Materials	LEA/REC	Tutor Attendance List (PDF Documents)	September 30, 2026
8. Coordinate with the District(s) and School Site(s) to Identify and Roster Students – with PED-provided Data and Student Rostering System	LEA/REC	Student Rostering Completion Notification to PED (Email or completed PED-provided from)	September 30, 2026
9. Begin Tutoring Service Implementation and Take Program Attendance Daily in PED-provided Data System	LEA/REC	Implementation Start Confirmation Notification to PED (Email or completed PED-provided from)	October 31, 2026
10. Initial Student Participation Report – includes a statement on initial student participation numbers and anticipated final project student participation numbers	LEA/REC	Initial Student Participation and Anticipated Final Participation Report (Email or completed PED-provided from)	November 30, 2026
11. Mid-Year Implementation Update Report – includes all actual current data	LEA/REC	Mid-Year Implementation Progress Reflection Report (Email or completed PED-provided from)	February 20, 2027
12. Final EOY Project Implementation Reflection Report – including attendance, achievement, overall project findings, and all project records relevant to grant requirements	LEA/REC	Final Project Report and Final Data System Student Data Report (Excel Spreadsheet and PDF Document)	May 31, 2027
13. 10-Minute Program Success Story Presentation (recorded by PED)	PED; LEA/REC	Presentation Materials (PDF Document)	June 15, 2027
14. LEA/REC Request to Extend Services into Year Two (School Year 2027-2028) – Request must include a statement confirming Year Two program plan to continue (minor adjustments to SOW must be approved by PED) (grant extensions are not guaranteed)	LEA/REC	Proposed School Year 2027-2028 SOW (Word Document)	June 15, 2027
15. Year One Feedback and Year Two Grant Discussion	PED; LEA/REC	Meeting Notes (PDF Document)	June 15, 2027

\*Dates may be adjusted under limited circumstances with written approval from PED

### **ALLOWABLE COSTS**

Allowable costs for FY27 awards under **Fund Code 27512** FY27 HB2 High Impact Tutoring are limited to the Operating Budget Management System (OBMS) Object Codes listed below.

#### **51000 Personnel Services – Compensation**

Salary compensation for tutors and tutor proctors are allowable costs.

**51100** Salaries Expense

**51200** Overtime Expense

**51300** Additional Compensation

#### **52000 Personnel Services – Employee Benefits**

Employee benefits for tutors and tutor proctors are allowable costs.

**52100** Retirement Contributions

**52111** Educational Retirement

**52112** ERA Retiree Health

**52200** Social Security Contributions

**52210** FICA Payments

**52220** Medicare Payments

**52300** Health/Medicare Benefits

**52311** Health and Medical Premiums

**52312** Life

**52313** Dental

**52314** Vision

**52315** Disability

**52316** Other Insurance

**52500** Unemployment Compensation

**52700** Workers Compensation

**52710** Workers Compensation Premium

**52720** Workers Compensation Employer's Fee

**52730** Workers Compensation (Self Insured)

**52900** Other Employee Benefits

**52911** Cafeteria Plan Fees

**52912** Employee Assistance Programs

**52913** Workers Compensation Employee Fee

**52914** Deferred Sick Leave Reserve

#### **53000 Purchased Professional and Technical Services**

Training and ongoing professional development for tutors are allowable costs.

**53330 Professional Development****56000 Supplies**

General supplies and materials for tutoring program implementation are allowable costs. Computers and tablet computers are ***not allowed***.

**56100 General Supplies****56118 General Supplies and Materials****FISCAL RESPONSIBILITIES**

The HB2 High Impact Tutoring grant award is based upon reimbursable expenditures. Adherence to grant requirements and statutory regulations are required for budgeting, obligation, and Requests for Reimbursement (RfR) submissions.

Awarded Applicants must submit a Budget Adjustment Request (BAR) for the awarded amount using **Fund Code 27512** and **Revenue Code 43202** within the [Operating Budget Management System \(OBMS\)](#).

This award is effective through June 30, 2027, upon receiving PED approved budget authority in OBMS. RfRs are required to be submitted monthly. The award amount must be fully expended by June 30, 2027. The last day to submit requests for reimbursement for FY26-27 will be posted on the [School Budget Bureau \(SBB\) File Transfer Site](#) and announced at the 2027 Spring Budget Workshop.

**STATUTORY REGULATIONS:**

[§6-5-3](#) NMSA 1978 – Legality and authority for proposed expenditures determined by division and state agency; encumbering funds.

1. Before any vouchers or purchase orders are issued or contracts are entered into involving the expenditure of public funds by a state agency, the authority for the proposed expenditure shall be determined by the division and the state agency. After the authority for the expenditure is determined, the appropriate fund shall be shown by the division to be encumbered to the extent of the proposed expenditure. The division may request, and the state agency shall provide, such documentation and other information as the division deems necessary to justify the state agency's determination of authority. The division may disapprove the proposed expenditure if it determines that the justification is inadequate or is not substantiated by law. The division may perform, on a statistical or stratified basis, internal pre-audit and post-audit procedures to monitor and enforce compliance with the provisions of this section.

NMAC [6.20.2.10](#) – Budget Maintenance Standards

1. 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.
2. 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) REQUIREMENTS:

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:

1. Fund number
2. Claim period
3. Itemized expenditures
4. Total request for reimbursement
5. Budget amount
6. Year-to-date (YTD) expenditures

Submissions must also include supporting documentation for the following expenditure categories:

1. Compensation and Employee Benefits (51000 and 52000)
  - A. Tutor/tutor proctor roster
2. Professional Development (53330)
  - A. Agenda
  - B. Attendance sign-in roster
3. General Supplies and Materials (56118)
  - A. Invoices
  - B. Packing slips (upon request)
  - C. Signed PED [Equipment ≥ \\$5,000 Preapproval to Purchase Form](#) (as appropriate)

**ASSURANCE CERTIFICATION**

**By signing the form below, the Authorized Signatory explicitly acknowledges the following:**

*I certify that the HB2 High Impact 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.*

LEA/REC:

Title: \_\_\_\_\_

Name: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

LEA/REC:

Title: \_\_\_\_\_

Name: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_