Western New Mexico University: Addressing the Rural Teacher Shortage through Development of a Teacher Residency Program

Since 2015, a majority of states have experienced teacher shortages. Nationally teacher demand is increasing due to growth in student enrollment, a decrease in pupil-teacher ratios, and increased levels of attrition among teachers. Teacher supply is not meeting such increased demand, as seen by decreased enrollment in educator preparation programs. New Mexico is facing many of these same challenges, leaving many students in the classroom with long-term substitutes who lack teaching credentials. The reality of teacher shortages across the state is the result of the current challenge to recruit and retain classroom teachers.

Fifty percent of New Mexico teachers leave the profession in the first five years. According to 2018 data from the Southwest Outreach Academic Research (SOAR) Lab at New Mexico State University (NMSU), teacher vacancies have been on the rise. Between FY17 and FY19, the number of teacher vacancies increased by 297 positions or by 67 percent, though this only represents less than two percent of total teacher positions. At the same time, the number of teacher candidates completing educator preparation programs in the state has declined. Teacher residencies, as an educator alternative licensure pathway, is an increasingly popular policy strategy used by states to address teacher recruitment and retention of teachers.

Total Education Vacancies in New Mexico
FY17 to FY19

Source: NMSU SOAR Lab
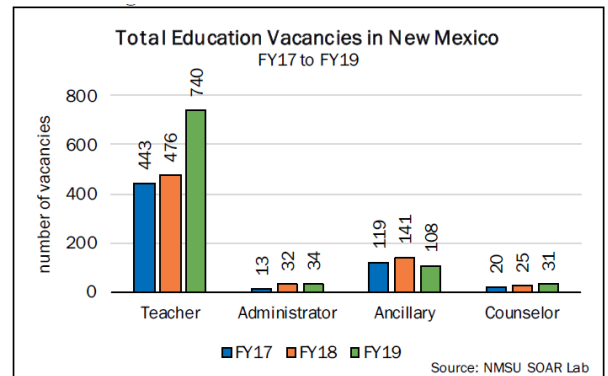
Teacher Residency Programs. Teacher residency programs are teacher preparation programs that bridge in-classroom coursework with meaningful supervised on-the-job training and applied learning in the classroom. Teacher residency programs aim to address recruitment and retention challenges for teachers across the nation. These programs focus on training teachers to fill specific needs of school districts and provide professional development and mentorship in the classroom before candidates become the teacher of record. Some studies of the teacher residency program model have shown teacher residencies have been successful in reducing turnover and improving retention of new teachers.

In 2012, LFC surveyed 4,000 teachers who referenced student teaching and hands-on fieldwork as the courses that most prepared them the most for success.

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Recruitment. Residency programs are designed to assist in recruiting high-quality candidates with diverse backgrounds and experiences. These programs provide candidates with financial incentives, such as living stipends, student loan forgiveness, and having the cost of tuition and licensure covered. Other incentives include intensive mentoring and experience in the classroom.

Interest from students to become teachers is on the decline. Data published by the U.S. Department of Education (USDE), indicate New Mexico has followed the national trend of decreased enrollment in and completion of educator preparation programs. Between the 2011-2012 and the 2015-2016 school years, enrollment in New Mexico educator preparation programs decreased by 58 percent, from 5,936 to 2,495, while the number of students who completed these programs also decreased by 34 percent from, 1,418 to 938.

Retention. High teacher turnover contributes to teacher shortages throughout the country. National data shows that roughly six out of 10 new teachers hired each year are replacing teachers who left the classroom before retirement. The Learning Policy Institute (LPI) reports that, on average, the cost to replace a teacher is $9,000 for rural school districts and up to $21 thousand for urban school districts. Retention rates from teacher residencies programs range from 80 percent to 90 percent district after three years, and 70 percent to 80 percent after five years. See **Attachment 1, The Learning Policy Institute's Retention Findings from Key Residency Studies.**

Elements of Successful Teacher Residency Programs

The Learning Policy Institute outlines key characteristics that strong teacher residencies possess that set them apart from other methods of teacher training. According to their analysis, successful programs consist of strong partnerships between school districts and universities. Programs must have the ability to recruit high-quality candidates to meet specific school district hiring needs, especially in areas where there are shortages. Programs must provide teacher residents with a full year of clinical practice teaching alongside an expert mentor teacher and relevant coursework that is tightly integrated with clinical practice. Support for teacher residents must be from trained expert mentor teachers who co-teach alongside the resident teacher. Successful programs also consist of cohorts of teacher residents placed in "teaching schools" that model good practices as examples for application. Programs that see continued success provide ongoing mentoring and support for graduates. To assist in retaining teacher residents, many programs also find success when they provide financial support in exchange for teacher residents to commit to teach in the sponsoring school district for a minimum number of years.

Teacher Residencies in Practice

As of 2016, there were at least 50 teacher residency programs nationwide. Programs range from training five to 100 teacher residents per year. Most programs were created in coordination with the National Center for Teacher Residencies (NCTR) and the federal Teacher Quality Partnership grant program. Programs across the country

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aim to work with school districts to address specific needs. They achieve this by recruiting high-quality candidates from a wide range of diverse backgrounds and experiences. Some programs aim to address rural and urban challenges school districts face. For example, California State University partnered with rural high-need school districts to improve teacher preparation and close the achievement gap among rural, low socioeconomic, English learners in California's Central Valley through a "Growing Rural Opportunities (GRO STEM) Residency Program." The Indiana University School of Education and Indianapolis Public Schools created the "Urban Education Excellence: STEM Teaching Residency with Dual Licensure in Special Education," to address teacher quality and declining enrollment from an increase in poverty and high teacher turnover. Teacher residencies, as an alternative teacher licensure choice, is an appealing policy choice because of the flexibility it allows school districts to address their specific needs.

The Boston Teacher Residency Program (BTR) is currently preparing its 17th cohort of teachers. Teacher residents commit four years to the program, including a one-year, extensive in-classroom internship, coursework toward a master's degree, and a three-year commitment to teach in Boston Public Schools. Participants receive a stipend of $13,992, paid in monthly installments, a discounted rate on tuition at UMass Boston for their master's degree, and support from a team based in their school. A study on retention outcomes found 80 percent of graduates were still teaching in Boston Public Schools in year three versus 63 percent of non-resident teachers still teaching in year three. In year 5, 75 percent of graduates were still teaching versus 51 percent of non-resident teachers still teaching.

Teacher Residency Pilot Grant

During the 2019 legislative session, the Legislature appropriated $1 million to the Public Education Department (PED) to fund a teacher residency pilot. In May, PED released a request for application (RFA) for traditional and alternative educator preparation programs to apply for competitive grants to develop teacher residency programs. PED asked applicants to develop an alternative pathway, using the teacher residency program model, for prospective teacher residents who already have a bachelor's degree. According to PED, the goals of the program must include strategies to increase quality, address diversity and the needs of partner schools and school districts with large Native American and English learner (EL) populations. The teacher residency program must include a strong partnership between school districts and universities. The role each partner will play in the success of the teacher resident must be clearly outlined. Plans to implement teacher residencies must also include how the partners will recruit and support residents and master teachers. PED did not require applicants to have a year of clinical practice embedded into their programs, a key characteristic of successful residency model programs in other states. See **Attachment 2, Request for Application Teacher Residency Pilot Program.**

PED awarded four educator preparation programs teacher residency pilot grants, including $500 thousand to Western New Mexico University (WNMU), whose residents will teach in Deming Public Schools, Silver Consolidated Schools, Cobre Consolidated School District, Lordsburg Municipal Schools, and Truth or Consequences Public Schools; $156.3 thousand to Central New Mexico Community College whose residents will teach in Albuquerque Public Schools; $151.6 thousand to San Juan College whose residents will teach in Aztec School District, Bloomfield School District, Central Consolidated School District, and Farmington Municipal Schools; and $191.1 thousand to Northern New Mexico College whose residents will teach in Española Public Schools. WNMU received half of the grant funding available to fund a program that will focus on creating in-classroom teacher and

PED did not require the curriculum for the residency pilot programs to go through the same rigorous vetting process other curriculums must go through. Since all recipients are already part of PED - approved educator preparation programs, they previously went through the Professional Practices & Standards Educator Preparation Committee process, separate from when this curriculum was part of a teacher residency program.

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mentor partnerships with five school districts. Through this partnership, WNMU plans to focus on rural teacher retention and the efficient use of scarce education resources typical of rural school systems.

WNMU's Teacher Residency Program

WNMU's teacher residency program's goal is to develop highly effective teachers who can meet students' needs and to retain participating teacher residents in their respective school districts. WNMU will work with partner school districts to recruit local candidates. The university's application indicates the program will recruit candidates who are local community leaders, recent graduates, school employees, and second-career individuals who live or are in the communities where partnering schools are located. Eligible candidates must have a bachelor's degree, a GPA of 3.0 on the last 60 hours of college credit ,and pass the National Evaluation Series (NES) Essential Academic Skills test prior to employment or within three months of being employed. Teacher residents accepted into the program participate in an accelerated 12-month program, which includes a 16-week supervised internship designed to result in a teaching license and one year of coursework toward a master's degree.

The WNMU School of Education received the PED Educator Preparation Program Scorecard's highest score in the state in 2018 for its teacher education program. In their application, WNMU indicated their previous success of preparing teachers qualifies them to implement this new alternative licensure program. Twenty-four alternative licensure teachers studying elementary, secondary, and special education are currently participating as teacher residents in the program. Three teacher residents were assigned to one of the eight level 3-A licensed teacher mentors, with additional support from mentors provided by the school district. It is unclear how mentors provided by school districts will supplement the work of the level 3-A licensed teacher mentors. Teacher mentors will work in the classroom for the first five to six weeks of the semester alongside the teacher residents. At the six-week mark, teacher mentors will reduce their time in the classroom providing scaffolding and mentoring as the teacher residents develop their teaching skills. WNMU's model relies on new alternative licensure teachers who receive support from mentors, but who also serve as the teacher of record while being a teacher resident. The clinical element of WNMU's residency could be improved to ensure the teacher resident is receiving full-time co-teaching and mentoring to mirror a key element of model teacher residency programs. All level 3-A teachers that were selected to mentor are retired and went through a vetting process that required an interview and recommendation in coordination with each school district and the Southwest Regional Education Cooperative (SWREC). Even though the teachers with the highest licensure level were chosen to be mentors in WMNU'S teacher residency model, licensure level does not necessarily correlate with teacher effectiveness. Research from the National Council on Teacher Quality shows that teachers with master's degrees are not more effective. WNMU's teacher residency program's attention to the vetting of their mentor teachers is essential to increasing the quality and effectiveness of the teacher resident at the completion of the program.

WNMU has emphasized the importance of measuring the impact of their program by using available data collection systems and evaluations. Outcomes of teacher

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residents will be measured using instruments, including the Practicum Level Teaching Event, the Exit Teaching Event, the NMTeach Observation Rubric, the InTASC Observation Rubric, the Professional Behaviors and Dispositions Assessment, and Eleot, a student engagement observation assessment. The progress of teacher candidates and their performance will also be measured using these evaluative instruments. WNMU's goals for teacher performance contain rigorous benchmarks that follow national trends for model teacher residency programs. PED, however, has not established consistent performance measures for all grantees.

Through the program grant, participating teacher residents will have their tuition covered for up to six credit hours per semester and will be provided a stipend for books. See **Attachment 3, WNMU'S Course Curriculum and Timeline.** Teacher residents will also receive a level 1 teacher salary paid for by the school district. Level 3-A licensed teachers will be compensated $380 per day for up to 57 full days, or up to $21,660 through the grant award. This compensation rate is comparable to the same licensure level of teachers who are in classrooms full-time. Salaries for level 3-A full-time teachers start at $60 thousand, or $333 per school day. All school district mentors and level 3-A licensed teachers will receive training also covered by the grant award budget. Additional costs covered by the PED grant award include administrative staff costs, travel costs for WNMU faculty, travel costs to attend training by partners, and costs associated with research and outcome measurement. See **Attachment 4, WNMU Teacher Residency Proposed Budget.** Because this funding is through a one-time allocation from the Legislature, WNMU is looking for other funding sources to continue the program going forward.

Next Steps

PED should establish uniform performance measures and criteria to measure the outcomes and effectiveness of grant-funded teacher residencies. It is unclear how PED prioritized coursework to ensure the quality of the approved programs will result in high-quality, effective teachers. It is also unclear how PED will measure outcomes and effectiveness of the teachers these programs train, since the educator preparation programs that were chosen created their own measurements of success. All measurements should start with the new cohort and follow participating teacher residents through their fifth year of teaching. This falls in line with residency studies on the national level. To compare effectiveness on a national scale, programs can use the benchmarks created by NCTR. PED should also compare the outcomes from teacher residencies in the state to other alternative licensure programs in the state. To ensure the most effective policy levers are used in teacher residencies, it would be helpful to compare teacher effectiveness by teacher licensure level.

How Residencies Measure Impact	
Residency Impact	**How Residencies Measure Impact**
Increase Student Achievement	Student Performance on state, district, and locan measures of academic progress
	Performance of students in classes taught by residency graduates in comparison to students in classes taught by other-trained teachers
Improve Teacher Performance	District and/or state evaluations of teacher effectiveness, including classroom observations i.e., Danielson's Framework for Professional Practice, edIPA
	Performance of residency graduates and mentors in comparison to non-residency graduates and mentors
Impact School and Community	Principal perception surveys of resident and graduate effectiveness, other measures of impact on students, school and community
	Residency graduates taking on leadership roles
Increase Student Engagement	State student perception suveys e.g. Tripod, Youth Truth
Engage Effective Mentors	Teacher-mentor performance evaluation
	Surveys of mentor perception of resident performance and program impact
	Source: NCTR

LESC has requested this information from the department and has not received it yet.

WNMU's residency model loosely follows LPI's framework for strong residency programs. According to this criteria, WNMU should focus on three areas of

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improvement to strengthen their program. In addition to a focus on mentorship, strong residencies also focus on collaboration and coaching among cohorts of teacher resident students. This element was missing from WNMU's proposal. For the teacher residency program through WNMU to fully benefit from higher retention rates, WNMU should add a service requirement in exchange for their vested interest in these students. This element of program design has been effective for programs to increase new teachers retention. WNMU must also increase the number of hours mentors spend in the classroom with the teacher residents. The contact hours between mentors and teacher residents do not align with the evidenced-based teacher residency program standards set by The American Association of Colleges for Teacher Education (AACTE), and which are used by LPI. They recommend that states require a minimum of one semester or 450 hours (15 weeks at 30 hours per week) of clinical preparation, if not the full year. Based on teacher resident need, mentors split their time in the classroom with three teacher residents each week. Based on a typical school day, teacher residents will be in the classroom with mentors for up to 10.5 hours a week.

The Legislature may want to create a teacher residency pilot statute that establishes evidence-based requirements all grantees must meet and data collection and outcome measurement standards. This will allow a uniform set of metrics and accountability measures to be put in place and will ensure alternative licensure pathways in this model are successful in increasing teacher recruitment and retention.

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Retention Findings From Key Residency Studies

Study	Sample	Methods	Findings for Residency Graduates
Teacher Preparation Quality Grants[60]	Residency graduates vs. representative sample of teachers in the same districts from other preparation programs all in their first or second year of teaching in 2011–12	Regression that compares retention rates of residency graduates to non-resident teachers with similar teaching placements, controlling for key district and school characteristics.	82% of graduates were still teaching in their same district in Year 3 or 4 vs. 72% of non-residents still teaching in their same district Year 3 or 4.
Boston Teacher Residency[61]	Residency graduates vs. non-resident teachers in Boston Public Schools	Descriptive analysis that compares retention rates of residency graduates to non-resident teachers.	80% of graduates were still teaching in Boston Public Schools in Year 3* vs. 63% of non-resident teachers still teaching in Year 3. 75% of graduates were still teaching in Year 5 vs. 51% of non-resident teachers still teaching in year 5. *Retention rates did not decline noticeably after graduates fulfilled three-year commitment.
Memphis Teacher Residency[62]	Residency graduates vs. new teachers statewide	Descriptive analysis that compares retention rates of graduates to overall retention statewide.	95% of graduates were still teaching in Tennessee public schools in Year 3 compared with 41% of teachers statewide still teaching in public schools in Year 3.
New Visions Hunter College Urban Teacher Residency[63]	Residency graduates vs. non-resident teachers in New York City	Descriptive	93% of graduates still teaching in Year 4 compared with 75% overall in New York City.
San Francisco Teacher Residency[64]	Residency graduates vs. non-resident teachers in San Francisco Unified	Descriptive	80% of graduates still teaching in Year 5 compared with 38% of non-resident teachers.
Boston Teacher Residency[65]	Residency graduates	Descriptive	90% of graduates were still teaching after three years.
Academy for Urban School Leadership (AUSL) in Chicago[66]	Residency graduates	Descriptive	95% of graduates were still teaching after three years.
Denver Teacher Residency[67]	Residency graduates	Descriptive	84% of graduates were still teaching after three years.
Aspire Teacher Residency[68]	Residency graduates	Descriptive	82% of graduates were still teaching after three years.
Newark Montclair Urban Teacher Residency[69]	Residency graduates	Descriptive	92% of graduates were still teaching after three years.
National Center for Teacher Residencies[70]	Residency graduates	Descriptive	80% of graduates were still teaching in a high-need partner/CMO district after three years. 70% of graduates were still teaching in a high-need partner district/charter management organization after five years.

Source: LPI

NMPED
Public Education Department

REQUEST FOR APPLICATION (RFA)
Teacher Residency Pilot
June 30, 2019

RFA Released: May 24, 2019
Final Date to Submit RFA: June 30, 2019 by 5:00 p.m.
RFAs received after final date will not be considered for funding.

This is a Request for Application (RFA) and <u>does</u> not constitute an award. This RFA is designed to promote innovation in the critical area of the education preparation pipeline. Up to one million in competitive grants are available to educator preparation programs (EPPs), both traditional and alternative, to:

1) **Develop a teacher residency program that creates an alternative pathway to teaching for prospective educators who already have a bachelor's degree.**
2) **Develop a residency model that will address diversity, quality, and the needs of high needs partner schools and districts with large Native American and EL populations.**
3) **Create a strong district-university partnership to train higher numbers of prospective teachers in a residency type setting that includes specific roles for each partner.**
4) **Create a supportive residency model that provides a clear plan on how residents and master teachers will be selected and supported.**

Application Checklist

Please complete the checklist below to ensure that all required information and actions have been completed before emailing the RFA to Becky Kappus, New Mexico Public Education Department.

_____ Cover Page

_____ "Teacher Residency Checklist"

_____ Point of Contacts at the EPP and Partner Schools

_____ Narrative, organizational chart, budget overview, timeline and letters of support; narrative no longer than 15 pages, double-spaced, 12pt. font (one for each type of application, only if applying for both)

Applications must be submitted to Becky.Kappus@state.nm.us no later than 5:00pm, June 30, 2019.

Purpose

In an effort to fill the need for teachers, school districts, the New Mexico Legislature, the New Mexico Public Education Department (NMPED), and the education preparation programs (EPPs) across the state are trying to implement various strategies to recruit and retain teachers and teacher candidates.

Utilizing funds from the GENERAL APPROPRIATION ACT OF 2019, House Bill 2, NMPED is offering competitive grants to educator preparation programs (EPPs) to drive innovation in thinking and practice of developing and implementing teacher residency programs for future educators to preparation programs or alternative pathways by those programs or pathways. As we continue to seek innovative ways to become an educator in New Mexico, we want to continuously become mindful of the potential benefits of a teacher residency model. NMPED maintains that creating a teacher residency program will result in a higher quality educator pipeline for our schools. We believe that new teachers who come into the field of education who have direct experience in a residency model will be more effective and will be provided with successful structures to have a greater chance of being prepared to succeed on their first day with New Mexico's students.

Goals

NMPED's goals for this investment are:

1) Create a more sophisticated understanding of what a successful teacher residency program is and how it should operate.
2) Develop our understanding of how to strategically recruit for teacher residency programs.
3) Drive recruitment of greater numbers of participants into the teacher residency programs.
4) Prepare teaching candidates in New Mexico's most successful schools in order to promote an acceptance of what is possible for all students and an understanding of how to work effectively with students.
5) Ensure residents have content knowledge to teach their subjects, have a deep understanding of human development that allows them to master the multi-dimensional nature of teaching, and strong pedagogical skills and dispositional orientations that allow them, from day-one, to support students in rigorous explorations and construction of disciplinary and interdisciplinary knowledge.
6) Support teacher recruitment and retention in areas of high need and for rural and Native American Communities.

Partner Organization(s)

Your plan should consist of working with a collaborating district and partner school(s), please include in your narrative how you plan to work together with said partners, reasons you believe that they have the ability to be effective partners in your plan and information about individuals you plan to work with. If partnering, please also include a letter of support from the district and each partnering school.

Eligibility

Applicants will be an approved educator preparation program or approved alternative pathway.

Application Requirements

The application must include:

1. Completed "Cover Page Form"(located below)
2. Completed "Teacher Residency Checklist"
3. Point of Contacts at the EPP and partner schools
4. Electronic submission of narrative explaining your plan, no more than 15 pages, double-spaced, 12pt. font and separated into the following sections:
   a. Narrative – A detailed summary of a working definition of the proposed teacher residency model in this context, intended goals, scope, partners, timeline for strategic recruitment, and any evidence-based justification for your plan.

   b. Organizational Chart – Clear designations of responsibility and assignment of individual roles (for your own organization and school(s)
   c. Budget Overview – A detailed overview of the amount of funding requested to carry out your plan through June 30, 2020
   d. Program Timeline – Detailed outline of expected program benchmarks and milestones through at least June 30, 2020
   e. Letter(s) of Support from the Dean of the School of Education or leader of alternative preparation program or pathway, and leaders of any other external schools

An electronic copy of the completed **RFA must be received no later than 5:00 p.m. on June 30, 2019. Facsimile copies will not be accepted**. All electronic copies should be sent to Becky.Kappus@state.nm.us. Requests for an extension of this date will not be granted.

COVER PAGE

Lead Organization Contact Information			
Name			
Phone		**e-mail**	
Mailing Address			

Partner School #1 Contact Information (if needed)			
Name			
Phone		**e-mail**	
Mailing Address			

Partner School #2 Contact Information (if needed)			
Name			
Phone		**e-mail**	
Mailing Address			

Partner School #3 Contact Information (if needed)			
Name			
Phone		**e-mail**	
Mailing Address			

Additional Pages May be Added for Additional Partners

Teacher Residency Pilot Checklist

Name of Project Lead and Organization		
Electronic application received by 5:00 p.m. on June 21, 2019	Yes No	
Cover page	Yes No	
Narrative showing the proposed program meets each of the eligibility requirements described in this RFA	Yes No	
If the above items are not complete the application will not be accepted.		

Course Curriculum/ Timeline

Fall 2019

<u>Elementary</u>
- EDUC 536: Classroom Management (3 credits)
- EDUC 572: Elementary Curriculum I (3 credits)

<u>Secondary</u>
- EDUC 536: Classroom Management (3 credits)
- EDUC 571: Secondary Curriculum (3 credits)

<u>Special Education</u>
- EDUC 536: Classroom Management (3 credits)
- SPED 508: Practical Application of Special Education (3 credits)

Spring 2020

<u>Elementary</u>
- EDUC 574: Classroom Assessment (3 credits)
- EDUC 573: Elementary Curriculum II (3 credits)
- EDUC 547: Field Experience (1 credit)

<u>Secondary</u>
- EDUC 574: Classroom Assessment (3 credits)
- BLED 545: ESL Methods for Content Literacy (3 credits)
- EDUC 547: Field Experience (1 credit)

<u>Special Education</u>
- SPED 570 Nature and Needs of Persons with Learning Disabilities (3 credits)
- SPED 528: SPED Curriculum (3 credits)
- EDUC 547: Field Experience (1 credit)

Summer 2020

<u>Elementary</u>
- RDG 510: Teaching of Reading
- RDG 511: Corrective Reading

<u>Secondary</u>
- RDG 560: Reading Skills in Secondary Education

<u>Special Education</u>
- RDG 510: Teaching of Reading
- RDG 511: Corrective Reading

WNMU Teacher Residency Proposed Budget

Expense	Fund	Qty	Type of Expen	Amount	Total	Narrative
Administration						
Project Manager - (faculty position)	NMPED	1	Salary	$56,000	$56,000	Lead, facilitate, coordinate the program, CUPA salary $56,000 + 48.5% benefits
			Fringe Benefits	$27,160	$24,329	Calculated at 43.45%
	NMPED		Salary + FB		**$80,329**	
Third-Party Evaluator	NMPED	1	Contract/Salar	$18,000	$15,000	
			~~Fringe Benefits~~	~~$4,824~~		~~Calculated at 26.8%~~
			Salary + FB		**$15,000**	
WNMU Faculty Travel	NMPED	32	Travel to Demi	$100	$3,200	32 trips at $100 each (2x faculty per trip) Estimated car rental + fuel
Research Dissemination	NMPED	4	Travel/Registr	$2,200	$8,800	Estimated costs associated with conference travel, per diem, and registration. 2 conferences at 3x program researchers at $2,200 each.
Supplies					$0	fees
Subtotal Admin					**$107,329**	
Student Teacher Licensure Candidate Financial Aid						
Alternative Licensure financia	NMPED Grant	24	Tuition and Bo	$6,000	$144,000	Alternative Licensure: $5,000 tuition estimated for Fall 2019, Spring 2020, and Summer 2020 with $500 per semester for books.
Subtotal Licensure Financial A	NMPED Grant		Tuition+Books		**$144,000**	
University/SWREC Level III M	NMPED Grant	8	Stipend	$21,660	$ 173,280.00	WNMU/SWREC Mentors - totaling $380 per day. Working full-time, 5 days per week for 6 weeks, 3 days per week for 6 weeks, weekly for 6 weeks, and every other week for remaining 18 weeks = 57 full time days for 3 mentor partnerships.
Mentor Training	NMPED Grant	32	Registration Fe	$500	$ 16,000.00	Mentoring Training – per mentor charge – train all district mentors in addition to Level III master teacher mentors. $500 per student for contracted mentor training and supplies and materials.
Stipend for District Teachers	NMPED Grant	24	Stipend	$500	$ 12,000.00	Stipend for district teachers to attend the mentor training/dedicated event.
Travel to Training/Deming	NMPED Grant	24	Travel	$50	$ 1,200.00	Travel for District Teachers to Deming/circa half of trainees @ $100 each.
Level III Master Teacher Ment	NMPED Grant	8	Travel	$2,000	$ 16,000.00	Mileage and other associated expenses as needed/ calculated as an average of 4000 miles per mentor at 0.50 per mile

Expense	Fund	Qty	Type of Expen	Amount	Total		Narrative
Supplies	NMPED Grant	1	Supplies	$9,419	$	6,462.00	Supplies, paper for classes
Subtotal Teacher Stipends & Salaries					**$368,942**		
Total Before Indirect Costs					**$476,271**		
Eligible Indirect Cost Total				$296,609			Excludes stipends to teacher-licensure candidates (recipients of mentorship and trainings).
Indirect Costs	8% of Eligible Indirect Costs				**$23,729.00**		8% of eligible costs. Stipends are excluded. This represents the institutional administrative overhead costs for WNMU to manage this program.
Total NMPED Grant Funding to be Requested					**$500,000**		