



HIGH PLAINS REC #3 SOLE SOURCE REQUEST AND DETERMINATION FORM

A sole source *determination* is not effective until the *sole source request for determination* has been posted for thirty (30) calendar days without challenge, and subsequently approved in writing by the State Purchasing Agent or, for Professional Services Agreements, the Secretary of the Department of Finance and Administration. The foregoing requirement is regardless of whether the *sole source request for determination* has been signed by the Agency and/or the Contractor.

- I. Name of Agency: **High Plains Regional Education Cooperative #3**
Agency Chief Procurement Officer: **Brandon Hightree**
Telephone Number: **(575) 445-7090**
Agency Contact for this request: **Brandon Hightree**
Telephone Number & Email Address: **(575) 445-7090; bhightree@hprec.com**

- II. Name of prospective Contractor: **The Center for Culturally Responsive Teaching and Learning**
Address of prospective Contractor: **4712 Admiralty Way #1141, Marina Del Rey, CA 90292**
Contact Name, Telephone Number and Email Address:
Sharroky Hollie, ccrtl.la@gmail.com

Amount of prospective contract before tax: **\$158,000.00**
Term of prospective contract: **1 Year**

Note: For terms longer than one year, Request for Policy Exemption from DFA MUST be included.

- III. Agency is required to state purpose/need of purchase and thoroughly list the services (scope of work), construction or items of tangible personal property of the prospective contract (if this is an amendment request to an existing contract, include current contract number issued by SPD):

The purpose of this contract is to cultivate instructional practices of New Mexico teachers in implementing the Culturally and Linguistically Responsive (CLR) mindset and skillset, knowledge, and materials that they received through CLR professional developments that New Mexico Public Education Department (NMPED) has been conducting since the 2018-2019 school year (SY). The CLR trainings offered by NMPED do not only provide foundation knowledge on CLR pedagogy and instruction but also guide NM districts and schools to implement a strategic plan in carrying CLR from theory into practice. The goal is thus to not only to change teaching beliefs but also to achieve instructional shifts towards CLR teaching.

The Center for Culturally and Linguistically Responsive Teaching and Learning

(CCRTL) provides professional, school/district, and community development on what it means to be CLR in the classroom. The work of CCRTL aligns with NMPED's vision and mission for pursuing excellence in promoting inclusive education that creates supportive and developmental educational opportunities for ALL students, regardless of their demographics, to be healthy, secure in their identity, and holistically prepared for college, career, and life.

To meet the needs of NM districts, charter schools, and schools, NMPED designed a three-layered (Pathway I, Pathway II, and Pathway III) professional development (PD) training set for which the CCRTL offers foundational, structural, and developmental trainings. Pathway I and Pathway II align with the content of the foundational and developmental trainings offered by the CCRTL. Pathway III is comparable with the content of developmental trainings by the CCRTL. The CLR PDs designed and conducted by NMPED exceed one size fits all and bring on-going practices for NM educators to learn through and from their own classroom practices.

For example:

CLR Pathway I- Changing Perspectives has two main objectives:

- 1) To ensure that Culturally Responsive Pedagogy (CRP) and CLR instruction knowledge, understanding, and practices of NM educators align to their local contexts.
- 2) To ensure that CLR instructional leadership moves forward in a systematic way that supports and addresses the needs of culturally and linguistically diverse students.

Pathway II- Changing Practices intends to obtain two outcomes.

- 1) To provide learning opportunities for NM educators to be able to meet the needs of all students from a CLR perspective.
- 2) To support Pathway I attendees in building capacity within their district.

Pathway III- Engaging People and Systems into CLR has two main objectives:

- 1) To support Pathway II attendees (teachers and instructional coaches) for the adoption and integration CLR mindset and skillset into their classroom by providing individual instructional coaching cycles.
- 2) To develop school or district-based teams to engage CLR effectively into school systems.

Since SY 2018-2019, NMPED conducted the CLR PDs to build and improve the capacity of the understanding and implementation of CLR mindset and skillset by providing several cohorts for CLR Pathway I and CLR Pathway II PDs. The data obtained from the post-surveys of the CLR PDs conducted between SY 2018-2019 and SY 2021-2022 shows that NMPED invited 12 districts and 11 charter schools and delivered several trainings under Pathway I and Pathway II to 515 educators across the state. Since the design of the CLR PDs requires a sequential completion (Pathway I---Pathway II---Pathway III), it was expected to launch Pathway III in SY 20-21 after ensuring the potential capacity of the CLR mindset and skillset in the districts and charters participated in Pathway I and Pathway II, however, due to the global pandemic and the educational concerns during post-pandemic the full implementation of Pathway III has been delayed.

The strategic planning of NMPED for CLR PDs in the 22-23 SY is to build on the CLR mindset and skillset of districts and charter schools that participated in Pathway I and Pathway II by launching several Pathway IIIs. The strategic planning also aims to broaden the professional network among teachers who participated in Pathway III. The data analysis of Pathway III post-survey conducted in the 21-22 SY indicates that educators recommend being connected to other educators outside of their districts and schools to enhance their CLR instructional practices. In light of this recommendation, NMPED plans to bring a Deep Dive in CLR Training for the teachers who will be participating in Pathway III in the 22-23 SY in several districts and charter schools to be engaged in collegial discussions around CLR and its effective practices as well as additional Deep Dive trainings to educators who are engaged in sustaining prior learning in CLR practices in their classrooms even if they have not yet had a chance to participate in Pathway III.

The section below provides further details on the content of trainings and the usage in the strategic planning of the NMPED for the CLR PDs in the 22-23 SY.

CLR Individual Coaching Cycle

- Provides coaching with technical feedback for individual teachers to model CLR content, mind-set, and skill set with their students while receiving CLR coaching and observation.

Number of Cadres to Purchase: 10

Usage: Pathway III

Deep Dive in CLR Training:

- The training is the key to CLR's success and sustainability in classrooms. Teachers and instructional coaches will have the opportunity to dive deeper into the mindset and skillset of cultural responsiveness, through a two-day hybrid intensive training.

Quantity: 4

Usage: Pathway III/Educators Sustaining CLR in their Classrooms

- IV. Provide a detailed explanation of the criteria developed and specified by the agency as necessary to perform and/or fulfill the contract and upon which the state agency reviewed available sources. (Do not use “technical jargon;” use plain English. Do not tailor the criteria simply to exclude other contractors if it is not rationally related to the purpose of the contract.

Since the 2018-2019 SY, NMPED has been collaborating with school districts and charter schools in New Mexico to ensure that students are engaged in a CLR educational system that meets the social, emotional, and academic needs of ALL students. With this aim, the NMPED is providing well-structured, effective, and evidence-based professional development for educators across the state for making cultural responsiveness a meaningful aspect of teaching and learning through the sequential design of CLR PDs (Pathway I, Pathway II, and Pathway III) NMPED’s CLR trainings help educators shift mindsets and cultivate their teaching skillsets for all content areas and grade levels with CLR (Pathway I and Pathway II), and positively impact their every- day teaching by providing CLR support and guidance through instructional coaching (Pathway III). NMPED’s CLR training is purposefully grounded to achieve a positive impact on school communities and climates to become culturally responsive and to engage students in

holistic growth/education and academically successful classrooms.

- V. Provide a detailed, sufficient explanation of the reasons, qualifications, proprietary rights, or unique capabilities of the prospective contractor that makes the prospective contractor ***the one source*** capable of providing the required professional service, service, construction, or item(s) of tangible personal property. (Please do not state the source is the “best” source or the “least costly” source. Those factors do not justify a “sole source.”)

Dr. Sharroky Hollie, the Executive Director of the CCRTL, is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and contributed a chapter in the *Oxford Handbook of African American Language* (2015). Dr. Hollie's first book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*, was published in 2011, followed soon thereafter by *The Skill to Lead, The Will to Teach*. NMPED has been collaborating with the CCRTL since the 2018-2019 SY to construct well-designed three-layered sequential professional development for school leaders and teachers around CLR teaching and learning. In addition, NMPED conducted three post-training surveys in the 2018-2019 SY, 2019-2020 SY, and 2021-2022 SY. The data analysis of all surveys revealed that a great majority of participants (95%) found the content, structure, and pace of the training strong and highlighted the knowledge and presentation style of the facilitator as a key element to understand, model, and practice CLR instruction in the classroom. Another data analysis of the post-surveys showed that 95% of the participants responded that the trainings were highly effective in meeting the objectives of Pathway I and Pathway II. NMPED collaborates with the CCRTL because:

- 1- The design of Pathway I, Pathway II, and Pathway III aligns with the foundational, structural, and development trainings offered by the CCRTL.
- 2- Post-Survey data results show that the trainings offered by the CCRTL are highly effective to meet the aims of Pathway I, Pathway II, and Pathway III.
- 3- The CCRTL is specific about classroom practices and models skillset for how CLR can be used in the classroom and school setting immediately which is an ultimate goal of NMPED's CLR Pathway III PD.

- VI. Provide a detailed, sufficient explanation of how the professional service, service, construction, or item(s) of tangible personal property is/are ***unique and how this uniqueness is substantially related to the intended purpose of the contract***.

NMPED aims to support two educational approaches for districts, schools, and charter schools to employ in meeting the academic needs of culturally and linguistically diverse students in New Mexico schools: Culturally Responsive Pedagogy (CRP) and CLR Instruction; and prioritizes building capacity to transform educational environments into learning spaces that ensure effective CLR teaching practices. With this purpose, NMPED designed the CLR Professional Development series in three pathways to structure, support, and sustain CRP and CLR Instruction.

Aligning with NMPED's CLR framework, the CCRTL offers foundational, structural, and development levels of CLR training. For example, Pathway III carries a unique role in the design of CLR PDs to ensure the effective implementation of the knowledge and

skillsets gained through Pathway I and Pathway II. Likewise, the CCRTL supports educators after the initial professional development with coaching cycles and meets teachers where they are, with the goal of improving their level of responsiveness by 2-3 levels by the end of three rounds of coaching.

- VII. Explain why other similar professional services, services, construction, or item(s) of tangible personal property *cannot* meet the intended purpose of the contract.

The CCRTL is the only service provider that NMPED has worked with that intentionally attends to CLR as a journey. The CCRTL allows individuals to learn at their comfort level, and most importantly actually models what being CLR in the classroom looks like and provides skillset support through instructional coaching cycles. Though other vendors may focus on CLR, their PD often lacks practical application in the classroom and praxis is what is needed in the NMPED's CLR Pathway III for NM students.

Additionally, data analysis of post-CLR PD surveys shows that the current design of the CLR PD is preferred by district and school leaders due to the engagement in the content, materials, and attention to mindset shifts in the trainings. Furthermore, data analysis recommends that teachers should receive the CLR PD in person (Pathway III) where they can practice active engagement of the CLR PD's content, mindset, and skill set.

- VIII. Provide a narrative description of the agency's due diligence in determining the basis for the procurement, including procedures used by the agency to conduct a review of available sources such as researching trade publications, industry newsletters and the internet; contacting similar service providers; and reviewing the State Purchasing Divisions' Statewide Price Agreements. Include a list of businesses contacted (*do not state that no other businesses were contacted*), date of contact, method of contact (telephone, mail, e-mail, other), and documentation demonstrating an explanation of why those businesses could not or would not, under any circumstances, perform the contract; or an explanation of why the agency has determined that no businesses other than the prospective contractor can perform the contract.

In 2018, NMPED conducted thorough research to determine the most effective trainings and training facilitator before reaching out to the CCRTL and Dr. Hollie. Virtuoso Education Counseling was one of the other prospected possibilities. However, receiving in-depth information from Virtuoso Education Counseling made it clear that NMPED would not pursue the trainings as NMPED's focus on intentionality for districts, schools, and classrooms in CLR did not match with the trainings offered by Virtuoso Education Counseling. The training that is offered by other service providers was focused on cultural competency as referenced in multicultural education research. NMPED did not primarily anchor the design of Pathway I, Pathway II, and Pathway III CLR PD with a lens focused on cultural competency. The standpoints of CLR Pathway I, II, and III are to train educators of NM in such a way that to pursue academic success, cultural integrity, critical consciousness, and equity for ALL students in NM. Instead of establishing a mindset heavily focused on cultural competency, NMPED sets a mission and vision around cultural and linguistic relevancy, which validates and affirms ALL students' culture and language by bridging home, school, and community. That being so, the strands that the CCRTL follows in providing PD for effectively reflect the

rationale of Pathway I, Pathway II, and Pathway III (change perspective, change practice, and engage systems and people in CLR).

In NMPED’s Pathway I “Change Perspective”, educators have an ongoing self-reflection of their identity and cultural and linguistic behaviors, in relation to the identity and cultural and linguistic behaviors of one’s students, which is essential to successfully implementing and integrating CLR instruction. *Foundational CLR Training* offered by the CCRTL effectively builds knowledge for this pathway and creates the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the current educational system. NMPED’s second pathway “Change Practice” transforms teaching and learning experiences for the purposes of building and bridging the student to succeed in the culture of academia and mainstream society. To meet the goal of this pathway, *the Developmental Training* offered by the CCRTL provides practicing strategies for educators to build on cultural behaviors, and to engage students in holistic education and academic success by practicing strategies for building on the cultural behaviors. In the third pathway “Engaging People and Systems in CLR”, educators are assisted by CLR instructional coaches to implement CLR teaching and learning in their every-day teaching and to engage people and systems around them to transform their classrooms and schools into CLR learning environments. *The CLR Instructional Coaching* offered by the CCRTL genuinely carries out this goal into practice by helping teachers with their use of CLR strategies through modeling and immersion. With the instructional coaching offered by the CCRTL, teachers learn how to use CLR strategies by doing them. The coaching also helps teachers begin to understand the WHY of the CLR strategies and how they can be used to validate and affirm cultural behaviors. Another reason for having a contract with the CCRTL and Dr. Hollie is that the post-surveys conducted by NMPED revealed that participants in CLR trainings were satisfied with the content and benefited from the instructional coaching provided by the CCRTL to establish a school community with CLR.

Certified by:

Bando Lightee

Agency Chief Procurement Officer

Date: Jul 29, 2022

Agency Approval by:

R. Stephen Aguirre

Agency or Entity Head or Designee

Date: Jul 29, 2022

CCRTL 22-23

Final Audit Report

2022-07-29

Created:	2022-07-29
By:	Brandon Hightree (bhightree@hprec.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAApCEX9E27FbAE28xDISmr2ggwUiv4ObLZ

"CCRTL 22-23" History

-  Document created by Brandon Hightree (bhightree@hprec.com)
2022-07-29 - 3:46:54 PM GMT- IP address: 68.66.87.44
-  Document e-signed by Brandon Hightree (bhightree@hprec.com)
Signature Date: 2022-07-29 - 3:47:58 PM GMT - Time Source: server- IP address: 68.66.87.44
-  Document emailed to R. Stephen Aguirre (saguirre@hprec.com) for signature
2022-07-29 - 3:48:00 PM GMT
-  Email viewed by R. Stephen Aguirre (saguirre@hprec.com)
2022-07-29 - 3:48:02 PM GMT- IP address: 72.14.199.22
-  Document e-signed by R. Stephen Aguirre (saguirre@hprec.com)
Signature Date: 2022-07-29 - 4:17:42 PM GMT - Time Source: server- IP address: 68.66.85.97
-  Agreement completed.
2022-07-29 - 4:17:42 PM GMT