



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: **\$88,000.00**
Term of prospective contract: **4 Months**

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.

These services are per an Intergovernmental Agreement (IGA #24-924-00106) between the New Mexico Public Education Department (NMPED) Language and Culture Division (LCD) and the Agency for Fiscal Year 2023-2024, with the termination date of June 30, 2024.

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. CCRTL's work and efforts align with NMPED's mission and vision to excel in fostering inclusive education, providing supportive and developmental opportunities for ALL students, irrespective of their demographics ensuring that students are not only academically prepared but also healthy, secure in their identity, and holistically equipped for college, career, and life.

To address the diverse needs of NM districts, charter schools, and individual schools, NMPED has designed and developed a three-layered professional development training structure known as Pathway I, Pathway II, and Pathway III. CCRTL provides foundational, structural, and developmental trainings corresponding to these pathways. Pathway I and Pathway II align with CCRTL's foundational and developmental trainings, while Pathway III aligns with the content of CCRTL's developmental trainings. These PD opportunities go beyond a one-size-fits-all approach, fostering ongoing learning for NM educators, and allowing them to obtain insights directly from their own classroom practices.

For example:

CLR Pathway I - Changing Perspectives has two primary objectives:

- 1) Ensure that NM educators' knowledge, understanding, and practices of Culturally and Linguistically Responsive Pedagogy (CRP) and CLR instruction align with their local contexts.
- 2) Facilitate systematic progress in CLR instructional leadership, addressing the specific needs of culturally and linguistically diverse students.

Pathway II - Changing Practices seeks to obtain two outcomes:

- 1) Provide learning opportunities for NM educators to effectively address the needs of all students from a CLR perspective.
- 2) Support Pathway I participants in building district-wide capacity.

Pathway III - Engaging People and Systems into CLR is designed to meet two main objectives:

- 1) Support Pathway II participants (teachers and instructional coaches) in adopting and integrating CLR mindset and skillset into their classrooms through individual instructional coaching cycles.
- 2) Develop school or district-based teams to seamlessly integrate CLR principles into educational systems.

Since the 2018-2019 school year (SY), the NMPED has been conducting CLR PDs to enhance the understanding and application of the CLR mindset and skillset. Across multiple cohorts for CLR Pathway I, CLR Pathway II, and Pathway III PDs, the NMPED has engaged 25 districts and 32 charter schools, through the facilitation of numerous trainings. Post-survey data spanning the 2018-2019 to 2022-2023 school years reveal the participation of 702 educators statewide, with a unanimous recommendation for

continuous professional development opportunities in implementing culturally and linguistically responsive teaching skills. Building on this analysis, NMPED's strategic planning for CLR PDs in the 2023-2024 school year focuses on enhancing NM educators' CLR mindset and skill set through the launching of CLR Instruction trainings in Pathway I and Pathway II. The strategic planning also targets the broadening of CLR instruction adoption, implementation, and continuation in school districts and charter schools. The 22-23 SY post-survey analysis highlights educators' preference for local CLR instructional support, leading NMPED to introduce regional Deep Dive CLR Training sessions in the 23-24 SY to acquaint teachers with CLR instructional mindset and skills across various NM regions, eliminating the need for extensive travel.

The following section elaborates on the training content and its integration into NMPED's strategic planning for CLR PDs in the 2023-2024 SY.

CLR Deep Dive Institute – Pathway II

CLR Deep Dive Institute training is a key to culturally and linguistically responsive (CLR) instructional success and sustainability in classrooms. Teachers, instructional coaches, and educational leaders will have the opportunity to dive deeper into the culturally and linguistically responsive (CLR) mindset and skill set, through a two-day intensive training.

The Two-Day Institute Includes:

- 2 Days of collaborative & reflective learning with CLR teaching and learning practitioners and with other VABBulous educators.
- Access to materials and resources through our Thinkific Site for one year.

Content:

- Clarify the relationship between CLR mindset and skill set through an exploration of personal culture
- Learn about and plan instruction to validate and affirm 16 common cultural behaviors

Date: (In Person) TBD 2024

Quantity: 3

Focus on Culture and Its Instructional Benefits (Full Day) – Pathway I

In a full day (5.5 hours) Focus on Culture (FOC) lays the foundation for the CLR brand of cultural responsiveness and why it is necessary in our schools today. It builds the knowledge, develops the mindset, and creates the context for meeting the needs of all students, underserved students in particular, as it relates to the expectations of America's traditional school system. The philosophy of a "focus on culture" as the way to turn the wheels of instruction in order to validate, affirm, build, and bridge across content areas and grade levels for the purpose of supporting all students in becoming globally dexterous and academically successful is the core learning of this seminar.

Date: (In Person) TBD 2024

Quantity: 1

Culturally Responsive Academic Language Workshop

The concept of situational appropriateness is validating and affirming because it gives credibility to the home language and culture, while at the same time teaching the

expectations of the Standard English language and mainstream cultural behaviors. This workshop will provide specific strategies for teaching students situational appropriateness in language and behavior, with a particular focus on writing and academic language.

Date: (In Person) TBD 2024

Quantity: 1

- 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 school year, the New Mexico Public Education Department (NMPED) has been actively collaborating with school districts and charter schools throughout the state to ensure that every student is engaged in an educational system that embraces Cultural and Linguistic Responsiveness (CLR), addressing their social, emotional, and academic needs comprehensively.

With this objective in mind, NMPED is facilitating well-structured, effective, and evidence-based professional development opportunities for educators statewide. These initiatives are designed to integrate cultural responsiveness meaningfully into teaching and learning practices through a sequential framework of CLR Professional Development (PD) pathways, namely Pathway I, Pathway II, and Pathway III.

Through NMPED's CLR training initiatives, educators are empowered to shift their mindsets and enhance their teaching skill sets across all content areas and grade levels. Pathway I and Pathway II focus on equipping educators with the necessary tools and strategies to embed CLR principles into their instructional practices. Additionally, Pathway III provides ongoing support and guidance in CLR through instructional coaching, enabling educators to integrate these principles seamlessly into their daily teaching routines.

The overarching goal of NMPED's CLR training is to foster positive transformations within school communities and climates. By becoming culturally responsive, schools aim to create environments conducive to holistic student growth and academic success, ensuring that every student receives the support they need to thrive in the classroom and beyond.

- 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 esteemed executive director of the Center for Culturally Responsive Teaching and Learning (CCRTL), is a renowned national educator who has empowered thousands of educators through professional development focused on cultural

responsiveness. Notably, Dr. Hollie authored "Strategies for Culturally and Linguistically Responsive Teaching and Learning" in 2015 and contributed a chapter to the "Oxford Handbook of African American Language" in the same year. His impactful publications also include "Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success" in 2011, followed closely by "The Skill to Lead, The Will to Teach."

Since the 2018-2019 school year, NMPED has forged a collaborative partnership with CCRTL to develop comprehensive professional development programs tailored for school leaders and educators centered around culturally responsive teaching and learning (CLR). This collaboration has resulted in the creation of three-layered sequential professional development pathways: Pathway I, Pathway II, and Pathway III.

Furthermore, NMPED conducted post-training surveys across multiple school years, from 2018-2019 to 2022-2023. The analysis of these surveys consistently revealed overwhelmingly positive feedback, with 93% of participants praising the strength of the content, structure, and pacing of the training sessions. Participants highlighted the facilitator's knowledge and presentation style as instrumental in understanding, modeling, and implementing CLR instruction effectively in their classrooms.

Moreover, data analysis from post-surveys indicated that 95% of participants found the trainings highly effective in achieving the objectives outlined in Pathway I and Pathway II. This robust evidence underscores the effectiveness of CCRTL's offerings in meeting the goals of NMPED's CLR professional development pathways.

NMPED's collaboration with CCRTL is grounded in several key factors:

- 1- The design of Pathway I, Pathway II, and Pathway III aligns seamlessly with the foundational, structural, and developmental trainings provided by CCRTL.
- 2- Post-survey data consistently demonstrates the high efficacy of CCRTL's trainings in fulfilling the aims of NMPED's CLR professional development pathways.
- 3- CCRTL's specificity regarding classroom practices and its ability to model skillsets for immediate implementation of CLR in the classroom and school settings perfectly aligns with NMPED's ultimate goal for CLR Pathway III professional development.

- 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 is committed to facilitating two key educational approaches to address the academic needs of culturally and linguistically diverse students in New Mexico schools: Culturally Responsive Pedagogy (CRP) and Culturally and Linguistically Responsive (CLR) Instruction. Central to this commitment is the priority to enhance the capacity of educational environments, transforming them into spaces where effective CLR teaching practices can flourish. To achieve this objective, NMPED has meticulously crafted the CLR Professional Development series, structured into three distinct pathways aimed at providing comprehensive support and sustained growth in CRP and CLR Instruction.

In alignment with NMPED's CLR framework, the Center for Culturally Responsive Teaching and Learning (CCRTL) offers a range of training programs spanning foundational, structural, and developmental levels of CLR education. For instance, Pathway III plays a pivotal role in the design of CLR Professional Development sessions, ensuring the seamless implementation of knowledge and skillsets acquired through Pathway I and Pathway II. Additionally, CCRTL provides ongoing support to educators beyond initial professional development, offering specialized sessions like CLR Instruction Deep Dive-Ins. These tailored interventions meet educators at their current proficiency levels, with the overarching goal of continuously enhancing their responsiveness in the classroom.

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

CCRTL stands out as NMPED's exclusive partner in embracing CLR as a transformative journey. Unlike other service providers, CCRTL adopts a personalized approach, allowing individuals to learn at their own pace and comfort level. Crucially, CCRTL goes beyond theoretical discussions by exemplifying CLR principles in real classroom settings and offering tailored skillset support through differentiated professional development opportunities.

While other vendors may touch upon CLR, their professional development often lacks practical application and fails to address the essential concept of praxis, crucial for NMPED's CLR Pathway III aimed at New Mexico students.

Moreover, thorough data analysis of post-CLR PD surveys underscores the effectiveness of the current CLR PD design, as preferred by district and school leaders. This preference is attributed to the engaging nature of the content, the quality of materials provided, and the focus on facilitating mindset shifts during the training sessions.

Furthermore, the data analysis suggests that teachers benefit significantly from CLR PDs primarily oriented around classroom practices and everyday teaching experiences. This orientation enables educators to actively implement CLR PD content, mindset shifts, and skill sets into their teaching practices, thereby enhancing both teaching effectiveness and student learning outcomes.

- 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 undertook a comprehensive research effort to identify the most

effective training programs and facilitators before ultimately partnering with CCRTL and Dr. Hollie. Among the considered options was Virtuoso Education Counseling. However, upon receiving detailed information from Virtuoso Education Counseling, it became apparent that their offerings did not align with NMPED's focus on intentional CLR education for districts, schools, and classrooms. Unlike other service providers, whose training is centered on cultural competency, NMPED's approach prioritizes cultural and linguistic relevancy, aiming to validate and affirm the diverse cultural and linguistic backgrounds of all students by fostering connections between home, school, and community.

The framework followed by CCRTL in providing professional development closely mirrors the rationale behind NMPED's Pathway I, Pathway II, and Pathway III: changing perspective, changing practice, and engaging systems and people in CLR. In Pathway I, "Change Perspective," educators engage in continuous self-reflection on their own identity and cultural and linguistic behaviors relative to those of their students, essential for the successful integration of CLR instruction. The foundational CLR training offered by CCRTL effectively establishes the knowledge base required for this pathway and addresses the needs of underserved students within the current educational system.

Pathway II, "Change Practice," focuses on transforming teaching and learning experiences to empower students to succeed academically and socially. Developmental CLR training provided by CCRTL equips educators with practical strategies to leverage cultural behaviors and promote holistic education and academic success.

In Pathway III, "Engaging People and Systems in CLR," educators receive support from CLR instructional coaches to implement CLR principles in their everyday teaching and to mobilize people and systems to create CLR learning environments. CCRTL's CLR Instruction Deep Dive-In training translates this goal into practice by assisting teachers in utilizing CLR strategies through modeling and immersion.

Another compelling reason for NMPED's partnership with CCRTL and Dr. Hollie is the positive feedback received from post-surveys conducted by NMPED. Participants consistently expressed satisfaction with the content of CLR trainings and highlighted the benefits of instructional coaching provided by CCRTL in establishing a school community committed to CLR principles.

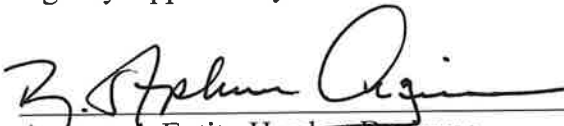
Certified by:



Agency Chief Procurement Officer

Date: 2/16/24

Agency Approval by:



Agency or Entity Head or Designee

Date: 02/16/24