



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: **\$153,500.00**

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 expand Culturally and Linguistically Responsive (CLR) trainings that provide effective context, mindset practices, and materials for the districts and charter schools in New Mexico to transform NM public schools into culturally and linguistically responsive teaching and learning environments. NMPED has been conducting CLR trainings since the 2018-2019 school year with limited funding which has affected the reach of such trainings, and thus many districts and charter schools and their educators have not yet been part of this professional development. 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 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 section below provides further details on the content of trainings and the usage in each pathway.

Focus on Culture and its Instructional Benefits

- Defines, concretely, what is cultural responsiveness and why it is necessary in our schools today.
- Builds knowledge and creates the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system.
- Promotes the focus on effective instructional strategies utilization in a way that validates and affirms underserved students across content areas and grade levels.

Quantity: 3

Usage: Pathway I

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Quantity: 3

Usage: Pathway II

Culturally Responsive Classroom Management Workshop

- Helps teachers reflect on their biases in learning about cultural behaviors to have a positive classroom management system, teachers have to separate out cultural behavior from disruptive
- Provides practicing strategies for teachers to build on cultural behaviors, and to engage students in holistic education and academic success. practicing strategies for building on the cultural behaviors

Quantity: 5

Usage: Pathway I and Pathway II

Jumpstart Workshop

- Helps teachers with their use of CLR strategies through modeling and immersion. Teachers will learn how to use CLR strategies by doing them. The workshop also helps teachers begin to understand the WHY of the CLR strategies and how they can be used to validate and affirm cultural behaviors. Get ready to JUMP START your responsiveness!

Quantity: 5

Usage: Pathway I and Pathway II

Culturally Responsive Academic Literacy Workshop

- Helps teachers to delve into the use of culturally responsive text by focusing and modeling effective literacy strategies for the purposes of teaching the Common Core Standards. Teachers will also build their knowledge in what is a culturally authentic text and what is not, will learn why use of effective strategies made culturally responsive can benefit students more so than traditional activities, and will learn applications for use with content area textbooks.

Quantity: 2

Usage: Pathway II

Supporting Teachers in Becoming CLR

This training is for administrators, instructional coaches, and lead teachers directly involved in instruction. Three areas will be covered: knowledge base building, skill development, and how to analyze CLR instruction, specifically using the CLR Walk-Thru Tool.

Quantity: 2

Usage: Pathway II

Culturally Responsive Academic Vocabulary Workshop

- Shows classroom teachers how to build academic vocabulary, while validating and affirming the cultural vocabularies that the students bring to school. There is a focus on strategies in the areas of synonym development, context clues, and demonstrating the purpose and use of slang as it applies to youth culture. The workshop introduces the CLR academic tools: personal thesaurus and personal dictionary.

Quantity: 3

Usage: Pathway I and Pathway II

Culturally Responsive Leadership Workshop

- Based on the collaboration of Dr. Anthony Muhammad and Dr. Sharroky Hollie, in their book, *The Will To Lead, The Skill*
- Gives school leaders a time to be reflective about how to create a school culture that will be accepting of culturally and linguistically responsive practices. The three areas of reflection covered are: (1) being a model of cultural responsiveness, (2) supporting the development of cultural responsiveness, and (3) assessing the institutional change process as it applies to cultural responsiveness.

Quantity: 2

Usage: Pathway I

Infusing CLR into SEL Workshop: Creating a SEL Curriculum for all Students

- Gives educators an overview of what culturally responsive social emotional learning encompasses. Critical Social Consciousness (CSC) SEL uses the students' cultural backgrounds (including ethnic, gender, economic, linguistic, etc.) as the starting point for developing social emotional skills. The foundation of this process is based on understanding our cultural similarities and differences, which then leads to our developing a critical social consciousness about the world around us. This process supports us in critically looking at the ways in which our world, communities, and schools operate and the different ways in which people are viewed and treated within each of those places. The students then are able to move to making responsible decisions that can change those inequities that are a part of our society.

Quantity: 2

Usage: Pathway I

Culturally Responsive Math and/or Science Instruction Workshop

- Helps teachers practicing math and science with CLR lens
- Gives strategies how to infuse culturally responsive pedagogy into these content areas.

Quantity: 2

Usage: Pathway I

CLR and Online Learning Workshop

- Demonstrates strategies and tools that teachers can use to validate and affirm students culturally, in their online teaching. Through interactive participation in several CLR strategies, participants will begin to see how they can engage students and honor the underserved cultural behaviors, using several different technological tools.

Quantity: 1

Usage: Open to all teachers- non-Pathway

Team Individualized Q&As with Dr. Hollie

- Enables educational leaders to receive district team based CLR support from Dr. Hollie to implement a strategic plan in carrying CLR from theory into practice.

Quantity: 2

Usage: Pathway I

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: 8

Usage: Pathway III

- 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.

NMPED is 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, NMPED is providing well-structured, effective, and evidence-based professional development for educators of the state for making cultural responsiveness a meaningful aspect of teaching and learning through the three-layered designed PD (Pathway I, Pathway II, and Pathway III). NMPED's Culturally and Linguistically Responsive trainings help educators shift mindsets and cultivate their teaching skillsets for all content areas and grade levels with CLR (Pathway I and Pathway II). NMPED has structured CLR trainings so that educators who participated in CLR PD will have mindset shifts that allow them to identify cultural and linguistic behaviors so they can support students with difficult behavior in the classroom and school setting, and reflect on how they can change their practice to garner engagement and learning (Pathway III). NMPED CLR trainings are grounded to achieve a positive impact on school communities and climates to becoming 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 school year (SY) to construct well-designed three-layered professional development for school leaders and teachers around CLR teaching and learning. NMPED conducted two post-training surveys in the 2018-2019 SY and the 2019-2020 SY. The data analysis of both 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 97% 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 and Pathway II.
- 3- The CCRTL is specific about classroom practices and models skillset for how CLR can be used in the classroom and school setting immediately.

- 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.

Pathway I has two main objectives:

- 1) To ensure that CRP and CLR instruction knowledge, understanding, and practices of administrators 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 intends to obtain two outcomes.

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

Pathway III has two main objectives:

- 1) To support Pathway II attendees for the adoption and integration of CRP and CLR instruction into their classroom by providing instructional coaching to individual teachers.
- 2) To develop school or district-based teams to carry CLR into effective practices, and sustain CRP.

Aligning with NMPED's CLR framework, the CCRTL offers foundational, structural, and development levels of CLR training. These trainings offer a comprehensive fit for NMPED's CLR Pathways.

- 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 the NMPED has worked with that intentionally attends to CLR as a journey, 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. Though other vendors may focus on CLR, their PD often lacks practical application in the classroom and praxis is what is needed 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. Post-PD survey results of both Pathway I and Pathway II also indicated that conducting CLR PD for educational leadership and teachers grounds a common understanding of CLR. In light of this analysis,

NMPED will continue to bring CLR PD for further districts and charter schools to continue supporting the educational leaders and teachers with the same designed CLR PD. 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 the 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 as 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 educators are how to inform, how to influence, and how to inspire educators for culturally responsive teaching and learning as explained in the accompanying document: *CCRTL-How We Do*. These three strands effectively reflect the rationale of Pathway I, Pathway II, and Pathway III (change your perspective, transform leadership and teaching practice, and become a CLR Change Agent). In NMPED's first pathway, "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 "Transform Leadership and Teaching Practice" transforms teaching and learning experiences 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 “Become a CLR Agent”, educators advocate for social justice and equity to engage the people and systems around them for CLR. ***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 get used to validating and affirming 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 trainings with Dr. Hollie to establish a school community with CLR.

See accompanying document, *How We Do*.



ABOUT

WHAT WE DO

HOW WE DO

JOURNEY TO

RESPONSIVENESS

VABB

PARTNERS

HOW WE DO



Our organization has transformed the mindset and skillset of thousands of teachers, administrators, and informal educators into practitioners of culturally and linguistically responsive teaching and learning.

The aim is accomplished through three broad strands of development: professional development, school/district development, and community development. With these three strands, we inform all stakeholders, concretely and practically, in what it means to be culturally responsive. We influence institutional policies and practices and we inspire changes in behaviors—individually and institutionally.



HOW WE INFORM

We educate all stakeholders in what it means to be culturally responsive, in meaningful ways, not just in namesake or in policy documents. Over 200,000 people have been professionally developed in cultural responsiveness where we focus on changing mindsets, developing skillsets, and implementing system sets.



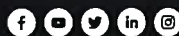
HOW WE INFLUENCE

We have developed a framework for thought and engagement for anyone who has a stake in the cause of urban, suburban, or rural community reclamation, through progressive, innovative methods. Cultural responsiveness shifts the community's thoughts and actions, on traditional perspectives and policies on race and equity, from stagnation to innovation by influencing policies and practices, engaging all stakeholders, and galvanizing communities around cultural responsiveness for change.

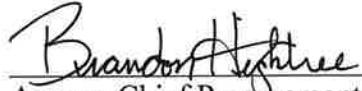


HOW WE INSPIRE

Through our network of school districts and professional organizations around the country and our work with corporate entities, we have demonstrated that being culturally responsive can make a difference in production and achievement. Our flagship schools and organizations are making consistent and steady progress in their journey to responsiveness.



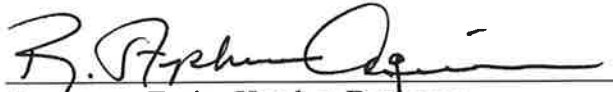
Certified by:



Agency Chief Procurement Officer

Date: 9/2/2021

Agency Approval by:



Agency or Entity Head or Designee

Date: 09/02/2021