



STATE OF NEW MEXICO 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: Gadsden Independent School District

Agency Chief Procurement Officer: Georgina Galvan

Telephone Number: 575-882-6252

Agency Contact for this request: Manual Leyva, Director for Bilingual Education

Telephone Number & Email Address: 575-882-6714, mleyva@gisd.k12.nm.us

II. Name of prospective Contractor: Dual Language Education of New Mexico

SHARE: Vendor Number (must be active): 43701

Address of prospective Contractor: 1309 4th Street SW Suite E
Albuquerque, NM 87102

Contact Name, Telephone Number and Email Address: Diana Pinkston-Stewart, 505.243.0648, diana@dlenm.org; Lisa Meyer, 505.243.0648, lisa@dlenm.org; Evelyn Chavez, 505.243.0648, evelyn@dlenm.org.

Amount of prospective contract: \$7,586.00 (GLAD Binders and 6 Teacher Certification)
\$12,740.00 (Preschool GLAD) \$8,470.00 (Cohort 2 Teachers). Subtotal: \$28,796.00
without NMGRT

"This determination corresponds to Sole Source #10-S0043-20-CP273"

Term of prospective contract: February 22, 2021 to June 30, 2021

III. Please thoroughly list the services (scope of work), construction or items of tangible personal property of the prospective contract:

The OCDE Project GLAD Foundations Training for 6 additional Teachers

Two-Day Research and Theory Workshop

45 GLAD Binders (\$45)

- Foundations 2-day Research and Theory Workshop develops the research, rationale and why in how to provide both universal access and targeted language learner support through OCDE Project GLAD®
- Foundations 4-day Classroom Demonstration provides a unique classroom experience to teachers who observe and engage in the use of the GLAD® model within a live classroom. Participants will work with a coach to build understanding, practice and design lessons plans for implementation.

Dual Language Education of New Mexico provides teachers and leadership an opportunity to participate in learning the fundamentals of specific scaffolding needed in order to fully support Culturally and Linguistically Diverse students and English Learners through a Framework called CLAVES (Contextualized Learning for Access, Validation, Equity and Success). Participants build understanding of how to plan for this group of students and are given the opportunity to practice this skill. They work together to analyze current district practice and identify action strategies building upon what teachers and leadership are already capable of. The overarching goal is for participants to gain the ability to sustain the use of the 8 Pathways of Contextualized Learning within the entire school. The CLAVES modules are organized so that participants have the opportunity for new learning, practice, and reflection.

Early Childhood GLAD is about creating a rich environment of language, ideas and concepts. Preschool, Kindergarten, and first grade students engage in learning at their own entry points and are given multiple ways to respond. This model fosters a success-based, interactive environment that stresses cross-cultural respect and sensitivity and that values the family, community, and language of the child. Intentionally creating language-rich environments for our early childhood emergent bilingual students takes time and effort. Preschool GLAD® engages participants in thinking about how children learn language and introduces successful research-based strategies for creating a language-rich setting that is alive with words, aloud with language, and results in language-rich learning. 1) Research, Theory, and Strategies (RTS) The full Early Childhood GLAD 5-day training provides a 1-day overview of the Preschool GLAD® model and a 4-day classroom demonstration with time for personal application. This quote includes the day-one Research, Theory, and Strategies. The four-day classroom demonstration will be on a separate quote and done in the fall. Participants do need to attend all five days to be certified in Preschool GLAD®.

1-Day overview of the Preschool GLAD® for 20 Kindergarten Teachers and 20 1st Grade Teachers.

68 Preschool GLAD Binders (\$37)

The training has been organized to present this framework around 8-days (Virtual when necessary):

Days 1 and 2: Leadership Team training and building

Days 3, 4, 6, and 8: Building Instructional Capacity

Days 5 and 7: VISITAS™- Classroom observations and learning from each other based on learning during building instructional capacity days

Building Capacity days and VISITAS days alternate so that participants have an opportunity to learn strategies and then implement them between sessions. Then on VISITAS days participants are observed and given feedback on strategy use.

- IV. Provide an 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.)

Dual Language Education of New Mexico/ The OCDE GLAD Foundations will provide Teachers and Instructional Leaders of English Learners and Emerging Bilingual Students with instructional best practices to teach academic content and literacy using sheltering and scaffolding strategies in a positive and conducive classroom environment. Teachers and Instructional Leaders will go through a comprehensive review of the research foundation, theory and strategies of the Project GLAD model. They will engage in dialogue around current pedagogy and strategies that will promote academic discourse and literacy success for all students.

Dual Language Education of New Mexico provides teachers and leadership guidance as they participate in learning the fundamentals of specific scaffolding needed in order to fully support Culturally and Linguistically Diverse students and English Learners through a Framework called CLAVES (Contextualized Learning for Access, Validation, Equity and Success). CLAVES was developed with the belief that emerging bilinguals deserve equitable access to content and language development and that they have linguistic and cultural assets that should be validated and built upon in all aspects of a school community. In line with these beliefs, DLeNM developed a system that is deeply embedded in the school community, is highly reflective, and is understood by all educators at the site— educational assistants, teachers, and administrators alike. CLAVES™ serves as a framework that provides the entire school community with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction that serves culturally and linguistically diverse (CLD) students, with specific emphasis on English Learners (ELs). This is a comprehensive professional development framework aligned to the New Mexico Teach Framework, WIDA ELD Standards, and the Common Core State Standards. CLAVES requires interconnected supporting elements— leaders must actively participate, understand, and intentionally support the overall systematic framework by providing on-going, effective, and

responsive professional development. When all of these pieces are in place, sustainability



is possible.

The eight CLAVES™ modules begin with two full days with school and district leadership to provide time for self-assessment and reflection centered around supporting their schools as learning

- 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.”)

Dual Language of New Mexico and OCDE Project GLAD Trainers are providing a comprehensive training that will allow teachers and instructional leaders to strengthen the understanding and implementation of best practices for language learners by providing networking opportunities for teachers to engage in when addressing the following topics: teaching for social and emotional learning, creating collaborative structures to maximize class synergy, the power of metacognitive teaching and learning, and integrating language, content and cultural objectives into our lessons and units. The four-day classroom demonstration will allow teachers to observe classroom instruction through the use of Project GLAD strategies with coaching support, to reflect and commit to effective use of Project GLAD protocol to meet the needs of emerging bilingual students, time for standards-based unit planning, and presenting and sharing their thoughts and work.

DLeNM’s framework of CLAVES is unique in many ways. One way they are unique is their willingness to mold and work around our trying situation of Remote Learning environments. They are flexible in shifting around scheduled dates and carrying them over to the following school year if necessary. Another unique quality of CLAVES is that it incorporates Common Core Standards, WIDA ELD Standards, and the NMTeach Framework. It is specialized to meet the needs of our New Mexico Teachers and the CLD population in our state and the guidelines that our teachers have to work within. Additionally unique components are the 8 CLAVES Modules that build the CLAVES Framework. Several of these components are addressed as individual pieces of other frameworks, but CLAVES has added additional components and recognizes that

these pieces are all essential and work together to



learning.

- 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.***

Dual Language of New Mexico and OCDE Project GLAD (Guided Language Acquisition Design) promote an effective model of professional learning in the area of language acquisition and literacy for grades K-12. The strategies and model develop English language acquisition, academic achievement, and cross-cultural awareness. GLAD develops meta-cognitive skills along with high-level, academic language and literacy. It is an instructional model with clear, practical strategies that promote positive, effective interactions among students and between teachers and students.

In looking at other frameworks that will support GISD secondary teachers and ELs, we found they did not meet our criteria of academics while also addressing the social cultural needs of ELs.

The DLeNM CLAVES framework on the other hand, guides secondary teachers in setting up an environment for students that is both rigorous and supportive, accessible and respectful, leading teachers to affirm, validate and accept students for the assets they bring to the learning environment. Other frameworks focus primarily on academics and language development only. They do not look at the whole student and the interconnectedness of cultural, language and personal experiences.

CLAVES™ is a framework that provides educational stakeholders with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction in schools that serve culturally and linguistically diverse (CLD) students, with specific emphasis on English Learners (ELs).

Within the CLAVES™ framework, professional learning is organized and supported by leaders who embrace professional learning that is:

- focused on improving and building teacher skills for classroom practice,
- mediated through a learning community,
- led by a skilled and knowledgeable leader,
- focused on the everyday work and practices of classroom teachers, and
- data-informed and evidence-based.

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

There are many reasons why other programs did not meet the intended purpose and outcome of the contract. Some reasons are the components and features of other models and frameworks which are too extensive and lengthy, for example one model is composed of 8 components and 30 features needed in effective sheltered instruction. The GLAD model goes a step beyond other models, by focusing on 5 components, Focus/Motivation, Comprehensible Input, Guided Oral Practice, Reading/Writing and Closure with a specific set of teaching strategies teachers can use in the classroom to enhance student achievement. Another reason is the training delivery of other models consist of a three-day workshop format although variations may exist. While GLAD training consists of a two-day workshop in which strategies and research is presented. The second part of the training consists of a 4 to 5-day classroom demonstration of a thematic unit in which the strategies scaffold learning. Teachers learn from one GLAD trainer who teaches the students for the morning while another coaches the participants on what the teacher is doing and why. In the afternoon's teachers work to plan for instruction using the GLAD Model.

The DLeNM's philosophy and foundation of their CLAVES framework is the belief that emerging bilinguals deserve equitable access to content and language development and that they have linguistic and cultural assets that should be validated and built upon in all aspects of a school community. It is a philosophy that aligns with that of GISD's. This framework also supports the Culturally and Linguistically Responsive NM PED framework. In addition, the CLAVES framework was specifically designed to support secondary (7-12) teachers and students unlike other frameworks that were developed to support K-12 students.

The CLAVES framework and Professional Development will allow teachers to build their knowledge around the keywords in CLAVES: Contextualized Learning, Access, Validation, Equity and Success. As knowledge grows around these concepts, secondary schools will create an environment of differentiated, inclusive and validating instruction.

The framework and Professional Development will provide GISD secondary teachers, instructional coaches, instructional specialists and administrators with a foundation on how to "focus on language" in each of the content areas. They will learn how to implement classroom supports that focus on how to increase the frequency and opportunities for utilization of academic language in the classroom, resulting in the increase of students' comfort levels utilizing academic language in written and oral communication and improvement of reading levels.

It also provides teachers with support on the most effective way to develop grade-level concepts and skills and the language needed to participate fully and articulate the learning—regardless of the instructional model adopted by the school. The framework offers opportunities for teachers to look at the whole student such as affirming identity, facilitating cross linguistic connections, and developing student learning strategies.

Another unique feature of the CLAVES framework Professional Development, is the VISITAS component. This component allows for follow-up classroom visits. CLAVES professionals will have the opportunity to visit teachers as they implement the CLAVES framework in their classrooms. This will require for both teachers and administrators, more agency, responsibility and accountability to ongoing professional development and learning.

- 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; reviewing telephone books and other advertisements; contacting similar service providers; and reviewing the State Purchasing Agent's vendor list. 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.

The Gadsden ISD Bilingual Department in the Spring of 2020 contacted the CAL SIOP Team and met via virtual meeting and in person with the trainers of Dual Language Education New Mexico and OCDE Project GLAD to research and inquire which would provide our district with the most effective training in order to facilitate our teachers with the research, theory, strategies, observation of classroom instruction, and coaching support. In debriefing the information and outcome provided by both companies we felt that Project Glad met the components, goals, and outcomes that as a district we were seeking, as well as cost effective in providing our teachers with Research, Theory and Classroom demonstrations. We decided to choose DLNM and OCDE Project GLAD.

After reviewing and looking at SIOP (Sheltered Instruction Observation Protocol) and other models, we determined that they only focus on instruction yet leave out other components that focus on a student's identity, validation, and social cultural aspects of instruction. These models do not approach instruction from a culturally and linguistically perspective.

Other models also have protocols or steps to be followed over time while CLAVES has clear objectives to be reached by the end of the Professional Development and Visitas sessions.

The DLNM's CLAVES framework focuses on specific objectives:

1. To learn fundamentals of specific scaffolding needed in order to fully support ELs.
2. To understand and be able to effectively plan.
3. To analyze your current situation and to identify action strategies building upon the instructional and leadership capacity on your campus.
4. Overall to gain the agility to sustain the use of the 8 Pathways of Contextualized Learning within the entire school.

These objectives will guide the professional development offered throughout the year. It will provide teachers with opportunities for collaboration, professionalism, and transparency around language acquisition processes and the strategies and techniques that support those processes. Every day spent learning about the Eight Pathways will be balanced by an opportunity to use the VISITAS™ process to reflect on new learning, practice strategies, and receive non-evaluative feedback from peers. The goal of CLAVES is to end the eight modules with a focus on identifying the school community's next steps and reinforcing the idea of continuous improvement—viewing the CLAVES™ Pathways as essential, nonnegotiable elements of teaching and learning.

Certified by:

Date: _____

Agency Chief Procurement Officer

Agency Approval by:

Date: _____

Cabinet Secretary/Agency or Entity Head or Designee

APPROVED:

Date: _____

State Purchasing Agent