



HIGH PLAINS REGIONAL EDUCATION COOPERATIVE #3

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Request for Proposal #991-27-001

Improving Mathematics Leadership Through ILG-M Implementation

Response to Written Questions

Questions

Responses

Section III.C.2.A – Five-Year Experience Requirement:

Because the ILG-M identified in the RFP is a recently developed statewide resource, please clarify whether the requirement that an offeror have five years of experience “providing Improving Mathematics Leadership Through ILG-M Implementation” may be satisfied through at least five years of substantially similar organizational or principal-personnel experience in mathematics instructional leadership, leadership professional learning, standards implementation, curriculum development, coaching, and statewide educational technical assistance.

The Offeror may have at least five years of substantially similar experience in mathematics instructional leadership, leadership professional learning, standards implementation, curriculum development, coaching, and statewide education technical assistance to meet the requirement of “improving Mathematics Leadership through ILG-M Implementation.”

Section IV.B.1 – Organizational Experience: May an emerging firm document its qualifications through the relevant prior experience of its founder, proposed project director, facilitators, and subcontractors, including work performed for school districts, statewide educational organizations, and NMPED-related initiatives before the firm’s formation?

The Offeror from an emerging firm may document their qualifications through the relevant, prior experiences of the current staff who would serve and execute the project, if selected.

Appendix C, Section B.3 and Activity A: Please confirm whether the requirement contemplates eight separate three-day academies—four regional academies in Fall/Winter 2026 and four follow-up regional academies in Spring 2027—for a maximum of 24 training days.

We confirm the requirement is the development of four regional academies in the Fall/Winter 2026 and four regional follow-up academies in Spring 2027. Each regional academy will be three days, for a total of 24 in-person training days.

Appendix C, Activity A – Locations and Expenses: Will HPREC or PED identify and pay directly for training facilities, participant refreshments, audiovisual equipment, printing, and other site-related expenses, or must offerors include those expenses in the Activity A cost?

The Offeror does not need to include costs related to event facilitation, i.e., training facilities, participant refreshments, audiovisual equipment, printing, and other site-related expenses.

Appendix C, Section B.9.f: Please clarify the statement that no materials or instructional approaches may incorporate “teacher-developed resources.” Does this prohibit contractor-created professional-learning materials, classroom artifacts developed by participating educators, or only unreviewed instructional materials that are not grounded in the required state resources and evidence base?

The Offeror is not prohibited from utilizing contractor-created professional resources, given that the resources are evidence-based/ research-based, aligned to standards, and follow the integrity of the Instructional Leadership Guide for Mathematics.

Appendix C, Sections B.6 and B.8: Please provide the anticipated number, length, and approximate seat-time expectations for the asynchronous Canvas modules.

The Offeror should anticipate developing and hosting four to six virtual synchronous sessions of 90 minutes. Asynchronous time should not be more than 90 minutes between the regional sessions.

Appendix C, Section B.6.e: Are contractors expected to record all live sessions, or only designated virtual sessions? Will PED provide the recording platform, captioning support, and storage within its Canvas instance?

The Offeror is expected to record all live sessions. The Offeror will utilize the existing Canvas Learning Management System as the housing platform. The Offeror does not need to account for recording or captioning support in their response.

Appendix B – Pricing: Should each activity be proposed as a single all-inclusive fixed price, or may the offeror provide a detailed budget that identifies planning, development, facilitation, travel, materials, and reporting costs?

The Offeror may provide a detailed budget that identifies planning, development, facilitation, travel, material, and reporting costs.

Section III.C – Page Limit: Please confirm whether the required forms, resumes, certificates of insurance, reference materials, and appendices count toward the 50-page proposal limit.

The Offeror will include all required forms, resumes, certificates of insurance, reference materials, and appendices within the 50-page proposal limit.

Section III, Part C, Number 2, Part A on page 20 of the RFP indicates that contractors “must have been engaged in the business of providing Improving Mathematics Leadership Through ILG-M Implementation for a period of no less than five (5) years.” Is the opportunity open to organizations that haven’t provided support for the ILG-M directly, but have relevant experience?

The opportunity is open to organizations that have relevant experience of at least five years of substantially similar experience in mathematics instructional leadership, leadership professional learning, standards implementation, curriculum development, coaching, and statewide education technical assistance to meet the requirement of “improving Mathematics Leadership through ILG-M Implementation.”

The Scope of Work states that the contractor will facilitate four regional leadership math academies during each implementation cycle. Does HPREC/PED anticipate that these academies will be delivered as four distinct regional events held in separate locations and at different times, or may offerors propose a delivery model in which multiple regional academies are conducted concurrently provided all stated requirements and participant needs are met?

The Offeror may facilitate four concurrent regional leadership academies in the four regions, provided all stated requirements and participant needs are met, including Offeror staffing, and PED staffing availability.

The RFP requests fixed-price proposals for Activity A and/or Activity B; however, no anticipated budget, funding range, or not-to-exceed amount is identified. Can HPREC provide an estimated budget, funding range, or anticipated funding

HPREC or PED have not established a fixed budget, anticipated funding range, or not-to-exceed amount for Activity A, Activity B, or the overall project. Offerors should submit a fixed-price proposal that reflects their assessment

allocation for Activity A, Activity B, or the overall project to assist offerors in developing responsive and competitive pricing proposals?

of the resources and costs necessary to fully meet the scope and deliverables described in the RFP. Proposed pricing will be evaluated in accordance with the RFP's evaluation criteria.

The RFP states that proposals shall not exceed fifty (50) pages. Does this page limitation apply to the entire submission package, including appendices, resumes, required forms, insurance documentation, responses to agency terms and conditions, and additional supporting materials, or does the limit apply only to the narrative proposal sections?

The Offeror will include all required forms, resumes, certificates of insurance, reference materials, and appendices within the 50-page proposal limit.

The RFP states that contractors submitting proposals must have been engaged in the business of providing "Improving Mathematics Leadership Through ILG-M Implementation" services for a period of no less than five (5) years. Given the relatively recent development and implementation of the Instructional Leadership Guide for Mathematics (ILG-M), does HPREC intend this requirement to mean five years of experience providing mathematics leadership, instructional leadership, professional learning, coaching, and implementation support services of a similar nature, or must offerors demonstrate five years of direct experience specifically supporting ILG-M implementation?

The Offeror may have at least five years of substantially similar experience in mathematics instructional leadership, leadership professional learning, standards implementation, curriculum development, coaching, and statewide education technical assistance to meet the requirement of "improving Mathematics Leadership through ILG-M Implementation."

Can you please clarify the requirement that "Contractors submitting proposals must have been engaged in the business of providing Improving Mathematics Leadership Through ILG-M Implementation for a period of no less than five (5) years"? Since the ILG-M says "Draft" and the legislation leading to the guide was passed earlier this year, is it possible to have at least five years of experience supporting the implementation? Or does this requirement refer to experience with supporting similar math leadership initiatives more broadly? In other words, if we have more than 5 years of experience supporting similar projects for partners across the nation; does this satisfy the requirement?

The Offeror may have at least five years of substantially similar experience in mathematics instructional leadership, leadership professional learning, standards implementation, curriculum development, coaching, and statewide education technical assistance to meet the requirement of "improving Mathematics Leadership through ILG-M Implementation."

Regarding the Certificate of Insurance requirement, the RFP does not specify whether the COI should list HPREC as an additional insured party. Can you please advise if this needs to be included in the COI or not?

HPREC and/or NMPED do not need to be listed on the COI as an additional party.

Section IV.B.4 / Appendix C (Technical Proposal / Implementation Plan): Could you clarify the level of detail expected in the Implementation Plan? Specifically, should Offerors include day-by-day session design and agendas, or

It is expected that potential Offerors provide a high-level narrative.

is a higher-level narrative of tasks, deliverables, and timeline (as outlined in Appendix C) sufficient?

Section III.C (Proposal Format): May the proposal include hyperlinks (e.g., to writing samples, sample materials, or a portfolio), or must all content be presented as static text within the stated page limit?

The Offeror will include all required forms, resumes, certificates of insurance, reference materials, and appendices within the 50-page proposal limit.

Section III.C / Section III.C.1.j ("Other Supporting Material"): Does the 50-page limit apply to the entire proposal submission, or are appendices and supporting materials excluded from that page count?

The Offeror will include all required forms, resumes, certificates of insurance, reference materials, and appendices within the 50-page proposal limit.

Section I.A / Appendix B (Pricing/Cost Proposal): Can HPREC share whether there is an estimated budget or funding ceiling available for this contract (per activity or overall), to help Offerors scope a responsive cost proposal?

HPREC or PED have not established a fixed budget, anticipated funding range, or not-to-exceed amount for Activity A, Activity B, or the overall project. Offerors should submit a fixed-price proposal that reflects their assessment of the resources and costs necessary to fully meet the scope and deliverables described in the RFP. Proposed pricing will be evaluated in accordance with the RFP's evaluation criteria.

Appendix C (Scope of Work): Can HPREC share what prior professional learning or training on math instructional leadership the target participants (district/school leaders, coaches, teacher leaders) have already received, so Offerors can appropriately scope the starting point for the Implementation Plan?

HPREC or PED cannot share this.

Is there an anticipated budget or budget range for this engagement, either in total or for each activity?

HPREC or PED have not established a fixed budget, anticipated funding range, or not-to-exceed amount for Activity A, Activity B, or the overall project.

What specific changes in leadership practice, system coherence, or implementation outcomes would NMPED consider indicators of a successful engagement by June 2027?

Leadership Practice: Leadership teams should demonstrate increased understanding of high-quality mathematics instruction and their respective roles in supporting it. Leadership teams should use multiple sources of evidence, including classroom observations, assessment information, student work, and teacher feedback to understand the math culture of their site. Leaders report increased confidence and ability to lead mathematics instructional improvement.

System coherence: District and school leaders establish shared expectations and common language for high-quality mathematics teaching and learning. Professional learning, coaching, collaborative planning, classroom observations, and instructional feedback are aligned with one another and with the guide. Regular structures are established for district and school teams to

review evidence, monitor progress, and coordinate support.

Implementation outcomes: Participating teams complete a baseline assessment of current instructional leadership strengths and needs. Teams develop and begin implementing specific action plans with priorities, responsibilities, timelines, evidence of progress, and review cycles. Participants can provide evidence of at least one leadership practice or system level change resulting from the professional learning.

Can NMPED clarify the expected roles of other vendors supporting mathematics initiatives and describe how selected contractors will be expected to coordinate across providers?

The selected Offeror(s) will coordinate with the PED to ensure coherence of programming through Activities A and B.

Approximately how many participants are anticipated per region, and what flexibility exists for differentiating academy design based on regional needs and participant roles?

PED anticipates 60–65 participants per region. This could vary depending on school district participation in the initial implementation of the project.

Can NMPED clarify expectations regarding the number, approximate duration, and depth of the asynchronous learning modules to be developed within the PED Canvas platform?

The Offeror should anticipate developing and hosting four to six virtual synchronous sessions of 90 minutes. Asynchronous time should not be more than 90 minutes between the regional sessions.

Are there existing ILG-M implementation tools, facilitator resources, communications materials, or prototype training content that the selected contractor will be expected to leverage or refine?

The ILG-M contains rubrics in Appendices C and D that the selected contractor will be expected to leverage. The ILG-M is not yet finalized, so there may be additional tools and resources that the selected contractor may leverage.

What is the anticipated range of participant familiarity with the ILG-M, New Mexico Mathematics Framework 2.0, and NMIS-M? Should proposers assume introductory, intermediate, or advanced implementation readiness?

The Offeror should assume an introductory level of familiarity with the ILG-M. The Offeror should assume an introductory, intermediate, and advanced level of familiarity of the New Mexico Mathematics Framework, and NMIS-M.

Will the selected contractor be responsible for securing on-site training venues and managing associated event logistics?

PED/HPREC will secure training venues and organize event logistics.

What is the Year 1 budget?

HPREC or PED have not established a fixed budget, anticipated funding range, or not-to-exceed amount for Activity A, Activity B, or the overall project.

What is the budget funding source?

The budget source is state funding allocated by the state legislature.

How many school districts are expected to participate in the professional learning?

We anticipate 50% of school districts are expected to participate in the professional learning

Are the Asynchronous Learning Modules requirements part of Activity A or B?

The Asynchronous Learning Modules are part of Activity A and B.

Are the Asynchronous Modules separate content from the in-person or virtual learning sessions? Or are the modules meant to be the same live or virtual learning content, but in an asynchronous format available on demand?

The Asynchronous Modules are meant to contain the same content as the live and virtual learning sessions.

Do you require the vendor to fulfill all Canvas technical material management for the project (i.e., load content, manage access, troubleshoot)? Or does High Plains/NMPED have an IT team that will be owning the technical management of the asynchronous content?

The vendor and PED will work together to determine responsibilities for Canvas management including loading of content, access management, and troubleshooting.

Is New Mexico interested in supplemental coaching for this audience or for any of the involved leaders?

PED has not allocated for supplemental coaching at this time.

On page 36 of the RFP, the scope of work requires: "Virtual learning sessions between in-person, regional trainings hosted on the Canvas Learning Management System." Does "hosting" refer to the live, virtual session or to post-session content access, or both?

Hosting refers to the materials and content that will be housed on the Canvas Learning Management System from the in-person regional trainings, and the virtual training sessions.

Section IV.B.3, Cost; Appendix B, Pricing/Cost Proposal -Is there an anticipated budget or budget range for this project?

HPREC or PED have not established a fixed budget, anticipated funding range, or not-to-exceed amount for Activity A, Activity B, or the overall project.

Section III.C.2.A, Minimum Requirements of Contractors Submitting Proposals; Section IV.B.1(a)–(b), Experience Given that ILG-M is new in 2026, can you clarify the requirement for five years of experience providing ILG-M implementation? Will five or more years of experience providing related mathematics leadership, professional learning, or implementation services satisfy this requirement?

The Offeror may have at least five years of substantially similar experience in mathematics instructional leadership, leadership professional learning, standards implementation, curriculum development, coaching, and statewide education technical assistance to meet the requirement of "improving Mathematics Leadership through ILG-M Implementation."

Contract value and budget ceiling (Section I.A; Appendix B). Section I.A states that total services are "per New Mexico State Intergovernmental Agreement with the New Mexico Public Education Department for Fiscal Year 2026–2027," but no amount or not-to-exceed ceiling is stated. Because Cost is scored relative to the lowest offer (Section V.B.3), please provide the funding available under the IGA, in total and by Activity if allocated separately.

HPREC or PED have not established a fixed budget, anticipated funding range, or not-to-exceed amount for Activity A, Activity B, or the overall project. Offerors should submit a fixed-price proposal that reflects their assessment of the resources and costs necessary to fully meet the scope and deliverables described in the RFP. Proposed pricing will be evaluated in accordance with the RFP's evaluation criteria.

Participant target across Activities (Appendix C, Section B.3). Section B.3 requires delivery to 250 school leadership personnel. Please clarify whether the 250 figure applies to Activities A and B combined, to each Activity separately, or only to Activity A, and whether the same participants are expected to attend both the Fall/Winter and Spring academies.

The 250 school leadership personnel refers to the regional trainings, and synchronous learning sessions. The same participants are expected to attend both the Fall/Winter and Spring academies as well as synchronous sessions.

Regional Leadership Math Academy scheduling (Appendix C, Section B.3.a and Section E, Activity A table)

The preference is to deliver the three day workshops in consecutive days to offer four regions to meet the

Section E requires a "three-day (21 hours)" academy per round, offered in "up to four regions." Section B.3.a describes "four, up to three-day" regional trainings. Please clarify whether the 21 hours per round may be delivered as three non-consecutive days across the stated window, and whether fewer than four regions per round is acceptable if the 250-participant total is met.

References for subcontractors (Section IV.B.2; Section V.B.2; Section II.C.4)

Section II.C.4 permits the use of subcontractors. Sections IV.B.2 and V.B.2 require three external client references for "the Offeror." Where an Offeror proposes to deliver part of the scope through a named subcontractor, may references for that subcontractor's prior work count toward the three required references and be scored under Factor 2, or must all three be for the prime Offeror? If more than three references are submitted, including references for subcontractors, will the additional references be considered in scoring, or is scoring limited to three?

Definition of "face-to-face" (Appendix C, Section E, Activity A table; Section B.3.a.i and B.3.a.iii)

The Activity A table requires a "face-to-face Math Academy" of 21 hours per round, and Section B.3.a describes "regional trainings throughout the state." Please clarify whether "face-to-face" is limited to in-person delivery. Specifically, may an Offeror deliver the regional academies in person and also offer a live, synchronous, videoconference option for the same content, with real-time interaction among participants and facilitators, so that leaders who cannot travel or be away from their sites for the required days can still participate? The in-person academies would remain the primary delivery mode; the synchronous option would be offered to increase access.

Activity B session count and cohorts (Appendix C, Section E, Activity B). Activity B specifies "four-six 1.5-hour sessions." Please clarify whether this is a single statewide series or is to be offered by region or by role group (district leadership, school leadership, coaches and teacher leaders), and whether the cost proposal should be priced per series or as a total.

Delivery timeline (Section I.D; Appendix C, Section E, Activity A). The contract is scheduled to begin approximately October 22, 2026, and the first Regional

geographic needs of the state.

The three references to be scored must be for the prime Offeror. If more than three references are received for the prime Offeror, the three received earliest will count toward scoring; any additional references will not receive scoring. Subcontractors must submit their references separately and clearly indicate they are not the prime Offeror, but should reference the prime Offeror for identification reasons.

PED requires the "face-to-face Math Academy" of 21 hours per round, within four regions around the state, be held in-person.

The "four-six" 1.5 hour sessions are a continuation of the in-person regional sessions and should be considered as a series with the inclusion of the in-person regional trainings. The in-person professional development will be offered by region. The virtual series can be given to all four regions, with the opportunity to break into role groups (district leadership, school leadership, coaches and teacher leaders) throughout the series to differentiate content for each role.

The Fall/Winter academies may be scheduled any time from November 2026 – January 2027, depending on timeline and readiness of the Offeror and PED.

Leadership Math Academy is scheduled for November 2026–January 2027, with all materials subject to PED approval before distribution (B.13). Please confirm whether the November start is firm, or whether the Fall/Winter academies may be scheduled in December and January to allow for co-planning with MSB (B.1) and PED review of materials.

Spring 2027 academy content (Appendix C, Section E, Activity A, March–June 2027). The Spring academy is described as building teacher pedagogical knowledge, Algebra content progressions, brain-based experiential learning, and student and teacher SEL. Please clarify whether the Spring academy is intended to train leaders in supporting these areas, consistent with the ILG-M's leadership focus, or to deliver this content directly to teachers.

The Offeror should plan the Spring Academy to train leaders in support the following area:

- three-day (21 hours) face-to-face Math Academy offered in up to four regions statewide
- second round of intensive professional learning that builds upon first three days, focused on:
 - identifying local strengths, needs, and implementation priorities;
 - developing action plans for implementing selected components of the ILG–M;
 - determining how implementation progress will be supported, monitored, and adjusted; and
 - addressing barriers to implementation across varied New Mexico educational contexts.

The currently listed outline on pages 33 and 39 for the Spring (March–June 2027) are incorrect and will be amended.

Canvas access and standards (Appendix C, Section B.8.e–g). Please confirm when the Contractor will receive access to the PED Canvas instance, and provide or identify the PED Canvas style guide or course template referenced in B.8.g.

The Offeror who is awarded will receive access to the PED Canvas instance and will be provided a style guide/course template.

Facilitator and team documentation (Appendix C, Section C; Section III.C). Section C requires a resume, job description, and required qualifications for each team member. Please confirm whether resumes count toward the 50-page limit in Section III.C or may be included in the separate appendix permitted under Section III.C.1.

The Offeror will include all required forms, resumes, certificates of insurance, reference materials, and appendices within the 50-page proposal limit.

Proposal firm period and contract term (Section II.C.7; Section I.D). Please confirm the anticipated end date of the initial contract term and whether the annual extension periods contemplated in Section I.D would be expected to repeat the full Activity A and B sequence or to support continued implementation with the same cohort.

The anticipated end day of the initial contract term is June 18, 2027. Annual extensions would be offered to the selected Offeror to repeat the full Activity A and B with new participants.