



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: **Rivet Education**

Address of prospective Contractor:

2320 Drusilla Lane, Suite A #1291

Baton Rouge, LA 70809

Contact Name, Telephone Number and Email Address:

Annie Morrison

(225) 240-3360

annie.morrison@riveteducation.org

Amount of prospective contract before tax: **\$530,025.00**

Term of prospective contract: **12 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):

PURPOSE: To support the efforts and guidance of the New Mexico Public Education Department (NMPED) by designing and facilitating professional learning to strengthen cohesive system-wide processes to implement high-quality instructional materials (HQIM) for mathematics and science.

Build capacity of school teams, district teams (teachers, instructional coaches, school site leaders, district curriculum & instruction staff,) and regional education cooperatives/regional STEM hubs across the state of New Mexico.

SCOPE OF WORK

- a. Contractor will develop and HQIM implementation dashboard based on the New Mexico Instructional Materials Implementation Tool, which is based on Rivet Education's tool. The contractor will:
 - i. Develop an HQIM implementation dashboard that would provide information on the quality of implementation across HQIMs, schools, districts, and regions.
 - ii. Provide training and support for all roles of dashboard users.
- b. Contractor will co-plan with the PED Instructional Materials Bureau to develop and implement a high-quality instructional materials site visit and monitoring protocol aligned to New Mexico's Instructional Materials Implementation Tool which entails:
 - i. Collecting implementation data from focus groups, classroom walkthroughs, interviews and professional learning community observations,
 - ii. Analyzing data aligned to the adopted implementation tool, and
 - iii. Supporting districts to refine their implementation tools/plans.
- c. Contractor will build the knowledge and skills of regional educational cooperatives and regional STEM hub staff to help their districts understand the HQIM implementation phases, where they are with implementation, and how to use New Mexico's Instructional Materials Implementation Tool and Dashboard to strengthen their implementation. This will be done by:
 - i. Building a system that will culminate in a "certification" badge for individual regional educational cooperative and regional STEM hub staff making them eligible to support with PED HQIM implementation grants and initiatives.
 - ii. Provide coaching to regional educational cooperative and regional STEM hub staff on how to support districts with HQIM implementation.
- d. Contractor will co-plan with the PED Instructional Materials Bureau to deliver five one-day summits and a series of eight online professional learning sessions aligned to New Mexico's Instructional Materials Implementation Tool. Professional learning sessions will occur for the duration of the school year. Topics will include:
 - i. Creating a cohesive, system-wide, school-wide professional learning plan for implementing HQIM,
 - ii. Identifying or creating a common tool for walkthroughs and observations aligned to the HQIM,
 - iii. Creating a process for soliciting questions or feedback from all relevant groups about the implementation of the HQIM,
 - iv. Communicating expectations,
 - v. Measuring and monitoring implementation,
 - vi. Building district-specific implementation plans,
 - vii. Modifying systems and structures to build coherence and support for HQIM based on that plan, and
 - viii. Creating an ongoing cycle for progress checks, revision, and professional learning support.
- e. The Contractor will choose an independent research entity to conduct an independent review of the project;

- i. The independent research entity chosen by the Contractor shall be allocated a budget of at least 10% of the total award amount to provide the following deliverables at the end of the project:
 - ii. Pre-, mid- and post-surveys and data analysis of surveys from the participating school teams,
 - iii. Interviews of participating school teams,
 - iv. Analysis of student achievement data,
 - v. Case studies written as a result of data gathered from the project,
 - vi. End-of-year interviews and/or focus groups to elicit participant feedback and learning,
 - vii. Interim formative feedback reports and final project report describing participants' needs, feedback, and learning, and
 - viii. Evaluators travel to NM for formal and informal observations of sampling of in-person and virtual PL sessions.
 - f. The Contractor will be compliant and willingly provide data to the independent research entity for the following but not limited to:
 - i. Sample materials from each face-to-face and virtual event and
 - ii. Goals for school administrator and teacher learning.
 - g. The Contractor will provide qualified facilitators to implement the scope of work, and a capable project team to coordinate and organize the work with PED and other vendors. The Contractor shall list the number of team members assigned to the project, a job description, and required qualifications for each team member that will be involved in the contract execution.
 - h. The Contractor will include communication descriptions and resources to solicit participants for the professional learning and support recruitment efforts.
- 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.)
- The New Mexico Public Education Department (PED) has invested in several strategic, state level initiatives to improvement of HQIM implementation across K–12. This started with the development and release of the New Mexico Instructional Materials Implementation Tool in 2024. As the PED works on continuing to support all students in access high-quality rigorous and relevant instruction, a concern from public school districts, state-chartered charter schools, is systematic integration of HQIM in a phased-in process.
- 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.”)

With this vendor’s demonstrated success in providing such services in states with relatively similar geographical makeup, and with their dedicated focus to empower education leaders to drive exceptional teaching and impactful learning. The vendor provides innovative tools and expert services that maximize the potential of HQIM through providing a roadmap for HQIM implementation and creating simple and practice resources to smooth the path and accelerate progress.

In addition, RIVET Education has authored several reports and produced research on successful HQIM implementation that serves as a foundation for the work being done in New Mexico. RIVET Education’s deep knowledge in the development of the Instructional Materials Implementation Tool, companion document, and HQIM Implementation Dashboard showcases the expertise they have to plan and execute the services outlined above.

- 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*.

RIVET Education has demonstrated success in providing such services in states with relatively similar geographical makeups, and with their dedicated focus to diverse and culturally responsive materials and services, and as otherwise detailed in this document, this vendor’s services are needed and critical to the work at hand. RIVET’s deep understanding of PED systems, frameworks, and priorities, the Instructional Materials Implementation Tool and their ability to support strategic, system-wide coherence in school systems position them to effectively support PED in the process to support HQIM implementation.

The Instructional Materials Implementation Tool is a five-phase roadmap for successfully implementing high-quality instructional materials (HQIM). This interactive tool outlines key actions and success criteria for each stage, that are necessary for school system leadership, school leadership, and teachers to navigate each phase successfully.

The HQIM Implementation Dashboard is an online tool for districts and schools to enter self-assessments and teacher observations related to HQIM implementation; analyzes HQIM implementation data from across the system and for each role; provides a district score, key action scores, and school scores, and identifies successes and a list of next steps.

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

RIVET Education’s deep knowledge in the development and implementation of the New Mexico Instructional Materials Implementation Tool and PED resources as well as their knowledge of professional development throughout the state, make them the one source capable to support the Instructional Materials Bureau and school system leaders throughout New Mexico.

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.

RIVET Education's deep knowledge in the convening and facilitating of state, regional, and district facilitators makes them the one source capable of supporting the continued work in building capacity in New Mexico. This vendor is the only candidate to lead and develop this work, as they have been engaged in this work for the past two years.

The PED also reviewed similar programs in a national review and found the following:

- NextGen TIME (BSCS Science Learning) is a suite of tools and processes for curriculum-based professional learning that supports teachers with the evaluation, selection, and implementation of instructional materials designed for next generation science.
- EQUIP (NextGenScience) only focuses on unit review and its alignment to science standards.
- Next Generation Science Exemplar (NGSX) only focuses on science practices and implementation.

Certified by:

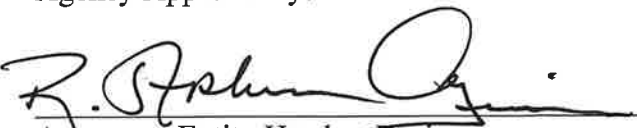
Date: 6/3/2026



Agency Chief Procurement Officer

Agency Approval by:

Date: 06/03/2026



Agency or Entity Head or Designee