



# ALBUQUERQUE PUBLIC SCHOOLS REQUEST FOR PROPOSAL

**RFP #22-020RR**

**RFP TITLE: Culturally Relevant and Equity Training Services**

**NIGP: 91832**

## RFP Schedule

Action	Date & Time
RFP Issued	08/13/2021
<b>READ ALL DOCUMENTS:</b> Offerors must familiarize themselves with all documents contained herein; it is mandatory that all submitted offers be in compliance with all the provisions contained in the Request for Proposal. Offerors should promptly notify the Buyer of any ambiguity, inconsistency, error, or missing attachments which they may discover upon examination of the RFP.	
Deadline for Questions	08/23/2021 @ 5:00pm (local time)
<b>RFP Due Date and Time</b>	<b>09/09/2021 @ 3:00pm (local time)</b>
<b><i>Proposals must be received by the due date and time. No late proposals will be accepted. The only acceptable evidence to establish the time of receipt is the date/time stamp from electronic bidding system (Vendor Registry)</i></b>	
Evaluation of Proposals	TBD
Contract Negotiations	TBD

## RFP Buyer Contact Information

<b>Name</b>	Robert Russell
<b>Phone Number</b>	(505) 878-6123
<b>E-Mail</b>	Russell_R@aps.edu
Any inquiries or requests regarding clarification of this RFP document shall be submitted to the buyer in writing. Offerors may contact ONLY the buyer regarding the terminology stated in the procurement documents. Any other communication will be considered unofficial and non-binding.	

## RFP Submittal

Proposals must be submitted electronically via electronic bidding system (Vendor Registry) by required date and time as noted on RFP document.

<https://vrapp.vendorregistry.com/Vendor/Register/Index/albuquerque-public-schools-nm-vendor-registration>

Offerors understand and agree that technical support may not be readily available the day of and or the hours/minutes prior to a bid closing time (Due Date/Time). Offerors also understand and agree that internet access, browsers, and operating systems are not supported by the District and/or its agents. **Offerors are strongly encouraged to review, create, and submit all electronic RFP responses several days in advance of the due date and time.**

## RFP Term

Albuquerque Public Schools reserves the right to enter into a four (4) year contract with the awarded Offeror(s).

RR

RA

## **TABLE OF CONTENTS**

<b>TABLE OF CONTENTS</b>	<b>PAGE #</b>
OFFEROR’S GENERAL INSTRUCTIONS	3
TERMS AND CONDITIONS	8
PROTESTS	12
OVERVIEW	14
RFP SCHEDULE	14
SCOPE OF SERVICES	14
EVALUATION CRITERIA	16
SUBMITTAL REQUIREMENTS	17
FORMS AND ATTACHMENTS	18
PRICE PROPOSAL	20
PROPOSAL CHECKLIST	25
ATTACHMENT A – District’s Culturally Relevant and Equity Action Plan	

# **OFFEROR'S GENERAL INSTRUCTIONS**

1. **READ ALL DOCUMENTS:** Offerors must familiarize themselves with all documents contained herein; it is mandatory that all submitted offers be in compliance with all the provisions contained in the Request for Proposal. Offerors should promptly notify the Buyer of any ambiguity, inconsistency, error, or missing attachments which they may discover upon examination of the RFP.
2. **OFFICIAL CONTACT:** Offerors may contact **ONLY** the Buyer regarding the terminology stated in the procurement documents. Other APS employees do not have the authority to respond on behalf of APS.  
  
Offerors **MAY NOT** contact other APS departments, employees or the evaluation committee. Any contact with an APS department, employee or evaluation committee member may result in rejection of any proposal.  
  
Any other verbal communication will be deemed unofficial and non-binding. Communication directed to parties other than the Buyer will have no legal bearing on this RFP or the resulting contract(s). Any response made by APS will be provided in writing to all Offerors by addendum; no verbal responses shall be authoritative.
3. **WRITTEN QUESTIONS:** Potential Offerors may submit written questions to the Buyer as to the intent or clarity of this RFP. All written questions must be addressed and submitted to the Buyer **NO LATER** than the date and time specified in this RFP. All times are subject to the local time zone. The Buyer will respond in a timely manner subject to the complexity of the questions. Buyer will **ONLY** respond to the written questions submitted and receive on or prior to the deadline in this RFP.
4. **SUBMISSION:** The submission of a proposal constitutes a representation by the Offeror that the Offeror has made all appropriate examinations, investigations, and analysis and has made provision as to the cost thereof in submitted proposal. By responding to this RFP, Offerors acknowledge and agree to the terms and conditions set forth in this RFP.
5. **ELECTRONIC RFP DOCUMENTS:** This RFP is being made available by electronic means. In the event of conflict between a version of the RFP in the Offeror's possession and the version maintained by APS, the Offeror acknowledges that the version maintained by APS on the APS procurement website shall govern.
6. **INCURRING COSTS:** Any cost incurred by the potential Offeror in preparation, transmittal, and/or presentation of any proposal or material submitted in response to this RFP shall be borne solely by the Offeror. If applicable, any cost incurred by the Offeror for set up and demonstration of the proposed equipment and/or system shall be borne solely by the Offeror.
7. **PROPOSAL OFFER FIRM:** Responses to this RFP, including proposal prices for services, will be considered firm for one hundred twenty (120) days after due date. If a best and final offer is requested, the offer is good for ninety (90) days after receipt of best and final offer.
8. **FORMS AND ATTACHMENTS:** It is the responsibility of every Offeror to ensure they have downloaded the latest version of each RFP, including any addendum(s) which may have been issued and posted on the APS Procurement Department Website.
9. **ADDENDUM(S):** No Addendum will be issued later than **FIVE (5)** days prior to the date for receipt of proposals, except an Addendum withdrawing the RFP or one which extends the date for receipt of proposals.  
  
Offerors should revisit the website (<http://www.aps.edu/procurement>), then select, "See Current Bids and RFPs") prior to the due date before submitting their proposal to Albuquerque Public Schools. All addendums must be acknowledged in the submitted proposal.
10. **CORRECTIONS:** Corrections shall be initialed in ink by the Offeror signing the proposal. Offerors will be allowed to withdraw their proposals at any time prior to the deadline for receipt of proposals. The Offeror must submit a written withdrawal request to withdraw their proposal. The approval or denial of withdrawal requests received after the deadline for receipt of the proposals is governed by the applicable procurement regulations.
11. **EXCEPTIONS:** Any exceptions to the scope of work and/or specifications shall be listed separately in the submitted proposal and unless otherwise stated, specifications and/or scope of work attached are the minimum requirements. Minor deviations to the specifications as listed, may be considered.

The Buyer, after review of the proposals may request clarifications on information submitted by any and all Offerors in a written format, with a specified deadline for response.

12. **DISTRICT DISCRETION:** The District hereafter referred to as APS reserves the right, pursuant NMSA 1978, §13-1-132, in its sole discretion to waive minor informalities in proposals submitted provided that such informalities have no effect on price, quality, quantity or any matter to be evaluated in making a selection and confer no material advantage on the Offeror whose nonconformity is waived. APS reserves the right to add to or delete from the Scope of Work set forth in this RFP.
13. **BRAND NAMES:** Pursuant to NMSA 1978, §13-1-168, where a brand-name or equal specification is used in a solicitation, the use of a brand name is for the purpose of describing the standard of quality, performance and characteristics desired and is not intended to limit or restrict competition pursuant to NMSA 1978 §13-1-168. If a vendor proposes an “equal” to scope of work/specifications, APS is the sole interpreter of the scope of work/specifications and sole judge as to whether the “equal” proposed complies with the scope of work/specifications
14. **OFFEROR QUALIFICATIONS:** The Evaluation Committee may make such investigations as necessary to determine the ability of the potential Offeror to adhere to the requirement specified within this RFP. The Evaluation Committee may reject the proposal of any potential Offeror who is deemed not to be a responsible Offeror or fails to submit a responsive offer as defined in NMSA 1978, §13-1-83 and §13-1-85.
15. **AWARD:** APS reserves the right to award all, part or none of the Scope of Work set forth in this RFP. This procurement in no manner obligates Albuquerque Public Schools until a valid signed contract and/or valid Purchase Order is executed.
16. **PREFERENCES:** RFPs may be awarded preference in compliance with NMSA 1978, §13-1-21 for New Mexico In-State Resident Business and Resident Veteran Business. Offerors shall include in their proposal a copy of the certificate issued by State of New Mexico Taxation & Revenue. If Proposal is Joint Venture, Offeror shall state in submitted offer the percentage of work that will be performed by Resident Business and/or Resident Veteran Business. **PLEASE NOTE: An Offeror cannot be awarded both a resident preference and a resident veteran business preference. The New Mexico Preferences shall not apply when the expenditures for this RFP includes federal funds.**
17. **TIMELY SUBMISSIONS:** All Offeror proposals must be received for review and evaluation no later than the time and date specified in this RFP.

**Important Information:** Albuquerque Public Schools Online Bidding System (Vendor Registry) utilizes the Internet and the World Wide Web which is comprised of systems that are completely out APS’s control including but not limited to: the District, its agents, and registered suppliers' respective internet service providers. The District and its agents are not responsible for Internet outages, hardware failures, software failures, downtime, internet slowness, acts of God, power failures, and or user errors. All proposals must be submitted before the due date regardless of your organization's ability to submit proposals online. It is the suppliers' responsibility to ensure that RFP offers arrive before the due date and time.

Proposers understand and agree that technical support may not be readily available the day of and or the hours/minutes prior to a bid closing time (Due Date/Time). Proposers also understand and agree that internet access, browsers, and operating systems are not supported by the District and/or its agents.

**Suppliers are strongly encouraged to review, create, and submit all electronic bid responses several days in advance of the due date and time.** If you have any questions contact the Buyer listed on the RFP documents for assistance.

18. **EXTEND SUBMISSION TIME:** APS may in its sole discretion extend the time for the submission of bids upon a finding that it is in the interest of APS to do so. Such extensions shall be by addendum(s), which may be issued before the submission due date.

19. **RFP CANCELLATION OR REJECTION:** In accordance with NMSA 1978, §13-1-131, this RFP may be canceled or proposals may be rejected in whole or in part when it is in the best interest of Albuquerque Public Schools.
20. **RFP OPENING:** Submitted proposals shall not be publicly opened. The contents of the proposals shall not be disclosed during any negotiations that may occur. A public log will be kept of the names of all Offeror organizations that submitted proposals. Pursuant to NMSA 1978, §13-1-116, the contents of proposals shall not be disclosed to competing potential Offerors during the negotiation process. The negotiation process is deemed to be in effect until the contract is awarded pursuant to this Request for Proposals. Awarded in this context means the final required APS signature on the contract(s) resulting from the procurement has been obtained.
21. **RESPONSIBLE AND RESPONSIVE OFFER:** APS may reject the proposal of any potential Offeror who is not a responsible Offeror or fails to submit a responsive offer as defined in NMSA 1978, §13-1-83 and §13-1-85.
22. **SOLE RESPONSE:** Any sole response that is received may be rejected by APS depending on available competition and timely needs of APS. APS reserves the right to award the contract to the responsible Offeror submitted responsive proposals most advantageous and in the best interest of APS.
23. **NEGOTIATIONS:** APS reserves the right to discontinue negotiations with any Offeror.
24. **MULTI-AWARD:** APS reserves the right to multi-award contracts as necessary for adequate delivery or service in accordance with NMSA 1978, §13-1-153.
25. **AFTER AWARD:** After final contract is negotiated, approved and awarded, all proposal documents pertaining to this procurement will be open to the public, except for the material, which is proprietary or confidential. The Procurement Department will not disclose or make public any pages of a proposal on which the Offeror has stamped or imprinted “**Proprietary**” or “**Confidential**” subject to the following requirements.  
  
Proprietary or confidential data shall be readily separable from the proposal in order to facilitate eventual public inspection of the non-confidential portion of the proposal. Confidential data is normally restricted to confidential financial information concerning the Offeror’s organization and data that qualifies as trade secret in accordance with the Uniform Trade Act, NMSA 1978, §57-3A-7. The price of products offered or the cost of services proposed shall not be designated as proprietary or confidential information.
26. **ASSIGNMENT:** It is mutually understood and agreed that the successful Offeror(s) shall not assign, transfer, convey, sublet or otherwise dispose of the purchase order, contract, or his/her right, title of interest therein, or power to execute such purchase order or contract to any other person, company or corporation without the previous written consent of APS.
27. **APS SCHOOL BOARD APPROVAL:** The award of this contract is not final until approved by the APS School Board (if applicable) and/or contract is signed by both parties.
28. **DEFINITIONS:** Definition of Terminology: This section contains definitions that are used throughout this procurement document, including appropriate abbreviations.  
“**Agency**” shall mean Albuquerque Public Schools (APS)  
“**Award of Contract**” shall mean a formal written notice by APS that a firm(s) has/have been selected to enter into a contract for services.  
“**Contract**” shall mean an agreement for the procurement of items of tangible personal property or services.  
“**Contractor**” shall mean the successful Offeror.

**“Determination”** shall mean the written documentation of a decision of a procurement manager including findings of fact required to support a decision. A determination becomes part of the procurement file to which it pertains.

**“Desirable”** the terms **“may”**, **“can”**, **“should”**, or **“prefers”** identify a desirable or discretionary item or factor.

**“Evaluation Committee”** shall mean a body constituted to evaluate proposals and make selection recommendation.

**“Finalist”** is defined as an Offeror who meets all the mandatory specifications of the RFP and whose score on evaluation factors is sufficiently high to qualify that Offeror for further consideration by the Evaluation Committee.

**“Mandatory”** the terms **“must”**, **“shall”**, **“will”**, **“is required”**, or **“are required”**, identify a mandatory item or factor. Failure to meet a mandatory item or factor will result in the rejection of the Bidder’s bid.

**“Offer”** – the term means “proposal”, “solution”, means all documents submitted to APS responding to RFP.

**“Offeror”**, **“Bidder”**, or **“Proposer”** is any person, corporation, or partnership who chooses to submit a proposal in response to this RFP.

**“Owner”** shall be Albuquerque Public Schools.

**“Purchase Order”** shall mean the document, which directs a Contractor to deliver items of tangible personal property or services pursuant to an existing contract.

**“Request for Proposal”** or **“RFP”** means all documents, including those attached or incorporated by reference, used for soliciting proposals.

**“Responsible Offeror”** shall mean an Offeror who submits a responsive bid and who has furnished, when required, information and data to prove that its financial resources, production or service facilities, personnel, service reputation and experience are adequate to make satisfactory delivery of the services or items of tangible property described in the RFP.

**“Responsive Offer”** or **“Responsive Proposal”** shall mean a bid, which conforms in all material respects to the requirements set forth in the RFP.

# **TERMS AND CONDITIONS**



1. **TERM:** APS reserves the right to procure the services/goods as described in this RFP and enter into a contract as described on RFP front cover.
2. **REQUEST(S) NOT DEFINED IN SCOPE OF WORK:** Contractor shall be held responsible to **NOT** fill requests which are clearly beyond the defined scope of this contract. Should such requests occur, Contractor has the responsibility of calling such violations to the attention of the APS Procurement Officer.
3. **NO MINIMUM GUARANTEE:** Albuquerque Public Schools does not guarantee a minimum amount of purchases in conjunction with award of this request for proposals.
4. **PRICING ESCALATION (if applicable):** Price escalation may be considered only at yearly observance of award (anniversary date) and only upon receipt of written request from Contractor stating reason(s) for escalation and the amount being requested. Justifying documentation **MUST** accompany price escalation request.
5. **TAXES:** APS holds a Class 9 Nontaxable Transaction Certificate and is exempt from payment of taxes on tangible personal property. A NTTC will be issued upon request.
6. **NON-APPROPRIATION:** APS' obligation to make payment under the terms of this RFP is contingent upon its appropriation of sufficient funds to make those payments. If APS does not appropriate funds for the continuation of this procurement, this procurement will terminate upon written notice of that effect to the Contractor. APS determination that sufficient funds have not been appropriated is firm, binding and not subject to review.
7. **PROCUREMENT CODE:** The Procurement Code, NMSA 1978, §13-1-28 through §13-1-199, imposes civil and misdemeanor criminal penalties for its violation. In addition, the New Mexico Criminal Statutes impose felony penalties for bribes, gratuities, and kickbacks.
8. **PROCUREMENT UNDER EXISTING CONTRACTS:** In accordance with NMSA 1978, §13-1-129, Offerors are hereby notified that other governmental entities within the State of New Mexico, or as otherwise allowed by their respective governing directives, may contract for services with the awarded Offeror. Contractual engagements accomplished under this provision shall be solely between the awarded Offeror and the contracting entity with no obligation by Albuquerque Public Schools
9. **TERMINATION:** Either party may terminate this contract as follows:
  - A. Termination by the Contractor
    1. The Contractor may terminate this contract **only** if Albuquerque Public School District fails to comply with any provisions of this contract and after receiving notice of the noncompliance APS fails to cure the noncompliance within ten (10) days, or
    2. By written mutual agreement between the Contractor and APS.
  - B. Termination by APS
    1. For Cause
      - a. The occurrence of either one of the following events will justify termination for cause:
        - i. Contractor's persistent failure to perform the work in accordance with the contract documents (including but not limited to, failure to supply sufficient skilled workers or suitable materials or equipment).
        - ii. Contractor's violation in any substantial way of any provisions of this contract.
      - b. If either one of the events identified above occur, APS may, after giving Contractor (and the surety, if any) ten (10) days written notice, terminate the service of Contractor, exclude Contractor from site, and take possession of the work. Contractor shall be paid for project costs incurred up to the date of termination but shall not be paid for loss of profits resulting from such termination.

c. Where Contractor's services have been so terminated by APS, the termination will not affect any rights or remedies of APS against Contractor then existing or which may thereafter accrue. Any retention or payment of moneys due the Contractor by APS will not release the Contractor from liability.

2. For Convenience

- a. Upon ten (10) days written notice to Contractor, APS may without cause and without prejudice to any other right or remedy of APS, elect to terminate the contract.
- b. In such case, Contractor shall be paid (without duplication of any items):
  - i. For completed and acceptable work executed in accordance with the contract documents prior to the effective date of termination.
  - ii. For expenses sustained prior to the effective date of termination in performing services and furnishing labor, materials or equipment as required by the contract document in connection with uncompleted work.
- c. Contractor shall not be paid on account of loss of anticipated profits or revenue or other economic loss arising out of or resulting from such termination.

10. **INDEMNIFICATION:** The Offeror shall be responsible for damage to persons or property that occurs as a result of Offeror's fault or negligence, or that of any of his/her employees, agents or subcontractors. Offeror shall save and hold harmless Albuquerque Public Schools against any and all losses, cost, damage, claims, expenses or liability in connection with the performance of the contract. Any equipment or facilities damaged by the Offeror's operation shall be repaired and/or restored to their original condition at the Offeror's expense.

11. **INSURANCE:** The successful Offeror shall purchase and maintain statutory limits of Worker's Compensation, Public Liability and Automobile Liability Insurance approved by APS at the time of contract award. Albuquerque Public Schools shall be included as a loss payee and/or additional insured. Public Liability and Automobile Liability insurance shall include at least the following coverage:

General Liability Insurance – per occurrence General Aggregate - \$2,000,000 Product/completed operations aggregate \$1,000,000	\$1,000,000
Professional Liability Insurance (E&O)-per occurrence Professional Aggregate - \$2,000,000	\$2,000,000
Bodily injury, per occurrence	\$1,000,000
Medical and medically-related expenses	\$10,000
Vehicle bodily injury, each occurrence, excluding medical and medically related expenses	\$750,000
Property Damage, per occurrence	\$1,000,000
Worker's Compensation and Employers Liability	\$1,000,000

Contractor shall furnish Owner with certificates of insurance with the contract documents and prior to the commencement of work.

**NOTE: Certificate holder shall be:** Board of Education  
Albuquerque Public Schools

**Certificate of Insurance forwarded to:** Albuquerque Public Schools- Procurement Department  
P.O. Box 25704  
Albuquerque, New Mexico 87125

12. **AUDIT:** APS reserves the right to audit the Contractor's records associated with this contract at any time during the contract period and for a period of up to three years following the expiration or termination of the agreement. Such audit may be conducted by APS personnel or a third party under contract with APS. APS shall give the Contractor reasonable notice prior to the conduct of any audit and upon receiving the notice from APS the Contractor agrees to fully cooperate with the auditors. If Contractor subcontracts any portion of its obligation to another party, Contractor shall guarantee APS' access to books and records of such party.
13. **GOVERNING LAW:** This RFP and any contract with an Offeror which may result from this procurement shall be governed by the laws of the State of New Mexico.
14. **INDEPENDENT CONTRACTOR:** The Contractor is an independent contractor performing services for APS. The Contractor shall not accrue leave, retirement, insurance, or any other benefits afforded to employees of APS as a result of this procurement.
15. **DEBARMENT OR SUSPENSION:** A business (Contractor, Subcontractor or Supplier) that has either been debarred or suspended pursuant to the requirements of NMSA 1978, §13-1-177 through §13-1-180, and §13-4-11 through §13-4-17 as amended, shall not be permitted to do business with APS and shall not be considered for award of the contract during the period for which it is debarred or suspended with APS.
16. **CONFLICT OF INTEREST:** By submitting a proposal, the Offeror certifies that no relationship exists between the Offeror and APS that interferes with fair competition or is a conflict of interest; and no relationship exists between such propose and another person or firm that constitutes a conflict of interest that is adverse to APS.
17. **NON-DISCLOSURE:** The Offeror shall not disclose any information relating to students, and employees of APS other than such information that may be authorized by the individual student or employee. Vendor agrees to indemnify and hold harmless APS from any damages, claims, liabilities, and costs including reasonable attorney fees in the event any unauthorized release of such information occurs.
18. **DELIVERY:** The goods shall be delivered free of the rightful claim of any third person, any security interest or other lien. Unless otherwise agreed all goods called for in this Bid shall be tendered in a single delivery and payment is due only upon such delivery (NET 30).
19. **FOB:** Unless stated otherwise, the price for goods is FOB: Destination (APS' designated address).
20. **DELAYS IN DELIVERY:** Time is of the essence and this purchase may be subject to termination for failure to deliver on time, unless delay was caused by APS. If delay in delivery is foreseen, Seller must notify the APS Requesting Department of late delivery, cause of late delivery and remedy for late delivery.
21. **INSPECTION:** Final inspection will be made at the destination upon completion of delivery of goods/services. Final inspection shall include any testing or inspection procedures required by the specifications.
22. **ACCEPTANCE:** Acceptance of delivery of goods/services shall not be considered acceptance of the goods/services furnished. Acceptance occurs when the Requesting Department, after a reasonable opportunity to inspect the goods/services, signifies to the seller that are goods/services are conforming and fails to make an effective rejection.
23. **BUYERS REVOCATION OF ACCEPTANCE:** Requesting Department can revoke acceptance of goods when it is discovered, in a reasonable time, that the Sellers nonconforming goods substantially impair the value of the goods.
24. **SELLERS RIGHT TO CURE A NONCONFORMING DELIVERY OF GOODS:** The Seller, upon notice of revocation of acceptance, shall correct without charge and deliver conforming goods in a reasonable time
25. **PAYMENT:** Any invoice received and payment made shall be subject to APS' terms and conditions (NET 30) unless specifically waived by APS in a separate written document.

26. **ASSIGNMENTS:** The awarded contractor shall not assign nor delegate specific duties as part of this RFP not transfer any interest not assign any claims for money due or to become due under this RFP without the written consent of APS.
27. **DISPUTE RESOLUTION:** In the event the Parties do not agree to mediate the dispute or unable to resolve the dispute through mediation, then the dispute shall be resolved by binding arbitration. Such arbitration shall be governed by the New Mexico Uniform Arbitration Act, NMSA 44-7A-1, et seq. as amended.

## **PROTESTS**

If any Offeror who is aggrieved in connection with a solicitation or award of an Agreement may protest to the Purchasing Office in accordance with the requirements of the Contracting Procurement Regulations and the State Procurement Code. The protest should be made in writing within twenty-four (24) hours after the facts or occurrences giving rise thereto, but **NO LATER THAN** fifteen (15) calendar days after the facts or occurrences giving rise thereto (NMSA 1978, §13-1-172). The protest must be in writing and delivered to the Executive Director - Procurement Department, Albuquerque, New Mexico

1. In the event of a timely protest under this section, the Purchasing Agent and the Contracting Agency shall not proceed further with the procurement unless the Purchasing Agent makes a determination that the award of Agreement is necessary to protect substantial interests of the Contracting Agency (NMSA 1978, §13-1-173).
2. The Purchasing Agent or his/her Designee shall have the authority to take any action reasonably necessary to resolve a protest of an aggrieved Offeror concerning a procurement. This authority shall be exercised in accordance with adopted regulations, but shall not include the authority to award money damages or attorneys' fees (NMSA 1978, §13-1-174).
3. The Purchasing Agent or his/her Designee shall promptly issue a determination relating to the protest. The determination shall:
  - A. State the reasons for the action taken; and
  - B. Inform the protestant of the right to judicial review of the determination pursuant to NMSA 1978, §13-1-183.
5. A copy of the determination issued under NMSA 1978, §13-1-175 shall immediately be mailed to the protestant and other Offerors involved in the procurement in compliance with NMSA 1978, §13-1-176.

# **SCOPE OF WORK**

## **OVERVIEW**

Albuquerque Public Schools is the largest school district in New Mexico and one of the nation's largest school districts, covering more than 1,230 square mile geographical area. Currently, APS has 13 high schools, 4 K-8 schools, 12 schools of choice, 27 middle schools, 88 elementary schools plus 30 APS authorized Charter schools. APS has approximately 75,000 students and 11,000 employees. An elected Board of Education composed of seven members serving staggered terms of four years each governs APS. The Superintendent is Scott Elder.

## **RFP SCHEDULE**

The RFP Buyer will make every effort to adhere to the RFP Schedule as noted on front cover of this RFP. The schedule is subject to change by addendum. The evaluation committee **MAY** interview the Offeror(s) of the top rated proposals; however, contracts may be awarded without such interviews and based solely on written offers. Finalists will be contacted to schedule interviews if required. If an interview is requested, evaluation scores will be re-scored to reflect written response and interview response.

## **PURPOSE OF THIS REQUEST FOR PROPOSAL**

The purpose of the Request for Proposal (RFP) is to solicit sealed proposals to establish a contract through competitive negotiations for the procurement of Culturally Relevant and Equity Training Services.

## **SCOPE OF SERVICES**

Albuquerque Public Schools (APS) is seeking qualified agencies or organizations to provide training and professional development services related to the District's Culturally Relevant and Equity Action Plan, located in Attachment A of this document. The awarded vendor will collaborate with the Division of Equity, Instruction, Innovation and Support (OEIIS), the Office of Equity and Engagement, the Curriculum and Instruction Department, and the Language and Cultural Equity Department, on developing, implementing and evaluating training and professional development services that serve APS staff, students, parents and community constituents.

Examples of training include but are not limited to the following:

- Anti-Racism training models that help individuals, communities, organizations and institutions move beyond addressing the symptoms of racism to undoing the causes of racism to create effective change.
- Culturally responsive approaches that practice the validation and affirmation of different cultures for the purposes of moving beyond the superficial focus on culture.
- Approaches that focus on effective instructional strategies utilization in a way that validates and affirms underserved students across content areas and grade levels.
- Focus on Student Engagement, Parent Engagement, and Community Engagement.
- Understanding how to address, interrupt, and shift inequities when they arise.

Training module examples include but are not limited to the following:

- Face-to-face training
- Online Training (via online communication platforms such as Zoom or Google Meets)
- Using video/media platforms to conduct live or pre-tapped videos, film, and other media activities
- Focus Groups
- Book Studies

The Contractor shall employ/assign, experienced, and professional personnel to perform the Scope of Services. The Scope may be expanded or modified, if approved by APS Procurement Department, to meet future needs and/or comply with legal statutes and APS policies and procedures.

# **EVALUATION CRITERIA**

## **EVALUATION CRITERIA**

Proposals must address each of the following criteria. Each proposal may be awarded points up to the numeric value listed. Points will be awarded in compliance with NMSA 1978, §13-1-21, for New Mexico In-State Resident Business and Resident Veteran Business. If proposal is a Joint Venture, Offeror shall state in submitted proposal the percentage of work that will be performed by Resident Business and/or Resident Veteran Business. Obtain more information:

<http://tax.newmexico.gov/Businesses/in-state-veteran-preference-certification.aspx> **and**

<https://www.generalservices.state.nm.us/statepurchasing/vendorpreferencelist.aspx>

Please Note: An Offeror cannot be awarded both a resident preference and a resident veteran business preference. Offerors shall include in their proposal a copy of certificate issued by State of New Mexico Taxation & Revenue. The Preference does not apply if APS is utilizing federal funds.

**\*\*\*The Offeror should contact Buyer for clarification of evaluation criteria or terminology\*\*\***

	<b>Possible Points</b>	<b>Points This RFP</b>
<b>Qualifications</b> Submit company profile; Submit detailed information describing your company's qualifications providing services as requested in the Scope of Work. Provide information about the company that demonstrates the ability and capacity of the company expressed in terms of its Human Resources (number, quality, skills and experience) physical and material resources, financial resources and information resources (pool of knowledge) Demonstrate your company's competence as it relates to the competencies required to perform the requested services.	15	
<b>Experience and References</b> Submit a minimum of three (3) past and/or current customers that your company has provided similar services as the requested in the Scope of Work. Include number of years providing service, detailed description of the service, contact person name, telephone number and email address.	15	
<b>Assigned Personnel to APS</b> Submit information of your company's staff that will handle or manage all aspects of the awarded contract with APS. Include roles, responsibilities, staff resumes and organizational chart.	15	
<b>Approach/Methodology</b> Describe in detail the approach or methodology in which your company will provide services as requested in the Scope of Work. Include detailed services that will be provided, include: training agendas, professional development descriptions, training module(s) offered, etc.	30	
<b>Pricing</b> Submit detailed information stating your company's pricing to provide services as requested in the Scope of Work.	25	
<b>Total Possible Points</b>	<b>100</b>	
<b>Interview ( if needed)</b>	<b>50</b>	
<b>New Mexico Resident Business Preference:</b> Five percent of the total possible points to a resident business. Offeror shall include a copy of their In-State Certificate issued by State of New Mexico Taxation & Revenue Department.	5	
<b>Veteran New Mexico Resident Business Preference:</b> Ten percent of the total possible points to a resident veteran business. <ul style="list-style-type: none"> <li>10 points for Resident Veteran Business/Contractor with annual revenues of \$3 million or less as verified by State of NM Tax &amp; Revenue.</li> </ul>	10	
<b>Total Possible Awarded Points</b>	<b>100-160</b>	



## **SUBMITTAL REQUIREMENTS**

### **ATTENTION:**

Proposals must be submitted electronically via Vendor Registry by required date and time as noted on Bid/RFP documents.



<https://vrapp.vendorregistry.com/Vendor/Register/Index/albuquerque-public-schools-nm-vendor-registration>

**Important Information:** Albuquerque Public Schools Online Bidding System (Vendor Registry) utilizes the Internet and the World Wide Web which is comprised of systems that are completely out APS's control including but not limited to: the District, its agents, and registered suppliers' respective internet service providers. The District and its agents are not responsible for Internet outages, hardware failures, software failures, downtime, internet slowness, acts of God, power failures, and or user errors. All bids/proposals must be submitted before the due date regardless of your organization's ability to submit proposals online. It is the suppliers' responsibility to ensure that Bid/RFP offers arrive before the due date and time.

Proposers understand and agree that technical support may not be readily available the day of and or the hours/minutes prior to a bid closing time (Due Date/Time). Proposers also understand and agree that internet access, browsers, and operating systems are not supported by the District and/or its agents. **Suppliers are strongly encouraged to review, create, and submit all electronic responses several days in advance of the due date and time. Please Note: There is no fee to submit a RFP response, contact Vendor Registry Customer Service for assistance if you see a fee is required.**

### **PROPOSAL – DETAILED REQUIREMENTS**

The Offeror is particularly encouraged to address all evaluation criteria that will be evaluated as described herein. If a factor of evaluation is not adequately responded to by the Offeror, the Offeror may be determined to be non-responsive.

#### **Proposal Format**

Proposals shall not exceed 60 pages total for all of the sections listed below. Each sheet face that is printed with text or graphics counts as one page. Front Cover, Section Dividers, Letter of Transmittal and Required Forms do not count towards page count. **Please upload one file that contains all documentation in Vendor Registry.**

Letter of Transmittal

Qualifications

Experience and References

Assigned Personnel to APS

Approach/Methodology

Price Proposal

Required Forms

# **FORMS & ATTACHMENTS**

LETTER OF TRANSMITTAL FORM  
**SUBMIT WITH YOUR PROPOSAL**

Items one (1) to four (4) each **MUST** have a response, failure to respond to all four items **WILL** result in the disqualification of your proposal.

1. Identity (Name) and Mailing Address of the submitting organization:


2. For the Person authorized by the organization to contractually obligate the organization:

Name	
Title	
E-Mail Address	
Telephone	

3. For the person authorized to negotiate the contract on behalf of the organization:

Name	
Title	
E-Mail Address	
Telephone	

4. For the person to be contacted for clarifications:

Name	
Title	
E-Mail Address	
Telephone	

- On behalf of the submitting organization named in item one (1) above, I accept the Terms and Conditions governing the Procurement.
- I agree that submission of our proposal constitutes acceptance of the Evaluation Factors contained in this RFP.
- I acknowledge receipt of any and all amendments of this RFP.



Authorized Signature and Date (**Must be signed** by the person identified in Item #2, above.)

**Price Proposal**

## Submit with your Offer

Each Offeror shall specify the fee it proposes to charge for the services requested. The fee should be a lump sum amount per training. Each Offeror must provide a guarantee that no additional fees or costs will be charged without prior written consents from APS Procurement Department.

### 1. Training Module

Title: \_\_\_\_\_

Duration of training (i.e. number of hours): \_\_\_\_\_

Delivery: Face to Face (in person)

Number of attendants allowed per training module: \_\_\_\_\_

Lump Sum \$ \_\_\_\_\_ Based on \$ \_\_\_\_\_ per hour

### 2. Training Module

Title: \_\_\_\_\_

Duration of training (i.e. number of hours): \_\_\_\_\_

Delivery: Virtual (i.e. Zoom, Google Meets, etc.)

Number of attendants allowed per training module: \_\_\_\_\_

Lump Sum \$ \_\_\_\_\_ Based on \$ \_\_\_\_\_ per hour

### 3. Training Module

Title: \_\_\_\_\_

Duration of training (i.e. number of hours): \_\_\_\_\_

Delivery: Video (Pre-recorded)

Per Person Fee \$ \_\_\_\_\_

### 4. Facilitate a Focus Group or Book Study Group \$ \_\_\_\_\_/per hour

Offeror Name: \_\_\_\_\_

Authorized Signature : \_\_\_\_\_

# COMPLIANCE

***(REQUIRED LEGAL FORMS)***

*All of the following forms must be signed and submitted with your proposal or your proposal may be rejected.*

# CAMPAIGN CONTRIBUTION DISCLOSURE FORM

Pursuant to NMSA 1978, § 13-1-191.1 (2006), any person seeking to enter into a contract with any state agency or local public body **for professional services, a design and build project delivery system, or the design and installation of measures the primary purpose of which is to conserve natural resources** must file this form with that state agency or local public body. This form must be filed even if the contract qualifies as a small purchase or a sole source contract. The Prospective Contractor must disclose whether they, a family member or a representative of the Prospective Contractor has made a campaign contribution to an applicable public official of the state or a local public body during the two years prior to the date on which the Contractor submits a proposal or, in the case of a sole source or small purchase contract, the two years prior to the date the contractor signs the contract, if the aggregate total of contributions given by the Prospective Contractor, a family member or a representative of the Prospective Contractor to the public official exceeds two hundred and fifty dollars (\$250) over the two year period.

Furthermore, the state agency or local public body shall void an executed contract or cancel a solicitation or proposed award for a proposed contract if: 1) a Prospective Contractor, a family member of the prospective Contractor, or a representative of the Prospective Contractor gives a campaign contribution or other thing of value to an applicable public official or the applicable public official's employees during the pendency of the procurement process or 2) a Prospective Contractor fails to submit a fully completed disclosure statement pursuant to the law.

THIS FORM MUST BE FILED BY ANY PROSPECTIVE CONTRACTOR WHETHER OR NOT THEY, THEIR FAMILY MEMBER, OR THEIR REPRESENTATIVE HAS MADE ANY CONTRIBUTIONS SUBJECT TO DISCLOSURE.

The following definitions apply:

**“Applicable public official”** means a person elected to an office or a person appointed to complete a term of an elected office, who has the authority to award or influence the award of the contract for which the Prospective Contractor is submitting a competitive sealed proposal or who has the authority to negotiate a sole source or small purchase contract that may be awarded without submission of a sealed competitive proposal.

**“Campaign Contribution”** means a gift, subscription, loan, advance or deposit of money or other thing of value, including the estimated value of an in-kind contribution, that is made to or received by an applicable public official or any person authorized to raise, collect or expend contributions on that official's behalf for the purpose of electing the official to federal, statewide or local office. “Campaign Contribution” includes the payment of a debt incurred in an election campaign, but does not include the value of services provided without compensation or unreimbursed travel or other personal expenses of individuals who volunteer a portion or all of their time on behalf of a candidate or political committee, nor does it include the administrative or solicitation expenses of a political committee that are paid by an organization that sponsors the committee.

**“Family member”** means spouse, father, mother, child, father-in-law, mother-in-law, daughter-in-law or son-in-law.

**“Pendency of the procurement process”** means the time period commencing with the public notice of the request for proposals and ending with the award of the contract or the cancellation of the request for proposals.

**“Person”** means any corporation, partnership, individual, joint venture, association or any other private legal entity.

“**Prospective Contractor**” means a person who is subject to the competitive sealed proposal process set forth in the Procurement Code or is not required to submit a competitive sealed proposal because that person qualifies for a sole source or a small purchase contract.

“**Representative of a Prospective Contractor**” means an officer or director of a corporation, a member or manager of a limited liability corporation, a partner of a partnership or a trustee of a trust of the Prospective Contractor.

DISCLOSURE OF CONTRIBUTIONS:

Contribution Made By: \_\_\_\_\_

Relation to Prospective Contractor: \_\_\_\_\_

Name of Applicable Public Official: \_\_\_\_\_

Date Contribution(s) Made: \_\_\_\_\_

Amount(s) of Contribution(s) \_\_\_\_\_

Nature of Contribution(s) \_\_\_\_\_

Purpose of Contribution(s) \_\_\_\_\_

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Title (position)

– OR –

**NO CONTRIBUTIONS IN THE AGGREGATE TOTAL OVER TWO HUNDRED FIFTY DOLLARS (\$250) WERE MADE** to an applicable public official by me, a family member or representative.

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Title (position) Offeror Business Name



**CONFLICT OF INTEREST, NON-COLLUSION AND  
DEBARMENT/SUSPENSION CERTIFICATION FORM**  
**CONFLICT OF INTEREST**

As utilized herein, the term “Vendor” shall mean that entity submitting a proposal to Albuquerque Public Schools in response to the above referenced bids/request for proposals.

**The authorized Person, Firm and/or Corporation states that to the best of his/her belief and knowledge:**

No employee or board member of Albuquerque Public Schools (or close relative), with the exception of the person(s) identified below, has a direct or indirect financial interest in the Vendor or in the proposed transaction. Vendor neither employs, nor is negotiating to employ, any Albuquerque Public Schools employee, board member or close relative, with the exception of the person(s) identified below. Vendor did not participate, directly or indirectly, in the preparation of specifications upon which the quote or offer is made. If the Vendor is a New Mexico State Legislator or if a New Mexico State Legislator holds a controlling interest in Vendor, please identify the legislator: \_\_\_\_\_ List below the name(s) of any Albuquerque Public Schools employee, board member or close relative who now or within the preceding 12 months (1) works for the Vendor; (2) has an ownership interest in the Vendor (other than as an owner of less than 1% of Vendor’s stock, if Vendor is a publicly traded corporation); (3) is a partner, officer, director, trustee or consultant to the Vendor; (4) has received grant, travel, honoraria or other similar support from Vendor; or (5) has a right to receive royalties from the vendor.

**CERTIFICATION OF NON-COLLUSION STATEMENT**

Vendor certifies under penalty of perjury that its response to this procurement solicitation is in all respects bona fide, fair, and made without collusion or fraud with any person, joint venture, partnership, corporation or other business or legal entity. Does vendor agree? **YES Initials of Authorized Representative of vendor**

**DEBARMENT/SUSPENSION STATUS**

The Vendor certifies that it is not suspended, debarred or ineligible from entering into contracts with the Federal Government, or any State agency or local public body, or in receipt of a notice or proposed debarment from any Federal or State agency or local public body. The vendor agrees to provide immediate notice to Albuquerque Public School’s Purchasing Department in the event of being suspended, debarred or declared ineligible by any department or agency of the Federal government, or any agency of local public body of the State of New Mexico, or upon receipt of a notice of proposed debarment that is received after the submission of the quote or offer but prior to the award of the purchase order or contract.

**CERTIFICATION**

The undersigned hereby certifies that he/she has read the above CONFLICT OF INTEREST, NON-COLLUSION and DEBARMENT/SUSPENSION Status requirements and that he/she understands and will comply with these requirements. The undersigned further certifies that they have the authority to certify compliance for the vendor named **and that the information contained in this document is true and accurate to the best of their knowledge.**



**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

Name of Person Signing (typed or printed): \_\_\_\_\_

Title: \_\_\_\_\_

Email: \_\_\_\_\_

Name of Company (typed or printed): \_\_\_\_\_

Address: \_\_\_\_\_ City/ State: \_\_\_\_\_



**ALBUQUERQUE PUBLIC SCHOOLS**  
**TERMS AND CONDITIONS**  
**STATEMENT OF CONFIDENTIALITY**

The undersigned employee of/subcontractor to \_\_\_\_\_, hereinafter referred to as "Offeror" and/or "Contractor", agrees, during the RFP process, and during the term of the Contract between Contractor and the Albuquerque Public Schools (APS) and forever thereafter, to keep confidential all information and material provided by APS or otherwise acquired by the Employee/Subcontractor, excepting only such information as is already known to the public, and including any such information and material relating to Attachments of this RFP, and relating to any client, vendor, or other party transacting business with APS, and not to release, use or disclose the same except with the prior written permission of APS. This obligation shall survive the termination or cancellation of the Contract between Contractor and APS or of the undersigned's employment or affiliation with Contractor, even if occasioned by Contractor's breach or wrongful termination.

The undersigned recognizes that the disclosure of information may give rise to irreparable injury to APS, a client or customer of APS, or to the owner of such information, inadequately compensable in damages and that, accordingly, APS or such other party may seek and obtain injunctive relief against the breach or threatened breach of the within undertakings, in addition to any other legal remedies which may be available. The undersigned acknowledges that he or she may be personally subject to civil and/or criminal proceedings for such breach or threatened breach.



\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Offeror Business Name

\_\_\_\_\_  
Date

## **PROPOSAL SUBMITTAL REQUIREMENTS AND CHECKLIST**

Please submit your completed proposal, including the following items. Note that the requested information is mandatory and **failure to submit these items with your response may deem it non-responsive and may be disqualified.**

- Letter of Transmittal, **SIGNED**
- Evaluation Criteria Documentation
- Price Proposal
- Completed Conflict of Interest and Debarment/Suspension Form, **SIGNED**
- Campaign Contributions Disclosure Form, **SIGNED**
- Statement of Confidentiality, **SIGNED**
- Resident Contractor (or Veteran Resident Contractor) Preference Certificate issued to the Offeror by State of New Mexico Taxation and Revenue – if applicable

Obtain more information:

<http://tax.newmexico.gov/Businesses/in-state-veteran-preference-certification.aspx> **and**  
<https://www.generalservices.state.nm.us/statepurchasing/vendorpreferencelist.aspx>

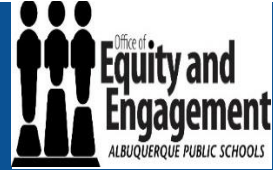
- Addendums (if applicable) – **before** submitting your proposal, please check for addendums here:  
<http://www.aps.edu/procurement/current-bids-and-rfps>

*\* If items are not completed as required, your proposal may be deemed non-responsive.*



# EQUITY @ APS

EVERY VOICE, EVERY STORY



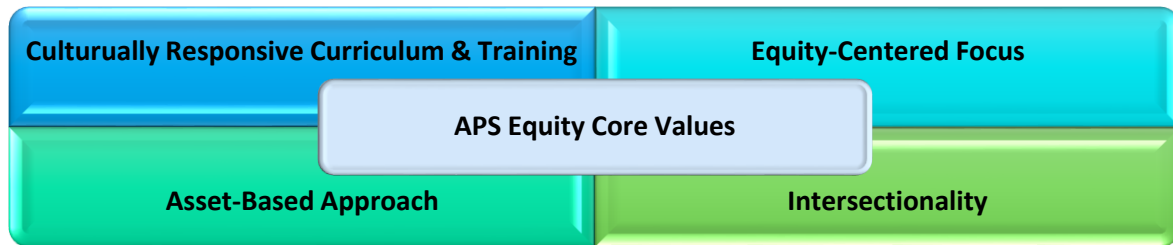
Albuquerque Public Schools (APS) is a culturally and linguistically responsive, diverse community committed to educational equity for all students. APS provides various levels of support and assistance to students, families, and schools that are appropriate to specific needs. APS students deserve respectful learning environments in which diversity is valued and contributes to successful academic outcomes through equitable decisions by the district.



## EQUITY FIVE-YEAR PLAN 2017-2022

Equity is the lens through which initiatives, programs, resources, and supports are provided to students, families, educators, administrators, and departmental staff since the inception of OEIIS. Equity at APS provides the same level of opportunity and assistance to all students, families, staff, and faculty and provides various levels of support and assistance depending on specific needs or abilities.

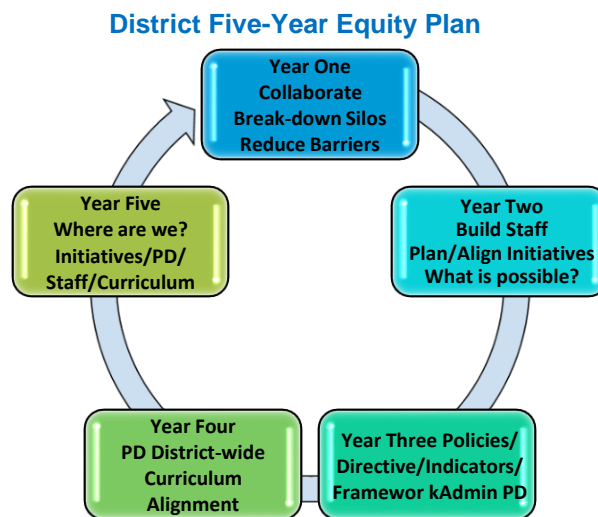
The Core Values of equity include: Culturally Responsive Curriculum and Training, Equity-Centered Focus, Asset-Based Approach, and Intersectionality.



### District equity objectives include:

- Reducing barriers for students and families
- Aligning general education and special education curriculum and tiers of support
- Aligning resources and services
- Creating culturally and linguistically responsive classrooms
- Implementing data-driven decisions
- Creating and Implementing School Equity Snapshots aligned to procedural directive
- Developing a district-wide professional development plan

For the past three years, the district has worked on making a difference through a district-wide systemic alignment. The district has focused on a framework of equitable access to high quality culturally responsive instruction for all students, aligned instructional and assessment practices in regular and special education, bilingualism and biliteracy, and opportunities for all to develop critical racial, ethnic, and cultural competencies. In August of 2017, the new Office of Equity, Instruction, Innovation, and Support began instituting a plan for transformational change.



OEIIS works to reduce barriers for all students, particularly those considered as at-risk. APS looks at the term at-risk to describe students or groups of students who have a higher probability of failing academically, dropping out of school, or are systems-dependent. Students may face barriers to their education even before stepping foot on a school campus. At-Risk students may also face conditions threatening their ability to attend, complete or graduate from school, such as homelessness, foster care, learning disabilities, incarceration, serious health issues, high-mobility, domestic violence, transiency, English learner status, or immigration status. Too often, these conditions are barriers and lead to high referrals to special education, low academic performance, disciplinary problems, grade retention, or other learning-related factors that adversely affect educational performance and achievement.

Traditionally, five key indicators to measure academic achievement and school performance have been:

1. Student Achievement data
2. Discipline Referrals
3. Attendance Rates
4. Graduation Rates
5. Professional Development

APS is looking at these indicators and additional data points and disaggregating the information based on at-risk groups to improve and target support and resources. The district is also looking at how to best measure the indicators in developing a possible scorecard or indicator list.

In 2020, the Board of Education (BOE) conducted an Equity Work Study. Through that Work Study, the BOE and APS Leadership approved an updated Equity Policy and Procedural Directive. A new equity framework was also approved. The District continues work with the Community and District-wide Equity Council, Yazzie-Martinez Committee, Indian Education Parent Committee, African American Subcommittees, and additional National, State, and Community Partners focused on equity and diversity. In addition, APS created a HB250 Indian Education Needs Assessment and is currently working on a Needs Assessment for African American students.

Professional Development of teachers and staff district-wide is a key focus area in reducing barriers. This document will address professional development in this document.

# ACADEMIC STRATEGIC PLAN

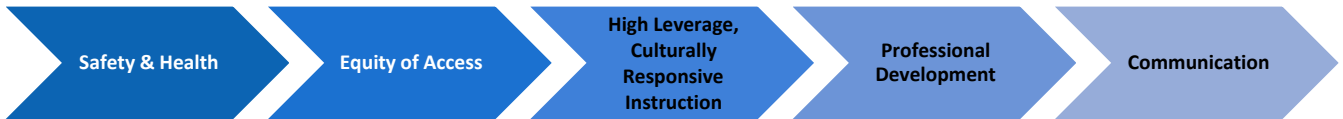


## APS Academic Strategic Plan (ASP) “Relationship, Respect, Resilience, Rigor & Readiness”

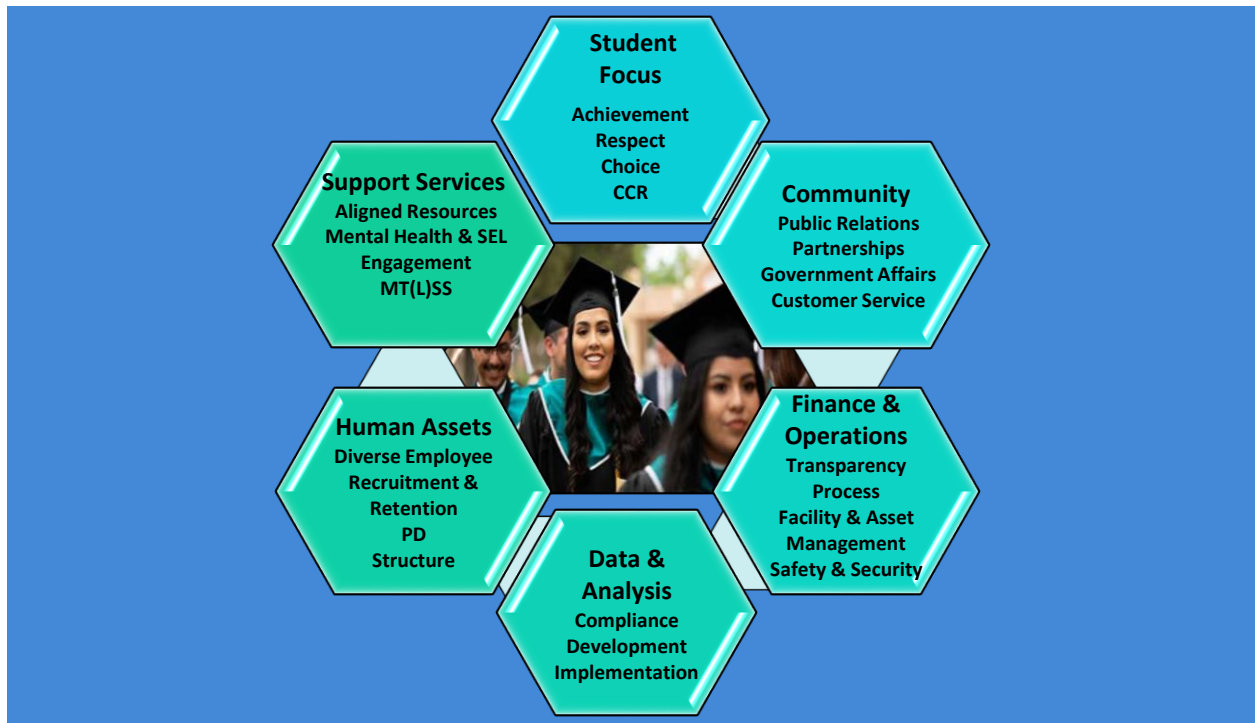
**Vision:** Educating and Supporting Students in a relational environment of engagement, respect, equity, and diversity.

**Mission:** Providing High Impact, Culturally and Linguistically Responsive Instruction in a safe and healthy environment for every student.

### CORE VALUES



### G O A L S



# DISTRICT EQUITY PROFESSIONAL DEVELOPMENT, YEAR 4 OF DISTRICT EQUITY PLAN

Professional development of teachers and district staff is imperative to the success of the district-wide equity plan. Professional development is a key measure of academic success for students. Below is a timeline and key partners for a district three-year professional development plan.

## TIMELINE

PROFESSIONAL DEVELOPMENT TIMELINE			
School Year/ Semester	Professional Development Cohorts	Partners	Topic
Fall 2020	<ul style="list-style-type: none"> <li>Principals @ every level</li> <li>District Leadership Principal Support Specialists</li> </ul>	Anti-Racism Training Institute of the Southwest (ARTI)	Anti-Racism
	<ul style="list-style-type: none"> <li>Teacher Leadership Network (Curriculum &amp; Instruction)</li> </ul>	Dr. Elena Aguilar	Coaching for Equity: Conversations That Change Practice
	<ul style="list-style-type: none"> <li>Native American Lecture Series</li> </ul>	<ul style="list-style-type: none"> <li>APS Indian Ed Teachers Bernard Chimoni &amp; Kevin Othole</li> <li>Chad Pfeiffer</li> <li>UNM Policy Analyst, Ms. Jasmine Yepa</li> <li>UNM Professor, Dr. Gregory Cajete</li> <li>Indian Pueblo Cultural Center Museum, Jon Ghahate</li> <li>UNM Professors, Dr. Glenabah Martinez, Dr. Lloyd Lee</li> </ul>	<ul style="list-style-type: none"> <li>Medicine Wheel in Learning</li> <li>Honoring the Land</li> <li>History of American Indian Education</li> <li>Building Student Relationships</li> <li>Yazzie/Martinez: Then and Now</li> <li>Culturally Responsive American Indian/Alaskan Native 101</li> </ul>
Spring 2021	<ul style="list-style-type: none"> <li>Assistant Principals</li> <li>Aspiring Principals</li> <li>Department Staffs (funding dependent)</li> </ul>	ARTI	Anti-Racism
	Teacher Cohort I Phase I (Title I Schools)	Dr. Hollie, CLRI	Culturally & Linguistically Responsive Teaching and Learning
	Teacher Leader Network	Dr. Elena Aguilar	Coaching for Equity Book Study
	Teachers Teacher Leader Network	Joe Feldman, Grading for Equity	Grading and how to transform schools and classrooms
	English Language Development Teachers and School Administrators	Dr. José Medina	Culturally and Linguistically Sustaining Instructional Practices and Equity for Dual Language Programs

<b>Summer 2021</b>	Department Staffs	ARTI	Anti-Racism
	Teacher Cohort I Phase II (Title I Schools)	Dr. Hollie, CLRI	Culturally & Linguistically Responsive Teaching and Learning
	SPI-CON Summer Principal Conference	CLRI Dr. Elena Aguilar Additional Speakers	Culturally & Linguistically Responsive Teaching and Learning Coaching for Equity Book Study
<b>Fall 2021</b>	Teachers Cohort II Phase I	Dr. Hollie, CLRI	Culturally & Linguistically Responsive Teaching and Learning
	TBD	ARTI	Anti-Racism
<b>Spring 2021</b>	Teachers Cohort III Phase I	Dr. Hollie, CLRI	Culturally & Linguistically Responsive Teaching and Learning
<b>Fall 2022</b>	Teachers Cohort IV Phase I	Dr. Hollie, CLRI	Culturally & Linguistically Responsive Teaching and Learning
<b>Spring 2023</b>	Teachers Cohort V Phase I	Dr. Hollie, CLRI	Culturally & Linguistically Responsive Teaching and Learning

## PROFESSIONAL DEVELOPMENT PARTNERS, TRAINERS, AND SESSIONS

### COMMUNITY CONVERSATIONS THROUGH THE LENS OF RACE WITH ALBUQUERQUE PUBLIC SCHOOLS: A Facilitated Conversation through the Anti-Racism Training Institute of the Southwest (ARTI)

Founded out of the United South Broadway Corporation in 1991, ARTI believes that a shared analysis and understanding of racism, its history, and its institutional structure is essential to building and maintaining healthy communities. Institutional racism, as opposed to individual bigotry or prejudice is systemic and is the intentional or unconscious subordination of specific racial groups through organizational practices and norms. The major barrier to undoing racism is the lack of a shared analysis about what racism is. Even well-meaning people cannot agree about the basic definition of racism and therefore cannot forge alliances to uproot it.

ARTI takes up the challenge through education and training. ARTI brings local community experts together to assist workshop participants to examine their institutional policies and practices, develop insights into how these policies and practices may perpetuate racial inequality, and what action is required for change.

Participants will engage in discussion around:

- Racial challenges faced by educators/administrators: Student Engagement, Parent Engagement, Community Engagement
- People’s Institute For Survival and Beyond (PISAB) organizing Principles



- Challenges that prevent educators/administrators from addressing racial disparities
- Strategies and recommendations for implementing anti-racist school communities

Participants will walk away with:

- A better understanding/insight into institutional racism and its different forms: individual, institutional, linguistic and cultural.
- A better understanding/insight of race and poverty.
- A better understanding/insight of how they can be effective in the work they do with their constituencies, organizations, communities, students, and families.
- Starting to think about the next steps in professional development for themselves, their school and community.

### **ARTI Training Team**

***Diana Dorn Jones:*** Diana, a graduate of Albuquerque High School, was born and raised in Albuquerque. She is a community organizer and economic development professional with over 35 years’ experience in community development and corporate banking. Diana is the Executive Director for United South Broadway Corporation, a founding member of the Project Change Fair lending Center and the Anti-Racism Institute of the Southwest (ARTI), and the William W. & Josephine Dorn Community Charter School. Diana has won numerous awards for her work, and while she appreciates and values all that she has been recognized for, she is particularly proud of the city-wide League of “Neighborhood Leadership Award,” the Albuquerque Human Rights “Bridge Award,” and the YWCA “Woman of Vision Award,” because these were recognition of her role in promoting cross-cultural collaboration in the Albuquerque community, working in a spirit of inter-group cooperation and across racial, ethnic and cultural lines.

***Kiran Katira:*** Kiran is an East-African, Asian-Indian woman, born in Kenya and raised in England. For the past twenty years, she has worked with local community organizers and leaders through the University of New Mexico’s Community Engagement Center (CEC). At CEC, she facilitates the growth and development of diverse local youth who apprentice with community leaders. Kiran is on the advisory board for the Institute for the Study of Race and Social Justice, the New Mexico Asian Family Center and a member of ARTI. Kiran is a national trainer with the People’s Institute for Survival and Beyond, and teaches courses focusing on anti-racist education, peace and justice.

***Sylvia A Ledesma:*** Sylvia has lived in Albuquerque’s South Valley, her “Earth home” for more than 25 years. She is a longtime community organizer, educator, as well as a Master Gardener and practitioner and promotora of natural and traditional medicine. She is a founding member and former director, currently on the Elders Council, of Kalpulli Izkalli, a community grassroots resource and action center formed in 1996 to transform the health and environment of the South Valley community. Having been the recipient of many awards throughout the years, Sylvia is most proud of the 2009 Alston/Bannerman Fellowship Award by the National Center for Social Inclusion. She received the award for her more than 40 years of commitment to community healing through community organizing in social, health, education, economic and environmental justice, and anti-racism work. More recently, in 2019, Sylvia received the Albuquerque Cesar Chávez/Dolores Huerta “Si Se Puede Award”, for her continued commitment to the same. Sylvia continues her current work in de-colonization and undoing racism as a healing process as a member of the Anti- Racism Training Institute of the SW (ARTI) in Albuquerque and as a national trainer with the People’s Institute for Survival and Beyond (PISAB).

***Kimberly Ross-Toledo:*** Kimberly is currently working as the Senior Program Manager for the City of Gallup. She is of the Dine' and Dakota Nations and resides in Church Rock, NM. She has worked in her community for over 20 years to address health & education disparities by examining the impacts of structural racism on health & education outcomes. She has been a trainer with the Southwest Anti-racism

Training Institute for over 15 years and continues to work within her community to facilitate growth and development in anti-racism work.

**Eduardo Esquivel-Gonzales:** Eduardo is the Program Manager for the New Mexico Dream team, where he conducts trainings and curriculum development for the New Dream Team, Department of Education Equity. Eduardo immigrated to Albuquerque with his parents at the age of seven from Chihuahua, Chihuahua, Mexico. Growing up in the South Broadway neighborhood and graduating from Albuquerque High School, he developed a strong sense of community that has been a driving force throughout his life. He studied biochemistry at the University of New Mexico and is a student of Critical Race Theory. He is working to make the DreamZone training a standard in professional development for teachers and school staff.

**Tabitha King:** Tabitha is the UNM Community Engagement Center (CEC) FoodCorp NM team Leader and Assistant to the Public Allies NM Program Director and Coordinator. Tabitha focuses on supporting community partnerships, facilitating antiracist dialogues and coaching service members in taking on culturally humble approaches to capacity building in New Mexico. Prior to her current position, Tabitha worked on CEC educational programs located in the Kirtland, South Broadway and South Valley neighborhoods. Tabitha is from Alamogordo and is a first-generation UNM alumna.

### **Sessions and Dates**

There will be a total of twenty (20) sessions

- Each session is 2.5 hours
- 25 participants each session

## **EQUITY AND ENGAGEMENT SPECIAL TOPIC LECTURE SERIES – Through the lens of Anti-Racism and Cultural Competency Training by (ARTI)**

Development of a seven topic online and interactive lecture series.

Topics will include:

- Looking at data through the lens of race
- School to prison pipeline (two-part series)
- Anti-racism in the media – looking at it through the lens of race
- Restorative Practices
- Other topics being developed

### **Sessions and Dates**

There will be a total of seven (7) sessions

- Each session will be up to three (3) hours
- Up to 500 people per session

Dates: TBA – However, all training will be conducted from January 4, 2020 to June 1, 2020

## **UNDOING RACISM USING PEOPLE’S INSTITUTE MODEL**

Anti-Racism Training through the Anti-Racism Training Institute of the Southwest (ARTI). The People’s Institute Model believes that racism is the primary barrier preventing communities from building effective coalitions and overcoming institutionalized oppression and inequities. The model helps individuals,

communities, organizations and institutions move beyond addressing the symptoms of racism to undoing the causes of racism so as to create a more just and equitable society.

**Introduction to Undoing Racism Training:** In this workshop, participants will experience a humanistic process for laying a foundation to explore how we have been socialized and conditioned to think about race and racism by first analyzing class, power and institutional/individual relationships to and within communities. As power is analyzed concepts will be introduced that play a role in maintaining the current disparate racial outcomes that every system and institution produces.

### **Sessions and Dates**

There will be a total of ten (10) sessions

- Each session is six (6) hours
- 22 participants each session
- Total of 220 people trained

Dates: TBA – However, all training will be conducted from January 4, 2020 to June 1, 2020

**Full Undoing Racism Workshop:** Through dialogue, reflection, role-playing, strategic planning and presentations, this intensive process challenges participants to analyze the structures of power and privilege that hinder social equity and prepares them to be effective organizers for justice. Workshop participants will:

- Develop a common definition of racism and an understanding of its different forms: individual, institutional, linguistic, and cultural;
- Develop a common language and analysis for examining racism in the United States;
- Understand one's own connection to institutional racism and its impact on his/her work;
- Understand why people are poor and the role of institutions in exacerbating institutional racism, particularly for people and communities of color;
- Understand the historical context for how racial classifications in the United States came to be and how and why they are maintained;
- Understand the historical context for how U.S. institutions came to be and who they have been designed to serve;
- Understand how all of us, including white people, are adversely impacted by racism every day, everywhere;
- Address surface assumptions about how your work is (or is not) affected by racism;
- Develop awareness and understanding about ways to begin Undoing Racism
- Gain knowledge about how to be more effective in the work you do with your constituencies, your organizations, your communities, your families;

This workshop ranges from four to five (4-5) consecutive days in length for five to six (5-6) hours per day including a one-hour break. The number of participants would be 20-22 people.

### **Sessions and Dates**

There will be a total of five (5) sessions

- Each session is from four to five (4-5) days, for five to six (5-6) hours per day
- 22 participants each session

Dates: TBA – However, all training will be conducted from January 4, 2020 to June 1, 2020

## ANTI-RACIST YOUTH LEADERSHIP INSTITUTE (AYLI): UNIVERSITY of NEW MEXICO (UNM)

The UNM Community Engagement Center (CEC) was formed in 1997 by faculty, staff, students and community members who wanted to better utilize university and community assets to meet community identified needs through education, community engagement and leadership development. The CEC serves as a university-based intermediary with communities to achieve community driven results.

The work of the Center involves AYLI, which focuses on young people with undoing racism workshops for campus and community partners.

## FOCUS ON CULTURE AND THE INSTRUCTIONAL BENEFITS - THE CENTER FOR CULTURALLY RESPONSIVE TEACHING AND LEARNING (CCRTL)



The Center for Culturally Responsive Teaching and Learning (CCRTL) exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach to living life in a way that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture.

It's Vision - Cultural responsiveness is for everyone. The number one objective is to sway school communities, professional communities, and the general public to becoming culturally responsive.

Dr. Sharroky Hollie is the Executor Director of CCRTL. Dr. Hollie is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and worked in nearly 2,000 classrooms. Going back 25 years, he has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and university professor in teacher education at Cal State University. In addition to his experience in education, he has authored several texts and journal articles. 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*, co-written with Dr. Anthony Muhammad. Also, Dr. Hollie has been a contributing author with Pearson publishing, in the *Cornerstone and Keystone* textbook series (2009), *Prentice Hall Anthology* (2012), and iLit e-series (2014). In demonstrated the principles of cultural responsiveness in an exemplary school wide model, which operated until 2013.

### Foundation Day One: A Focus on Culture and the 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.

**Sessions and Dates**

There will be a total of eight (8) trainings

- Training module is one training is two, 75-minute sessions (3 hours total)
- Up to 500 participants per training module

Session Dates and Times: February to May 2021

Morning Session: 8:00 to 11:00 a.m.

Afternoon Session: 12:00 to 3:00 p.m.

- February 20, 2021
- March 6, 2021
- April 24, 2021
- May 15, 2021

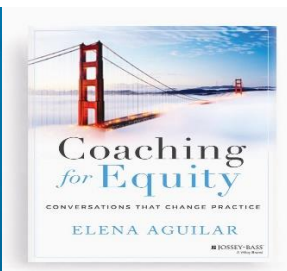
**Culturally and Linguistically Responsive Instruction Professional Development Plan  
Partnership with the Center for Culturally Responsive Teaching and Learning**

Phase I		
	Who	Description
<b>Foundation Day 1: Focus on Culture</b> <ul style="list-style-type: none"> <li>• 4 Saturdays requested (500 each session)</li> <li>• AM/PM Session</li> </ul>	Goal-Training up to 4000 teachers in CLR Foundational Professional Development	<ul style="list-style-type: none"> <li>• Defines, concretely, what is cultural responsiveness and why it is necessary in our schools today.</li> <li>• 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.</li> <li>• Promotes the focus on effective instructional strategies utilization in a way that validates and affirms underserved students across content areas and grade levels.</li> </ul>
<b>Training District Facilitators</b>  Dates TBD	Teacher Support Specialist	<ul style="list-style-type: none"> <li>• Teachers will be trained by Dr. Hollie on how to facilitate discussion using his book and binder:               <ul style="list-style-type: none"> <li>○ <i>Culturally and Linguistically Responsive Teaching and Learning (Book)</i></li> <li>○ <i>Strategies for Culturally and Linguistically Responsive Teaching and Learning (Book)</i></li> </ul> </li> <li>• Plan to be developed by Dr. Hollie and TSS's</li> </ul>
<b>Book Study</b>	Teachers trained	<ul style="list-style-type: none"> <li>• Teacher Support Specialist will facilitate</li> </ul>

<p>Dates for Book Study</p> <ul style="list-style-type: none"> <li>TBD</li> </ul>	<p>in Foundations Day 1</p>	<p>small group book study which includes discussion and deep dive into PD materials (listed below)</p> <ul style="list-style-type: none"> <li><i>Culturally and Linguistically Responsive Teaching and Learning (Book)</i></li> <li><i>Strategies for Culturally and Linguistically Responsive Teaching and Learning (Book)</i></li> </ul>
---	-----------------------------	--

<b>Phase II Pilot/Laboratory Schools</b>		
	<b>Who</b>	<b>Description</b>
<p><b>Laboratory Schools</b></p>	<p>Schools who have applied to work as a laboratory school</p> <p>Participating Schools</p> <ul style="list-style-type: none"> <li>TBD by APS Leadership</li> <li># of schools to be determined by APS Leadership</li> </ul>	<p>TBD Possible options are below</p> <ul style="list-style-type: none"> <li>Creating a workshop with the support of Dr. Hollie. Include specific strategies and tools in action, developing CLR focused lesson plans, knowledge base building, skill development classroom observation and feedback. How do we make CLR sustainable in schools?</li> <li>Creating an environment that is responsive to those students who do not see themselves in the environment of the traditional school. This session covers basic elements of environmental changes, including hallways, classrooms, and offices.</li> </ul>

## COACHING FOR EQUITY SERIES



Bright Morning is an international education, coaching and consulting firm that exists to bring new learning practices to organizations that aspire to interrupt inequities, build resilient communities, and heal and transform the world. Our work transforms schools into equitable places of learning where every child gets whatever they need, every day, in order to be successful and to thrive. Process matters. The journey is the destination. Therefore, we lead processes of creation and transformation that honor and nurture all of those involved.

Elena Aguilar, Founder and president, has trained thousands of educators across the United States and

teacher, instructional coach and leadership coach working in diverse school environments. In her role as a consultant, she has partnered with leaders in public and private organizations across the United States and abroad. Elena is also the co-founder of Kenya Big Picture Learning, and she's on the advisory board of UC Berkeley's Greater Good Science Center.

Elena holds a BA in history and Latin American Studies from the University of California, Santa Cruz, and an MA in Anthropology from the University of California, Berkeley. She received her teaching credential from California State University, Hayward, and she also holds an administrative services credential.

**Coaching for Equity Four Part Series.** This four-week series will provide you a foundation for understanding what it means to be a coach for equity. With a balance of history, adult learning theory, coaching tools, and personal stories, Coaching for Equity is grounded in the theories, practices, and direct experiences that will help you build knowledge of Transformational Coaching and begin to understand how to address, interrupt, and shift inequities when they arise.

Reading this book in community will allow you to connect with practitioners across a range of experiences and roles; you will have an opportunity to process learning together, make meaning from what you read, and identify next steps for your learning.

### Sessions and Dates

There will be a total of four (4) sessions

- Each session is approximately 3.5 hours
- Up to 350 participants

Dates: TBA –Training to be conducted from January 4, 2020 to June 1, 2020

## CULTURALLY AND LINGUISTICALLY SUSTAINING INSTRUCTIONAL PRACTICES FOR DUAL LANGUAGE PROGRAMS



Dr. José Medina Founder and Chief Educational Advocate for Educational Solutions. Educational Solutions is a consulting company that serves to create educational access for all student, their families, and the communities they live in. With a specific focus on meeting the needs of emergent bilingual students and language learners. Educational Solutions provides a broad range of support to educational entities throughout the United States and internationally. *¡Lo que se dice, se hace!*

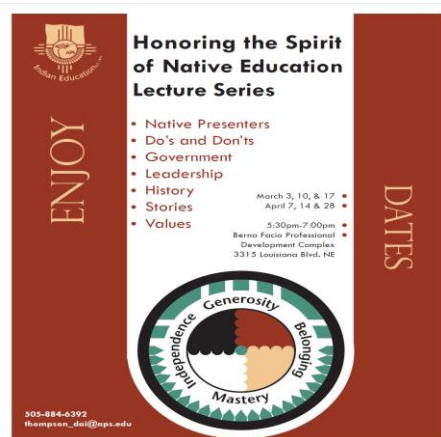
Culturally and linguistically sustaining instructional practices for supporting socio-cultural competence for bilingual classrooms K-12. Sessions will focus on specific cultural and linguistic practices to implement in classrooms to achieve the third pillar (socio-cultural competence) of bilingual programs.

Dates:

- March 1 and 2
- April 13 and 14
- May 11 and 13

## NATIVE AMERICAN LECTURE SERIES

November 2020 Information in Timeline (pg. 5). Spring 2020 Information below.



## WESTERN EDUCATIONAL EQUITY ASSISTANCE CENTER - METROPOLITAN STATE UNIVERSITY OF DENVER (WEEAC )

### Equity Compass Review

The Equity Compass Review provides the school district with information identifying the strengths and challenges related to educational equity at all levels of the system. This information is used by the district to improve student climate and ultimately student achievement. Sections of the review is dedicate to staff, student, and family focus groups.

### Equity Compass Review at Comprehensive High Schools

Zone	High School	Semester	Initiatives Resulting from ECR
2	Atrisco Heritage Academy	Spring 2019	Grading for Equity
4	La Cueva High School	Spring 2019	Leading a Feeder Equity Group
1	Albuquerque High School	Fall 2019	CLR work with the CLRT Institute
3	Volcano Vista	Fall 2019	TBD
2	Del Norte High School	Fall 2020	TBD
4	West Mesa High School	Fall 2020	TBD



1	Highland High School	Spring 2021	Delayed for in-person
3	Valley High School	Spring 2021	Delayed for in-person
2	Rio Grande High School	Fall 2021	
4	Sandia High School	Fall 2021	
1	Manzano High School	Spring 2022	
3	Cibola High School	Spring 2022	
4	Eldorado High School	Spring 2022	

### Equity Snapshot

Western Educational Equity Assistance Center (WEEAC) Developed an Equity Compass Snapshot for the District

- Snapshot based on the more extensive Equity Compass Review
- Snapshot
  - Embeds equity into institutional norms, practices, and policies
  - Requires department heads and school site leaders use a research process with data-driven information and ongoing public transparency
- Purpose
  - Provides accountability to our community about the progress toward equity in our schools and our community
  - Allows community, school stakeholders, and district leaders to work from the same set of data progress indicators to inform decisions and envision long-term achievement of equity goals

### SNAPSHOT TIMELINE

Term	Cohort	PD	Snapshot	Results	District Resources and Supports
Spring 2021	Volunteer Elementary, Middle, and Schools of Choice Group I	Professional Development for school teams	Review Snapshot	Share results	Determine District Resources and Support to address needs
Fall 2021	Volunteer Elementary, Middle, and Schools of Choice Group I	Professional Development for school teams	Conduct Snapshot	Share results	Determine District Resources and Support to address needs
Fall 2021	Volunteer Elementary, Middle, and Schools of Choice Group II	Continued Professional Development for school teams	Review Snapshot Results	Share results	Determine District Resources and Support to address needs
Spring 2022	Volunteer Elementary, Middle, and Schools of Choice Group II	Continued Professional Development for school teams	Conduct Snapshot	Share results	Determine District Resources and Support to address needs
Spring 2022	Volunteer Elementary, Middle, and Schools of Choice Group III	Continued Professional Development for school teams	Conduct Snapshot	Share results	Determine District Resources and Support to address needs
Fall 2022	Volunteer Elementary, Middle, and Schools of Choice Group III				
Spring 2023	Groups I, II, III				

Summer 2023	Review and Evaluation of Process <ul style="list-style-type: none"> <li>• Institutes I and II</li> <li>• Completion of Snapshot</li> <li>• Gains</li> </ul>
-------------	---

## Equity in K-12 Education – WEAAC

<https://www.msudenver.edu/weeac/virtualcollege/courseaccess-equityink-12education/>

This course developed by the Western Educational Equity Assistance Center provides an overview of Equity in K-12 Education and consists of five modules. To begin the course, you will take a short pre-assessment, and as you navigate through each module, you will be prepared to take the post-assessment at the end. Each module will provide an introduction that includes the learning objectives and the key points for assessment. We hope the course will enhance the participants understanding of key equity issues our center addresses in its work. It should also provide a self-assessment of the participants' equity awareness and understanding. This course is a self-paced training. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

### About the Course

By successful completion of this course, students will learn about the Western Educational Equity Assistance Center and how we can assist you in becoming equity agents within your educational settings. Equity in education can be very broad; for this course, we will focus on understanding on a deeper level what the term equity means and how Race, Religion, Gender, and National Origin tie into our work as equity champions. This course will discuss the following topics:

- Module 1: Pre Assessment
- Module 2: Education Equity Definition
- Module 3: Race
- Module 4: Religion
- Module 5: Gender/Sex
- Module 6: National Origin
- Module 7: Post Assessment

## GRADING FOR EQUITY: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms



No classroom can be truly equitable until we address this inequitable foundation of our schools.

APS is getting involved with this powerful and growing movement among professional educators across all kinds of schools—public and private, elementary and secondary, in urban, suburban, and rural settings—and with all student demographics.