



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.

Reposting Sole Source # 10-S6702-20-CP369 pursuant to amended IGA with NMPED (#21-924-00171-A1).

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: **NS4ed, LLC**

Address of prospective Contractor: **200 E Broadway, Suite 504, Maryville, TN 37804**

Contact Name, Telephone Number and Email Address:

Joseph Goins

865-414-0033

jgoins@ns4ed.com

Amount of prospective contract before tax: **\$2,300,000**

Contractual	Contact Clause (s)	Amount
Pathways 2 Pre-Algebra, Algebra, and Geometry; Math for 21st Century Careers and Math for People Careers	1 a,b,c	\$ 1,675,000.00
Business and Community Podcasts	1 d	\$ 310,000.00
Learning Management System	1 e	\$ 175,000.00
Hosting Learning Management System	1g	\$ 25,000.00
Career Connections Guides	1 f	\$ 50,000.00
Assessments	2 a,b,c	\$ 40,000.00
Online CTE Development	5 a b	\$ 25,000.00
TOTAL BUDGET AMOUNT		<u>\$ 2,300,000.00</u>

Term of prospective contract: December 7, 2020 – **September 30, 2022 (Updated pursuant to new IGA amendment from NMPED)**

- 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:

New Mexico's Ready and Equitable CTE program supports mathematics education, career exploration, and career readiness. PED desires to improve mathematics proficiency and career readiness through a comprehensive system that includes curricula, infrastructure, and professional development. Academic competencies alone prepare no one for the realities of the world of work. Likewise, technical competencies are only a piece of the puzzle. Personal and interpersonal skills were identified by New Mexico employers as their top priorities, but even these critical skills alone do not prepare a student for the rigors of the professional world. Only the comprehensive skills profile identified by New Mexico employers during the 2020 Comprehensive Local Needs Assessment initiative optimally positions the student for success in New Mexico's 21st Century workplace.

The New Mexico's Ready and Equitable CTE Project objectives and activities include: (1) development of an online platform where any high-school student in the state can enroll and participate in one or more CTE courses; (2) development and widespread distribution of online, customized CTE courses, including courses on (a) career exploration; (b) employability skills; (c) rigorous pre-algebra, algebra, and geometry courses contextual to the workplace and customized to students' career paths; (3) development of community podcast-structured courses to introduce students to role models in careers and other technical careers; (4) imbedded quantile assessments to measure progress in math and openings for greater opportunities in careers; and (5) capstone projects to measure growth in students' understanding of their career options; and (6) development and testing of online CTE model that combines virtual and onsite access to CTE pathways with all courses aligned to state standards and articulated for college credits and industry certifications.

SCOPE OF WORK:

The CONTRACTOR shall perform the following in regards to:

1. Academic Content

- a) Develop 150 lessons in each of three Pathways 2 Career mathematic subject areas: Pre-algebra, Algebra 1, and Geometry. Each lesson shall integrate common core mathematical learning objectives with exploration of high-wage, high skill, and in-demand careers. Labor Market Information for each career shall be automated to update accurately from O-Net federal databases.

- i. Develop 150 lessons in each of two additional Pathways 2 Career mathematic subject areas: Math for 21st Century Careers and Math for People Careers. Each subject area shall include 50 mathematical lessons covering content from New Mexico Algebra II standards and 100 lessons covering standards from Algebra I and Geometry standards.
- b) A teacher's edition will also be developed, with side-by-side content presentation, so that instructors can easily determine the learning objectives of each component of the lesson.
- c) Develop a scope and sequence guide to fully incorporate the Pathways 2 Careers lessons into the major mathematics textbooks that are identified as New Mexico High Quality Instructional Materials.
- d) Develop business and community podcast interviews to be integrated into the above described lessons.
- e) Develop a virtual learning platform for Pathways 2 Careers lesson delivery.
- f) Develop online training modules for both students and educators to use the Career Connections website hosted by Department of Workforce Solutions.
- g) Make Career Connections training modules available on DWS website and the Pathways 2 Careers virtual platform.
- h) Each Lesson will have a quantile measure attached

2. Course Delivery

- a) Provide professional development to no fewer than 100 mathematics teachers.
- b) Implement Pathways 2 Careers lessons in no fewer than 20 high school mathematic classrooms in Spring semester, 2021.
- c) Establish procedures for enrolling and delivering content remotely to students who are enrolled in districts that have not implemented Pathway 2 Careers

3. Assessment

- a) Conduct assessments at beginning, middle, and end of course.
- b) Deliver Quantile scores to teachers and learners along with actionable insights regarding mathematic skills and alignment to specific careers.
- c) The Quantile Assessment must be aligned to each lesson and the careers embedded in ONET.

4. Marketing

- a) Develop a 3-year marketing plan for increasing the number of pathway 2 Career classrooms to full saturation.
- b) Provide course conversation stipends to mathematics teachers as compensation for implementing Pathways 2 Careers in their course.
- c) Develop, plan, and deliver teacher summer training academies in three mathematics content areas. First academy should be delivered in June, 2021.

5. Research

- a) Identify online CTE curricula that tie to each of 10 regional CTE plans career priority sectors.
- b) Work with CTE regional lead to determine sequence of online CTE program implementation.

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.)

New Mexico has historically been challenged to provide quality education to its students, particularly those living in extremely rural communities. Issues of poverty, minority achievement, limited connectivity, and job readiness have all challenged the State’s education leaders. While the proposed *New Mexico Ready and Equitable Career and Technical Education program (NM RECTE)* will not directly address issues of poverty, it will provide a cadre of CTE courses that provides opportunities for all students to build academic and work skills. This will impact the neediest communities as more of their students graduate high school, college and career ready.

New Mexico needs to build local capacity across the State, in which one-third of its schools are located in rural areas, more than half of all students are eligible for free and reduced lunch, close to half (49.1%) of all students are Hispanic, one in ten (10.9%) are Native American, and almost two in five (16%) are English Language Learners (Education Commission of the States, 2014; Jimerson, 2004; New Mexico Voices for Children 2020). Just 77% of households statewide have broadband internet subscriptions, well below the national average of 85% (Onsurez, 2020; Vitu, 2018).

Poverty is widespread among the State’s children—29% compared to 12.3% for the U.S. as a whole, and educational attainment is low, with a college-educated population of just 36% versus 61% for the U.S. (New Mexico Voices for Children, 2020). And, according to the U.S. News and World Report’s rankings of states (2020) New Mexico ranked in the bottom three of attainment measures: 50th of 50 states in college readiness, 49th in high-school graduation and NAEP math scores and 48th in NAEP English.

NM RECTE will be a series of courses to support a well-rounded program of CTE. CTE is not a

“new” strategy, but one that is expanding to meet the educational needs of students and the societal needs of increasing technical skills in the workplace. Consistent with NM’s CTE programs as a way to foster partnerships with businesses, *NM RECTE* will make CTE opportunities available to every student in the State, regardless of ethnicity, geographic distance, or other challenges to ensure every student’s education is relevant to today’s workplace and prepares them for college and careers.

The proposed courses meet five design approaches: (1) they are all career connected learning, (2) they all are accessible through online course delivery, (3) the employability skills building reflects the needs of the local workforce; (4) a model for blended learning offers these courses online and onsite; and (5) the professional development is career connected to build educator skills in CTE and college and career readiness. **The courses utilize two learning formats—online courses and in-person courses, or a blend of the two.**

Career Connected Learning (CCL), introduced by the National Center for College & Career Transitions, exposes students to the world of work during the learning process. (Meeder & Pawlowski, 2020). CCL will serve as a bridge to academic content, such as teaching math skills using examples from the construction industry; it will involve teaching essential work skills such as teamwork. And, it will involve collaboration with local employers.

Each of these applications will engage students in their learning process. That is, connecting teaching and learning to the real-world increases students’ interest in what they are learning and gives them a chance to look more closely into college and career opportunities that line up with their own strengths and interests (Kemple & Willner, 2008).

To ensure equity across the state, all the courses proposed here will be accessible both online and in the classroom... Online courses will ensure all students have access to CTE and career and college readiness courses neither available in their assigned schools, nor accessible to students due to rurality, home schooling, or special needs. As the National Alliance for Partnerships in Equity (NAPE, 1993) notes in its mission statement, “this [online] approach is an effective solution for increasing student access, educational equity, and workforce diversity.” *NM RECTE* is in full accordance with this vision.

For the past decade employability/soft skills have been proposed as one key to successful transitions from high school to higher education and the workforce. (Harvard, 2010; Nagle, 2010; Wagner, 2008). As part of the proposed *NM RECTE* program, three distinguishing characteristics were required for employability skills courses:

- **Employer-defined standards:** During New Mexico’s 2020 Comprehensive Local Needs Assessment (CLNA) for Perkins V, employers reported a dramatic deficiency in personal and interpersonal competencies among first-time workers (NM PED, 2019). As the CLNA Consortia’s final report noted, “*New Mexicans expressed a very clear and consistent picture of the characteristics that would ensure the next generation of workforce talent is ready for success.... Across ten identified regions, there was consensus along three categories: skills, attitudes, and workforce and life readiness. ...*” The Consortia further recommended that NM PED implement an effective program of employability skills linked to high-demand jobs in the State. This NM PED mandate underlies a significant impetus for design.

- **Situational Judgment:** *NM RECTE* offers a set of exercises in practical applications, not merely in academic analyses. Each new lesson, formative assessment, capstone project and activity will be designed not to produce a student who can regurgitate facts, but one equipped to make decisions and engage in behaviors that enable success in the workplace.
- **Career Context and the Career Pathways Index:** Everything in employability skills building will be presented within the context of a particular career, or up to three pathways introduced in a single lesson.

Working from these five approaches, NM PED has identified two sets of activities that will amplify this design model including: (1) development of an online platform through which any high-school student in the state can enroll in one or more of the CTE courses offered; and (2) development and upload to the platform of customized CTE courses, Courses include:

- Career Exploration - to help students recognize their interests and career goals.
- Rigorous Pre-Algebra, Algebra 1, and Geometry—to make math learning contextual to the workplace so students can see how math skills are used in different careers.
- A series of community and business podcasts that are aligned with course content and high-demand careers to give voice to the shared goals of students' career choices.

Course content will mirror each local area's high-demand careers, as identified in New Mexico's Perkins V Comprehensive Local Needs Assessment (CLNA) for 2020.

All math courses included in this development will be aligned to state standards, designated for high-school graduation credits by the NM PED, and articulated for college credits and industry certifications.

- 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.")

In reviewing the Scope of Work, NS4ed is the one source capable of providing the required professional services in the following ways:

- A. NS4ed, LLC is the sole source provider, sole publisher, sole ASP hosting source, and sole distributor of the *Pathway2Careers (P2C)* career identification and readiness platform. P2C is federally trademarked and 100% of its properties and systems are solely and wholly owned by NS4ed. NS4ed has not reassigned any rights to any other entities to sell or host these programs.

Pathway to Careers (P2C) is a bridge between education and industry to help educators connect with the realities of their local job market.

1. P2C is a flexible framework that allows educators to explore labor market information and access innovative methods for preparing students for careers.
2. The P2C platform provides a labor market exploration system to identify high-value career destinations for students.
3. P2C provides specifically crafted career readiness resources to ensure student users become career ready.

4. P2C exclusively utilizes its extensive labor market analysis, delivering the most high-value career options in local communities to users.
 - a. P2C utilizes numerous datasets, dependent upon the individual needs of each client or user, to create personalized analysis to connect clients to data specific to their concerns, needs, and location.
 - b. P2C develops a community profile for each entity.
 - c. P2C produces custom reporting by community and region.
 5. NS4ed currently hosts, and has proprietary ownership of, website domains used by NMPED including <http://careerpathways-nm.com/> and <http://www.echs-nm.com/>. NS4ed updated the backend design for <http://careerpathways-nm.com/> in order to provide a more user-friendly, supportive experience for its customers. Regular updates for the <http://www.echs-nm.com> website occur weekly, at a minimum.
 6. NS4ed has developed self-directed tutorials and online training courses on the use of labor market information in educational practices. Dr. Danielle Tallent, Chief Learning Officer at NS4ed, has provided focused professional development to educators in New Mexico on the use of LMI and <http://careerpathways-nm.com>. She focuses primarily on career readiness resources and the use of labor market data in educational settings, making information relatable and developmentally appropriate to learners of diverse ages and backgrounds.
- B. NS4ed, LLC is the sole source provider, sole publisher, sole ASP hosting source, and sole distributor of the *Pathway 2 Algebra, Pathway 2 Geometry, and Pathway 2 Pre-Algebra* (P2A, P2G, P2P-A) career-focused curriculum and learning management platform. The P2A, P2G, and P2P-A is federally trademarked (pending) and 100% of its properties, design, and learning systems are solely and wholly owned by NS4ed. NS4ed has not reassigned any rights to any other entities to sell or host these programs.

Pathway 2 Algebra, Pathway 2 Geometry, and Pathway 2 Pre-Algebra, NS4ed's proprietary curriculum, is *unique* among all Algebra and Geometry products as it is the only curriculum available today that merges careers guidance into academic learning. Other Algebra and Geometry curricula are either hardcopy books, or online interactive lessons that have mostly remained constant over the past decades. *Pathways* relies on robust labor market data tools, educational research, and a robust career assessment to guide our development efforts. We encourage the use of informed career readiness practices in educational settings so that learning is not taught in "silos" apart from real-world applications.

Pathways is also the only Algebra and Geometry curriculum that structures learning around the 16 career clusters identified by the US Department of Labor. P2C's online curricula lessons include more than 100 lessons which teach math in the context of 100 occupations from the 16 clusters. Unlike other curricula, *Pathways career contexts* are easily updated to maintain current labor market information without having to purchase a new "edition."

Pathways is an *education with distinction* model of career-focused learning, and this distinguishes it from other math curricula on the market today. *Pathways* P2C is the

only curriculum that can add, modify, or enhance lessons to reflect changing demands of the state's economy; i.e., real-time labor market information (LMI).

1. Over one hundred different math lessons presented in the context of over one hundred different careers, with each lesson focusing on a single, unique career.
 2. Complete career integration throughout each lesson, including teaching examples and practice exercises presented in the context of a single spotlighted career.
 3. Career-focused lessons that have been assigned a Quantile measure by MetaMetrics to provide the ability for instructors to match math readiness with appropriate career-focused lessons.
 4. Diverse career representation from all sixteen different career clusters within the National Career Clusters Framework to provide balanced career exposure.
 5. Unique focus on high-demand, high-wage occupations with emphasis on everyday occupations with traditionally limited career exposure, including: brickmasons, cost estimators, hydrologists, actuaries, operations research analysts, and more.
 6. Career spotlight pages for each lesson that walk students through an in-depth review of labor market data, career-related tasks, potential employers, education requirements, career videos, and math concepts used on-the-job.
 7. Lesson content that is organized around unique career-focused sections with the following section titles: *Career Spotlight*, *Step into the Career*, *On the Job*, *Career Spotlight: Practice*, and *Career Spotlight: Check*.
 8. Unique emphasis on in-depth and detailed application of math concepts, with lesson content focused exclusively on demonstrating math concepts applied to everyday work tasks.
- C. NS4ed, LLC is a sole source provider of the *Quantile Mathematics Assessment* measure used in the P2C system and all of its components. The quantile measure uniquely identifies each lesson from the P2A, P2G, and P2P-A system and assigns it a quantile measure. The measure is uniquely applied to evaluate students' performance, growth, and career readiness.

Pathways incorporates the *Quantile Mathematics Assessment* which provides students with a unique Quantile measure that indicates the skills and concepts they are ready to learn. This information allows educators to more easily align instruction and educational materials with a student's current skill level. The P2C assessments also provide the ability to track students' mathematics growth with multiple assessments throughout the year – beginning, middle, and end. As well as Quantile assessments, *Pathways* provides access to the Quantile Career Database with hundreds of Quantile-measured occupations. Using their Quantile measure from the P2C math assessments, students can review occupations for which they are mathematically prepared to access. The purpose of the database is to provide a critical point of connection for students, allowing them to see how their learning applies to their current and future employment potential. Again, this depth of assessment is not available elsewhere in the market today.

Exclusive features of the P2C math assessments developed by MetaMetrics include:

1. Ability for teachers to use student Quantile measures received from the P2C math assessments to understand math readiness and match students to appropriate P2C career-focused lessons
2. Use of the Quantile Career Database from MetaMetrics to explore career preparedness for occupations presented within the P2C math lessons
3. Independent, student-centered exploration of P2C career-focused lessons using personal Quantile measures to identify lessons aligned with math preparedness
4. Assessment items that were selected to be more career-focused in nature
5. Selection and organization of items from the Quantile Item Bank that is unique to the P2C math assessments

- D. NS4ed, LLC is the sole source provider, sole publisher, and sole distributor of the *DWS Career Facilitators Guides*. The *DWS Career Facilitators Guides* are a unique and customized analysis of the career approach to be used by students, teachers, and administrators within the system of NMPED. 100% of its properties, design, and instructional models are solely and wholly owned by NS4ed.

NS4ed developed career facilitators guides and updated lesson plans for Career Solutions as a tool for career exploration with New Mexico students.

1. Custom facilitators guide for Career Solutions
2. Printed and digital guide to outline strategies for the use of the New Mexico Career Solutions site as a tool for career exploration with New Mexico students.
3. Yearly updates to lesson plans for Career Solutions
4. A series of lessons are presented that highlight relevant features of the site and provide recommendations for helping students use the site to engage in effective career exploration
5. Lessons in the guide are cumulative and build upon the knowledge acquired in previous activities

- E. NS4ed, LLC is the sole source provider, sole publisher, sole ASP hosting source, and sole distributor of the *NM True LMS* used in the P2C system and all of its components, including, but not limited to, P2A, P2G, and P2P-A. The NM True LMS is available and open to everyone in the state of New Mexico. The NM True LMS has interoperability to 3rd party systems with hosting provided by AWS. 100% of its properties, design, and architecture are solely and wholly owned by NS4ed and resides on a duplicate network within the AWS hosting model.

NS4ed has developed a custom Learning Management System to support the interwoven components of RECTE.

1. Courses are capable of displaying complex lectures, featuring mixed multimedia, formatted text, links to external resources, and the ability to dynamically pull content by integrating with the O*NET web API.
2. Courses are capable of assessing students by utilizing an integration with the MetaMetrics API for quantile assessment.
3. The LMS is able to scale reliably to support large numbers of courses and students.

4. From within the LMS, teachers are able to create a new course, author course content, delete an existing course, manage enrollment for any courses including the ability to lock and unlock enrollment manually or by date, and the ability to add or remove students from a class.
 5. Teachers have access to a complete editor that allows the creation or modification of an entire course within the LMS.
 6. A gradebook utility is available for teachers to review, edit, and enter grades for students in their courses.
 7. Students are able to search for, and enroll in, courses, view lecture content, submit assignments and complete assessments.
 8. Students are able to review past submissions and view upcoming assignments.
 9. Administrative accounts have the ability to create, read, update, or delete any course and any other accounts.
 10. Reporting is available at several levels of granularity: student, class, school, and district. That is, teachers should be able to generate reports on individual students or classes. Administrators are able to generate reports on entire schools and school districts, in addition to the individual student and class.
 11. Students are able to save career profiles they are interested in to their profile for later use. Individual career profiles will have data from either O*NET's API, MetaMetrics' API, or both.
- F. NS4ed, LLC is the sole source manager for *Front Porch Studios*. Front Porch studios produces and delivers podcast that are both unique and delivered explicitly for the P2C system and all of its components. The delivered material and 100% of its recording, processing, design, and approach are 100% solely and wholly owned by NS4ed, LLC.

Front Porch Studios provides a broad communication strategy for RECTE with interviews and audio recordings of businesses across NM.

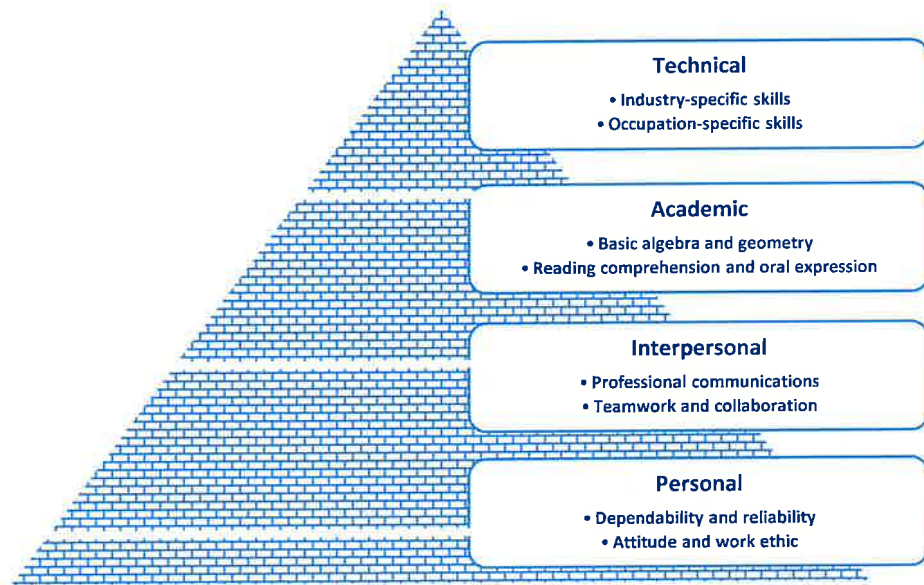
1. Content of audio interviews with employers and those currently employed in current high wage, high demand jobs in New Mexico including questions asked and response details will be informed by current content in the learning platform.
2. Audio interviews will be integrated throughout the learning platform to reinforce principles and skills learned as students' progress through the curriculum.
3. Audio interviews will be integrated throughout the learning platform as potential careers are explored. This will serve as a form of virtual mentoring between students and those employed in the field.
4. Offered audio interviews are electronically integrated into a student's learning experience in the Learning platform.
5. Audio interview recording opportunities will be included as part of NM RECTE events and activities.
6. The podcasting project with the Navajo Preparatory School will include podcast/broadcasting best practices, but also incorporate relevant practices and skills contained in the learning platform curriculum.
7. Audio interviews will be also distributed as a podcast through RSS delivery and online streaming, including promotion for the NM RECTE program and other NM CTE efforts.

8. Promotion of the NM RECTE project and the innovative inclusion of audio interviews to reinforce learning will target both larger educational and podcast online communities by NS4ed and Front Porch Studios staff.

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.***

NS4ed is uniquely qualified to fulfill the intended purpose of the contract in the following ways:

- A. NS4ed recently conducted needs assessments for the 10 CTE regions in New Mexico, led meetings to discuss those assessments and developed reports for each region to serve as the foundation for the development, improvement, approval, and funding of NM CTE programs. This previous work easily segues into the development of reports for each region analyzing the impact of the worldwide pandemic and New Mexico's specific economic situation so that needs assessments can be updated.
- B. NS4ed has five years' experience working with HPREC, NMPED, and the New Mexico Association for Career and Technical Education. Having personal, experiential knowledge of initiatives and efforts during these partnerships means that NS4ed can jump right into the Scope of Work without taking valuable time to learn the history of efforts to date. Additionally, Joseph Goins, CEO of NS4ed, has built working relationships based on mutual respect and trust with representatives from HPREC and NMPED as well as principals, counselors and other leaders in the state's Early College High Schools. Joseph Goins' many visits to Early College High Schools has allowed him to develop a personal, working knowledge of each school, including areas of strength and expressed areas for growth. Based on this familiarity, NS4ed is uniquely qualified to offer more personalized, targeted and exceptional service.
- C. The components of the demonstration proposal are designed to be interdependent. The proposed components of the project, taken together, incorporate learning objectives that position a student for a lifetime of personal and professional success. Academic competencies alone prepare no one for the realities of the world of work. Likewise, technical competencies are only a piece of the puzzle. Personal and interpersonal skills were identified by New Mexico employers as their top priorities, but even these critical skills alone do not prepare a student for the rigors of the professional world. Only the comprehensive skills profile identified by New Mexico employers during the 2020 Comprehensive Local Needs Assessment initiative optimally positions the student for success in New Mexico's 21st Century workplace. The Comprehensive Local Needs Assessment was conducted and managed by NS4ed, LLC and all its resources, which solely makes it uniquely qualified to manage and distribute the critical components of the RECTE.
- D. The competency pyramid described by New Mexico employers' rests on a foundation of personal and interpersonal capabilities, and on that foundation are built the academic and technical competencies that complete the model and position the student for success within the RECTE.



The unique value proposition of this proposal is the optimization of the nexus of education strategy and economic growth. Only by aligning the educational priorities of individual New Mexico districts with the priorities of local employers can that education-industry alignment be optimized to produce the highest-value opportunities for the students and the most significant impact for the economic prospects of those communities.

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Pathways is an *education with distinction* model of career-focused learning, and this distinguishes it from other math curricula on the market today. *Pathways P2C* is the *only* curriculum that can add, modify, or enhance lessons to reflect changing demands of the state’s economy; i.e., real-time labor market information (LMI).

VII. Explain why other similar professional services, services, construction or item(s) of

tangible personal property *cannot* meet the intended purpose of the contract.

Similar professional services cannot meet the intended purpose of contract due to the proprietary nature of domains necessary to fulfill the Scope of Work as designed by the Agency. Additionally, without having experiential knowledge of work previously completed by NS4ed, the SOW as presented cannot be completed by another educational consultant within the time-frame of the contract, as proposed.

- 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.

HPREC did an extensive search on the internet, as well as the GSD Price Agreements, and found no contractor that can offer professional experience in public education, workforce development, curriculum development, employer engagement and private industry.

In addition, the Executive Director of HPREC has done extensive research around career and technical education (CTE), mathematics and career readiness, as well as Workforce Readiness. At the national level, Dr. Joseph Goins has been the content person for the Association of Education Service Agencies (AESA). His broad background makes him the expert in developing current research into practice. Dr. Goins has provided his knowledge and expertise in multiple states over the past several years developing credibility across the nation's service centers.

Certified by:

Date: 10/14/2021



Agency Chief Procurement Officer

Agency Approval by:

Date: 10/14/2021



Agency or Entity Head or Designee