



HIGH PLAINS REC #3 SOLE SOURCE REQUEST AND DETERMINATION FORM

A sole source *determination* is not effective until the *sole source request for determination* has been posted for thirty (30) calendar days without challenge, and subsequently approved in writing by the State Purchasing Agent or, for Professional Services Agreements, the Secretary of the Department of Finance and Administration. The foregoing requirement is regardless of whether the *sole source request for determination* has been signed by the Agency and/or the Contractor.

I. Name of Agency: **High Plains Regional Education Cooperative #3**

Agency Chief Procurement Officer: **Brandon Hightree**

Telephone Number: **(575) 445-7090**

Agency Contact for this request: **Brandon Hightree**

Telephone Number & Email Address: **(575) 445-7090; bhightree@hprec.com**

II. Name of prospective Contractor:
Charles A. Dana Center at the University of Texas at Austin

Address of prospective Contractor:

3925 W Braker Lane

Suite 3.801

Austin, Texas 78759

Contact Name, Telephone Number and Email Address:

Shelly Ledoux

(512) 471-6190;

shelly.ledoux@austin.utexas.edu

Amount of prospective contract before tax: **\$272,700.00**

Term of prospective contract: **12 months**

Note: For terms longer than one year, Request for Policy Exemption from DFA MUST be included.

III. Agency is required to state purpose/need of purchase and thoroughly list the services (scope of work), construction or items of tangible personal property of the prospective contract (if this is an amendment request to an existing contract, include current contract number issued by SPD):

PURPOSE:

- Convene and facilitate high school mathematics working groups to develop post Algebra/Geometry course frameworks aligned to the New Mexico Public Education Department adopted high school mathematics standards.
- Co-plan with the New Mexico Public Education Department processes for developing recommendations for high school math pathways beyond Algebra/Geometry and broad learning goals for courses aligned with high school math pathways.

SCOPE OF WORK:

- Contractor will co-plan with the PED Math and Science Bureau processes for developing recommendation for high school math pathways beyond Algebra/Geometry and broad learning goals for courses aligned with high school math pathways.
 - Contractor, in consultation with PED Math and Science Bureau to determine appropriate participants, convene K-12 workgroups to develop post Algebra/Geometry course frameworks aligned to the New Mexico Public Education Department adopted high school mathematics standards.
 - Contractor will support the working group to develop a public draft to release in January 2024;
 - Contractor and working group will host up to five informational and feedback session, in-person or virtually, to collect feedback;
 - Contractor will support the working group to develop a final set of recommendations to the PED by June 30, 2024.
 - Contractor will facilitate working group meetings (up to 10 days) through face to face, virtual synchronous and asynchronous working sessions, monthly study groups meetings.
 - Contractor will meet at least every week in person or virtual with the PED Math and Science Bureau to coordinate the program by sharing strengths, solving problems and planning for the future.
- IV. Provide a detailed explanation of the criteria developed and specified by the agency as necessary to perform and/or fulfill the contract and upon which the state agency reviewed available sources. (Do not use “technical jargon;” use plain English. Do not tailor the criteria simply to exclude other contractors if it is not rationally related to the purpose of the contract.)

The New Mexico Public Education Department (PED) has invested in several strategic, state level initiatives to improvement mathematics instruction and student achievement K–12. This started with the development and release of the New Mexico Math Framework in July 2021. As the PED works on continuing to support all students in access high-quality rigorous and relevant mathematics, a concern from public school districts, state-chartered charter schools, higher education, industry and the Legislature are the opportunities for students to succeed in mathematics once they leave high school.

The PED is leveraging an independent group with experience in facilitating large groups of stakeholders to dive deeply into the Common Core State Standards for Mathematics, identify essential concepts, and ensure math pathways are relevant for all students.

- 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.”)

The Charles A. Dana Center has demonstrated success in [supporting other states](#) with similar demographics to support the expansion of high school math pathways. The Charles A. Dana Center has authored [several reports](#) and [produced research](#) which outlines the expertise they have to plan and execute the services outline above.

- VI. Provide a detailed, sufficient explanation of how the professional service, service, construction or item(s) of tangible personal property is/are ***unique and how this uniqueness is substantially related to the intended purpose of the contract.***

The Charles A. Dana Center has demonstrated success in [supporting other states](#) in the nation to support the expansion of high school math pathways with their program also being cited as effective in the [What Works Clearinghouse](#).

This vendor has authored [several reports](#) and [produced research](#) (indicated above) that serves as the foundation for facilitating a working group of diverse math educators, with a deep knowledge of math pathways in higher education. This knowledge plus current professional learning work done throughout the state, make them the one source capable to start the work needed to support the PED and educators throughout New Mexico in development expanded math pathways.

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

The Charles A. Dana Center’s deep knowledge in the convening and facilitating of a high school working group of educators, post-secondary, informal, and workforce sector members make them the one source capable to support the continued work of the high school working group. This vendor is the only candidate to lead this work as they have supported the working group to start initial conversation and work around framing rigorous courses.

This deep knowledge, unique capabilities and experiences with New Mexico’s curriculum, educators, and leadership make the Charles A. Dana Center the one source capable of providing the required services outlined in this document effectively and in a timely manner.

- 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.

The PED reviewed trade publications, such as *Invigorating Change in High School Math*, the [What Works Clearinghouse](#), and analysis done by [Education Strategy Group](#) on programs to support developing math pathways.

Certified by:

Date: Aug 4, 2023

Bando Hightee

Agency Chief Procurement Officer

Agency Approval by:

Date: Aug 4, 2023

R. Stephen Aguirre

Agency or Entity Head or Designee








Sole Source Justification_Math Pathways 23-24

Final Audit Report

2023-08-04

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