HIGH PLAINS REGIONAL EDUCATION COOPERATIVE #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 Executive Director.

I.   Name of Agency: High Plains Regional Education Cooperative #3 (HPREC)

    Agency Chief Procurement Officer: Gary E. Gabriele

    Telephone Number: 575-445-7090

II.   Name of Prospective Contractor:
    Johns Hopkins University's School of Education Center for Social Organization of Schools
    Bob Balfanz, Ph.D.
    Everyone Graduates Center

    Address of prospective Contractor:

    2701 North Charles Street, Suite 300
    Baltimore,Maryland   21218

    Amount of prospective contract: $130,000

    Term of prospective contract:

    October 15, 2016 thru June 30, 2017

III. Please thoroughly list the services (scope of work), construction or items of tangible personal property of the prospective contract:

    a. The contractor will assist the NMPED in the development and implementation of a web- based Early Warning Systems tool for New Mexico's schools, including a data-based dashboard that will allow schools to: 1) identify students who are showing signs that they are at risk of dropping out of high school; 2) match these students to interventions to get them back on track for graduation;and 3) monitor students' progress in those intervention.

    b. The contractor must have at least 5 years of experience providing technical assistance and support to states on the effective implementation of an Early Warning System.

c. The contractor must be able to assemble a team of facilitators with multi-year experience implementing early warning systems in schools and districts.

d. The contractor must have conducted original research on early warning indicators, as well early adopters of early warning systems and be a part of a university research center which has done work on the impacts of poverty.

In addition, the contractor will provide project implementation guidance and support, professional development, training materials, as well as implementation survey and evaluations for New Mexico Public School and State Charter School counselors, teachers, administrators, and other relevant school or district personnel on effective implementation of a systematic Early Warning Systems (EWS) by:

a. Working collaboratively with PED and HPREC to develop an agenda for up to a 4-day workshops to occur Spring/Summer 2017 in New Mexico that includes topics related to New Mexico's EWS on-line tool and strategies for implementing EWS supports. Workshops will be targeted for new adopters and more in-depth training for early adopters (Cohort I and Cohort II).

b. Providing EWS expert consultants, facilitators and/or speakers for delivery of the EWS workshops. These professional shall have an extensive reputable background in EWS delivery systems. Provide names, position, and agency of presenters and facilitators to HPREC by February 28, 2017.

c. Presenters for the keynote and general sessions (including panel discussions)

d. Facilitators for the facilitated action planning.

e. Providing copy of workshop materials in electronic format to PED for approval four weeks prior to the workshop, as well as the sequence of the materials. Materials will include all PPT presentations, facilitated team worksheets, facilitated team discussion reference sheets, resource information, presenters and facilitators names and biographies. Note: HPREC will print all materials.

f. Develop and provide to HPREC new trainer-of-trainer Power Point and training manual to be disseminated to all early adopter schools. Send training PPT and training manual to HPREC at least 4 weeks prior to conference.

g. Provide content expert facilitators/coaches to provide site visits to identified, early EWS adopters during the 2016-2017 school year and follow-up conference calls to the sites visited.

h. Provide content experts and trainers to develop and facilitate three webinars during the 2016-2017 school year for early adopters (Cohort I and Cohort II).

i. Development and dissemination of additional EWS training videos to support on-site EWS training and implementation. Each video will be accompanied by a brief description, duration of video, and materials for embedded activities, as appropriate

IV. Provide an 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 mission is to develop and disseminate the know-how required to enable all students to graduate from high school prepared for college, career, and civic life. Through a systematic and comprehensive approach, the combination of the analysis of the causes, location, and consequences of the state's dropout crisis with the development of tools

and models designed to keep all students on the path to high school graduation, and capacity building efforts to enable states, communities, school districts, and schools to provide all their students with the supports they need to succeed. The contractor will seek to identify the barriers that stand in the way of all students graduating from high school prepared for adult success, to develop strategic solutions to overcome the barriers, and to build local capacity to implement and sustain them.

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 Everyone Graduates Center at the School of Education, Johns Hopkins University, led by Dr. Robert Balfanz, is the only organization which did the original research identifying early warning indicators for high school graduation and as such has the deepest experience working with states and school districts to implement early warning systems. As such they are the only organization which can assemble a team of experienced educators with prior experience implementing early warning systems, as well as connecting early warning systems to college readiness and the impacts of poverty on student success to serve as facilitators and provide new users with the ability to learn from other practicing educators.

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.*

In order to enable all students in the U.S. to graduate from high school ready for college and career, it is necessary to understand the factors that impede this, as well as the most promising paths to enable it.

Toward this end, the analytic work of Johns Hopkins is aimed at providing the necessary information for policymakers, advocacy organizations, practitioners, and community members to engage in more informed data-based decision making and action.

The current focus of Johns Hopkins' analytic work is:

a. Establishing the magnitude of the nation's, state's, and community's graduation rate crisis.

b. Identifying the students, schools, school districts, and states most in need of additional actions and resources.

c. Highlighting the policies and interventions required to assure that students successfully navigate the key transition points toward graduating from high school equipped for success in post-secondary schooling and the workforce.

From this, New Mexico's Early Warning System (EWS) will enable schools and districts to identify students who may be at risk for academic failure and to monitor these students' responses to interventions. The EWS relies on student level data available at the school, district and state level including

indicators for attendance, course failures, behavior, grades, and third-grade reading proficiency to calculate potential risk for eventual dropping out. The intended purpose of the EWS is to support students with an increased risk of academic failure, in order to get them back on track for academic success and eventual graduation.To promote efficacy of the system and fidelity of implementation, the PED desires to provide professional development to schools in alignment to the scope of work below.

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

Many high school dropouts send distress signals long before they actually drop out of school, often as early as middle and elementary school. An Early Warning System utilizes data to help schools accurately identify individual students likely to become disengaged and drop out of school and to then identify, develop and provide effective and appropriate dropout-prevention strategies.

At-risk indicators are often identified as attendance, failing core courses, and other course performance data such as credits earned and grade point averages. Students that have more than one indicator identified have an even higher probability of dropping out of school. Identifying students at risk of dropping out by using an early warning system is only the first step in addressing the dropout challenge. The next step is to identify and provide effective and appropriate dropout-prevention strategies, tailored to the needs of the individual student. Studying the indicators used by the early warning system can help school officials target students at risk of dropping out with appropriate interventions needed for success in school.

Johns Hopkins is the only organization which can assemble a team of experienced educators with prior experience implementing early warning systems, as well as connecting early warning systems to college readiness and the impacts of poverty on student success to serve as facilitators and provide new users with the ability to learn from other practicing educators.

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; reviewing telephone books and other advertisements; contacting similar service providers; and reviewing the State Purchasing Agent's vendor list. 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.

After extensive research on the internet, as well as the State of NM vendor list, it was determined that Johns Hopkins is the only organization which can assemble a team of experienced educators with prior experience implementing early warning

systems, as well as connecting early warning systems to college readiness and the impacts of poverty on student success to serve as facilitators and provide new users with the ability to learn from other practicing educators.
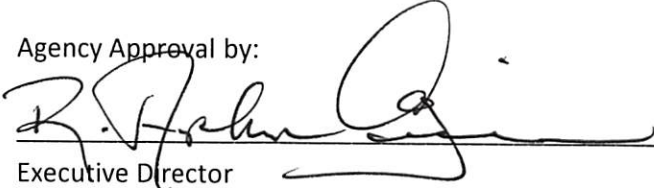
Certified by:

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Agency Chief Procurement Officer

Date: 9-14-16

Agency Approval by:

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Executive Director

Date: 09-14-2016