



STATE OF NEW MEXICO 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 Chief Procurement Officer 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: Gary E. Gabriele

Telephone Number: 575-445-7090

II. Name of prospective Contractor:

NS4Ed, LLC.
Joseph Goins, CEO

Address of prospective Contractor:

382 Cypress Pointe Drive
Lenoir City, TN 37772

Amount of prospective contract:

\$200,000.00

Term of prospective contract:

7 Months

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

I. Early College High Schools

1. Host and facilitate multiple in person meetings and monthly webinars of Early College High School stakeholders to create Community of Practices across New Mexico. Goals are A) stakeholder buy-in for administrative code definition of the key elements of an ECHS, and B) input for developing an ECHS manual.

2. Based upon stakeholder input, CONTRACTOR shall develop a comprehensive manual for use by existing ECHS principals and leaders aspiring to launch an ECHS.
3. Work collaboratively with PED to develop professional development for ECHS leaders. Such program shall include individual phone support and regional gatherings to advance the ECHS mission and outcomes in New Mexico. Data Driven Decision making and NM Dash topics shall be delivered in collaboration with the PED's Priority Schools Bureau. Additional training shall be based upon national associations and practices that advance and improve access to postsecondary education.
 - a. Each ECHS team should consist of 3 or more members.
 - b. A minimum of 12 schools should be represented in the training cohort.
 - c. Series shall culminate with a year-end event in which ECHS participants deliver their best-practices and successes throughout the year.
4. Host the ECHS website. Provide weekly newsfeeds to principals. Host a bulletin board for asynchronous communication among ECHS leaders.

<http://www.echsnm.jcostilla.com/> (ECHS). Contractor will host and provide updates to the ECHS website.

Provide appropriate staffing for facilitation and implementation of the ECHS effort, secure meeting locations, contract with content consultants, provide registration mechanism, facilitate surveys and provide lodging and mileage reimbursement to eligible workshop participants.

5. Provide the DEPARTMENT an annual written report not later than June 30, 2018, showing outcomes as a result of this agreement. Specific contents shall include:
 - a. Participant list
 - b. Attendee count for each event
 - c. Attitude survey of participants
 - d. Pre- and post-participation metrics for participating schools (report card grade, attendance ratios, graduation reports, counts of DC enrollees).

II. Workforce Readiness

1. Facilitate meetings in the four Workforce Investment Opportunity Act (WIOA) board regions of the state in cooperation with NM Department of Workforce Solutions (DWS). Goal is to implement action plans to advance the career and technical education system. Specifically, each region needs to incorporate workforce representatives into existing advisory structures. In areas where advisory structures are weak or non-existent, CONTRACTOR will facilitate connecting relevant individuals and launching advisory teams. Oversee advisory meeting schedules and agendas, and where needed, facilitate the process.
 2. Coordinate with the New Mexico Career Technical Leadership Project (CTLP) and New Mexico Association of Career Technical Educators (NMACTE) statewide advisory groups to incorporate DWS-connected individuals. The goal is for advisory boards to assist with the execution and vision of New Mexico's career readiness initiatives through collaboration and inclusion in the action plans.
 3. Partner with PED and DWS to promote workforce development resources to strengthen and structure a student's work based learning experience for use by New Mexico educators, counselors, administrators and employers. Resources shall include those developed during the prior contract period and the NM Career Cluster Guide . Includes training on DWS data (Laser system) for ECHS principals and other interested secondary and postsecondary school administrators.
 4. Host the workforce website. Provide weekly newsfeeds to subscribers. Host a bulletin board for asynchronous communication among workforce and education leaders.
 5. Provide appropriate staffing for facilitation and implementation of the Workforce Readiness effort, secure meeting location, contract with content consultants, provide registration mechanism, facilitate surveys and provide lodging and mileage reimbursement to eligible workshop participants.
 6. Provide the DEPARTMENT an annual written report not later than June 30, 2018, showing outcomes as a result of this agreement. Specific metrics shall include:
 - a. Participant list including all DWS-related attendees
 - b. Count of attendees at each event
 - c. Programs of study launched or modified as a result of this work
 - d. CTE advisory committee members added as a result of this work.
- 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 agency desires to conduct research related to Early College High Schools and to present the findings from that research in an ECHS summit in the summer of 2018. The research is to include a survey of ECHS teachers, counselors and administrators. Research into national associations and practices that improve access to postsecondary education through ECHS's will be made available to New Mexico's ECHS and the associations that support it.

The agency also desires to conduct research and to share the results of the Building Career Pathways to Credential Attainment and Workforce Opportunities Report in town hall meetings in each of the state's four WIOA regions. All of the research will expand on the published PED websites.

Teacher professional development programs will be developed to support high-yield instruction in approved pathways. Contractor will host monthly webinars to create a community of practice for ECHS principals in New Mexico. This work will build off the 2016-2017 ECHS work conducted by NS4ed, LLC. The ECHS Professional Development will develop a training program that is based up on the Professional Standards for Educational Leaders, formerly known as the ISLLC Standards

A Work-Based-Learning toolkit will be deployed online for use by New Mexico educators, counselors, administrators and employers.

Members of the proposed team will work together with education, economic, and workforce development institutions and workgroups in New Mexico, on behalf of the state education agency.

Contractor will development a policy handbook into the existing policies that affect ECHS and their partners. The intent is to deliver a comprehensive manual for use by existing principals and develop a roadmap that is usable by aspiring ECHS models.

- 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 order to properly conduct the research identified above and to disseminate and implement the findings, a contractor must have experience in both educational theory and administration, in addition to sophisticated capabilities in labor market and economic analysis. The relevance of the state's Career Technical Education and Work Based Learning strategies to the realities of regional career opportunities is a theme throughout the Workforce Readiness statement of work. Experience in state-level implementations of workforce readiness credentials is essential. Translating the needs of employers, who do not speak the language of educators and curriculum developers, into learning objectives and work-based learning standards requires a perspective borne of experience in private industry, educational administration, curriculum development, the federal workforce development system and regional career readiness initiatives. NS4Ed, LLC., as directed by Dr. Joseph

Goins and the team he has assembled, possess this broad-based set of skills and experiences.

NS4Ed, LLC. has unique capabilities around the research being proposed by PED through its assembled staff with expertise in each area being proposed in Early College High School and Workforce Readiness. The staff at NS4Ed is comprised of several aspects that range from policy, practice, process, and technical. First, from the policy standpoint, Dr. Goins represents 25 years in public education. Dr. Goins has worked in various states to develop career infused programs, Dr. Goins has help establish statewide career systems in Alabama, West Virginia, Indiana, New York, Mississippi, Kentucky, Louisiana, Oregon, and Texas. His policy work has been directly related to workplace readiness and k12 policy around career readiness in high schools. He has his Ed.D from Vanderbilt University where he focused his research on Individual Career Programs and defining Career and College Readiness.

Additional staff includes Trevor Stokes, an economic and workplace specialist. Trevor Stokes directs workforce programs for the Arizona Commerce Authority. He also regularly serves as a subject matter expert in labor market analysis to support career-driven curriculum development, regional economic research and growth planning, industry sector partnerships, educational product development and public policy recommendations. Personal experience in secondary education, adult technical training and workforce development have contributed to a practical and digestible approach to interpreting and applying labor market data. An in-demand public speaker, he has addressed a range of audiences both national and local, ranging from the federal Economic Development Administration Conference to the Arizona Association of School Boards. Before joining the ACA, Trevor provided leadership to some of the country's most innovative and successful career-driven education and workforce development initiatives, including GoBuild Alabama, Work Ready Austin, and the Kentucky Career and College Readiness Transformation. His writing and research have contributed to successful efforts to secure Race to the Top, AMJIAC, Workforce Innovation Fund and Ready to Work federal grants.

Dealing with practice, NS4Ed works with Dr. Gary Adcox. Dr. Adcox has also work closely with state and federal legislators collaborating with leaders of Tennessee Independent Colleges and Universities Association (TICUA), Tennessee Board of Regents (TBR), UT system institutions and the Executive Director and staff of the Tennessee Higher Education Commission in defining and addressing educational and workforce development issues across the state. As a board member of Tennessee Student Aid Commission (TSAC), Dr. Adcox is uniquely familiar with the financial policies and administration of educational lottery scholarship programs. Dr. Adcox has spoken nationally and internationally on a variety of topics including diversity and inclusion, change management, team development, leadership, character education, and best practices in retention. His expertise and dedication to educational and workforce development issues on a state and federal level has allowed him the opportunity to provide testimony before the Tennessee House and Senate Education Committees as well as before the Joint Government Operations Committee on matters effecting education and workforce development policies. Dr. Adcox has also been afforded the opportunity serve as a special advisor to the Governor's Veterans' Education Taskforce and Drive to 55 Taskforce, and most recently, as an advisor to the Tennessee Higher

Education Authorization working group. Dr. Adcox is an innovative and transformational leader and holds a Bachelor of Science degree in Psychology from University of Maryland, a Masters of Education in Counseling Psychology from Boston University, a Doctorate of Management in Organizational Leadership from the University of Phoenix, and a Doctorate of Education in Higher Education Leadership and Policy from Vanderbilt University.

From a technical expertise, NS4Ed works with the staff at Metiri group. Metiri specializes in evaluation and research, curriculum development, professional development, readiness tools, district and state level visioning and planning, commercial product evaluation, and the development of policy, position, and white papers. Metiri's experience includes the evaluation of numerous National Science Foundation (NSF) projects, U.S. Department of Education, FIPSE grants, NCLB Title II D grants, as well as numerous state and district supported initiatives. In addition, Metiri Group has supported education technology initiatives for corporate and non-profit clients such as Intel, Cisco and Apple with 1:1 laptop evaluation, the development of online and face-to-face professional development courses, large scale visioning, assessment tools, leadership tools, and by authoring research-based white papers on technology integration. As a continual provider of professional development for K-20 education, Metiri works to bring research to practice through effective strategies and research-based materials.

- 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 has the exclusive capacity to not only develop the research from the best personnel available but to also utilize the technical capability to accomplish the following:

- Establish accountability for development of programs leading to career opportunities in high-growth, high-wage occupations.
- Facilitate conversation between education, workforce and economic development.
- Ensure career counselors have access to relevant regional labor market information and career pathways supporting employment opportunities.
- Benchmark workforce literacies for demand occupations.
- Promote systems integration and transformation using common data analysis and information.
- Develop a state portal to disseminate information constructed through research and delivered around best practices.
- Facilitate a state wide conference on Early College High School and Workforce Readiness
- Utilize Resources from various states to inform best practices for the state of New Mexico.

The desires of the agency do not fit into the qualifications of an educational research professional, or a workforce development practitioner or a curriculum developer or labor market analyst; indeed, the package of skills, experience and connections required by the

state to execute this concept are rare to the point of disqualifying all contractors except one, NS4Ed, LLC.

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


No other contractor currently offers professional experience in public education, workforce development, curriculum development, employer engagement and private industry.

- 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 Chief Procurement Officer'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.

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.

Certified by:

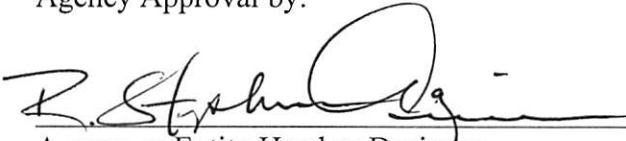
Date: 10-19-17



Agency Chief Procurement Officer

Agency Approval by:

Date: 10-19-2017



Agency or Entity Head or Designee

If this sole source relates to a procurement of general services:

- 1) the signature of the Chief Procurement Officer on this form certifies the sole source has been posted for thirty (30) calendar days and has received no challenges;
- 2) the sole source is granted as of the date of signature by the Chief Procurement Officer; and
- 3) the signature of the Chief Procurement Officer on this form is the final signature required for this sole source procurement.

If this sole source relates to a procurement of professional services:

- 1) the signature of the Chief Procurement Officer on this form certifies the sole source has been posted for thirty (30) calendar days and has received no challenge(s).