



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: \$136,000

Term of prospective contract:

October 1, 2017 thru June 30, 2018

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

Provide professional development for New Mexico public school and state charter school counselors, teachers, administrators, higher education partners and other relevant school or district personnel with a focus on Early Warning Systems (EWS).

Regional Visits

- a. Conduct regional visits to provide technical assistance and support. Contract with EWS expert consultants, facilitators and speakers for delivery of the EWS workshops, and pay for their fees, travel, meals and lodging. Such contractors shall have an extensive and reputable background in EWS delivery systems. Secure meeting locations conducive to the purpose of the workshops. Facilitation of visits may include fee for services to CONTRACTOR.

- i. Five (5) regional workshops shall occur in winter of 2017/2018 (before March 15, 2018). Target for each workshop is 7-10 implementing teams of three staff and 7-10 new teams of three staff.
 - ii. One day of the regional meeting will be focused on returning sites. The goal will be to provide refresher training, share implementation practices among sites, and highlight impact of EWS in New Mexico.
 - iii. One day of the regional meeting will be focused on new sites. The goal will be to provide introductory training for new schools and support planning for getting started. CONTRACTOR shall collaborate with College & Career Readiness Bureau staff in outreach, recruiting, and promotion of new sites.
 - iv. Where applicable geographically, trainings will be arranged in collaboration with the Bureau of Indian Education. Additional days for up to 2 regions will include content for specific training in partnership with the Bureau of Indian Education.
 - v. Sites can request an in-person visit to help reinforce implementation. Sites will apply for on-site visits and will be awarded based on school need and readiness to make use of additional training and guidance. These visits will usually occur the week of the regional meetings.
- b. Provide workshop materials for each participant and furnish a copy of such materials to PED for approval three weeks prior to the workshop. Disseminate EWS toolkits and resources for new adopters of the EWS.
 - c. Provide a registration mechanism and process, and provide registrant and participant data to the PED, disaggregated by school and job description of each attendee. Collect participant registration information for each workshop to determine lodging and mileage reimbursement eligibility.
 - d. Facilitate pre-workshop and post-workshop surveys to include staff membership and frequency of SAT meetings, utilization of intervention strategies, and number of students directly impacted by EWS efforts.

Remote Support

- e. Contract with EWS expert consultants for delivery of remote support for EWS implementation. Such contractors shall have an extensive and reputable background in EWS delivery systems. Remote support shall include:
 - i. Six (6) webinar opportunities that will highlight practices in New Mexico, provide new information on deepening implementation, and discuss opportunities to connect EWS to other initiatives.
 - ii. Sites can request hour-long planning sessions to review progress, participate in an updated training, or design upcoming events. A minimum of 15 sites shall be supported remotely, via conference call, screen sharing, and video conference.
 - iii. A monthly newsletter, delivered electronically to all sites that have attended training.

- 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.

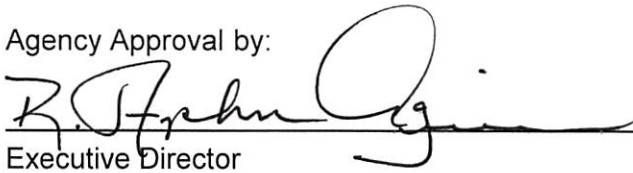
Certified by:



Agency Chief Procurement Officer

Date: 8-28-17

Agency Approval by:



Executive Director

Date: 08-28-2017