



## **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: Making Sense of SCIENCE

Address of prospective Contractor: 730 Harrison Street

San Francisco, CA 94107

Contact Name, Telephone Number and Email Address:

Patrick Moyle

559-451-5552

Pmoyle@wested.org

Amount of prospective contract before tax: \$108,000.00

Term of prospective contract: Completed by June 30, 2021

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:

To support up to two hundred and forty educators with the implementation of STEM Ready! Science Standard to increase the ability to analyze student work by creating a framework used in the remote or hybrid setting to support educators with having an evidence-based discussion about students' work and students' thinking. To examine and

come to understand students' ideas and the logic behind these ideas. To strengthen the educator's ability to make instructional choices in response to specific ways students are thinking. Educators will analyze the task design and make improvements to design a three-dimensional science task.

### SCOPE OF WORK:

A. Student Work and Student Thinking Framework for NM STEM Ready! Science Standards Implementation.

(1) Manage and coordinate, at the direction of PED Math and Science Bureau (MSB) staff, the delivery and implementation of a framework for evidence-based discussion about student's work and students' thinking in science as specified: a. The provider will develop a Canvas course consisting of four, 90 minute synchronous sessions with asynchronous work scheduled for thirty minutes between sessions for a total of eight (8) hours implementing a remote framework to support educators in examining student thinking and understanding using NM STEM Ready! Science Standards-aligned science tasks for grade bands K–2 and 3–5.

Topics may include:

- Development of Student Mental Models by interpreting evidence to:
  - Identify patterns in the way students think about the topic
  - Evaluate student work on the basics of specific learning objectives
  - Identify what a particular task reveals about students' understandings.
- Identifying learning gaps by analyzing students' responses which show incomplete or complete understanding of a specific Performance Expectations by recognizing what students are missing that leads to those gaps.
- Making decisions about instructional next steps for an individual student based on their ideas and understanding and weighing various instructional next steps' tradeoffs.
- Analyzing and evaluating the task for their potential to elicit and capture students' ideas.
- Evaluating the match between the task and the intended student learning outcomes based on the Performance Expectations.
- Supporting educators to identify the characteristics of good three-dimensional tasks for student learning and/or assessment
- Modifying tasks to evaluate the strengths and limitations of various assessment tasks through identification of shortcomings of the task typically used. Support educators in choosing three-dimensional assessment tasks that support all three dimensions of the NM STEM Ready! Science Standards and modifying tasks, so they are better aligned with a three- dimensional performance expectation.

B. The provider will deliver a total of eight (8) hours of professional learning for 240 elementary educators through four (4), 90 minute synchronous sessions with two (2) hours of asynchronous work between the sessions offered to twelve (12) different cohorts of up to twenty (20) educators.

C. The provider will include all course materials in an electronic version to all participants, including student work samples and NM STEM Ready! Science Standard task banks.

D. The provider will meet with MSB staff to coordinate the program by sharing strengths, solving problems and planning during and between cohorts.

- 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 vendor must be familiar with protocols to analyze student work. Specifically have protocols in the following areas:

- Development of Student Mental Models by interpreting evidence to:
    - Identify patterns in the way students think about the topic
    - Evaluate student work on the basics of specific learning objectives
    - Identify what a particular task reveals about students’ understandings.
  - Identifying learning gaps by analyzing students’ responses which show incomplete or complete understanding of a specific Performance Expectations by recognizing what students are missing that leads to those gaps.
  - Making decisions about instructional next steps for an individual student based on their ideas and understanding and weighing various instructional next steps’ tradeoffs.
  - Analyzing and evaluating the task for their potential to elicit and capture students’ ideas.
  - Evaluating the match between the task and the intended student learning outcomes based on the Performance Expectations.
  - Supporting educators to identify the characteristics of good three-dimensional tasks for student learning and/or assessment
  - Modifying tasks to evaluate the strengths and limitations of various assessment tasks through identification of shortcomings of the task typically used. Support educators in choosing three-dimensional assessment tasks that support all three dimensions of the NM STEM Ready! Science Standards and modifying tasks, so they are better aligned with a three- dimensional performance expectation.
- 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.”)

As NM PED works to support public school districts and state charter schools with implementation of NM STEM Ready! Science Standards, a concern from districts is the availability of K–5 NGSS task banks and protocols to review student work samples is a limited area. There are tasks developed for only a grade, but not the continuum from kindergarten to fifth grade with student work samples created. Making Sense of SCIENCE has developed a set of protocols and framework to review student work using K–5 NGSS

task banks with student work samples that will support educators in collecting formative assessment data tied to the NM STEM Ready! Science Standards and using the protocols of analyzing student thinking. The protocols developed by the MSS team can be located on their website ([https://we-mss.weebly.com/uploads/8/6/4/9/8649828/mssw\\_flier.pdf](https://we-mss.weebly.com/uploads/8/6/4/9/8649828/mssw_flier.pdf)). These protocols were designed to support educators in analyzing student tasks aligned to science standards.

- 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.***

Making Sense of SCIENCE has developed NGSS-aligned science tasks and protocols to support educators to identify student thinking based on the shifts of the NGSS. The protocols developed allow educators to identify weakness and strengths of student samples and the task design. Educators use protocols design to support a possible redesign of the task while identifying instructional strategies students may need during the identifying learning gap protocols.

Articles, white papers and research:

*Different effects on three professional development models on teach knowledge and student achievement in elementary science:*

<https://onlinelibrary.wiley.com/doi/abs/10.1002/tea.21004>

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

Northwestern/Next Generation Science Exemplar (NGSX) only focuses on 3-dimensional science implementation.

Boston College focuses on pre-service teacher's science implementation

- 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.

On 3/30/2021 the following vendors were contacted to determine if they could meet the scope of work: Northwestern/NGSX, Boston College and the Dana Center. No one responded to the inquiry.

Certified by:

Date: Apr 8, 2021

*Brendan Nighan*

\_\_\_\_\_  
Agency Chief Procurement Officer

Agency Approval by:

Date: Apr 8, 2021

*R. Stephen Aguirre*

\_\_\_\_\_  
Agency or Entity Head or Designee

# MSSW Sole Source Justification

Final Audit Report

2021-04-08

Created:	2021-04-08
By:	Brandon Hightree (bhightree@hprec.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAA7Xym_Gmvfb5FiXIIJkMfugv2P7MRh2Oi

## "MSSW Sole Source Justification" History

-  Document created by Brandon Hightree (bhightree@hprec.com)  
2021-04-08 - 8:24:30 PM GMT- IP address: 68.66.87.44
-  Document emailed to R. Stephen Aguirre (saguirre@hprec.com) for signature  
2021-04-08 - 8:30:50 PM GMT
-  Email viewed by R. Stephen Aguirre (saguirre@hprec.com)  
2021-04-08 - 8:35:38 PM GMT- IP address: 107.77.228.132
-  Document e-signed by R. Stephen Aguirre (saguirre@hprec.com)  
Signature Date: 2021-04-08 - 8:36:02 PM GMT - Time Source: server- IP address: 107.77.228.132
-  Document emailed to Brandon Hightree (bhightree@hprec.com) for signature  
2021-04-08 - 8:36:04 PM GMT
-  Email viewed by Brandon Hightree (bhightree@hprec.com)  
2021-04-08 - 8:38:33 PM GMT- IP address: 66.249.80.9
-  Document e-signed by Brandon Hightree (bhightree@hprec.com)  
Signature Date: 2021-04-08 - 8:39:38 PM GMT - Time Source: server- IP address: 68.66.87.44
-  Agreement completed.  
2021-04-08 - 8:39:38 PM GMT