	<p>Gallup-McKinley County Schools Procurement Office P.O. Box 1318 Gallup, New Mexico 87305-1318</p> <p>SOLE SOURCE FORM</p>
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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 Gallup McKinley County Schools Procurement and Business Services Office. The foregoing requirement is regardless of whether the *sole source request for determination* has been signed by the District and/or the Contractor.

I. Name of GMCS Department/Requestor: Instruction/Dr. Pauletta White

Department Director or Program Manager: Dr. Pauletta White

Telephone Number: 5057212249

II. Name of prospective Contractor: LeAnn Buntrock

Address of prospective Contractor:

Amount of prospective contract: \$124,875

Term of prospective contract: School Year 16-17

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

Develop K-12 ELA and Mathematics Curriculum Guides aligned to district assessments and adopted instructional resources. Scope of work may need to be adjusted based on development needs and results of a gap analysis to be determined after initial district meeting.

- IV. Provide an explanation of the criteria developed and specified by the Requestor 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.)

Task

Planning, Unpack District Assessments, Create Pacing, Unpack Standards, Align Resources, Revision, Presentation

Meet with district curriculum leaders, Disaggregate tests, Concepts and vocabulary, Skills required, Prior knowledge required, Distractors, Determine sequence for content areas aligned to tests and state standards, Create Year-at-a-Glance, Group standards conceptually, Align standards vertically - one grade level above and below, identify Key Components, Essential Questions/Understandings Academic vocabulary, Sample formative assessment questions, Align internal resources, ELA Adoptions, Mathematics Adoptions, Review draft curriculum and allow vetting from district personnel Complete gap analysis, Revise curriculum, Provide overview of curriculum, Share ideas for lesson planning tied to best practices and district resources

- 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.")

LeAnn Buntrock is the only consultant that we contacted that will align the curriculum that we already have designed to our district assessment and our adopted instructional resources.

- 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 professional service is unique in that we wanted a curriculum that is already designed and aligned to our current pacing guide and curriculum maps and assessments, not start the process again from scratch.

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

Other similar professionals were contacted

Achievement Network and they could provide support in the area of Common Core curriculum and implementation but they recommend to purchase text sets to go along with the curriculum. Their basic philosophy is to design curriculum implementation using teachers but the district philosophy is teachers should be used for the implementation phase not the design phase. Their work also focus our work around A) helping teachers understand and internalize the curriculum- the structure, the materials, how to orient to them in a logical manner B) supporting teachers in believing why these materials are better for kids by seeing how the standards and shifts live within the materials and watching videos of Common Core aligned classroom instruction. Once again we do not want teachers designing the curriculum.

Another company (Tools for Great Teachers) spend a good bit of time designing curriculum with teachers so that there is buy-in and understanding for necessary updating. In their experience the time spent doing this work well with your staff pays great dividends in developing teacher expertise as well as having a guaranteed curriculum. Once we believe that teachers are implementers not

A third company did not respond.

VIII. Provide a narrative description of the Requestor's due diligence in determining the basis for the procurement, including procedures used by the Requestor 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 District'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.

The Partnership for Leaders in Education was contacted to provide names of companies and consultants who could provide what the district needed. They provided the names of 4 companies/consultants.

LeAnn Buntrock
Paula Rogers with Tools for Teachers
Molly Minnick with Achievement Network
Katie Graves-Maycock

IX. Sole Source Considerations (Check applicable considerations)

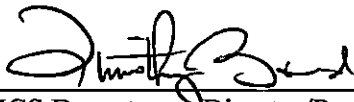
- Vendor is the sole manufacturer and sole distributor. (Attach applicable documents)
- Exclusive Rights: Item or service under patent or copyright held by a single vendor and item or service possesses functions or capabilities critical to use. (Attach patent/copyright info.)
- Exclusive Design: Item or service possesses a unique function or capability critical in the use of the item or service and not available from any other sources. (Explain below.)
- Replacement or Compatibility of Existing Equipment: The purchase is for equipment associated with use of existing equipment where compatibility is essential for integrity of results. (Provide Manufacture and Model Number of Existing Equipment.)
- Renewal of support/maintenance/subscription of software, technology, or other intellectual property. (Explain below.)
- Other (Explain below.)

Explanation:

We sent out guidelines to 4 vendors on what we wanted. Three responded, 2 wanted to redesign our entire curriculum, 1 sent back a proposal that matches our guidelines and need.

Certified by:

Date: 6/14/16



GMCS Department Director/Program Manager/Requestor

District Approval by:

Date: _____

GMCS Procurement and Business Services Director

As this sole source relates to a procurement of general or professional services:

- 1) the signature of the Procurement and Business Services Director 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 Procurement and Business Services Director; and
- 3) the signature of the Procurement and Business Services Director on this form is the final signature required for this sole source procurement.