

State of Nevada  
 Department of Administration  
 Purchasing Division  
 515 E. Musser Street, Suite 300  
 Carson City, NV 89701



Brian Sandoval  
 Governor  
 Patrick Cates  
 Director  
 Jeffrey Haag  
 Administrator

<b>Purchasing Use Only:</b>	
Approval#:	160601

## SOLICITATION WAIVER JUSTIFICATION AND REQUEST FORM

**ALL FIELDS ARE REQUIRED – INCOMPLETE REQUESTS WILL BE RETURNED TO THE AGENCY**

<b>1a</b>	<b>Agency Contact Information - Note: Approved copy will be sent to only the contact(s) listed below:</b>		
	State Agency:	Nevada Department of Education	
	Contact Name and Title	Phone Number	Email Address
	Michael Raponi, Director, Office of Career Readiness, Adult Learning & Education Options	775-687-7283	mraponi@doe.nv.gov

<b>Vendor Information:</b>		
<b>1b</b>	Identify Vendor:	National Alliance for Partnerships in Equity Education Foundation (NAPEEF)
	Contact Name:	Ms. Mimi Lufkin
	Address:	91 Newport Pike, Suite 302
	Telephone Number:	Gap, PA 17527
Email Address:	mimilufkin@napeequity.org	

<b>Type of Waiver Requested – Check the appropriate type:</b>		
<b>1c</b>	Sole or Single Source:	Sole Source
	Professional Service Exemption:	X

<b>Contract Information:</b>				
<b>1d</b>	Is this a new Contract?	Yes	X	No
	Amendment:	#		
	CETS:	#		

<b>Term:</b>			
<b>1e</b>	One (1) Time Purchase:		
	Contract:	Start Date: June 1, 2016	End Date: June 30, 2017

<b>Funding:</b>		
<b>1f</b>	State Appropriated:	
	Federal Funds:	X
	Grant Funds:	
	Other (Explain):	

<b>1g</b>	<b>Total Estimated Value of this Service Contract, Amendment or Purchase:</b>
	\$35,000.00

**Provide a description of work/services to be performed or commodity/good to be purchased:**

*The National Alliance for Partnerships in Equity Education Foundation, hereafter referred to as NAPE, will provide specialized services to improve performance in the area of enrollment, retention, and completion of career and technical education (CTE) programs leading to nontraditional training and employment. Enrollment in and completion of programs leading to nontraditional training and employment are measurable performance indicators required by federal law in the Carl D. Perkins Career and Technical Education Act of 2006, and for the academic years 2013-14 and 2014-15, the State did not meet its performance levels. When a state fails to meet its performance level in any accountability measure, it must establish a state improvement plan.*

2

*NAPE will provide the following services: (1) Create data dashboards for four colleges, CSN, GBC, TMCC, and WNC to enable the institutions to analyze and closely track performance data; (2) Provide three in-person full-day trainings; (3) Provide four one-hour technical assistance calls; (4) Provide an in-person "showcase" event near the conclusion of the contract period; (4) Provide a customer satisfaction survey to evaluate participant engagement, increased knowledge, and expected behavioral outcomes. To accomplish this, NAPE will use its Program Improvement Process for Equity (PIPE) institutional change model developed in consultation with the US Department of Education to assist states improve performance.*

**What are the unique features/qualifications required for this service or good that are not available from any other vendor:**

*NAPE is recognized throughout the country as the primary technical assistance resource for improving equity imbalances in CTE programs, and is further recognized by the US Department of Education. NAPE has developed the Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion (<http://www.napequity.org/nape-content/uploads/Guide-for-Program-Improvement-Perkins-IV.pdf>). The guide is approved and supported for use by the U.S. Department of Education OCTAE (Office of Career, Technical, and Adult Education) for use by states and local educational agencies responding to accountability requirements of the Carl D. Perkins Career and Technical Education Improvement Act.*

3

*Since 2007, NAPE has provided research-based professional development and technical assistance to state and local agencies for improving performance on the nontraditional performance measures (5p1, 5p2, 6s1, 6s2) in the Perkins Act. These states include: California, Colorado, Idaho, Illinois, Iowa, Kentucky, Louisiana, Michigan, Minnesota, Mississippi (currently), Missouri, New Hampshire, New Mexico (currently), Ohio, Oklahoma, Oregon, Texas, Utah, Vermont, and Washington, DC. This year, PIPE implementations are in the process with community college teams in Nevada (current consideration) and Idaho.*

*While printed resource guides and online materials are available for institutions implementing nontraditional program improvement, the depth of training provided by NAPE is comprehensive, collaborative and focuses on in depth data analysis for data based decision making in implementing effective interventions for nontraditional program improvement. The STEM Equity Pipeline provides a suite of professional development offerings focused on increasing the participation and completion of nontraditional students in community college science, technology, engineering, and math (STEM) related programs of study. Additionally, the professional development uses teams of administrators, teachers, and counselors to conduct performance gap analysis and implement research-based strategies to increase participation/completion in nontraditional programs. By working with state leadership teams NAPE STEM Equity Pipeline has also been successful in influencing state policy,*

*increasing resource investment, and integrating gender equity into professions development at both the secondary and postsecondary levels. NAPE is the only provider of this professional development curriculum and as such is the sole source for its implementation (see attached letter from NAPE for sole source justification).*

**Explain why this service or good cannot be competitively bid and why this purchase is economically only available from a single source:**

*As mentioned in section 2 of this document Nevada's postsecondary colleges have not met the required target levels for nontraditional participation/completion standards required under the Perkins Act for the past two years. The NAPE PIPE professional development specifically targets strategies for improvement for states and institutions not meeting these required standards. No other company offers these specific targeted intervention strategies as NAPE is the only provider of this professional development curriculum and as such is the sole source for its implementation. Any other vendor providing this training would be in violation of NAPE's registered copyright.*

*4 Additionally, Nevada is a consortium member of NAPE and has used NAPE's resources for leadership, technical assistance, networking, federal policy guidelines, nontraditional crosswalks and publications for guidance on equity issues in education related to workforce development, including CTE. Given the reputation of NAPE throughout the country as the most reputable resource for technical assistance to states to improve equity in CTE programs, NAPE as the chosen vendor would allow for the implementation the fully developed PIPE program in a timely and cost efficient manner in order to begin the process of improving performance on the nontraditional standards. At the proposed cost of \$35,000 and with NAPE's background and expertise, work could commence immediately to develop nontraditional program improvement plans for each participating college for the upcoming fiscal year.*

**Were alternative services or commodities evaluated? Check One.**

Yes:

No:

a. *If yes, what were they and why were they unacceptable? Please be specific with regard to features, characteristics, requirements, capabilities and compatibility.*

*5 In a search for professional development options for program improvement for meeting the Perkins Act standard for nontraditional participation/completion, multiple state agencies, universities and school districts from other states offer professional development resources, with the primary source for information, resources, guides, online workshops etc. being the NAPE PIPE program implemented within these states. These professional development opportunities are specific to the entities they serve (i.e. not marketed professional development to outside agencies) and are an expansion of foundational NAPE PIPE training to further implement strategies and goals for improving nontraditional programs and promoting equity. While these sources would be sufficient for providing resource and reference materials, they would be inadequate as a form of specific, targeted professional development such as that offered with the NAPE PIPE program. Furthermore, NAPE's STEM Equity Pipeline is listed in multiple publications as a recommended, successful program for improving equity in CTE programs.*

*There are other limited professional development programs available online/onsite that focus specifically on recruitment and retention of females in STEM programs (Example: Women Tech Educators Training from the National Institute for Women in Trades, Technology and Science), but none meet the specific requirements for the proposed professional development offered in the NAPE PIPE program. While it is recognized that there is a strong emphasis on increasing women in STEM programs, enrollment and recruitment are only one aspect of the strategies for nontraditional program improvement.*

*The NAPE PIPE program specifically targets program improvement efforts (referenced in section 2 of the solicitation waiver) to increase nontraditional participation and completion in accordance with Perkins IV requirements and meeting performance goals for the nontraditional career performance measures (5p1, 5p2, 6s1, 6s2) as required under Perkins IV.*

*Additionally, the PIPE program is not only inclusive of strategies to increase the participation and success of female students in STEM, but also includes strategies to increase and address participation and completion among all sub populations including males, ethnic minorities, students with disabilities, economically disadvantaged, limited English proficient, single parents, and displaced homemakers.*

*Furthermore, the collection of quantitative and qualitative data to identify root causes of gaps in performance as well as use data based decision making to identify and implement specific strategies for nontraditional program improvement are unique to the PIPE professional development. Given the depth of the professional development offered by NAPE, no other source offers the depth and specific, targeted program improvement options developed by NAPE.*

b. *If not, why were alternatives not evaluated?*

--

<b>6</b>	<b>Has the agency purchased this service or commodity in the past? Check One. Note: If your previous purchase(s) was made via solicitation waiver(s), a copy or copies of <u>ALL</u> previous waivers <u>MUST</u> accompany this request.</b>			Yes:	No:	<b>X</b>
	a. <i>If yes, starting with the most recent contract and working backward, for the entire relationship with this vendor, or any other vendor for this service or commodity, please provide the following information:</i>					
	<i>Term</i>	<i>Value</i>	<i>Short Description</i>	<i>Type of Procurement (RFP, RFQ, Waiver #)</i>		
	<i>Start and End Dates</i>					
		\$				
		\$				
	\$					
	\$					
	\$					

<b>7</b>	<b>What are the potential consequences to the State if the waiver request is denied and the service or good is competitively bid?</b>
----------	---

*As mentioned previously, the Perkins Act requires state and local educational agencies to complete a documented program improvement process for any required performance indicator that does not meet set target levels on an annual basis. Nevada's postsecondary institutions have failed to meet the required target levels on the Perkins Act nontraditional indicators (6S1, 6S2) for the past two years. Although each of Nevada's four colleges completed individual program improvement processes at the site level (with a main focus on increasing female recruitment/retention), these efforts have yet to produce results. A consequence of not meeting the required performance standard for a third year may result in sanctions that could impact Perkins grant funding.*

*One of the goals of the NDE is to assist each of our postsecondary institutions in their program improvement planning by providing data, resources, and access to professional development. The NAPE PIPE program specifically targets program improvement efforts (referenced in section 2 of this document) to increase nontraditional participation and completion in accordance with Perkins IV requirements. The professional development strategies are research based, use current site data in the analysis of gender/equity gaps in CTE nontraditional programs, and the development/implementation of target improvement strategies designed to meet Perkin's goals and improve nontraditional programs for long term success.*

*Given this is the second year not meeting the required nontraditional standard, we would like to take a proactive approach and directly assist our colleges in providing proven tools to identify gaps in performance via in depth data analysis to identify root causes in order to effectively develop and implement specific strategies for nontraditional program improvement.*

*As previously mentioned, NAPE provides comprehensive, specific targeted research based strategies for improving performance on the nontraditional performance indicators to meet federally mandated Perkins IV requirements. The program implementation is collaboration between NAPE, the NDE CTE, and participating colleges to improve nontraditional program performance consistently and across postsecondary institutions. Consequently, implementation of this program has the potential to create sustainable, long term improvement in nontraditional programs across the board.*

**What efforts were made or conducted to substantiate there is no competition for the service or good and to ensure the price for this purchase is fair and reasonable?**

*As mentioned in section 5, the majority of sources for professional development on improving nontraditional program performance were offered by state, universities, and LEA's to their own schools and programs. In many instances these institutions had participated in initial NAPE training and then expanded these programs to their own communities. While resources were available that could be used to support professional development efforts, these programs were not offered for purchase by outside organizations.*

8 *Additionally, while other, limited organizations offer professional development designed to specifically increase recruitment and retention in STEM programs, none are available that specifically address meeting the targeted need for program improvement with the Perkins Act nontraditional performance indicators. Thus, the goal of alternative forms of professional development primarily focus on how to promote nontraditional careers for women in STEM programs, and only NAPE offers a comprehensive program of targeted professional development to meet the needs of specifically improving performance on the Perkins Act nontraditional performance standards that is inclusive of females in STEM programs as well as increasing performance in sub populations including males in nontraditional programs, ethnic minorities, students with disabilities, economically disadvantaged, limited English proficient, single parents, and displaced homemakers.*

*Furthermore, the cost of the PIPE professional development was carefully negotiated with NAPE considering available funding limitations, number of participants who could attend training, training*

*materials and travel cost.*

*Considering the depth of the professional development offered by NAPE which includes multiple on site trainings over a year period, monthly technical support, the creation of data dashboards for analysis and data based decision making, as well as resources for documentation and evaluation of the success of implemented strategies, the overall cost is very reasonable for the comprehensive depth offered in the professional development.*

**Will this purchase obligate the State to this vendor for future purchases? Check One.**

Yes:

No:

X

*a. If yes, please provide details regarding future obligations or needs.*

*The NAPE PIPE professional development is designed for states / institutions to design, develop, and implement on going strategies for continuous improvement in nontraditional programs. As mentioned previously, many states/institutions offer such professional development to state wide and local entities based strategies learned through initial implementation of the PIPE program. With this in mind, it is the intention of the NDE to continue with nontraditional improvement efforts based on the foundational training NAPE provides, as this is the common outcome with other states that have completed the training. Ideally, as an outcome, individuals at the state level and within the institutions can facilitate and expand on the strategies learned into their own institutions and broader educational community at large.*

*Additionally part of the process is to establish collaboration opportunities with other states that have implemented the PIPE program to share ideas, success and strategies. This process has already begun in the initial phase through Colorado and Oregon via email communication on setting up regular meetings to collaborate, as well as an effort by NAPE to develop a consortium of western states participating in NAPE to share ideas, resources and strategies for ongoing and continued success.*

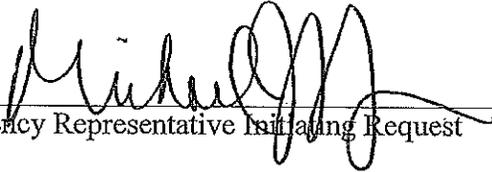
9

*Furthermore, if the program implementation is successful with Nevada's postsecondary institutions there may be consideration in expanding the program into our secondary institutions that have similar performance standards for nontraditional participation/completion. Yet, since our secondary institutions are currently meeting the required target levels for these standards, there is no pressing need to implement programs for improvement. It is anticipated that if efforts are to be considered for implementing strategies for improving nontraditional programs at the secondary level, these could be implemented by those who are trained from the currently proposed PIPE professional development.*

*Given this, the professional development costs do not extend beyond the contracted time frame, and it is not expected that NAPE will need to be contracted beyond the initial PIPE training. Since Nevada and other participating states are consortium members of NAPE all available resources offered from NAPE via its online portal will also be available.*

*The only foreseeable additional cost would incur if states/institutions wish to continue providing yearly performance data to the Data Dashboards created for program analysis in the initial implementation. The cost to continue with the Data Dashboards is \$1000 per year (inclusive), on a year by year request (non-reoccurring).*

By signing below, I know and understand the contents of this Solicitation Waiver Request and Justification and attest that all statements are true and correct.



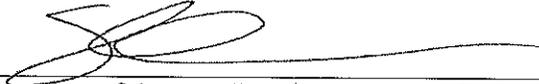
Agency Representative Initiating Request

MICHAEL J. RAPONI

Print Name of Agency Representative Initiating Request

Michael J. Raponi

5/4/16  
Date 5/4/16



Signature of Agency Head Authorizing Request

5/10/16

Steve Canavero

Print Name of Agency Head Authorizing Request

Date

PLEASE NOTE: In an effort to avoid possible conflict with any equipment, system or process already installed or in place by the State of Nevada or to assist in our due diligence, State Purchasing may solicit a review of your request from another agency or entity. The signature below indicates another agency or entity has reviewed the information you provided. **This signature does not exempt your agency from any other processes that may be required.**

Name of agency or entity who provided information of review:

N/A

Representative Providing Review

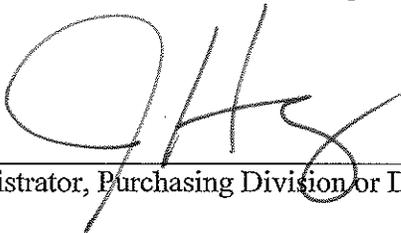
Print Name of Representative Providing Review

Date

Please consider this memo as my approval of your request. This exemption is granted pursuant to NAC 333.150(2)(a)(b)(c), NRS 333.400. This exemption may be rescinded in the event reliable information becomes available upon which the Purchasing Administrator determines that the service or good sought may in fact be contracted for in a more effective manner. Pursuant to NRS 284.173(6), contracts for services do not become effective without the prior approval of the State Board of Examiners (BOE).

If you have any questions or concerns please contact the Purchasing Division at 775-684-0170.

Signed:



Administrator, Purchasing Division or Designee

6-2-2016  
Date