

November 1, 2024

Ms. Kyla Moore, Contracts Administrator
Office of Superintendent of Public Instruction
600 Washington Street SE
Olympia, WA 98501

Dear Ms. Moore:

The Washington Association of School Administrators (WASA) is pleased to submit the attached proposal in response to RFP NO. 2025-09, Inclusionary Practices Technical Assistance Network. WASA is an organization of more than 1300 professional administrators that is committed to leadership:

- Leadership in providing equity and excellence in student learning.
- Leadership in developing competent, ethical, and visionary leaders by:
 - Providing member services
 - Offering growth opportunities for leaders.
 - Promoting community and legislative support for education.

Aligned with our mission, WASA has a goal to *Cultivate transformative leaders who model and exert a visible and determined focus on educational equity to effectively lead public education in their communities.* To address this goal, our project, **WASA IPTN**, will design and provide high-quality guidance, technical assistance, and professional development resources to the decision leaders within districts statewide to disrupt systems of disproportionality and reduce exclusionary practices in Washington schools. This will result in improved outcomes for all students, with an additional focus on the outcomes and inclusion of students with intellectual and Developmental Disabilities (IDD) and for black children with disabilities.” WASA’s proposal focuses on the crucial relationship and coordination between the central office and school building leadership. Therefore, project teams will include Superintendents (or designees), Directors of Teaching and Learning, Directors of Special Education, and Principals – all positions WASA has spent 51 years influencing and supporting. The proposal also ties data collection to the student growth goal process, increasing the value districts place on the work of inclusionary practices.

WASA’s longstanding partnership with OSPI and other educational organizations in building the capacity of leaders throughout the state to further system coherence while increasing student outcomes makes our association uniquely qualified to lead efforts as outlined in the accompanying proposal.

WASA stands ready to accomplish the duties described in this proposal, **WASA IPTN** and eagerly anticipates the opportunity to begin work.

Sincerely,



G. Joel Aune
Executive Director

Washington Association of School Administrators (WASA)

Inclusionary Practices Technical Assistance Network Proposal

In response to RFP-2025-09 - *Submitted November 1, 2024*

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Technical Proposal

A. Project Approach/Methodology

"Inclusion in education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful, and supportive." - UNESCO

The Washington Association of School Administrators (WASA) is requesting funding for Phase I of the project **WASA IPTN: Driving Data-Informed Inclusion in Washington Schools**, to be executed during the latter 41% of the 2024-25 school year (mid-February through June). This phase will lay the foundation for systemic, sustainable inclusionary practices that support students with disabilities across the state, aligning with OSPI's Inclusionary Practices Technical Assistance Network (IPTN) Aims.

In partnership with the Association of Washington State Principals (AWSP), WASA seeks to continue as a key IPTN partner, working collaboratively with OSPI and other technical assistance providers to align district-level leadership thinking, planning, and strategies with the **Statewide IPTN Aims**. These aims focus on providing high-quality guidance, technical assistance, and professional development to decision-makers within districts statewide to disrupt systems of disproportionality and reduce exclusionary practices in Washington schools. The desired outcome is improved educational experiences for all students, with an additional emphasis on improving outcomes for students with Intellectual and Developmental Disabilities (IDD) and Black students with disabilities.

The partnership between the Association of Washington School Principals (AWSP) and the Washington Association of School Administrators (WASA) forms the cornerstone of this proposal's success. Through Phase 1, WASA and AWSP will work in tandem with a shared Design Team, aligning efforts to conduct a comprehensive research study and analyze data across districts. This joint approach allows both agencies to gather meaningful insights while maintaining flexibility to focus on aspects most relevant to their unique memberships.

By structuring our proposals to mirror one another, WASA and AWSP underscore a commitment to partnership and unified action. This close collaboration will ensure a cohesive rollout of the program, enabling each agency to tailor Phase 2 plans effectively and address the specific needs of their members. This will set a foundation of shared

learning and aligned strategies to advance inclusionary practices across Washington's school district leaders.

Research-Based Rationale

Research is clear—students with disabilities achieve better outcomes when school districts create and then sustain systemic opportunities for these students to access rigorous core content in general education settings, supported by inclusive teaching practices. By building the leadership capacity of district and school leaders to implement high-leverage practices such as **Universal Design for Learning (UDL) across an entire school district system**, all students benefit from reduced barriers to learning and increased opportunities for voice and choice. Furthermore, inclusive practices guarantee that students with disabilities spend meaningful time with their general education peers, promoting social learning and creating environments where all contributions are valued.

WASA ensures that all activities in Phase 1 of this proposal are informed by the IPTN Theory of Action, which aims to reduce exclusionary practices and improve outcomes for students with disabilities, particularly those in LRE 3 and Black students with disabilities. Our team will familiarize itself with up-to-date state and district LRE data as well as relevant student outcomes data, confirming that all technical assistance, professional development, and guidance planned for districts is rooted in this framework. This alignment will help district leadership teams craft strategies that are data-driven and designed to disrupt systems of disproportionality.

WASA, in partnership with **AWSP**, is uniquely positioned to support school districts throughout Washington in achieving these goals. WASA has a proven record of leadership in implementing systemic changes in equity and inclusion. Through its Inclusionary Practices Project (IPP), WASA has partnered with **OSPI** to support over 75 districts in improving inclusionary practices, particularly for students with disabilities and historically marginalized groups.

WASA's Success in Driving Inclusionary Practices and Systemic Change

The **Washington Association of School Administrators (WASA)** has been at the forefront of the Inclusionary Practices Project (IPP) and the IPTN demonstrating significant progress in promoting inclusionary practices across Washington State school districts. By collaborating with **OSPI** and the **IPTN**, WASA has successfully disrupted systems of disproportionality and reduced exclusionary practices.

Key successes include:

- **Increased Leadership Engagement:** In Q2 of 2024, 233 district leadership team meetings focused on data review and strategy alignment to improve inclusionary practices. This ongoing collaboration has required that leadership teams remain engaged in continuous planning and reflection cycles.
- **Progress in Least Restrictive Environment (LRE) Placements:** WASA IPP districts have outperformed statewide averages in LRE placements. In 2023, 66.2% of students with IEPs in WASA IPP districts were placed in general education classrooms (LRE 1), compared to the state average of 65.1%. Similarly, 54.8% of Black students with IEPs in WASA IPP districts were placed in general education settings, compared to the statewide average of 52.6%. These improvements reflect WASA's capacity to drive systemic changes that enhance educational outcomes for marginalized students.
- **Development of Data-Driven Cultures:** WASA has emphasized building data-driven cultures within districts, urging leadership teams to regularly review data from multiple sources to inform their strategies and professional learning approaches. This has led to more targeted instructional practices and better student outcomes.
- **Support for Teacher Development:** More than 87% of teachers in WASA IPP districts have received targeted professional development focused on **UDL** and inclusive practices. This ongoing training has significantly increased teacher efficacy and contributed to more inclusive learning environments across participating districts.
- **Positive Student Outcomes:** Returning districts reported that up to 75% of students with IEPs were successfully participating in core math and ELA classes by Spring 2024, demonstrating WASA's effectiveness in improving student engagement and general education access.

WASA's leadership, proven success in developing district capacity, and commitment to equity make the organization well-positioned at this critical moment to work with district and school leaders to continue advancing inclusionary practices through future technical assistance. By leveraging the resources and technical assistance provided by OSPI's IPTN, WASA's IP team has been able to scale its efforts effectively, providing districts with tools, training, and data analysis to sustain inclusive practices. The alignment between OSPI's policy framework and WASA's on-the-ground work ensures that district-level efforts are consistent with state priorities, creating a coherent system of support for inclusionary practices across Washington.

Connection to OSPI's IPTN Aims

The **IPTN** seeks to foster systemic change by providing districts with technical assistance and professional learning opportunities. WASA's work aligns directly with these **IPTN Aims** in several key ways:

1. **Leadership Capacity Building:** Through a collaborative plan with AWSP, WASA focuses on developing leadership capacity within districts, supporting superintendents, special education/teaching & learning directors, and principals to align policies with inclusionary goals. These efforts secure the promise that district leaders can sustain the changes necessary to improve outcomes for all students.
2. **Data-Driven Decision-Making:** WASA supports districts in building data monitoring systems that allow for informed decision-making. By utilizing disaggregated data, districts can identify disparities and implement targeted interventions to better support students with disabilities.
3. **Universal Design for Learning (UDL):** UDL is a central element of WASA's professional development strategy. By helping districts reduce barriers to learning through UDL, the project supports a future where all students, regardless of ability, can meaningfully participate in general education classrooms.

By leveraging the resources and technical assistance provided by OSPI's **IPTN**, WASA desires to continue this critical support for our state's district and school leaders.

B. Work Plan/Project Schedule

As we have reviewed the feedback from our first proposal, scaled our proposed offerings, and now enthusiastically seek to re-join the IPTN, we are working from a comment made by Dr. Tania May at the October 16, 2024 Pre-Bid Conference Zoom meeting, to "think for a year" for this brief-timeline RFP. To maintain the program quality our members expect from us and to honor our commitment to the IPTN Aims, our proposal will be broken into two phases. The first phase will be used to rebuild and re-design WASA's Technical Assistance offerings in light of the requested changes to our model, the 7-month break in IP funding, and the evolving needs of district and school leadership to ensure sustainability and alignment. Following is a detailed work plan for Phase 1, with a timeline consistent with this RFP, and a broad scaffolded overview of Phase 2, which will be enhanced during Phase 1 as the Design Team reviews collected data. .

Phase 1 (February 2025 - June 2025):

Phase 1 is crucial to establishing a foundation that ensures the long-term success and sustainability of this project. While it does not directly focus on providing structured professional development to district leaders and schools during this funding window, the outcomes of Phase 1 are pivotal for building a highly effective and responsive TA support system in Phase 2. The in-depth research, data analysis, and stakeholder engagement that will take place during this phase are integral to designing a project that aligns with district needs and achieves the ambitious goals of OSPI's IPTN.

Key Elements of Phase 1:

- **Partnership and Research:** In collaboration with **AWSP**, Phase 1 will gather comprehensive insights through research on current practices and member needs. This will verify that the project's design reflects the unique challenges and opportunities facing Washington's district and school leaders.
- **Data-Driven Insights:** Conducting a **Deep-Dive Data Analysis** will allow the project team to identify trends, gaps, and opportunities within the **IPTN** **lates to district and school leaders**. These findings will form the foundation of the technical assistance offered in Phase 2, ensuring that it is targeted and effective.
- **Team Development:** Developing a capable and aligned leadership team, including hiring the project director, and evaluator, as well as recruiting design team members, is key to the success of both phases. The regular design team meetings in Phase 1 will focus on gathering and analyzing qualitative and quantitative data to build a robust technical assistance plan to meet the needs of the diverse districts across the state.
- **Engaging Stakeholders and Building Excitement:** Although Phase 1 is focused on research and design, **Virtual Information Meetings** in May and June will begin to engage district leaders and stakeholders. These sessions will build excitement for the TA launch in Phase 2, generate early buy-in from districts, and provide problem-solving support to address initial concerns.
- **Strategic Communication and Notification:** District members will be notified about upcoming TA offerings through a multi-channel approach, ensuring broad awareness and interest. This will set the stage for strong participation when Phase 2 launches.
- **Collaboration with OSPI and IPTN:** Ongoing collaboration with OSPI and other IPTN technical assistance providers will ensure that Phase 1 findings are aligned with the larger state network's goals. This alignment guarantees that the project will seamlessly integrate into the state's broader inclusionary practices initiative,

reinforcing long-term sustainability. WASA will actively participate in the IPTN Tiers of Support, ensuring that district teams benefit from the comprehensive support offered by the network. WASA will collaborate regularly with IPTN partner organizations, including AESD, the Washington Family Engagement Collaborative, and the UW Haring Center & AWSP. Monthly meetings will be held to ensure that services to school and district leaders are aligned and coordinated across all participating organizations. These sessions will focus on identifying shared problems of practice, refining strategies for professional learning, and ensuring that support to districts is streamlined and complementary across providers. The WASA team will also engage in any activities initiated by other IPTN partners, as appropriate including The CEEDARs Center, WSSDA, AIPL, and any other inclusionary practices entity aligned with the IPTN aims..

- **Reporting and Evaluation:** After Phase 1, WASA will submit a comprehensive report to OSPI, detailing the data analysis, research findings, and evaluations of the leadership team's development. This report will also include recommendations for Phase 2 implementation based on the gathered data. As part of Phase 1, WASA will develop a comprehensive evaluation plan to measure the impact of project activities on inclusionary practices in participating districts. This plan will focus on tracking key metrics such as the inclusion of students currently in LRE 3 and Black students with disabilities. Evaluation methods will include both qualitative and quantitative data collection, and findings will be used to refine the program design for Phase 2.



Why Phase 1 is Critical for Long-Term Impact:

Investing in thorough research and planning during Phase 1 is essential to ensuring that Phase 2 is implemented with precision and effectiveness. Without this phase, the project risks being less responsive to district realities, OSPI requested changes and the gap in funding this school year, which could compromise the overall impact of the program. The time and effort spent in Phase 1 to collect data, analyze trends, and engage with stakeholders allow WASA to design a solution that is not only evidence-based but also aligned with the real needs of Washington's districts.

Research shows that **well-planned, data-driven approaches** are the most successful when it comes to large-scale educational initiatives. Similar successful IPTN Partners have dedicated time upfront to establish solid foundations through research and stakeholder engagement before fully launching. This best-practice approach ensures that districts receive technical assistance that is tailored to their unique challenges, leading to more sustainable and impactful outcomes.

Engaging Stakeholders Early for Long-Term Success:

Stakeholder engagement is another critical element of Phase 1. By involving district leaders, superintendents, special education directors, and principals in the early stages of research and design, WASA ensures that these key decision-makers feel heard and valued as WASA looks to best support them in 2025. This engagement fosters **early buy-in**, which is essential for successful implementation in Phase 2. Moreover, this collaborative approach ensures that the project is co-designed with the stakeholders who will ultimately be responsible for its execution, increasing the likelihood of lasting change.

Linking to Best Practices in Systemic Educational Change:

By dedicating Phase 1 to thoughtful planning, data analysis, and stakeholder engagement, WASA is aligning this project with the **best practices** of large-scale educational change efforts. Research consistently shows that initiatives that invest time upfront in these activities are more likely to achieve **sustainable systemic change**. The conclusions of WASA's Phase 1 study highlighting the needs of building and district leaders will be a valuable tool for all of the IPTN partners, informing the work to build lasting improvements in inclusionary practices across Washington's districts.

Phase 1 is not just about laying the groundwork—it is an essential investment in the success and longevity of this project. By focusing on research, data analysis, and stakeholder engagement during this period, WASA ensures that Phase 2 is designed with precision, supported by data, and built to meet the real-time needs of Washington's districts. This strategic approach aligns with best practices in systemic change and

guarantees that the project will achieve its goal of improving inclusionary practices in the state's schools.

Phase 2: August 2025 Onward (pending funding)

1. Kick-off and Implementation (August 2025):

The full program will launch with a kick-off event in August 2025. This event will bring together school leaders, educators, and key stakeholders to officially begin Phase 2. During this event, the project's goals, deliverables, and expectations will be shared, and leaders will be given a clear roadmap for participation in the continuum of tiered services available. The kick-off event will also serve as a platform to generate excitement and commitment to the inclusionary practices that the IPTN seeks to implement.

C. Deliverables

Phase 1: February 2025 - June 2025

Deliverable	Description	Completion Date	Rationale	Responsible Party
Research on IPTN	A comprehensive review of existing IPTN-related research to inform the project design.	June 2025	This research will ensure that the project is informed by evidence-based practices and is aligned with the statewide IPTN Aims, addressing gaps in inclusion.	Project Director, Research Team

Data Analysis	Analyze state & district data to identify trends and gaps in inclusionary practices, especially for marginalized students.	June 2025	A detailed analysis will allow the project to focus on critical areas of need, particularly for underrepresented students, ensuring targeted, data-driven interventions.	Evaluator, Data Analysis Team
Research Study Design & Implementation	Design and implement a qualitative study to gather data from district leaders on practices, challenges, and needs.	June 2025	This study will provide critical insights to inform the overall project design and ensure that the technical assistance provided is tailored to district needs.	Research Team, Project Evaluator
Team Development	Establish a project team, including the Project Director, Evaluator, and Design Team members.	February 2025	Building a strong leadership and design team is crucial for effective implementation and oversight throughout the project.	Project Director, Design Team
Member Notification	Notify district members about upcoming program offerings, including	June 2025	Early engagement with districts is vital for ensuring buy-in and participation in Phase 2 activities.	Project Director, Communication Team

	professional development and resources.			
Registration Invitation	Invite all members to register for Phase 2, with a registration deadline of August 1, 2025.	June 2025	Timely invitations ensure that districts are prepared to participate in the full-scale implementation starting in August.	Communication Team
Technical Assistance	Provide availability for district members to seek assistance and problem-solving support during Phase 1.	June 2025	Offering problem-solving support builds trust and ensures that districts feel supported before the official program launch.	Project Director, Support Team
Program Design	Deliver a detailed program design based on research and district needs.	June 2025	The program design will be informed by data analysis, district needs, and stakeholder feedback, ensuring the relevance and effectiveness of Phase 2 implementation.	Design Team, Research Team

Design of Long-Term Sustainability Plan	Begin developing a sustainability plan that outlines fee-based services to support districts beyond the initial contract.	June 2025	Starting the design process in Phase 1 ensures early stakeholder engagement and alignment with district needs, allowing time for thoughtful planning.	Project Director, Sustainability Team
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Phase 2: August 2025 Onward (pending funding)

Deliverable	Description	Completion Date	Rationale	Responsible Party
Kick-Off Event	Launch the full program with a kick-off event in August 2025.	August 2025	A formal launch will generate excitement and clarify expectations, engaging districts and ensuring smooth implementation of the project. Pre-project launch data will be collected at this time.	Project Director, Event Coordination Team

Implementation of Professional Development	Roll out professional learning opportunities and technical assistance focused on inclusionary practices and UDL.	Ongoing from August 2025	Ongoing professional development ensures that district leaders and educators are equipped with the knowledge and skills needed to implement inclusionary practices.	Professional Development Team
Ongoing Data Monitoring	Continuously collect and analyze data to monitor the effectiveness of implemented inclusionary practices.	Ongoing	Continuous data monitoring ensures that the project adapts to emerging challenges and tracks the progress of inclusionary practices across districts.	Evaluator, Data Analysis Team
District Support	Provide continued coaching, resources, and support to districts as they implement inclusionary practices.	Ongoing	Ongoing support ensures that districts receive the guidance and resources needed to sustain and scale inclusionary practices effectively.	Technical Assistance Team, Coaches

Implementation of Long-Term Sustainability Plan	Finalize and implement the sustainability plan, including fee-based services for ongoing support to districts.	Ongoing from August 2025	Ensuring districts have access to fee-based ongoing technical assistance, professional development, and evaluation support promotes long-term success.	Project Director, LEA Partners, Sustainability Team
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Additional and Specific IPTN Tasks and Deliverables

In addition to the specific operational and implementation activities listed above, more detail is provided below on how the WASA IP team will approach and deliver on the specifically required tasks outlined in the RFP.

Phase 1: February 2025 - August 2025

Deliverable 1: Research on IPTN

In February 2025 the WASA team will conduct a comprehensive review of existing research within the Inclusionary Practices Technical Assistance Network (IPTN). This review will include state and district LRE data, student outcomes data, and the IPTN Theory of Action, and it will create an analysis of best practices, state and national inclusionary trends, and specific evidence-based strategies for improving inclusionary practices in diverse school districts. This research will inform the project’s overall design and ensure alignment with OSPI’s IPTN Aims. By grounding the project in this research, WASA will ensure that Phase 2’s implementation activities are based on proven methods that address gaps in inclusionary practices across the state.

WASA will partner with local and national experts to learn about the latest research on how to reduce disproportionality and exclusionary practices and how to increase belonging for all students. The team will leverage WASA’s internal expertise in artificial intelligence, educational leadership, UDL, and MTSS Tier 1 instructional practices to inform the development of a research study and lay the foundation for the project.

Deliverable 2: Data Analysis

A thorough analysis of both state and district-level data will be conducted to identify trends, gaps, and areas where inclusionary practices can be strengthened, particularly for marginalized student populations, including students with disabilities, students of color, and those from low socioeconomic backgrounds. This data will be critical in determining where technical assistance and resources need to be focused during Phase 2. The results of this analysis will guide targeted interventions, helping to ensure that we help districts prioritize areas with the greatest needs and disparities. WASA will provide training and utilize OSPI's Comprehensive Needs Assessment (CNA) Toolkit to plan support for each district's strengths and needs assessment process. By incorporating system-wide data and the CNA Toolkit and other frameworks, districts will be empowered to holistically identify opportunities for improvement and strategies to enhance inclusionary practices. The Design Team will build synchronous and asynchronous opportunities for districts to engage in data analysis systems building. This focus will help guide data-driven decisions and Professional Learning content that aligns with the IPTN Aims and inform targeted interventions for LRE 3 and Black students with disabilities and will be the foundation of the design process.

Deliverable 3: Research Study Design & Implementation

WASA will work with AWSP to design and implement a qualitative study to gather input from district leaders, including superintendents, special education directors, principals, and central office staff. This study will explore their current inclusionary practices, successes, challenges, and needs. The findings from these interviews and surveys will provide valuable insights that will shape the technical assistance framework and resources provided in Phase 2. The qualitative nature of this study will allow for a deeper understanding of the specific, contextual factors that influence inclusionary practices in different districts.

The results of this study will be shared with OSPI and IPTN partners in June 2025..

Deliverable 4: Team Development

During Phase 1, the project will establish a highly qualified leadership team, including a Project Director, an Evaluator, and Design Team members. These individuals will bring expertise in special education, inclusionary practices, data analysis, and leadership development. Weekly team meetings will be held to review project progress, analyze incoming data, and prepare for the full-scale implementation in Phase 2. This leadership team will be responsible for guiding the strategic direction of the project and ensuring that all activities align with the project's goals and objectives.

The Team shall engage with the Drivers of Best Practice assessment and the CNA Toolkit to guide the team as they prepare to support district teams. This data will be used by the team to participate in and use the strengths and needs assessments tool of the design team and inform the team on its best application to help districts inform and refine their data systems.

Deliverable #5: District Leaders Notification

The WASA team will notify school & district leaders of the upcoming program offerings and opportunities for professional development. This will be done through targeted communication strategies, including emails, newsletters, and social media outreach, ensuring that all districts are aware of the resources available to them. The goal is to engage district leaders early and build momentum for Phase 2, ensuring strong participation and engagement from key stakeholders.

Deliverable #6: Registration Invitation

All district members will receive an invitation to register for Phase 2 of the program. This registration process will begin in June 2025 and will remain open until August 1, 2025. Districts will be encouraged to register early to secure their participation in Phase 2, where full technical assistance and professional development resources will be available. This process is essential for ensuring that the program can effectively plan for resource allocation and technical assistance distribution based on district needs.

Deliverable #7: Problem-Solving Support

During Phase 1, WASA and AWSP directors will provide ongoing problem-solving support to school and district leaders. This support will be available to address any current challenges or questions as districts prepare for the full-scale implementation in Phase 2. This hands-on support will help district leaders feel confident and ready to take part in the program. Building this trust early will facilitate a smoother transition to Phase 2 and ensure that districts are adequately prepared for the inclusionary work ahead. This support could include, but is not limited to regularly scheduled inclusionary practices office hours, advertised meeting times/availability, site visits, outreach, and attending educational conferences/professional learning on behalf of the IPTN.

Deliverable #8: Program Design

The WASA team will deliver a detailed program design by August 2025, based on the research, data analysis, and feedback collected from district leaders. This design will include specific strategies, resources, and professional development plans that address the unique needs of Washington's districts. The program design will serve as the blueprint

for Phase 2, ensuring that all activities are aligned with both the goals of the IPTN and the specific inclusionary needs identified in Phase 1 and scaled to additional funding.

All materials developed under the WASA IPTN project, including training modules, toolkits, and professional learning resources, will be co-branded with OSPI and made publicly available under a Creative Commons license. This ensures that the resources can be shared and utilized by schools and districts across the state, extending the reach and impact of the project. WASA has experience in facilitating the creation of collaborative materials, and this project will leverage that expertise to develop user-friendly, accessible tools that districts can apply in their day-to-day operations to support inclusionary practices.

Deliverable #9: Long-Term Sustainability

To ensure long-term sustainability beyond the initial contract period, WASA will develop a comprehensive sustainability plan that incorporates fee-based services. These services, supported by agreements with local education agencies (LEAs), will provide ongoing technical assistance, professional development, and evaluation support to districts. This approach will allow districts to continue benefiting from WASA's expertise while generating revenue to support future inclusionary practices initiatives. Sustainability will be a key focus during the second phase of the project, ensuring that districts have access to quality support as they continue to enhance their inclusionary practices. WASA has extensive experience successfully implementing fee-based and shared cost models. WASA has the fiscal infrastructure for WASA to enter into MOUs with a school or district requesting more intensive supports.

Phase 2: August 2025 Onward

Kick-Off Event

The full program will launch with a kick-off event in August 2025. This event will bring together district leaders, educators, and other key stakeholders to officially begin Phase 2. During this event, the project's goals, deliverables, and expectations will be shared, and districts will be given a clear roadmap for participation in the program. The kick-off event will also serve as a platform to generate excitement and commitment to the inclusionary practices that the program seeks to implement.

Professional Development Implementation

The professional development opportunities and technical assistance will be rolled out in Phase 2, focusing on inclusionary practices and Universal Design for Learning (UDL), and the specific leadership and systems-building skills necessary for sustainable implementation. These professional learning sessions will be designed to equip district leaders, principals, and teachers with the skills and knowledge needed to foster inclusive learning environments. These training sessions will be ongoing, ensuring that educators have continual access to support and resources as they implement inclusionary practices in their schools. In partnership with AESD, AWSP, the Haring Center, and other IPTN providers, WASA will participate in/facilitate two statewide virtual learning sessions, focused on priority areas such as instructional leadership, MTSS implementation, inclusive culturally affirming practices, and family engagement. These virtual opportunities will provide district leaders with access to cutting-edge strategies, support collaborative problem-solving, and share innovative practices being used across districts. Additionally, these sessions will highlight exemplary work from districts excelling in inclusionary practices, further empowering other schools to replicate successful strategies.

Ongoing Data Monitoring

Throughout Phase 2, data collection and analysis will continue to monitor that the program is meeting its goals and making a measurable impact. Continuous data monitoring will allow for adjustments and refinements to the technical assistance provided, ensuring that the program remains responsive to emerging challenges and evolving district needs. Data on student outcomes, adult mindset and behavior, use of inclusionary practices, and perceptions of teacher effectiveness will be analyzed regularly to track progress and inform future interventions.

District Support and Family Engagement

WASA will provide ongoing coaching, resources, and support to districts as they implement the inclusionary practices outlined in the program. This support will be tailored to meet the specific needs of each district, ensuring that they receive the guidance and resources necessary to successfully integrate these practices into their schools. By offering continuous support, WASA ensures that districts are not only able to implement inclusionary practices but also sustain and scale them over time. WASA will collaborate with the Washington Family Engagement Collaborative (FEC) and the Washington State School Directors Association (WSSDA) to support school and district leaders in applying practical tools for family engagement. In alignment with IPTN's Aims, this work will focus on strengthening meaningful partnerships between schools and families, particularly for

Black children with disabilities and students with intellectual and developmental disabilities. As part of this collaboration, WASA will help other partners to spotlight districts across the state that successfully model meaningful family engagement practices and share these success stories through professional learning sessions and statewide conferences. This effort will empower schools to move from theory into meaningful, sustainable family engagement strategies.

Implementation of Long-Term Sustainability Plan

Finalize and implement the sustainability plan, including fee-based services for ongoing support to districts. Ensuring districts have access to fee-based ongoing technical assistance, professional development, and evaluation support promotes long-term success.

D. Performance-Based Contracting

WASA's Business and Infrastructure Manager will be responsible for the fiscal management of the IPTN grant if awarded. Each of the project subcontractors will submit monthly activity statements (cross-referenced with the project schedule) as part of the invoicing process. Monthly activity statements will be reviewed by WASA's Assistant Executive Director and the Project Director at their monthly meeting.

E. Outcomes and Performance Measures

Phase 1 Evaluation Plan: Intent-Implementation-Impact

<u>Intent (Goal)</u>	<u>Implementation (Outcomes)</u>	<u>Impact (Monitoring and Measurement)</u>	<u>Reporting</u>
1. Conduct Data Analysis to Inform Targeted Interventions	<p>Collect and analyze district-level data, particularly focusing on LRE placements and student outcomes for marginalized groups.</p>	<p>Impact Measurement: The data analysis report will be evaluated based on its ability to identify clear trends, gaps, and areas needing targeted intervention. This will be assessed through data validation processes and feedback from key stakeholders in participating districts.</p> <p>Data to Collect:</p> <p>District-Level Data: LRE placements, student outcomes (disaggregated by race, disability status, and other factors).</p> <p>Analysis Reports: Written reports on data trends and gaps, identifying areas needing improvement in inclusionary practices.</p> <p>Data Validation Reports: Cross-validation reports comparing analyzed data with OSPI's and district-provided data to ensure accuracy.</p> <p>Feedback from District Leaders: Surveys or interviews with district leaders regarding the accuracy and relevance of the data analysis.</p> <p>Method: Quantitative analysis of district data, supplemented by qualitative surveys and interviews with district stakeholders.</p>	<p><i>Data Analysis included in the EOY evaluation process</i></p>

<p>2. Design and Implement a Qualitative Research Study</p>	<p>Implement interviews and surveys with district leaders to identify challenges, successes, and needs.</p>	<p>Impact Measurement: Successful implementation will be measured by the number of participating districts, the quality of the feedback collected, and the relevance of findings to inform Phase 2. A copy of the study will be provided to OSPI and IPTN Partners</p> <p>Data to Collect:</p> <p>Participation Metrics: Number of districts and individuals who participated in interviews and surveys.</p> <p>Qualitative Data: Interview transcripts, survey responses from district leaders, and summaries of challenges, successes, and needs in inclusionary practices.</p> <p>Participant Feedback: Post-study surveys assessing the relevance of the study and the usefulness of the process to the participants.</p> <p>Method: Analyze qualitative data through thematic analysis, coding responses to identify common trends. Use participation metrics to measure engagement levels.</p>	<p><i>Research study Shared with OSPI & IPTN Partners June 2024</i></p>
<p>3. Develop a Program Design for Phase 2</p>	<p>Create a comprehensive program design based on research, data analysis, and district feedback.</p>	<p>Impact Measurement: The completed program design will be reviewed for completeness, alignment with Phase 1 findings, and readiness for Phase 2 implementation. Feedback from selected district leaders and the design team will be collected to assess the relevance and clarity of the proposed interventions.</p> <p>Data to Collect:</p>	<p><i>Phase 2 Program Design completed May 2024 included in EOY evaluation process</i></p>

		<p>Program Design Document: Collect drafts and final versions of the program design that outlines strategies and professional development for Phase 2.</p> <p>Stakeholder Feedback on Design: Gather feedback from district leaders and technical assistance providers on the completeness and relevance of the program design.</p> <p>Alignment Reviews: Reports that show alignment between Phase 1 findings (research, data analysis, stakeholder input) and the finalized program design.</p> <p>Method: Document analysis of the program design drafts and feedback forms. Conduct qualitative analysis of stakeholder reviews and alignment reports.</p>	
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F. Risks

There are no significant risks to the success of the project. WASA's depth of experience in all components of this work and long-standing relationships with OSPI and Washington State school district leaders ensures that the work will be completed on time as described.

Management Proposal

A. Project Management /Team Structure/Internal Controls

WASA's project team for this contract will be led by Kim Fry, WASA Assistant Executive Director of Learning Innovation and AI, with support from other WASA staff. Members of WASA's Board of Directors will serve as the project's oversight board. They will be representatives of the Superintendents, Special Education, and Instructional Program Administrators Component groups. WASA staff who will also be associated with this project are an accountant, a professional learning assistant, and a website/communication/production specialist. Additionally, should this project be funded, WASA will hire subcontractors who have significant experience in administration and/or special education to assist in the implementation. These subcontractors include:

- Dr. Amy Wright has been identified to continue her role as the IPTN Project Director. She will coordinate the ongoing contract activities and be responsible for ensuring programmatic compliance.
- Dr. Kathy Shoop, Learning-Focused Systems, has agreed to serve as the lead evaluator throughout the term of the project.

Throughout the contract, WASA staff and subcontractors will communicate frequently by phone, email, Zoom meetings, web-based communication tools, and in person. WASA will develop and adhere to a specific planning timeline connected directly to the contract deliverables. This will serve as one of the internal controls for the project team.

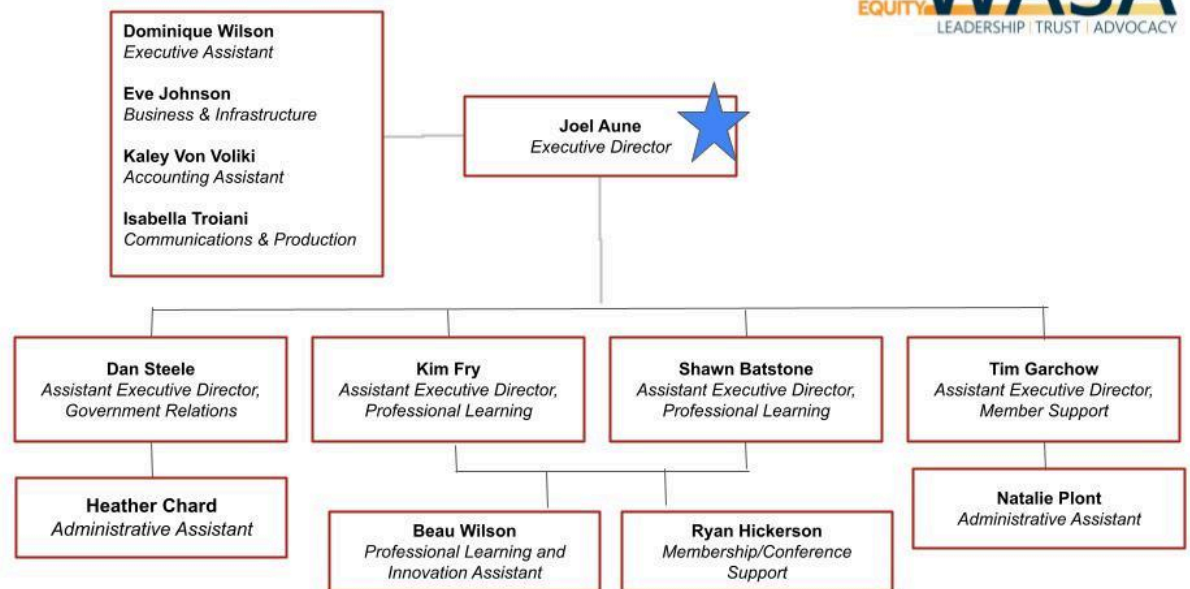
Additionally, as reflected in the WASA IPTN organizational chart, the project director and other contractors will seek approval for activities and related expenditures from Kim Fry who, in turn, reports directly to Joel Aune, WASA's Executive Director.

A programmatic and financial report is provided at every Board of Directors meeting as part of the Consent Agenda. An annual fiscal audit is performed by an external firm and the results are reported to the board.

Because of WASA's years of experience in contracting with OSPI, the association is well aware of and adheres to programmatic and fiscal requirements.

Below is WASA's organizational chart that delineates the line of authority within WASA. During Phase 1 another chart will be created identifying the lines of authority and responsibility for the project. Joel Aune and the WASA Board of Directors will have the prime responsibility and final authority for this body of work.

Internal Organization Overview



WASA Board of Directors

President: Robert Maxwell, Pullman School District, 240 SE Dexter St, #100 Pullman, WA 99163, 360.879.1000

Past-President: Mike Villarreal, Hoquiam SD, 325 W. Chenault Ave, Hoquiam, WA 9855, 360.538.8200

President-Elect: Shaun Carey, Enumclaw SD, 2929 McDougall Ave, Enumclaw, WA 98022 (360) 802-7100

Secretary: Dana Rosenbach, North Mason SD, 250 E. Campus Drive Belfair, WA 98528: (360) 277-2300

Treasurer: John Sander, Franklin Pierce SD, 315 129th St. South Tacoma, WA 98444 (253) 298-3000

B. Experience of the Consultant/Staff/Subcontractors

- a. **WASA IPTN: Driving Data-Informed Inclusion in Washington Schools** will be staffed by WASA and selected subcontractors who meet or exceed the minimum and desired Bidder Qualifications.

Kim Fry WASA Assistant Executive Director of Innovative Education and AI	
RESPONSIBILITIES	TIME ASSIGNED TO PROJECT: 30%
<p>To provide programmatic and fiscal oversight to the project including participating in contract activities as appropriate and to serve as liaison among the Project Director, Advisory Board, and other partners as appropriate.</p>	
<p>Qualifications: Kim has 32 years of experience as an educational administrator, having served as a principal, assistant superintendent, superintendent and now as an assistant executive director of Washington Association of School Administrators. During her 12 years as the Superintendent of the Rochester School District, Kim was the chief administrator over day-to-day operations; she served as the executive sponsor for all major instructional initiatives; supported the school board in adopting policies, curriculum, budgets, and strategic goals reflecting community priorities. Kim expertly managed finances, human resources and district facilities to ensure efficient and human-centered operations; led district negotiations and contract maintenance; and oversaw real estate transactions, transportation, and food service contracts. Kim hired, supported, and evaluated innovative administrators; provided fiscal oversight for a \$35 million annual budget; and secured multiple competitive grants through OSPI, Department of Education, and community partners. She provided supportive and visionary leadership for principals in planning and administering aligned instructional programs; regularly collaborated with diverse groups on critical issues - creating transparency and innovation with an equity lens; led successful educational program and operations levy campaigns in a low property value, highly taxed community; and served as the chief communications officer, focusing on two-way communications.</p> <p>In her current position as WASA Assistant Executive Director of Innovative Education and AI, Kim oversees the WASA Inclusionary Practices Project under the direction of the program director, designs and delivers professional learning in a variety of formats to best support individual leadership and systems-level improvement; provides on-going support and skill development programming for early career, mentor, and aspiring superintendents through three cohort-based academies and the CRESD113 Learning WALK Network; and organizes in-person conferences, workshops series, and on-line “just in time” learning events, facilitated by national, state and local experts and experienced practitioners. Kim actively assesses member needs through proactive conversations and summative evaluations, adjusting professional learning offerings based on data; provides timely support to WASA members on professional matters related to their roles as educational leaders; provides a coordinated program of supports to</p>	

Women in Leaders; elevates WASA's voice and influence by collaborating with partner agencies and professional organizations, including: AESD, ESDs, AWSP, WSSDA, OSPI, WEA, PESB, university programs; develops and maintains relationships with private sector business partners to secure financial support for leadership development. Kim also streamlines operations, fosters a high-trust culture, serves as a member of the executive leadership team to coordinate and influence legislative advocacy, member supports, professional learning and WASA operations. Finally, Kim provides leadership across our state in the utilization of artificial intelligence in education.

**Eve Johnson
WASA Accountant**

RESPONSIBILITIES TIME ASSIGNED TO PROJECT 15%

To maintain project budgets, open and maintain the project bank account, prepare all financial reports; train and oversee the bookkeeper.

Qualifications

Thirty- four years as WASA accountant, which has included successfully managing numerous OSPI contracts.

WASA SUPPORT STAFF

RESPONSIBILITIES TIME ASSIGNED TO PROJECT: 10%

Bella Troiani, Website, Communication, and Production Specialist
Major responsibilities include: Production of print materials design, mass communications, and program website.

SUBCONTRACTOR - Dr. Amy Wright, Project Director

RESPONSIBILITIES TIME ASSIGNED TO PROJECT: 75%

To plan and manage all aspects of professional learning and support activities; recruit participants; work with project evaluator to collect data related to ongoing professional learning activities; work with the subcontracted consultant trainer to plan training sessions and create content; work with TA Coaches to provide support to district team leaders; provide written/oral reports to multiple stakeholders.

Qualifications

Amy's leadership experience includes 15 years of administrative work and 15 years of teaching experience. For the last 4 years, she has served as WSLA Coach, PD Developer, Consultant, IPP Project Lead, and WASA Inclusionary Practices Project Director. She understands the importance of making the best interests of students the focus of all decision-making.

As a district leader, building principal, classroom teacher, and coach, she had enriching experiences that have provided her with a depth of preparation that she has brought to the role of project director. She has had the opportunity to lead, plan, implement, and oversee a broad range of responsibilities and activities, including, strategic planning, professional development planning, data analysis, and project development. She has worked with special education programs and design, curriculum selection and adoption, professional development, financial summaries, and reviews, capital projects, grant writing and implementation, collective bargaining, staff selection, program review, and evaluation.

As Project Director, Amy will provide consistent guidance, motivation, and support to school district administrators and project staff members, making a fundamental difference in supporting people who have a direct impact on student learning and outcomes.

Subcontractor: Dr. Kathy Shoop, Project Evaluator

RESPONSIBILITIES

TIME ASSIGNED TO PROJECT 75%

To create and execute the evaluation plan contained within this proposal.

Qualifications

With over 40 years of public school experience in her background, Kathy understands district and school settings, staffing, and resources; she is prepared to deal with the constraints of time they may have and the difficulties they may have in sharing information about their learning challenges.

As an Assistant Superintendent at the district and regional levels, she is adept at dealing with a variety of educational and personnel issues. With years of experience at grant writing and management, she is fully aware of the role of evaluation and how it is viewed by school personnel. In the mid-1990s, she served as co-evaluator of a Washington State Technology grant involving over 21 school districts across the state. She went on to earn her doctorate in educational leadership at Seattle Pacific University, where she earned a 3.9 GPA in five quarters of doctoral statistics and measurement. Her dissertation used a quasi-experimental 2 x 3 ANOVA design with a sample size of 150 as she examined the role of student self-reflection and feedback in the achievement levels of male and female students enrolled in a high school science class.

Kathy was invited to present her research and findings at the 2005 UNESCO conference in Hangzhou, China. She was selected as the lead evaluator and successfully worked with a team to conduct and present results for a descriptive and qualitative review of a large Washington school district in the spring of 2018. She has written several published articles and book chapters listed in her Curriculum Vitae.

Dr. Shoop has been working as an independent contractor since the fall of 2015 and has since

that time done contractual business with OSPI, Washington school districts, and WASA. She has no direct dependence on OSPI, WASA or any school district. For the last 5 years, she has served as the primary evaluator on the WASA IPP Project. She has the independence to render an honest and unbiased report of the program's outcomes.

Subcontractors: Design Team Member-to be offered a stipend if funded

RESPONSIBILITIES

TIME ASSIGNED TO PROJECT 20%

To assist the director and evaluator through the process of designing and implementing district & building leadership study and to work as a Design Team to build a program.

Qualifications

If funded, one of the first activities of the project will be to invite district & school leaders from both sides of the state to participate. WASA will seek individuals who have extensive knowledge of special education.

WASA commits to having those identified in this proposal do the assigned work. Should any staff need to be substituted, prior approval will be sought from OSPI.

As indicated in the project organizational chart, an Advisory Board will be created to guide and monitor this work. The Advisory Board will be composed of representatives from the Special Education, Instructional Program Administrator, and Superintendents Component groups from the WASA Board of Directors. All members of the component groups are current practitioners of the targeted audience of this proposal and represent the entire state.

Other Relevant Experience

WASA has a long, successful history of actively engaging superintendents and other district leaders in focusing on opportunity and achievement gaps. Through relevant and meaningful conferences, workshops, online training, and academies, WASA meets the learning needs of adults to impact the roughly one million students in Washington schools. Some examples of other opportunities WASA provides include:

For over two decades, WASA has coordinated the WASA/OSPI Special Education Directors Conference, MTSS Fest, and Integrated MTSS Conferences, providing professional learning opportunities for up to 650 special education and MTSS leaders each summer

2019-2024 WASA *Inclusionary Practices: Statewide Support for District Change* successfully supported close to 75 Washington state school district teams in system change around UDL, Inclusion, improvement planning, and implementation. In LRE level 1 percentages are consistently higher for WASA IPP participating districts across all six years (2018-2023) when compared to all Washington State School districts and those districts participating in state-supported inclusionary practices (the IP Pilot Districts).

2023 WASA partnered with the Inclusionary Practices Professional Development Cadre to sponsor *Zooming In & Out on Inclusionary Practices*, a statewide professional development webinar series presented by Katie Novak and Shelley Moore.

In 2018-19, WASA launched the Special Education Directors Academy with support from OSPI. This statewide professional learning initiative supports those who have special education administrative responsibilities with face-to-face and Zoom sessions.

Related Contracts

CONTRACT	CONTRACT REFERENCE NUMBER	CONTRACT PERIOD OF PERFORMANCE	CONTACT PERSON	TELEPHONE NUMBER	EMAIL ADDRESS
OSPI Teacher Principal Evaluation Project <ul style="list-style-type: none"> Mentor Academy Early Career Superintendent Academy Facilitated Peer Support Sessions WASA/AWSP Summer Pre-Conference 	20240479	6.10.24 - 6.30.25	Ann Gray	360-725-6116	Ann.Gray@k12.wa.us
Purple Heart Award	20240141	11.17.23 - 3.29.24	Christine Hurley	253.432.3837	Christine.hurley@k12.wa.us
Special Education Directors Preconference and Integrated MTSS Conference	20230260	7.31.23 - 8.2.23	Cyndie Hargrave	360-489-5525	cynthia.hargrave@k12.wa.us
Special Education Directors Academy	20240156	11.1.23 - 6.30.24	Cyndie Hargrave	360-489-5525	cynthia.hargrave@k12.wa.us
Special Education Directors Preconference and Integrated Virtual Conference	20220695	7.28.22 - 8.5.22	Cyndie Hargrave	360-489-5525	cynthia.hargrave@k12.wa.us
Teaching and Learning Leadership	20220223	8.2.21 - 6.30.23	Cindy Rockholt	360.725.4991	cindy.rockholt@k12.wa.us

Modified Calendar Project	20220325	8.9.21 - 6.30.23	Jon Ram Mishra	360-701-9321	jon.mishra@k12.wa.us
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Additionally, WASA supports superintendents, other central office administrators, and principals throughout the year by offering a wide range of conferences and academies including the Spring Conference designed for Small Schools Leaders, the Superintendent Conference, and Mentor and Early Career Superintendent Academies.

WASA has an annual operating budget of \$4.67 million.

Past Performance

WASA assists other statewide entities with their management needs. They include:

- Washington School Personnel Association (WSPA)
- Employee Relations & Negotiations Networking (ERNN)
- School Information and Research Service (SIRS)

Lobbying contracts are held with:

- Washington School Personnel Association (WSPA)
- Washington Association of Maintenance and Operations Administrators (WAMOA)
- Washington Association of State Business Officials (WASBO)
- Washington Interscholastic Activities Association (WIAA)
- Washington State Nutrition Association (WSNA)

C. References

WASA has a long history of completing Management Reviews for districts. Three recent reviews that focused specifically on special education were:

DISTRICT	CONTACT	ADDRESS	TELEPHONE NUMBER	EMAIL ADDRESS
Granite Falls School District	Josh Middleton	205 N Alder Avenue, Granite Falls WA 98252	360.691.7717	middleton@gfalls.wednet.edu

Peninsula School District	Krestin Bahr	14015 62nd Ave NW, Gig Harbor WA 98332	253.530.1000	bahrk@psd401.net
Clover Park School District	Ron Banner	10903 Gravelly Lake Dr SW, Lakewood WA 98499	253.583.5191	rbanner@cloverpark.12.wa.us

D. Past Performance

WASA has not received notification of any contract breach in the past five (5) years.

Cost Proposal

Identification of costs, including travel costs, subcontracting costs, and indirect costs. (see next section for fee-for-service plan.

STAFF (WASA)	<div> Contract Manager \$10700.00 Website, Communication, and Production Assistant \$650.00 Professional Learning Assistant \$650.00 Accountant \$3500.00 \$15,500.00 </div>
SUBCONTRACTORS	<div> Director \$55,000.00 Evaluators \$15,000.00 \$70,000.00 </div>
ADMINISTRATIVE	<div> Technology \$700.00 IPTN Collaboration Meetings \$250.00 Printing \$125.00 Materials/Supplies \$75.00 Conferences (director) \$600.00 \$1750.00 </div>
DISTRICT TEAM SUPPORT	<div> Stipends for Design Team Participants \$20,000.00 </div>
TRAVEL EXPENSES	<div> WASA Management \$1000.00 Project Team \$1000.00 \$2000.00 </div>
SUBTOTAL	\$109,250.00
INDIRECT	\$12,500.00
TOTAL	\$121,750.00

Fee for Service:

A critical component of the WASA's IPTN proposal involves establishing a sustainable fee-for-service model to support long-term program viability. In Phase 1, the research and design phase, the WASA IPTN Design Team will develop this model to ensure that Phase 2 integrates fee-based services that secure enduring partnerships with Local Education Agencies (LEAs) while meeting their evolving needs. This strategic approach will provide a revenue stream that supplements initial IPTN funding, guaranteeing that LEAs continue to access quality, inclusive education support even if project funding ends.

Phase 1: Building the Foundation for Fee-Based Services

During the research and design activities in Phase 1, we will lay the groundwork for a successful fee-for-service model by focusing on two key aspects:

- 1. Research-Driven Needs Assessment**

Phase 1 will include a comprehensive needs assessment across participating LEAs. By working closely with district and school leaders, WASA IPTN will identify high-demand services that address district-specific needs. These insights will guide the design of tailored, scalable service packages that are both financially viable and accessible to districts of varying sizes and budgets. Understanding these needs from the outset will ensure that Phase 2 services align closely with what districts are willing to invest in and benefit from.

- 2. Market Analysis and Feasibility Planning**

During Phase 1, the Design Team will conduct a market analysis to identify competitive service offerings and determine viable pricing structures. This analysis will involve gathering feedback from district leaders through potential focus groups, surveys, and interviews, offering insight into preferred service formats, expected costs, and district budget capacities. Additionally, by evaluating market trends and benchmarking against similar programs, WASA can develop pricing and service packages that meet district needs while establishing a feasible, revenue-generating model. This analysis, paired with detailed planning, will ensure that Phase 2 launches with a well-structured, sustainable fee-for-service framework ready for implementation.

Phase 2: Integrating Fee-Based Services for Sustainable Support

As Phase 1 concludes, IPTN will be well-prepared to fully implement a fee-for-service model that has been thoughtfully designed and tested. We are committed to making fee-based services a

significant component of Phase 2, using insights from Phase 1 to scale the program’s reach and impact. The design team will strive to create a fee-for-service approach that features:

- **Customizable Service Packages:** Developed based on feedback from Phase 1, these packages may offer LEAs flexible options, including professional development workshops, data analysis and monitoring, and on-site coaching.
- **Sustainable Pricing and Access Plans:** Using tiered pricing and subscription options, WASA will provide budget-conscious LEAs with access to continuous support, ensuring that cost-effective assistance is available to all districts, regardless of size or resources.
- **Long-Term Revenue to Maintain Impact:** The fee-for-service model will create a steady revenue stream, allowing WASA IPTN to extend its reach and resources while reducing reliance on initial project funding.

The fee-for-service model will be integral to both Phase 1 and Phase 2 of this project, embedding financial sustainability directly into the IPTN’s strategic design. In Phase 1, we will invest in critical research and pilot testing to refine offerings, ensuring alignment with LEA needs. By Phase 2, WASA IPTN will be positioned to deliver high-impact, sustainable services to LEAs, fostering inclusivity and a legacy of support across Washington State. This approach assures our commitment to sustaining inclusive education practices that serve all students effectively and equitably.



KIM FRY

PROFILE

Thoughtful, strategic, and forward-focused leader who models the characteristics desired in others: humility, transparency, consistency, kindness, inquisitiveness, and unwavering commitment.

Experienced relationship builder at local and state levels with strong collaboration skills, and the ability to bring out the best in others.

Skilled communicator and facilitator, with the organizational skills, flexibility, and fiscal responsibility necessary to lead a complex organization beyond expectations.

Enthusiastic and hopeful leader, committed to fostering innovative and equitable learning environments where all students, staff and administrators are valued and successful.

CONTACT

PHONE:
360-239-6225

EMAIL:
kimfryhome@gmail.com

EDUCATION

Superintendent Certification
2009 Seattle Pacific University

Master of Arts in Educational Administration
1993 Central Washington University

Bachelor of Arts in Elementary Education
1988 Central Washington University

WORK EXPERIENCE

Washington Association of School Administrators
Assistant Executive Director
2022-Present

- Design and deliver professional learning in a variety of formats to best support individual leadership and systems-level improvement.
- Develop and lead support for the integration of AI in public schools
- Provide on-going support and skill development programming for early career, mentor, and aspiring superintendents through three cohort-based academies and the CRESD113 Learning WALK Network.
- Organize in-person conferences, workshops series, and on-line “just in time” learning events, facilitated by national, state and local experts and experienced practitioners.
- Actively assess member needs through proactive conversations and summative evaluations, adjusting professional learning offering based on data.
- Provide timely support to WASA members on professional matters related to their roles as educational leaders.
- Oversee the WASA Inclusionary Practices Project under the direction of the program director.
- Provide a coordinated program of supports to Women in Leadership
- Elevate WASA’s voice and influence by collaborating with partner agencies and professional organizations, including: AESD, ESDs, AWSP, WSSDA, OSPI, WEA, PESB, university programs, and more.
- Develop and maintain relationships with private sector business partners to secure financial support for leadership development.
- Streamline operations and foster a high-trust culture.
- Serve as a member of the executive leadership team to coordinate and influence legislative advocacy, member supports, professional learning and WASA operations.

AWARDS & DISTINCTIONS

2022-2023 Teacher and Principal Evaluation Program Steering Committee

2022-2023 Teacher Residency Symposium Planning Team

2020-21 OSPI Continual Learning Stakeholder Workgroup

2020 American Association of School Administrators National Conference Presenter

2018 Award of Merit in Recognition of Effective Leadership WASA, Region 113

2016-2018 ESD 113 Superintendent Advisory Council & WASA 113 Region President

2014 ESD 113 Spirit of Leadership Award in Recognition of Early Childhood Education Leadership

REFERENCES

Joel Aune, Executive Director, WASA, 509-389-2430

Mike Nelson, Assistant Executive Director, WASA, 253-508-0192

Grant Rodeheaver, Board Director, Rochester School District, 360-280-4733

Carolyn Lint, Washington State Leadership Academy, 360-250-1009

Brian Wharton, Superintendent, Yelm Community Schools, 360-790-4152

Mike Villarreal, Superintendent, Hoquiam School District, 509-350-0226

Chris Rust, Superintendent, Toledo School District, 360-864-6325

Justin Black, Director of Curriculum & Technology, Rochester School District 360-280-3328

Michelle Price, Superintendent, North Central ESD, 509-760-1138

Rochester School District Superintendent 2010-2022

- Chief administrator over day-to-day operations.
- Served as the executive sponsor for all major instructional initiatives.
- Supported the school board in adopting policies, curriculum, budgets, and strategic goals reflecting community priorities.
- Expertly managed district finances, human resources, and facilities to ensure efficient and human-centered operations.
- Led district negotiations and contract maintenance.
- Oversaw real estate transactions, transportation, and food service contracts.
- Hired, supported, and evaluated innovative administrators.
- Fiscally responsible manager maintaining a \$35 million annual budget.
- Collaborated with community agencies, universities and CRESD113 to provide exceptional mental health supports, early childhood education, career and technical education, family engagement, enriching childcare, multilingual and inclusionary practices programs.
- Secured multiple competitive grants through OSPI, Department of Education, and community partners.
- Provided supportive and visionary leadership for principals in planning and administering aligned instructional programs.
- Regularly collaborated with diverse groups on critical issues, creating transparency and innovation with an equity lens.
- Led successful educational program and operations levy campaigns in a low property value, highly taxed community.
- Served as the chief communications officer, focusing on two-way communications.

Rochester School District Assistant Superintendent 2006-2010

Rochester School District Principal Rochester Primary 1994-2006

Elma School District Interventionist Elma Elementary 1993-1994

Rochester School District Teacher 1988-1993

AFFILIATIONS

- | | |
|--------------|---|
| 2006-Present | Washington Association of School Administrators |
| | American Association of School Administrators |
| 2018-Present | Rochester Life Servant Council Member |
| 2016-Present | Rochester Scholarship Association Board |
| 2018-2022 | Grand Mound Chamber of Commerce Board |
| 2003-2008 | South Sound Reading Foundation Board Member |

Amy Wright, Ed.D

Camas, WA 98607 • 425-765-3644 • awright@wasa-oly.org

Professional Summary

Committed Educational Leader with demonstrated success bringing innovation and creativity to educational institutions. Sound knowledge of school systems, equity-driven planning, and evidence-based practices. Dedicated to improving school access, removing barriers and empowering families to positively impact student growth.

Skills

Project Goals Development, Implementation and Reflection

Constant Focus on Equity, Inclusion and Belonging Skilled Presenter

On-going High Quality Team Member Development

Project Management Through Ongoing Cycles of Inquiry

Outstanding Written and Verbal Communication

Work History

Project Lead: Inclusionary Practices Program, 08/2021 to Current

Washington Association Of School Administrators – Olympia, WA

Served as coach to District Team Facilitators in 10 school districts throughout Washington State Maintained timelines to keep teams on task and achieve schedule targets.

Updated Team Lead and Professional Development Consultant on teams' progress and roadblocks. Provided team members with coaching and direction.

Performed independent analysis and provided recommendations to overcome project obstacles. Set up and managed team meetings.

Troubleshoot, brainstormed and collaborated with fellow coaches on ways to make coaching more impactful for clients.

Fostered positive, proactive and professional relationships to achieve short- and long-term improvement goals.

Leadership Coach, 08/2020 to Current

Washington State Leadership Academy – Olympia, WA

Attended seminars, trainings and other events to develop and support school district leadership teams with a focus on equity, inclusion, and data to increase impact.

Worked closely with district superintendents to set vision and strategic planning for their leadership teams. Assisted district teams with developing and monitoring Theories of Action based on a Problem of Practice through a Cycle of Inquiry.

Troubleshoot, brainstormed and collaborated with fellow coaches on ways to make coaching more impactful for district clients.

Fostered positive, proactive and professional relationships to achieve short- and long-term system improvement goals.

Principal, 08/2012 to 06/2020

Snoqualmie Valley School District – Snoqualmie, WA

Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.

Oversaw schedule management and protocols for orientation, special programs, family engagement, and related activities.

Coordinated yearly operations and staff budget, tracked expenses and documented actions. Was Selected to be planning principal for a new elementary school that opened in 2016. Established positive, stimulating

learning environment for students and exciting education-focused culture and climate for teachers and staff.

Supported hiring, training and disciplinary action in compliance with legal guidelines and requirements. Established instructional practices driven by statistical performance data.

Modeled expected and appropriate leadership to promote teaching staff and administrative personnel's positive interaction with students and families.

Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.

Cultivated positive relationships between community members, school students and teachers. Performed classroom evaluations to assess teacher strategies and effectiveness.

Principal, 07/2006 to 06/2012

Riverview School District – Carnation, WA

Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.

Developed and taught a training program for newly hired educators in the district and provided encouragement and feedback.

Led meetings to convey policy changes, gather information and assess employee thoughts. Researched and incorporated new educational trends and instructional strategies to optimize education effectiveness.

Managed all details regarding student discipline.

Verified adherence to state, federal and private funding source requirements across programs and outcomes.

Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.

Classroom Teacher, 08/1990 to 06/2006

Snoqualmie Valley School District – Snoqualmie, WA

Organized classroom supplies and managed a classroom to create fun, nurturing settings and meet learning needs.

Instructed groups of students and provided individual support.

Collaborated with parents, administrators and counselors to develop improvement plans for struggling students.

Planned lessons, activities and trips to cover all required course material.

Education

Doctor of Education: Educational Leadership, 04/2019

Seattle Pacific University - Seattle, WA

Superintendent Certificate Program: Educational Leadership, 06/2009

Seattle University - Seattle, WA

Principal Certification : Educational Leadership, 06/2006

Seattle Pacific University - Seattle, WA

Master of Arts: Integrated Curriculum, 06/1995

City University of Seattle - Seattle, WA

Bachelor of Arts: Language Arts Education, 06/1990

Seattle Pacific University - Seattle, WA

Kathleen Shoop, Ed.D.

17552 Allen Road, Bow, Washington 98232

Mobile: 360.421.4534 | Email: kathy@kathyshoop.com

Education

- **Ed.D. Educational Leadership & Superintendent Program** - Seattle Pacific University (2001–2006)
Dissertation: *Self-Reflection, Gender, and Science Achievement*
 - **Superintendent Certificate** - Seattle Pacific University (2003)
 - **M.Ed. Curriculum and Instruction** - Western Washington University (1981)
 - **BA Ed. English/Speech–Theatre** - Western Washington University (1975)
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Professional Experience

Consultant/Evaluator | Learning-Focused Systems (2020–Present)

- Lead evaluator for WASA Inclusionary Practices Project, overseeing evaluation plans, data collection, and reporting.
- Co-evaluator for district audits, developing audit frameworks, and presenting findings to educational leaders.
- Presented research at the Global Symposium in Education, authored articles, and served as editor for the International Dialogues in Education Journal.

Assistant Superintendent for Teaching and Learning

- **NWESD** (2007–2015): Managed budgets, led professional development, and oversaw assessment initiatives. Developed regional educational programs and managed staff support for 35 school districts.
- **La Conner School District** (2003–2007): Directed curriculum and assessment initiatives, supervised instructional materials, and coordinated with local community and tribal organizations on education improvement.

Grant Management and Writing

(La Conner School District, 1994–Present)

- Secured and managed over \$25 million in grants, including the Gates Foundation and DOE's Best PLACE grant. Focused on curriculum development, literacy, and educational technology initiatives.

K-12 and College Teaching

(1975–2007)

- Taught high school English, Drama, and Study Skills; Kindergarten reading and science.
 - Developed senior seminar curriculum, supervised student teaching at Western Washington University, and co-facilitated professional certification seminars.
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Publications & Presentations

- Co-authored chapter in *Culturally-Responsive Assessment* (2023).
 - Published articles in *Washington State Kappan*, *The Higher Education Forum*, and other journals on educational resilience, student voices, and leadership in small school districts.
 - Presented at national conferences, including ASCD, AESA, and the National Migrant Educators' Conference, on topics ranging from school accreditation to instructional efficacy.
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Honors & Professional Associations

- **WASA Student Achievement Award** (2015), **Outstanding Alumnus** - SPU (2014)
 - Member: WASA, WERA, WSASCD, Phi Delta Kappa
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References

Available upon request.