And Still We Rise, LLC (ASWR)

Response to

Washington State Office of Superintendent of Public Instruction (OSPI) Inclusionary Practices Technical Assistance Network (IPTN)

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ASWR acknowledges that our offices reside on occupied lands. Our Boston and Cambridge offices are on the traditional territory of the Massachuset tribe. Our Bellevue WA office is on the traditional territory of the Coast Salish tribes, specifically the Duwamish tribe.
We acknowledge with honor and gratitude the sacrifices their ancestors paid so we can stand here today.

ASWR also acknowledges that our nation has benefited and profited from the free labor of enslaved Black people. We honor the legacy of the African diaspora and Black life, and the knowledge, skills, and human spirit that persevere in spite of anti-Blackness, violence, and White supremacy.
We commit to standing up against racism and acknowledging in all facets of our life that
Black Lives Matter.

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A. Technical Proposal

A.1 Executive Summary

And Still We Rise, LLC (ASWR) is honored to submit this proposal to partner with the Washington State Office of Superintendent of Public Instruction (OSPI) in supporting the Inclusionary Practices Technical Assistance Network (IPTN). **Established in 2018, our extensive six-year expertise in educational equity, mental health interventions, and organizational transformation**, combined with a strong commitment to Diversity, Equity, Inclusion, and Belonging (DEIB) principles, aligns perfectly with the IPTN's mission to disrupt exclusionary practices and improve access to rigorous, standards-based instruction for all students in Washington, particularly Black students and students with intellectual and developmental disabilities (IDD).

ASWR has a strong track record of leading inclusive, trauma-informed educational initiatives across three states and 20 agencies. We've partnered with educational systems nationwide to reduce disparities in student outcomes through data-driven, equity-focused solutions. Our team of over 80 professionals, including psychologists, counselors, educators, and DEIB experts, offers tailored interventions for historically marginalized students.

We provide guidance, technical assistance, and professional development for stakeholders, ensuring sustainable, inclusive change. Our multidisciplinary approach addresses mental health, behavioral interventions, and inclusive practices, aligning with IPTN's goals to reduce student exclusion. Recognized in publications like The Boston Globe, ASWR is excited to partner with OSPI on the IPTN initiative, working to create more inclusive schools in Washington State.

A.2 Understanding the IPTN's Scope

The OSPI created the IPTN to reduce exclusionary practices and increase equitable access to rigorous, standards-based education. OSPI's primary focus is addressing the disproportionate exclusion of Black students with disabilities and students with intellectual and developmental disabilities (IDD) from general education settings.

To meet these goals, OSPI seeks partners who can provide technical assistance and implement systemic changes that foster inclusive educational environments. This includes reducing reliance on exclusionary practices such as disciplinary removals, restraint, and isolation, and increasing opportunities for marginalized students to engage with grade-level content.

ASWR is specially positioned to address these needs, having implemented six equity-driven interventions and trauma-informed care programs that have improved outcomes
for more than 500 students. We will work closely with OSPI to deliver professional

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development, coaching, and data-driven strategies that empower schools to adopt sustainable inclusion practices. Our approach will focus on building culturally responsive solutions tailored to the unique challenges faced by Washington's diverse student population. ASWR will integrate evidence-based frameworks with OSPI's data infrastructure to provide detailed analyses that inform systemic change, identifying and reducing exclusionary practices through targeted interventions. By fostering collaboration across districts and offering targeted support, ASWR will help create an educational landscape where all students—especially those most at risk—can thrive academically and socially.

Through our commitment to equity, systemic transformation, and continuous improvement, ASWR will support OSPI's vision of a fully inclusive education system that addresses the needs of every student, particularly those historically marginalized.

A.3 Project Approach/Methodology

Our proposed project approach centers on a comprehensive system-level needs assessment and resource mapping to thoroughly evaluate the academic and nonacademic supports available within schools, school districts, and the broader community. This methodology aims to identify both existing resources and critical gaps, ensuring a holistic understanding of the support landscape. Additionally, we will conduct targeted student-level needs assessments for all at-risk students.

By engaging with these students, we will uncover their unique requirements and collaboratively develop a suite of tailored supports. This coordinated effort will not only provide a robust framework of mutually reinforcing resources but also ensure that each student's individual needs are met effectively. Through this systematic approach, we will empower students by aligning available resources with their specific challenges, ultimately fostering their academic and personal success. Our approach to this project is centered on the following key components:

1. **Equity-Centered Design:** We will ensure that all strategies and interventions are designed with an equity lens, prioritizing the voices of students and families from marginalized communities. This includes disaggregating attendance data to identify and address disparities.

2. **Breakthrough Series Network Model:** We will implement the Breakthrough Series model, which provides a structured approach to rapid cycle improvement. This model has been proven effective in other contexts such as systemic attendance improvement, and we will adapt it to the specific needs of Washington State's schools.

3. **Multi-Tiered Systems of Support (MTSS)**: Our team will integrate MTSS frameworks to provide tiered interventions that address the varying needs of students, from universal supports to targeted interventions.

4. **Coaching and Professional Development:** We will provide ongoing coaching and professional development to Regional Attendance Coordinators and school leaders, ensuring they have the skills and knowledge to implement and sustain attendance improvement strategies.

5. **Data-Driven Decision-Making:** We will support districts in using data effectively to guide their attendance improvement efforts. This includes training on the use of dashboards, early warning indicators, and other data tools.

A.4 Work Plan

Our Work Plan outlines the necessary tasks, services, and activities required to successfully execute the project as defined in this RFP. Each component is designed to address the unique needs of Washington State's schools, ensuring a systematic and equitable approach to attendance improvement. Below are the key tasks and activities involved in our project:

Tasks and Activities

System-Level Needs Assessment and Resource Mapping

I. Stakeholder Engagement
   ○ Conduct initial meetings with key stakeholders, including OSPI staff, school leaders, and community organizations, to gather insights and establish collaborative partnerships.

II. Data Collection and Analysis
   ○ Collect and analyze data on current academic and nonacademic supports available in schools and the community, focusing on attendance trends and disparities.
   ○ Disaggregate attendance data by demographics to identify specific gaps affecting marginalized communities.

III. Resource Mapping
   ○ Create a comprehensive resource map that identifies available supports, gaps, and areas for improvement within the school districts and communities.

Student-Level Needs Assessment

I. Identification of At-Risk Students
   ○ Work with school staff to identify all at-risk students using established criteria and data sources.

II. Surveys and Interviews
- ○ Administer surveys and conduct interviews with students and families to gather qualitative data on their specific needs and challenges.

III. Needs Analysis
- ○ Analyze the data collected to determine common themes and individual student needs, informing the development of tailored support packages.

Development of Tailored Support Packages

I. Collaborative Support Planning
- ○ Facilitate workshops with educators, families, and community organizations to design tailored support packages based on assessment findings.

II. Integration of Equity-Centered Design
- ○ Ensure all support strategies are developed through an equity lens, prioritizing the voices of marginalized communities.

Implementation of Breakthrough Series Network Model

I. Model Adaptation and Training
- ○ Train school leaders and staff on the Breakthrough Series model, customizing it to address the specific attendance improvement needs of their schools.

II. Rapid Cycle Improvement
- ○ Implement rapid cycle improvement processes to test, evaluate, and refine strategies for attendance improvement.

Integration of Multi-Tiered Systems of Support (MTSS)

I. MTSS Framework Training
- ○ Provide training for school staff on MTSS frameworks, emphasizing the importance of tiered interventions for diverse student needs.

II. Development of Tiered Interventions
- ○ Collaboratively design and implement universal, targeted, and intensive interventions tailored to varying levels of student need.

Coaching and Professional Development

I. Ongoing Coaching Sessions
- ○ Deliver regular coaching sessions for Regional Attendance Coordinators and school leaders to reinforce best practices in attendance improvement strategies.

II. Professional Development Workshops
- ○ Organize workshops focused on effective strategies for implementing and sustaining attendance initiatives.

Data-Driven Decision-Making Support

I. Dashboard Development and Training
- ○ Support districts in the development and use of data dashboards to track attendance metrics and indicators.

II. Early Warning System Implementation
- ○ Train school staff on identifying and utilizing early warning indicators to proactively address attendance issues.

Monitoring and Evaluation
- I. Continuous Feedback Loop
  - ○ Establish a mechanism for ongoing feedback from stakeholders to assess the effectiveness of implemented strategies.
- II. Reporting and Adjustments
  - ○ Provide regular progress reports to OSPI and make data-informed adjustments to strategies as necessary to ensure alignment with project goals.

Involvement of OSPI Staff

We anticipate that OSPI staff will play a crucial role in facilitating communication between the consultant team and local school districts. Their involvement will be critical for data sharing, stakeholder engagement, and ensuring alignment with state policies and priorities.

Through this comprehensive Work Plan, we are committed to delivering impactful results that foster student success and improve attendance across Washington State's educational landscape.

A.5 Project Schedule

Phase 1: Planning and Development (Month 1)
- ● Initial consultations with key stakeholders
- ● Development of customized training materials

Phase 2: Implementation (Month 2-3)
- ● Rollout of staff training workshops
- ● Launch of leadership development sessions

Phase 3: Evaluation and Adaptation (Month 4-5)
- ● Comprehensive assessment of initial impacts
- ● Feedback sessions and strategy adjustments

A.6 Deliverables

Under the resulting contract from this RFP, we will complete the following deliverables aligned with the specified tasks.

Item	Description	Delivery Date
Familiarization Report	A concise report summarizing our understanding of state and district LRE data, student outcomes data (e.g., graduation and post-school), and the IPTN Theory of Action. This foundational document will guide our project activities.	
High-Quality Guidance and Resource Materials	Development of a set of guidance documents, technical assistance materials, and professional development resources aimed at disrupting segregated systems of disproportionality and reducing exclusionary practices. This will specifically address the needs of students in LRE 3 and Black students with disabilities.	
Evaluation Plan	A detailed evaluation plan outlining the methods and metrics for assessing the impact of our strategies, particularly focusing on inclusion for students in LRE 3 and Black students with disabilities.	
Quarterly	A comprehensive report summarizing project activities, evaluation components, and initial impacts on priority areas. This will provide insights into progress made in the first half of the project.	
Participation in IPTN Tiers of Support	Active engagement in Tier 1 Universal Activities and Tier 2 Communities of Practice, with documentation of activities and outcomes related to improving access to rigorous standards-based instruction.	Ongoing, with a summary report at the end of Month 4
Drivers of Best Practices Assessment	Completion of the Drivers of Best Practices Assessment using the CNA Toolkit to guide organizational teams in supporting implementation efforts, identifying strengths and areas for improvement.	
Sustainability Plan	A concise sustainability plan detailing strategies for incorporating fee-based services supported by agreements with local education agencies (LEAs) to ensure ongoing support after the project concludes.	
Updated IPTN Website and Materials	Collaboration with OSPI to update the IPTN website and shared materials, ensuring resources are current and accessible to all stakeholders.	
Co-branded Project Materials	All project-produced materials will be co-branded with OSPI and made publicly available under a Creative Commons license, promoting transparency and accessibility of resources.	

These deliverables are designed to ensure a comprehensive approach within the five-month project timeframe, addressing the needs of students and fostering sustainable practices for ongoing improvement.

A.7 Performance-Based Contracting

In alignment with RCW 39.26.180, we propose a performance-based contracting approach that emphasizes accountability and results. Our contract structure will clearly identify expected deliverables and establish performance measures that are directly tied to these outcomes. This approach ensures that payments are contingent upon the successful completion of specified tasks and the achievement of defined performance metrics.

Item	Description	Performance Measure
Familiarization Report	A concise report summarizing our understanding of state and district LRE data, student outcomes data (e.g., graduation and post-school), and the IPTN Theory of Action. This foundational document will guide our project activities.	Completion and approval of the report by OSPI.
High-Quality Guidance and Resource Materials	Development of a set of guidance documents, technical assistance materials, and professional development resources aimed at disrupting segregated systems of disproportionality and reducing exclusionary practices. This will specifically address the needs of students in LRE 3 and Black students with disabilities.	Resources must be utilized in at least three training sessions, with feedback collected from participants.
Evaluation Plan	A detailed evaluation plan outlining the methods and metrics for assessing the impact of our strategies, particularly focusing on inclusion for students in LRE 3 and Black students with disabilities.	Approval of the plan by OSPI and preliminary feedback on the evaluation design.
Quarterly	A comprehensive report summarizing project activities, evaluation components, and initial impacts on priority areas. This will provide insights into progress made in the first half of the project.	Submission of the report by the due date, including all required data and analysis.
Participation in IPTN Tiers of Support	Active engagement in Tier 1 Universal Activities and Tier 2 Communities of Practice, with documentation of activities and outcomes related to improving access to rigorous standards-based instruction.	At least two documented collaborative activities or meetings with IPTN members.
Drivers of Best Practices Assessment	Completion of the Drivers of Best Practices Assessment using the CNA Toolkit to guide organizational teams in supporting implementation efforts, identifying strengths and areas for improvement.	Acceptance of the report by OSPI and evidence of its use in strategic planning.
Sustainability Plan	A concise sustainability plan detailing strategies for incorporating fee-based services supported by	Approval of the plan by OSPI and identification

	agreements with local education agencies (LEAs) to ensure ongoing support after the project concludes.	of potential LEA partnerships.
Updated IPTN Website and Materials	Collaboration with OSPI to update the IPTN website and shared materials, ensuring resources are current and accessible to all stakeholders.	Successful launch of the updated website with user engagement metrics.
Co-branded Project Materials	All project-produced materials will be co-branded with OSPI and made publicly available under a Creative Commons license, promoting transparency and accessibility of resources.	Public availability of materials and positive feedback from users.

By adopting this performance-based contracting approach, we ensure that the project's success is directly linked to tangible results, ultimately benefiting students and the educational community in Washington State.

A.8 Risks

In undertaking this project, we recognize several significant risks that could impact its success. These include staff turnover, labor disruptions, and the potential loss of key personnel. To effectively monitor and manage these risks, we propose the following strategies.

| Risk	Qualifier	Mitigation Strategy
Staff Turnover	High turnover rates can disrupt project continuity and hinder effective contract management.	We will implement a robust onboarding and training program to ensure all team members are well-equipped to take on their responsibilities. Regular team-building activities will foster a supportive work environment, promoting retention. Additionally, we will maintain a staffing contingency plan, including a pool of qualified backup personnel, to quickly address any turnover.
Labor Disruptions	Labor strikes or other disruptions could delay project timelines and deliverables.	We will monitor labor relations proactively and establish communication channels with relevant stakeholders. In the event of a disruption, we will activate our business continuity plan, reallocating resources as necessary and maintaining clear communication with the Agency's contract manager to keep them informed of any changes in project timelines.
Loss of Key Personnel	The departure of key staff could jeopardize project knowledge and continuity.	To address this, we will document all critical processes and decisions in a shared repository to ensure knowledge transfer. Cross-training team members will enable staff to cover each other's responsibilities in the event of an absence. Regular check-ins will allow us to identify potential issues early, enabling timely intervention.

Monitoring and Reporting

We will conduct monthly risk assessments to identify new risks and evaluate the status of existing ones. A dedicated team member will be responsible for monitoring these risks and reporting any significant developments to the Agency's contract manager. This proactive approach ensures that we remain responsive and can implement necessary adjustments to mitigate risks effectively.

By implementing these strategies, we aim to minimize potential disruptions and ensure the successful execution of the project.

B. Management Proposal

B.1 Project Management

Our project team is organized to ensure that every aspect of the IPTN is managed by experienced professionals with a deep understanding of the challenges faced by OSPI schools. The team is structured to promote collaboration, efficiency, and accountability, ensuring that all project objectives are met on time and to the highest standards of quality.
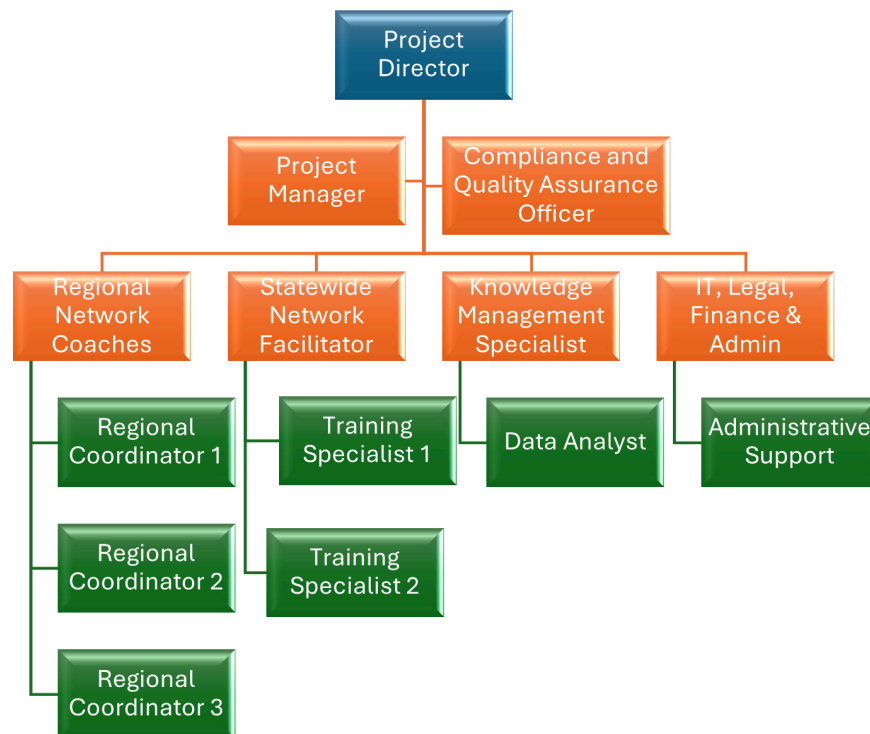
Organizational Structure for the OSPI IPTN Project

ASWR operates under a streamlined organizational structure to ensure effective delivery of services and clear lines of communication. The structure for this project includes:

- **Dr. Natasha Holmes, Psy.D**. - Founder & CEO: Dr. Holmes will have prime responsibility for overseeing the entire project. She will ensure that the project aligns with ASWR's mission and meets the highest standards of delivery.
- **Dr. Britney Boyles, Ed.D** - Consulting Project Coordinator: Dr. Boyles will manage daily project operations, including scheduling, coordinating resources, and direct liaison with OSPI representatives. She will report directly to Dr. Holmes.
- **Roberta Holmes** - Partnership Development Specialist: Responsible for handling client relationships, modifications to the project deliverables, and acting as backup coordinator.

B.2 Internal Controls

ASWR ensures high standards through a strong internal control system. Our Quality Assurance process includes regular reviews of training content and instructor performance to maintain excellence. We also gather feedback from participants and OSPI through structured Feedback Mechanisms to assess satisfaction and identify areas for improvement. To ensure transparency and accountability, we provide monthly reports via the Access Equity system, tracking progress and ensuring compliance with contract requirements.

B.3 Relevant Experience

Our team's expertise spans educational equity, trauma-informed care, and systemic change, ensuring we are well-equipped to support OSPI's mission to reduce exclusionary practices and improve access to inclusive education. Through our previous work with schools, districts, and community organizations, we have successfully implemented strategies that create more equitable and supportive learning environments for all students, particularly those from marginalized communities.

ASWR is proud to highlight the experiences of our consultants' experiences demonstrating how our past initiatives and partnerships position us to effectively contribute to the success of the IPTN.

Brittany Anderson, LICSW (she/they)
With her background in therapy and developmental disability support, as well as her teaching and leadership experience in K-6 settings, Brittany brings a well-rounded perspective to supporting students with diverse needs, particularly those with disabilities and LGBTQIA+ identities.

Brittany's commitment to trauma-informed, client-centered care aligns with OSPI's goal of reducing exclusionary practices and fostering inclusive educational environments. Her use of psychodynamic, interpersonal, and cognitive-behavioral approaches, along with her training in EMDR therapy, allows her to support schools in creating safe, supportive spaces for students dealing with trauma and mental health challenges.

Her experience advocating for disability rights and equitable access to mental healthcare positions her to effectively contribute to the IPTN's mission of ensuring all students have access to inclusive, supportive learning environments.

Sky Gavis-Hughson, LCSW (they/them)
Sky's expertise in trauma-informed care, disability justice, and neurodivergence provides a strong foundation for supporting the inclusion of students with disabilities, including those with Intellectual and Developmental Disabilities (IDD). Additionally, their background in queer and

trans/GNC affirming care enhances the capacity to offer culturally responsive, affirming professional development to educators, families, and school administrators.

Sky's ability to integrate restorative practices and promote healthy conflict resolution is crucial for reducing exclusionary practices in schools. Their experience facilitating support groups, workshops, and discussion groups will contribute to the delivery of engaging professional development and technical assistance, both in person and virtually. Sky's focus on inclusive research design ensures that their contributions to the IPTN will reflect the needs of marginalized communities, addressing OSPI's goal to improve outcomes for Black students with disabilities and those receiving special education services.

Their commitment to equity and inclusivity across various professional roles positions Sky to effectively support the IPTN's aim of fostering systemic change and improving educational access for all students in Washington.

Raimi Marx (they/them)
Their experience in DEI training across government, medical, and education systems equips them to provide impactful professional development that fosters inclusive, supportive environments, particularly for marginalized students, such as Black students with disabilities and those with intellectual and developmental disabilities (IDD).

Raimi's background in supporting survivors of DV/IPV/SA within the LGBTQIA+ and kinky/polyamorous communities brings a trauma-informed, non-carceral approach that aligns with OSPI's goal of reducing exclusionary practices. Their work in reproductive health, sex education, and intersectional DEI initiatives prepares them to tailor training for a wide range of educational stakeholders.

Through trauma-responsive and equity-driven strategies, Raimi will help OSPI and IPTN create inclusive educational spaces that support the well-being and academic success of all students, particularly those at risk of exclusion.

Tarra Mitchell, EdD (she/her)
With a background in leading schools at multiple levels and district office roles, including heading Seattle Special Education and working with OSPI, Tarra is well-versed in addressing the needs of students with disabilities and guiding schools through systemic improvements.

Her expertise in turning around systems and rebuilding school cultures, particularly in supporting BIPOC leaders in predominantly white spaces, aligns with the IPTN's focus on disrupting exclusionary practices and fostering inclusive, equitable environments. Tarra's ability to also support white leaders on their equity journey ensures that her approach to professional development and technical assistance is comprehensive and impactful.

Tarra's leadership in diversity, belonging, inclusion, and equity (DBIE), combined with her focus on math instruction and special education, will help OSPI achieve its goal of creating equitable, inclusive educational spaces where all students, especially those from marginalized communities, can thrive.

Alyssa Schutte (she/her)

With a strong background in health care, chronic pain/complex medical conditions, and LGBTQIA2+ issues, Alyssa is well-prepared to support the emotional and mental health needs of students with disabilities, particularly those impacted by trauma and grief.

Her focus on the mind-body connection and holistic approaches like yoga provides a unique perspective on coping strategies that promote resilience and well-being in educational settings. Alyssa's ability to offer guidance on perinatal care and support for students and staff navigating complex health challenges aligns with OSPI's goal to create inclusive environments that address the diverse needs of all students, especially those with disabilities and chronic conditions.

Alyssa's deep understanding of trauma-informed care and her commitment to disability justice make her an ideal partner for helping schools reduce exclusionary practices and build a culture of support that ensures equitable access to education.

B.4 Relevant Contracts

The following is a list of contracts completed by ASWR over the past five years that demonstrate our capability to fulfill the services required under this RFP. This information highlights our relevant experience and commitment to delivering successful outcomes in similar projects, ensuring OSPI can assess our qualifications effectively.

University of Massachusetts Boston *Various projects including DEI and staff training support*	
Period of Performance	Feb 2023 to April 2024
POC	Teri Grayson, LICSW Interim Co-Director & Coordinator of Black & African American Student Mental Health Teri.Grayson@umb.edu | 617-287-5690
Our contract with UMass Boston focused on anti-racist professional development that emphasizes anti-bias, cultural competency, and institutional racism. It specifically aimed to enhance staff capabilities in providing trauma-informed, culturally affirming, and racially sensitive care to BIPoC students, indicating a direct connection to both equity-driven interventions and trauma-informed care.	

Easton Public Schools	
Period of Performance	August 2023 to June 2024
POC	Dr. Lisha Cabral, Superintendent lcabral@easton.k12.ma.us	508-205-5900
Implemented a district-wide leadership program that included workshops, mentoring sessions, and experiential learning opportunities. This program reached over 10,000 students and was praised for its effectiveness in developing leadership skills and fostering a sense of social responsibility among students.	

Holliston Public Schools	
Period of Performance	November 2021 to June 2023
POC	Jariel Vergne, Director of Social Emotional Learning & Equity vergnej@holliston.k12.ma.us	508-429-0654
Holliston Public Schools ran a two-year mentoring program for at-risk middle and high school BIPOC and LGBTQIA+ students to build resilience, self-awareness, and leadership skills, while improving academics and attendance. The program provided individualized mentoring, group workshops on goal setting and conflict resolution, and collaborated with counselors for mental health support. Outcomes included improved grades, stronger resilience, and better behavior, with students showing positive relationships with peers and teachers.	

Washington Office of Superintendent of Public Instruction (OSPI) *Reducing Restraint & Eliminating Isolation Statewide Professional Development & Support* RFP No. 2024-12	
Period of Performance	May 2024 to June 2025
POC	Michelle Curry, Strategist for Student Engagement & Support michelle.curry@k12.wa.us	360-725-6175
The work with OSPI involved developing and implementing anti-racist professional development training aimed at reducing restraint and eliminating isolation in K-12 schools. This initiative targets structural issues within the education system and promotes a more equitable environment for students, potentially leading to improved outcomes.	

B.5 References

By submitting this proposal, we grant permission for the OSPI to contact these references and others deemed relevant. We understand that the verification process is crucial for assessing our customer service, performance, and industry knowledge, and we acknowledge that negative feedback could affect our status as a responsible bidder.

Washington Office of Superintendent of Public Instruction (OSPI)	Michelle Curry, Strategist for Student Engagement Support 360-725-6175 michelle.curry@k12.wa.us
BART Charter School	Andre Lynch, Director of Diversity, Equity and Inclusion 508-429-0654 ext. 1144 andre.lynch@bartcharter.org
Easton Public Schools	Dr. Lisha Cabral, Superintendent 508-205-5900 ext. 12128 lcabral@easton.k12.ma.us

B.5 Past Performance

ASWR and our consultants have not received notification of contract breach in the past five (5) years for this and other locales we've operated in.

B.6 Subcontractors

ASWR does not intend to use any subcontractors for this project. All services will be provided by our in-house team of trained and experienced professionals.

C. Cost Proposal

This cost proposal is strategically designed to fully leverage the $400,000 budget cap, ensuring that every dollar directly supports the transformative goals of the Inclusionary Practices Technical Assistance Network (IPTN) project. Each budget category—personnel, travel, indirect costs, and evaluation—has been meticulously allocated to maximize impact and drive sustainable inclusion across Washington's educational landscape. With a focus on efficiency and meaningful resource distribution, this budget equips ASWR to deliver comprehensive, high-quality technical assistance that advances OSPI's vision of equitable, inclusive practices for all students.

C.1 Identification of Costs

C.1 Identification of Costs

Cost Category	Description	Amount
Personnel Costs	Core project team, including project managers, DEIB consultants, training specialists, accessibility and data analysts	$260,000
Administrative Costs	Project coordination, scheduling, reporting, and general administrative support	$15,000
Travel Costs	In-state travel for district visits, stakeholder meetings, and IPTN events	$30,000
Indirect Costs	Operational expenses, including office utilities, software, and technology at 10%	$40,000
Materials and Supplies	Costs for producing training materials, digital resources, and necessary equipment	$20,000
Evaluation and Data Analysis	Data collection, analysis, and reporting to measure project impact and support ongoing improvement	$35,000
Total		$400,000

C.2 Fee for Service

This section provides a breakdown by project phase, detailing hours and roles to illustrate how each component of the project will be implemented.

1. **Project Kickoff and Needs Assessment** - **$60,000**:
   - ○ **Hours and Rates**:

- Project Manager: 100 hours at $375/hr = $37,500
- DEIB Consultants: 40 hours at $375/hr = $15,000
- Administrative Support: 75 hours at $40/hr = $3,000
- Data Analyst: 20 hours at $200/hr = $4,500
- **Description**: This phase includes initial project setup, coordination with OSPI, and a comprehensive needs assessment with district representatives and community stakeholders. Data gathered will guide the development of training modules tailored to district-specific inclusionary needs.

2. **Development of Inclusive Practices Training Modules** - **$120,000**:
   - **Hours and Rates**:
     - Project Manager: 100 hours at $375/hr = $37,500
     - DEIB Consultants: 100 hours at $375/hr = $37,500
     - Training Specialist: 80 hours at $250/hr = $20,000
     - Accessibility Specialist: 40 hours at $100/hr = $4,000
     - Administrative Support: 60 hours at $40/hr = $2,400
   - **Description**: This phase focuses on creating ADA-compliant, culturally relevant training materials, including lesson plans, case studies, and multimedia elements. Collaboration with community representatives ensures alignment with local and state inclusionary practices, while the accessibility specialist integrates ADA standards into all materials.

3. **Implementation and Pilot Testing of Training Modules** - **$110,000**:
   - **Hours and Rates**:
     - Project Manager: 80 hours at $375/hr = $30,000
     - DEIB Consultants: 80 hours at $375/hr = $30,000
     - Training Specialist: 60 hours at $250/hr = $15,000
     - Data Analyst: 40 hours at $200/hr = $8,000
     - Administrative Support: 80 hours at $40/hr = $3,200
   - **Description**: This phase involves the pilot implementation of training modules across selected districts, gathering qualitative and quantitative feedback from participants. Adjustments to materials and techniques are based on pilot results, with the data analyst providing insights to refine the approach and support high engagement rates.

4. **Comprehensive Training Rollout and Support** - **$90,000**:
   - **Hours and Rates**:
     - Project Manager: 60 hours at $375/hr = $22,500
     - DEIB Consultants: 60 hours at $375/hr = $22,500
     - Training Specialist: 60 hours at $250/hr = $15,000
     - Administrative Support: 100 hours at $40/hr = $4,000
   - **Description**: Following pilot adjustments, the full training module is implemented across participating districts. This phase includes on-site and virtual support for educators, ongoing technical assistance, and a dedicated support line for troubleshooting and guidance.

5. **Project Evaluation and Reporting** - **$20,000**:
   - **Hours and Rates**:

- Data Analyst: 60 hours at $200/hr = $12,000
- Administrative Support: 80 hours at $40/hr = $3,200
  - **Description**: The evaluation phase includes comprehensive data analysis and final reporting to assess project impact and document outcomes. Feedback gathered from districts and participants informs recommendations for OSPI's ongoing inclusionary initiatives.

To create long term IPTN sustainability, all Consultants will be required to design a sustainability plan describing how Consultants will incorporate fee-based services supported by agreements with local education agencies (LEAs) to supplement funds provided through IPTN contracts.

C.3 Travel Costs

Total: $30,000

Travel Purpose	Estimated Cost	Details
District Site Visits	$15,000	Travel to select districts across Washington for in-person training and support
Stakeholder and IPTN Meetings	$10,000	In-person meetings with OSPI and IPTN stakeholders to review progress and align on project goals
Conferences and Workshops	$5,000	Participation in conferences to share best practices and project outcomes

All travel expenses are based on Washington State reimbursement guidelines, including mileage at $0.58/mile, per diem for meals at $55/day, and lodging at $150/night.

C.4 Subcontractor Costs

None: ASWR has the necessary in-house DEIB expertise and community connections to meet all project requirements without subcontractor support.

C.5 Indirect Costs

Per OSPI's indirect costs policy, the maximum amount that may be charged or included in contracts is the following:

Entity	State Contracts	Federal Contracts
School Districts	State recovery rate	Federal indirect rates, per

		OSPI's agreement with the U.S. Department of Education
Educational Service Districts	Per annual letter of agreement by K-12 Financial Resources Division	Per annual letter of agreement by K-12 Financial Resources Division
All other entities (including higher education, non-profits, independent consultants, etc.)	10%	10%

Summary:

Category	Amount
Personnel Costs	$260,000
Administrative Costs	$15,000
Travel Costs	$30,000
Materials and Supplies	$20,000
Evaluation and Data Analysis	$35,000
Indirect Costs (10%)	$40,000
Grand Total	**$400,000**