

Attachment C - Contractor's Proposal



Carrie Basas, CoDesign Works  
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November 1, 2024

Re: RFP #2025-9: Inclusionary Practices Technical Assistance Network (Proposal #2: Youth Focus)

Dear Kyla Moore:

1. Enclosed please find the Response of **CoDesign Works** (Bidder) with respect to the above Competitive Solicitation. This Response includes this Letter, as well as Certifications and Assurances, Qualification Affirmations, Contract Intake Form, Technical Proposal, and Management and Cost Proposal (including work samples). Under the Management and Cost Proposal, we have provided the c.v.s of consultants Carrie Basas (Bidder) and Jinju Park (subcontractor) who will be dedicated to the project completion in a timely manner. Ms. Basas and Ms. Park bring more than forty years of combined experience promoting inclusionary practices. They identify as people with developmental disabilities.
2. Please note that this is a second proposal from CoDesign Works for the IPTN project. Our earlier submission today was below the target budget from OSPI. Given our interest in furthering IPTN's work and our prior experiences with youth-led systems change, we are pitching this separate proposal that is at OSPI's target. We hope that either project will become part of IPTN's success story.
3. I am authorized to submit this Response on behalf of Bidder, to make representations on behalf of Bidder and to commit Bidder contractually.
4. I have read the Solicitation Document and Sample Contract. In submitting this Response, Bidder accepts all terms and conditions stated in the Solicitation Document, including those set forth in the amendment issued. We have not attached a contracts issue list for this reason.
5. By my signature below, I certify that all statements and information provided in Bidder's Response are true and complete.

Sincerely,



Carrie Basas, Esq., M.Ed., Principal, CoDesign Works

# Technical Proposal: CoDesign Works for IPTN (Youth Focus)

## Project Title:

**Literature Review and Youth-Led Focus Groups to Identify Effective Practices and Policy Interventions for Black Students with Disabilities and Students with Intellectual and Developmental Disabilities in Washington’s Pre-K through Grade 12 School System**

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## 1. Project Overview

### Background

In June 2024, CoDesign Works (Contractor) and Jinju Park (Countermark Law, Subcontractor) completed a literature review focused on the drivers of disparities in outcomes, placements, evaluation, and other factors for Black students with disabilities. This review was completed as a deliverable for Roots of Inclusion, a participant in the IPTN’s family engagement work. The extensive review highlights significant inequities faced by Black students with disabilities and students with intellectual and developmental disabilities in Washington state’s Pre-K through high school system. Based on these findings (detailed in the white paper, Appendix B of Management and Cost Proposal), there is a critical need to identify, analyze, and implement high-impact practices that can reduce disparities and promote inclusion and equity for these students.

### Project Objective

The primary objective of this project is to conduct a comprehensive literature review to evaluate high-impact practices for supporting equitable outcomes for Black students with disabilities and students with intellectual and developmental disabilities. Additionally, we will host youth-led listening sessions to gather authentic student perspectives. The insights from these sessions will contribute to developing youth-led policy directions to improve educational and social outcomes for this population, creating a foundation for future youth-led advocacy initiatives.

### Goal

The goal of this project is to develop youth-led policy recommendations that empower Black students with disabilities and students with intellectual and developmental disabilities to become

active participants in shaping policies that directly affect their educational experiences. This will foster a more inclusive and supportive system in Washington state schools.

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## 2. Project Scope

### Phase 1: Literature Review on Effective Interventions

1. **Objective:** To review and analyze existing research on practices and interventions that have shown effectiveness in improving equity and outcomes for students of color with disabilities.
2. **Activities:**
  - Conduct a detailed search of peer-reviewed journals, policy reports, and case studies from the last five years, focusing on interventions that specifically target racial and disability disparities in Pre-K through Grade 12 education settings.
  - Analyze interventions for relevance and adaptability within Washington state's unique educational context, particularly emphasizing culturally responsive and inclusive approaches.
3. **Deliverable:**
  - Comprehensive Literature Review Report detailing key findings, categorized by intervention type, impact, and scalability.

### Phase 2: Youth-Led Focus Groups and Listening Sessions

1. **Objective:** To capture the lived experiences, challenges, and aspirations of Black students with disabilities and students with intellectual and developmental disabilities through listening sessions and focus groups. These sessions aim to identify themes and directions for policy development that resonate with student experiences.
2. **Activities:**
  - Partner with student-focused non-profits, districts, community organizations, and social media platforms to recruit participants, ensuring broad outreach and inclusive representation.
  - Design listening sessions to prioritize culturally relevant conversations, offering students a safe and empowering space to share their perspectives.
  - Facilitate focus groups that center on self-advocacy, inclusion, and empowerment, gathering input on barriers to equitable education and ideas for policy solutions.
  - Provide stipends to youth participants.
  - Provide all accommodations for youth participants.
3. **Deliverable:**
  - Focus Group Summary Report with themes, direct quotes, and recommendations based on student input.
  - Conduct at least 5 focus groups

- Key Policy Recommendation Summary, highlighting youth-led insights and initial policy directions.

### **Phase 3: Youth-Led Policy Development Framework**

1. **Objective:** To translate findings from the literature review and focus groups into actionable, youth-led policy recommendations that address key disparities and promote inclusive educational practices for students of color with disabilities.
  2. **Activities:**
    - Synthesize insights from both the literature review and focus group data into a framework for policy recommendations.
    - Identify priority areas for youth advocacy, focusing on recommendations that address systemic barriers and empower students through self-advocacy and inclusion.
    - Develop a foundational document for a future network of youth-led initiatives focused on advancing equitable education for students of color with disabilities.
  3. **Deliverable:**
    - Policy Recommendations Framework: A structured set of youth-led policy recommendations for reducing disparities and promoting inclusion for Black students with disabilities and students with intellectual and developmental disabilities.
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## **3. Project Methodology**

### **Literature Review Methodology**

The literature review will apply a systematic approach, gathering and analyzing high-quality, recent studies on effective interventions for reducing disparities for students of color with disabilities. Sources will be selected from reputable databases, including peer-reviewed academic journals, government reports, and think tank publications.

### **Focus Group and Listening Session Methodology**

The focus groups will adopt a qualitative, student-centered approach, prioritizing culturally relevant engagement techniques to create a supportive environment for students. Key topics will include self-advocacy, barriers to equity, and experiences of inclusion. Data will be collected through a combination of direct quotes, thematic analysis, and coding to ensure accuracy and depth of understanding in representing student perspectives.

### **Partnership and Outreach**

Recruitment will be conducted in collaboration with local youth-serving organizations, school partnerships, and social media campaigns to ensure a diverse, representative participant pool. These partnerships will help to build a broad base of support and buy-in for the project, with particular attention to engaging students who may not typically have a platform in policy discussions.

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## 4. Deliverables

Deliverable	Description
<b>Literature Review Report</b>	A report summarizing high-impact practices from recent research and their relevance for Washington’s context.
<b>Focus Group Summary Report</b>	A qualitative report detailing insights, experiences, and quotes from listening sessions.
<b>Policy Recommendations Framework</b>	A structured set of youth-led policy recommendations for equity and inclusion.

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## 5. Outcomes and Impact

### Anticipated Outcomes

1. **Comprehensive Understanding of Best Practices:** The literature review will equip Washington policymakers with a solid foundation of proven interventions to support Black students with disabilities.
2. **Youth-Led Policy Insights:** Focus groups will yield youth-driven insights, promoting student voices as critical in shaping policies that affect their education.
3. **Framework for Ongoing Youth-Led Advocacy:** This project will lay the groundwork for a future network of youth-led initiatives, offering a model for continuous engagement and empowerment of students of color with disabilities.

### Long-Term Impact

By centering student voices in policy development, this project will foster an inclusive approach to educational reform, encouraging schools and districts to adopt practices that address systemic inequities. Furthermore, youth-led policy development will help to establish a legacy of

student empowerment and self-advocacy that can be sustained and expanded in future initiatives.

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## 6. Budget: \$200,000

The detailed budget appears in CoDesign Work’s cost proposal. Key budget areas will include personnel costs for literature review and focus group facilitation, materials for participant engagement, administrative support, and report preparation.

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This proposal sets the foundation for identifying and implementing high-impact practices and empowering students through youth-led advocacy. Through the literature review and focus group insights, Washington schools can gain actionable policy recommendations that align with the needs of students of color with disabilities and create a more inclusive, equitable education system.

## Performance-Based Cost Proposal

**Total Budget: \$200,000**

**Project Timeline: February 15, 2025 – June 30, 2025**

### Cost Structure and Milestones

Milestone	Deliverable	Payment Percentage	Cost
1. Project Initiation (February)	Project Charter, Stakeholder Engagement Plan	10%	\$20,000
2. Literature Review Completion (March)	Comprehensive Literature Review Report	20%	\$40,000
3. Focus Group Planning and Implementation (March through May)	Focus Group Summary Report	25%	\$50,000

<b>4. Data Analysis and Synthesis (May)</b>	Youth-Led Policy Recommendations Framework	25%	\$50,000
<b>5. Final Project Closure (June)</b>	Final Report, Policy Recommendations Presentation	20%	\$40,000

# Management and Cost Proposal: CoDesign Work's Youth Project for IPTN

## I. Project Management/Team Structure/Internal Controls

### *Team Structure/Organization:*

Carrie Basas, Esq., MEd, of CoDesign Works (Contractor) and Jinju Park, Esq., Countermark Law PLLC (Subcontractor) are excited to collaborate with the IPTN and meet OSPI's goals for capacity-building toward more inclusive practices. As former leaders in the Governor's Office of the Education Ombuds and seasoned education attorneys with disabilities, they offer significant experience managing projects, conducting outreach, coaching professionals and families to maximize relationships and equity, and centering student voices for inclusion. While they are both active members of the Washington State Bar Association in good standing, they have always viewed their legal backgrounds as tools for coaching others to improve schools and systems. They understand the historical and current challenges of inclusionary practices not only as long-time ombuds and facilitators, but as people with developmental disabilities themselves.

Carrie Basas will serve as the project manager as the contract holder. Basas and Park will manage any support staff they employ or contract with, while Carrie Basas will make assignment adjustments as necessary as the project manager.

Both Contractor and Subcontractor will complete the IPTN project at the performance-based rates outlined in the Cost Proposal. They are available to dedicate significant time to the network during the contract period and beyond, if there are potential renewals. They anticipate sharing the workload equally, but they will provide documentation to OSPI with invoicing as the work is completed. As you might note, CoDesign Works has submitted two separate proposals for this opening. We wanted to signal flexibility to OSPI and provide two project offerings that were priced differently— one more modestly (training focused on training) and this proposal that was at the budget target in the materials. We are interested in supporting the IPTN through either of these concepts. If both concepts are of interest, we are ready to bring on additional staffing.

### *Internal Controls:*

CoDesign Works is a woman and disability-owned micro-business. While she did not form CoDesign Works as a law firm, Carrie acts as an organizational and legal consultant and maintains records and communications drawing on that training and her ethical obligations. Honoring her active license status, she follows the ethical obligations for document retention, client file management, and communication, for example, under the Rules of Professional Conduct.

She has also assisted other organizations in setting their document retention and destruction policies and public records compliance. Having managed a WA state government agency and nonprofits receiving state and federal funds with budgets of \$6 million annually, she realizes the importance of security, consistency, risk management, and confidentiality. CoDesign Works will have all relevant insurance finalized before the beginning of this contract.

Client files, for example, are maintained separately with two-factor authentication through a cloud-based system. Work is performed on dedicated equipment, though phone calls are routed through a Google Voice system. CoDesign Works is able to receive and send encrypted files and emails, if necessary. Carrie underscores the importance of confidentiality in all her communications, which is reassuring to school leaders, youth, and other clients who feel vulnerable bringing their concerns to her.

Subcontractor Countermark Law PLLC is a law firm that is subject to the Rules of Professional Conduct including client confidentiality, records security, and duty to supervise employees. Countermark is a woman, disabled, and BIPOC-owned micro-business.

## **II. Experience of the Consultant/Staff/Subcontractors, Including Related Contracts**

Carrie Basas (Contractor) and Jinju Park (Subcontractor) have focused their careers on improving the experiences of people with disabilities, particularly youth. They both identify as people with developmental disabilities. They see both individual concerns and systemic patterns. While they are trained as lawyers, they have used their educational backgrounds to do everything from start nonprofits focused on transition for young people with disabilities to serve as Ombuds for the Washington State Governor's Office of the Education Ombuds. Their work reflects a commitment to fostering inclusive educational and work environments and ensuring that schools and workplaces adhere to the highest standards of equity and accessibility. Their strongest skill has been building trust with youth, however.

Together, they bring keen research skills; Carrie is a former professor who has published extensively. They have also led state and nonprofit agencies' social media efforts, outreach campaigns, policy work (including leading workgroups, strategic planning, and advocacy training), and mentoring of youth-centered networks. One of Carrie's first work experiences was creating a mentoring program for girls with disabilities, which then led to her forming a national network of emerging professionals with disabilities. Together, they've designed and led listening sessions, created presentations specifically for youth in understanding their rights, and offered skills development to youth directly in transition programs.

While they are currently working in partnership through their respective consulting businesses, Carrie and Jinju have partnered for several years, completing projects in their former employment at the Governor's Office of the Education Ombuds and Disability Rights Washington. Some of the highlights of that joint work as relevant to IPTN are:

- Completing a youth-led, youth-voice disability history and pride learning resource for WA K-12 schools through a community action research model that drew on the University of Washington, Office of the Education Ombuds, WA districts, and Rooted in Rights
- Providing more than 60 trainings a year to mixed audiences about inclusionary practices and informal conflict resolution, including for youth of color with disabilities and youth with IDD
- Creating and coordinating clock-hour-rich presentations capturing student voice, such as an ongoing Disability Teaches Us series that highlighted students with IDD and Black students and other POC students with disabilities
- Convening stakeholders to improve language access materials
- Co-convening workgroups with OSPI and producing legislative reports
- Managing and reporting on federal and state grants that were more than \$6 million annually

For ease of reading, Carrie Basas and Jinju Park have included their resumes as **Appendix A** and summarized their experiences in this section:

**Carrie Basas, Esq., MEd**, is the founder and principal of CoDesign Works (Contractor). Carrie has been a lawyer for more than twenty years and holds an active license in Washington. For seven years, she led the WA State Governor’s Office of the Education Ombuds, which serves as an independent state agency to investigate and resolve disputes between families and schools, with the bulk of the calls relating to civil rights and nondiscrimination concerns. She has also led two federally-mandated protection and advocacy (civil rights legal aid) agencies that have received state and federal funding to ensure compliance with disability rights, including in education. In addition to holding a Juris Doctor, teaching disability law, criminal law, legal writing, labor law, and professional responsibility nationally, and serving on the Governor’s cabinet, Carrie also holds a masters in education leadership, organizations, and policy from the University of Washington. She has published extensively in the field of education and civil rights, provided continuing education, advised state and federal workgroups, and conducted original qualitative and quantitative research in the field (including statewide focus groups and surveying with vulnerable populations).

She provides an independent perspective to this project that draws from state government and policy experience, subject matter expertise as an education and employment lawyer, and training as a researcher and mediator. During her time leading the Ombuds office, she served on state policy workgroups ranging from social emotional learning to paraeducator standards, educational opportunity gap to discipline workgroups and COVID-related return-to-school planning to the statewide team receiving support from OSEP. She has extensive experience presenting to a range of audiences, including the legislature, the governor, state agency leaders, community groups, students, families, district leaders, and attorneys.

She has also assisted organizations with audits, federal site reviews, reports to the legislature, and federal and state reporting about services, impact, demographics, and compliance with funding requirements. Her efforts for program improvements with federal funds received for her nonprofits led to the strengthening of consumer advisory councils, greater language access, anti-discrimination training, youth voice, client surveying, and plain language resources for self-advocacy.

**Jinju Park, Esq.** (Countermark Law PLLC) will support CoDesign Works as a subcontractor with this project. Jinju Park is an education attorney with over 16 years of experience in education and school law and policy in Arizona and Washington. As an attorney, Jinju has represented the State of Arizona, Washington school districts, and individual students, providing her with a well-rounded perspective on education law and policy.

Relevant past experience includes: coordinating complex and large-scale compliance audits and investigations including:

- representing Arizona in a state-wide investigation into its English Language Learner programs for compliance with the Equal Educational Opportunity Act by the United States Department of Education and the United States Department of Justice;
- managing a state-wide compliance audit into Arizona’s special education transition services on a district-by-district basis;
- responding to the U.S. Department of Education’s Office for Civil Rights’ investigation into allegations of district-level discrimination against students with diabetes for a large school district in Washington;

- managing a team of investigators who investigated professional practices of certificated teachers and administrators for 5 years;
- providing compliance audits, legal advice, and best practices regarding Title IX, harassment intimidation and bullying, and non-discrimination statutes to multiple Washington school districts and administrators, resulting in development of reporting procedures, updated board policies, and training for staff.

Other notable experience includes representing the Arizona Department of Education, Arizona School for the Deaf and Blind, school districts in Washington, and students and families. As an education ombuds, Jinju provided impartial informal mediation and negotiation services for schools and families, systems navigation support, served on state policy steering committees, and provided policy analysis and recommendations to legislators and state policy-makers. In addition to her professional experience, Jinju has served on the boards of non-profit organizations and presented numerous training and education seminars to attorneys, schools, education professionals, school nurses, and community members on school law, compliance, civil rights, risk management, and records review and retention.

*Related Projects:*

Jinju and Carrie have collaborated on training, listening sessions, compliance, and state-wide policy reviews before during their service at the WA State Governor's Office of the Education Ombuds, Disability Rights Washington, and on recent consulting projects. They are excited to offer this depth and breadth of experiences to OSPI. Carrie Basas and Jinju Park have no current contracts with the state of Washington and are available to focus on the deliverables required by OSPI.

- 2022-2024:
  - Current: CoDesign Works is assisting a non-profit client, Roots of Inclusion, to design and implement a statewide survey of students with disabilities in Washington who are now pursuing postsecondary education to identify what supports could have helped them during their public K-12 experience and develop a state-wide youth led project for peer supports in transition services.
  - CoDesign Works and Countermark Law PLLC completed work for OSPI's inclusionary practices and family engagement program through a consulting agreement with Roots of Inclusion by developing toolkits to enhance communities, schools, and educators' understanding of eligibility, evaluation, and dispute resolution, as well as an extensive literature review of the disparities in Washington state particularly for Black students with disabilities. They also created youth-focused social media infographics and explainer videos.
  - From 2022-2024, Carrie Basas led two civil rights nonprofit law firms in Washington and Colorado, managing federal, state, and private grant funding to ensure nondiscrimination for people with disabilities, including individuals institutionalized. She also served as acting legal director at one organization, supervising all investigations, litigation, and casework. As part of this leadership role, she was required to manage annual budgets exceeding \$6M and staffing of 40+ lawyers and nonlawyers, report regularly to federal and state government funders, draft program performance reports, track accurate data, and make recommendations to federal funders. She led these organizations through regular financial and quality audits, including for programs focused on youth.

### III. References

REFERENCE 1	
Company Name:	<u>Roots of Inclusion</u>
Contact:	<u>Sarah Butcher, Director</u>
Phone:	<u>425-442-3430</u>
Email:	<u>sarah@rootsofinclusion.org</u>
REFERENCE 2	
Company Name:	<u>WA State Governor's Office of the Education Ombuds</u>
Contact:	<u>Erin Okuno, Director</u>
Phone:	<u>866-297-2597</u>
Email:	<u>erin.okuno@gov.wa.gov</u>
REFERENCE 3	
Company Name:	<u>Disability Law Colorado</u>
Contact:	<u>Kelly McCullough, Director of Legal Services</u>
Phone:	<u>719-551-2480</u>
Email:	<u>kmccullough@disabilitylawco.org</u>

### IV. Past Performance

The consultant has completed all contracts successfully and has had no breaches of performance.

### V. Examples/Samples of Related Projects/Previous Work

CoDesign Works and Countermark Law PLLC have included samples of project deliverables in Appendix B. The primary example is the white paper they completed for a partner of the IPTN, which would be the launching point for this new project.

#### Identification of Subcontractors

Jinju Park, Esq. of Countermark Law is the subcontractor.

CoDesign Works will support this project with any necessary staff, subject to all confidentiality terms and quality assurances required by this contract.

# Performance-Based Cost Proposal

Total Budget: \$200,000

Project Timeline: February 15, 2025 – June 30, 2025

## Cost Structure and Milestones

Milestone	Deliverable	Payment Percentage	Cost
1. Project Initiation	Project Charter, Stakeholder Engagement Plan	10%	\$20,000
2. Literature Review Completion	Comprehensive Literature Review Report	20%	\$40,000
3. Focus Group Planning and Implementation	Focus Group Summary Report	25%	\$50,000
4. Data Analysis and Synthesis	Youth-Led Policy Recommendations Framework	25%	\$50,000
5. Final Project Closure	Final Report, Policy Recommendations Presentation	20%	\$40,000

## Detailed Cost Breakdown by Milestone

1. **Project Initiation (\$20,000): February 2025**
  - Deliverables: Project Charter and Stakeholder Engagement Plan.
  - Activities:
    - Initial project setup, including stakeholder identification and outreach.
    - Development of a project charter outlining goals, objectives, and timelines.
  - Personnel Costs: Project Lead (80 hours at \$250/hr) and administrative support.
2. **Literature Review Completion (\$40,000): March 2025**
  - Deliverables: Comprehensive Literature Review Report.
  - Activities:
    - Conduct a systematic literature review on high-impact practices.
    - Analyze findings and summarize relevant interventions.
  - Personnel Costs: Research team (160 hours total at \$250/hr).

3. **Focus Group Planning and Implementation (\$50,000): March through May 2025**
    - **Deliverables: Focus Group Summary Report.**
    - **Activities:**
      - **Design and conduct youth-led focus groups with appropriate accommodations, accessibility (including language and disability), and facilitation strategies.**
      - **Facilitate discussions to capture student experiences.**
    - **Personnel Costs: Facilitators (200 hours total at \$250/hr) and outreach expenses for recruitment.**
  4. **Data Analysis and Synthesis (\$50,000): May 2025**
    - **Deliverables: Youth-Led Policy Recommendations Framework.**
    - **Activities:**
      - **Analyze focus group data and synthesize findings.**
      - **Develop a structured set of policy recommendations.**
    - **Personnel Costs: Research analysts (200 hours total at \$250/hr).**
  5. **Final Project Closure (\$40,000): By June 30, 2025**
    - **Deliverables: Final Report and Policy Recommendations Presentation.**
    - **Activities:**
      - **Compile and present findings, insights, and recommendations to stakeholders.**
      - **Finalize project documentation and reporting to OSPI.**
    - **Personnel Costs: Project Lead and administrative support (160 hours total at \$250/hr).**
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## **Performance-Based Payment Schedule**

Payments will be disbursed upon the successful completion and approval of each milestone deliverable, as outlined above. Each deliverable must meet quality standards and stakeholder approval to trigger the corresponding payment.

1. **Upon Completion of Project Initiation: \$20,000**
  2. **Upon Completion of Literature Review: \$40,000**
  3. **Upon Completion of Focus Group Report: \$50,000**
  4. **Upon Completion of Data Analysis Framework: \$50,000**
  5. **Upon Final Report and Presentation: \$40,000**
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## **Conclusion**

This performance-based cost proposal allocates a total budget of \$200,000 for the completion of a comprehensive literature review and youth-led focus groups aimed at developing policy recommendations for improving outcomes for Black students with disabilities and students with intellectual and developmental disabilities. The structured payment schedule ensures accountability and alignment with project goals, fostering an effective partnership focused on meaningful impact.

**Contractor and subcontractor anticipate sharing the workload equally and will invoice accordingly.**

Contractor and subcontractor are available for additional one-on-one coaching as a fee-based service for districts and IPTN partners at an hourly individual rate of \$250. The focus of this coaching would be for how districts and IPTN partners could conduct similar listening sessions and/or implement the strategies recommended by the students. They can also develop customized training and other offerings to meet needs as they arise. This option is part of ensuring the sustainability and impact of the work beyond the short period of performance.

## Appendix A: C.V.s of Basas and Park

### **Carrie Basas, Esq., M.Ed.**

*Relationships-focused, research-driven strategic leader, lawyer, and policy expert with 25+ years of experience in education and civil rights law, compliance, ethics, disability justice, nonprofit, and government. Passionate about removing systemic barriers and designing strategies and solutions with communities and clients to promote justice, equity, and accountability.*

#### **EMPLOYMENT HISTORY**

PRINCIPAL, CODESIGN WORKS, Seattle, WA, May 2024 — Present

Founder and principal of a consulting firm focused on systems improvement, education policy, disability justice, equity, and impact. I also provide legal analysis, consulting, coaching, investigation, and training with a focus on achieving compliance and accountability that shifts systems and creates communities of belonging and equity. CoDesign Works is a disabled woman-owned micro-enterprise. For more information about my services, please visit: <http://www.codesignworks.com>

EXECUTIVE DIRECTOR, DISABILITY RIGHTS WASHINGTON (DRW), Seattle, WA, August 2023 — May 2024

As Washington State's protection and advocacy organization and home of the State Office of the Developmental Disabilities Ombuds and Rooted in Rights, DRW advances the dignity, equality, and self-determination of people with disabilities by pursuing justice on matters related to human and legal rights. As the Executive Director, I:

- Led a statewide agency of 40+ hybrid staff and triaged an annual budget of ~\$6.2M
- Exceeded annual fundraising goals of \$675,000 in donations and \$1M in attorneys' fees
- Managed and coached all leadership staff with a focus on disability civil rights
- Strengthened relationships with federal partners including Social Security, Department of Education, and Health and Human Services
- Led the nonprofit through audit processes
- Developed fellowship opportunities through strategic budgeting
- Modernized fiscal and HR systems
- Led change management efforts after assuming leadership from an E.D. of 33 years

EXECUTIVE DIRECTOR, DISABILITY LAW COLORADO (DLC), Denver, CO, May 2022 — Present

As Colorado's protection and advocacy organization and home of the State Long-Term Care Ombudsman, Legal Assistance Developer, and PACE Ombudsman, DLC protects and promotes the rights of people with disabilities and elders through direct legal representation, advocacy, education, and policy. As the Executive Director, I:

- Led a statewide agency of 27 hybrid staff and triaged an annual budget of ~\$3.5M

- Managed and coached all leadership staff, including fiscal, operations, development/marketing, legal, and the program directors for the Older Americans Act services
- Developed DLC's priorities in collaboration with communities and ensured that everything from service delivery to staff conversations about racial equity reflected these priorities
- Nurtured relationships and ensured accountability (e.g., reporting, communication, audits, bilingual Board recruitment) with federal partners (including through site visits), the Board, Board Committees, PAIMI Council, staff, and others
- Established investment and reserve policies, including cultivating an innovation fund

DIRECTOR, WASHINGTON STATE GOVERNOR'S OFFICE OF THE EDUCATION OMBUDS (OEO), Seattle, WA, 2015 — April 2022

OEO reduces educational inequities and access barriers so that every student can thrive in school. I served on the Governor's cabinet and was accountable to the Governor, legislature, and more than one-million students and 67,000 educators.

- Led a statewide agency of 8 and triaged an annual budget of almost \$1M to ensure that up to 1400 concerns yearly were resolved through impartial facilitation, technical assistance, and mediation. More than half of these concerns involved students with disabilities.
- Managed all contracting, human resources, operations, planning, outreach, and lobbying
- Presented 50+ times each year to a range of audiences from students to judges and mentored other agencies about special education, student supports, school finance, disability justice, co-design, and continuous improvement
- Led relationships with the legislature, including providing testimony, staffing learning sessions and panels, and supporting bill drafting and revision

*Key Accomplishments:*

- Grew outreach by 50x (5,000 stakeholders in 2017 to 250,000+ in 2021), including developing an accessible website in 20 languages and intake in 275+ languages.
- Increased team diversity (e.g., BIPOC, disability, immigrant, multilingual) from 14% to 75% by implementing DEI-focused hiring and promotion practices aligned with agency mission
- Mobilized cross-sector experts to inform state strategies to close gaps faced by disability communities for COVID vaccination, flexible workplaces, and digital accessibility
- Co-designed strategic plan during COVID through multilingual, inclusive outreach to 200+ participants in disability, BIPOC, English Learner, and nonprofit communities
- Almost doubled the agency budget in six years
- Served on critical policy workgroups and statewide task forces, including legislative and other state agency leaders. Foci included, but were not limited to, paraeducator standards, discipline, education equity, COVID protocols, social-emotional learning, school board training, and language access
- Forged collaboration with colleges, teachers, filmmakers, Disability Rights WA, and students to create a nationally implemented disability justice curriculum with an initial budget of \$3,000

DISABILITY AND CIVIL RIGHTS ATTORNEY, Seattle, WA, 2014 — 2015

- Advised plaintiff firms' litigation strategies for complex cases of disability, labor, employment, regulatory, and civil rights law, including client relationship management
- Authored appeals about disability law, employment discrimination, and collective bargaining

LEGAL AND POLICY INTERN, WASHINGTON STATE GOVERNOR'S OFFICE OF THE EDUCATION OMBUDS, Seattle, WA, Summer 2014

- Developed legislative recommendations for improving special education based on national practices, state data, and design with 130+ advocacy, family, and health organizations
- Co-created legislative report for increasing language access in schools. Report drove stakeholder advocacy for an ongoing legislative workgroup and statewide technical assistance

LAW SCHOOL AND UNIVERSITY PROFESSOR, 2007 — 2014

- Held law professor and visiting researcher positions at: University of Virginia, Penn State University, University of Tulsa, University of North Carolina, Case Western Reserve University, and Saint Joseph's College of Maine
- Developed courses: Corporate Social Responsibility; Ethics; Business Law; Accounting Law; Disability Rights Law (Including the Education of Students with Disabilities); Labor Law; Criminal Law; Legal Writing and Research
- Presented at 50+ academic conferences in the United States and abroad.

CEO, HIREABILITIES, Washington, DC, 2003 — 2007

- Founded and led a national nonprofit focused on inclusive workforce development
- Fostered a national mentoring network of professionals with disabilities and job seekers
- Transitioned nonprofit into DEI, accessibility, and civic engagement consulting

EARLY CAREER:

ASSOCIATE ATTORNEY, SPIEGEL AND MCDIARMID, Washington, DC, 2003

JUDICIAL LAW CLERK, DISTRICT OF COLUMBIA SUPERIOR COURT, Washington, DC, 2002 — 2003

HONORS INTERN, U.S. DEPT. OF JUSTICE, DISABILITY RIGHTS SECTION, Washington, DC, Summer 2001

## EDUCATION

UNIVERSITY OF WASHINGTON. M.Ed., Educational Leadership, Policy, and Organizations, 2015.

HARVARD LAW SCHOOL. J.D., 2002.

SWARTHMORE COLLEGE. B.A. with Honors (Psychology, Sociology/Anthropology), 1999.

**Awards and Fellowships:** Truman Scholar; Eugene Lang Opportunity Scholar; American Association of People with Disabilities' National Leadership Award; Post-Graduate Research Fellowship at Harvard Law School

## SERVICE TO THE COMMUNITY

- Task Force Member for development of Disability Justice Commission within Washington State's courts (2021-2023)
- Grants Reviewer for federal agencies and corporate giving (2006-2022)
- Advisory Committee Member — Policy Works (2012-2015)
- Vice-President and Board Member, Women Enabled (2012-2015)
- Vice-President and Board Member, Roads to Justice North Carolina (2011-2013)
- Advisory Board — National Association of Law Students with Disabilities (2009-2013)
- American Bar Association Commissioner (Disability Rights; Specialization) (2008-2014)
- Advisory Board — Mitsubishi Electric America Foundation (2004-2012)

## **PROFESSIONAL DEVELOPMENT AND LICENSES**

- Human-centered design and innovation: Stanford D-School's K-12 Lab, IDEO, Northwestern University's Coaching for Organizational Change program
- Racial equity facilitation: Cultures Connecting; Equity Matters; Certified Diversity Executive
- Active lawyer license: State Bar of Washington (retired license in Massachusetts)

## **MAJOR PUBLICATIONS**

### **Books**

EDITOR: LAWYERS, LEAD ON: LAWYERS WITH DISABILITIES SHARE THEIR INSIGHTS (2011), ABA Press

### **Academic Articles & Book Chapters**

*Advocacy Fatigue: Self-Care, Protest, and Educational Equity*, 32 WINDSOR Y.B. ACCESS JUST. 37 (2015).

*Deprivation and "Deviance": Disability and Criminality*, 93 N.C. L. REV. 1223 (2015).

*What's Bad About Wellness?* 39 J. HEALTH POLITICS, POL'Y, & LAW 1035-1066 (2014).

*A Collective Good: Disability Diversity as a Value in Public Sector Collective Bargaining Agreements*, 87 ST. JOHN'S L. REV. 793 (2013).

*The Sentence of HIV*, 101 KENTUCKY L.J. 543 (2012-2013).

*Universally Designing the Public Sector Workplace: Technology as Disability Access*, 16 WORKING USA 69 (2013).

*Private, Public, or Compassionate: Animal Rights and Disability Rights Laws*, chapter in ECO-ABILITY AND INCLUSIVE EDUCATION (2012).

*"V" is for Vegetarian: An FDA Mandate for Vegetarian Food Labeling*, 4 UTAH L. REV. 1275 (2011).

*The New Boys – Women with Disabilities and the Legal Profession*, 25 BERKELEY J. GENDER, L., & JUST. 101-193 (2010).

*Olmstead's Promise and Cohousing's Potential*, 26 GA. ST. U. L. REV. 663-704 (2010).

*Indulgent Employment? Careers in the Arts for People with Disabilities*, 40 RUTGERS L.J. 613-667 (2010).

*Careers in the Arts for People with Disabilities — Legal Considerations and Developments Since the 1998 Forum* (2009) (policy paper commissioned by the National Endowment for the Arts). <http://artsedge.kennedy-center.org/2009NEASummit/papers.html>

*Back Rooms, Board Rooms: Reasonable Accommodation and Resistance under the ADA*, 29 BERKELEY J. EMPL. & LAB. L. 59-116 (2008).

*Henna Tattooing: Cultural Tradition Meets FDA Regulation*, 62 FOOD & DRUG L.J. 779-803 (2007).

## Jinju Park, Esq.

### Professional Experience

**Countermark Law PLLC**  
**Policy and Consulting Services**

**2024 –Now**

**Disability Rights Washington**  
**Legal Advocacy Director**

**2024**

Provided leadership and direction for a non-profit organization receiving federal funds to carry out its mission of protecting and advocating for the rights of people with disabilities in Washington state.

- Managed a team of 12 attorneys and 4 investigators
- Ensured compliance with federal and state laws and federal grant funding
- Directed litigation, monitoring, and investigations

**Governor's Office of the Education Ombuds**  
**Senior Education Ombuds, Public Records Officer, and Policy Director**

**2020 – 2024**

Closing the educational opportunity gap for students through policy development, systems navigation, outreach, and training.

- Consulted with legislators and policy makers on state-level education laws and policies.
- Provided input on public policy by serving on state-level policy steering committees.

- Managed case intake system for the agency, including supervising associate ombuds.
- Conducted case work (400+ cases annually) through mediation and negotiation of disputes between families and schools.
- Trained organizations, leaders, state employees, and community members on matters related to disability justice, education, and advocacy.

**Countermark Law PLLC**

**2019 –2020**

**Founding Attorney**

Founded a law firm to provide legal services for families who historically lacked access to representation including students with disabilities, students of color, and youth involved with institutional systems including juvenile justice and mental health placements. Recognized by Super Lawyers as a Rising Star in 2020 and 2021.

- Managed teams of support staff and attorneys in complex litigation.
- Partnered with other non-profit organizations, disability justice advocates, and thought leaders to build coalitions based around shared goals.
- Represented students and families to advocate for students’ rights to educational opportunities and special education services by litigating cases in administrative hearings, state courts, and federal courts and negotiating record high settlements for clients.

**Cedar Law PLLC**

**2018 – 2019**

**Senior Attorney**

Managed litigation teams to represent students, families, and organizations in areas including special education, consumer protection, and contract performance in private schools, daycare and preschools, postsecondary education institutions, and public K-12 schools.

**Preg O’Donnell & Gillett**

**2015 –2018**

**Associate Attorney**

Defended school districts and public education agencies in Washington State

- Litigated cases in state and federal courts;
- Provided training and compliance advice for school district and education agencies on issues including non-discrimination, bullying, and health policy.

**Arizona State Office of the Attorney General**

**2010 – 2015**

**Assistant Attorney General**

Represented state agencies including the Arizona Superintendent of Public Instruction, the Department of Education, and the State Board of Education’s Professional Practices and Advisory Committee in litigation, policy development, and liability management.

- Conducted state-wide audits, investigations, and compliance reviews in special education, equal educational opportunities for English-language learners, and discrimination.
- Defended the State in cases involving education and health in the Arizona state and federal district courts up to the Arizona Supreme Court and the Ninth Circuit Court of Appeals.
- Drafted attorney general opinions and developed policy positions for agency clients with input from stakeholders.
- Managed a team of investigators who investigated unprofessional conduct by school teachers and administrators; Advised state educational agencies on rulemaking.

**Riley, Carlock, and Applewhite  
Attorney**

**2008 - 2010**

Conducted litigation, including complex discovery and case management services for clients, including subpoenas and government investigations, and developing timelines, discovery plans, and strategies for records analysis, retention, and production.

**Admitted to Practice**

Arizona                      No. 026023  
Washington                No. 48995  
District Court of Arizona  
District Court of Washington  
Ninth Circuit Court of Appeals

**Education**

William & Mary                      J.D.  
Maryland Inst. College of Art      B.F.A.

**Other Languages**

Korean

## Appendix B: Work Samples

Below, we have provided a copy of the white paper that we completed which informs this next project.

We are also providing a link to a video targeted at students with disabilities that we created:

[https://docs.google.com/document/d/1rKfb24tsLa9ZH\\_xwbyw3ip9PuQLLDSZI3nvnElraz-o/edit?usp=sharing](https://docs.google.com/document/d/1rKfb24tsLa9ZH_xwbyw3ip9PuQLLDSZI3nvnElraz-o/edit?usp=sharing)

The disability history and pride learning resource that Carrie Basas led in creating can be found at: <https://www.oeo.wa.gov/en/education-issues/one-out-five-disability-history-and-pride-project>

# Educational Disparities Faced by Black Students with Disabilities and Potentially Promising Practices

## I. Introduction, Focus, and Methodology

One main focus of Washington’s Inclusionary Practices Technical Assistance Network (IPTN) is to address disproportionality and reduce exclusionary practices, especially when it comes to the inclusion of Black students with disabilities. In the next grant cycle, the IPTN will concentrate its efforts to improve student outcomes for this population, as well as students with IDD. Accordingly, we conducted a literature review about the experiences of Black students with disabilities nationally.<sup>1</sup> Using JSTOR, we identified and scanned all entries of potential relevance from 2014 through 2024, and then narrowed the set and reviewed more than 70 relevant academic articles capturing the experiences of Black students with disabilities— from the barriers they face to promising practices. We then included perspectives and data from recent studies and articles from the National Education Association (NEA), Schott Foundation, Center for Education Data

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<sup>1</sup> Washington State’s 2023 submission to the U.S. Department of Education can be found here: <https://sites.ed.gov/idea/state/washington/>

and Research (CEDR), and the Institute of Education Sciences (IES). This literature review captures the insights of those studies with the hopes of providing insights for the next grant year cycle and expediting efforts for continuous improvement toward equity.

## II. Key Findings about Disparities from the Literature

### A. Nature of the Disparities:

- Black students with disabilities experience academic and social barriers at school, as do low-income children. Low-income Black children experience the increased impacts of racism in schooling (Tatter, 2019).
- Racial and ethnic disparities exist in disability identification in public schools nationally. For example, Black students, particularly those low-income, are more often identified as eligible for special education in a “subjective disability category,” such as emotional disturbance (sometimes referred to as emotional behavioral disturbance or EBD) and intellectual disability, and are more often segregated in classrooms and away from general education settings than their peers (Morgan, 2020; Alvarez, 2024).
- Black students identified as having disabilities tend to be placed in classrooms with worse academic outcomes, lower academic expectations, and with the stigma of association with the special education system (Schifter, et al., 2019).
- Black students with disabilities’ teachers tend to have less experience in math, English, and science (Tatter, 2019).
- Black students in need of specially designed instruction in certain areas, such as reading in elementary school, are far less likely to receive these supports than their White peers (Morgan & Farkas, 2018).
- Enrollment in special education often results in poorer long-term career and educational opportunities (Bal et al., 2014).
- Being identified as a student receiving special education increases the student’s likelihood of experiencing more severe and frequent disciplinary action (Camera, 2017), especially if they are Black (Alvarez, 2024).

- Black students are often disproportionately underrepresented in special education across various disability conditions except emotional disturbance, intellectual disability, and some learning disabilities (Morgan & Farkas, 2018). Black students with ADHD are overrepresented in the school-to-prison pipeline (Moody, 2016).
- Black girls with disabilities face subjective evaluation and discipline disparities as well. They also experience barriers to re-enrollment and reengagement with school, particularly after dropping out (Morris & Perry, 2017; Hines-Datiri, 2017).
- Black students receiving special education services experience lower rates of high school completion and higher rates of depression, incarceration, and substance misuse (Morgan, 2020).
- These disparities have been exacerbated over the last four years because the special education identification rates spanning the time immediately after the onset of the COVID-19 pandemic and over the subsequent years suggests that over 8,000 fewer elementary students were identified for special education services during the pandemic in Washington than would have been expected based on prior trends. The data show that Black students were disproportionately impacted by this trend (Theobald et al., 2024.)

## B. Drivers and Factors of the Disparities:

- Structural issues in the education system contribute to the underrepresentation and misidentification of Black students with disabilities (Morgan et al., 2015; Morgan et al., 2017).
- Poverty can cause or exacerbate disability, even prenatally, and present life-long barriers to healthcare which can lead to a disproportionate number of Black students being identified as having disabilities (Morgan & Farkas, 2018).
- Implicit biases and systemic racism may lead to disproportionate disciplinary actions against Black students, particularly those with disabilities (Nguyen et al., 2019; Quinn, 2017). Teacher perception can be a driving force behind referrals for special education and discipline (Morgan, 2020; Alvarez, 2024).

- Cultural and behavioral differences between students and school counselors can impact recommendations and support for Black students with disabilities (Shure et al., 2019).
- Students of color already experience greater educational inequities. The additional label of special education— especially where services are not effective enough to outweigh the negative association— leads to racial segregation, stigma, and group misrepresentation for Black students with disabilities (Skiba et al., 2016).
- Educators can read disability-related behavior as intentional misbehavior rather than a disability manifestation and not refer Black students for special education and related services (Weir, 2016; Franks, 2020). They also tend to label Black students as more emotionally disturbed than White students (Sullivan, 2017).
- The intersection of race, disability, and academic achievement incurs a “racial opportunity cost” for Black students who are performing well and/or highly capable (Tabron & Chambers, 2019; Gatlin, & Wilson 2016).
- Over-representation of Black children with ADHD in the school-to-prison pipeline indicates systemic failures in addressing their needs adequately (Adams & Meiners, 2014; Moody, 2016).
- Students of color with disabilities experience better outcomes when they have teachers of color, yet that is often not their experience (Morgan, 2020).
- Teacher training programs need more of a focus on being culturally responsive and humble, while also offering training and support for understanding disability and intersectionality (Ford & Russo, 2016).
- Schools often do not leverage the inherent wisdom and perspective of Black families, yet their engagement is critical to student success and they need greater support for understanding the complicated system of special education, including their rights to challenge placements (Morgan, 2020; Ford & Russo, 2016).

# III. Promising Practices from the Literature for Addressing These Disparities

## A. Addressing Disproportionality in Special Education

- Implementing universal screening approaches to identify students' needs effectively (Dever et al, 2016).
- Training teachers in the social model of disability (Alvarez, 2024).
- Reframing technical solutions to address systemic inequities in special education (Voulgarides et al., 2017).
- Unpacking the logic of compliance in special education to ensure fair treatment for all students (Morgan, 2020).

## B. Culturally Responsive Interventions and Supports

- Implementing culturally responsive positive behavior interventions and supports (Cramer & Bennett, 2015)
- Meeting the mental health needs of Black students through tailored interventions (Cokley et al. 2014).
- Creating frameworks of agency and accountability to resist deficit depictions of Black students (Williams et al., 2020).
- Culturally responsive school leadership to promote inclusivity and understanding (Khalifa et al., 2016).

## C. Supporting Academic Success and Equity

- Early-learning pre-kindergarten math and science curricula support language development and mathematical skills to encourage continued engagement and motivation and increased educational opportunities (Goldhaber et al, 2024)

- Enhancing student achievement through optimal resource theory frameworks (Anderson, 2015).
- Overcoming obstacles for African American students with disabilities to achieve academic success by providing expectations, organization, support, and teamwork between the school and family (Gatlin & Wilson, 2016).
- Shifting paradigms to better serve twice-exceptional African-American learners (Newton & Sandoval, 2015; Owens et al., 2016; Tabron & Chambers, 2019).
- Assessing and bridging the teacher quality gap between advantaged and disadvantaged students (Brown, 2015; Goldhaber et al., 2015; Iheoma & Morgan, 2014).

## D. Advocating for Equity and Representation

- Advocating for a right to representation of students with disabilities in the Americans with Disabilities Act (Gowdey, 2015).
- Tackling racial opportunity costs in educational experiences to address disparities (Tabron & Chambers, 2019).
- Recruiting more teachers of color, especially using critical race perspectives and equity to address the shortages of Black men in teaching and school psychology positions (Beasley et al., 2015).
- Promoting BIPOC and disabled voice, leadership, and representation in addressing the racial and ethnic disparities in disability identification (Alvarez, 2024).

## E. Advancing Systemic Changes for Equity and Inclusion

- Challenging disparities in disability identification through systemic changes (Alvarez, 2024).
- Investigating the relationship between school counselor recommendations and student cultural behavioral styles (Shure et al., 2019).

- Leveraging the expertise and wisdom of Black families, while supporting them in navigating complicated systems of support (Latunde 2016 & 2018; Pearson et al., 2020).
- Exploring issues and interventions for Black students at risk for emotional and behavioral disorders (once the risk of misidentification is addressed) (Kutash et al., 2015).
- Understanding and addressing the school-to-prison pipeline for Black children with ADHD (Adams & Meiners, 2014; Moody, 2016).
- Developing gender-informed policies and practices to address disparities for Black students (Morris & Perry, 2017; Hines-Datiri, 2017).
- Including peers in whole-class interventions to create a positive learning environment that decreases disruptive behavior and improves social skills and prosocial behaviors among all students rather than removing children from their learning environments (IES, 2023).

## Conclusion

No education solution exists without a concomitant investment in the communities where students live— from health support to economic opportunities for their families. Children need to exist within “loving systems,” where policymakers, philanthropists, and government partner to improve neighbors and eco-systems, not just schools.<sup>2</sup>

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<sup>2</sup> The May 2024 “Love is the Foundation for Life” report funded by the Schott Foundation for Public Education analyzed graduation rates in 15 U.S. School districts and the opportunities and barriers to Black student success, particularly for male-identifying youth. The full report is available here. It does not delve into special education as a system, but it does cover other areas from our literature review, such as health disparities, juvenile justice, and family advocacy: <https://schottfoundation.org/wp-content/uploads/schott-foundation-2024-black-males-report.pdf>

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