

**WASHINGTON SCHOOL PRINCIPALS'
EDUCATION FOUNDATION**



Strong leaders. Strong schools. Strong students.

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Nov 1, 2024

Dear Ms. Moore,

The Washington School Principals Education Foundation (WSPEF) is a 501 (c) 3 organization that has joint organizational leadership with the Association of Washington School Principals (AWSP). The two organizations work together to provide services for school leaders. The remainder of the proposal will reference AWSP as the organization performing the services as AWSP is recognized throughout the state as the association that supports principals.

The Association of Washington School Principals (AWSP) is pleased to submit the attached proposal in response to *Request for Proposals No. 2025-09 Inclusionary Practices Technical Assistance Network* for tiered professional learning for inclusionary leadership practices. AWSP is an independent and innovative nonprofit with the mission of supporting principals and assistant principals, as well as principal preparation, in the education of every student in Washington state. We believe strong leaders create strong schools and strong students. Founded in 1972, AWSP has been a leading voice in education for decades, representing principals, assistant principals, and principal interns. We would like to thank WASA, specifically Dr. Amy Wright, for their partnership in constructing this proposal in service to Washington district and building leaders. Please contact us if you have any questions regarding this proposal and its implementation.

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Included in this proposal, you will find the following:

- Letter of Submittal, Certifications and Assurances, Contractor Intake Form
- Technical, Management, and Cost Proposal Sections
- Available subcontractor resume

This proposal will lay out our strategic approach to addressing the IPTN aim statement related to the disproportionality of serving black students with IEPs and students identified as having intellectual disabilities in our schools. AWSP looks forward to partnering with OSPI and the IPTN to leverage our strength in building leadership capacity within our schools across the state.

Sincerely,

Dr. Scott Seaman
AWSP Executive Director

GRADE-LEVEL COMMITTEES

Elementary Grade Level Leadership Committee
Middle Level Grade Level Leadership Committee
High School Grade Level Leadership Committee

NATIONAL COMPONENTS

National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)



Technical Proposal

A. Project Approach/Methodology

“A highly effective school principal has the greatest impact on student achievement.”
~Wallace Foundation Research

The Washington School Principals Education Foundation (WSPEF) is a 501 (c) 3 organization that has joint organizational leadership with the Association of Washington School Principals (AWSP). The two organizations work together to provide services for school leaders. The remainder of the proposal will reference AWSP as the organization performing the services, as AWSP is recognized throughout the state as the association that supports principals.

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

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



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

By structuring our proposals to mirror one another, WASA and AWSP underscore a commitment to partnership and unified action. This close collaboration will ensure a cohesive rollout of the program, enabling each agency to tailor Phase 2 plans effectively and address the specific needs of their members. This will set a foundation of shared learning and aligned strategies to advance inclusionary practices across Washington's school district and building leaders.

Research-Based Rationale

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

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



AWSP, in partnership with WASA, is uniquely positioned to support school districts throughout Washington in achieving these goals. AWSP has a proven record of leadership in implementing systemic changes in equity and inclusion. Through its Inclusionary Practices Project (IPP), AWSP has partnered with OSPI to support over 68 districts in improving inclusionary practices, particularly for students with disabilities and historically marginalized groups.

AWSP's Success in Driving Inclusionary Practices and Systemic Change

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

Key successes include:

- **Increased Leadership Engagement:** Of the 68 leaders engaged in targeted professional development on inclusionary practices, 98% report engaging in best practices for inclusionary practices in their context.
- **Progress in Least Restrictive Environment (LRE) Placements:** AWSP IPP districts have outperformed statewide averages in LRE placements. These improvements reflect AWSP's capacity to drive systemic changes that enhance educational outcomes for marginalized students.
- **Development of Data-Driven Cultures:** AWSP has emphasized building data-driven cultures within districts, supporting building leadership teams to regularly review data from multiple sources to inform their strategies and professional learning approaches. This has led to more targeted instructional practices and better student outcomes.
- **Support for Teacher Development:** All teachers in the AWSP IPP project have received targeted professional development focused on inclusive practices. This ongoing training has significantly increased teacher efficacy and contributed to more inclusive learning environments across participating districts as reported by participating teams.
- **Positive Student Outcomes:** Returning leaders reported that students with IEPs were successfully participating and engaged in more general education classes,



demonstrating AWSP's effectiveness in improving student engagement and general education access.

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

Connection to OSPI's IPTN Aims

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

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



By leveraging the resources and TA provided by OSPI's IPTN, AWSP desires to continue providing critical support to our state's school leaders.

B. Work Plan/Project Schedule

As we have reviewed the feedback from our first proposal, scaled our proposed offerings, and we enthusiastically seek to re-join the IPTN, we are working from a comment made by Dr. Tania May at the October 16, 2024, Pre-bid Conference Zoom meeting to “think for a year” for this brief-timeline RFP. Our proposal will be broken into two phases to maintain the quality our members expect from us and honor our commitment to the IPTN Aims. The first phase will be used to rebuild and re-design AWSP's Technical Assistance (TA) offerings in light of requested changes to our model, the seven-month break in IP funding, and the evolving needs of school leadership to ensure sustainability and alignment. The following is a detailed work plan for Phase 1, with a timeline consistent with this RFP and a broad scaffolded overview of Phase 2, which will be enhanced during Phase 1 upon the award of additional funding in the 2025-2026 school year.

Phase 1: February 2025 - June 2025

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

Key Elements of Phase 1:

- **Partnership and Research:** In collaboration with WASA, Phase 1 will gather comprehensive insights through research on current practices and member needs. This will ensure that the project's design reflects the unique challenges and opportunities facing Washington's district and school leaders.
- **Data-Driven Insights:** Conducting a **Deep Dive Data Analysis** will allow the project/design teams to identify trends, gaps, and opportunities within the IPTN.



These findings will form the foundation of the TA offered in Phase 2, ensuring that it is targeted and effective.

- **Team Development:** Developing a capable and aligned leadership team, including hiring a project director and evaluator, as well as recruiting design team members, is key to the success of both phases. The regular design team meetings in Phase 1 will focus on gathering and analyzing qualitative and quantitative data to build a robust TA plan.
- **Engaging Stakeholders and Building Excitement:** Although Phase 1 is focused on research and design, **Virtual Information Meetings** in February through June will begin to engage district leaders and stakeholders. These sessions will build excitement for the TA launch in Phase 2, generate early buy-in from districts, and provide problem-solving support to address initial concerns.
- **Strategic Communication and Notification:** AWSP members will be notified about upcoming TA offerings through a multi-channel approach, ensuring broad awareness and interest. This will set the stage for strong participation when Phase 2 launches.
- **Collaboration with OSPI and IPTN:** Ongoing collaboration with OSPI and other IPTN TA providers will ensure that Phase 1 findings are aligned with the larger state network's goals. This alignment guarantees the project will seamlessly integrate into the state's broader inclusionary practices initiative, reinforcing long-term sustainability. AWSP will actively participate in the IPTN Tiers of Support, ensuring that building teams benefit from the comprehensive support offered by the network. AWSP will collaborate regularly with IPTN partner organizations, including the Association of Educational Service Districts (AESD), the Washington Family Engagement Collaborative, and the UW Haring Center. Monthly meetings will be held to ensure that services to school and district leaders are aligned and coordinated across all participating organizations. These sessions will focus on identifying shared problems of practice, refining strategies for professional learning, and ensuring that support is streamlined and complementary across providers. The AWSP team will also engage in any activities initiated by other IPTN partners, as appropriate, including The CEEDARs Center, WSSDA, and any other inclusionary practices entity aligned with the IPTN aims.
- **Reporting and Evaluation:** After Phase 1, AWSP, in partnership with WASA, will submit a comprehensive report to OSPI, detailing the data analysis, research



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

Why Phase 1 is Critical for Long-Term Impact:

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

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

Engaging Stakeholders Early for Long-Term Success:

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

Linking to Best Practices in Systemic Educational Change:

By dedicating Phase 1 to thoughtful planning, data analysis, and stakeholder engagement,



AWSP aligns this project with the **best practices** of large-scale educational change efforts. Research consistently shows that initiatives that invest time upfront in these activities are more likely to achieve **sustainable systemic change**. The conclusions of AWSP’s Phase 1 study highlighting the need for building and district leaders to engage in thoughtful data review, planning, and execution of inclusionary practices will be a valuable tool for all of the IPTN partners, informing the work to build lasting improvements in inclusionary practices across Washington’s districts.

Phase 1 is not just about laying the groundwork—it is an essential investment in the success and longevity of this project. By focusing on research, data analysis, and stakeholder engagement during this period, AWSP ensures that Phase 2 is designed with precision, supported by data, and built to meet the real-time needs of Washington’s districts and school leaders. This strategic approach aligns with best practices in systemic change and guarantees that the project will achieve its goal of improving inclusionary practices in the state’s schools.

Phase 2: August 2025 Onward (pending continued funding)

- 1. **Kick-off and Implementation (August 2025):**
 - Phase 2 will build on the research and preparation completed in Phase 1, officially launching the program in **August 2025**.
 - Activities will focus on **professional development, implementation of inclusionary practices**, and continued **data monitoring and support for building leaders**.

C. Deliverables

Phase 1: February 2025 - June 2025

Deliverable	Description	Completion Date	Rationale	Responsible Party



Research on IPTN	A comprehensive review of existing IPTN-related research to inform the project design.	June 2025	This research will ensure that the project is informed by evidence-based practices and is aligned with the statewide IPTN Aims, addressing gaps in inclusion.	Project Director, Design Team
Data Analysis	Analyze state & district data to identify trends and gaps in inclusionary practices, especially for marginalized students.	June 2025	A detailed analysis will allow the project to focus on critical areas of need, particularly for underrepresented students, ensuring targeted, data-driven interventions.	Evaluator, Director, Design Team
Research Study Design & Implementation	Design and implement a qualitative study to gather data from district leaders on practices, challenges, and needs.	June 2025	This study will provide critical insights to inform the overall project design and ensure that the technical assistance provided is tailored to district needs.	Evaluator, Director, Design Team
Team Development	Establish a project team, including the Project Director, Evaluator, and Design Team members.	February 2025	Building a strong leadership and design team is crucial for effective implementation and oversight throughout the project.	Project Director, Design Team



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



Design of Long-Term Sustainability Plan	Begin developing a sustainability plan that outlines fee-based services to support leaders beyond the initial contract.	June 2025	Starting the design process in Phase 1 ensures early stakeholder engagement and alignment with district needs, allowing time for thoughtful planning.	Project Director, Design Team
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Phase 2: August 2025 Onward (pending funding 2025/26)

Deliverable	Description	Completion Date	Rationale	Responsible Party
Kick-Off Event	Launch the full program with a kick-off event in August 2025.	August 2025	A formal launch will generate excitement and clarify expectations, engaging leaders and ensuring smooth implementation of the project.	Project Director, Professional Learning Coordination Team
Implementation of Professional Development	Roll out professional learning opportunities and TA focused on inclusionary practices and UDL.	Ongoing from August 2025	Ongoing professional development ensures that leaders and educators have the knowledge and skills needed to implement inclusionary practices.	Professional Development Team



Ongoing Data Monitoring	Continuously collect and analyze data to monitor the effectiveness of implemented inclusionary practices.	Ongoing	Continuous data monitoring ensures that the project adapts to emerging challenges and tracks the progress of inclusionary practices across settings..	Evaluator, Design Team, Project Director
Leader Support	Provide continued coaching, resources, and support to leaders as they implement inclusionary practices.	Ongoing	Ongoing support ensures that districts receive the guidance and resources needed to sustain and scale inclusionary practices effectively.	Project Director
Implementation of Long-Term Sustainability Plan	Finalize and implement the sustainability plan, including fee-based services for ongoing support to districts.	Ongoing from August 2025	Ensuring leaders access fee-based ongoing TA, professional development, and evaluation support promotes long-term success.	Project Director, AWSP Leadership, Design Team

Additional and Specific IPTN Tasks and Deliverables

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

Phase 1: February 2025 - August 2025

Deliverable 1: Research on IPTN

In February 2025, the AWSP team will conduct a comprehensive review of existing



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

AWSP will partner with practitioners and experts to learn about the latest research on reducing disproportionality and exclusionary practices and increasing belonging for all students. The team will leverage AWSP's internal expertise in artificial intelligence, educational leadership, and Tier 1 instructional practices to inform the development of a research study and lay the foundation for the project.

Deliverable 2: Data Analysis

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

Deliverable 3: Research Study Design & Implementation

AWSP will work with WASA to design and implement a qualitative study to gather input



from district leaders, including superintendents, special education directors, principals, and other central office staff. This study will explore their current inclusionary practices, successes, challenges, and needs. The findings from these interviews and surveys will provide valuable insights that will shape the TA framework and resources provided in Phase 2. The qualitative nature of this study will allow for a deeper understanding of the specific, contextual factors that influence inclusionary practices in different contexts.

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

Deliverable 4: Team Development

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

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

Deliverable 5: Leaders Notification

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

Deliverable 6: Registration Invitation

All district members will receive an invitation to register for Phase 2 of the program. This registration process will begin in June 2025 and will remain open until August 1, 2025. Leaders will be encouraged to register early to secure their participation in Phase 2,



where full TA and professional development resources will be available. This process is essential for ensuring that the program can effectively plan for resource

Deliverable 7: Problem-Solving Support

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

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

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

Deliverable 8: Program Design

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

Deliverable 9: Long-Term Sustainability



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

Phase 2: August 2025 Onward

Kick-Off Event

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

Professional Development Implementation

Professional development opportunities and TA will be rolled out in Phase 2, focusing on inclusionary practices and Universal Design for Learning (UDL), as well as the specific leadership and systems-building skills necessary for sustainable implementation. These professional learning sessions will be designed to equip district leaders, principals, and teachers with the skills and knowledge needed to foster inclusive learning environments. These training sessions will be ongoing, ensuring that educators have continual access to support and resources as they implement inclusionary practices in their schools. In partnership with AESD, WASA, the Haring Center, and other IPTN providers, AWSP will participate in/facilitate statewide virtual learning sessions focused on priority areas such



as instructional leadership, MTSS implementation, inclusive, culturally affirming practices, and family engagement. These virtual opportunities will provide district leaders with access to cutting-edge strategies, support collaborative problem-solving, and share innovative practices being used across districts. Additionally, these sessions will highlight exemplary work from school leaders excelling in inclusionary practices, further empowering other schools to replicate successful strategies.

Ongoing Data Monitoring

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

District Support and Family Engagement

AWSP will provide ongoing coaching, resources, and support to school leaders as they implement the inclusionary practices outlined in the program. This support will be tailored to meet the specific needs of each school context, ensuring that they receive the guidance and resources necessary to successfully integrate these practices into their schools. By offering continuous support, AWSP ensures that school leaders are not only able to implement inclusionary practices but also sustain and scale them over time. AWSP will collaborate with the Washington Family Engagement Collaborative (FEC) to support school and district leaders in applying practical tools for family engagement. In alignment with IPTN's Aims, this work will focus on strengthening meaningful partnerships between schools and families, particularly for Black children with disabilities and students with intellectual and developmental disabilities. As part of this collaboration, AWSP will help spotlight schools across the state that successfully model meaningful family engagement practices and share these success stories through professional learning sessions and statewide conferences. This effort will empower schools to move from theory into meaningful, sustainable family engagement strategies.

Implementation of Long-Term Sustainability Plan



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

E. Performance-Based Contracting

AWSP's business manager will be responsible for fiscal management of the IPTN grant if awarded. Each project subcontractor will submit monthly activity statements (cross-referenced with the project schedule) as part of the invoicing process. Monthly activity statements will be reviewed by the AWSP Deputy Director and the Project Director at their monthly meeting.

F. Outcomes and Performance Measures

Phase 1 Evaluation Plan: Intent-Implementation-Impact

<u>Intent (Goal)</u>	<u>Implementation (Outcomes)</u>	<u>Impact (Monitoring and Measurement)</u>	<u>Reporting</u>
1. Conduct Data Analysis to Inform Targeted Interventions	Collect and analyze building-level data, particularly focusing on LRE placements and student outcomes for marginalized groups.	<p>Impact Measurement: The data analysis report will be evaluated based on its ability to identify clear trends, gaps, and areas needing targeted intervention. This will be assessed through data validation processes and feedback from key stakeholders in participating schools..</p> <p>Data to Collect:</p> <p>Building-Level Data: LRE placements, student outcomes (disaggregated by</p>	Data Analysis included in EOY evaluation process

		<p>race, disability status, and other factors).</p> <p>Analysis Reports: Written reports on data trends and gaps, identifying areas needing improvement in inclusionary practices.</p> <p>Data Validation Reports: Cross-validation reports comparing analyzed data with OSPI’s and building-provided data to ensure accuracy.</p> <p>Feedback from School Leaders: Surveys or interviews with school leaders regarding the accuracy and relevance of the data analysis.</p> <p>Method: Quantitative analysis of data, supplemented by qualitative surveys and interviews with stakeholders.</p>	
<p>2. Design and Implement a Qualitative Research Study</p>	<p>Implement interviews and surveys with school leaders to identify challenges, successes, and needs.</p>	<p>Impact Measurement: Successful implementation will be measured by the number of participating schools, the quality of the feedback collected, and the relevance of findings to inform Phase 2. A copy of the study will be provided to OSPI and IPTN Partners</p> <p>Data to Collect:</p>	<p><i>Research study Shared with OSPI & IPTN Partners June 2024</i></p>

		<p>Participation Metrics: Number of schools and individuals who participated in interviews and surveys.</p> <p>Qualitative Data: Interview transcripts, survey responses from school leaders, and summaries of challenges, successes, and needs in inclusionary practices.</p> <p>Participant Feedback: Post-study surveys assess the relevance of the study and the usefulness of the process to the participants.</p> <p>Method: Analyze qualitative data through thematic analysis, coding responses to identify common trends. Use participation metrics to measure engagement levels.</p>	
<p>3. Develop a Program Design for Phase 2</p>	<p>Create a comprehensive program design based on research, data analysis, and feedback.</p>	<p>Impact Measurement: The completed program design will be reviewed for completeness, alignment with Phase 1 findings, and readiness for Phase 2 implementation. Feedback from selected leaders and the design team will be collected to assess the relevance and clarity of the proposed interventions.</p> <p>Data to Collect:</p> <p>Program Design Document: Collect drafts and final versions of the program design that outlines</p>	<p><i>Phase 2 Program Design completed May 2024 included in EOY evaluation process</i></p>



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

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

Management Proposal

A. Project Management /Team Structure/Internal Controls:

AWSP’s team for this contract will be led by the Project Director with the support, of AWSP’s Deputy Director with support from other AWSP staff. AWSP’s leadership team members will serve as the project’s Advisory Board. AWSP staff who will also be associated with this project are



the business manager, professional learning, and communication team members. Additionally, should this project be funded, AWSP will hire subcontractors with significant experience in administration and/or special education and building leadership to assist in the implementation. These subcontractors include:

- IPTN Project Director- this staff will coordinate the ongoing contract activities and ensure programmatic compliance through Phase 1.
- IPTN Project Evaluator- this staff will ensure data is collected, reported, and recommendations made in a comprehensive report at the end of Phase 1.

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

Additionally, as reflected in the AWSP IPTN Project organizational chart, the project director and evaluation contractors will seek approval for activities and related expenditures from the AWSP Deputy Director, who, in turn, reports directly to AWSP's Executive Director.

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

c. Below are two organizational charts – one that delineates the line of authority within AWSP and the other identifying the lines of authority and responsibility for the project.

d. Dr. Scott Seaman and the AWSP Leadership Team will have the primary responsibility and final authority for this work.



ORGANIZATIONAL CHART 2023-24

OUR MISSION: Supporting all principals and the principalship in the education of each and every student.

OUR COLLECTIVE WHY:

School leadership matters. We exist to ensure schools have a culture of hope, systems to support that culture, and collaborative learning and leadership among students and adults.

THE AWSP TEAM

Dr. Scott Seaman
Executive Director

Kim Marquette
Operations Director

Jack Arend
Deputy Director
ESDs 112, 113, and 114

Scott Friedman
Associate Director
ESDs 101 and 171

Kamrica Ary-Turner
Associate Director,
ESDs 121 and 189

David Morrill
Communications Director

Ashley Barker
Inclusion Director &
Next Level Leaders
Program Lead

Andi Mounts
Finance Director

Dameon Brown
Professional Learning
and Mentorship Program
Coordinator

Angela Spriggs
Fiscal Coordinator

Macy Bruhy
Assistant Director of
Membership, State and
Federal Programs

Roz Thompson
Government Relations
and Advocacy Director

Caroline Brumfield
Graphic Design and
Marketing Manager

Julie Woods
Community & Member
Relations Coordinator

Gina Yonts
Associate Director,
ESDs 105 and 123

THE FOUNDATION

Leadership and Operations

Greg Barker
WSPEF Managing Director

Courtney Suderman
Administrative Coordinator

Student Programs (AWSL)

James Layman
Director

Travis Ruhter
Associate Director

Heather Muir
Operations Director

Cispus Learning Center

Chase Buffington
Director

Michael Deulley
Challenge Course Manager

Moses Jouwsma
Program Manager

Outdoor Schools WA

Shelley Barker
Director, School Engagement

PRIORITIES

GROW:

Partner with other organizations to identify, recruit, and develop future school leaders with a focus on underrepresented groups.

SUPPORT:

Support and equip all school leaders with the knowledge, skills, and confidence to foster positive school culture, build equitable systems, and lead learning in their respective school contexts and communities.

SUSTAIN:

Support all principals in their capacity to be effective long-term leaders, specifically in highly impacted schools where strong and consistent leadership is needed most.

AWSP BOARD (Dr. Scott Seaman/Kim Marquette)

AWSP Board President | AWSP Board President-elect | AWSP Board Past President | AWSP Board Budget Chair

AWSP GRADE-LEVEL LEADERSHIP COMMITTEES (GLLCs)

Elementary Principal Leadership Committee

Jack Arend | Reps. 9 ESD Regions | 1,671 Members

Middle Level Principal Leadership Committee

Gina Yonts | Reps. 9 ESD Regions | 788 Members

High School Principal Leadership Committee

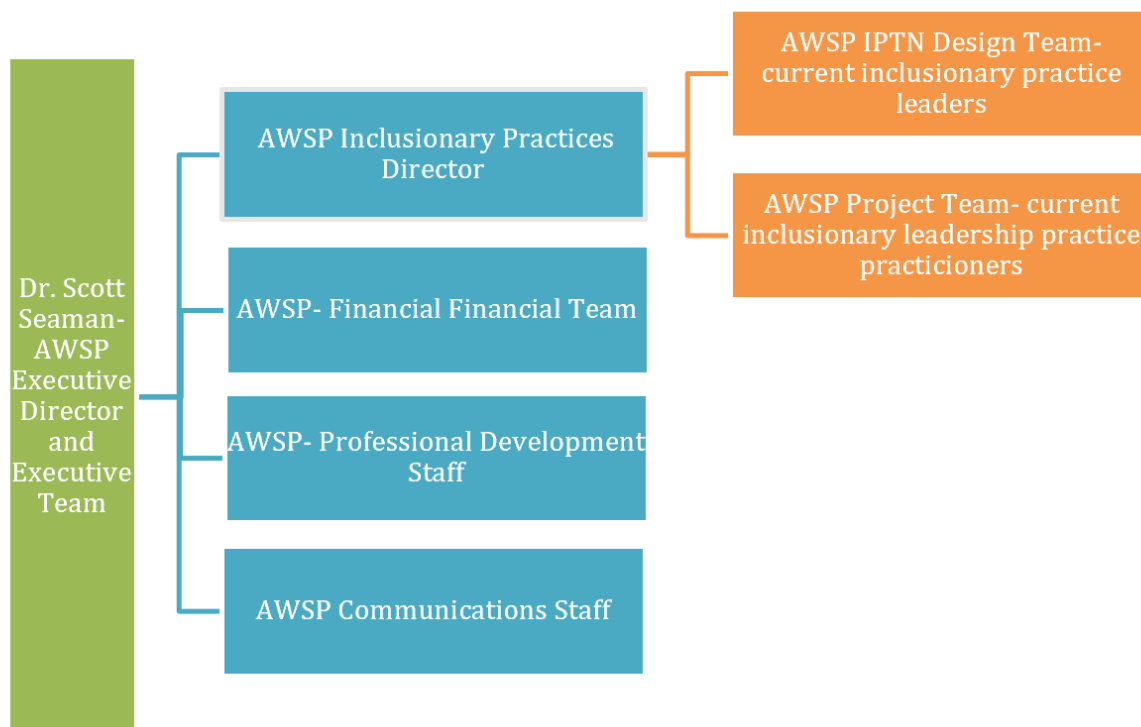
Scott Friedman | Reps. 9 ESD Regions | 1,045 Members

Chair, past chair, vice chair, and treasurer/3-year rep. from each GLLC serves on the AWSP Board of Directors. Each committee also has small and large school representatives and an NAESP/NAASP advocacy representative.

THE ESD REGIONS WE SERVE ACROSS THE STATE



Updated September 2023



B. Experience of the Consultant/Staff/Subcontractors:

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

AWSP Leadership Team- Deputy Director, designee	
RESPONSIBILITIES	TIME ASSIGNED TO PROJECT: 5%
To provide programmatic and fiscal oversight to the project, including participating in contract activities as appropriate, and to serve as liaison between the project director, advisory board, and other partners as appropriate.	
Qualifications: The Executive Team comprises the AWSP's Executive Director, Operations	



<p>Director, Deputy Director, and three regional Associate Directors. The team has extensive teaching, leading, and operations background. The Executive Team will sponsor Inclusionary Leadership Practices in their existing professional development work through the following channels: Aspiring, Launching, Building, and Mastering Leadership Series to support the communication and implementation of this proposal.</p>	
Fiscal Team	
RESPONSIBILITIES	TIME ASSIGNED TO PROJECT 5%
To maintain project budgets, open and maintain the project bank account, prepare all financial reports, train and oversee the bookkeeper.	
Qualifications	
Comprehensive financial auditing experience, including nonprofit and A133 testing. Over a decade of combined experience managing budgets for large organizations	
AWSP SUPPORT STAFF- Communications/Professional Development	
RESPONSIBILITIES	TIME ASSIGNED TO PROJECT 10%
To plan and coordinate all project communications and registrations for our target audience (school leaders), internal team, and stakeholders. The team will lead the development of communications deliverables and provide support to members needing access to inclusionary practices TA.	
Qualifications	
The communications and professional development team has supported all of AWSP's professional learning endeavors, grown AWSP's presence on social media, launched an entirely new and redesigned website with an active blog and better search, and created a successful video program. The team has collectively worked with school organizations for over 15 years and is responsive to AWSP's members' needs	
SUBCONTRACTOR - AWSP IPTN Project Director	
RESPONSIBILITIES	TIME ASSIGNED TO PROJECT: 50%
To plan and manage all aspects of the AWSP IPTN project and support all IPTN partner	



activities; recruit design/project team members, work with project evaluator to collect data related to ongoing professional learning activities; plan TA sessions; work to provide support to individual school leaders; provide written/oral reports to multiple stakeholders.	
Qualifications	
<p>Knowledge of disproportionality: Familiarity with research and data on the disproportionate representation of students of color in special education and the factors contributing to this issue.</p> <p>Practical experience: Hands-on experience working with students, families, and educators in settings that serve diverse populations of individuals with disabilities.</p> <p>Training and facilitation skills: Proven ability to design and deliver engaging, informative, and actionable professional development workshops, seminars, or courses for educators and other professionals.</p>	
Subcontractor: AWSP IPTN Project Evaluator- WASA	
RESPONSIBILITIES	TIME ASSIGNED TO PROJECT 15%
To create and execute the evaluation plan contained within this proposal.	
Qualifications	
<p>Understanding of district and school settings, staffing, and resources specific to constraints of time and implementation challenges.</p> <p>WASA's independent contractor has been a part of their evaluation team since the fall of 2015 and has had contractual business with OSPI, and Washington school districts, in addition to WASA. The evaluator has no direct dependence on OSPI, WASA, or any school district. For the last 5 years, WASA's evaluator has been the primary evaluator on the WASA IPP Project. They ensure that their chosen evaluator demonstrates independence to render an honest and unbiased report of the program's outcomes.</p>	

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



As indicated in the project organizational chart, the AWSP Leadership team will act as an Advisory Board to guide and monitor this work.

Other Relevant Experience:

AWSP has a long, successful history of actively engaging building leaders in focusing on opportunity and achievement gaps. Through relevant and meaningful conferences, workshops, online training, and academies, AWSP meets the learning needs of its approximately 3500 members to impact the roughly one million students in Washington schools. Some examples of other opportunities AWSP provides include:

For over two decades, AWSP has coordinated the AWSP/WASA Summer Learning Conference and intentionally highlighted presenters who lead inclusionary practices in their own contexts.

2019-2024 AWSP Inclusionary Practices Project: Strong Leaders Support All Voices successfully supported close to over 400 Washington state school leaders in system change by providing professional learning through live events, webinars, podcasts, toolkits around UDL, Inclusion, improvement planning, and implementation. LRE level 1, percentages are consistently higher for AWSP IPP participating districts across all six years (2018-2023) when compared to all Washington State School districts.

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

In 2023, AWSP partnered with CSTP as a featured partner in the inaugural Inclusionary Practices Colloquium. AWSP highlighted sites demonstrating best inclusionary practices and made connections between the AWSP Framework, Paradigm, Equity Guide and inclusionary practices for all participants.

AWSP coordinates work with the Washington School Principals' Education Foundation. The Foundation includes:

- **AWSL** - The Association of Washington Student Leaders encourages student action by empowering them to make leadership decisions and actualize positive change in their communities. It is a support organization for AWSP and other agencies.
- **Outdoor Schools WA** - Outdoor Schools WA enables every kid in The Evergreen State to participate in overnight outdoor education experiences, allowing them to form relationships with people and connections with the natural environment via curiosity, discovery, and science.



- Cispus Learning Center - Located in the Gifford Pinchot National Forest, Cispus is a 68-acre facility that offers students a unique Pacific Northwest outdoor learning environment. Cispus Learning Center's mission is to support the enhancement of K-12 educational programs for children in Washington's public schools.
- The Principals' Learning Center - The Principals' Learning Center, a supplemental accredited school, offers high school credit in collaboration with other partners. Currently, we work with the major universities in Washington, OSPI with Dare to Dream Migrant Student courses in the summer, State Board of Education student representatives and AWSL summer leadership development programs to offer credit to attending students.

Lobbying Contracts are held with:

- Strategies 360 (K-12 Education)
- The Nexus Group (Retirement and Health Care)
- Grist Public Affairs (Outdoor Schools WA)

Relevant Contract Work

Relevant Contract Work	Contract #	Period of Performance	Contact Info
TPEP State System oversight of Leadership Framework, Framework Specialist Convening, Technical Assistance, Principal Mentoring Academy, Principal and Evaluator Leadership team meetings, Pre-conference session, Final Report	20200024	8/20/23- present	Ann Gray p) 360.725.6119 f) 360.584.4699 ann.gray@k12.wa.us



AWSP
ASSOCIATION OF WASHINGTON
SCHOOL PRINCIPALS

Digital Learning Experience Title II Phase 1 Phase 2	20200102	9/2019-9/2020	Maria Flores p) 360.725.6359 f) 360.664.3314 Maria.Flores@k12.wa.us
Framework 3.0 Title II Crosswalk document comparing v2.0 to v3.0, Final updated framework, draft users guide, final users guide, final printed and distributed users guide.	20200103	9/2019-9/2020	Maria Flores p) 360.725.6359 f) 360.664.3314 Maria.Flores@k12.wa.us
Multi-tasked Title II WA PERC Project Plan, Network Improvement Grants, Regional Network Meetings, Final reports for all areas of contract	20200104	9/2019-9/2020	Maria Flores p) 360.725.6359 f) 360.664.3314 Maria.Flores@k12.wa.us

AWSP has an annual operating budget of \$3.78 million.

C. References

Business Name: Outside Pin Consulting

Contact: Dr. Shelley Moore

Address: 751 Channelview DR. Bowan Island, BC V0N 1G1 CANADA

Phone: 778.995.2320



Email: fivemooreminutes@gmail.com

Scope of work: Shelley Moore is a highly sought-after teacher, researcher, consultant, and storyteller, and she has worked with school districts and community organizations throughout Canada and the United States. Her research and work have been featured at national and international conferences and are constructed based on theory and effective practices of inclusion, special education, curriculum, and teacher professional development. Through her informational series and individual coaching, Dr. Moore has worked with AWSP leaders. She is an excellent resource for Washington State leaders.

Business Name: Westchester Institute for Human Development

Contact: Dan Habib, Inclusive Communities Project Director

Address: 322 Cedarwood Hall, Valhalla, NY 10595

Phone: Cell: 603-848-5301

Email: dhabib@wihd.org

Scope of work: Dan Habib is the creator of the award-winning documentary films *Including Samuel*, *Who Cares About Kelsey?*, *Mr. Connolly Has ALS* and many other films on disability-related topics. Habib is a filmmaker at the University of New Hampshire's Institute on Disability. Dan has worked closely with AWSP to create an inclusive leadership series and podcasts, as well as to create and distribute many resources to support inclusive school leaders.

Business Name: Central Valley School District

Contact: Principal, Jeremy Vincent- North Pines Middle School

Address: 11900 E Broadway AVE, Spokane Valley, WA 99206

Phone: 509.508.5530

Email: jvincent@cvsd.org

Scope of work: Worked with the leadership team to create equitable Tier 1, 2, and 3 support systems to increase inclusion for all students across the school. These efforts improved the school's academic and behavioral achievement overall, creating 6 more inclusive classrooms, a successful co-learning and co-teaching model, and an inclusive Building Leadership Team.

Experience of the Consultant



- AWSP has been the primary voice for principals, assistant principals and educational leaders since 1972. AWSP has strong long-term relationships with all stakeholders in the Washington educational system and is proud of the positive relationships with organizations and agencies that support schools, leaders, and students. AWSP is the communication, professional learning, and support pipeline to all building leaders in our state.
- AWSP is the author of the AWSP Leadership Framework. Our leadership framework is the only framework approved by the state for principal and assistant principal evaluations. Every single principal and assistant principal in the state is evaluated using our framework. The AWSP Leadership Framework was designed to promote the growth of the principal in the areas most likely to result in increased student achievement. It directly aligns with Washington state evaluation criteria, rules, and regulations. Recently, OSPI contracted with AWSP for version 3.0 of the Leadership Framework. This refreshed version maintains the state criterion, emphasizing examples of proficient leadership behavior, clear rubric wording, and increased emphasis on equity throughout all eight criteria.
- AWSP continues to be the primary professional learning specialist for building leaders throughout the state. AWSP offers a professional learning continuum for building leaders for every stage of their career, from their interest in becoming a school leader to helping launch the journey of a first-year principal to maximizing their leadership from year 2 and beyond. This professional learning model for building leaders has proven to be so successful that it has been adopted by principal associations in Illinois, Indiana, Wisconsin, and Minnesota.
- AWSP collaborates with the Washington Association of School Administrators (WASA) to produce the Annual Summer Conference for educational leaders. Each year, hundreds of school leaders gather together to share experiences, learn new strategies, and dream big for the students and staff of their regions.
- AWSP has a fully operational video studio in their Olympia, WA headquarters. This studio allows AWSP to reach every building leader twice a month with a video news show. The studio allows us to bring in guests to talk about statewide issues that directly impact school leaders. AWSP will use the studio to create digital learning modules so that any school leader, anywhere in our state can experience the powerful professional learning offered by our association.

D. Past Performance

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



Cost Proposal

STAFF (AWSP)	<div>Contract manager \$5,000</div> <div>Website, Communication, and Production Assistant \$3,000</div> <div>Professional Learning Assistant \$6,300</div> <div>\$14,300</div>
SUBCONTRACTORS	<div>Project Director \$42,720</div> <div>Evaluator \$15,000</div> <div>\$57,720</div>
ADMINISTRATIVE	<div>Printing \$750</div> <div>Materials/Supplies \$500</div> <div>\$1,250</div>
TEAM SUPPORT	<div>Stipends \$10,000</div> <div>Books/Materials \$2,000</div> <div>\$12,000</div>
TRAVEL EXPENSES	<div>AWSP Leadership Team \$1,000</div> <div>\$1,000</div>
SUBTOTAL	\$86,270
INDIRECT	\$8,627
TOTAL	\$94,897

Fee for Service:

A critical component of the AWSP's IPTN proposal involves establishing a sustainable fee-for-service model to support long-term program viability. In Phase 1, the research and design



phase, the AWSP IPTN Design Team will develop this model to ensure that Phase 2 integrates fee-based services that secure enduring partnerships with Local Education Agencies (LEAs) while meeting their evolving needs. This strategic approach will provide a revenue stream that supplements initial IPTN funding, guaranteeing that LEAs continue to access quality, inclusive education support even if project funding ends.

Phase 1: Building the Foundation for Fee-Based Services

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

1. Research-Driven Needs Assessment

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

2. Market Analysis and Feasibility Planning

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

Phase 2: Integrating Fee-Based Services for Sustainable Support

As Phase 1 concludes, IPTN will be well-prepared to fully implement a fee-for-service model that has been thoughtfully designed and tested. We are committed to making fee-based services a significant component of Phase 2, using insights from Phase 1 to scale the program's reach and impact. The design team will strive to create a fee-for-service approach that features:



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

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



EXHIBIT A: CERTIFICATION AND ASSURANCES

EXHIBIT B: QUALIFICATION AFFIRMATIONS

CONTRACTOR INTAKE FORM

WA STATE BUSINESS LICENSE