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| CONSULTANT INFORMATION | |
| Bidder: |  |

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| MINIMUM QUALIFICATIONS |
| **Consultants who do not meet the minimum qualifications noted above will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.**  *Please check all boxes that apply.*   1. Business License   Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparently Successful Contractor.   1. **Deep Expertise in Inclusive Education**    1. Expertise with evidence-based practices that promote access to general education for students with disabilities, particularly for the students in the IPTN’s aim statement (students with IDD and Black students eligible for special education services).    2. Expertise utilizing a variety of state- and district-wide metrics to evaluate progress toward inclusionary practices and detect patterns of disproportionality, communicating those metrics to a variety of audiences, and facilitating data-based reflection and decision making.    3. Demonstrated capacity to lead and scale inclusionary practices across schools, districts, and regional systems. 2. **Expertise Designing Systems to Disrupt School Based Disproportionality**    1. Demonstrated expertise and commitment to disrupting systems of disproportionality, with clear frameworks and tools to guide these priorities, across and within levels of systems (within districts, within state organizations, and across districts and organizations across a state).    2. Lived experience and or experience working directly with and centering the voices of students with IDD and Black students with disabilities, and their families, in systems design and transformation efforts.    3. Engagement and leadership in a body of work, such as a statewide network, theory of change, or a history that demonstrates experience addressing systemic equity challenges in public education systems. 3. **Expertise in Implementation and Improvement Science at a Statewide Scale**    1. Expertise in applying implementation science and continuous improvement methodologies, including theory of action development, feedback loops, fidelity measurement, and adaptive change strategies in state educational systems    2. Experience guiding statewide or large multi-district initiatives using improvement science frameworks.    3. Evidence of meaningful involvement in long-term design and development of large statewide inclusion-based systems change in education. 4. **Expertise in Washington Systems Change Through State-Level Coordination**    1. Demonstrated ability to coordinate efforts by education TA organizations to expand and/or focus their scope of work to reflect the IPTN’s priorities, while maintaining a high degree of authentic collaboration, shared visioning, and co-creation amongst organizations to ensure coherence and growth across and within the network.    2. Demonstrated ability to design, co-lead, and continuously improve a complex, multi-tiered network -- involving school districts, educational service districts (ESDs), higher education and community-based organizations, and students and families – in alignment with the IPTN Theory of Action. 5. **Strong Collaborative Orientation**    1. Robust history of facilitating cross-sector collaboration, especially across providers of TA and PD, district leadership and staff in both general and special education, multilingual education, individuals with lived experience (including students, self-advocates, and family members) and community partners.    2. Experience engaging in direct coaching and collaboration with technical assistance and professional development providers.    3. History of successful partnerships with SEAs or similar entities, marked by trust, co-design, and transparent communication.    4. Demonstrated ability and willingness to align with OSPI's strategic goals and priorities from a posture of service, not control.    5. Demonstrated ability to engage respectfully and responsively with educators, families, and leaders across diverse geographic and cultural contexts. 6. **Clear Capacity for Communications, Learning, and Facilitation**    1. Expertise developing accessible, equity-oriented guidance, tools, and learning resources for TA and PD for a variety of target audiences in the Washington public education community.    2. Strong facilitation expertise to support statewide learning communities, advisory groups, and one-on-one meetings with individuals from member organizations.    3. Demonstrated ability translating policy, research, and data into actionable strategies for schools and districts. 7. **Demonstrated Organizational Capacity, Stability, Longevity, and Responsiveness**    1. Sufficient organizational capacity, staffing, infrastructure, and fiscal responsibility to support OSPI in leading a complex multi-year, multi-partner network cascading to all levels of public education in the state.    2. Infrastructure and staffing to coordinate statewide TA efforts, learning communities, advisory councils, and strategic planning related to the IPTN, including co-facilitating a dense ongoing cadence of various partner and design team meetings as directed by OSPI IPTN leadership.    3. Technical and organizational capacity to maintain and/or build upon the current depth, breadth, and complexity of the IPTN’s activities, including collaboratively coordinating and addressing needs for communications and messaging, project management, scheduling, collection of key metrics, and ongoing professional learning for network member organizations.    4. Demonstrated ability to be agile and responsive to emerging needs; policy shifts; OSPI’s mission, vision, and strategic plan; and feedback from network participants. 8. **Capacity and Willingness to Organize Work That Maintains IPTN’s Existing Structure and Theory of Action**    1. Demonstrated capacity and willingness to step into an established and successful body of work, and minimize disruptions to ongoing complex work, by ensuring a deep understanding of its existing theory of action as well as its ensuring efforts, structures, needs, metrics, and roles.    2. Submission must demonstrate an accurate understanding of the following existing structures and underlying concepts in the IPTN, as described narratively in the Background section above:       1. IPTN theory of action       2. IPTN aim statement and aim populations       3. IPTN drivers       4. IPTN communities of practice       5. IPTN roles within the network |

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| ADDITIONAL DESIRED QUALIFICATIONS |
| *Please check all boxes that apply.*  1. Prior experience working with OSPI as a project facilitator with no record of issues on contract evaluations.  2. Demonstrated previous experience drafting and publishing guidance for a variety of audiences and levels of the educational system (e.g., district-level, state-level, students and families, education partners).  3. Capacity and expertise to support the IPTN’s reach and value by educators and partners through support with cohesive branding, packaging and formatting of guidance and other resources, graphic design, and web design.  4. Designated project manager role to support IPTN activities and efficiency. |

*I certify under penalty of perjury of the laws of the State of Washington that the foregoing is true and correct.*

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Signature of Bidder Date Place Signed (City, State)

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