Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

A STATEWIDE WORKFORCE RECRUITMENT AND ABSENCE MANAGEMENT SYSTEM

2025

Authorizing Legislation: ESSB 5187 Section 501(1)(k)

ESSB 5950 Section 515(2)(i)

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EXECUTIVE SUMMARY

This legislative report includes two projects: A Common Substitute Teacher Application Platform (ESSB5187, 2023) and Workforce Vacancy Tool Feasibility Study (ESSB5950, 2024). The 2023 Legislature directed the Office of Superintendent of Public Instruction (OSPI) to plan for the development and implementation of a Common Substitute Teacher Application Platform (CSTAP). The 2024 Legislature directed OSPI to conduct a feasibility study on the costs and timeline for developing a database and tool to identify real-time and future educator workforce shortages. The intent of these directives is to find and adapt a solution to reduce redundant job applications for substitute teachers and other educators as well as provide a streamlined, statewide Workforce Recruitment and Absence Management system (WRAM) for districts to effectively attract and recruit substitute teachers, educators, and classified staff in K–12 systems.

Recruiting effective educators is crucial to closing educational equity gaps in students' equitable access to quality and effective educators and providing consistent services that students need. The current recruitment and absence management process for educators and substitute teacher candidates involves creating redundant job applications across multiple recruitment systems hosted by individual districts and educational service districts. This fragmentation has not effectively informed job seekers which LEAs need teachers with specific subject area of endorsement(s), or which LEAs are having chronic teacher shortages. Also, this fragmentation complicates tracking educator vacancies at a statewide level, hindering our ability to understand and address recruitment support needs for each district effectively.

During the 2024 fiscal year, the following initiatives were conducted to better understand current local recruitment systems and operations, additional functionalities and capabilities that OSPI needs to reinforce existing systems to better serve existing and future substitute teachers and educators in efficient and effective open position seeking process:

- Developed a streamlined substitute teacher hiring and compensation data collection system to increase efficiency of the data collection and analysis.
- Conducted stakeholder engagement and listening sessions with Local Education Agencies (LEAs)' Human Resources (HR) personnel, stakeholders to better understand existing local recruitment system and operations as well as inform the possible development of a statewide recruitment system in an extended effort to a common substitute teacher application platform.
- Defined business and technical requirements to develop a statewide recruitment system extending a common application platform.
- Developed, distributed, and reviewed Request for Information to elicit information from experienced vendors.
- Conducted OSPI internal processes to examine how OSPI's existing system can effectively host a statewide recruitment system and interface data and recruitment and hiring information between vendors and OSPI.

Through these initiatives three important lessons emerged to guide OSPI to the next steps:

1. Based on the data being collected from the streamlined substitute teacher hiring and compensation data collection system, significantly large portion of substitute teachers are hired and worked for LEAs due to teachers' short-term absence and teacher shortage as well as are not tracked in existing OSPI data collection systems. This implies that there exist severe and chronic teacher shortages that LEAs are heavily relying on substitute teachers throughout every school year.
2. During the stakeholder engagement and listening session, OSPI learned some critical points to obtain LEAs' participation to a statewide recruitment system:
    a. Essential to have a recruitment system not only for all substitute teachers, or educators, but also all other K–12 staff.
    b. Conversely, prefers to keep using their local recruitment system and no need of statewide system due to successfully recruiting K–12 staff including classroom teachers and substitute teachers in their local recruitment system and process.
    c. Needs immediate technical support that LEAs or job seekers might not otherwise be able to obtain from OSPI or a vendor.
    d. Prefers to use their local recruitment system, which can connect to a statewide recruitment system, so that they do not have to enter recruitment information into two different systems.
3. Some LEAs favor several features of the statewide WRAM system where OSPI defined business and technical requirements.

During the 2025 fiscal year, the feasibility study evaluated the possible implementation of a statewide Workforce Recruitment and Absence Management (WRAM) System for use by all LEAs and Education Service Districts (ESDs) in Washington state. The results indicate a strong business case for pursuing the procurement and implementation of a statewide WRAM to enhance recruitment capabilities and improve data transparency throughout the state. Based upon a review of vendors' existing platforms, it was determined that adopting the identified vendor's product, implemented in a phased implementation as Software as a Service (SaaS), provides the best opportunity to meet the stated objectives for the project. The identified vendor's product is built on a modern Microsoft Azure-based platform and in its current form has many features OSPI requires. It is also the most user-friendly product on the market, with over one-third of the LEAs surveyed already using one or more of its components.

The investment of a statewide WRAM system will need careful support from project management and organizational change management perspectives to stay within budget, schedule, and generate buy-in from the LEAs. To minimize risk and create value as quickly as possible for the state and the LEAs, the phased rollout will be key to success. Selection of a product that is already known to many of the LEAs and is well regarded by current and potential users will also contribute to higher adoption rates and improved outcomes. To achieve success across these objectives, this investment will span multiple biennia. OSPI will need to collaborate with WA Tech and the legislature to ensure sufficient budgetary support.

The key findings in the feasibility study were informed by a multi-pronged stakeholder engagement strategy consisting of surveys, follow-up interviews, and a recorded webinar. Surveys of potential

system users and LEA IT contacts captured data on current systems and practices and identified individuals willing to participate in interviews. The engagement process revealed:

- A wide variety of existing workforce recruitment and absence management systems
- Significant challenges to integrating recruitment and substitute management with payroll and benefits systems.
- Frequent struggles with duplicate data entry across internal and external platforms.
- 89 of the augmented requirements are identified for the statewide WRAM system

Stakeholders expressed a strong desire for a single system to streamline operations, integrate with other systems within LEA, and reduce redundancy. While interest in participating in a statewide WRAM system varied, there is a clear opportunity to strengthen buy-in and involvement as the project advances. While there will be risks and challenges associated with implementing a project of this complexity and reach, the opportunity to improve student outcomes through a well-staffed public school system, as well as enhanced visibility of HR data to the legislature to support funding decisions based on comprehensive data, is significant.

This report provides detailed information on each planning process and its associated findings toward a plan and a feasibility study to develop a statewide Workforce Recruitment and Absence Management (WRAM) system in an extended effort of a common substitute teacher application platform.

BACKGROUND

Imagine this scenario: A newly certified teacher begins to look for substitute teacher positions near their hometown. They fill out an application for school district A. Since school district B is also nearby, they go to district B's recruitment system and fill out another application. The teacher is also considering other nearby districts, so they repeat the process of accessing each district's separate recruitment systems and reentering and submitting the same information multiple times.

If a teacher is looking for a position in a specific content area, for example, a mathematics-endorsed position, they need to put in extra effort to find a specific opening by going through each district's website individually to see if the position is open. If they are also looking for positions with higher salaries, specific working conditions, or school culture, the search becomes even more time-consuming. They may need to consult additional resources, such as the State Report Card to find information about students and certificated educators at each district and school.

There is a significant opportunity to streamline how teachers and other job seekers interact with teaching jobs posted in Washington State. Implementing a statewide platform can streamline the job search process for a wide range of users including educator candidates such as students pursuing education degrees, current educators, districts, and individuals seeking other certificated or classified positions in K–12 systems.

Additionally, a statewide platform would directly support OSPI's strategic goals by promoting the recruitment and retention of highly skilled, diverse workforce, while providing committed, unified, and customer-focused services, and resources.

Educator Shortage

Across the nation, K–12 education systems have been facing continuous educator shortages in content areas, geographic locations, and educator diversity. The Washington State Report Card data shows that the number of classroom teachers has increased over the years alongside student enrollment. However, this increase does not necessarily mean that fully certificated and endorsed teachers are being placed in Local Education Agencies (LEAs) where they are needed to fill subject-specific teaching positions.

There is not only a teacher shortage in content areas and programs, but also a shortage in teacher diversity to reflect the student population in the state. For 2023–24 school year, 51.6% of students are students of color, including 26.2% Hispanic/Latino students of any race and 8.9% Asian students. However, only 13.9% of teachers are teachers of color including 6.3% Hispanic/Latino of any race and 3.1% Asian teachers (Source: OSPI Report Card, April 2025).

OSPI estimates teacher shortages in Full Time Equivalent (FTE) by content areas and LEAs, based on each teacher's assignment and their endorsement area(s) (Professional Educator Standards Board's Shortage report 2022-23 final.pdf). However, these estimated shortages and their FTEs don't always match the actual job openings that LEAs post or reflect efforts like Grow Your Own Teacher programs.

The estimates also don't include the magnitude of emergency substitute teachers placed in classrooms.

So, while the data can show which content and program areas have shortages, it cannot tell us exactly how many teachers (FTE) and with which endorsement needs to be recruited and hired. Also, due to lack of a consolidated statewide recruitment system, OSPI or any other state entities could not identify LEAs who need more support in recruitment or quantify how many vacant positions need to be filled in a timely manner.

Local Recruitment and Absence Management Systems

About 88% of Local Education Agencies (LEAs) have their own recruitment systems and/or absence management (managing substitute staff pools to fill in staff absence) systems, based on a survey that OSPI and Washington School Personnel Association conducted in September 2023. Some Educational Service Districts (ESDs) help LEAs with recruitment and absence management by using their own recruitment platforms and staff. This support is especially helpful for small LEAs that do not have the capacity to manage hiring or advertise opening positions widely. These regional platforms help job seekers find jobs more easily in specific areas where they want to work.

Even with these regional recruitment and absence management systems, there are still some pain points:

- There are still segmented recruitment systems managed by each LEA. Because of this segmented system, job seekers must do trial-and-error job searches by visiting several LEA websites or other vendor websites and apply to several districts one by one.
- K–12 workforce vacancy information is not collected or studied at the state level. So, we do not have a statewide system to effectively inform job seekers which endorsed teachers and educators are needed at which LEAs.
- The educator's shortage information is not informed on vacancy data. So, it is difficult to identify which LEAs need more support for recruitment and retention. This causes an ongoing struggle for LEAs to recruit qualified educators and substitute teachers.
- Lastly, but not limited to, there is no system of connection between recruitment systems and absence management systems. So, LEA staff must manually enter information into their absence management systems and other systems.

Needs of a Statewide Recruitment and Absence Management (WRAM) System

In the educator career continuum, there is the educator workforce supply/pool phase and the attract and recruit phase. For the last few decades, OSPI has been asked about the following questions about the educator workforce and vacancy in the K–12 system. For example, related to Educator Workforce Supply, OSPI received questions such as: "How many candidates are currently looking for positions in K–12 systems?" and "How many future candidates will be in K–12 systems in the next 3–4 years?". Related to Attract & Recruit such as vacancies and recruitment processes, OSPI received questions like: "How many educator positions by endorsement are vacant at districts and schools?" and "What are

the hard-to-fill positions in each district?". OSPI does not have any numbers to answer these questions or identify LEAs where they have a hard time attracting and recruiting fully certificated and endorsed educators.

If the K–12 system had a statewide WRAM system and all LEAs participated in the system, the K–12 system could effectively inform educator candidates and community members about how many positions are currently open at which LEAs and which subject areas are the most needed at which LEAs. This information can help educator candidates and job seekers plan and decide how to contribute to improving educator shortage in terms of content, program area, and geographic locations. This statewide system could provide our future workforce with a more welcoming and well-informed entry into the K–12 labor market, as well as assist LEAs to proactively engage and recruit diverse, inclusive, and highly skilled workforce into K–12 systems. Also, OSPI can give clear answers to those questions, analyze and provide common characteristics of effective recruitment and positions, tactically prioritize state and federal resources, and inform policy if a statewide workforce recruitment and absence management system is developed.

Another key contribution of the system is to provide LEAs a connected system for both recruitment and absence management. This also helps increase the efficiency of the recruitment and hiring process. It reduces LEAs manual data entry into each system and supports quick hiring and substitute staff placement on the day a staff member is absent.

INTRODUCTION

Washington State Engrossed Substitute Senate Bill (ESSB) 5187 Section 501(1)(k) [2023] requires OSPI to plan for the development and implementation of a common substitute teacher application platform. The platform must let both Local Education Agencies (LEAs) and the applicants view recruitment and apply for educator positions throughout the state. The bill intends to provide a solution to reduce redundant job applications for substitute teachers and other educators, as well as provide a streamlined recruitment system for districts to attract and recruit substitute teachers and other educators effectively. To meet the requirements and the intent of the bill, OSPI completed the following activities:

The Scope of this Study

OSPI accomplished two state funded projects including developing a plan to develop and implement a Common Substitute Teacher Application Platform and conducting a feasibility study on the costs and timeline for developing a database and tool to identify real-time and future educator workforce shortages. These two projects supported to investigate a streamlined recruitment and absence management (managing substitute staff pools to fill in staff absence) system for districts to effectively attract and recruit substitute teachers and other educators as well as provide a more efficient job search and application process for educator candidates and other workforce in K–12 systems.

(1) **Built a streamlined substitute teacher hiring and compensation data collection system** to better understand LEAs' hiring and compensation of substitute teachers and built capacity for data reporting.

(2) **Engaged stakeholders** to better understand their support needs and barriers in attracting, recruiting, and retaining substitute teachers and educators in the K–12 system.

(3) **Defined functional and technical requirements** for a Common Substitute Teacher Application Platform (CSTAP) to expand to a statewide Workforce Recruitment and Absence Management (WRAM) system.

(4) **Built a context diagram, an interface diagram, and processed maps** to effectively introduce and navigate users and developers to the system. Planned and developed the process of CSTAP with several features to expand to a statewide WRAM.

(5) **Developed a Request for Information (RFI)** to solicit information from vendors that have or can develop, configure, and deploy a technology solution to create a Common Substitute Teacher Application Platform, which can be readily accessed by Washington State substitute teachers searching for vacancies, and districts recruiting substitute teachers.

(6) **Facilitated solution demonstrations** to further understand existing vendors' solutions, to see how they align with CSTAP platform's defined requirements, functionalities, and capabilities, and seek their capacity to incorporate additional functionalities and expand to a statewide WRAM system.

Washington State Engrossed Substitute Senate Bill (ESSB) 5950 Section 515(2)(i) [2024] requires OSPI to conduct a feasibility study on the costs and timeline for developing a database and tool that can identify real-time and future educator workforce shortages. The intent of the bill is to investigate a solution, its cost, and the timeline to reduce redundant job applications for substitute teachers and other educators. It also aims to provide a statewide Workforce Recruitment and Absence Management (WRAM) system to help Local Education Agencies (LEAs) and Educational Service Districts (ESDs) effectively attract and recruit substitute teachers, educators, and other classified staff. To meet the intent of the bill, OSPI completed the feasibility study based on the WA Tech Feasibility Study Requirements for IT Investment Standard (PM-01-05-S), along with content developed to meet OSPI's requirements for the WRAM feasibility study project, in collaboration with feasibility study vendors (Vivid Co and In Time Tec). The following items were investigated and developed during the feasibility study:

(1) **Developed a Conformity with Agency IT Portfolio**, investigated how the statewide WRAM system would support OSPI, state executive leadership, federal agencies, or local LEAs priorities. Highlighted any WaTech priorities most relevant to WRAM and how the proposed project supports the agency's IT Portfolio Strategic focus (business and IT goals) and impact on technology infrastructure.

(2) **Engaged stakeholders** for the statewide WRAM system to engage with LEAs, ESDs, and other interested or impacted parties to gather their input for the statewide WRAM system.

(3) **Investigated solutions for the statewide WRAM system** that OSPI believes best matches the identified needs and priorities of the state, the agency, the LEAs, and the users. The report will include an architectural diagram and the prioritization matrix that ranks various options based on these priorities.

(4) **Estimated impacts and organizational effects** of a statewide WRAM implementation from technological, programs/people, and organizational perspectives.

(5) **Conducted market analysis** to investigate major project alternatives of the products in the marketplace that may support the WRAM goals, including an option for OSPI to build and maintain a system with the required functionality. The analysis covers the pros and cons of each option, as well as additional information that may make an option a potentially desirable choice.

(6) **Developed a timeframe and work plan** for implementing the statewide WRAM system including all project phases and a phased implementation (including a pilot period) that gradually increases adoption across the LEAs with various usage types and specifies the duration for each phase.

(7) **Conducted a cost analysis** to examine expenses associated with the leading options based on their scores in the prioritization matrix. The analysis includes estimated implementation and operational costs for the first five years, covering licensing, state staff, and potential costs that OSPI may cover on behalf of the LEAs.

(8) **Conducted a risk management assessment**, including the identification of risks, opportunities, and threats in alignment with the WA Tech feasibility study format. The assessment highlights key risks, elaborates on identified opportunities and threats, and provides suggested management strategies for each risk. Opportunities and Threats are rated based on their potential impact on the statewide WRAM system project

(9) **Investigated follow-up items** to address once the statewide WRAM system receives funding and to highlight high-level considerations for developing, managing, and executing a tactical implementation plan. This includes a schedule starting with project management and continuing through the procurement process, stakeholder engagement, readiness planning, and other critical activities.

These two projects hold the same goal and planning perspective: to develop a streamlined, statewide recruitment and absence management system (managing substitute staff pools to cover staff absences) that helps LEAs effectively attract and recruit substitute teachers, educators, and other staff. The system also aims to provide a more efficient job search and application process for educator candidates and other workforce members in K–12 systems. Since these projects have similar activities and developments, some items introduced in this section are consolidated and described in the later sections.

OBJECTIVES OF A STATEWIDE WORKFORCE RECRUITMENT AND ABSENCE MANAGEMENT SYSTEM

A statewide Workforce Recruitment and Absence Management (WRAM) system will meet numerous objectives to the benefit of the state, OSPI, individual Local Education Agencies (LEAs) and Educational Service Districts (ESDs) who participate, along with all levels of staff, job seekers, substitutes, and the student population they serve.

Objectives for a Statewide WRAM system

Development and implementation of a statewide WRAM system could improve LEAs process in their recruitment, hiring, and absence management process as follows:

1. Provide increased visibility of comprehensive statewide labor market data to K–12 job seekers, Local Education Agencies (LEAs), Educational Service Districts (ESDs), OSPI and the state legislature, to more effectively support individual LEAs in the allocation of resources and other assistance according to teacher/staff shortages (e.g. hard-to-fill positions).
2. Enhance consistency and efficiency in recruiting and substitute placement across LEAs.
3. Allow LEAs and ESDs to easily transfer employee profiles for job seekers and substitute educators when moving from one LEA to another, removing the need for manual employee information entry in each new LEA.
4. Simplify and streamline the application process for job seekers and substitutes.
5. Allow for the creation of a single applicant profile that can be easily shared and updated across LEAs as individuals change positions or substitutes seek work in surrounding areas.
6. Incorporate a continuous employee record of specific skills, feedback from previous placements, and other records.
7. Ability to integrate with payroll and other HR tools, including compliance tools.
8. Reduce total software costs associated with supporting WRAM systems throughout the state.
9. Reduce administrative work related to recruitment and absence management, especially in similar schools where staff wear multiple hats.
10. Reduce redundancy of data reporting or entering to Education Data System (EDS) applications in OSPI.
11. Reduce the time to "first response and resolution" for tech support (as well as the need for internal IT expertise).
12. Have available a user-friendly mobile application that allows for multiple self-service options according to role.
13. Allow all LEAs to benefit from enhanced features, volume pricing, cross-training opportunities and other potential "value adds" offered through the software features.

These objectives support state priorities and OSPI goals for improving learning outcomes, increasing equity and access for all students, and when delivered upon, will improve the opportunities for a well-staffed public education environment in Washington.

CONFORMITY WITH AGENCY IT PORTFOLIO

Investment in a statewide Workforce Recruitment and Absence Management (WRAM) system following the proposed solution and rollout strategy is well aligned with the priorities of the state IT, as defined by WA Tech, as well as OSPI's goals:

- Investment in an established Software as a Service (SaaS) solution minimizes long-term technical debt for the state and agency.
- Selection of a tool that is in use by many LEAs will lower barriers to adoption.
- Selection of Vendor M as the statewide tool will represent a continued focus on the adoption of tools that have a user-centric design.
- A usable and straightforward design will support increased adoption and utilization in the LEA. Increased utilization supports the end goal of reducing technical and administrative barriers to fill positions and maximizes the opportunity for learning among all students in all geographic locations. This supports the LEAs with less funding who may not be able to afford a similar tool otherwise.
- While the Vendor M tool would not be managed by OSPI staff, it appears simple to integrate with using modern APIs and is supported by an infrastructure based on modern software practices.

Below is a table that crosswalks OSPI strategic goals with OSPI IT goals and WA Tech goals for technology and software. An investment in a statewide WRAM system as proposed in this study supports agency's goals and for both IT and the objectives of the agency.

Table 1: The Crosswalks OSPI Strategic Goals with OSPI IT Goals and WA Tech Goals for Technology and Software

OSPI Strategic Goals	Sample Measures	OSPI IT Goals	WaTech Goals
GOAL 1: Equitable Access to Strong Foundations (Increase student access to and participation in high quality early learning and elementary by amplifying and building inclusive, asset-based policies and practices.)	• Increased access to and participation in Transitional Kindergarten. • Gap-closing growth in WaKIDS scores Initial Measures of Our Progress. • Gap-closing growth in 4th grade assessment scores. • Access to dual language learning by kindergarten. • Growth in the percentage of students with disabilities learning in the general education setting with their peers.	Transition as many platforms to the cloud as possible. Offer statewide platforms vs. LEAs/LEAs making their own purchases on the market (e.g. Statewide WRAM, High School and Beyond).	GOAL 1: Create a government experience that leaves no community behind. GOAL 3: Innovative technology solutions create a better Washington.

OSPI Strategic Goals	Sample Measures	OSPI IT Goals	WaTech Goals
GOAL 2: Rigorous Learner-Centered Options in Every Community (Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.)	• Expanded options to meet credit requirements in 11th and 12th grades. • Improved access to and completion rates for dual credit courses. • Gap-closing growth in 8th and 10th grade assessment scores. • Improved graduation rates by student group.	Ensure educators have closely matched credentials for course offerings, increase pool of educators and substitute staff (e.g. Statewide WRAM).	
GOAL 3: A Diverse, Inclusive, and Highly Skilled Workforce (Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate).	• Increased racial diversity of educators and administrators. • Increased number of bilingual educators and school staff.	Greater demographic diversity, skills, and experience will help ensure a candidate will meet the needs of the learning community and student's demographic populations.	GOAL 4: Transform how we work. Best workforce ever.
GOAL 4: Committed, Unified, and Customer-Focused. (Support LEAs through consistent, timely, and meaningful funding and support that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the	• An increasing percentage of staff feel connected to our mission (Employee Engagement Survey). • Improved customer service perception and feedback.	A project that will have regular funding from the legislature and IT support from OSPI vs. LEA/LEAs getting individual funding and working with multiple vendors and multiple products. Provide consistent, timely, and meaningful support and guidance for LEAs,	GOAL 2: Better data, better decisions, better government, better Washington.

OSPI Strategic Goals	Sample Measures	OSPI IT Goals	WaTech Goals
commitments in our strategic goals).		ESDs, K–12 staff, and all job seekers.	

STREAMLINED SUBSTITUTE TEACHER HIRING AND COMPENSATION DATA COLLECTION SYSTEM

To meet the intent of the ESSB 5187 and better understand LEAs' hiring and compensation of substitute teachers, OSPI developed a streamlined substitute teacher hiring and compensation data collection system to build data reporting and storage capacity.

Substitute Teacher Hiring and Compensation Data Need

Substitute teachers play a vital role in the K–12 education system. Substitute teachers are essential to sustaining stable, effective, and resilient classroom environments. Stable placement of substitute teachers ensures that student learning continues uninterrupted during teachers' absences and provides opportunities for fully certificated educators to take professional learning courses, which is one of the factors that can increase educators' retention. Additionally, the hiring and placement of substitute teachers may indicate that LEAs are struggling to attract and hire fully-certificated teachers with the specific endorsements they need, highlighting ongoing educator shortages.

For the past three years (2021–22 through 2023–24), around 7,478–8,742 of emergency substitute teacher certificates have been issued or reissued (Source: OSPI Certification, April 2025). Of those, 10 percent have been reported to OSPI through the Comprehensive Education Data and Research System (CEDARS) or Personnel Reporting (S-275).

Per RCW 28A.300.615, LEAs are required to report OSPI information regarding individual substitute teachers' hiring and compensation, regardless of duration or frequency of their employment. This data helps OSPI better understand LEAs' hiring and compensation practices for both long-term and short-term staffing needs. Also, this data supports analysis of additional resources needed for effective hiring, support, development, and retention of substitute teachers. The data collection draws from Multiple LEA sources- including recruitment and hiring data, absence management, certification, and payroll systems, among others. To reduce LEAs' data reporting burden, OSPI developed a streamlined substitute teacher hiring and compensation data collection system.

Streamlined Data System

The first cycle of data collection was conducted in February 2023 to collect data for the 2021–22 school year. OSPI used a SharePoint folder to distribute a spreadsheet with prepopulated information specific to each LEA. LEAs accessed the folder to download their spreadsheet and uploaded the completed version. However, this process depended on SharePoint, which was not a part of OSPI's streamed data collection application system and caused LEAs to manually access, download and submit data without any systematic data validation functionalities.

During the 2024 fiscal year, OSPI developed the Substitute Data Collection tab in the Educator Equity Data Collection Tool in the Education Data System (EDS). LEA staff members can now access the data

collection tab through the EDS, which includes data validation and file download/upload functionality. Developing the data collection in the EDS enables LEAs access to the data collection and submitting their data in a systematic way every year. The streamlined data collection system can ensure LEAs report consistent data points for multiple school years' data more efficiently.

During the 2025 fiscal year, OSPI continued collecting individual substitute teacher hiring and compensation data for the last three school years (2021–22, 2022–23, and 2023–24) using the streamlined data collection in EDS. With continuous three years of data collection effort, 144–257 LEAs have submitted the data each year or retroactive ways by using the streamlined data collection system. The streamlined data collection system holds the capability to collect past school years to allow LEAs to submit their data for past school year(s) that they have not submitted. OSPI will continuously encourage LEAs to submit their data in the past three years for the next 2–3 years' data collection cycle.

Data Analysis and Reporting

The data is displayed on the Data Displays and Maps around May 1st every year. The data is summarized and reported at state, ESD, and LEA levels using a Tableau workbook. The counts and percentages of substitute teachers who worked for each school year are reported with the following required data points:

(a) The number of substitute teachers hired.
(b) The number of hours worked by each substitute teacher.
(c) The full daily compensation rate of each substitute teacher.
(d) The number of substitute teachers that received benefits under the school employees' benefits board.
(e) The reason for hiring each substitute teacher.

The three years of data collection through the streamlined Substitute Teacher Hiring and Compensation Data Collection [View All Data Displays] the result shows that 15,956, 8,391, and 11,009 substitute teachers worked for LEAs during the last three school years (2021–22, 2022–23, and 2023–24 respectively). For the 2022–23 school year, out of those, 9,128 (82.9%) substitute teachers were hired for short-term absences, 1,560 (14.2%) substitute teachers were hired due to teacher shortages, and 1,143 (10.0%) substitute teachers were hired for long-term absences. 207 (1.9%) of substitute teachers were hired to cover classroom teachers' Professional Development time. To reduce the burden of data entering for LEAs, the streamlined data collection prepopulates substitute teachers' records that LEAs report to OSPI. However, an excessive number of substitute teachers who have been hired and worked at LEAs are reported through the data collection process. The data collection results indicate that LEAs are experiencing teacher shortages and scrambling to find and hire substitute teachers to keep daily classroom operations. Most LEAs do not have enough substitute teachers who can cover classroom teachers' absences for their professional learning opportunities. Developing a statewide WRAM system in the extended effort of a Common Substitute Teacher Application Platform (CSTAP) would support LEAs in increasing the number of substitute teachers who can cover teachers' absences and their professional development opportunities. Districts that do not submit substitute

teacher data are displayed as “Data not reported” and are not included for this data analysis and reporting.

COMMON SUBSTITUTE TEACHER APPLICATION PLATFORM (CSTAP) STAKEHOLDER ENGAGEMENTS

OSPI engaged with stakeholders to introduce and seek input for the Common Substitute Teacher Application Platform (CSTAP) and the statewide Workforce Recruitment and Absence Management (WRAM) system during 2024 and 2025 fiscal years.

CSTAP Stakeholder Survey

To better understand LEAs' access to absence management and/or recruitment applications, OSPI and the Washington School Personnel Association distributed a survey in September 2023 to the Human resources departments of 324 Local Education Agencies (LEAs) and 9 Educational Service Districts (ESDs). The surveys asked for two data points: (1) whether LEA uses absence management and/or recruitment applications, (2) which vendor(s)' applications that they use. Of those, 174 LEAs and ESDs responded to the survey, resulting in a 52.3% response rate. The survey results showed that about 87.4% (163 LEAs) of those LEAs who have responded to the survey have their own recruitment systems and/or absence management systems. The results of the second data point, which vendor(s)' applications are used, show several experienced vendors and the proportion of LEAs using Commercial, Off-the-Shelf (COTS) applications as shown below:

Table 2: The LEAs' Usage by Vendors' COTS Applications

Vendor/Application Name	Number	Percent
None-paper only	11	6.3%
Vendor Q	42	24.1%
Vendor C	30	17.2%
Vendor D	28	16.1%
Vendor F	21	12.1%
Vendor A	11	6.3%
Vendor H	14	8.0%
Vendor J	10	5.7%
Vendor B	1	0.6%
Vendor E	1	0.6%
Vendor I	1	0.6%
Vendor M	1	0.6%
Vendor O	1	0.6%
Vendor P	1	0.6%
Vendor R	1	0.6%

This information was used to further investigate common application features, conduct market analyses and prepare for the Request for Information for fiscal years 2024 and 2025.

CSTAP Stakeholder Engagement and Listening Sessions

During the stakeholder engagement and listening session, OSPI introduced the intent of ESSB 5158, provided background on substitute teacher and educator shortages, shared features and capabilities of the platform that OSPI was planning to develop. Highlighted features and capabilities of the Common Substitute Teacher Application Platform (CSTAP) with expanded effort to the statewide Workforce Recruitment and Absence Management (WRAM) system that OSPI suggested are as follows:

- Prepopulate applicants' credentials, work history, and teaching assignments based on their prior employment.
- Highlight LEAs' assets and resources, including affinity groups, working conditions, number of mentors and coaches, professional learning opportunities, retention rates, and salary and compensation levels.
- A user-based data analysis tool is used to select LEAs and schools preferred by job seekers.
- Automated notifications of open positions and K–12 job market information are sent to educator candidates and other job seekers who opted into a statewide WRAM system.
- Automated notifications are sent to LEAs about applicants and job seekers who have expressed interest or submitted their applications.
- Early engagement of educator candidates through the statewide WRAM system, including forecasting educator candidates by endorsement areas over the next 3–4 years.
- Proactive engagement in recruitment based on job seekers.
- More accurate and timely availability of substitute teachers for an absent management system.

OSPI also learned several key factors for securing LEAs' participation in a statewide WRAM system through its extended efforts on the CSTAP Platform as outlined below:

- LEAs prefer to use their existing recruitment systems, which can connect to a statewide WRAM system. This approach aims to reduce costs and complexity for LEAs by avoiding the need to learn a new system, duplicate data entry, build custom interfaces, connect with the statewide WRAM system, or modify their systems to accommodate changes in the statewide WRAM system. However, this approach will increase the ongoing costs at the state level.
- A statewide WRAM system must be able to attract and recruit all substitute teachers, educators, and classified staff within the K–12 system.
- Some LEAs prefer to keep using their local recruitment system and do not need a statewide WRAM system because they successfully recruit K–12 staff, including classroom teachers, substitute teachers, and other staff, in their recruitment system and process.
- OSPI or a vendor must provide immediate technical support for all users, as job seeking and application submissions occur on weekends and outside regular business hours.
- LEAs need support in recruiting and hiring multilingual substitute teachers for multilingual educators' absences, as well as providing these educators with professional learning opportunities to prevent burnout and constant overwhelming workload.
- Some LEAs and higher education institutions favor several features of the statewide WRAM system as revealed in the extended effort of a Common Substitute Teacher Application Platform (CSTAP)

All feedback and comments were discussed and reflected into the business requirements, technical requirements, and other workflow of the CSTAP platform, the statewide WRAM platform, and system development plan.

DEFINE REQUIREMENTS

ESSB 5187 section requires OSPI to determine the plan to implement a recruitment solution specifically for substitute teachers. The scope of ESSB 5950 extends to include recruitment functionality for all education-related jobs, such as classified staff and certificated staff including substitute teachers. ESSB 5187 and ESSB 5950 did not provide specific requirements that should be met by the platform and tool. However, OSPI was able to build requirements which were split into Mandatory and Enhanced functionality. These two levels of requirements help OSPI to differentiate mandatory functionalities which meet minimum functionality to develop and implement statewide WRAM and enhanced functionality which can increase user experience and increase buy-ins from LEAs HR and other users.

OSPI is interested in a platform that must **(MANDATORY**):

- Provide a single application system for substitute teachers to apply statewide job vacancies across all districts - short-term and long-term durations (e.g., 1-day, entire school year).
- Provide a statewide recruiting system to help LEAs effectively attract and recruit substitute teachers.
- Provide and maintain real-time active substitute teacher pools to meet LEAs' substitute teacher needs.
- Provide statewide data to support recruitment efforts.
- Interface with existing LEA recruitment systems and staff pools to share data (e.g. job applications, job postings, and substitutes opting into staff pools).

OSPI is interested in systems that could **(ENHANCEMENTS):**

- Be expandable to include recruitment functionality for all education-related job types.
- Be expandable to include staff pools for other education-related job types.
- Be expandable and flexible to provide similar functionality for future programs (i.e., matching education career-minded individuals to education-related organizations). For example, these programs may include teacher residencies and teaching internships.

By examining the intent of these bills and engaging with stakeholders, OSPI created process maps and gleaned high-level user stories. The following diagrams, mockups and process maps were developed to help guide stakeholders and vendors through the statewide WRAM system which consists of several key components. Also, the feasibility vendors (Vivid Co and In Time Tec, LLC) identified the 89 augmented requirements based on WRAM stakeholder engagement and WRAM feasibility study:

- Context Diagram (Appendix B)
- Interface Diagram (Appendix C)
- Each User's Inputs and outputs in WRAM Platform (Appendix D)
- User Journeys (Appendix E)
- The User-Based Data Analysis Tools Mockups (Appendix F)
- Process Maps (Appendix G)
- Business Requirements (Appendix H)
- Technical Requirements (Appendix I)

- Augmented Requirements (Appendix J)

The context diagram shows how each user can access a Common Substitute Teacher Application Platform (CSTAP) and how the platform interfaces with LEAs' recruitment systems. The interface diagram illustrates how the platform integrates with three systems: the LEAs' recruitment systems, a modern authentication security system, and OSPI managed data systems. The authentication system must be capable of managing numerous user identities, which will be one of the main drivers of ongoing cost. OSPI manages the Education Data System (EDS), which hosts several web applications. OSPI is researching and planning how to incorporate an improved login system to enhance identity and data protection. The platform interfaces with LEAs' recruitment systems to transport open positions and applicant information between LEA and the platform. The platform interfaces with five different databases that OSPI operates to collect and manage data. This interface can increase efficiency in building applications and open positions as well as maintain consistency and compatibility among the key systems: authentication login system, LEAs recruitment and absence management systems, and OSPI data systems. The process maps show ten consecutive processes interacting among Job seekers, LEAs, Substitute staff, Teachers, and the platform.

Business Requirements

Business requirements describe the specific capabilities and features that a technological solution must have to meet the agency's needs. They define what the system must do, and the outcomes it should achieve. The business requirements focus on business processes and operations, such as user experience, workflow management, and reporting. They are critical to ensure the technology solution fully meets the business needs and can perform tasks efficiently and effectively. The business requirements are provided as a Minimum Viable Product. These user stories reflect the minimum requirements necessary to fulfill the intent of the legislative mandate or meet the agency's operational requirements (Appendix H).

Technical Requirements

Technical requirements are the essential characteristics a technological solution must possess. These requirements relate to performance, security, reliability, usability, and scalability. They define how the system performs, rather than what it does. Technical specifications are critical to ensure that the technological solution can perform its required tasks efficiently, effectively, and reliably while also meeting the needs of the agency's long-term needs (Appendix I).

Augmented Requirements

Augmented requirements were identified during the feasibility study, 2025 fiscal year. The feasibility vendors and OSPI distributed three surveys, recorded a WRAM webinar, and conducted follow-up interviews to better understand LEAs' existing recruitment systems, absence management systems, IT network, infrastructure and risks. These augmented requirements were derived from stakeholder interviews, survey responses, and expert analysis, and reflect core functional, technical, data, and integration needs of the statewide WRAM system. 89 requirements were identified and categorized by 13 different themes. Out of the 89 requirements, 72 were classified as "must have" and 17 were

classified as “nice to have’ functionalities for users. The augmented requirements include additional detailed descriptions, assigned priorities, impacted user roles, business cases, and the risk of not having those requirements (Appendix J).

REQUEST FOR INFORMATION OF CSTAP

OSPI conducted the Request for Information (RFI) process to elicit information from experienced vendors about potential solutions available in the market. In alignment with the ESSB 5187, the RFI solicits information from vendors who have developed or can develop, configure, and deploy a technology solution to create a Common Substitute Teacher Application Platform (CSTAP), which can be readily accessed by Washington state substitute teachers seeking vacancies, and to districts recruiting substitute teachers. The RFI allows OSPI to understand existing capabilities related to substitute teacher recruitment and management activities, as well as identify experienced vendors currently offering relevant solutions and service information. The report includes the findings from vendor written responses and solutions for demonstrations. The RFI solicits information on vendors' existing solutions, costs, and timelines that directly support OSPI in envisioning the platform and its potential expansion into a statewide Workforce Recruitment and Absence Management (WRAM) system accessible to all educators, educator candidates, and classified staff. The RFI has been posted at the OSPI's website (RFI 2024-15), Washington's Electronic Business Solution (WEBS), the statewide procurement notification system, and the Office of Minority and Women's Business Enterprises (OMWBE)'s website to encourage participation from small, minority-, women-, and veteran-owned businesses. OSPI is interested in employing Commercial, Off-the-Shelf (COTS) systems instead of custom-developed applications for the following reasons:

- Cost-effectiveness
- Time efficiency
- Reliability and stability
- Scalability
- Vendor support and maintenance
- Regulatory compliance
- Access to advanced features and technologies
- Reduced risk

The RFI included both business and technical requirements that must be fulfilled either through an existing Commercial Off-the-Shelf (COTS) product or a custom-built solution. Vendors were encouraged to provide separate cost estimates and implementation timelines: one for meeting the mandatory requirements only, and another for fulfilling both the mandatory and enhancement requirements in their response. The schedule of the RFI activities is outlined below:

Table 3: The Schedule of the CSTAP RFI Activities

Item	Action	Date
1	OSPI issues RFI	5/16/2024
2	Responses due	6/7/2024
3	Interview and demonstration of consultants' product(s) and RFI response	6/10/2024 – 6/21/2024

OSPI received five complete RFI responses that were eligible for review. Of these, three responses included several existing features that met the mandatory requirements and focused on modifications to an existing product to provide a CSTAP platform with enhanced features. These enhancements would require additional costs and extended timelines. The existing platforms are commonly referred to as COTS solutions.

CSTAP Objective and Scope of Work

Objective

ESSB 5187 required OSPI to develop a plan to meet the requirements of a common substitute teacher platform. The legislation specifically focuses on functionality for substitute teachers only; however, OSPI has asked that RFI respondents to also outline additional impacts and costs to expand the platform to include other education-related job types, including but not limited to administration, para-educators, teachers, bus drivers, maintenance, and support staff. OSPI is seeking this information to build a thorough legislative plan that not only includes the minimum (mandatory) requirements for substitute teachers but also provide enhanced requirements and system functionality that supports all education-related recruitment and absence management efforts. Ultimately, OSPI's goal is to develop and implement a system that incorporates all functionality that LEAs use and value, ensuring the statewide recruitment system is efficient and effective to attract, recruit, and hire substitute teachers, educators, and other K–12 staff.

Scope of Work

The business requirements are the specific capabilities and features that a technology solution must have to meet the needs of the business or agency. The requirements define what the system must do, and the expected outcomes it must produce. The business requirements relate to business processes and operations, such as user experience, workflow management, and reporting. Business requirements are critical to ensure that the technology solution fully meets business needs and can perform the tasks efficiently and effectively. The business requirements specified in Appendix H are provided as a Minimum Viable Product (MVP). These user stories reflect the minimum requirements necessary to meet the intent of the legislative request and should be addressed in the RFI response. OSPI also requests a stand-alone section outlining additional "nice-to-have" features that would expand functionality to include all other education-related positions beyond the substitute teachers. The technical requirements specified in Appendix I, describe the characteristics that a technology solution must possess. These requirements relate to performance, security, reliability, usability, and scalability-focusing on how the system operates rather than what it does. The technical requirements are critical to ensure that the solution performs reliably and efficiently, over the long term, meeting both business and agency needs.

Technical Information

The technical requirement section of RFI 2024–15 (referenced in Appendix I) was designed to solicit from vendors a comprehensive description of the services they offer. These services should align with

the required scope of work, legislative requirements, and ensure that submitted responses meet the business and technical criteria and qualifications for the vendors. The required components for the technical requirements included the following:

1. **Project Approach/Methodology**: A complete description of the vendor's project approach and methodology. This section was required to convey the vendor's understanding of the proposed project.
2. **Work Plan**: Vendors were required to include all project requirements and the proposed tasks, services, and activities which are necessary to accomplish the project scope of the as defined in the RFI (including user stories, business and technical requirements). This section needed to provide sufficient detail to convey the vendor's knowledge of the subjects and skills necessary to successfully complete the project.
3. **Project Schedule**: Vendors were required to provide a project schedule indicating when each requirement would be completed and when deliverables will be provided.
4. **Deliverables**: Vendors were required to provide a full description of the deliverables with their estimated timeline.
5. **Risks**: Vendors were required to identify any risks they considered to be significant to the success of the project, and describe how those risks would be effectively monitored, managed, and reported to OSPI's contract manager.

Management Information

The management information section in RFI 2024-15 was designed to provide a comprehensive description of the project management approach the vendor would be provided. Required components for the management response included the following:

1. **Project Team Structure/Internal Controls**: Vendors were required to describe their project team, including any subcontractors, and provide an organizational chart including clear lines of authority for personnel involved in the performance of this potential contract, as well as how this team relates to other programs or functions of the firm.
2. **Staff Qualifications/Experience**: Vendors were required to identify all staff, including subcontractors, who will be assigned to the potential contract. This section needed to include each individual's responsibilities, qualifications, and the estimated amount of time they would dedicate to the project.
3. **Experience of the vendor**: Vendors were Required to describe of how they meet the minimum qualifications, and if applicable, the desired qualifications-for performing the potential contract. This description also applied to any subcontractors included in their RFI response.

Cost Information

The cost information section in RFI 2024-15 was designed to provide a comprehensive breakdown of the estimated costs required by the consultant to complete project requirements. Vendors were required to identify and describe all expenses associated with to be charged for developing the CSTAP platform and delivering the services necessary to accomplish the objectives of the contract, including:

1. Product fee structure, cost model, and cost estimate for this project for mandatory requirements (Required to submit)
2. Product fee structure, cost model, and cost estimate for this project for enhancement requirements (Optional to submit)

CSTAP RFI Review Process

Each of the 5 RFIs was reviewed and evaluated for alignment with the requirements outlined in RFI 2024-15. The evaluation of RFI responses was completed by the three-member OSPI RFI Review Team to determine platform alignment with the qualifications as described in the business and technical requirements as well as evaluate whether each vendor developed and currently maintains a Commercial Off-the-Shelf (COTS) product and ability to modify their COTS for enhanced requirements provided in the RFI 2024–15. The review team met twice to discuss expectations for evaluating each item using the established rubric, ensuring a shared understanding of the evaluation criteria. Each team member then independently read all 5 RFI responses. After carefully reading through each RFI response, each member shared their findings and determined which vendors to invite to participate in Vendor Interviews and Facilitated Solution Demonstrations to further observe their existing COTS products.

CSTAP RFI Review Team

OSPI utilized a six-member internal team with varied experiences, qualifications, and backgrounds directly applicable to the expertise required to understand the project scope, review RFI responses effectively and independently, and assess how each RFI response explained the platform's ability to meet project and legislative requirements.

Table 4: OSPI CSTAP RFI Review and Vendor Interview Team Experience

Member	Relevant Professional Experience
A*	Director of Educator Data and Research Development, Statistician, Overseeing and leading educator data collection, analysis, reporting, and research and development, Leading planning and development of the CSTAP and statewide WRAM platform and system.
B*	Business analyst, Certified Business Analysis Professional, certification by Scrum Alliance as a ScrumMaster or Scrum Product Owner, certified as a User Story developer and experience writing over 1,000 user stories.
C*	Budget Analyst, IT Specialist, Project Manager, Technology manager, software developer
D	Agency contract management specialist, extensive experience developing and managing RFPs, reviewing and evaluating submitted RFI/RFP responses for alignment to requirements, and development, processing and management of multiple state agency contracts.
E	Educator Data Analyst, Data visualization, Data analysis, Website administration and programing, Database administration, Consulting on technology projects

Member	Relevant Professional Experience
F	Data Pipeline Engineer, SQL administrator, Tableau server administrator, State Report Card administrator

*Members served to both review team and interview team

Vendor Interview and Facilitate Solution Demonstrations

After reviewing each vendor's Request for Information (RFI) response, OSPI facilitated a solution demonstration with each selected vendor to further understand their existing vendors' solutions, see how they align with their defined platform requirements, functionalities, and capabilities. OSPI also assessed each vendor's capacity to incorporate additional functionalities and expand to a statewide WRAM system. The evaluation of information was completed by the three members of OSPI RFI Review Team to determine platform alignment with the qualifications described in each submission.

Of the 5 RFI responses submitted to OSPI for review, three most comprehensively and clearly met the requirements to be included on a preliminary qualified vendor list for further consideration to develop or provide a CSTAP platform. These three vendors detailed in their technical information sections including how they would integrate the required elements and capabilities through their scope of work, the quality of their work plan, and their alignment with the user stories. Three of the five vendors evaluated overall demonstrated the ability to provide a modified COTS online platform, while other vendors proposed a custom-built platform for Washington state.

The following vendors, listed in alphabetical order, provided the most thorough and detailed RFI responses that demonstrated how they would meet the platform functionality requirements outlined for CSTAP, including the extended requirements for a statewide WRAM system:

- Vendor B
- Vendor J
- Vendor M

CSTAP RFI Findings

Analysis of Vendors' Technology solution

OSPI completed an analysis to better understand the capabilities and implementation requirements of existing technology solutions. The analysis did not allow for an ideal one-to-one comparison due to variations in how the vendors presented their information and differences in technology solution types, each offering varying coverage of business and technical requirements. Three out of five vendors who responded to CSTAP RFI offer a Commercial Off-the-Shelf (COTS) product. Based on vendors' responses to the Business and Technical Requirements (Table 5), OSPI estimated that around 40–50% of modifications would be needed to adapt existing COTS products to fully meet all mandatory and enhancement requirements. Based on the vendor solution demonstrations, OSPI identified that some requirements such as a common application platform and integration with other LEA systems like payroll are not included in the COTS products and would need to be developed

separately. However, each vendor offers and implements some level of customization to meet the specific needs of LEAs. The estimated implementation timeline for their COTS products is around 3–12 months, including training and onboarding for LEA staff.

Table 5: Summary of Vendor Solution

Vendor	Technology solution	Number of Users	Product Type(s)	Price Model[2]	Estimated Implementation	Number of Business Requirements[3]	Number of Technical Requirements[4]
B[1]	COTS	200 LEAs	• Recruitment and Hiring	Number of student enrollment	9 months	11	37
J[1]	COTS	100 LEAs	• Recruitment and Hiring	Number of student enrollment	7 months	29	41
M[1]	COTS	225 LEAs	• Recruitment and Hiring • Absence Management	Number of staff w/wo substitute needs	3 months	24	29
G	Custom Build	N/A	N/A	N/A	12 months	0	25
N	Custom Build	N/A	N/A	N/A	9 months	0	0

[1] Vendor conducted their solution demonstrations.
[2] Product fee structure is annual subscription for all vendors
[3] Number of responses as Out-of-Box or Configuration categories to each Business Requirement (Total 32 requirements).
[4] Number of responses with an explicit approach to each Technical Requirement (Total 43 requirements).

Analysis of Vendors' Estimated Costs

OSPI completed a cost analysis to provide a quantitative assessment of the costs associated with mandatory and enhancement requirements. However, a one-to-one comparison was not feasible due to variability in how the vendors submitted cost data and differences in the scope of business and technical requirements covered by each vendor's COTS product. Despite these inconsistencies, the cost analysis represents OSPI's best effort estimate of the funding required to accomplish the proposed online platform's required functionality.

Using the information provided in the vendors' RFI responses, the OSPI's Request for Information (RFI) review team identified estimated costs for annual license fees, as well as initial platform development

and implementation of both the Minimum Viable Product (MVP) and Enhanced features. Based on three of the five vendors provided cost estimates, the estimated cost for MVP ranges from $1,155,000–$2,250,000, while the estimated cost for Enhanced Functionality ranges from $1,155,000–$3,723,000.

These estimates reflect only vendor development and implementation costs and assume participation by all LEAs. They do not include costs related to organizational change management, project/program management staff, quality assurance, data analysts, or program specialists.

Table 6: OSPI CSTAP Cost Estimates[1]

Categories	Estimated Cost for Minimum Viable Product	Estimated Cost for Enhancement Product/Functionality
Annual License Fee[2]	$590,000–$1,000,000	$590,000–$1,500,000
One-time Development and Implementation Cost[3]	$565,000–$1,250,000	$565,000–$2,223,000
Total Estimated Cost[4]	**$1,155,000–$2,250,000**	**$1,155,000–$3,723,000**

[1] Cost Estimate assumes that All LEAs participated.
[2] Annual License Fee might not include an annual maintenance fee.
[3] One-time Implementation Cost includes development and implementation of a product. Duration of product development varies from vendor to vendor.
[4] Total Estimated Cost is solely for a vendor's annual license fee, development and implementation fee. This does not include any essential staffing or cost to conduct Request for Proposal, project management, quality assurance or project maintenance cost and staffing.
Source: 2024 Common Substitute Teacher Application Platform FRI, June 2024.

To gain a better understanding of the development and costs for both the Minimum Viable Product (MVP) and Enhanced Functionality of the statewide WRAM system, OSPI will need to issue another Request for Information (RFI) after completing the feasibility study.

Another reason for conducting an additional RFI is that, during the feasibility study, vendors and OSPI identified several system disconnections within LEAs systems which currently require staff to perform intensive manual data entry.

Based on the feedback gathered during stakeholder engagement for the statewide WRAM system, feasibility study vendors provided OSPI with the augmented requirements (Appendix J). OSPI has prepared a Request for Information (RFP) of the statewide WRAM system and will continue to engage stakeholders and hold listening sessions to better understand process and system improvements in LEA recruitment, hiring and absence management process.

WRAM FEASIBILITY STUDY

ESSB 5950 Section 515(2)(i) [2024] requires OSPI to conduct a feasibility study on the costs and timeline for developing a database and tool that can identify real-time and future educator workforce shortages. The intent of the bill is to investigate a solution, its cost, and timeline that reduces redundant job applications for substitute teachers and other educators.

Background

While workforce recruitment and absence management represent a challenge across multiple industries, a qualified and stable workforce is critical in the K–12 environment to effectively serve Washington's student population. In previous research conducted by OSPI for a Common Substitute Teacher Application Platform (CSTAP), the focus was on both short- and long-term Substitute Teacher positions that fill the absence of certificated teachers. During their research, OSPI discovered a need for a more comprehensive statewide system to serve both job seekers and LEAs through a complete cycle of seeking, attracting, and recruiting a highly skilled workforce for all K–12 staff positions.

OSPI's earlier research also revealed that there would be significant benefits associated with collecting analytical data from across the state, not only to gain better understanding of the statewide K–12 workforce market, but also to more effectively fill vacancies in LEAs that consistently experience educator and other staff shortages. To be an effective solution for this need, a comprehensive system must also support the day-to-day operational needs to manage educator absences and efficiently fill vacancies with qualified substitutes, reducing any disruption to student learning.

In support of determining the best path forward to meet the needs of students, staff, job seekers, substitutes, LEAs, and other stakeholders, the Washington State Legislature passed the Senate Bill identified above, directing OSPI to complete a feasibility study on selecting a statewide Workforce Recruitment and Absent Management (WRAM) System.

Focus Areas of WRAM Feasibility Study

A statewide WRAM System will empower OSPI to support the LEAs and allocate resources and other assistance according to real needs, while providing comprehensive data to support a wide array of other strategic decision-making opportunities. Consistent statewide recruiting and substitute placement across LEAs will facilitate an efficient application process for job seekers and substitutes and increase state and LEAs' understanding of educator shortage areas and hard-to-fill positions. It also gives visibility to the overall labor market in the state K–12 system to help reduce the time needed to train staff who work in substitute coordination, recruitment, and absence management when moving from one LEA to another. This simplification will be achieved through the consistent use of workflows, interfaces, and functionalities throughout the statewide system. In addition, as with many statewide systems, all LEAs stand to benefit from enhanced features, volume pricing, cross-training opportunities, and other potential "value adds".

To evaluate the significance of this need and clarify potential benefits, this study's primary areas of focus include:

1. **Market Analysis**
    a. Cost, implementation timeline, level of difficulty, opportunities, risks, threats, functionality, and system capabilities and limitations.
2. **Data/System Analysis -Current and Proposed Solutions**
    a. Analysis of various data issues including security, historical data storage, and admin access levels to view and/or manipulate various data.
3. **Staffing and Cost Analysis**
    a. Includes the need for various IT and qualified staff to implement and maintain the system, and analyze any additional roles required for the system to work optimally.
4. **Synthesis of Findings-Survey and Interview**
    a. Includes pain points and other points of interest from LEAs, how much they are currently paying for their solution, and organizational change impacts to consider.
    b. Personas are crafted from this information to understand the psychographic makeup of the LEAs to consider when determining the final recommended solution.

WRAM STAKEHOLDER ENGAGEMENT

As part of the feasibility study for a statewide Workforce Recruitment and Absence Management (WRAM) system, the feasibility study vendors (Vivid Co and In Time Tec) followed a structured and varied stakeholder engagement plan. The goal of this research was to develop a comprehensive understanding of LEA needs and perspectives related to statewide WRAM platform and system requirements. The following is a summary of the methodology used by the team and key results identified through the effort.

Goals of WRAM Stakeholder Engagement

The feasibility study vendors and OSPI's stakeholder engagement efforts were designed to achieve four primary objectives:

1. **Introduce a statewide WRAM:** Provide a recorded webinar introducing a statewide WRAM system's background, goals, highlighted features, user journey, and estimated timeline to all potential users.
2. **Understand Current Systems and Future Needs:** Gather detailed information on existing processes, technologies, and desired features for a potential new statewide system.
3. **Gauge Interest and Involvement:** Assess stakeholder willingness to participate and their desired level of involvement in a future project or the statewide system once it is live.
4. **Build Goodwill and Buy-In:** Foster positive relationships with LEAs to promote early buy-in and support that could be leveraged as the project proceeds to the next phase(s).

Engagement and User Research Activities

To capture a broad range of insights, the feasibility study vendors and OSPI used multiple engagement methods, including electronic surveys, in-person interviews, and remote interviews. This mixed approach enabled the team to accommodate stakeholder availability and maximize participation across LEAs of varying sizes, geographic locations, and operational structures.

Initial statewide surveys:

- A **User Survey** focused on current workforce recruitment and absence management practices.
- An **IT Survey** addressing technical infrastructure, system integration, and data management capabilities.

Both surveys included an invitation for respondents to indicate their willingness to participate in a follow-up interview. Those who expressed interest formed the pool for interview candidates.

Interviews and Follow-up Survey

The feasibility study vendors conducted in-person interviews with LEAs located in the geographic area surrounding Seattle, which had the highest concentration of survey respondents representing a variety

of LEA sizes and operational models. Additional interviews were conducted remotely via videoconference to ensure broad statewide representation.

Following the interviews, a third survey was distributed to all participating and interested LEAs to gauge their interest in the project moving forward, as well as the types and levels of involvement they would be willing to consider in future planning and implementation activities.

The feasibility study vendors interviewed participants included human resources directors, substitute coordinators, IT leaders, and LEA administrators who are individuals directly responsible for or closely involved with workforce recruitment and absence management systems.

Data points gathered through the above research activities were collected and synthesized to reveal various pain points, desires, needs, expectations, and psychographic information. This information informs all recommendations and insights found throughout the study. The large and diverse sample of LEAs captured in this research can be seen in the data provided below:

- Of the 324 LEAs in Washington, responses were received from 135 (42%) representing all LEA sizes and geographic locations of Washington.
- In total, from the 3 surveys and 16 interviews conducted, 3,799 data points were collected and synthesized.

Refer to the Table 9: Adoption Groups and their Vendors and Complexity Levels (page 47) and graph of LEAs' participation level to the statewide WRAM system (page 57) for more detailed information on each LEA's participation interest level, system complexity, and planned rollout phase.

Key Findings

The engagement activities yielded valuable insights into the current systems, challenges, and future needs across Washington's LEAs:

- **Strong desire for a sufficient and responsive support team** for the systems they are utilizing, particularly to address technical issues and provide training for both new and existing staff.
- **Clear process support pathways are needed for various support needs,** including manuals, resources, FAQs, and clear guidance for LEAs and ESDs on whether specific issues should be directed to the vendor or to OSPI.
- There is a strong need for **flexibility and customization within the system to accommodate each LEAs' unique processes and workflows.** LEAs emphasized the importance of maintaining the ability to tailor the system to their specific operational needs.
- **Easy to use and learn** platforms for administrators, educators, staff, and substitutes.
- **Significant challenges** in integrating recruitment and substitute management systems with payroll and benefits systems, leading to operational inefficiencies.
- **Struggles with duplicate data entry** into multiple internal and external systems, increasing the administrative burden, heightens the risk of errors, and extends the time required to complete tasks.

- **Strong desire for a single, streamlined system** that minimizes duplicate entry and improves overall efficiency.
- **Varied levels of interest** among LEAs regarding participation in a potential statewide WRAM system; while some expressed strong enthusiasm, others were more cautious.
- **Clear opportunity to strengthen buy-in** and engagement as the project progresses through continued communication, collaboration, and demonstration of system value.

This feedback provides a strong foundation for shaping system requirements and planning future stakeholder involvement strategies, ensuring that LEA needs remain central to project planning and potential system development. Combined with an evaluation of possible tools and their capabilities, the WRAM feasibility study was key to investigating an optimal technology solution to resolve and minimize LEAs burden and impact on their recruitment and hiring process and possible risks and impacts by implementing statewide WRAM systems in the following sections.

In the future, OSPI will need to conduct additional stakeholder engagement with job seekers including existing educators, classified staff, educator candidates, and community members to seek their input on a statewide WRAM platform and system. Engaging job seekers directly would help OSPI build broad support and buy-in from the K–12 labor market, which in turn could encourage greater participation from LEAs in a statewide WRAM system.

RECOMMENDATIONS AND PROPOSED SOLUTION

Based on the findings from the feasibility study's technology solution research and feedback from LEA respondents, Vendor M has been selected as the statewide Workforce Recruitment and Absence Management (WRAM) solution for the state of Washington. Below is a summary of the key considerations that informed this decision, along with a list of LEAs already using the recommended system and the section also outlines potential risks that OSPI needs to be aware of the implementation. These risks should be thoroughly investigated during the Organizational Change Management (OCM), Procurement, and Discovery phases to support the development of comprehensive mitigation plans.

As described in the WRAM stakeholder engagement section, Vendor M is well aligned with the priorities and goals of the State and OSPI from both a technology and outcome perspective. Some key highlights include:

- Meets 85% of the statewide WRAM objectives without modification or additions. Requirements excluded may, in fact, be met with Vendor M but would need to be found in the Discovery stage.
- Vendor M has extremely friendly UI and user experience.
- Vendor M is built on Azure (cloud storage) and will be open to API integration.
- It has regular updates and upgrades to keep the software up-to-date and constantly evolving according to real LEA needs.
- Mobile apps with user-friendly interfaces allow educators and substitutes to submit and pick up absences, resulting in higher fill rates for LEAs.
- Vendor M has custom exports created to streamline integration with Vendor P, the most commonly used payroll and benefit software utilized by LEAs.
- Customer service excels at Vendor M as they continuously gather feedback from LEAs and build the product roadmap and future features according to real needs.
- Data migration paths from Vendor D (another WRAM application used by some Washington LEAs) are simple and streamlined. Note, there may be more software that has easy data migration paths to Vendor M. These will be found in the Discovery phase.
- Vendor M's software and interfaces are highly customizable and configurable according to individual LEA needs and workflows.
- Custom APIs can be added to Vendor M's platform for additional functionality when needed for various data and systems integrations. These integrations include integration with established payroll systems utilized by LEAs and data integrations with OSPI to understand Washington's K–12 employment landscape.
- Support and training are highly effective when transitioning to Vendor M. The training process is easy to follow, and support remains readily available to assist long after the initial training period ends.

- While not the cheapest, Vendor M offers the best value for what the system delivers. The next leading option is more expensive, less user friendly, and offers fewer features. Refer to Table 10: COTS Solution by Vendors in the Cost Analysis section (page 79) for more details and comparisons.

The table below shows LEA experiences with Vendor M grouped into themes.

Table 7: LEA Feedback on the Proposed Solution

Consideration	Description
Change Management Related to Product Selection	Vendor M has built a very loyal customer base among WA LEAs. • Roughly a third of all LEAs who responded to the surveys currently use Vendor M. The selection of a different product will face significant resistance in the adoption of a single system WRAM state-wide. • A significant group of other LEAs are considering changing to Vendor M as well.
User-Friendliness	The most common pain points cited by LEAs when describing their current hiring procedures revolved around user-friendliness. • Vendor M has a modern user interface and simple workflows that reduce time spent on common tasks. • Configurable and customizable features and modules to allow LEAs to adjust their system according to their specific needs and processes.
Data Migration	The process of migrating data from the LEA's current system to the new system can be complex and time-consuming. • Vendor M has clear, quick, and simple data mapping for Vendor D (used by roughly a third of all LEAs polled) to create easy data migration that the LEA can perform. • This significantly reduces the amount of time and extra staff needed to assist with data migration from 30% of LEAs to the new statewide system.
System Integration	HR and payroll system integrations are a priority for LEAs. • The most commonly used HR system for LEAs is Vendor P. • Vendor M does not currently integrate with Vendor P but has custom reports that LEAs can export from and import into Vendor P to save labor hours of re-entry.
System Functionality	• Vendor M supports almost all key functionalities mentioned by LEAs as necessary. (Missing functionalities are highlighted in the "Risks" section below.) • Vendor M allows users to configure and customize workflows, views, forms, and other things to ensure the product fits the needs of their LEA. This lack of flexibility from other products was a primary pain point listed by LEAs in other systems.

Consideration	Description
Support and Company Relationship	Vendor M has demonstrated a track record of good customer support. • LEAs spoke highly about the updates and upgrades Vendor M has made over the years, showing their continued investment in the product, the responsiveness of their point of contact, and the receptiveness of the solution to LEA feedback and needs.

LEAs Already Using the Proposed Solution

Based on the responses to the LEA surveys (Surveys were sent to 324 LEAs during the 2025 fiscal year), approximately 1/3 of the responding LEAs are currently using Vendor M in one capacity (recruitment or absence management), and another third are considering adopting the tool for at least one business need. Understanding the current adoption landscape offers insight into existing familiarity with the system, potential early adopters, and areas where implementation efforts may face less resistance (Refer to the tables in Impacts and Organizational Effects section for which LEAs are currently utilizing Vendor M according to survey responses).

Risks

Below are the items worth further consideration. Before committing to procure Vendor M as the statewide WRAM platform, OSPI will engage with Vendor M to gather more information on possibilities and cost of implementing additional desired features.

Table 8: The List of Risks on the Proposed Solution

Risk	Description
Cost	• The team gathered data regarding costs from the LEAs and other states as available. However, the cost data provided was for full LEA systems and not for Vendor M specifically. Vendor M was unwilling to provide cost data for a statewide WRAM system directly without OSPI being further in the purchasing process. As a result, it is recommended that OSPI initiate a Request for Information to gather this information and have questions answered.
Needed Features	Vendor M started with the absence management module only. • LEAs reported there were missing features on the recruitment side that are needed to effectively adopt Vendor M fully. • LEAs reported that these features are in the Vendor M product roadmap but remain unreleased. • Required features revolve around collaborative recruitment and hiring processes, including collaborative notes on candidate profiles, color coding applicants, shared interview questions and rubrics, etc.
Statewide WRAM Contracts	• Based on the feasibility study vendors' research and inquiries with the vendor, Vendor M would not have completed a statewide implementation of its products.

Risk	Description
Company Age	• Vendor M is a relatively new company as it was founded in 2020. • Most of the founding members came from Vendor D, so their domain knowledge is extensive. • Younger companies can be known for lower levels of product support or training opportunities. However, the feasibility study found no indication of these concerns with the LEAs to date. Additional conversation with vendors about how they would support a statewide system should be a priority.
Company Size	• A statewide implementation would require vendor support of 300 LEAs in moving to a new system. This requires customer service and training teams to ensure smooth transitions and adequate technical and customer support will need to be included in the contract terms. • Vendor M may not have the team size to support this many LEAs at once. OSPI's recommended staged rollout will mitigate some of this risk.

All large-scale system implementations require planning and risk. Based on the data collected for this study and the comparison of the Vendor M product to other potential products or solutions, Vendor M is the lowest risk and highest potential reward solution available in the market today (2025 fiscal year).

IMPACTS AND ORGANIZATIONAL EFFECTS

The impact of implementing the new, statewide WRAM system extends far beyond the features and functionality of the new platform. To achieve the desired benefits, minimize disruption, and realize sustainable outcomes, the state will need to:

1. Understand impacts to existing technologies, programs, people and organizations,
2. Invest in the management of those impacts, and
3. Weigh the preparation in these areas when assessing overall implementation readiness to inform the go-live decision.

Technological Impacts

The technological impacts described in this section outline the requirements and a recommended implementation strategy based on the systems in place at OSPI and LEAs.

High-Level System Requirements

The statewide WRAM system will require robust technical architecture to address several critical uncertainties, particularly regarding integration with key OSPI systems and future integration with other LEA systems. Key architectural components required include:

(1) **Modern Authentication Architecture:** A secure, scalable authentication system that supports multiple user types, including current certified educators and classified staff, job seekers, and LEA administrative staff.
(2) **Data Exchange Framework:** A comprehensive framework that enables data sharing between a statewide WRAM and existing systems at both OSPI and LEAs.
(3) **User-Based Data Analysis Tools:** Analytics capabilities that provide insights for different stakeholders across the K–12 system.
(4) **Profile and Application Management:** Functionality to create, manage, and submit profiles and applications across multiple LEAs.
(5) **Recruitment and Hiring System:** Tools for LEAs to post, manage, and track positions.
(6) **Absence Management System:** Functionality to track and manage substitute teachers and staff absences.

Integration with LEAs' Existing Recruitment Systems

Stakeholder feedback revealed that 88% of LEAs who have responded to the survey have an existing recruitment system, and some prefer to use these existing systems rather than transitioning to a new statewide WRAM system. The statewide WRAM system must therefore support multiple integration models to accommodate varying LEA preferences and capabilities. The technical architecture will ideally support interfaces between the following two systems:

(1) **External Systems Integration:** APIs and data exchange protocols should facilitate seamless integration between the statewide WRAM modules and local LEA HR modules (e.g. payroll,

benefits). An example of a key integration point is Vendor P Payroll services used by 80% of LEAs polled. Where direct programmatic integration is not feasible, the statewide WRAM system should provide structured data exports that simplify manual data transfer processes and minimize transcription errors. Custom workflow automation should be implemented to streamline data movement between systems.

(2) **Internal Systems Integration:** Data exchange mechanisms between a statewide WRAM and OSPI's existing internal systems, including credential databases and workforce reporting systems.

Phased Implementation Approach

In this subsection, the phased implementation approach is introduced, which is based on LEA responses to the three surveys conducted to remediate impact on the statewide WRAM system implementation and effectively conduct phased implementation.

Proposed Adoption Group Categories with Implementation Time Periods

The weighted factors that determine adoption group division and definition are the level of interest in participating in a statewide WRAM system and the level of complexity in migrating their current system setup. The interest factor is a self-reported survey data point on a 1–5 point scale, with 1 being the lowest and 5 being the highest. The feasibility study vendor divided and defined six levels of complexity for LEA system setups based on our final recommendation for the statewide WRAM, Vendor M, ranging from Low to Very High.

Low complexity is defined as the LEA already using Vendor M for both recruitment and absence management as their need for extra development and integration will be minimal. Very High complexity, on the other end of the scale, is defined as LEAs utilizing custom features or integrations, not included in their Commercial-Off-the-Shelf (COTS) solution, utilizing more than two systems for recruitment and absence management, or specialty LEAs such as State-Tribal Compact Schools, charter schools, or technical LEAs. The processes of LEAs with Very High complexity are greatly differ from the other LEAs which may make their migration more complex.

Please refer to the graphic below for more details on each complexity level. It is noteworthy that the adoption group sorting method and the adoption group criteria themselves are separable issues—the technique may be retained, even though the criteria are likely to be refined through the discovery process. Also note, specific data migration paths previously created by Vendor M would reduce the implementation time period.

The implementation of the statewide WRAM should follow a structured approach organized by adoption groups of LEAs categorized by their readiness and complexity for implementation. The feasibility study vendor recommends a prioritized and grouped approach, in which only LEAs that meet all adoption group criteria are included in a phase. Subsequent phases would include LEAs that meet criteria from the current or any previous adoption group. This approach enables progressive learning and improvement for development and support teams as the implementation progresses from more straightforward to more complex scenarios. It is worth noting that there may be an overlap

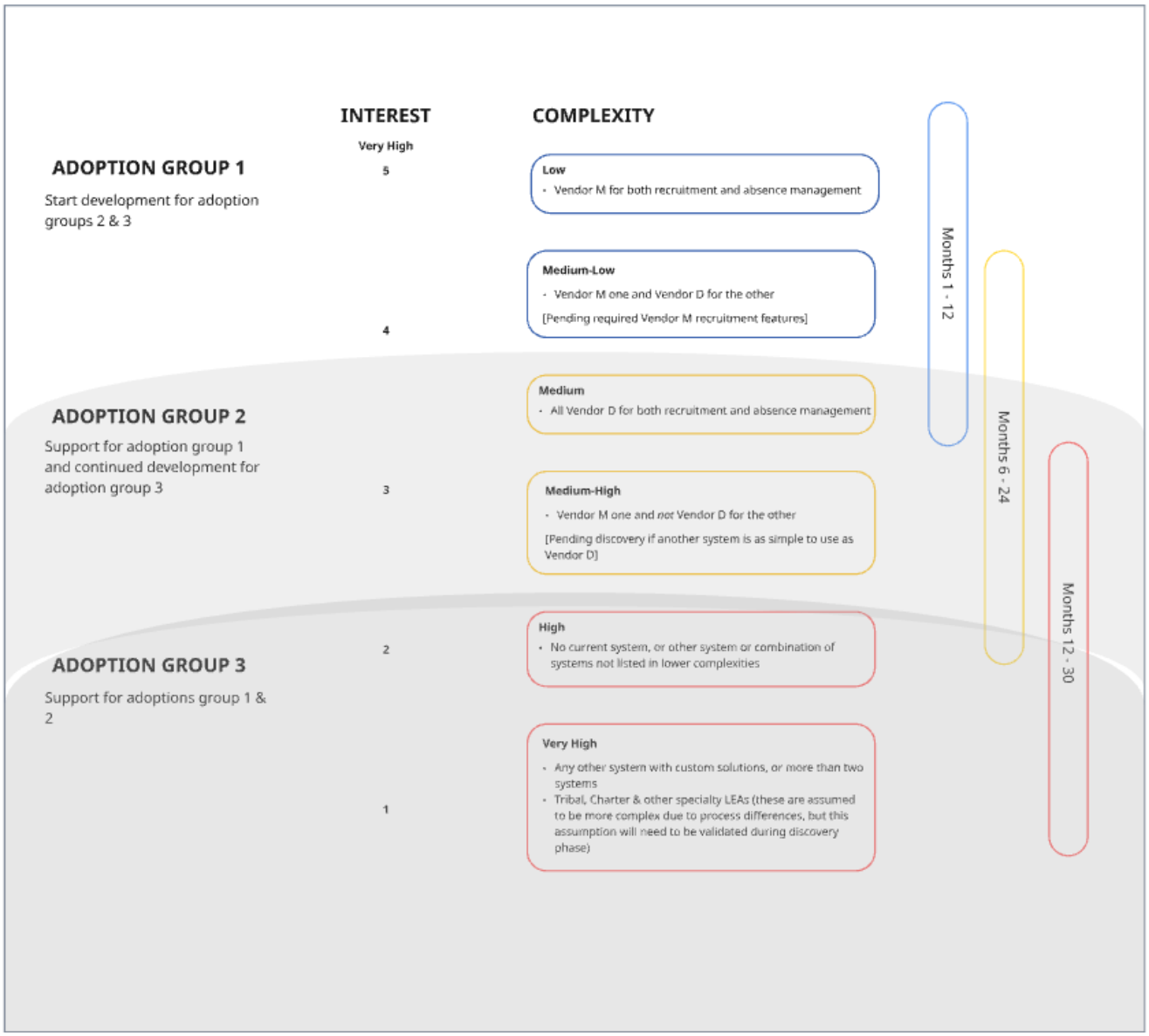
in the adoption group phases, as more complex adoption groups may need more implementation time than easier ones.

As a few examples of how this implementation process works:

(1) An LEA that has low complexity, but medium interest (responded with a 3 on the survey) would have their implementation in Adoption group 2 as Organizational Change Management (OCM) work would be needed before implementation due to their medium interest.

(2) An LEA with medium interest (responded with a 3 on the survey) but very high complexity will be implemented in Adoption group 3, allowing additional time for development work and development teams to learn before the migration or integration of this complex implementation.

(3) An LEA with very high interest (responded with a 5 on the survey) and is already utilizing Vendor M for both recruitment and absence management will be implemented in Adoption group 1 as their complexity with both OCM and technical migration would be minimal.



Adoption Group Definition and Specific LEA Division

Below is a specific breakdown of each adoption group outlining the overall expected time period, including time periods associated with development, pilot, and rollout phases, respectively. Each section also shows the associated interest level, complexity level, and organizational change management considerations. Below each section, you will find a table with each individual LEA that responded to the survey sorted into their respective implementation adoption groups.

Please note the following while reviewing these sections:

- **Adoption Group Distribution:** The distribution in the tables below will likely not be an accurate distribution when all LEAs are taken into consideration. This is due to two factors, the unknown interest previously discussed, and the resistance towards change observed in current Vendor M users. LEAs that currently utilize Vendor M are more reluctant to move away from it;

this may have skewed some of their interest responses to seem less interested. This will likely change if the statewide WRAM system adopts Vendor M's solution.

- **Further Information Supporting LEA Adoption Group Distribution:** Survey responses were received by 135 LEAs in total. However, not every LEA answered every question on the surveys. The LEAs that did not respond with their current system composition or interest level were not assigned into an adoption group below. In total, 107 LEAs have been sorted into their respective Adoption Groups.
- **LEAs with known systems but unknown interest**: The feasibility study vendors received more information on currently used systems than interest levels between the three surveys conducted. For LEAs with known systems but unknown interest, the feasibility study vendors relied on the system composition alone for sorting into their respective adoption groups.

The summary table and detailed consideration for each adoption group is described as follows:

Table 9: Adoption Groups and their Vendors and Complexity Levels

Adoption Group	Number & Percent of LEAs	Interest	Recruitment[1]	Absence Management[1]	Complexity
Adoption Group 1	6 LEAs (5.6%)	Unknown	Vendor M	Vendor M	Low
Adoption Group 2	5 LEAs (4.7%)	Medium	Vendor M	Vendor M	Low
	3 LEAs (2.8%)	Unknown	Vendor D	Vendor M	Medium-Low
	11 LEAs (10.3%)	Unknown, Medium	Vendor D	Vendor D	Medium
	27 LEAs (25.2%)	Unknown, Low, Medium, High	Vendor C, Q, J, M, None, F, H, I	Vendor M, D, F, None	Medium-High
Adoption Group 3	3 LEAs (2.8%)	Low or None	Vendor M	Vendor M	Low
	4 LEAs (3.7%)	None-High	Vendor D	Vendor D	Medium
	4 LEAs (3.7%)	Low or None	Vendors C, J, Q	Vendor M	Medium-High
	40 LEAs (37.4%)	Unknown, None-High	Vendor C, None, A, F, J, Q, E, M	Vendor D, L, None, A, F, H, J, K, L	High
	4 LEAs (3.7%)	Unknown, Low or None	Vendor J, None	Vendor D, None	Very High

[1]The order of listed vendors is based on higher number of LEAs usage.

Adoption Group 1: Straightforward, Low Complexity (Estimated Rollout: Months 1–12)

- **High Interest:** Scores 4 or 5 on the self-reported interest rating.
- **Complexity**
  - **Low Complexity:** Uses Vendor M for both recruitment and absence management.
  - **Medium-Low Complexity:** Uses Vendor M for recruitment or absence management and Vendor D for the other (pending implementation of Vendor M recruitment features). Other systems besides Vendor D may be included in this category if a similar direct migration path to Vendor M is uncovered in discovery.

- **Organizational Change Management (OCM):** While the level of resistance expected with adoption group 1 is expected to be low, integrating change management in this phase will be valuable. The OCM activities during this phase would include developing a wholistic OCM plan, integrating it with project management, and executing communication, readiness, and resistance management tasks in preparation for all adoption groups. This will better position OSPI to anticipate and proactively respond to resistance in the future implementation adoption groups.
- **Development & Testing (Months 1–6):** Configure core system components, establish authentication framework, develop initial data migration tools, build initial integration APIs, map data schema, sanitize and validate data, and stage data.
- **Pilot (Months 7–9):** Migrate data and deploy to select Adoption Group 1 LEAs, refine integration approaches and processes.
- **Rollout (Months 10–12):** Complete deployment to all Adoption Group 1 LEAs.

Adoption Group 2: Moderate Difficulty (Estimated Rollout: Months 7–24)

- **Moderate Interest:** Scores 3–5 on the self-reported interest rating.
- **Complexity**
    - **Medium:** Entirely Vendor D system.
    - **Medium-High:** Vendor M for recruitment or absence management, and any non-Vendor D (or similar) system for the other.
    - **Any complexity level from Adoption group 1**.
- **Organizational Change Management (OCM):** During the implementation of adoption group 2, the OCM activities will continue to carry out the OCM strategy defined earlier in the effort. It will plan for and resolve impacts to people and processes in OSPI and LEAs, engage and communicate with interested parties, and implement resistance management activities to minimize disruption and support rapid adoption.
- **Development & Testing (Months 7–18):** Develop more robust integration APIs, create data mapping tools.
- **Pilot (Months 19–21):** Migrate data and deploy to select Adoption group 2 LEAs, refine integration approaches and processes.
- **Rollout (Months 22–24):** Complete deployment to all Adoption group 2 LEAs.

Adoption Group 3: Most Challenging (Estimated Rollout: Months 12–30+)

- **Low Interest:** Scores 1–5 on the self-reported interest rating.
- **Complexity**
    - **High:** No system or any other system(s) or combination of systems not yet listed.
    - **Very High:** Custom solution or combination of more than 2 systems. Other specialty LEAs with unique processes.
    - **Any complexity level from Adoption groups 1 or 2.**
- **Organizational Change Management (OCM):** During the implementation of adoption group 3, the OCM activities will continue to carry out the OCM strategy defined earlier in the effort. It

will apply lessons learned from the implementation of adoption groups 1 and 2 to overcome resistance, minimize disruption and support readiness and adoption.

- **Development & Testing (Months 12–24):** Develop complex integration solutions, create custom data migration tools, implement key missing COTS features.
- **Pilot (Month 25–27):** Migrate data and deploy to select Adoption group 3 LEAs with intensive support, refine integration approaches, and processes.
- **Rollout (Month 28–30+):** Begin deployment to Adoption group 3 LEAs, continue beyond initial project phase.

Stakeholder Technological Considerations

Key technological concerns raised by stakeholders include:

(1) **Technical Support:** OSPI and/or vendors must provide immediate technical support for all users, as job seeking and application submissions often occur on weekends and outside of operational hours.
(2) **System Access:** LEAs prefer accessing the statewide system through a single login, connecting from their existing systems to WRAM.
(3) **Data Pre-Population:** The system must be able to prepopulate applicants' credentials, work history, and teaching assignments to reduce data entry burden.
(4) **Automated Notifications:** Stakeholders require automated notifications for job seekers (about open positions and market information) and for LEAs (about applicant numbers and job seekers).
(5) **IT Security and Data Privacy Compliance:** The system design must address risk-related concerns about IT security, data privacy, and infrastructure compatibility for different user types and participation levels.
(6) **Emerging Technologies:** Stakeholders have inquired about suitable technologies that could be used in the statewide WRAM to navigate users to resources and track support needs by categories.
(7) **LEA to LEA Staff Transfer:** Stakeholders have expressed frustration, manual work, and the hours of entry required when a staff member moves from one LEA to another. This process is currently done through physical mail or email followed by hours of manual work. A statewide WRAM system would allow candidates to transfer from one LEA to another seamlessly, removing the need for manual processes.

The statewide WRAM system represents a meaningful advancement in how LEAs, ESDs, and educators manage workforce operations. Its success will depend on targeted technology investments and thoughtful integration. A phased rollout that allows LEAs to participate at their own pace can support broad adoption while minimizing disruption. The system's architecture must be flexible enough to accommodate local needs while providing the consistency required for reliable, statewide workforce data across the K–12 system.

Program and People Impacts

The feasibility study vendor (A Vivid Co. Certified Change Management Professional™) conducted a structured change impact assessment (Appendix L: Impact Assessment Summary Table) for this feasibility study. The feasibility study vendor used Prosci® tools, professional experience, and knowledge of OSPI WRAM Project Stakeholder Groups for this purpose. The analysis revealed that implementing a statewide WRAM system would impact programs and people across LEAs, other specialty LEAs, other organizations, and OSPI that support the educational system. Most of the impacts are expected to be received positively, especially by educators and staff (current and prospective), LEA administrators, HR teams, advocacy groups, higher education institutes, and OSPI staff. These audiences will receive organizational change management assistance during implementation to support adoption and address concerns.

The impact assessment evaluated the anticipated effects of the statewide WRAM implementation across ten organizational aspects: Process, Systems, Tools, Job Roles, Critical Behaviors, Mindset, Reporting Structure, Compensation, Performance Reviews, and Location. After meeting with subject matter experts to perform the initial impact assessment, the results were reviewed and validated with OSPI project leaders. These validated results provide a high-level view of how various stakeholder groups may be affected if the statewide WRAM system is implemented.

The chart below is a visual analysis of the impact assessment results. The Degree of Impact rating does not indicate positive or negative impact, simply the amount of impact. Stakeholders with some of the most significant impacts are expected to receive the statewide WRAM positively.

Degree of Impact Legend: 0 = No Impact; **1** = Extremely Low Impact; **2** = Low Impact; **3** = Moderate Impact; **4** = High Impact; **5** = Extremely High Impact

Impacted Group	Process	Systems	Tools	Job Roles	Critical Behaviors	Mindset, Attitudes, Beliefs	Reprting Structure	Performance Reviews	Compen-sation	Location
Job Seekers (Educators & Classified staff)	4	5	4		4	5				
Existing Educators & Classified staff	2	2	1		3	2				
Existing Substitutes (Educators & Classified staff)	4	3	1		3	3				
Communities (students, parents, etc.)						1				
Potential Classified staff/job seeker (job market)	1	1	1	1	1	1				
Tribal Schools	4	3	3	2	5	5	1	1	1	4
LEA HR & Administrators w/o WRAM	4	3	3	2	4	5	1	1	1	
LEA HR & Administrators w/a current WRAM	4	4	1	3	3	2	1			
LEA IT Staff w/o WRAM	5	4	3	4	3	3	3	2	2	
LEA IT Staff w/a current WRAM	3	2	2	2	2	3				
OSPI IT Staff	4	5	5	4	2	3				
OSPI Data Analyst	1	1			1	1				
OSPI Program Specialists	1	1			1	1				
WEA - collective bargaining org/apprentiships, residency progs.	2		2			3				
WSPA – supports K-12 LEA human resources	2		2			3				
WACTE - assoc of job seekers/higher ed	3		2			2				

Key Findings from The Impact Assessment

There are five key findings from the impact assessment. For more detailed impact assessment, refer Appendix L- Impact Assessment Summary Table:

- **Educators, substitutes, and job seekers** are anticipated to respond positively due to improved application processes and overall efficiency.
- **LEAs without an existing WRAM** will be highly impacted, requiring new processes for WRAM support, additional staffing, IT upgrades, and potentially new job roles or organizational structures.
- **LEAs with existing WRAM systems** may experience disruption during the transition, though they may also benefit from cost savings and streamlined processes.
- **LEAs opting *not* to adopt the new system** will face integration burdens without enjoying full benefits of the new system has to offer, while reducing the effectiveness of some of the features for other LEAs (like a statewide job board, shared sub pools with neighboring LEAs, and record transfers across LEAs).
- **Other specialty LEAs** including State-Tribal Compact Schools, Charter schools, and other entities might face significant challenges due to their different governance structures and system, and infrastructure level.

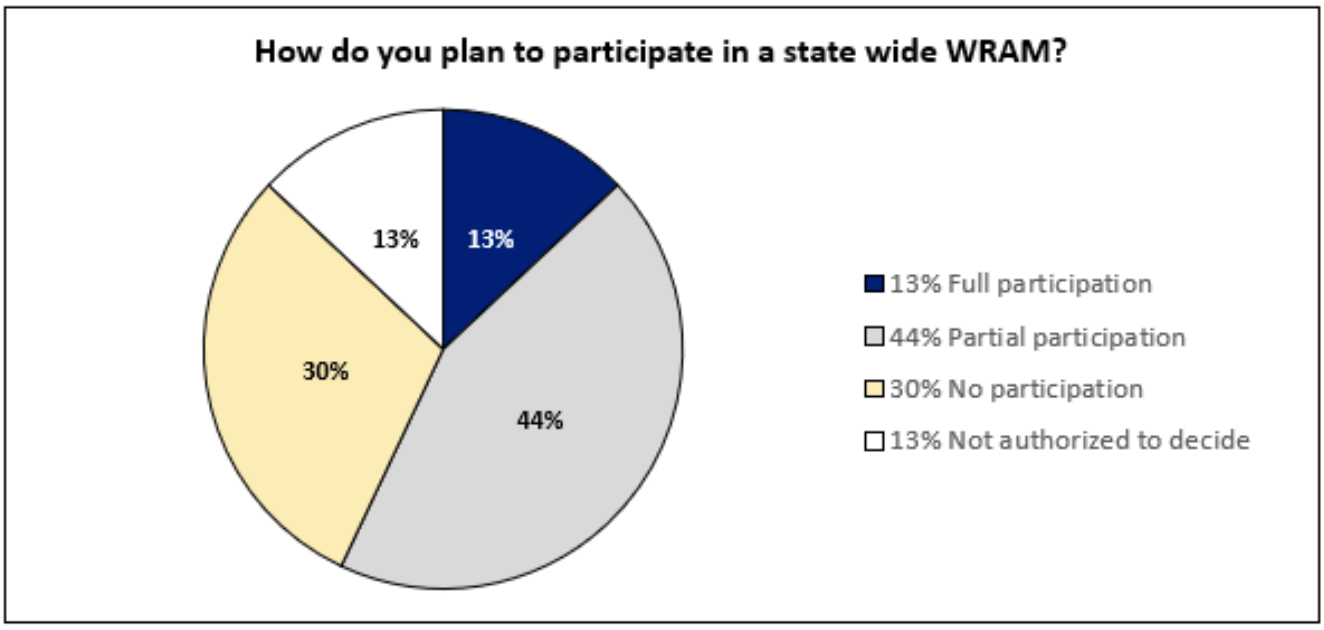
Mutual understanding between the LEAs and OSPI will also have an influence on program and people readiness and resistance. Some LEAs contacted during this study expressed concern regarding the possibility of a statewide WRAM system. They were uncertain of the benefits, how it would be run, and whether they could maintain their own systems rather than moving to a statewide system. The successful implementation and operation of a statewide WRAM could lead to increased understanding and comprehension of the goal of statewide WRAM system between LEAs and OSPI due to the reliability and accessibility of critical data for LEA recruitment and absence management.

These concerns were found through interviews and survey data from LEAs in all geographical locations of Washington and in all population sizes. The feasibility study vendor (A Vivid Co. Certified Change Management Professional™) were unable to find a trend as to which category of LEAs has more change resistance due to assurance in statewide WRAM systems. However, the feasibility study vendor did find that specific personas tend to be more change resistant due to this concern compared to others. Specifically, the feasibility study vendor found that HR directors and payroll staff have a higher change resistance than other LEA staff members contacted.

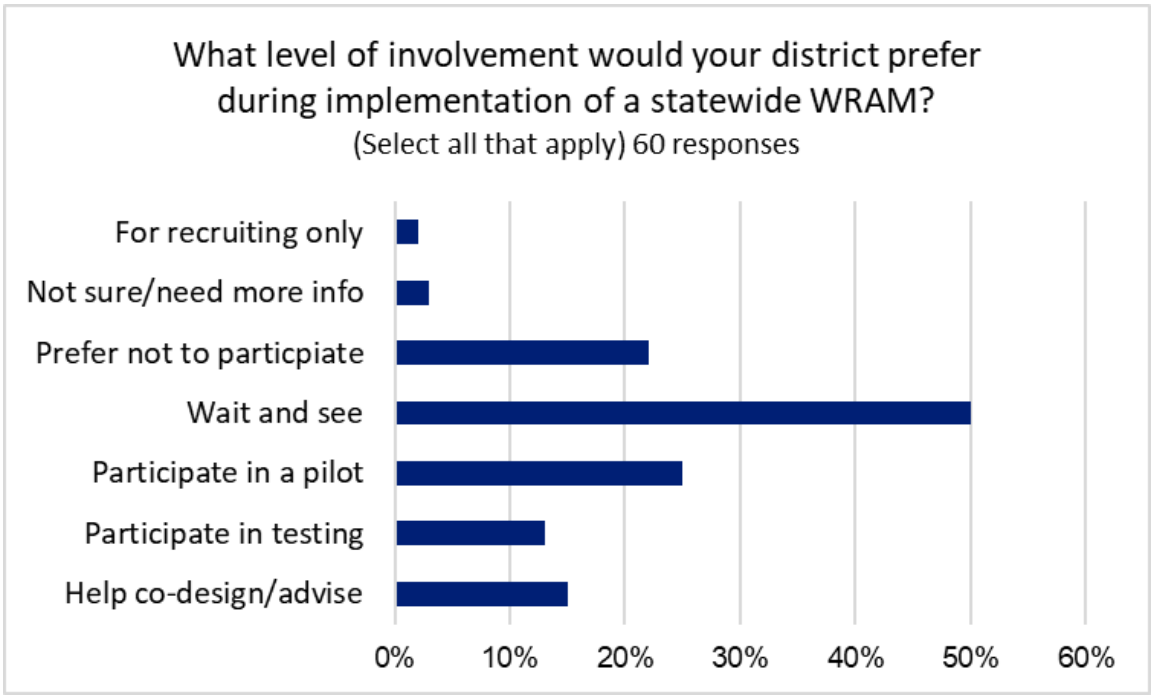
OSPI anticipates three possible levels of LEA participation:

- **Fully participate (**direct login and user of the statewide WRAM system)
- **Partially participate** (Login through LEA's recruitment system to the statewide WRAM system)
- **Minimally/No Participate** (provide data only)

The graph on the next page summarizes findings that anticipate how LEAs would currently prefer to participate in the statewide WRAM system. Of the 324 LEAs the survey was distributed to, 61 responded to this question. The chart below shows the distribution of their selected participation preferences, based on their current knowledge of the project.



The following graph summarizes how a sample group of LEAs would prefer to participate in the development and implementation of a statewide WRAM system. This addresses workgroups, pilot participation, user testing, and other forms of involvement.



Overall, **the statewide WRAM implementation presents substantial long-term benefits through improved efficiency, data accessibility, and decision-making capability across the K–12 system**. When the statewide WRAM is funded for development and implementation, the impact summary will need to be reviewed, validated, and used to guide and support stakeholder groups through preparation and transition.

Organizational Effects

To understand the overall organizational effects of implementing a statewide WRAM system, the WRAM feasibility vendors evaluated three key elements detailed below:

(1) What does it take to implement this change? (Implementation Considerations)
(2) What are the positive impacts of implementation? (Anticipated Benefits), and
(3) What are the potential challenges to address to improve implementation readiness? (Potential Risks and Barriers)

The results are varied and complex depending on the size and budget of the LEA, the existing tools and technology available and/or in place, and the available resources to support such a change.

Implementation Considerations

LEAs currently use a variety of systems and processes to manage the recruitment of educators and staff within their respective areas. This results in significant burdens on the entire environment due to duplication of effort and a lack of cohesive data for program administration and decision making.

LEAs Not Using a Software for Recruitment System and/or Absence Management System

The LEAs that do not currently use software for recruitment system and/or absence management system will need to prepare for implementation of a statewide WRAM system by addressing the following:

Automation of Manual Processes
Full participation in the statewide WRAM will offer:

- Reduction in administrative burden.
- Minimization of duplicate data entry.
- Streamlined workflows and system integration.

Integrated Processes
Process integration will offer:

- Interconnected systems for recruitment, payroll, benefits, and substitute management.
- Flexibility and customization for specific LEA processes.

Organizational Structure Changes
Structurally, LEAs will need to:

- Identify, transition or otherwise fill job roles to support the statewide WRAM implementation.
- Appoint a statewide WRAM support contact to serve as a liaison between the LEA and OSPI responding to any technical issues.

New Reporting Capabilities
LEAs will need to prepare to analyze and apply newly available information:

- Enhanced data collection and dissemination across multiple LEAs.
- Improved decision-making processes through cohesive data.

Cost Impacts

OSPI intends to absorb the cost of the statewide WRAM system, however there may be other costs involved for the LEAs, including:

- Upgraded IT infrastructure.
- Additional costs for training and capacity building.

Training and Capacity Building

To prepare staff to use the statewide WRAM system to its fullest abilities, LEAs will need to consider:

- Training programs for new and existing staff.
- Ongoing capacity building to ensure effective use of the new system.

Support Processes

A post-implementation support structure will need to be in place for the LEA:

- Procedures for ongoing maintenance and troubleshooting.
- Process for escalating issues to OSPI or the vendor.

LEAs Using a Software for Recruitment System and/or Absence Management System

LEAs that currently use software for recruitment and/absence management will need to prepare for implementation of the statewide WRAM system by addressing the following:

New/Different Costs

LEA's existing system costs might vary depending on their participation level in the statewide WRAM system solution conversion or linking to the statewide WRAM. This includes:

- Upgrading IT infrastructure.
- Additional training and capacity building costs.

System/Process Consolidation

LEAs may need to transition/modify existing processes:

- Update their data governance structure.
- Prepare for IT support for integration points with statewide system.
- Implement processes that support the LEA in using statewide WRAM.
- Establish procedures for ongoing maintenance and troubleshooting.
- Set up a process for escalating issues to OSPI or the vendor.

Organizational Structure Changes

Potential changes in organizational structure may be required to accommodate the statewide WRAM system.

- Offer new or different IT support model, including a liaison to collaborate with OSPI for troubleshooting and escalation.
- New or different job roles in data and program management.

Enhanced Reporting

To fully benefit from the new and improved data reports, LEAs will need to:

- Understand and operate within any new data governance.

- Distinguish between issues with LEAs/ESDs recruitment and absence management system versus the OSPI statewide WRAM system.

Anticipated Benefits of Implementation

The implementation of a statewide WRAM system is anticipated to bring several benefits to LEAs, job seekers, advocates, students, communities, and OSPI:

- **Operational Efficiency:** Addresses integration challenges between recruitment, substitute management systems, payroll, and benefits systems.
- **Streamlined System:** Minimizes duplicate data entry, reducing administrative burden and error risk.
- **Single Profile:** One application for multiple LEAs, storing all certifications and acting as a single source of information for job openings.
- **Application Process:** Faster and easier, increasing confidence and access.
- **User-Friendly Platform:** Easy to use and learn for administrators, educators, staff, and substitutes.
- **Leveling the Playing Field:** Substitutes have equal access to opportunities through the new system.
- **Reporting Absences:** Automated system replacing phone calls for reporting preferences for substitutes, subject matter, etc.
- **Timekeeping and Communication:** Automation for timekeeping and communication with administrators and substitutes, ability to create and maintain a profile.
- **Notification:** Streamlined process for identifying substitute opportunities, receiving notifications via app instead of phone calls. All notifications can be viewed together rather than searched separately.
- **Flexibility:** Allows LEAs to maintain specific processes and workflows within their integrated systems.
- **Support:** Technical issues are managed centrally, and additional training is available for new and current staff.
- **Enhanced Engagement:** Strengthens buy-in through continued communication, collaboration, and demonstration of system value.
- **Technology and Processes:** Integrated technology, reporting methods, streamlined processes, and data.
- **Community Impacts:** Increased visibility for school staff and educator requirements, potential impacts on local housing if the staffing pool increases.
- **Increased Collaboration for Operations:** OSPI and ESDs can expect the statewide WRAM system to increase collaboration and coordination.

Potential Risks and Barriers

The implementation of the statewide WRAM system could present the following risks and barriers, which could contribute to resistance or lack of participation by LEAs. These would need to be monitored during the project planning, execution, and readiness activities:

- **Lack of knowledge** of the statewide WRAM system usage and configuration.
- **Lack of understanding** of LEA (Local Education Agency) configuration needs.
- **Inadequate provision of support** for all LEAs and their participation levels during migration and stabilization.
- **Unclear understanding of new system** confirmation and integration points.
- **Incomplete knowledge of configuration**, roles, and integration points.
- **Lack of a complete knowledge base** and ongoing support for LEA participation.
- **Inadequate QA/testing** on new and migrated data.
- **Incomplete understanding of data** and how the system and data support business needs.
- **Eroded connection** between the LEAs and OSPI.
- **Unrealized benefits** for many stakeholder groups if neighboring LEAs do not fully participate in the statewide system.

These items can be managed and mitigated with the application of strategic project management rigor integrated with effective change management methodology.

Mitigation Strategies

While the risks outlined above can be partially addressed through strategic project management and structured change management practices, effective mitigation will require tailoring to each LEA's specific systems, structures, and readiness levels. These mitigation strategies will be validated and expanded upon during the discovery phase, which will focus on uncovering detailed implementation needs and constraints across diverse LEA contexts.

Potential mitigation strategies for the risks and barriers may include:

- **Apply proactive change management** from the start by prioritizing transparent communication, meaningful stakeholder engagement, and efforts to generate interest, excitement, and assurance in the system.
- **Focus on governance early** for system needs and decisions, role-based access needs, and integration touchpoints.
- **Plan for knowledge sharing** in a sustainable way, system updates, and user onboarding in collaboration with LEAs.
- **Engage LEAs in structured discovery activities** to identify their unique processes, policies, and system requirements.
- **Center discovery on operational outcomes** and business workflows to ensure the system fits the needs and is useful across user groups.
- **Focus on dependencies** in discovery sessions to map required integrations and configurations before implementation.
- **Evaluate phased implementation** or pilot models to manage system adoption and data migration incrementally.
- **Explore scalable support models** that can accommodate different levels of LEA readiness and technical capacity.
- **Provide access to training** and system education resources tailored to LEA user roles and workflows.

- **Establish clear data validation expectations** and define Quality Assurance (QA) responsibilities with each LEA before migration occurs.
- **Foster transparent communication** and feedback loops throughout planning and implementation.
- **Encourage regional alignment** and share success stories to demonstrate value and build momentum for broader adoption.

Proactive planning, transparent communication, and robust project and change management by OSPI over the course of the project will increase assurance among LEAs, support good decision making, and maximize the likelihood of objectives met with high customer satisfaction. Appendix K: Project Management and Organization shows essential and effective project management and organization structure to develop, implement, and maintain the statewide WRAM system. The project management and organization structure (Appendix K) is based on the 6 different charts of key phases and total project duration in the Estimated Timeframe and Work Plan section (page 62-79). Failure to invest in these planning and support activities will challenge the project significantly and may lead to unmet expectations at the state and LEA levels.

MARKET ANALYSIS – MAJOR ALTERNATIVE CONSIDERED

In a review of workforce recruitment and absence management solutions currently in the marketplace, there are only a handful of comprehensive products which meet the majority of statewide WRAM goals. Standalone "workforce recruiting" software products were not evaluated, as there are a multitude of products focused specifically on employee recruiting; none of which meet a majority of the statewide WRAM goals. Multiple K–12 focused "absence management" systems were also identified and reviewed at a high-level to determine whether they included any type of recruiting module. Five different absence management products reviewed.

Given the presence of numerous existing and proven comprehensive commercial off-the-shelf (COTS) solutions which meet a majority of the WRAM goals, only limited consideration was given to OSPI building and maintaining its own custom system. At a high level, creation of a custom system of this size and complexity would entail multiple years of development work as well as a commitment to ongoing support, development and maintenance, in an environment where there is no guarantee of even a minimum level of participation by LEAs. With an estimated high cost, time commitment, significant resource investment, lack of assurance of LEA participation in a custom solution, along with the existence of multiple robust existing COTS solutions occupying the majority of the market, further exploration of custom solutions was not conducted.

Five different Commercial Off-the-Shelf (COTS) products were identified which meet a majority of the statewide WRAM goals. These five leading WRAM COTS products were reviewed based on key features including:

Basic System Functionality

- Absence management functionality.
- Analytics and reporting.
- Ease of use.
- Integration with HR/other systems.
- Recruitment and hiring functionality.
- Security.
- Statewide data and reporting.
- Substitute management functionality.

Deployment and Implementation

- Ease of deployment.
- Implementation factors.
- IT and technical requirements.

Specific Features

- Compliance and certification tracking.
- Configuration and customization options.

- Employee self-service.
- Mobile functionality (administrators, employees, and substitutes).
- Notable limitations/notable features.
- Use of artificial intelligence (AI).

Vendor Information

- Cost
- Customer support/ongoing support and maintenance.
- Industry experience/market saturation.
- Statewide deployment experience.
- Training/onboarding tools.

ESTIMATED TIMEFRAME AND WORK PLAN

The proposed work plan below is based on a staged rollout strategy meant to minimize the risk of a complex statewide implementation while providing value as early as possible to LEAs who are interested and able to participate with low levels of complexity. This approach will align with 701 requirements to the extent feasible and agreeable with the involved vendor(s). A staged rollout will enable working software to be put into use as soon as possible, provide structured learning opportunities throughout the lifecycle, and lead to improved outcomes resulting from the learning in each phase.

Recommended Workplan

Below is the high-level timeline for implementing the recommended technical solution using a Software as a Service (SaaS) application along with custom Application Programming Interfaces (APIs). See the Recommendations and Proposed Solution section for details of the recommendation (page 41–44).

This approach follows a structure founded on building buy-in from key stakeholders, completing the procurement activities based on defined requirements, refining and elaborating the requirements into user stories in partnership with the vendor, and conducting build/test activities using agile processes. Once the working software is ready for use by lower complexity LEAs, OSPI would conduct a pilot and engage in structured learning activities while planning and building the additional features needed for the remaining phases.

Risks of the Overall Timeline

The following risks may cause timeline delays or extensions if not addressed.

Adoption Risks:

- Varied levels of interest caused by lack of understanding and assurance in statewide WRAM systems, attachment to current systems, or unwillingness to change processes/workflows.
- Uneven change in leadership capacity across LEAs poses risk as some LEAs may struggle to manage internal resistance or effectively communicate the benefits of the system without additional support.
- A perceived loss of local authority could reduce buy-in. Some LEAs may prefer regional solutions or fear that a state-controlled system will not reflect local priorities and operational realities.

Risk in Specific Groups:

- Specific groups of stakeholders have not been involved in the research process (principals, teachers/staff, and substitutes).
- Some LEAs expressed concern about sharing candidate pools with their neighbors; sometimes neighboring LEAs have better benefits and pull candidates to them.

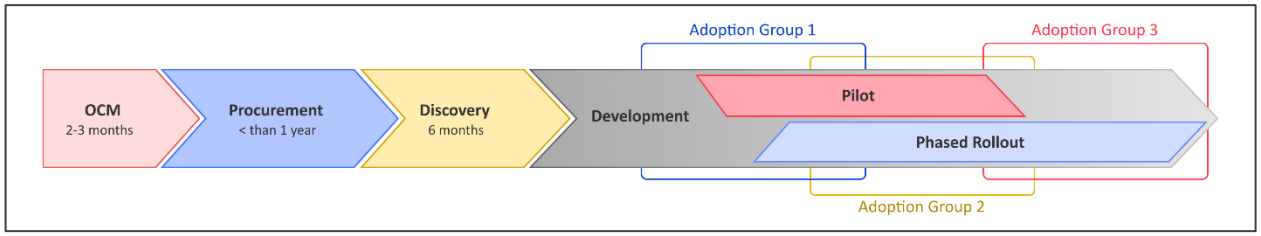
- Smaller or rural LEAs may have difficulty recognizing value due to limited resources of staff, time, and budget.

Key Phases and Total Project Duration

There are six key phases and their associated estimated timeline.

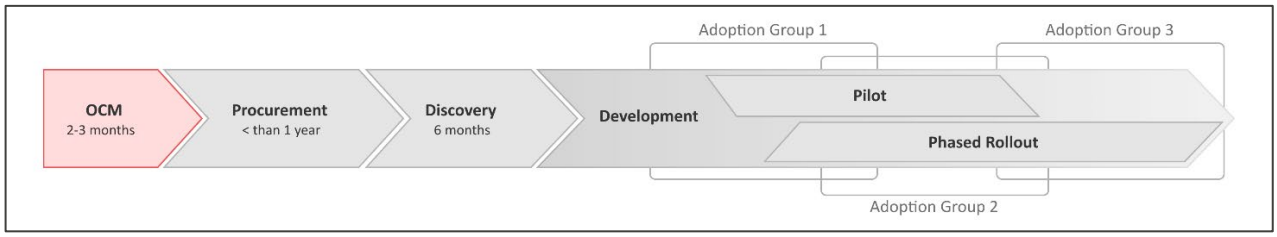
(1) Organizational Change Management (OCM)
(2) Procurement
(3) Development
(4) Adoption Group 1 (Development/Test, Pilot, Phased Rollout)
(5) Adoption Group 2 (Development/Test, Pilot, Phased Rollout)
(6) Adoption Group 3 (Development/Test, Pilot, Phased Rollout)

The chart below outlines the estimated timeline for key phases of the project. It serves as a visual guide to understand the sequencing, duration, and interdependencies. Durations are subject to refinement based on evolving project needs.



Key Phase 1: Organizational Change Management (OCM)

While the project team completes initiation activities, including chartering and project management planning, the OCM team will conduct a series of tasks meant to bring LEAs into the governance structure through listening sessions, additional opportunities for feedback through surveys and interviews, and identify change champions as well as resistors. The goal of this phase is to increase understanding and assurance in statewide WRAM systems and transparency between OSPI and the LEAs.

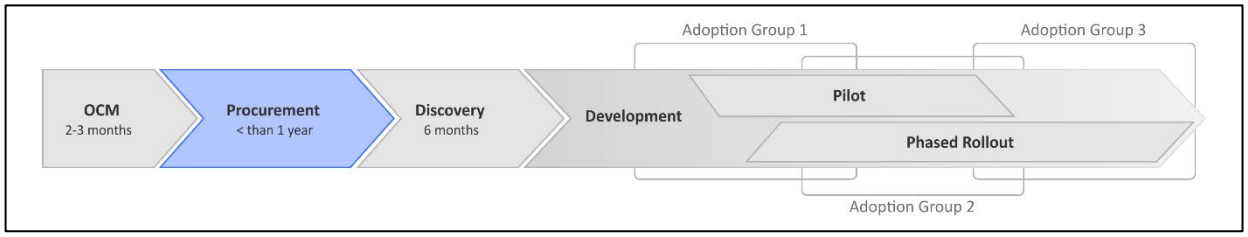


Phase	OCM (Organizational Change Management)
Duration	2–3 Months

Phase	OCM (Organizational Change Management)
Key Milestones, Decisions	• Complete Stakeholder Analysis. • Impact Assessment Validated. • Engagement plans developed. • OCM Strategy and Plans developed. • OCM workplan tasks defined and integrated.
Resources (to perform tasks)	• 1 Project Manager (50%) - Contractor • 1 OCM (100%) - Contractor • 1 Business Analyst (SME) (50%) - Contractor • 5 LEA Subject Matter Experts (25%) - Internal (In-kind) • 1 IT Authentication SME (25%) - Internal • 1 IT Data Integration (25%) - Internal
Major Tasks	• Integrate with project governance. • Perform Stakeholder Analysis. • Validate Impact Assessment. • Develop Engagement plans. • Define OCM Strategy and develop the OCM plans: Communications plan, Training plan, Business process transition plan, Readiness assessment plan. • Define OCM plan execution tasks.
Assumptions	• The initial OCM engagement with the LEA will last 2–3 months before most other project activities start. • OCM support and engagement within OSPI and the LEAs will continue for the full project lifecycle. • There are OSPI Comms and SME resources available to participate in planning, validation, and task definition. • OSPI staff provide information to the vendor: building software knowledge, visibility to the LEAs, building closer communication and partnership, etc.
Risks	• Lack of OCM will increase the likelihood that OSPI and LEAs will not experience the anticipated benefits the statewide WRAM offers. The points of resistance and lack of connection LEAs have toward OSPI may become worse. • The potential risks and barriers mentioned in the Organizational Effects section of this study are more likely to occur.

Key Phase 2: Procurement

The objective of the procurement phase is to develop a Statement of Work (SOW) that appropriately represents the requirements, a contract that protects the state's interests for the life of the product use and then enter a contract relationship with a qualified vendor to support those needs. This lays the foundation for a successful vendor and client expectations for the remainder of the relationship.



<table>
<tr><th>Phase</th><th colspan="2">Procurement</th></tr>
<tr><td>Duration</td><td colspan="2">Less than 1 year</td></tr>
<tr><td rowspan="2">Key Milestones, Decisions</td><td colspan="2">• Identify potential procurement avenues, which may include utilization of existing cooperative contracts (e.g., NASPO, Sourcewell, Texas DIR and E&I) as well as issuance of a standalone Request for Proposal (RFP).
• Evaluate potential procurement avenues based on established criteria (e.g., compliance with procurement law, sufficient competition, time and cost to procure, etc.) and determine whether to utilize a cooperative contract or to issue an RFP.</td></tr>
<tr><td>Cooperative Contract:
• RFI issued and evaluated.
• Available state-authorized cooperative contracting options evaluated to determine the best value to OSPI and the LEAs (applicable administrative fee(s), cooperative contract terms and conditions, value adds, any identified limitations (including limits on the length of the initial contract term/renewals/amendments), etc.).
• Determination made whether to conduct an informal “mini bid” for multiple technology solution suppliers through an existing cooperative contract; or to engage directly with a single selected WRAM supplier through the most advantageous cooperative contract holder.
• Request “quotes” from multiple technology solution suppliers on an existing cooperative contract; or begin negotiations with a single selected WRAM supplier,</td><td>RFP:
• RFI issued and evaluated.
• RFP development team and RFP timeline established.
• RFP documented developed, finalized, and posted to WEBS.
• RFP “Pre-Bid” Conference held.
• Question and answer period(s).
• Proposal submission deadline.
• Evaluation of RFPs (including interviews and demo of vendor solutions).
• Best and Final Offers.
• Final Selection/Letter of Intent
• Protests addressed.
• Contract negotiation/execution.</td></tr>
</table>

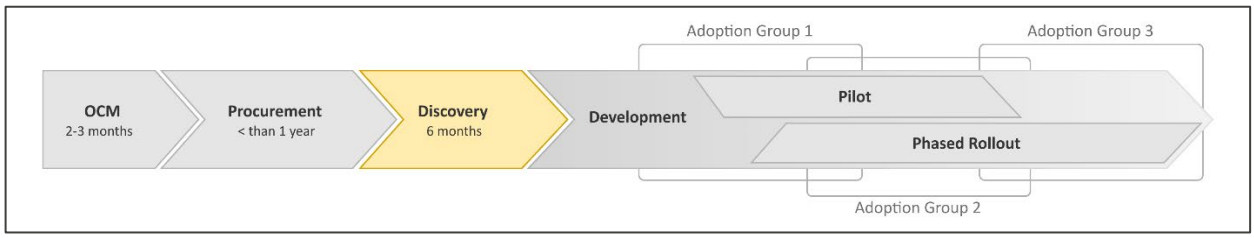
Phase	Procurement	
	coordinated by the cooperative contract holder. • Select the technology solution supplier that best meets OSPI's identified requirements (if the "mini bid" process is followed); or finalize negotiations with the single identified technology solution supplier. • Execute contract documents in accordance with the cooperative contract holder's requirements (recognizing that Administrative Fees will be included in the total contract amount).	
Resources	• 1 Project Manager (75%) - Contractor • 3 IT data/system/application staff (25%) Solution Architect (50%) - Internal 1 Business Analyst, RFP development) (75%) - Internal • 1 Legal/Compliance (10%) - Internal (In-kind)	
Major Tasks	• Develop, release, and evaluate RFI responses. • Define and document requirements and create an ideal timeline. • Review available cooperative contracts to determine which contractor(s) presents the best value for OSPI and the LEAs. • Determine whether to conduct a "mini bid" among qualified technology solution suppliers available under the selected cooperative contractor(s); or coordinate with the selected technology solution to determine which cooperative is most advantageous to OSPI and the LEAs. • Conduct the "mini bid" or negotiate the scope, requirements, cost, and other terms and conditions (in accordance with the selected	• Develop, release, and evaluate RFI responses. • Establish the RFP development team, assign roles/responsibilities and timelines, and establish the RFP evaluation team. • Define requirements and establish the RFP timeline (and activities) based on the anticipated contract start date. • Create and finalize the RFP document (including obtaining all necessary reviews/approvals for release). • Guide RFP through the Procurement Process. • Post the RFP to WEBS and notify interested vendors directly. • Receive and respond to vendor questions and amend RFP accordingly. • Conduct responsiveness reviews for proposals received

Phase	Procurement	
	cooperative contract) with the identified technology solution provider. • Select and/or finalize negotiations with the chosen technology solution provider, following the procedural requirements of the cooperative contract holder. • Execute the contract.	and issue non-responsive letters, as appropriate. • Evaluate and rank responsive proposals responses (including conducting interviews/demos, if applicable, as well as one or more rounds of "best and final offers" (BAFO)) and conduct responsibility tests for apparent successful proposers. • Issue Notice of Intent to Award and address any protests. • Negotiate and execute Contract.
Assumptions	• The project is adequately funded. • One or more cooperative contracts are available to OSPI (and include COTS for the statewide WRAM system. • Negotiations through an existing cooperative contract or via a standalone RFP will adequately address the potential for multiple scenarios based on the varied needs and existing hardware/software environments that currently exist in the LEAs. • The selected vendor will have the experience and resources available for a successful statewide rollout. • The selected vendor can be flexible in deployment based on available LEA resources, the ideal time of school year for implementation, as well as other factors impacting a statewide rollout.	
Risks	• Cooperative contracts do not include technology solution providers; or negotiations through the cooperative model do not meet the flexibility, scalability or other needs of OSPI and the LEAs. • Policy, regulations or political factors present challenges to moving forward with identified procurement avenues. • Limited responses/participation and/or low quality or incomplete responses. • Costs are more than the available budget. • Latent defects discovered in the RFP (e.g., scope in the RFP is determined to be incomplete or ambiguities discovered after the closing date). • RFP written in a manner that could result in award to a low-performing or underqualified vendor (e.g., evaluation criteria weighted in favor of cost over technical capabilities/demonstrated experience).	

Phase	Procurement
	• Evaluation cannot be completed in a fair or defensible manner based on issues with the content of the RFP or issues within individual proposals. • Legal and/or compliance risks, including protests which could derail contract award and/or result in cancellation and re-solicitation. • An extended RFP process, which would have an impact on the overall project timeline (and on individual LEA resources). • Budget reductions following RFP closing or contract award.
Dependencies	• Availability of qualified personnel to navigate cooperative contracts and negotiate best value agreements. • Ability of personnel to timely create a robust RFP that accurately represents the requirements of all potential participating LEAs as well as OSPI; and allows for flexibility, scalability and IT innovations. • Ability to agree on contract terms in a timely manner.
Notes	• OSPI is required to follow the state RFP process. • Limited information was available directly from the vendor community, as they were generally unwilling to discuss product technical details or pricing.

Key Phase 3: Discovery

The objective of the discovery phase is to develop detailed user stories and process flows in partnership with the vendor to guide developers as they configure and modify the system to meet OSPI's requirements articulated in the contract. This process lays the groundwork for the development and test cycles (through agile processes) that will produce working software to meet the needs of the statewide WRAM system, OSPI, and LEAs. It also represents an opportunity to evaluate the compatibility of the vendor/client relationship before additional significant investment is made in the project.



Phase	**Discovery** (a research-backed understanding of LEA needs)
Duration	4–6 Months
Key Milestones, Decisions	• Define business/functional requirements. • Define technical requirements. • Define the adoption groups. • Identify integration points: APIs to be built.

Phase	**Discovery** (a research-backed understanding of LEA needs)
	• Identify the source and how much data and the type that needs to be integrated. • Identify when the implementations will occur (define LEA timeline/schedule constraints)
Resources	• 1 Project Manager (100%) - Contractor • 1 Product Owner (75%) - Internal (Key decision-maker, identifies SMEs and stakeholders.) • 2 Business Analyst (100%) - Contractor (Conducts user interviews, documents processes and workflows, performs task analysis, and authors requirements.) • 1 OCM (50%) - Contractor (Potentially involved with LEAs resistant to change.)10 SMEs (25%) - Internal OSPI/LEAs (Key subject matter experts in both technical and business domains. Make themselves available to the discovery team to answer questions about the business processes and information systems.) • 1 UX/UI Researcher (50%) - Contractor (Participate in interviews and synthesize interview data.) • 1 UX/UI Designer (50%) - Contractor (Conducts user interviews, documents processes and workflows, performs task analysis, designs sketches, wireframes, and prototypes.) • 1 Solutions Architect (100%) - Contractor (Interviews technical SMEs, documents current state architecture, designs future state architecture and roadmap, reviews UX/UI artifacts. Defines technical feasibility questions and designs POCs.) • 1 Data Architect (100%) - Contractor (Lead Data Engineers) • 5 Data Engineers (75%) - Contractor (Interviews technical SMEs, designs data migration plan, and documents all data mapping artifacts.) • 1 Enterprise Architect (25%) - Internal (Defines technical standards for system design. Reviews and approves designs from the discovery team.) • Stakeholders - LEAs/ESDs/Other close collaborators and internal OSPI programs (Participate in scoping and requirements decision-making. Provide business insights to the discovery team to guide solution development.) • 3 Program specialists (75%) - Internal (Build and provide resources, tech assistance, analyze questions, inquiries, and tech support needs) • 3 Senior Data Analysts (75%) - Internal (Start building system logics to communicate data base administrators and build SQL scripts to populate educator data and database objects for prepopulated data, user-based data analysis tools, and database objects to store incoming data from COTS supplier)

Phase	**Discovery** (a research-backed understanding of LEA needs)
	• 5 IT Staff (50%) - Internal (SMEs from: e.g. Arch Team, Data Eng Team, App support team.)
Major Tasks	• **Discovery Kickoff Canvas** facilitates collaborative discussions and planning: outline project objectives, user personas, research methods, and key questions, ensuring alignment and clarity of the project's scope for the discovery team and stakeholders. • **Process Diagrams** to illustrate the flow of actions or steps within a system or workflow, helping to understand and optimize processes for a better user experience. • **Task Analysis Diagrams to** examine and break down user tasks or activities within a system to identify pain points, inefficiencies, and areas for improvement. • **Current State Architecture** is a collection of solution architecture artifacts documenting the state of existing networks, data systems, applications, services, and other project-related considerations. • **Future State Architecture** is one or more proposed architectural solutions that describe the system's desired state at specific milestones or upon project completion. • **Technical Roadmap** plan for transitioning from the current state to the future state architecture while upholding organizational standards for service availability, performance, data integrity, security, and other considerations. • **Proofs-of-Concept (POCs)** evaluate specific technical feasibility questions by addressing isolated technical uncertainty within a microcosm of a working system. • **Data Mapping Specifications** are one or more documents that detail the current and future system data schema, mapping rules, data cleansing and transformation rules, and ETL strategy. Define custom build needs for unique LEAs. • **UX/UI Artifacts** are sketches, wireframes, and prototypes of specific designs or products that are used to validate design ideas, various stages of resolution, and gather stakeholder feedback. • *This is an optional deliverable for the statewide WRAM product branding or custom integration tool screen design requirements.* • **Requirements** (business requirement) document user stories that define the functionality of the product. • **Decision making:** Discovery should include a RACI matrix that defines WRAM technical roles and responsibilities to ensure the presence of engineering expertise and technical leadership decision-making to ensure a smooth integration process. All areas of technical uncertainty should be identified, and plans created to demonstrate feasibility before moving into the development phase.

Phase	**Discovery** (a research-backed understanding of LEA needs)
	• **Support** (LEAs going to COTS or OSPI for support after implementation) • **Integration**: Define challenges, what info is needed from OSPI, infrastructure maps of LEAs, state of the data, integration and training from OSPI • **Migration**: Migrating from one sys to another – vol of data, how is the data held or stored • **Define LEA infrastructure:** Define systems WRAM would integrate with and build APIs.
Assumptions	• The WRAM discovery should focus on defining project scope, specifying requirements, identifying technical capabilities, and demonstrating the feasibility of technical unknowns. • The current WRAM study meets the product/process validation requirement, and OSPI will enter a discovery phase with a research-backed understanding of LEA needs. • OSPI will have to rely on the vendor, a third-party integrator, or hire new staff (OSPI's preferred option) for WRAM integration and expertise. • WRAM technology documentation is not sufficiently available for integration planning; however, this documentation should be included as part of an RFI/Procurement response. Moreover, a diverse range of systems currently used by LEAs have various data structures, workflows, and migration paths. These need to be identified and documented. • The project has a well-defined target timeline, but the scope and complexity of integration work are not well known. High-level strategic goals are defined, but functional and non-functional requirements must be documented. • Organizational change management is being thoroughly considered, adequately resourced, and planned from the project onset. • The final scope of the project must be decided, and the system's requirements must be produced before transitioning to development. • The project's key stakeholders are stable and dependable. OSPI is a mature organization that prefers a well-processed and adequately staffed approach to project execution. Since this is domain-specific software, any special legal or compliance considerations should be well understood by all parties involved. Current and future state business processes are well documented and accessible. The project does not depend on any special dependencies. • The discovery phase would be part of a fully funded project. It is not clear if the funding is contingent on having a discovery phase

Phase	**Discovery** (a research-backed understanding of LEA needs)
	in the overall project plan. However, the outputs of the discovery shouldn't present any procedural impact on the project. • There are several technical uncertainties, particularly regarding integration with key OSPI systems. Some integrations may not be feasible or may require less-than-ideal automation practices. • COTS solution is already built so resources needed are fewer. • New discoveries for education systems and requirements. • OSPI will not be building custom APIs for integration.
Risks	• Additional requirements identified during discovery phase that are not in the SOW. • Incompatible working relationship between the vendor and OSPI. • Complications or limitations of the SaaS tool that were not previously identified lead to requirements that cannot be met.
Dependencies	• Four primary motivators have been identified for conducting a discovery phase before project execution. These motivators, along with the project scope and complexity, guide the nature of the activities that should be performed during discovery, the discovery artifacts, and the duration of the discovery phase: **1.Product/Process Validation**: Key processes and future states are not clearly defined, and market demand and user needs have yet to be validated. **2.Technical Feasibility**: The solution involves new technologies or poses technical risks to existing systems. The practicality or possibility of technically executing the project is uncertain. **3.Scope and Project Size**: The project boundaries are unclear, and the scope and scale are poorly defined. The project is susceptible to scope creep, resource mismanagement, or cost overruns. **4. Risk Reduction:** Special considerations exist that represent unique risks to project success. The project must be structurally designed to avoid or mitigate certain key risk factors. **5. Business Operations:** Completing a discovery phase is necessary to adhere to budget constraints and business policies. The project must align with organizational policies.
Notes	• This phase drives the remaining project activities. • **Product/Process Validation**: Key processes and future states are not clearly defined, and market demand and user needs have yet to be validated. • **Technical Feasibility**: The solution involves new technologies or poses technical risks to existing systems. The practicality or possibility of technically executing the project is uncertain.

Phase	**Discovery** (a research-backed understanding of LEA needs)
	• **Scope and Project Size**: The project's boundaries are unclear, and the scope and scale are poorly defined. The project is susceptible to scope creep, resource mismanagement, or cost overruns. • **Risk Reduction**: Special considerations exist that represent unique risks to project success. The project must be structurally designed to avoid or mitigate certain key risk factors. • **Business Operations**: Completing a discovery phase is necessary to adhere to budget constraints and business policies. The project must align with organizational policies.

Adoption Groups 1-3 Phases (Development/Test, Pilot, Phased Rollout)

Development/Test

The development and testing cycle will follow agile processes using a SAFe agile structure (assuming the vendor agrees). The combined team will define and prioritize epics, which consist of groups of similar functionalities. These epics will be grouped into program increments consisting of additional requirement refinement steps, build/configure and test sprints, and final validation by members of the OSPI team. The vendor will conduct demos at the end of each sprint for OSPI to validate compliance with the requirements. The goal for each increment will be to conclude with working software that meets the requirements. Complex functionality may need to span multiple increments.

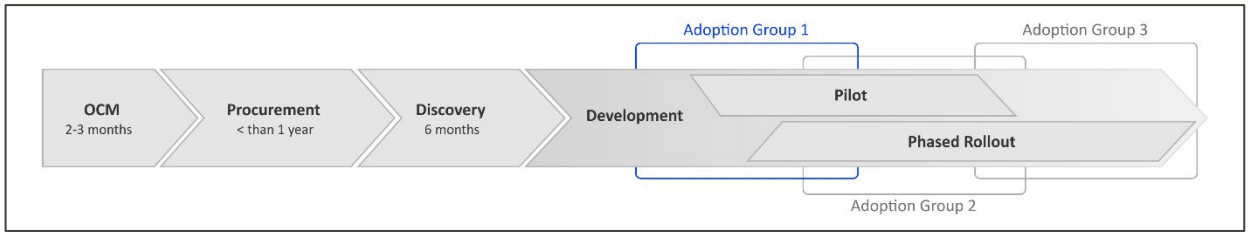
Pilot

The objective of the pilot is to implement the statewide WRAM system with a limited group of users willing to put the system into production use while participating in learning activities that will help the vendor and OSPI team improve usability and remove barriers to adoption for future users. The project and vendor team will continue the build/test process associated with the program increments to enhance the product for later Adoption Groups.

Phased Rollout

The objective of the remaining phases in the rollout strategy is to continue to build system capabilities to enhance how more complex users can integrate with the system (integrations with other systems) and expand the user pool. OSPI currently expects only one additional rollout phase. However, this may be adjusted based on feedback from the selected vendor, feedback from the LEAs, and further planning needs.

Key Phase 4: Adoption Group 1: Straightforward, Low Complexity



Phase	Adoption Group 1 (Development/Test, Pilot, Phased Rollout)
Duration	1 Year (1–12 months)

Adoption Group	**Straightforward, Low Complexity**
	• **High Interest**: Scores 4 or 5 on the self-reported interest rating.
	• **Complexity**
	  ○ **Low Complexity:** Uses Vendor M for both recruitment and absence management.
	  ○ **Medium-Low Complexity:** Uses Vendor M for recruitment or absence management and Vendor D for the other (pending implementation of Vendor M recruitment features). Other systems besides Vendor D may be included in this category if a similar direct migration path to Vendor M is uncovered in discovery.

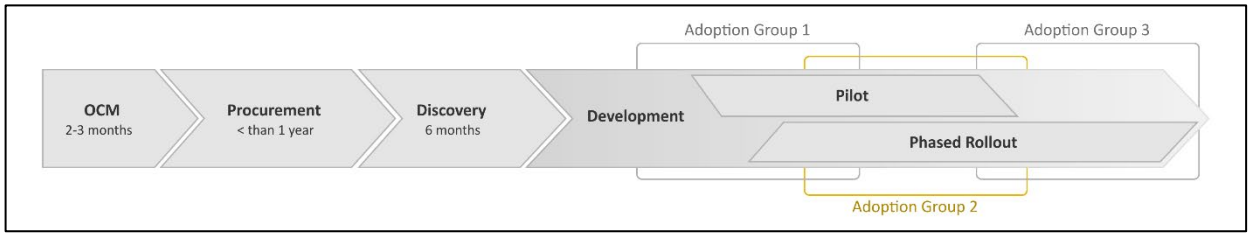
Key Milestones, Decisions	• Requirements defined and signed off. • Support model defined (maybe Tier 1 in OSPI to coordinate requests, support rollout patches/enhancements, need for a central control point.) • Interfaces defined and completed. • Integration of existing system with new system. • APIs defined and completed. • Migrations defined and completed. • Manual entries completed. • Test complete. • Deployment complete.
Resources	• 1 PM (100%) - Contractor • 1 OCM (75%) - Contractor • 3 Business Analyst (100%) - Internal • 5 Business SMEs (100%) - Internal (To help with deployment within the LEAs.) • 1 Business SME (100%) - Contractor (Provide LEAs resources and strategies of recruitment and absence management process.) • 1 Solution Architect (100%) - Contractor • 1 Software Engineer (75%) - Internal (Publish annual/bi-annual reports to public and legislature.) • 3 Software Engineers (100%) - Contractor (work with Data Arch to migration from one system to another.) • 2 Data Architects (100%) - Contractor (Migration Arch, API Arch.) • 1 Data Management (100%) - Internal (in OSPI IT division.) • 3 Senior Data Analysts (100%) - Internal (Build and maintain system logics to communicate data base administrators and build SQL scripts to populate educator data and database objects for prepopulated data, user-based data analysis tools, and database objects to store incoming data from COTS supplier) • 1 Application Developer (100%) - Internal (in OSPI IT division.)

Phase	Adoption Group 1 (Development/Test, Pilot, Phased Rollout)
	• 2 QA/Test (100%) - Internal • 1 UX/UI Designer (25%) - Internal • 3 Program Specialists (100%) - Internal (Build and provide resources, tech assistance, analyze questions, inquiries, and tech support needs.) • 2 IT staff (100%) - Internal • 3 Trainers (75%) - Internal • 2 Support (50%) - Internal (augment COTS support team.) • Dev Maintenance - Contractor (COTS would support this with their subscription.)
Major Tasks	• **Organizational Change Management**: While the level of resistance expected with adoption group 1 is expected to be low, integrating change management in this phase will be valuable. The OCM activities during this phase would include developing a wholistic OCM plan, integrating it with project management, and executing communication, readiness, and resistance management tasks in preparation for all adoption groups. This will better position OSPI to anticipate and proactively respond to resistance in the future implementation of adoption groups. • **Development & Testing** (Months 1-6): Configure core system components, establish authentication framework, develop initial data migration tools, build initial integration APIs, map data schema, sanitize and validate data, and stage data. • Identify integration points to build APIs. • **Integration**: There will be ongoing integration points post deployment (payroll, OSPI current certification system.) • **Pilot** (Months 7-9): • **Rollout** (Months 10-12): Complete deployment to all Adoption group 1 LEAs.

Assumptions	• Implementation and ongoing costs for the solution are unknown and will be defined in the RFI and Procurement processes.
	• Deploy to Vendor M = 2-3 months for a large LEA (informed guess from the large LEA, changed from Vendor D to Vendor M, which might be easier. (Small LEAs < 1 month)
	• Data migration = unknown
	• Resources covered by the COTS/Vendor with their subscription.
	  ○ 3 - Support
	  ○ 1 - Dev Maintenance

Risks	• Time of school year for deployment: The timing for deployment will be influenced by the school calendar (certain periods during the school year may be more suitable for implementation).

Key Phase 5: Adoption Group 2: Moderate Difficulty



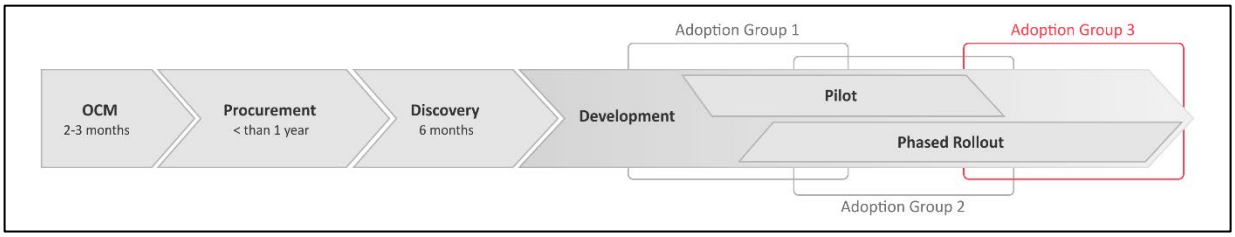
Phase	Adoption Group 2 (Development/Test, Pilot, Phased Rollout)
Duration	1.5 Years (7–24 months)

Adoption Group	**Moderate Difficulty**
	• **Moderate Interest**: Scores 3–5 on the self-reported interest rating.
	• **Complexity**
	  ○ **Medium:** Entirely Vendor D system.
	  ○ **Medium-High:** Vendor M for recruitment or absence. management, and any non-Vendor D (or similar) system for the other.
	  ○ **Any complexity level from Adoption group 1.**

Key Milestones, Decisions	• Requirements defined and signed off. • Support model defined (maybe Tier 1 in OSPI to coordinate requests, support rollout patches/enhancements, need for a central control point.) • Interfaces defined and completed. • Integration of existing system with new system. • APIs defined and completed. • Migrations defined and completed. • Manual entries completed. • Test complete. • Deployment complete.
Resources	• 1 PM (100%) - Contractor • 1 OCM (75%) - Contractor • 3 Business Analyst (100%) - Internal • 5 Business SMEs (100%) - Internal (To help with deployment within the LEAs.) • 1 Business SME (100%) - Contractor (Provide LEAs resources and strategies of recruitment and absence management process.) • 1 Solution Architect (100%) - Contractor • 1 Software Engineer (75%) - Internal (Publish annual/bi-annual reports to public and legislature.) • 3 Software Engineers (100%) - Contractor (work with Data Arch to migration from one system to another.) • 2 Data Architects (100%) - Contractor (Migration Arch, API Arch.) • 1 Data Management (100%) - Internal (in OSPI IT division.) • 3 Senior Data Analysts (100%) - Internal (Build and maintain system logics to communicate data base administrators and build SQL scripts to populate educator data and database objects for

Phase	Adoption Group 2 (Development/Test, Pilot, Phased Rollout)
	prepopulated data, user-based data analysis tools, and database objects to store incoming data from COTS supplier) • 1 Application Developer (100%) - Internal (in OSPI IT division.) • 2 QA/Test (100%) - Internal • 1 UX/UI Designer (25%) - Internal • 3 Program Specialists (100%) - Internal (Build and provide resources, tech assistance, analyze questions, inquiries, and tech support needs.) • 2 IT staff (100%) - Internal • 3 Trainers (75%) - Internal • 2 Support (50%) - Internal (augment COTS support team.) • Dev Maintenance (COTS would support this with their subscription.)
Major Tasks	• **Organizational Change Management**: During the implementation of adoption group 2, the OCM activities will continue to carry out the OCM strategy defined earlier in the effort. It will plan for and resolve impacts to people and processes in OSPI and LEAs, engage and communicate with interested parties, and implement resistance management activities to minimize disruption and support rapid adoption. • **Development & Testing** (Months 7–18): Develop more robust integration APIs, create data mapping tools. • **Integration**: There will be ongoing integration points post deployment (payroll, OSPI current certification system.) • **Pilot** (Months 19–21): Migrate data and deploy to select Adoption group 2 LEAs, refine integration approaches and processes. • Rollout (Months 22–24): Complete deployment to all Adoption group 2 LEAs.
Risks	• Time of school year for deployment: The timing for deployment will be influenced by the school calendar (certain periods during the school year may be more suitable for implementation).

Key Phase 6: Adoption Group 3: Most Challenging



Phase	Adoption Group 3 (Development/Test, Pilot, Phased Rollout)
Duration	1.5 Years (12–30+ months)
Adoption Group	**Most Challenging**

Phase	Adoption Group 3 (Development/Test, Pilot, Phased Rollout)

	• **Low Interest**: Scores 1–5 on the self-reported interest rating.
	• **Complexity**
	  ○ **High:** No system or any other system(s) or combination of systems not yet listed.
	  ○ **Very High:** Custom solution or combination of more than 2 systems. Other specialty LEAs with unique processes.
	  ○ **Any complexity level from Adoption groups 1 or 2.**

Key Milestones, Decisions	• Requirements defined and signed off. • Support model defined (maybe Tier 1 in OSPI to coordinate requests, support rollout patches/enhancements, need for a central control point.). • Interfaces defined and completed. • Integration of existing system with new system. • APIs defined and completed. • Migrations defined and completed. • Manual entries completed. • Test complete. • Deployment complete.
Resources	• 1 PM (100%) - Contractor • 1 OCM (75%) - Contractor • 3 Business Analyst (100%) - Internal • 5 Business SMEs (100%) - Internal (To help with deployment within the LEAs.) • 1 Business SME (100%) - Contractor (Provide LEAs resources and strategies of recruitment and absence management process.) • 1 Solution Architect (100%) - Contractor • 1 Software Engineer (75%) - Internal (Publish annual/bi-annual reports to public and legislature.) • 3 Software Engineers (100%) - Contractor (work with Data Arch to migration from one system to another.) • 2 Data Architects (100%) - Contractor (Migration Arch, API Arch) • 1 Data Management (100%) - Internal (in OSPI IT division) • 3 Senior Data Analysts (100%) - Internal (Build and maintain system logics to communicate data base administrators and build SQL scripts to populate educator data and database objects for prepopulated data, user-based data analysis tools, and database objects to store incoming data from COTS supplier) • 1 Application Developer (100%) - Internal (in OSPI IT division) • 2 QA/Test (100%) - Internal • 1 UX/UI Designer (25%) - Internal • 3 Program Specialists (100%) - Internal (Build and provide resources, tech assistance, analyze questions, inquiries, and tech support needs.) • 2 IT staff (100%) - Internal

Phase	Adoption Group 3 (Development/Test, Pilot, Phased Rollout)
	• 3 Trainers (75%) - Internal • 2 Support (50%) - Internal (augment COTS support team.) • Dev Maintenance (COTS would support this with their subscription.)
Major Tasks	• **Organizational Change Management**: During the implementation of adoption group 3, the OCM activities will continue to carry out the OCM strategy defined earlier in the effort. It will apply lessons learned from the implementation of adoption groups 1 and 2 to overcome resistance, minimize disruption and support readiness and adoption. • **Development & Testing** (Months 12–24): Develop complex integration solutions, create custom data migration tools, implement key missing COTS features. • **Integration**: There will be ongoing integration points post deployment (payroll, OSPI current certification system) • **Pilot** (Month 25–27): Migrate data and deploy to select Adoption group 3 LEAs with intensive support, refine integration approaches, and processes. • **Rollout** (Month 28–30+): Begin deployment to Adoption group 3 LEAs, continue beyond initial project phase
Risks	• Time of school year for deployment: The timing for deployment will be influenced by the school calendar (certain periods during the school year may be more suitable for implementation).

Summary Resource Matrix

The project is supported by a cross-functional team comprising key roles critical to successful delivery. Core resources include a dedicated Project Manager, technical developers, subject matter experts, and an Organizational Change Manager. Executive sponsorship is provided to ensure alignment with strategic goals, while external vendors are engaged for specialized components. The allocation of resources has been structured to cover all project phases, ensuring both technical execution and stakeholder adoption are effectively managed.

Resources	Source	OCM	Procurement	Discovery	Adoption Group #1	Adoption Group #2	Adoption Group #3
PM	Contractor	1–50%	1–75%	1–100%	1–100%	1–100%	1–100%
Product Owner	Internal			1–75%			
OCM	Contractor	1 – 100%		1–50%	1–75%	1–75%	1–75%
Enterprise Architect	Internal			1–25%			

Resources	Source	OCM	Procurement	Discovery	Adoption Group #1	Adoption Group #2	Adoption Group #3
Comms SME	Internal						
Business Analyst	Internal		1–75%		3–100%	3–100%	3–100%
Business Analyst	Contractor			2–100%			
Business SME	Internal				5–100%	5–100%	5–100%
Business SME	Contractor	1–50%			1–100%	1–100%	1–100%
LEA SME	Internal (in-kind)	5–25%					
Legal/ Compliance	Internal		1–10%				
Solution Architect	Contractor		1–50%	1–100%	1–100%	1–100%	1–100%
Software Engineer	Internal				1–75%	1–75%	1–75%
Software Engineers	Contractor				3–100%	3–100%	3–100%
Data Architect	Contractor			1–100%	2–100%	2–100%	2–100%
Data Engineer	Contractor			5–75%			
Data Management	Internal (OSPI IT division)				1–100%	1–100%	1–100%
Senior Data Analysts	Internal (in EDRAD)				3–100%	3–100%	3–100%
Application Developer	Internal (OSPI IT division)				1–100%	1–100%	1–100%
QA/Test	Internal				2–100%	2–100%	2–100%
UX/UI Researcher	Contractor			1–50%			
UX/UI Designer	Internal				1–25%	1–25%	1–25%
UX/UI Designer	Contractor			1–50%			

Resources	Source	OCM	Procurement	Discovery	Adoption Group #1	Adoption Group #2	Adoption Group #3
Program Specialists	Internal (in OSPI EDRAD)			3–25%	3–100%	3–100%	3–100%
IT Staff	Internal	2–25%	2–25%	5–50%	2–100%	2–100%	2–100%
Trainers	Internal				3–75%	3–75%	3–75%
Support	Internal				2–50%	2–50%	2–50%
Stakeholders	Internal	Yes	Yes	Yes	Yes	Yes	Yes
WRAM Workgroup	Recruiter (LEA/ESD/WEA) Jobseekers (EPP, HEIs)	Bi-annual meeting for each group	Bi-annual meeting for each group	Bi-annual meeting for each group	Bi-annual meeting for each group	Bi-annual meeting for each group	Bi-annual meeting for each group
COTS provided resources (tbd)	**Source**	**OCM**	**Procurement**	**Discovery**	**Adoption Group #1**	**Adoption Group #2**	**Adoption Group #3**
Support	Vendor						
Dev Maintenance	Vendor			1–100%	1–100%	1–100%	1–100%
Comms Specialist	Vendor	1–25%					
Software Engineers/or Data Analyst	Vendor			1–100%	3–100%	3–100%	3–100%

COST ANALYSIS

This section provides comparable cost information and expected costs associated with two or more factors to aid in creating accurate budgets and financial forecast. The cost analysis focuses on incremental costs, primary factors impacting the cost of statewide deployment, and hidden cost.

Incremental Costs

Three different incremental costs were investigated:

- COTS solution by vendors
- Estimated Range of Pricing by size of LEAs
- Statewide Implementation Cost Details

Cost information for evaluated COTS solutions has been developed from a variety of publicly available sources. The range of estimated costs for licensing, implementation, customization and ongoing support and maintenance recognizes that there are numerous factors that would impact a statewide deployment of a statewide WRAM system; as well as a significant number of "unknowns," including the level and timing of LEA participation, individual need for LEA infrastructure updates, as well as the extent and complexity of necessary integrations.

Table 10: COTS Solution by Cost Categories

1st Year Licensing	Implementation	Customization/ Consulting	Annual Recurring Licensing	Support and Maintenance	TOTAL
$450,000–$1M+	$300,000–$1M+	Up to $1M+	$450,000–$1M+	Support Services may be included as part of the subscription fee for SaaS. Separately $150,00–$400,000	$3,650,000–$8,600,000+

NOTE:

- TOTAL cost is an estimate for the first 5 Years.
- Implementation cost includes migration, configuration and training.
- Implementation may be more complex depending on solutions that LEAs use.
- The needs of LEA Resources/Onboarding is varied by vendors.
- A "contingency" should be added to each estimated cost based on analysis of multiple factors, including:
    - How many LEAs currently utilize the selected solution.
    - The current infrastructure at each LEA where the selected solution will be implemented (e.g., any hardware/software upgrades needed).

- Availability of local LEA or OSPI resources to assist with implementation and training.

Table 11: Estimated Range of Pricing by Size of LEA

Size of LEA	1st Year Licensing	Implementation	Customization/Consulting	Annual Recurring Licensing	Support and Maintenance	TOTAL
Small LEA <3,000 students	$5,000+	$2,000+	$150/hour average $2,000+	$5,000+	Support Services may be included as part of the subscription fee for SaaS. Separately: Up to 20% of Licensing Fee.	$29,000+
Medium LEA 3,000–10,000 students	$15,000+	$5,000+	$150/hour average $5,000+	$15,000+	Support Services may be included as part of the subscription fee for SaaS. Separately: Up to 20% of Licensing Fee.	$85,000
Large LEA >10,000 students	$50,000+	$15,000+	$150/hour average $5,000+	$50,000+	Support Services may be included as part of the subscription fee for SaaS. Separately: Up to 20% of Licensing Fee.	$270,000+

NOTE:

- TOTAL cost is an estimate for the first 5 Years.
- Implementation cost includes migration, configuration and training.

Table 12: Statewide Implementation Cost Details

Implementation Factors	Assumption	Estimated Cost	Notes
Custom System Integrations (including APIs)	Average of 2–3 legacy systems per LEA requiring connection (e.g., HR, SIS, Payroll).	$5,000–$15,000 per integration Statewide (all LEAs): Up to $3M+	Estimated cost is highly dependent on each LEAs existing infrastructure, as well as the number of LEAs currently using the selected solution (where no integrations or APIs would be required).

Implementation Factors	Assumption	Estimated Cost	Notes
Data Cleansing and Migration	5–10 years of data requiring cleansing/standardization.	$7,000–$12,000 per LEA Statewide (all LEAs): Up to $2M+	Estimated cost depends on a number of factors, including: Number of LEAs currently using the selected solution (where no data cleansing or migration is required). Volume and source of data to be cleansed and migrated. Availability of internal LEA IT and other resources to perform initial data cleanse. This is an area where OSPI may be able to assist LEAs with deployment of OSPI IT resources to advise/assist with data cleansing and migration.
Standardization and Configuration	Includes: mapping workflows, permissions and user roles for each LEA.	$3,000–$5,000 per LEA statewide (all LEAs): Up to $1M+	Estimated cost depends on the number of LEAs currently using the selected solution, as well as the availability of internal LEA resources to map workflows, permissions and user roles. This is an area where OSPI may be able to assist LEAs through the creation of templates for workflows, permissions and user roles as well as the deployment of OSPI Business Analyst resources to advise/assist LEAs in development of individual business requirements.
Training and Change Management	Multiple roles to be trained in each LEA (e.g., HR, IT, Administration, teachers, substitutes, etc.)	$6,000–$10,000 per LEA statewide (all LEAs): Up to $2M+	Estimated cost depends on the number of LEAs currently using the selected solution (limiting the need for training), the complexity of the selected solution (how intuitive the interface is for various user types), as well as the training model selected by OSPI. This is an area where OSPI could potentially reduce overall costs through the use of a "train the trainer" model and/or by establishing a small team of OSPI trainers who would be responsible for training the various user groups.

Implementation Factors	Assumption	Estimated Cost	Notes
Project Governance and Vendor Oversight	Mix of internal/external PMs and implementation managers	Statewide (all LEAs): Up to $2M+	Estimated cost depends on the number of LEAs currently using the selected solution (limiting the need for governance, vendor oversight and change management). This is an area where OSPI could potentially reduce overall costs by providing statewide vendor oversight/project governance with a combination of internal OSPI and LEA staff.

Primary Factors Impacting the Cost of Statewide Deployment

Seven primary factors below would impact on the cost of statewide deployment:

(1) The selected vendor/solution:

- Licensing model/cost structure.
- Vendor capacity/resources for statewide deployment.
- Selected features, enhancements, and/or customization.
- Level (and timing) of LEA participation in the solution:
- Mandatory versus optional participation.

(2) Integration needs (LEA internal and statewide):

- Diversity of existing LEA systems (Student information systems, HR/Payroll, current recruitment and/or absence management systems).
- Variations in LEA infrastructure/hardware.
- Need for custom APIs.

(3) Time to complete the deployment (impact on vendor and LEA resources).

(4) Data volume, quality and readiness:

- Extent of data cleansing and time associated with data migration.
- The level of customization and other professional IT services needed.

(5) The level of involvement needed from LEA/other stakeholders regarding data cleansing, configurations, and internal integrations.

(6) Whether existing LEA hardware/infrastructure is sufficient or new infrastructure must be procured and installed.

(7) Costs associated with change management/training as well as the cost of maintaining governance across and throughout the project.

Hidden Costs

Hidden costs may include hardware upgrades needed to support the new system, unexpected licensing tiers for additional features, or additional fees for integrations with existing payroll, student information systems, or third-party HR tools.

There are a variety of integration-related costs that are difficult to estimate without more detailed LEA-level data, e.g., existing LEA systems may not be fully compatible with the new software, requiring hardware or middleware, custom APIs, and/or manual data transfer. Any of these can increase costs, delay rollout, and require increased involvement from IT, HR and other LEA personnel (impacting daily activities and adding to the LEAs' internal costs).

Costs Benefits

As OSPI has no plans to generate revenue and is not pursuing the statewide WRAM system for the purpose of saving money for the agency or the state, a "rate of return" calculation is not applicable and will not be developed or included in the feasibility report. The wide-ranging benefits of a statewide system, to OSPI, the LEAs, district employees, substitutes, LEA job applicants, and the student population that OSPI and the LEAs serve, are highlighted throughout the report.

There are several non-financial benefits of a comprehensive statewide WRAM system (some of which may be translated into cost avoidance/cost savings at the LEA level), including:

- Time saving for candidates to search and apply for open positions.
- Improved candidate experience and faster onboarding
- Higher fill rates for teacher absences (especially for more specialized roles)
- Reduced administrative time at the LEA level to track and fill open positions and absences.
- Centralized reporting and analytics to inform strategic planning; and
- More effective tools to ensure compliance with labor laws and state reporting.

While small rural schools will realize efficiencies when they move from disparate manual and electronic recordkeeping and reporting tools to a single automated, fully functional system; given the relatively low volume and frequency of vacancies and absences, any "realized" cost avoidance or cost savings will be nominal. However, even small incremental time savings can have a significant impact on each individual school within a LEA, freeing up administrative time for other tasks, creating transparency into workforce management, and providing the data needed for strategic planning going forward.

Estimated "hourly" savings for individual LEAs which currently have minimal automation or limited/disparate systems could easily exceed 500 personnel hours per year, between time savings for automated job postings, faster substitute placements via automation, reduced time to hire, as well as payroll processing efficiencies.

Next Steps (Costs)

Additional data and further analysis are required to refine the estimated cost of a statewide WRAM system. OSPI will need more definitive participation numbers from LEAs, and the current infrastructure of each LEA (which intends to participate) will need to be mapped, and the cost of any necessary infrastructure updates, integration needs and related resources calculated, based on the existing IT infrastructure data. OSPI may also obtain additional cost-related information directly from the vendor community through the release of a Request for Information (RFI) which should include questions related to available cost structures as well as a discussion of the primary factors impacting on the vendor's cost of a statewide deployment.

RISKS MANAGEMENT: RISKS, OPPORTUNITIES, AND THREATS ASSESSMENT

As with any planned deployment of a statewide IT system which impacts multiple stakeholders at various levels of government, as well as numerous individual public-sector users, there are a number of associated risks which need to be assessed and addressed early in the process. With early and comprehensive analysis and planning, there are a number of risk mitigation strategies that can be utilized to help ensure the operational success of the project at a predictable cost.

Table 13: The list of Risks and Mitigation Strategies

Risk Category	Rick Level	High-Level Summary of Risk Mitigation Strategy
LEA-Related Risks	Low to High	Early involvement of LEAs, a robust procurement process (with an emphasis on pre-RFP market research), as well as a comprehensive change management plan, will help ensure LEA buy-in and adoption of a flexible statewide system, as well as the availability of necessary resources and effective scheduling with minimal interruptions to other school-related activities
Funding Risks	Medium to High	Risks related to initial and ongoing funding will be mitigated primarily through pre-planning, comprehensive research and cost projections, along with early stakeholder involvement and legislative engagement, specifically regarding the key benefits/outcomes of the initiative
Procurement Risks	Low to Medium	Robust pre-RFP activities help ensure alignment between LEA/state needs and supplier/industry capabilities while reducing the time for contract award and finalization, along with reducing the risk of contractor/project failure
Contracting Risks	Low to Medium	A comprehensive procurement process, with an emphasis on pre-RFP activities will ensure that statutory or other regulatory items, as well as individual supplier concerns, are addressed prior to or during the procurement process, limiting the scope and time required to finalize the resulting contract
Contractor Performance Risks	Low to Medium	Addressing potential performance failures in the RFP and executed contract will minimize delays based on contractor failure(s) and preserve available options for the state in the unlikely event of contractor failure
Technology Risks	Medium to High	Identifying risks related to integration, data migration, security and other technological aspects of the initiative allow the same to be addressed during the procurement process in order to determine which proposed solutions

Risk Category	Rick Level	High-Level Summary of Risk Mitigation Strategy
		can most effectively meet the technology-related challenges of an integrated statewide system
Cost Risks	Medium to High	Multiple risks to cost have been identified and will be further analyzed and ultimately mitigated through the pre-RFP, procurement and contracting processes

CONCLUSION & NEXT STEPS

Assuming OSPI receives funding for this project from the legislature at some future date, the research team recommends the following steps to restart the work and proceed to initiation of the project:

Stakeholders

- Re-engage LEA stakeholders on the planned statewide WRAM system with details and information about how they can contribute to ensure maximum value and usability for them.
- Develop an ongoing group of LEA and other stakeholder representatives to be advisors in the implementation, champion the change, and support buy-in amongst the full LEA community.
- Engage job seeker stakeholders on the planned statewide WRAM system with details and information about how they can contribute to ensure maximum value and usability for them.
- Define expectations for the project, rollout plan, duration, and outcomes to ensure alignment with legislative intent. This will also be a tool when communicating progress and results to the legislature on the project as needed.

Project and Technical

- Once technical and project leadership resources have been identified for OSPI, re-engage Vendor M to get more specific technical and pricing information based on the adopted rollout strategy.
- Gather additional information from all LEAs on their technical architecture and capabilities in relation to integrating Vendor M into their existing systems and processes. This will allow the agency to establish adoption groups.
- Continue project initiation activities to establish governance, scope, and all other standard project PM practices as required by WA Tech standards for gated projects.
- Evaluate the procurement options available for securing Vendor M software licensing and system modifications using the NASPO Value Point contract vs. other methods.

An early focus on organizational change management with the LEAs to increase buy-in will pay off many times over during planning and implementation. Establishing clear governance that defines where LEA input will influence outcomes and will build clear expectations for all parties. Building a relationship with Vendor M directly during the pricing process and SOW development will set the technical side of the project on the right path.

ACKNOWLEDGMENTS

OSPI would like to express our appreciation for two different proviso efforts completed during the 2024 and 2025 fiscal years.

For the 2024 fiscal year, OSPI especially acknowledges and thanks the five vendors who completed the extensive work required to submit detailed, multi-page RFI responses. These responses addressed the comprehensive requirements for the envisioned Common Substitute Teacher Application Platform (CSTAP), which is intended to expand to a statewide Workforce Recruitment and Absence Management (WRAM) system.

OSPI recognizes the effort required to complete and submit a CSTAP RFI response of this magnitude and congratulates the following vendors on their successful submissions:

- EdJobList
- Luitporia
- Power School
- Red Rover
- Sal Militello

OSPI would also like to thank the following statewide agencies and organizations for distributing the stakeholder survey and providing feedback during the 2024 fiscal year's listening sessions. Their support in sharing the survey within their networks and through established communication channels:

- Dual Language Steering Committee Members
- Statewide Longitudinal Data System State Support Team
- Washington School Personnel Association

OSPI would also like to thank Misty O'Brien, former Business Analyst, who built many diagrams and process maps for CSTAP and other documents to conduct the project and RFI process during the 2024 fiscal year.

For the 2025 fiscal year, OSPI would like to express our appreciation to the 135 LEAs that completed three different surveys and participated in follow-up interviews. Their valuable input, comments, and feedback on preferred features and functionalities helped strengthen the vision for a statewide Workforce Recruitment and Absence Management (WRAM) system aimed at improving LEAs' recruitment hiring process. OSPI also extends appreciation to the feasibility vendors, Vivid Co and In Time Tec, LLC, for conducting a thorough feasibility study. Their work included market and cost analysis, and analyzing three different surveys and follow-up interviews, and close collaboration with OSPI throughout the process.

OSPI would also like to thank the following statewide agencies and organizations for their support and participation in the stakeholder engagements as well as providing valuable feedback on the statewide WRAM system:

- Washington School Personnel Association

- Washington School Personnel Association Region 1
- State-Tribal Education Compact Schools

OSPI would also like to thank Danielle Enger, former Administrative Assistant, for providing a variety of administrative support and conducting thorough proofreading of many documents regarding the feasibility study for the statewide WRAM system.

APPENDICES

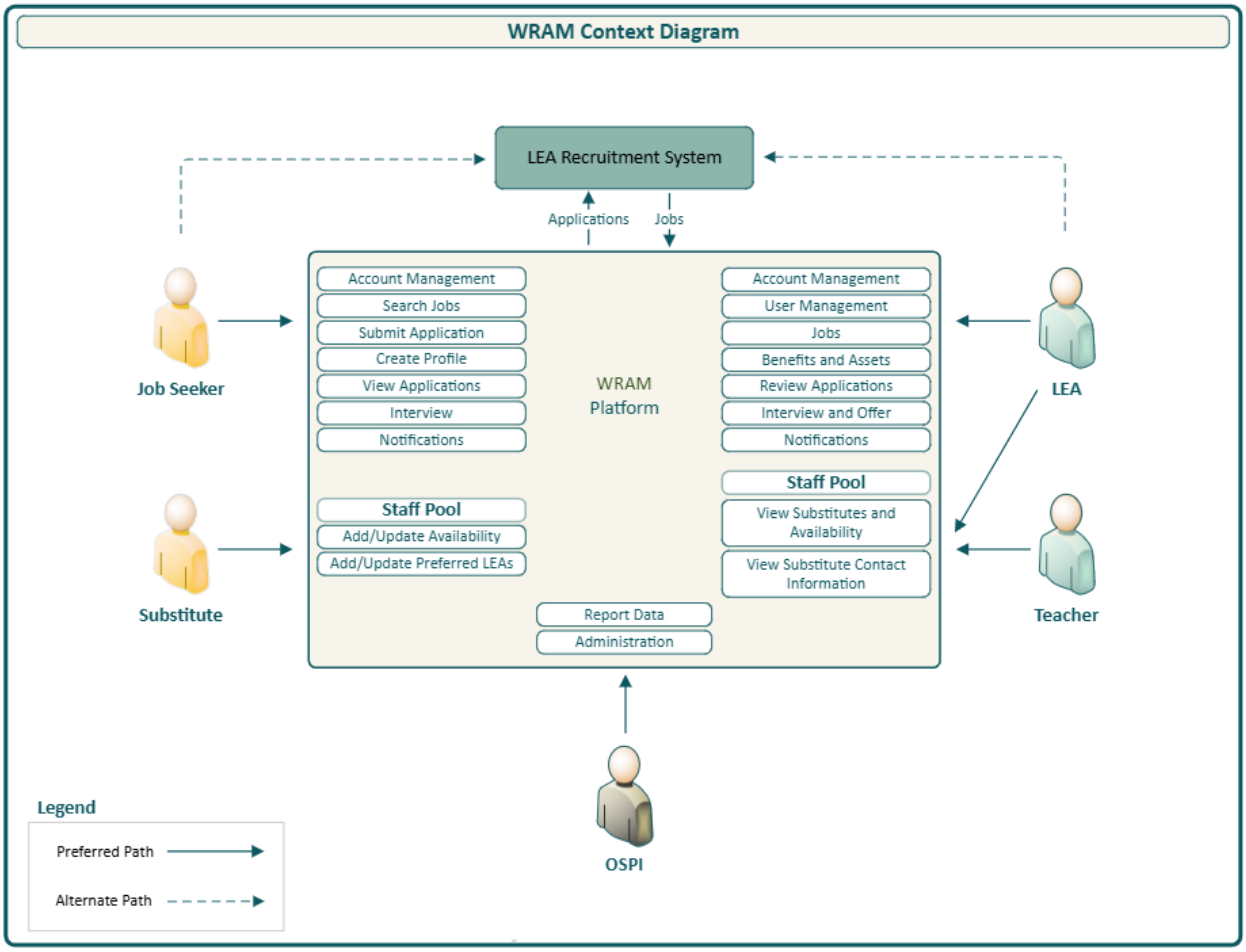
Appendix A: Acronyms and Definitions

This report includes several acronyms and IT-related terminologies. Please refer to the table below for the frequently used acronyms and their definitions.

Term	Definition
AI	Artificial Intelligence
API	Application Programming Interface
COTS	Commercial Off the Shelf
EDS	Education Data System
ESD	Educational Service District
ESSB	Engrossed Substitute Senate Bill
HR	Human Resources
IT	Information Technology
ITT	In Time Tec, LLC
LEA	Local Education Agency
MVP	Minimum Viable Product
OCM	Organizational Change Management
OSPI	Office of Superintendent of Public Instruction
PII	Personal Identifying Information
QA	Quality Assurance
RFI	Request for Information
RFP	Request or Proposal
SaaS	Software as a Service
SME	Subject Matter Expert
SOW	Statement of Work
WACTE	Washington Association of Colleges for Teacher Education
WEA	Washington Education Association
WRAM	Workforce Recruitment and Absent Management
WSPA	Washington School Personnel Association

Appendix B: Context Diagram

The statewide Workforce Recruitment and Absence Management (WRAM) Context Diagram shows an overview of how each user accesses the statewide WRAM platform and how the statewide WRAM platform interfaces with LEAs' recruitment systems.



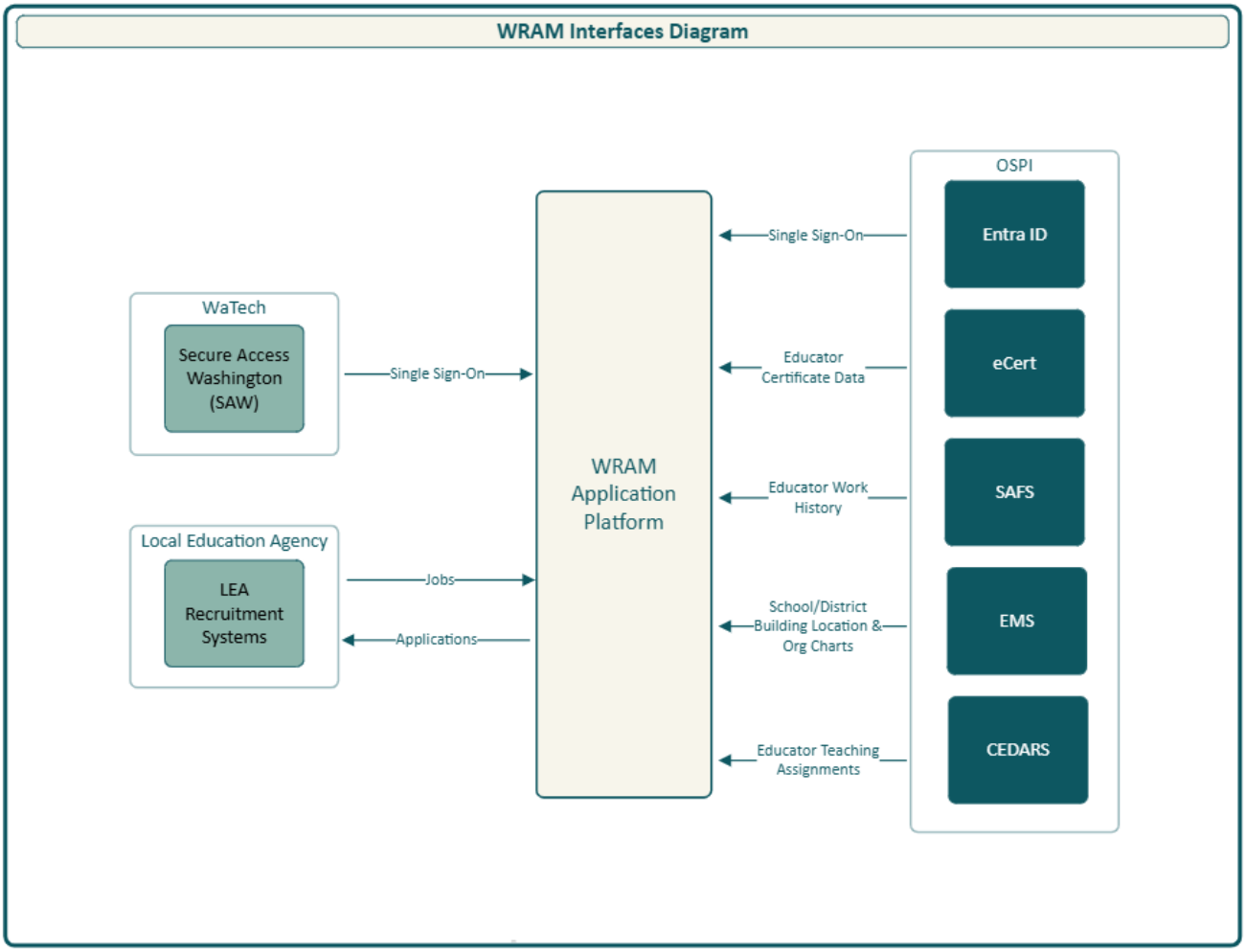
Appendix C: Interface Diagram

The statewide WRAM Interface Diagram shows an overview of how the statewide WRAM interfaces with three different systems:

System 1- Secure Access Washington (SAW) (upper left in the diagram): WRAM may interface with SAW which supports secure access and manages large volumes of user information. OSPI is working on reinforcing the Education Data System (EDS) which hosts several web applications and manages log-in and security information by incorporating SAW. This integration will help ensure that all Personally Identifiable Information (PII) within the statewide WRAM is managed more securely.

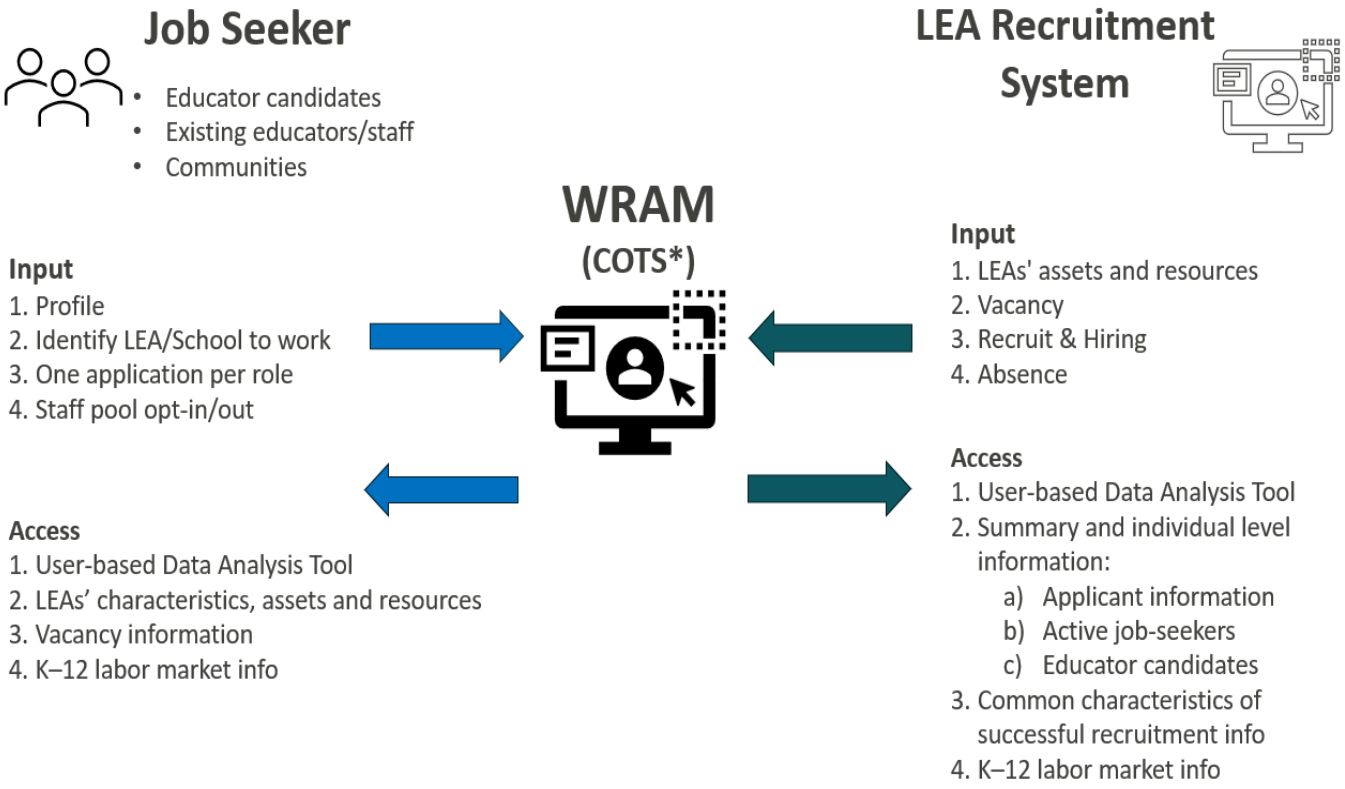
System 2- LEAs' Recruitment Systems (lower left in the diagram): WRAM interfaces with LEAs' recruitment and absence management systems to exchange data related to job openings and applicant information between LEA and WRAM.

System 3- OSPI database system (center left in the diagram): WRAM interfaces with five (5) different databases that are collected and managed by OSPI. These interfaces improve efficiency in building applications and posting positions, while also maintaining consistency and compatibility among LEA recruitment and absence management systems, applicant information, and OSPI data systems.



Appendix D: Each User's Inputs and Outputs in WRAM Platform

The primary users of the statewide Workforce Recruitment and Absence Management (WRAM) platform are job seekers and Local Education Agencies (LEAs). Each user group provides input to the statewide WRAM Platform and receives access to information and the user-based data analysis tool. The diagram below shows the inputs provided by each user group and the corresponding outputs generated by the statewide WRAM platform.



One of the main user groups of the statewide WRAM platform is job seekers (shown on the left-hand side of the diagram), including educator candidates, current educators, classified staff, and communities. Educator candidates are not limited to senior students in a college of education; they are also freshman, sophomore, and junior students. Engaging these candidates early in the statewide WRAM system allows for forecasting future educator supply by endorsement area over the next 3–4 years.

Job seekers use the statewide WRAM platform to create a profile, explore LEAs' assets and characteristics, and identify LEAs they wish to target in their job search. When their selected LEAs post job openings, job seekers can use a single application to apply to multiple positions across those LEAs. They also have the option of joining staff pools, such as substitute teacher or other substitute staff pools.

When job seekers build their profiles in the statewide WRAM platform, they gain access to the user-based data analysis tool. This tool allows them to explore detailed information about LEAs including their assets, resources, characteristics, and current vacancies-as well as broader labor market data related to the K–12 education workforce.

The other primary users of the statewide WRAM platform are Local Education Agencies (LEAs), shown on the right-hand side of the diagram. LEAs will continue to perform the same activities and data entry tasks as they do for their existing recruitment and absence management processes. For example, LEAs will input information about their assets and resources, post vacant positions, and manage recruitment, hiring, and absence tracking.

If LEA prefers to continue using their own system, the statewide WRAM can interface with their system to retrieve relevant data, allowing the LEA to access the statewide WRAM functionalities through its existing platform.

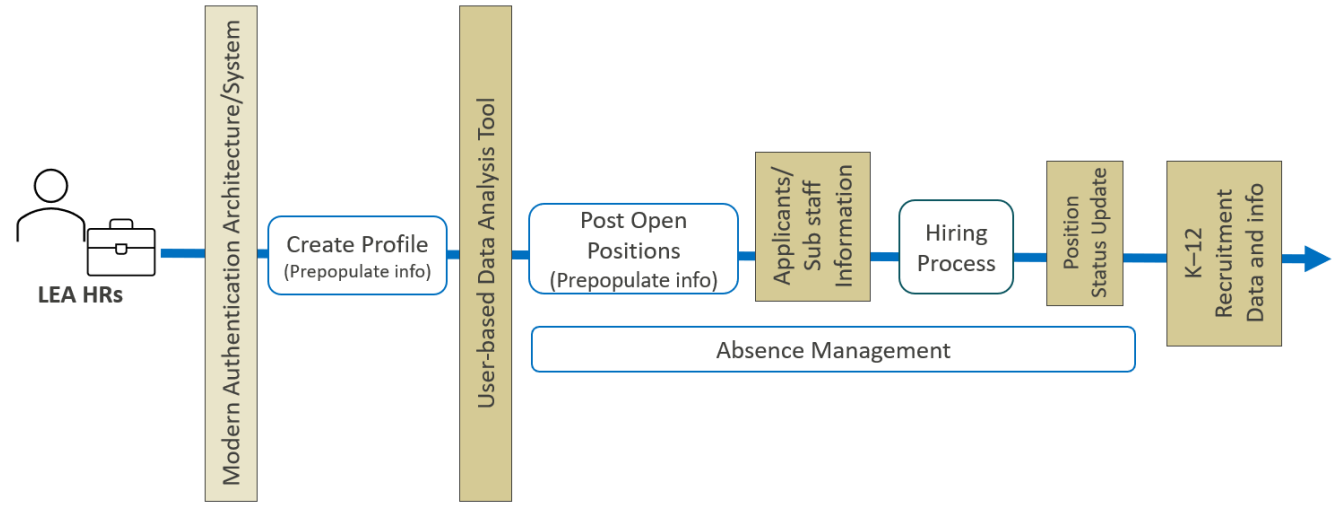
By participating in the statewide WRAM system which is free for LEAs to use the platform and other assistance, LEAs gain access to a user-based data analysis tool and a wide variety of information including both summary and individual level data about applicants including educator candidates, existing educators, and classified staff. The user-based data analysis tool helps LEAs identify common characteristics of effective recruitment strategies information such salary levels, key assets and resources that attract applicants, retention rates, and more. LEAs also receive data-driven insights and information on best practices for effective recruitment and absence management.

Appendix E: User Journeys

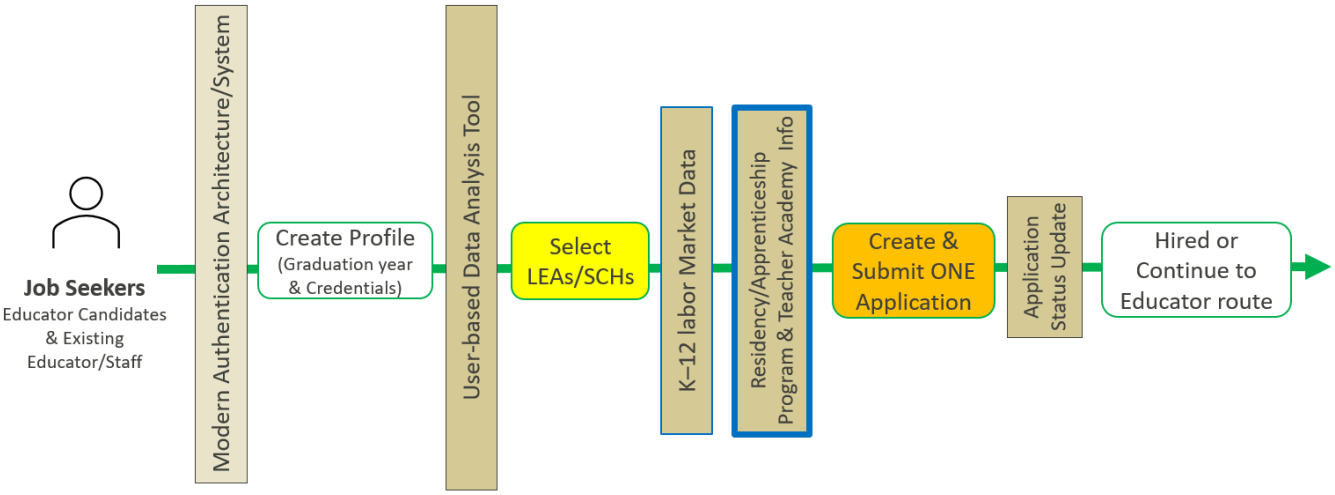
The statewide WRAM User Journeys provide an overview of each user's journey on the statewide WRAM platform starting from login through the completion of the recruitment process. The User Journeys illustrate the actions taken by each user and the information they input and receive throughout the recruitment and absence management process on the statewide WRAM platform. While the journeys appear linear in the diagram, in practice, users' and activities can occur simultaneously. This is a simplified representation of the actual user journeys.

In the diagram, the light-brown and brown vertical rectangles represent system components, tools, and automated notifications or information that are provided by the statewide WRAM to each user. Horizontal rounded rectangles outlined in blue or green represent user-initiated actions.

LEA HR's Journey



Job Seeker's Journey



Some information entered by one user into the statewide WRAM platform is accessible to other users. For example, when LEA HR staff input their profiles including details about the resources and supports that they offer employees, that information becomes available to job seekers through the User-based Data Analysis Tool. Conversely, when job seekers explore LEA and school characteristics and designate specific LEAs as their "focused LEAs" for job searches, that information becomes available to LEA HR staff through their version of the User-Based Data Analysis Tool. This visibility allows LEA HR teams to initiate early engagement strategies to attract and recruit educator candidates and even begin building connections for future recruitment.

Another example is when job seekers input their profile information such as certificate type, endorsement areas, estimated graduation date, or work experience. That information becomes available to LEA HR staff through the User-Based Data Analysis Tool. Both summary-level and individual-level information on job seeker profiles can be viewed by LEA HR staff. These summaries can also contribute to broader K–12 labor market insights.

Appendix F: The User-Based Data Analysis Tools Mockups

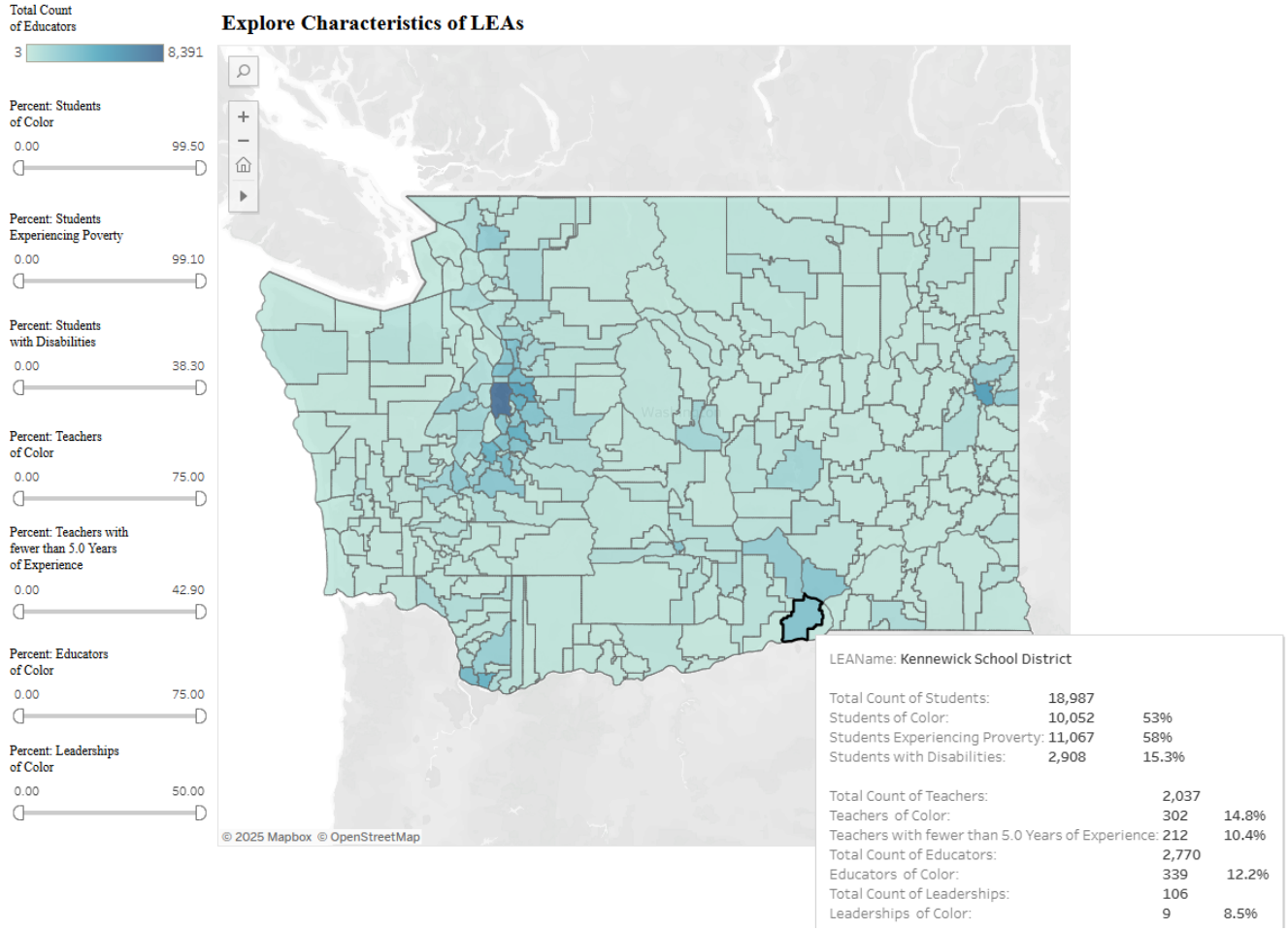
User-based data analysis tools are one of many features available in the WRAM system. As shown in Appendix D and E, these tools allow users to explore LEAs characteristics, the K–12 labor market, and trends in effective recruitment and application practices.

For example, job seekers can use the tool to explore the characteristics of LEAs and schools, including count and percentage of student of color or multilingual students; LEAs' assets and resources; and staff demographics, such as the number of experienced teachers and educators of color. Both LEAs and job seekers can explore current and historical vacancy trends, including the number of applications received per posted position, which helps assess the competitiveness of openings at various LEAs. Also, users can explore vacancies by endorsement type across different time frames (e.g., year, month, week, or day), forecast the number of upcoming educator candidates, and explore characteristics of effective recruitment. The tool also supports analysis of educator/staff shortages and identification of "hard to fill" positions.

The two mockups below provide examples of data visualizations available in the User-Based Data Analysis Tools:

Mockup 1: Explore Characteristics of LEAs

Mockup 1 shows the number and percents of student groups and educators by LEAs (Source: OSPI Report Card, May 2025). This is one of many LEAs characteristics that all users can explore. The mock will have ESD and school level information and more students enrollment information and educator information with filters such geographic locations, LEAs and school size, LEAs support and resources, and more depending on stakeholders' inputs.



Mockup 2: Number of Opening Position by LEAs

Mockup 2 shows the number of open teaching positions by LEAs in Washington state. The number of opening positions can be filtered by endorsement. Users can also filter LEAs by the number of applications per opening position at each LEA. The mock will have more filters by positions, part-time/full-time position, salary ranges, and more depending on stakeholders' inputs.

Vacants
0 184

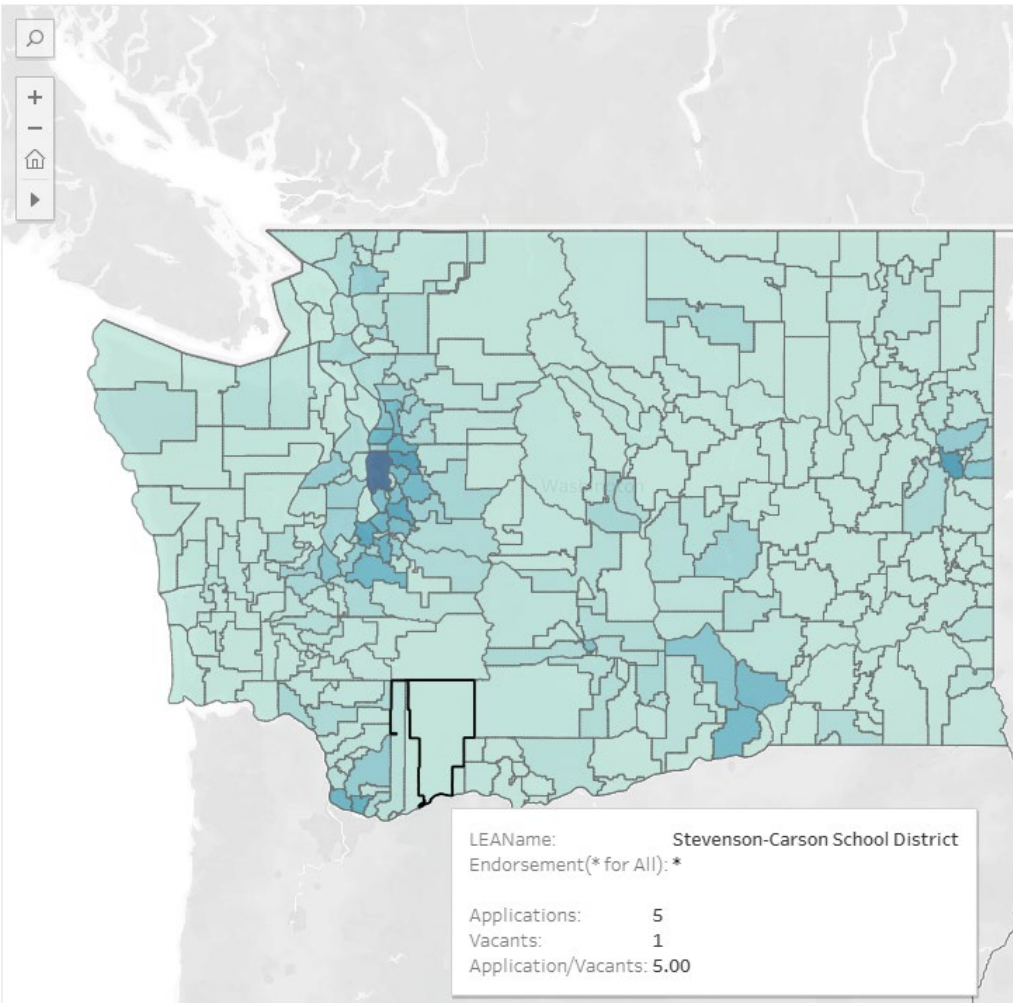
Filter by Endorsement
(All)

Filter by Vacants
0 184

Filter by Application/Vacants
0.00 77.60

Adjust the Application/Vacants slider to filter by Application/Vacants ratio, where lower values indicate less competition and higher values indicate more competition.

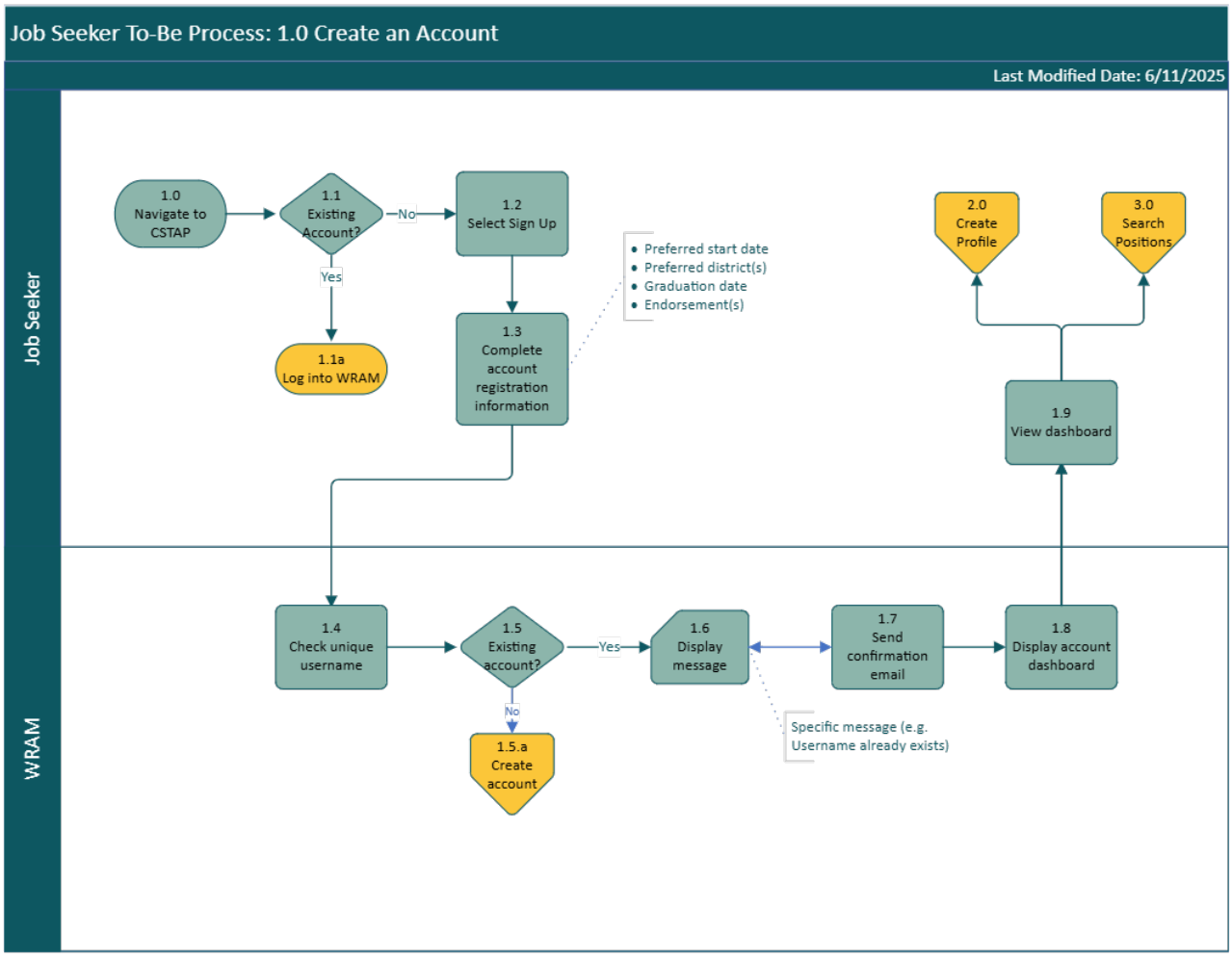
Teaching Position Vacancy Map by LEAs

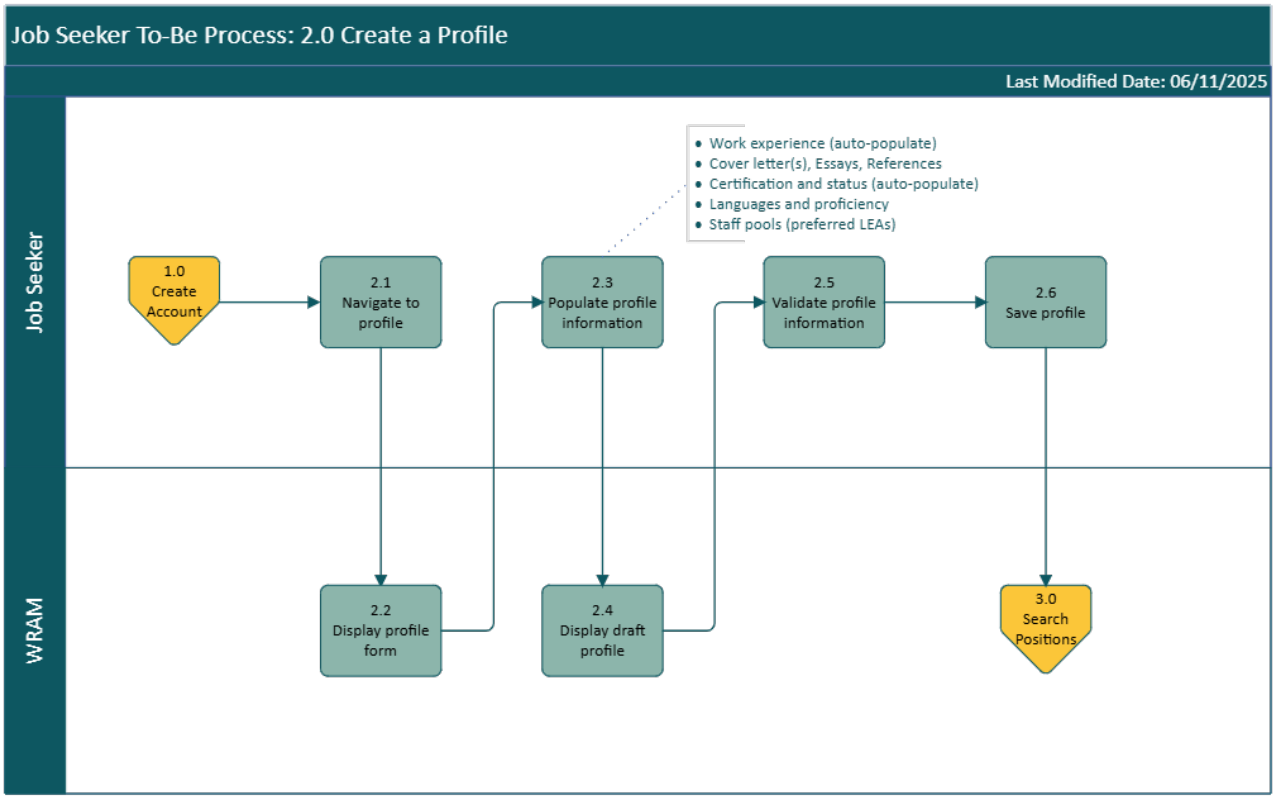


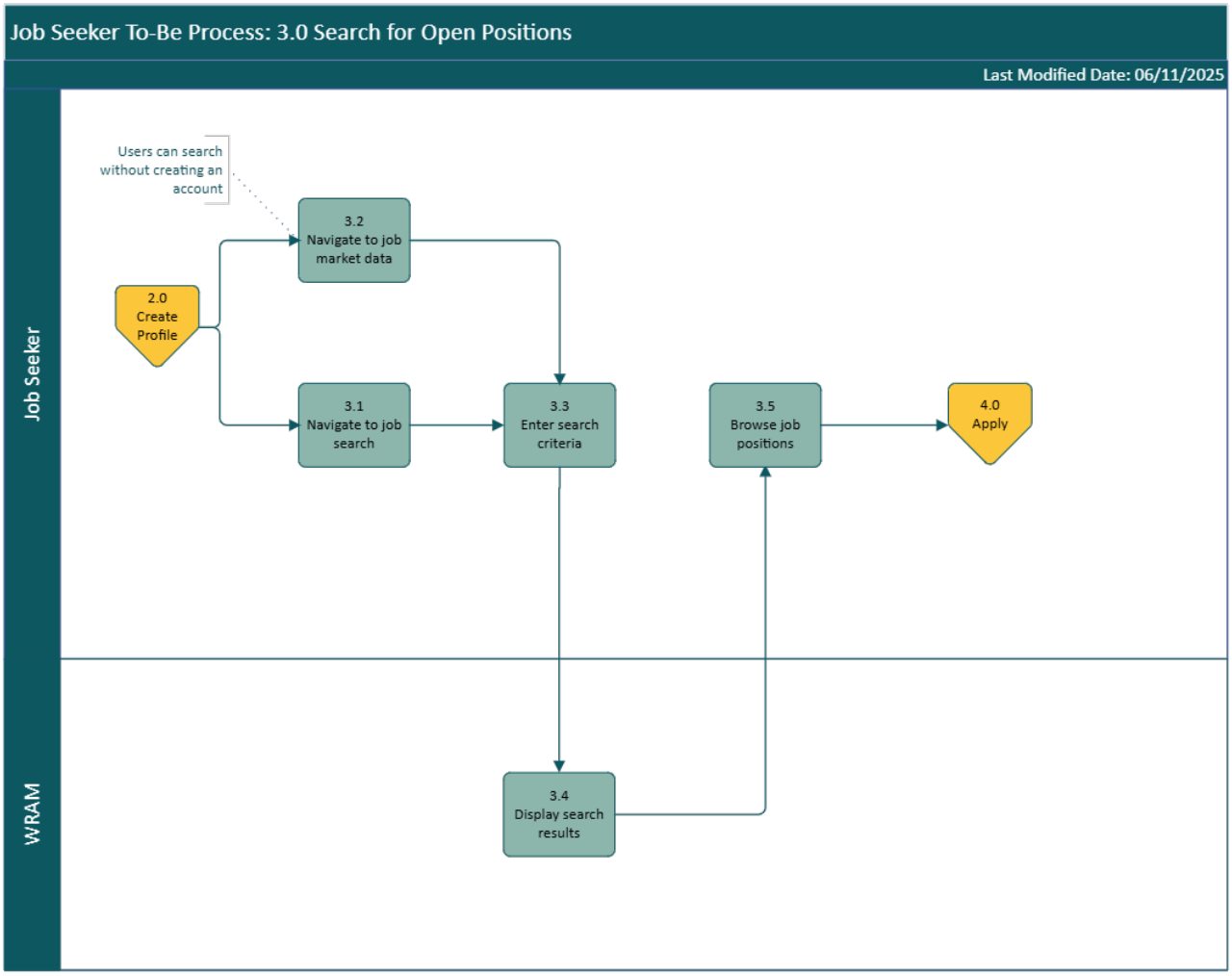
Appendix G: Process Maps

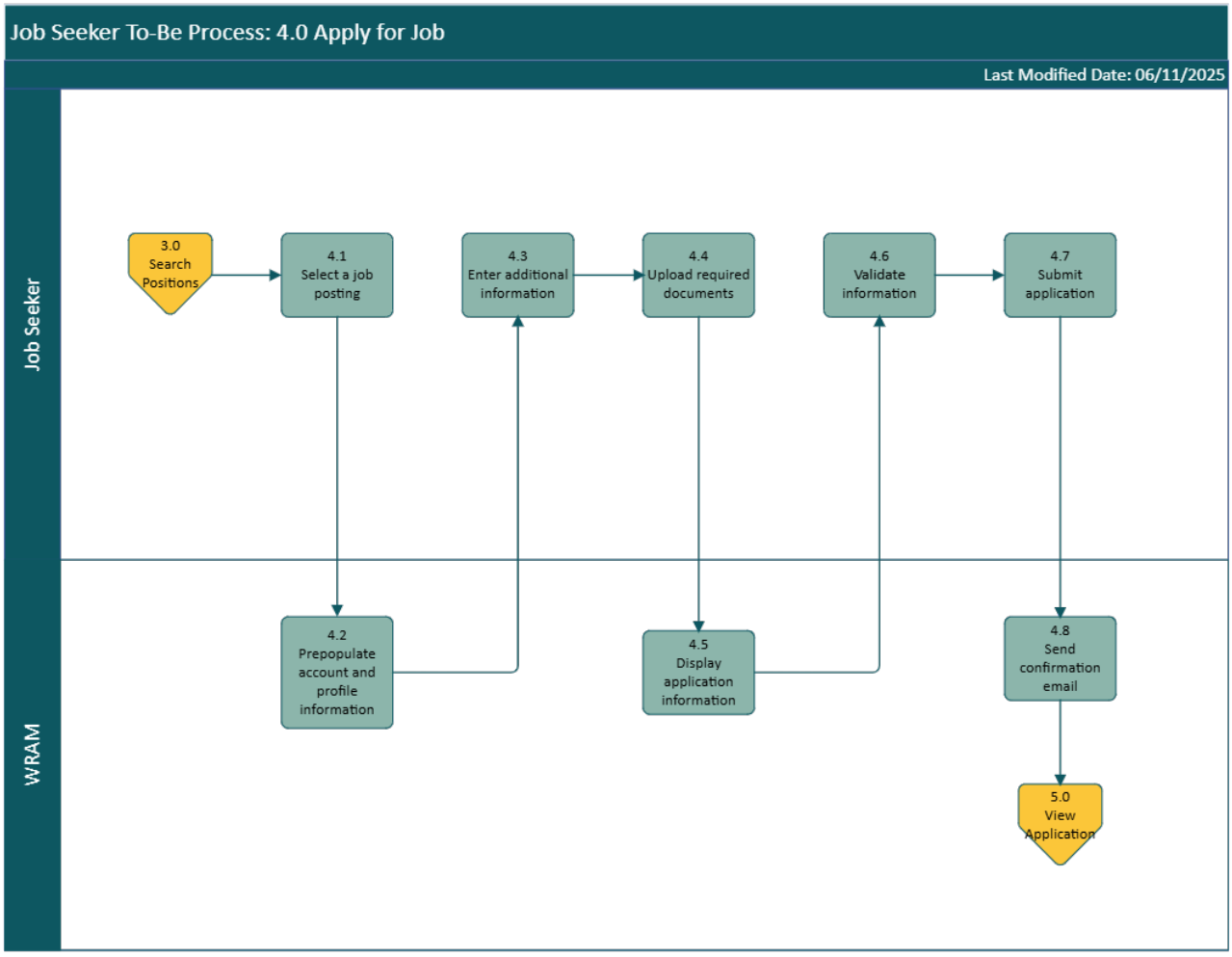
The WRAM Process Maps show ten (10) sequential processes involving interactions among Job seekers, LEAs, Substitute staff, Teachers, and WRAM system. These ten (10) processes are listed below:

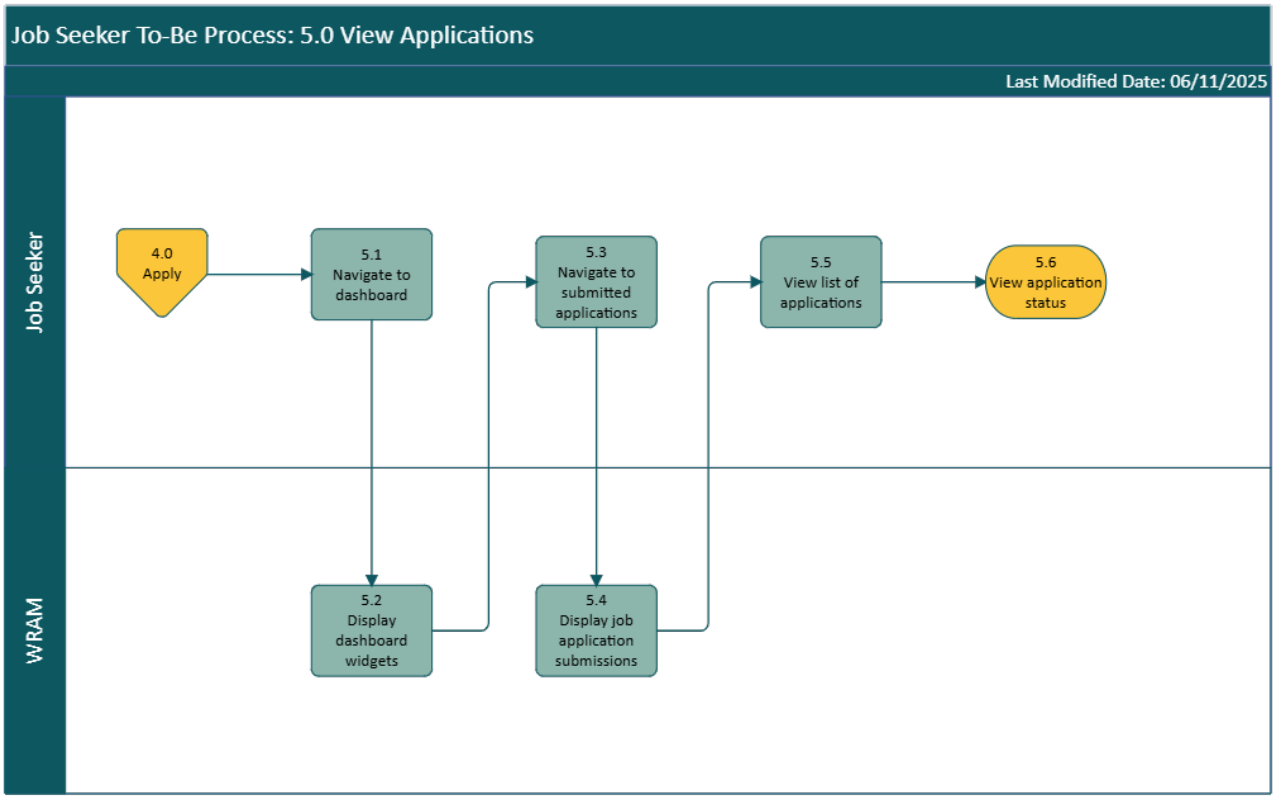
Process 1.0: Job seeker- Create an Account
Process 2.0: Job seeker- Create a Profile
Process 3.0: Job seeker- Search for Open Positions
Process 4.0: Job seeker- Apply for Jobs
Process 5.0: Job seeker- View Applications
Process 6.0: LEA- Create LEA Account
Process 7.0: LEA- User Management
Process 8.0: LEA- Manage Job Postings
Process 9.0: LEA- Process Applications
Process 10.0: LEA- Staff Pools

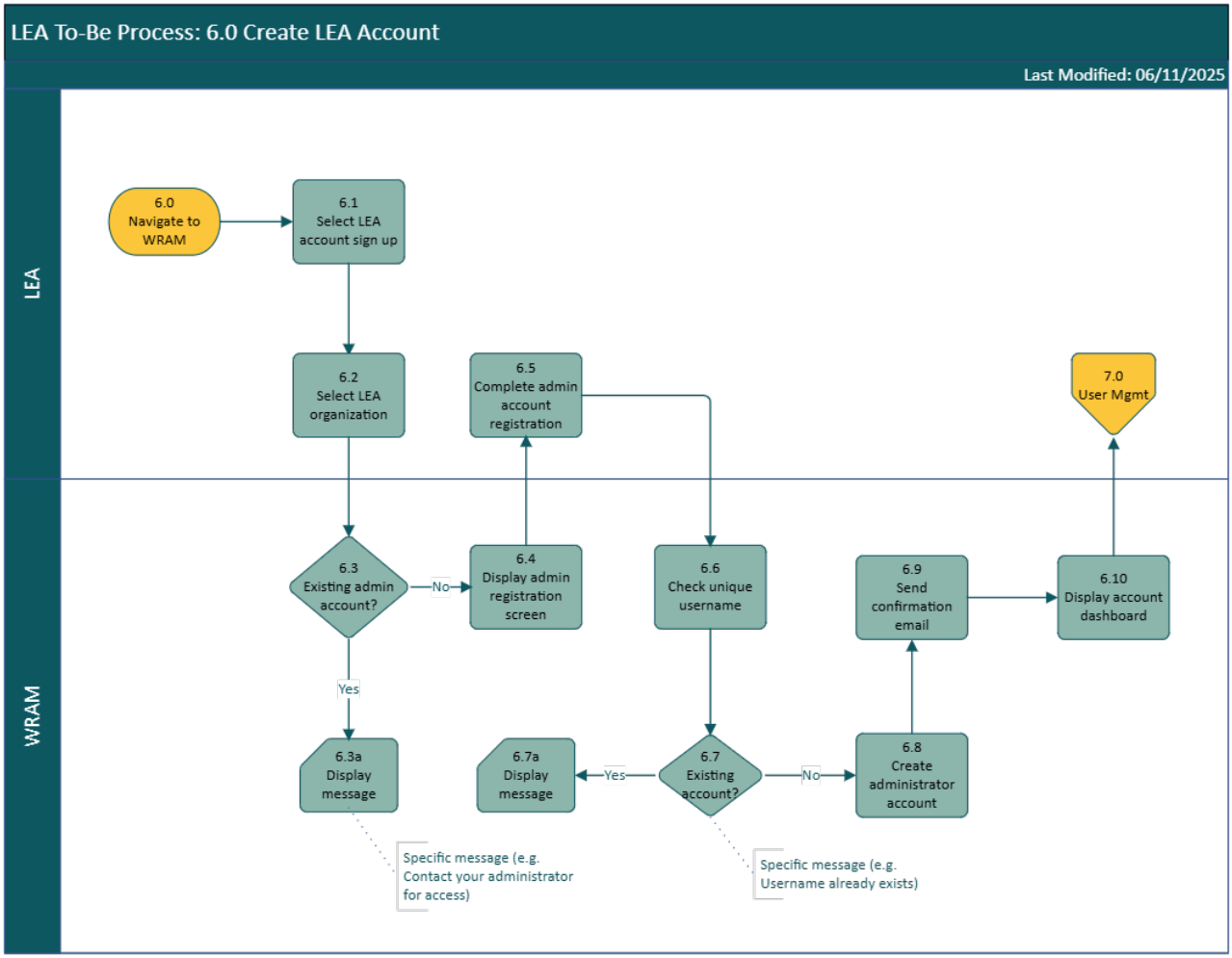


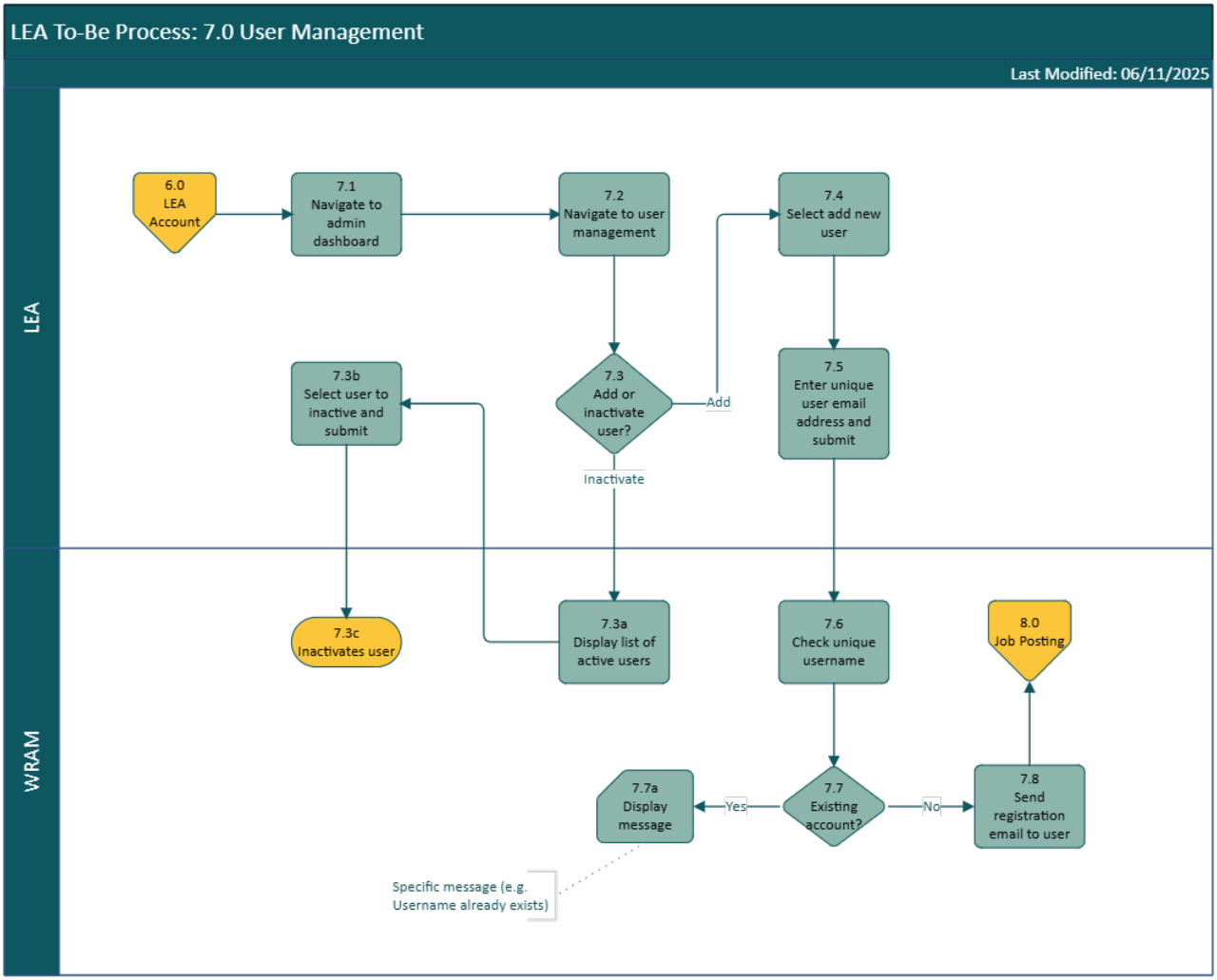

Job Seeker To-Be Process: 2.0 Create a Profile
Last Modified Date: 06/11/2025
Job Seeker
WRAM
Work experience (auto-populate)
Cover letter(s), Essays, References
Certification and status (auto-populate)
Languages and proficiency
Staff pools (preferred LEAs)
1.0 Create Account
2.1 Navigate to profile
2.3 Populate profile information
2.5 Validate profile information
2.6 Save profile
2.2 Display profile form
2.4 Display draft profile
3.0 Search Positions

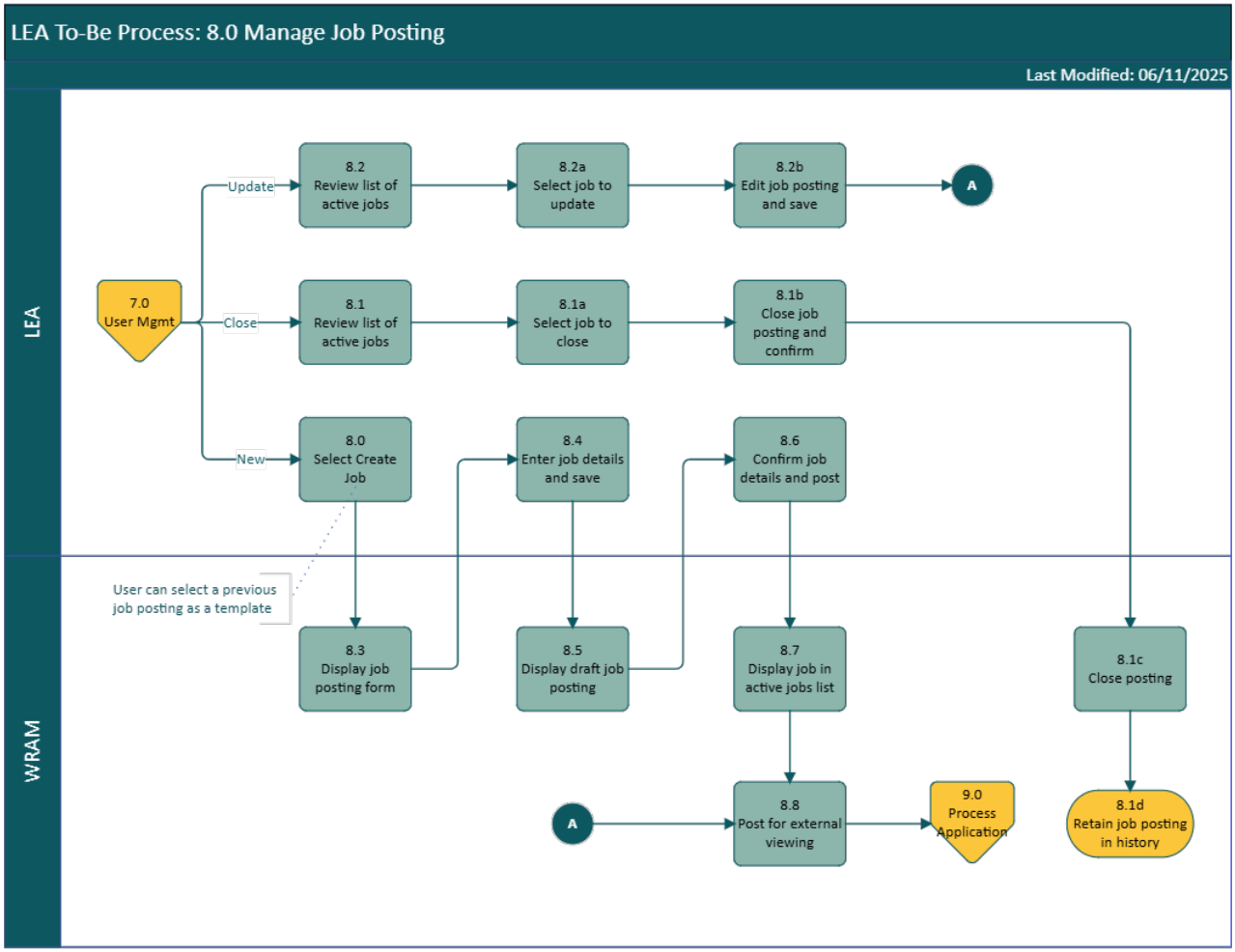

Job Seeker To-Be Process: 3.0 Search for Open Positions
Last Modified Date: 06/11/2025
Job Seeker
WRAM
Users can search without creating an account
2.0 Create Profile
3.2 Navigate to job market data
3.1 Navigate to job search
3.3 Enter search criteria
3.4 Display search results
3.5 Browse job positions
4.0 Apply

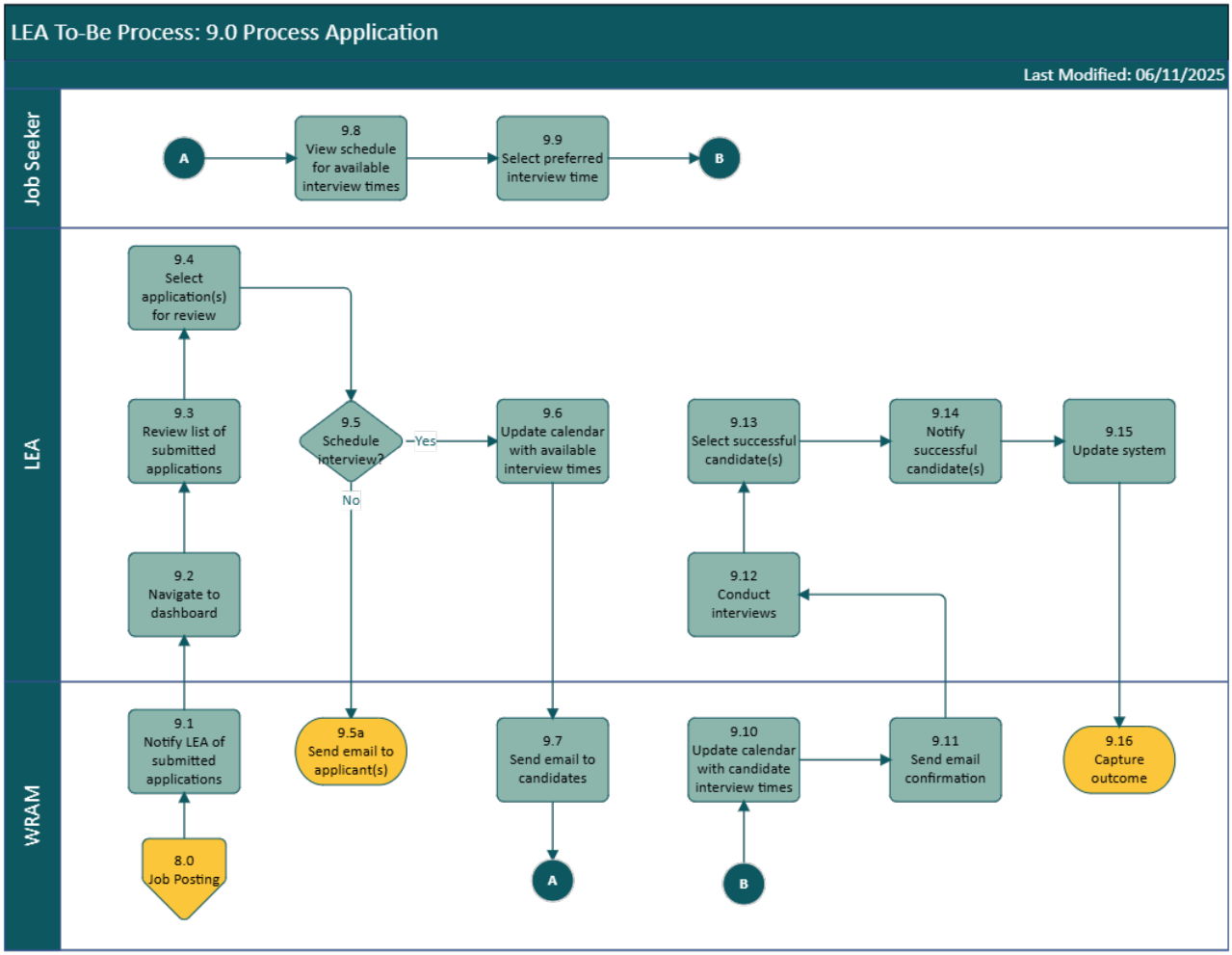

Job Seeker To-Be Process: 4.0 Apply for Job
Last Modified Date: 06/11/2025
Job Seeker
WRAM
3.0 Search Positions
4.1 Select a job posting
4.2 Prepopulate account and profile information
4.3 Enter additional information
4.4 Upload required documents
4.5 Display application information
4.6 Validate information
4.7 Submit application
4.8 Send confirmation email
5.0 View Application

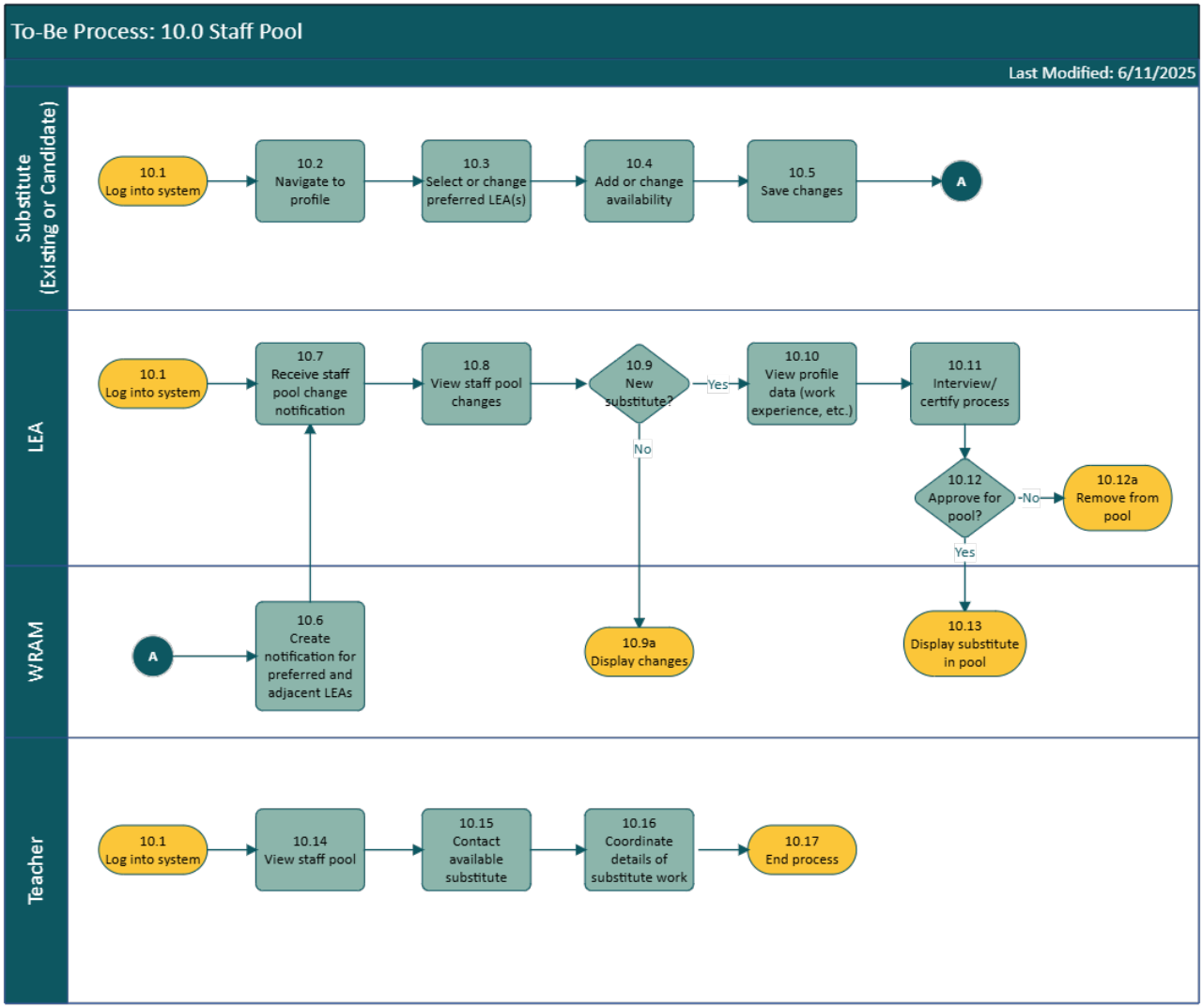

Job Seeker To-Be Process: 5.0 View Applications
Last Modified Date: 06/11/2025
Job Seeker
WRAM
4.0 Apply
5.1 Navigate to dashboard
5.3 Navigate to submitted applications
5.5 View list of applications
5.6 View application status
5.2 Display dashboard widgets
5.4 Display job application submissions


LEA To-Be Process: 6.0 Create LEA Account
Last Modified: 06/11/2025
LEA
WRAM
6.0 Navigate to WRAM
6.1 Select LEA account sign up
6.2 Select LEA organization
6.3 Existing admin account?
No
6.4 Display admin registration screen
6.5 Complete admin account registration
6.6 Check unique username
6.7 Existing account?
Yes
6.7a Display message
No
6.8 Create administrator account
6.9 Send confirmation email
6.10 Display account dashboard
7.0 User Mgmt
Yes
6.3a Display message
Specific message (e.g. Contact your administrator for access)
Specific message (e.g. Username already exists)


LEA To-Be Process: 7.0 User Management
Last Modified: 06/11/2025
LEA
WRAM
6.0 LEA Account
7.1 Navigate to admin dashboard
7.2 Navigate to user management
7.4 Select add new user
7.3 Add or inactivate user?
Add
Inactivate
7.3b Select user to inactive and submit
7.5 Enter unique user email address and submit
7.3c Inactivates user
7.3a Display list of active users
7.6 Check unique username
8.0 Job Posting
7.7 Existing account?
Yes
No
7.7a Display message
7.8 Send registration email to user
Specific message (e.g. Username already exists)


LEA To-Be Process: 8.0 Manage Job Posting
Last Modified: 06/11/2025
LEA
WRAM
7.0
User Mgmt
Update
Close
New
8.2
Review list of active jobs
8.2a
Select job to update
8.2b
Edit job posting and save
A
8.1
Review list of active jobs
8.1a
Select job to close
8.1b
Close job posting and confirm
8.0
Select Create Job
8.4
Enter job details and save
8.6
Confirm job details and post
User can select a previous job posting as a template
8.3
Display job posting form
8.5
Display draft job posting
8.7
Display job in active jobs list
8.1c
Close posting
A
8.8
Post for external viewing
9.0
Process Application
8.1d
Retain job posting in history


LEA To-Be Process: 9.0 Process Application
Last Modified: 06/11/2025
Job Seeker
LEA
WRAM
A
9.8 View schedule for available interview times
9.9 Select preferred interview time
B
9.4 Select application(s) for review
9.3 Review list of submitted applications
9.5 Schedule interview?
Yes
No
9.6 Update calendar with available interview times
9.13 Select successful candidate(s)
9.14 Notify successful candidate(s)
9.15 Update system
9.2 Navigate to dashboard
9.12 Conduct interviews
9.1 Notify LEA of submitted applications
9.5a Send email to applicant(s)
9.7 Send email to candidates
9.10 Update calendar with candidate interview times
9.11 Send email confirmation
9.16 Capture outcome
8.0 Job Posting
A
B


To-Be Process: 10.0 Staff Pool
Last Modified: 6/11/2025
Substitute (Existing or Candidate)
10.1 Log into system
10.2 Navigate to profile
10.3 Select or change preferred LEA(s)
10.4 Add or change availability
10.5 Save changes
A
LEA
10.1 Log into system
10.7 Receive staff pool change notification
10.8 View staff pool changes
10.9 New substitute?
Yes
No
10.10 View profile data (work experience, etc.)
10.11 Interview/ certify process
10.12 Approve for pool?
No
10.12a Remove from pool
Yes
WRAM
A
10.6 Create notification for preferred and adjacent LEAs
10.9a Display changes
10.13 Display substitute in pool
Teacher
10.1 Log into system
10.14 View staff pool
10.15 Contact available substitute
10.16 Coordinate details of substitute work
10.17 End process

Appendix H: Business Requirements

No.	Title	Role	User Story	Acceptance Criteria
US. 01	Substitutes can add or remove themselves from LEA(s) staff pools.	Substitute	As a substitute, I want to add or remove myself from one or more LEA staff pools, so that they can contact me for substitute work.	1. The substitutes can add themselves to one or more LEAs staff pools. 2. The substitute can prioritize the LEAs they prefer to work with. 3. The platform will display the substitute in the staff pool for the LEA they select. 4. The substitutes can remove themselves from one or more LEA staff pools.
US. 02	Substitutes can update their availability in LEA staff pools.	Substitute	As a substitute, I want the ability to update my availability for substitute work, so that LEAs know when I am available.	1. The substitute can select the days, times, date ranges they are available for a district resource pool. 2. The substitute can block out days/times they are unavailable for substitute work. 3. The platform will display the substitute's availability in the staff pools for their selected LEA(s). 4. The substitute can modify the times they are available, and the platform will display the changes.
US. 03	Job seekers can create and update an online account, and set-up and manage notifications.	Job Seeker	As a job seeker, I want the ability to create and manage a statewide Workforce Recruitment and Absence Management (WRAM) account as extended effort of a Common Substitute Teacher Application Platform (CSTAP), and receive personalized notifications, so that I can keep my information current and apply for jobs.	1. The job seeker can create a new account. 2. The job seeker can update their account information, including name, address, phone number(s), email address, and username. 3. The job seeker can opt-in for notifications based on user-selected criteria. 4. The job seeker can change notification criteria. 5. The job seeker can opt-out of system notifications. 6. The job seeker can add one or more preferred district(s) to their account.

No.	Title	Role	User Story	Acceptance Criteria
US. 04	Job seekers with an account will have access to the job seeker dashboard.	Job Seeker	As a job seeker, I want the ability to view options available to me on a dashboard, so that I can clearly view the functions available to me in the system.	1. The job seeker can view a dashboard of system functionality when logged into their account. 2. The job seeker can opt into staff pool(s) for selected LEAs. (e.g. substitute teacher pool) and enter available period, day(s), and time.
US. 05	Job seekers without an account will have access to limited functionality.	Job Seeker	As a job seeker, I want the ability to view certain functionality without an account, to determine if there are jobs that match my career goals.	1. The platform displays a sub-set of functionalities to job seekers without an account or not logged into their account. 2. The job seeker without an account can search and view jobs. 3. The platform will prompt the job seeker to create an account or sign-in if they select to apply for a job.
US. 06	Job seekers can create an online profile to maintain application information. Data from OSPI will populate into their profile.	Job Seeker	As a job seeker, I want the ability to create and manage a profile that includes my information and documentation such as work experience, cover letter(s), references, essay(s), certifications, certification statuses, so that the information is available when I apply for jobs.	1. The job seeker can add work experience to their profile. 2. The job seeker can upload documents to their profile. 3. The job seeker can create documents in the platform, including cover letters and resumes. 4. The job seeker can add their level of language proficiency for each selected language (multilingual educators). 5. The platform allows job seekers that are external to WA State (data not within E-Cert) to manually add certification information to their profile. 6. The platform shall auto-populate certification information from E-Cert (OSPI database). 7. The platform shall auto-populate historical work experience from SAFS (OSPI database).

No.	Title	Role	User Story	Acceptance Criteria
US. 07	The platform will provide a job search function.	Job Seeker	As a job seeker (with or without an account), I want the ability to search for jobs based on search criteria, so that I can view jobs that are interesting to me and align with my career goals.	1. The platform provides the following search criteria options: location(s), districts, distance from job seeker's address, date posted, position, full-time/part-time, keywords, etc. 2. The platform displays search results based on the user-selected criteria. 3. The job seeker can sort job search results. 4. The job seeker can further filter job search results. 5. The job seeker without an account can search for jobs. 6. The job seeker with an account can search for jobs.
US. 08	Job seekers can view information about open positions.	Job Seeker	As a job seeker, I want the ability to view detailed information about selected jobs, so that I can determine if I'm going to submit an application.	1. The job seeker can view detailed information about the selected job. 2. The job seeker can view district information associated with the selected job. 3. The job seeker can view job requirements associated with the selected job. 4. The platform allows a job seeker without an account to view detailed information about a selected job.
US. 09	Job seekers can save jobs in their favorites.	Job Seeker	As a job seeker with an account, I want the ability to save one or multiple jobs in my favorites, so that I can apply later.	1. The job seeker can select job(s) and save them to their favorites. 2. The job seeker can remove jobs out of their favorites. 3. The job seeker can apply for a job from their favorites. 4. The job seeker can add themselves to staff pool from their favorites.

No.	Title	Role	User Story	Acceptance Criteria
US. 10	Job seekers can receive notifications for recommended jobs.	Job Seeker	As a job seeker, I want the ability to receive notifications for recommended jobs based on preferences (preferred districts, adjacent districts, and recruitment updates) and previous application submissions, so that I know the job market and job type available based on my preferences.	1. Job seekers receive notifications based on user-selected preferences. 2. The platform provides job recommendations based on previously submitted applications. 3. The platform provides job recommendations based on previously saved jobs. 4. Job seekers receive job notifications based on preferred districts and adjacent districts. 5. Job seekers can change the frequency of notifications and level of notifications such as recruitment updates for state level, ESD level, LEA level or school level.
US. 11	Job seekers can apply for job.	Job Seeker	As a job seeker, I want the ability to apply for a job, so that I might be considered for an interview with a LEA.	1. Job seekers can complete an application for a selected job. 2. Job seekers can make a copy, edit, and post a previous job application as new. 3. Job seekers can upload and/or attach additional documentation to the application. 4. The platform will provide a review screen for editing prior to submission. 5. Job seekers can submit the application packet. 6. Job seekers can view the submitted application in their job submissions section. 7. Job seekers can have an option to hide their job application from the currently working district(s).
US. 12	Job seekers can view and apply for jobs from their mobile device.	Job Seeker	As a job seeker, I want the ability to view and apply for jobs from my mobile device, so that I can leverage system functionality away from a desktop computer.	1. Job seekers can search for jobs on their mobile device. 2. Job seekers can submit a job application on their mobile device.

No.	Title	Role	User Story	Acceptance Criteria
US. 13	Job seekers can save an application in progress.	Job Seeker	As a job seeker, I want the ability to save an application in progress, so that I can return at a future date to complete and submit it.	1. Job seekers can save an application in progress. 2. Job seekers can open, edit and submit a saved application for a job.
US. 14	Job seekers can view the status of their submitted applications.	Job Seeker	As a job seeker, I want the ability to see the status of submitted applications, so that I know where the application is within the recruitment process.	1. Job seekers can view all previously submitted applications. 2. Job seekers can view the status of all submitted applications. 3. Job seekers can open and view the application details.
US. 15	Job seekers can receive notifications and communicatio n from LEA HR for recruitment status and interview schedule.	Job Seeker	As a job seeker, I want the ability to receive notifications and communication from LEA HR for recruitment status and interview schedule, so that I can move forward in the recruitment process.	1. Job seekers can receive notifications of application process (reviewed application, selected/not selected interview, schedule interview, reference check, accept/deny job offer) for each district that they applied. 2. Job seekers can receive notification of them moving forward in the recruitment process. 3. Job seekers can see available timeslot for interviews and reserve interview time. 4. Job seekers can send messages to LEA HR if they have any questions. 5. Job seekers can submit a reference check release authorization form. 6. Job seekers can receive notification of a second interview if applicable and reserve an interview time slot. 7. Job seekers can accept or deny job offers. 8. If there are active applications, the system notifies job seekers (does job seeker want to withdraw other applications?).

No.	Title	Role	User Story	Acceptance Criteria
US.16	Job seekers can receive notifications and communication from LEA HR for recruitment status.	Job Seeker	As a job seeker, I want the ability to receive notifications and communication from LEA HR for recruitment status, so that I can move forward with other job prospects.	1. Job seekers can receive notification of the not moving forward in the recruitment process. 2. Job seekers can withdraw their application from a specific job.
US.17	LEAs can create an administrator account.	LEA	As a LEA, I want the ability to create an administrator account, so that I can manage users within my agency.	1. LEA can create an administrator account. 2. LEA administrator has access to user management functionality.
US.18	LEA administrator can create and update users.	LEA	As a LEA administrator, I want the ability to create and manage users, so that I can control access to the system for my agency.	1. LEA administrator can add users to their account. 2. The platform will notify new users when they are added to a LEA account. 3. LEA administrators can inactivate a LEA user.
US.19	LEAs can create a profile.	LEA	As a LEA user, I want the ability to create and manage a LEA profile, so job seekers can view information such as LEA resources, assets, benefits, area information, and general information.	1. LEA users can create a district profile. 2. LEA users can post information on the district profile, including videos, external links, and pictures. 3. The platform displays published information to external users. 4. LEA users can modify information on their profile.
US.20	LEAs can create, update, post, and close jobs.	LEA	As a LEA user, I want the ability to create, update, post, and close jobs for my agency, so that LEA can receive job applications from interested applicants.	1. LEA users can create a job. 2. LEA users can save a draft job in progress. 3. LEA users can publish a job. 4. LEA users can update an active job. 5. The platform displays published new and updated jobs for external viewing. 6. LEA users can manually close an active job. 7. The platform automatically closes a job on a user-specified date and time.

No.	Title	Role	User Story	Acceptance Criteria
US.21	LEAs can use previous jobs to update and post as a new job.	LEA	As a LEA user, I want the ability to re-use a previous job, so that the job creation process will be quicker for a similar type of job.	1. LEA users can easily access and view previous agency published jobs. 2. LEA users can make a copy, edit, and post a previous job as new.
US.22	LEAs can utilize a workflow process for application tracking.	LEA	As a LEA user, I want the ability to track applications received, so that I can manage the next steps in the recruitment process.	1. The platform populates a LEA work queue with submitted applications. 2. LEA users can view applications in the work queue. 3. LEA users can change the status of an application. 4. District users can assign one or more applications to a district user for review/action. 5. District users can sort and filter applications within the work queue.
US.23	LEAs can schedule interviews.	LEA	As a LEA user, I want the ability to coordinate schedules for interviews, so that candidates can select interview times that work for them.	1. LEA users can select interview availability on a calendar. 2. The platform sends notification of available interview times to candidates. 3. Job candidate can select an interview time from the availability. 4. The platform restricts candidates from selecting interview times that are not available or that have already been selected. 5. The platform sends confirmation notification to the candidate. 6. LEA users can provide the reference lease authorization form and ask the candidate to complete and upload the form. 7. LEA users can view the selected interview times by candidate. 8. LEA users can see and reply to messages that applicants send to LEA.

No.	Title	Role	User Story	Acceptance Criteria
US.24	LEAs can select and notify final candidate(s) and conduct reference checks.	LEA	As a LEA user, I want the ability to select and notify final candidate(s), so that I can coordinate second interviews (if needed) and complete reference checks.	1. LEA users can select one or more final candidate(s). 2. LEA users can send final candidate(s) a notification that LEA will conduct reference check. 3. LEA users can send notification of a second interview and be able to go through the interview scheduling process.
US.25	LEAs can offer a job to a final candidate and close the job.	LEA	As a LEA user, I want the ability to notify a final candidate, view candidate response (accept/deny), and close the job posting.	1. LEA users can send a job offer notification to a final candidate. 2. LEA user can see a final candidate's response (accept/deny any message included) and a candidate application status (inactive of job seeking for the contracted period) and availability (period and day/time are displayed as "will be on duty" or "not available"). 3. The platform displays a message that "Position is filled as of MM/DD. Please close the job posting". 4. LEA users can close a job posting. 5. LEA users can send a message to the final candidate to negotiate (if the offer is denied). 6. LEA users can send a job offer to the second top finalist (if finalist denies offer).
US.26	LEAs will update the system with recruitment outcomes.	LEA	As a LEA user, I want the ability to update the system with the outcome of the recruitment, so that I can track the statistics of our recruitment efforts.	1. LEA users can update the recruitment status. 2. LEA users can add notes about the recruitment. 3. The platform displays a summary of the position's recruitment (e.g. job post open and close date, length of recruitment period, total number of applicants, total number of interviewees, final salary range, difficult position to fill.

No.	Title	Role	User Story	Acceptance Criteria
US. 27	LEAs can search for active substitute teachers.	LEA	As a LEA user, I want to access a list of available substitutes, so that I can temporarily fill a position.	1. LEA users can view substitutes who have opted-in to their staff pool. 2. LEA users can search and filter for substitutes based on job type, availability, certifications, and language proficiency. 3. LEA users can set up a priority list (waiting list) of substitutes, so that they can see who to contact next. 4. LEA users can view contact information for substitutes. 5. LEA users can view work experience and certification for substitutes. 6. The platform will display when substitutes are on duty (reserved time/unavailable).
US. 28	LEAs can create other staff pools.	LEA	As a LEA user, I want the ability to create other staff pools, so that I can temporarily fill positions.	1. LEA users can view staff who have opted-in to their staff pool. 2. LEA users can search and filter the staff pool based on job type, availability, and certifications. 3. LEA users can set up a priority list (waiting list) within the staff pool, so that they can see who to contact next. 4. LEA users can view contact information, work experience and certification for staff within the pool. 5. The platform will display when staff are on duty (reserved time/unavailable).
US. 29	LEAs can receive notification of job applications which indicate preferred districts and/or adjacent districts, and/or statewide recruitment updates.	LEA	As a LEA user, I want the ability to receive notifications when job seekers and active educators indicate their preferred districts or adjacent district, and statewide recruitment updates, so that I understand the current workforce supply during my recruitment and staff augmentation processes.	1. LEA users can receive notifications. 2. LEA users can view the notifications and the supporting data (district interest, adjacent district interest, statewide recruitment updates). 3. LEA users can change the frequency of notifications and the level of notifications. such recruitment updates for state level, ESD level, LEA level, or school level.

No.	Title	Role	User Story	Acceptance Criteria
US. 30	LEAs can create and run reports.	LEA	As a LEA user, I want the ability to create and run reports, so that I can analyze data.	1. LEA users can create custom report templates that can be reused. 2. LEA users can run ad hoc reports. 3. LEA users can run standard, canned reports. 4. LEA users can filter and sort data in reports. 5. LEA users can save and export the report data. 6. LEA users can view reports in graphical formats.
US. 31	OSPI authorized users can manage users.	OSPI	As an OSPI administrator, I want the ability to assist users and help them with troubleshooting issues, so that they can access the system.	1. OSPI administrator can update existing user information. 2. OSPI administrators can assist users with the password reset process. 3. OSPI administrators can deactivate a district user. 4. OSPI administrators can create new OSPI users. 5. The platform will notify new users when they are added to the OSPI account.
US. 32	OSPI authorized users can create and run reports.	OSPI	As an OSPI user, I want the ability to create and run reports, so that I can analyze program data.	1. OSPI users can create custom report templates that can be reused. 2. OSPI users can run ad hoc reports. 3. OSPI users can run standard, canned reports. 4. OSPI users can filter and sort data in reports. 5. OSPI users can save and export report data.

Appendix I: Technical Requirements

No.	Technical Requirement	Category
TR.001	Secure Socket Layer (SSL) encryption with a minimum key length of 2048 bits.	Security
TR.002	Password based on OSPI/OCIO standards (Policy 141.10, Section 6.2) https://watech.wa.gov/sites/default/files/2023-12/141.10_SecuringITAssets_2023_12_Parts_Rescinded.pdf	Security
TR.003	The solution must be SAML 2.0 compliant and use the Secure Access Washington (SAW) system for external authentication and Azure Active Directory for agency authentication.	Security
TR.004	Firewall with intrusion detection and prevention systems to block unauthorized access attempts.	Security
TR.005	Regular security audits and vulnerability assessments at least once per year.	Security
TR.006	Compliance with relevant security regulations, such as PCI, DSS, HIPAA, FERPA, etc., as applicable.	Security
TR.007	The system must comply with all data privacy laws, such as GDPR or CCPA, as applicable.	Security
TR.008	The system must encrypt and secure data in transit and at rest.	Security
TR.009	The system must implement access controls and authentication mechanisms that meet or exceed State of Washington requirements and industry standards.	Security
TR.010	The system must enforce State of Washington data retention and deletion policies, to ensure that data is retained long enough to comply with data retention schedules, but no longer than necessary, and is properly disposed of when it is no longer needed.	Security
TR.011	The solution must comply with the Washington State Office of the Chief Information Officer [OCIO Securing Information Technology Assets (Standard No. 141.10)].	Security
TR.012	The Bidder must possess disaster and continuity of operations plans that meet the standards required by OCIO Policy 151.10.	Security
TR.013	The system must feature regular updates and patches to address security vulnerabilities and improve system performance.	Security

No.	Technical Requirement	Category
TR.014	The solution must support internal and external concurrent users accessing the system with minimal delayed response time during peak performance times.	Performance & Recovery
TR.015	The system must be able to provide high performance during peak load with minimal degradation.	Performance & Recovery
TR.016	The system must have a response time of less than 1.5 seconds for 95% of requests.	Performance & Recovery
TR.017	The system must have an uptime of 99.99% per month, excluding scheduled maintenance of windows. Maintenance must be in collaboration with OSPI to minimize customer impact and allow for communication.	Performance & Recovery
TR.018	The system must have a recovery time objective (RTO) of less than 30 minutes for a single point of failure.	Performance & Recovery
TR.019	The system must have a Recovery Point Objective (RPO) of less than 5 minutes for data loss.	Performance & Recovery
TR.020	The system must be constructed using technology that can quickly be adapted to include future statutory changes, administrative changes, and/or evolving technology to improve features and functionality.	Performance & Recovery
TR.021	The system must feature timely support and maintenance to ensure that the system remains secure, reliable, and functional. Provide technical assistance to OSPI and end-users with 24/7 availability.	Performance & Recovery
TR.022	The system must provide a capacity for real-time monitoring of system resource usage, including CPU, memory, disk, and network.	Performance & Recovery
TR.023	The system must provide alerting and notification mechanisms to notify the OSPI support team of performance issues or errors.	Performance & Recovery
TR.024	The system must provide reporting and analysis tools to identify performance bottlenecks and opportunities for optimization.	Performance & Recovery
TR.025	The system must provide the ability to trace transactions and requests through the system for debugging and troubleshooting purposes, including security breaches.	Performance & Recovery

No.	Technical Requirement	Category
TR.026	The system must comply with the Web Content Accessibility Guidelines (WCAG) 2.1 level AA standard for accessibility.	System Architecture
TR.027	The system must feature a responsive design that adapts to different screen sizes and devices.	System Architecture
TR.028	The system must provide clear and concise help text for user interactions.	System Architecture
TR.029	The system must be compatible with the latest versions of Chrome, Firefox, Safari, and Edge.	System Architecture
TR.030	The system must be compatible with the latest versions of iOS and Android operating systems.	System Architecture
TR.031	The system must be compatible with both mobile and desktop applications.	System Architecture
TR.032	The system must allow users to post videos, images, scanned documents, PDFs, and Word documents.	System Architecture
TR.033	The system will utilize the existing database table for field names consistent with OSPI.	System Architecture
TR.034	The system can access OSPI databases for real-time certification and work experience data.	System Architecture
TR.035	The Bidder must provide comprehensive documentation of the system architecture, codebase, and deployment procedures.	Support
TR.036	The Bidder must provide OSPI access to system databases to be able to access data and create custom reports.	Support
TR.037	The Bidder must provide a dedicated support team to address user inquiries and issues.	Support
TR.038	The system must be supported by comprehensive training and training materials targeted to various user groups (districts, job seekers, OSPI administrators, and users).	Support
TR.039	The Bidder will collaborate with OSPI Educator Growth and Development Data Team at least quarterly to discuss customer needs (e.g. training, updates, candidate needs, district needs, Q&A).	Support

No.	Technical Requirement	Category
TR.040	The system must interface with multiple existing district recruitment systems and staff pool systems for data sharing (e.g. job posting, applications, substitute availability).	Interfaces
TR.041	The system must include a process to send and receive data that is structured and unstructured.	Interfaces
TR.042	The system must interface with OSPI E-Cert system to receive certification data.	Interfaces
TR.043	The system must interface with SAFS (OSPI system) to receive historical work experience.	Interfaces

Appendix J: Augmented Requirements

The appendix J will contain a list of 89 augmented requirements which are identified and high-level workflows derived from interviews with sample LEAs during the WRAM feasibility study, interviews, and other sources. The augmented requirements are a high-level description of functionality and technical features.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-01	Accessibility compliance	Job seeker, Substitute, LEA	Meet WaTech USER-01-01-S Digital Accessibility Standards accessibility standards.	Non-compliance with accessibility standards excludes users with disabilities, exposes LEAs to legal action and reduces system usability.
AR-02	Inclusive language and guidance tools	Job seeker, Substitute, LEA	Incorporate accessibility best practices by using clear, plain language and providing on-screen guidance, hints, and tutorials that support users with a wide range of digital literacy levels, cognitive abilities, and accessibility needs.	Without accessible language and guidance, users with limited digital literacy or cognitive differences may struggle to complete tasks, increasing user frustration, error rates, support demand, and potentially violating accessibility standards.
AR-03	Tracking of Sexual Misconduct Forms	Job seeker, Substitute, LEA	Track and store OSPI Sexual Misconduct Disclosure Releases electronically.	Failure to track OSPI Sexual Misconduct Disclosure Releases centrally can lead to compliance violations, delays in verification, and risk of improper hiring across LEAs.
AR-04	Categorization and filtering of candidates	Job seeker, Substitute, LEA	Filter applicants by certifications, experience, demographics, and other key qualifiers.	Without robust candidate filtering, hiring teams may waste time manually reviewing mismatched applicants, slowing down the process and missing qualified talent.
AR-05	Tracking/displaying candidate qualifications	Job seeker, Substitute, LEA	Candidate profiles display qualifications upfront for faster decision-making.	In the absence of a clear display of candidate qualifications, recruiters may misjudge or overlook applicants, leading to inefficient shortlisting and possible hiring mismatches.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-06	Automatically provides status updates to applicants	Job seeker, Substitute, LEA	Keep applicants informed at every stage of the hiring process.	Without automatic applicant status updates, candidates may feel disengaged or ignored, leading to a poor application experience and increased drop-off or negative perception of the LEA.
AR-07	Fully integrated interview management	Job seeker, Substitute, LEA	The system must provide a centralized interview management module that allows LEAs to create, store, and assign screening and interview questions, capture interviewer notes, attach relevant documents (e.g., rubrics, resumes), and score applicants using predefined or customizable criteria. Interview stages should be configurable, with support for structured workflows that align with LEA hiring practices and compliance requirements.	Without a fully integrated interview management system, LEAs are forced to rely on fragmented tools (e.g., spreadsheets, email, paper notes) to manage interviews—leading to inconsistent evaluation practices, increased administrative workload, poor documentation, and higher risk of bias or legal challenges. Disconnected processes can also delay hiring decisions and compromise the candidate experience, particularly in competitive hiring environments.
AR-08	Collaboration and scoring tools	Job seeker, Substitute, LEA	In-system commenting, customizable scoring rubrics, and multi-reviewer tracking ensure thorough evaluations. Supports visual categorization of applications, such as color coding or tags, to help reviewers easily organize, prioritize, and track applicant status.	Without integrated collaboration and scoring tools, hiring teams may rely on informal, inconsistent evaluation methods, increasing the risk of bias, poor documentation, and confusion. This can lead to unfair hiring practices, disputes, and weaker candidate selections.
AR-09	Dashboard to view all candidates at once	Job seeker, Substitute, LEA	Central view of all applicants with filters by status, LEA, or role.	Without a consolidated view of all candidates, HR and hiring teams must search across multiple systems or spreadsheets to track applicant progress, which increases the likelihood of errors, overlooked candidates, and delayed hiring decisions.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-10	Multi-channel communication	Job seeker, Substitute, LEA	Supports in-app messaging, email, and optional SMS updates to keep candidates informed and engaged throughout the hiring process.	If candidates are only notified through a single channel, critical updates may be missed, causing delays, no-shows, or frustration. This can damage the applicant experience and increase drop-off rates during the hiring process.
AR-11	Interview scheduling and management	Job seeker, Substitute, LEA	Facilitate interview scheduling and communication between applicants and hiring teams. It should allow HR staff to coordinate interview times, notify participants, and manage interview progress as part of the broader hiring workflow.	Without built-in interview scheduling capabilities, HR teams must rely on manual coordination and external tools, increasing the likelihood of missed communications, scheduling errors, and delays in the hiring process. This can result in a poor candidate experience, inefficiencies for staff, and longer time-to-fill for open positions.
AR-12	LEA Branded Applicant Experience	Job seeker, Substitute, LEA	Allow LEAs to present district-specific branding within job postings and application pages. Branding elements may include logo, colors, welcome messaging, district descriptions, contact information, and downloadable brochures. Branding must apply across applicant-facing views, including job posting and application pages.	Without district branding, LEAs may appear generic, weakening applicant engagement and reducing competitiveness in attracting candidates.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-13	Multi-LEA Application Submission	Job seeker, Substitute, LEA	Allow applicants to submit a single application to multiple participating LEAs simultaneously for eligible job postings. Applicants select which districts to apply to at the time of submission. LEAs configure whether a job posting participates in the shared applicant pool. Only job postings specifically flagged as eligible may allow multi-LEA submissions.	Without multi-district submission, applicants must complete redundant applications for each LEA, increasing administrative burden and potentially discouraging participation in statewide workforce pools.
AR-14	Personalized job recommendations	Job seeker, Substitute, LEA	The system can suggest relevant job openings based on a candidate's profile (including selected LEA's) and past applications.	Without personalized job recommendations, applicants may miss roles that align with their skills, leading to fewer qualified submissions and increased time spent by HR on reviewing irrelevant applications. This reduces the efficiency and effectiveness of the recruitment process.
AR-15	Automated onboarding workflows	Job seeker, Substitute, LEA	Once a candidate is hired, the system initiates onboarding tasks such as document collection, training assignments, welcome messaging, and policy acknowledgments.	Without automated onboarding workflows, LEAs face inefficient, inconsistent or incomplete onboarding experiences, which can delay start dates, create confusion, and risk non-compliance with required documentation or training policies as well as increased workload for staff.
AR-16	Onboarding tracking	Job seeker, Substitute, LEA	Provides HR staff with a dashboard to monitor onboarding progress for each new hire, ensuring timely completion of all requirements.	Without onboarding tracking, HR lacks visibility into where new hires are in the onboarding process, making it difficult to follow up, ensure completion of critical steps, or resolve issues before an employee's start date.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-17	Automated workflow to reduce manual steps	Job seeker, Substitute, LEA	Automate processes like job postings, approvals, absence tracking, and onboarding to minimize manual entry, reduce delays, and improve accuracy.	Manual or inefficient processes will continue to slow down tasks, increasing the risk of missed deadlines, duplicated work, and staff burnout—especially during peak hiring or absence periods.
AR-18	Automated approval process for absences	Job seeker, Substitute, LEA	Real-time submission, automatic routing, and approval of absence requests for staff and substitutes, including automated notifications.	Without automation, leave requests may be delayed or go unapproved, leading to unplanned staff shortages, compliance issues, and disruptions in instructional time.
AR-19	Built-in safeguards to prevent user errors	Job seeker, Substitute, LEA	Enforce required fields, data validation, and approval chains to maintain data accuracy and compliance.	Without system-wide data validation and approval controls, inaccurate or incomplete information may enter the system, leading to errors, reporting discrepancies, and widespread administrative burden for all users.
AR-20	Automated tracking of substitutes and employee time	Job seeker, Substitute, LEA	Track hours worked and auto-generate time-tracking sheets that feed directly into payroll systems. The system must either sync directly with multiple payroll systems or create a downloadable file formatted to meet the specific layout and field requirements of each payroll provider. It should support the creation and mapping of those layouts, enabling LEAs to define what data is included and in what format. Timing must be fully configurable (e.g., daily, weekly, at event trigger) to align with LEA payroll cycles.	Lack of visibility into hours worked can result in underpayment or overpayment, payroll inaccuracies, and insufficient coverage insights for leadership.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-21	Configurable salary calculation tool	LEA	Ensure accurate compensation for new hires and promotions using standardized formulas, including collective bargaining agreements.	Manually calculating pay increases the risk of misapplying bargaining agreements, generating incorrect compensation, and creating compliance liabilities.
AR-22	Automated reassignment of employee types based on roles	Job seeker, Substitute, LEA	Automatically update employee classifications (e.g., educator, substitute, bus driver) when role changes occur. Allows employees to be scheduled for different roles in the same day (e.g., substitute teacher in the morning and paraprofessional in the afternoon), each with distinct pay rates and tracking rules. The system must ensure correct reporting and payroll categorization.	Failure to update roles automatically may lead to incorrect pay, access permissions, and misaligned job tracking—especially during role transitions, which are common in large LEAs.
AR-23	Standardized name entry and unique identifier for easier searching	LEA	Enforces consistent naming conventions (e.g., Last, First) and unique identifier (e.g. certificate number) across records to avoid duplicates and ensure reliable search results.	Inconsistent name formats and lack of unique identifier can result in duplicate records, search difficulties, and integration issues with payroll and state systems—causing administrative delays and errors.
AR-24	Clear hiring guidelines embedded within the system	LEA	Include prompts, checklists, and compliance steps to guide HR staff through legal and LEA-mandated procedures.	Without embedded guidelines, hiring teams may skip critical compliance steps, leading to inconsistent practices and legal or audit risks.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-25	Templates for common forms, checklists, and letters	LEA	Include common pre-built templates. Common templates include: candidate evaluation forms, reference check forms, interview question sets, onboarding checklists, welcome letters, and policy acknowledgment forms. All templates must be editable.	Lack of prebuilt templates forces staff to create materials from scratch, reducing efficiency, creating inconsistency, and increasing risk of non-compliant documentation.
AR-26	Flexibility for form creation	LEA	LEAs must be able to build and customize forms within the system to meet their unique operational, compliance, and workflow needs. This includes the ability to create forms from scratch or from templates, define required fields, apply conditional logic (e.g., show/hide fields based on responses), and control formatting. Forms may include job postings, onboarding checklists, interview evaluations, and internal request forms.	Without the ability to create and customize forms internally, LEAs will rely heavily on vendor support or external tools to manage critical workflows. This can lead to delays in implementing policy changes, inconsistent data collection, compliance gaps, and fragmented processes across departments.
AR-27	Work schedule flexibility input	Job seeker, Substitute, LEA	Allow staff & substitutes to input and manage custom work schedules, including split shifts, non-standard hours, and recurring exceptions.	Rigid scheduling tools could prevent accurate reflection of split roles, leading to pay errors, coverage gaps, and confusion for staff working in multiple capacities.
AR-28	Sync of sick time and absences across LEAs	Substitute, LEA	Track and transfer leave balances and absence history when employees change LEAs.	Failure to transfer sick leave and absence data can result in pay inaccuracies, compliance violations, overpayments and staff dissatisfaction due to perceived lost benefits or delays.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-29	Predictive screening models to suggest best-fit candidates	LEA	AI-driven screening tools recommend candidates who best align with job requirements based on historical hiring data, job success profiles, and applicant information. LEAs must be able to configure the model inputs and view the basis for recommendations.	Manual candidate evaluation may miss high-potential applicants or introduce bias, reducing hiring efficiency and effectiveness.
AR-30	Automated background checks triggered at application submission	LEA	When an applicant submits their application, automatically initiate a background check with the designated third-party provider. It must notify HR of status changes and store check results securely within the applicant profile.	Without automation, background checks could be delayed or missed, leading to compliance gaps and the risk of onboarding unvetted candidates.
AR-31	Automated vetting of credentials and certifications with date tracking	Job seeker, Substitute, LEA	Verify credentials and licenses submitted by applicants and alert HR staff of missing, expired, or soon-to-expire documents. It must include automated lookups and a dashboard view of compliance status across all applicants.	Manual tracking of licenses increases the chance of employing unqualified staff or missing renewal deadlines—placing LEAs at legal and safety risk.
AR-32	Consistent messaging to staff	Job seeker, Substitute, LEA	Built-in tools for sending automated updates, announcements, and system-wide alerts.	Without consistent internal messaging, LEAs risk miscommunication, missed updates, and decreased user confidence in the system.
AR-33	Comprehensive online help center	Job seeker, Substitute, LEA	Library of training videos, FAQs, tutorials, and step-by-step guides.	Without a comprehensive help center, users depend heavily on support teams, increasing wait times and reducing system effectiveness.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-34	AI-powered help tools	Job seeker, Substitute, LEA	Chat-based assistance for common tasks. Automate navigation and tracking inquiries to direct users to appropriate support, resources, and operators.	Without intelligent help tools, user support is slower and more resource-intensive, leading to frustration and lower productivity.
AR-35	LEA-specific user controls	Job seeker, Substitute, LEA	Allow each LEA to assign permissions independently, including view-only, edit, approval, or administrative roles.	Lack of configurable permissions across LEAs forces uniformity that may not reflect local policies—leading to compliance gaps and user resistance.
AR-36	Locally controlled configuration options	Job seeker, Substitute, LEA	System provides some configuration settings such as workflows, approval chains, job titles, and hiring stages to allow LEAs to match their internal policies.	Without localized configuration, LEAs may struggle to align system behavior with internal practices—undermining effectiveness and satisfaction.
AR-37	Flexible business rule engine	Job seeker, Substitute, LEA	Support conditional logic (e.g., notifications based on actions within the system, routing based on role or criteria) to automate repetitive processes.	Without a rules engine, LEAs must rely on manual processes, custom configurations, or vendor support to enforce workflows—leading to inconsistent policy enforcement, increased administrative effort, and slower task completion, especially as staffing needs grow or change.
AR-38	Terminology and field customization	Job seeker, Substitute, LEA	System provides some flexibility to allow LEAs to relabel fields, adjust dropdown options, and define role-specific terminology to reflect local language or structure.	Lack of terminology customization can create confusion, reduce usability, and deter adoption—especially for diverse user groups.
AR-39	Integration with HR and payroll systems (Skyward or similar)	Job seeker, Substitute, LEA	Synchronizes absence, payroll, and employee data to streamline HR processes and reduce errors.	Without integration, HR and payroll teams must manually enter reconcile data between multiple systems, increasing the risk of errors, payment delays, and compliance violations.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-40	API availability for custom integrations	Job seeker, Substitute, LEA	Provides secure API's for exchanging data	Lack of APIs restricts LEAs from integrating key systems, leading to isolated data silos, inefficient workflows, and costly manual processes.
AR-41	Centralized job posting board	Job seeker, Substitute, LEA	Unified platform to post and manage jobs statewide, searchable by region, LEA, and job type.	Without a centralized job posting board, applicants must search across multiple platforms, reducing opening visibility leading to reduced application submissions and disproportionately affecting smaller or rural LEAs.
AR-42	Ability to extend job visibility on external platforms (e.g., Indeed, LinkedIn)	Job seeker, Substitute, LEA	Seamless distribution of job postings to external job boards such as Indeed, LinkedIn, education specific job boards, and others through integrated tools or export options.	The inability to publish jobs externally from within the system creates redundant work for HR and LEA Admin staff and risks inconsistency in postings, reducing job visibility and delaying time-to-fill.
AR-43	Ability to post within a subset pool before opening to a wider pool	Job seeker, Substitute, LEA	Support phased job postings that are initially visible only to a defined group of candidates (e.g., existing employees or other prioritized groups). The system must allow staff to be tagged or identified for inclusion in these posting groups and restrict visibility accordingly. LEAs must also be able to configure the duration of the specified posting period—after which the job is automatically or manually made visible to the wider applicant pool.	Lack of phased visibility into jobs for subsets of candidates can result in policy violations, missed opportunities to prioritize internal or preferred applicants, and lower applicant trust.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-44	Customizable job application	LEA	Allow each LEA to customize their job announcement, position description forms by job type. Configurable elements must include required fields, attachments (certifications, licenses, transcripts, etc.), job-specific screening questions, and approval workflows. Yet, position type (i.e. duty root), certification type and endorsement code needs to be consistent with OSPI's data. Customization must support varying requirements for different position types such as teachers, substitutes, classified staff, and administrators.	Without LEA-specific application customization, districts may be unable to collect job-specific qualifications or compliance data, resulting in incomplete applications, delays in hiring, and potential policy non-compliance.
AR-45	Online application system with auto-save and resume functionality	Job seeker, Substitute	Applicants can start, pause, and resume applications seamlessly without data loss.	Without auto-save and resume functionality, applicants may abandon applications due to interruptions or time constraints, resulting in lost talent and reduced applicant pool quality. This creates additional burden on HR to re-engage candidates manually and may deter applicants from applying altogether—especially those with limited time or inconsistent internet access.
AR-46	Candidate dashboard showing history, interviews, and status	Job seeker, Substitute, LEA	Comprehensive view of each candidate's progress, certifications, and communications.	Candidates without visibility into their application status may contact HR directly, or disengage or withdraw, increasing time-to-fill and HR communication workload.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-47	Ability to highlight LEA/community benefits in job postings	LEA	Enhance recruitment with LEA-specific details about culture, perks, and community highlights.	Without the ability to showcase LEA and community-specific benefits, LEAs miss opportunities to differentiate themselves in a competitive job market. This can lead to reduced applicant interest—particularly in rural or hard-to-staff areas—and may make it harder to attract talent that values cultural fit, community engagement, or local incentives.
AR-48	Candidate pool filters for specialized positions	LEA	Allow LEAs to maintain and filter pools for harder-to-fill roles broke out by position type (i.e. duty root), certification type and endorsement code such as Special Education, Occupational Therapists, School Nurses, and similar positions.	Without filtering capabilities for specialized candidate pools, LEAs may struggle to quickly identify qualified applicants for hard-to-fill roles such as special education or clinical support positions. This can lead to longer vacancy durations, increased student service disruptions, and added strain on existing staff covering unfilled positions.
AR-49	Multi-LEA application submission with opt-out option	Job seeker, Substitute, LEA	Allow applicants to apply to multiple LEAs simultaneously; LEAs may opt out if desired.	Without a multi-LEA application option, applicants are forced to complete multiple redundant submissions—creating barriers to entry and potentially discouraging talent from applying broadly. LEAs may receive fewer qualified applicants, particularly in regions with overlapping labor markets, leading to increased time-to-fill and inequitable access to regional candidate pools.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-50	Candidate document management	Job seeker, Substitute	Applicants can upload, update, name, and organize documents like resumes and cover letters.	Without a centralized system for managing candidate documents, HR staff may face inconsistent or incomplete application materials, leading to delays in screening, verification errors, and compliance risks. Applicants may also become frustrated by redundant uploads or lack of clarity in document requirements, which can reduce application completion rates and candidate quality.
AR-51	Application organization and storage	LEA	Automatically tag and sort applications by year, position type, and custom fields. Advanced search and filter tools make retrieval and management simple for HR teams.	Without automated application organization, HR teams may lose time manually sorting through submissions, increasing the risk of missed candidates, inconsistent processing, and delayed hiring decisions.
AR-52	Ability to assign multiple reviewers to applications	LEA	Enable multi-person review and scoring, with tracking to ensure all reviewers complete their tasks.	Lacking multi-reviewer functionality may lead to bottlenecks, limited hiring transparency, and increased bias—especially in collaborative or panel-based hiring scenarios.
AR-53	Customizable interview templates and scoring rubrics	LEA	LEAs can create custom evaluation tools to meet local standards while maintaining consistency.	Without customizable interview templates and scoring rubrics, LEAs risk inconsistent evaluations, reduced fairness in candidate scoring, and administrative inefficiency during hiring cycles.
AR-54	In-app communication with applicants	Job seeker, Substitute, LEA	Enable real-time messaging between LEA HR teams and applicants, streamlining communication during the recruitment process.	Without in-app communication, recruitment staff must rely on disconnected systems or email, increasing response times, miscommunication, and reducing the overall candidate experience.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-55	Notifications for incomplete applications and auto-archiving	Job seeker, Substitute	Send reminders to applicants to complete their submissions and archives stale applications after a defined period.	Without notifications and auto-archiving, incomplete applications may go unnoticed, lowering completion rates and cluttering the system with stale data—creating unnecessary follow-up work for HR.
AR-56	Recruitment tied within absence management and timekeeping	Job seeker, Substitute, LEA	Ensure that once a candidate is hired, their data flows seamlessly into absence tracking, payroll setup, and timekeeping.	Without integration between recruitment, absence management, and timekeeping, key transitions such as substitute-to-permanent hires require redundant data entry, increasing errors and delays in employee activation.
AR-57	Integration with Video Interview Platforms	Job seeker, Substitute, LEA	The system must support integration with third-party video interview platforms (e.g., Zoom, Microsoft Teams, Spark Hire) to facilitate remote screening and interviews. This includes the ability to schedule, launch, and track video interviews from within the recruitment system, as well as optionally store or link to recorded sessions and associated evaluation notes.	Without video interview integration, staff must juggle separate systems, increasing the chance of missed communication, lost feedback, and slower hiring. It also limits access for remote candidates and makes it harder to ensure consistent evaluation.
AR-58	Built-in reporting tools with customizable report writer	LEA	Allow LEAs to build, save, and run reports using templates or custom parameters. Custom reports should be savable for reuse.	Without flexible, built-in reporting, LEAs will be forced to rely on external tools or vendor support, delaying access to critical insights for compliance, staffing, and board reporting.
AR-59	Export capabilities (Excel, PDF, CSV)	LEA	Easy exporting of data in standard formats for import into other systems or other uses.	Lack of data export functions will hinder transparency, complicate reporting, and require time-consuming manual workarounds to share data externally.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-60	Robust filtering of data and reports	LEA	Filter data by LEA, date range, job type, candidate status, and other key criteria.	Lack of data filtering will make it difficult for users to extract actionable subsets from large datasets—slowing decision-making and increasing the burden on data teams.
AR-61	Import of existing data	Job seeker, Substitute, LEA	Bulk data import tools to migrate smoothly from legacy systems.	Inability to import legacy data can prolong implementation timelines, increase data entry workload, and result in fragmented historical records that limit long-term trend analysis.
AR-62	Audit trails for compliance tracking	LEA	Full activity logging, capturing every change or action in the system for accountability.	Without audit trails, LEAs face increased risk of compliance violations and lack visibility into user actions, making investigations, corrections, or accountability efforts far more difficult.
AR-63	Customizable dashboards providing high-level overviews	LEA	Visual dashboards for hiring progress, absence trends, substitute pool availability, and overall system health.	Without customizable dashboards, HR and leadership lack immediate visibility into key performance indicators such as fill rates, recruitment pipeline status, and onboarding progress. This can result in delayed responses to staffing issues, reduced ability to make data-driven decisions, and increased reliance on IT or manual reporting processes—undermining agility and strategic workforce planning.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-64	Cross-LEA document sharing and employee file transfer	LEA	Secure electronic exchange of key documents, including employment verification, and full employee files, enabling smooth transfers and accurate pay determination when staff move between LEAs.	Without the ability to securely transfer employee records between LEAs, staff moves may trigger redundant onboarding processes, delayed access to benefits, inaccurate pay placement, and administrative rework. This can lead to frustration for employees, increased workload for HR teams, and avoidable disruptions to instructional continuity.
AR-65	Summarized reporting	Job seeker, Substitute, LEA	High-level summary reports with charts and graphs for quick insight.	The absence of high-level summary views will limit leadership's ability to identify patterns and make strategic decisions quickly, forcing manual report compilation and interpretation.
AR-66	Compliance with Washington State data privacy and ADA requirements	Job seeker, Substitute, LEA	Meet all relevant legal standards for accessibility and data protection.	Failure to comply with data privacy and ADA requirements exposes LEAs to legal liability, noncompliance penalties, and reduced system adoption.
AR-67	Single sign-on (SSO) and multi-factor authentication (MFA)	Job seeker, Substitute, LEA	Ensure secure, streamlined login for all users.	Without SSO and MFA, user access becomes fragmented and less secure, increasing vulnerability to data breaches and credential misuse.
AR-68	Text or app notifications for substitutes	Job seeker, Substitute, LEA	Instant alerts notify substitutes about new job opportunities or assignment updates in real time.	If substitutes aren't notified quickly, jobs may go unfilled or filled late—impacting classroom coverage.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-69	Track outbound calls and assign shifts to substitutes	Substitute, LEA	Enable staff to log manual calls to substitutes, including notes about availability, call times, and outcomes. If a substitute accepts a shift during a call, the system must allow that shift to be assigned manually to the substitute by school or LEA staff, fully tracked in the system.	Without the ability to log outbound calls and manually assign shifts, LEAs lose visibility into substitute engagement efforts, making it difficult to track fulfillment attempts, identify communication gaps, or verify equity in shift assignments. This may lead to duplicate outreach, unfilled classrooms, or disputes over shift offers—ultimately reducing fill rates and accountability.
AR-70	Substitute pool management and alerts	Substitute, LEA	Prioritize favorite substitutes, automatically notify subs based on preferences and availability, and contractual requirements.	Without substitute pool management and automated alerts, administrators must manually assign substitutes and track availability, increasing the chance of unfilled positions, staffing delays, and dissatisfaction among substitutes and school staff.
AR-71	Availability calendar for substitutes	Substitute, LEA	Allow subs to block out unavailable dates and times in advance.	If substitutes cannot proactively mark their availability, schools may attempt to reach out or assign shifts to unavailable individuals, resulting in scheduling errors, last-minute scrambles, and lower fill rates for classroom coverage.
AR-72	Text or app notifications for sub openings	Job seeker, Substitute, LEA	Alert substitutes to see and sign up for new opportunities as soon as they become available.	Without timely notifications, LEAs may struggle to fill last-minute or urgent positions, increasing the risk of uncovered classrooms and operational disruptions.
AR-73	Substitute data tracking	Substitute, LEA	Maintain a record of sub assignments, performance feedback, and cancellation history.	Without performance trend data, leadership cannot identify coaching needs, reward high performers, or plan targeted interventions—reducing workforce development effectiveness.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-74	Substitutes can view job notes	Substitute, LEA	Provide context such as classroom notes, lesson plans, or special considerations.	Without access to job context, substitutes may be unprepared for classroom expectations, resulting in inconsistent experiences for students and unnecessary follow-up from permanent staff.
AR-75	Sub ability to split multi-day absences	Substitute, LEA	Allow subs to accept part of a multi-day assignment if they're unavailable for the full period.	Without the ability to split multi-day assignments, entire roles may go unfilled if no substitute is available for the full duration—resulting in lost instructional time and increased staff burden.
AR-76	LEA-defined cancellation period	Job seeker, Substitute, LEA	Allow each LEA to specify its own minimum notice period for job cancellations to provide clarity and consistency for substitutes.	Without enforceable cancellation policies, LEAs risk frequent last-minute cancellations, creating operational chaos and reduced fill rates.
AR-77	Substitute feedback collection tools	Substitute, LEA	Enable teachers or administrators to leave feedback on substitute performance after assignments.	Without structured feedback collection, LEAs lack visibility into substitute performance and cannot address recurring issues or recognize exceptional service.
AR-78	Flagging and alerting for concerns	Substitute, LEA	System can flag substitutes with repeated cancellations or performance issues, notifying HR for review.	Without alert systems for problematic patterns, LEAs may continue to assign underperforming substitutes, eroding classroom stability and staff confidence.
AR-79	Positive recognition tracking	Substitute, LEA	Option to track positive feedback or preferred substitute designations for future prioritization.	Without systems for recognition, LEAs miss opportunities to reward excellence, leading to lower engagement and missed chances to strengthen the substitute pool.
AR-80	Data backup and recovery protocols	Job seeker, Substitute, LEA	Ensure regular system backups and recovery procedures are in place to minimize data loss in the event of failure.	Without robust backup systems, data loss during outages or breaches could permanently impact records, operations, and legal compliance.

No.	Title	Role	Description	Risk of Not Having the Requirements
AR-81	Business continuity support	Job seeker, Substitute, LEA	System includes safeguards for critical operations (e.g., absence reporting, job posting) during outages or connectivity disruptions.	Without operational continuity safeguards, system downtime can halt essential functions, leading to process disruptions.
AR-82	Service Level Agreement (SLA)	Job seeker, Substitute, LEA	Include defined expectations for uptime, support response times, and issue resolution windows.	Without an SLA, LEAs have no guarantee of support or system performance—raising operational risk and limiting recourse during outages.
AR-83	Easy to learn and use for all user types	Job seeker, Substitute, LEA	Interface must be designed with simplicity and clarity in mind for a range of users, including applicants, educators, substitutes, administrators, and HR staff. Minimal training should be required to complete standard workflows such as applying, scheduling and managing interviews, reporting absences, or creating reports.	Complex systems may discourage use, lower adoption, and increase demand for IT support, delaying processes and frustrating staff.
AR-84	Intuitive design with minimal training required	Job seeker, Substitute, LEA	Clean workflows, logical menus, and on-screen guidance for smooth navigation.	Without a well-designed interface, even basic tasks may take longer, leading to errors, poor user satisfaction, and resistance to adoption.
AR-85	Clear, simple navigation	Job seeker, Substitute, LEA	Organized layout with quick access to common features and tools.	Users may struggle to complete basic tasks, increasing support requests and decreasing system adoption, especially among infrequent or less tech-savvy users.

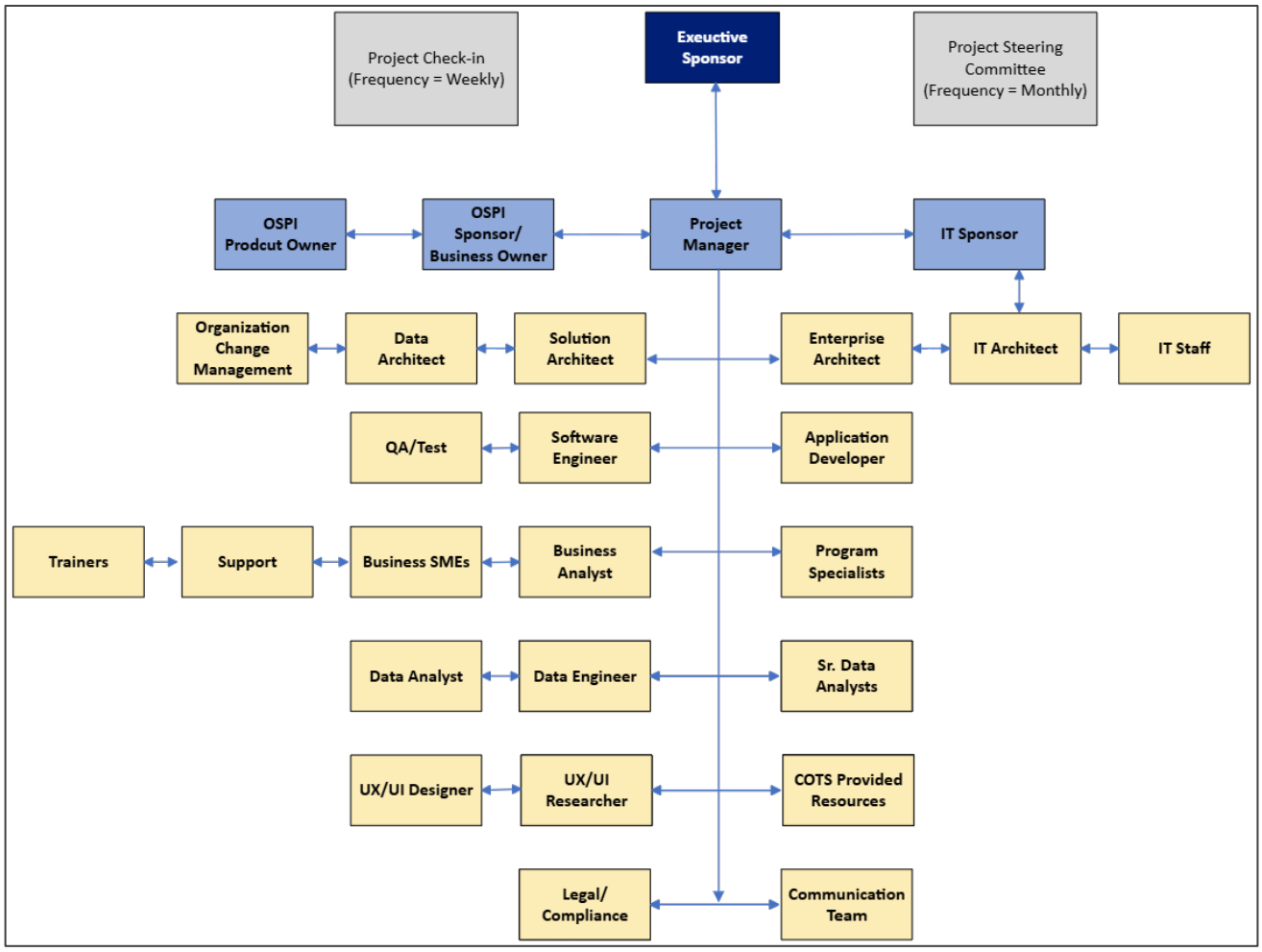
No.	Title	Role	Description	Risk of Not Having the Requirements
AR-86	Mobile-friendly interface (app optional but supported)	Job seeker, Substitute, LEA	Accessible from smartphones and tablets. Key features that must be accessible via mobile include: Absence reporting Job applications Job assignment viewing Substitute notifications System messages/alerts Full mobile features are ideal, but at a minimum these core tasks must be supported for mobile use.	Staff and substitutes without desktop access may be unable to report absences or accept jobs on time, leading to unfilled positions and poor responsiveness.
AR-87	Built-in hints and walkthroughs to guide users	Job seeker, Substitute, LEA	Tooltips and step-by-step walkthroughs assist users in completing tasks efficiently.	Without embedded guidance, new or occasional users may make critical errors or abandon tasks, resulting in delays and a heavier reliance on HR or IT support.
AR-88	Multilingual system support for admins and applicants	Job seeker, Substitute, LEA	System interfaces and communications available in multiple languages to serve diverse users.	Non-English-speaking or English-as-a-second-language users may face accessibility barriers, leading to reduced engagement, legal risk, and inequitable service delivery.
AR-89	Granular role-based permissions	Job seeker, Substitute, LEA	Support configurable user roles with tailored access permissions to ensure users can only view or modify data appropriate to their responsibilities and assignment.	Insufficient permission control increases data security risks and operational inefficiencies by allowing overbroad or inconsistent access.

Appendix K: Project Management and Organization

This section will describe how OSPI will develop, implement, and maintain the statewide WRAM system, including methodology, a proposed project team structure, and a governance model. The model will assume the project would be under gated funding and subject to section 701 compliance.

Project Structure

The image below shows the project's organization reporting structure. This structure also plays a role in the governance and escalation processes used in the project.



Project Governance and Decision Making

OSPI will use a governance structure for the statewide WRAM Project based on a principle of making decisions at the lowest level possible and following a pre-defined path of escalation for decisions, issues, or risks that meet a criteria requiring a higher-level view to make well-informed decisions. See the table below for more on decision making authority and governance structure. Decisions are not made in isolation but instead are vetted with the project team and other potentially impacted parties

and made in collaboration through consensus. In the event consensus cannot be reached at lower levels, the decision, risk, or issue will be escalated through the tiers described below.

Decisions, issues, and risk will be handled or escalated within the project based on the process flow shown below. Additional guidelines for what decisions belong in each step can be found in the following section.

(1) Decisions, issues, and risks should be documented using the official project templates and then follow through the respective process. The project manager will work with the project team to assign an appropriate resource. If the team can come to a consensus on the decision, issue, or risk, they will document it and record it in the corresponding log. If not, it will be escalated further up the process.
(2) High impact (changes to scope, schedule, or budget) or of a politically sensitive nature – these decisions will automatically be escalated for sponsor consideration as the final approvers of any recommended direction. These will also follow the defined decision, risk, and issue documentation process as well as recording in the corresponding log.

Project Decision Process

Project team members will use the following attributes to determine the appropriate body for decision making throughout the project. If another member of the project team disagrees about where a decision can be made, said member should advance the question to the Project Manager for consideration.

Project Contributor Level

- Aligns with the authorizing statute.
- Aligns with objectives in the charter.
- Is contained within one area of operations or the project.
- Is lower impact.
- A decision or policy exists within OSPI that sets a precedent.
- A state level policy exists that the decision should align with.

Project Team Level

- Impacts multiple areas of operation or implementation within the project team.

Sponsor Level Decision

- Impacts organized labor or collective bargaining agreements.
- Impacts key stakeholders or politically sensitive areas.
- Could impact scope, schedule, or budget of the project.
- Would lead to a need for hiring different positions not currently in the plan.
- Would lead to a need to conduct a procurement.
- Impacts OSPI operations or policy.

- Major system selection or functionality.
- Disagreement between project team members about how a guiding principle or objective should be met.

Decision Making Principles and Practices

As the project team works to achieve the objectives stated in the charter, the team members and sponsors will apply the following principles in day-to-day decision making for the policies, systems, and processes.

(1) Many decisions can be made based on evaluating the options against the objectives.
(2) Good decisions are made by gathering input from multiple sources (within the project and outside), considering the downstream impacts, and following the governance process.
(3) Priority is to meet our statutory deadline within our allocated budget. Aim for good and on time over perfect and late.
(4) Once a decision has been made in the governance process, follow it and its implied principles for other decisions.
(5) When something changes in the environment or we discover new information not previously considered, we review historic decisions for impact and re-evaluate as required by the situation. This does not guarantee a change.

Project Oversight

The primary purpose of project oversight entities is to ensure the project successfully achieves its objectives. These entities work directly with and meet regularly with the Steering Committee to provide input and oversight.

WA Tech Program Oversight

WA Tech sets information technology (IT) policy and direction for the state of Washington. The state Chief Information Officer (CIO) is a member of the Governor's Executive Cabinet and advisor to the Governor on technology issues and is a member of the Agency Executive Group. The OCIO oversees state projects and Programs by evaluating business case, readiness, and alignment with the state's enterprise technology strategies.

WA Tech also requires necessary information, including the agency investment plans, regular status reports, and quality assurance reports and responses about this Project are centrally stored for information, reporting and planning purposes on the IT Project Dashboard. OSPI is required to obtain approval from the WA Tech for the agency's investment plans in advance of major technology investments. The WA Tech also provides guidance support and oversight to ensure quality outcomes.

Project Quality Assurance (QA) Vendor

The primary responsibility of the external quality assurance (QA) vendor is to ensure that the project successfully achieves its objectives while following appropriate standards required by state rules. The

QA vendor will advise OPSI on best practices and lessons learned from other projects. QA will provide a monthly status report that describes the project's current quality assurance status and risk assessment based on their observations of the Program. QA will conduct document review and participate in meetings as needed to maintain visibility into the project.

Project Organization

The table below contains positions, roles and responsibilities descriptions, and authority for decision making for key project positions.

Title, Name & Organization	Project Responsibilities	Qualifications
Executive Sponsor	Ultimately accountable for project implementation. Acts as the project's champion and provides executive leadership and guidance. Executive sponsor: • Final approval for project scope, schedule, and budget, and all elements of project charter and PMP • Sets the priority of the project relative to other projects. • Organizational Executive for all project resources. • Approves change requests not specifically identified as within authority of another project role. • Defines or approves strategy and direction for the project. • Attends OSPI Project Steering Committee meetings. Makes final decisions for escalated issues and risks.	Experience acting as sponsor on IT projects under gated funding and involvement with high risk, high profile projects. Deep knowledge of the agency and authority to make budget, schedule, and scope decisions. Knowledge of PM and OCM (Organization Change Management) processes.
Business Owner	In this role, and in conjunction with the Executive Sponsor, provides leadership and guidance for the project. Is the business owner and champion of the project. • Approves business operations related issues and decisions. • Gives input on approval of scope, schedule, budget, charter, and PMP. Champion the project and its priority within the agency.	Deep knowledge of business operations and understanding how application/system impacts the operations. Providing high-level business requirements and working close with the project team throughout the project phases.

Title, Name & Organization	Project Responsibilities	Qualifications
IT Sponsor	In this role, and in conjunction with the Executive Sponsor, provides leadership and guidance for the project. Is the IT owner and champion of the project. • Approves IT related issues, risks and decisions. • Gives input on approval of scope, schedule, budget, charter, and PMP. Champion the project and its priority within the agency.	Strong grasp of both business and IT objectives so they can bridge the gap between technical teams and business stakeholders.
Project Manager	Has overall responsibility for the daily operations of the PMO team. • Responsible for the complete and comprehensive project deliverables, schedule, coordination, contract execution, product development and implementation of all elements of the project utilizing resources within the PMO in cooperation with business partners, vendors and project resources. • Responsible for informing the Sponsors regarding project status, issues, risks and activities. • Responsible for activities and products of all project resources. • Serves as the first escalation point for all project resources to resolve issues. • Provides recommendations to sponsors for decisions impacted by business operations. Meet regularly with Organizational Change Management resources to coordinate project efforts and ensure both internal and external OCM activities are staffed and active.	Project Management experience with IT projects and SDLC (software development life cycle). Communication and stakeholder management experience with all levels of the project (team members). Adaptability and problem solving skills.

Title, Name & Organization	Project Responsibilities	Qualifications
Organizational Change Manager	Develops and executes a structured organizational change management plan in partnership with the PMO and business operations team to achieve project objectives. • Planning will include internal organizational change management to support the implementation of the project and the technology used to support the work processes developed in cooperation with the Project Manager. • Planning will include external organizational change management to support the LEA relationships that exist within this project to ensure readiness. Coordinate the execution of the developed OCM planning with the appropriate organizational entities.	OCM formal training or certification. Strong communication and leadership skills.
Subject Matter Experts	Support the project by and team with expertise knowledge of the LEAs. • Contributes to requirements definitions. • Leading policy decision making processes through established governance. • Informing training plans. Giving business operations level approval on IT requirements.	In-depth knowledge of the business. Relevant experience (hands on experience in the LEAs).

Appendix L: Impact Assessment Summary

The table below summarizes the outcomes of the impact assessment and anticipated reaction of each persona addressed in the WRAM feasibility study. Anticipated Reactions for OCM consideration during implementation are defined as follows:

- **Receptive**: Group is generally positive about the change and looking forward to the benefits it offers.
- **Resistant**: Group is not expected to perceive the change to, or participation with, the statewide WRAM in a positive light.
- **Mixed**: Group is expected to see some positive elements for participating in the statewide WRAM system, while also perceiving that some of the aspects associated with participation will be difficult to embrace due to costs, complexity, and/or new processes/different required skills.

Impacted Group	Theme of Impacts	Summary of Impacts	Anticipated Reaction
Job Seekers (Educators and Classified staff)	Streamlined, one-stop system.	Single profile, one application, multiple LEAs, store all certifications, single source of info for openings. Faster, easier application process. Increased confidence and access.	Receptive due to increased accessibility.
Existing Educators and Classified staff	Streamlined, one-stop system.	Reporting absences, preferences for subs, subject matter, etc. in a different way (automated vs. phone call). Use new or different app/system; have automation for timekeeping and communication to admin and subs; ability to create and maintain a profile.	Receptive due to significant process improvement.
Existing Substitutes (Educators and Classified staff)	Streamlined, one-stop system.	Streamlined process for identifying sub opportunities. Receive notification via app vs. phone call. All notifications can be seen together vs. searched separately. Levels the playing field for substitutes. Use new or different app/system; have automation for timekeeping and notification of vacancies, etc. ability to create and maintain a profile.	Receptive due to process improvement.
Communities (students, parents, etc.)	Confidence w/educator match and timely hires.	Increased confidence that the right teacher/substitute teacher is available to fill a need in a timely manner. Increased assurance and transparency in the process and LEA. Confidence that students are being taught by instructors who are well-matched. Less stress.	Receptive due to improved staffing matches.
Potential Classified staff/job seeker (job market)	Streamlined, one-stop system.	Single profile, one application, multiple LEAs, single source of info for openings. Faster, easier application process. Increased confidence and access.	Receptive due to increased accessibility.
Other specialty LEAs	Major change with broad impacts.	New technology, reporting, processes, and data. Potential new skills needed. New or different costs. Increased visibility for other specialty LEAs' staff and educator requirements. May have community impacts on local housing if staffing pool increases.	Mixed due to streamlined process and new IT support needs.
LEA HR and Administrators currently without a WRAM system	Major transition and new costs.	New costs, new reporting capabilities, automation of manual processes, integrated processes, need WRAM support point person. Potential org structure changes. Need a variety of training and capacity building.	Mixed due to streamlined process and new IT support needs.

Impacted Group	Theme of Impacts	Summary of Impacts	Anticipated Reaction
LEA HR and Administrators with a current WRAM	Smaller transition.	New/different costs with LEA's existing system might change depending on their participation level in the WRAM system solution conversion or linking to new WRAM; system/process consolidation, update data governance structure, more IT support potentially. Potential org structure changes. Enhanced reporting.	Mixed due to streamlined process and new costs/IT impacts.
LEA IT Staff currently without a WRAM	Major transition and new costs.	Need to implement processes that support the LEA in using the statewide WRAM (ongoing maintenance, troubleshooting, customization, etc.) Process for escalating to OSPI or vendor as appropriate. New costs, upgraded IT, WRAM support point person, new job roles/org structure.	Mixed due to need for new process and IT support.
LEA IT Staff with a current WRAM	Significant transition and new costs.	Need to implement processes that support the LEA in using the statewide WRAM (ongoing maintenance, troubleshooting, customization, etc.) Process for escalating to OSPI or vendor as appropriate. New/improved reports, update data governance, ability to distinguish between issues w/their WRAM vs. OSPI WRAM	Mixed due to need for new processes and new system.
WEA (collective bargaining org/apprenticeships, residency progs.)	Streamlined process and increased data availability.	Where/how to request data may change. Can access reports for decision making and advocacy. Value and advocate for LEAs to have full participation with the WRAM and the efficiency it will provide. May have concern about resulting job loss.	Mixed due to fear of negative job impacts and support for streamlined process and data.
WSPA (supports K-12 LEA human resources.)	Streamlined process and increased data availability .	Support LEA HR staff as they learn new/different reporting capabilities, automation of manual processes, integrated processes and a variety of training and capacity building. Increased collaboration with OSPI. Easier access to data through WRAM reports and uses of data for decision making and advocacy.	Mixed due to fear of negative job impacts and support for streamlined process and data.
WACTE (association of colleges for educator candidates and higher ed)	Streamlined process and increased data availability.	Where/from whom they ask for the data might change. They may evolve career offerings and program development based on newly available data. Access data for decision making and program delivery. Value LEA participation with the statewide WRAM and the opportunities it will create.	Receptive due to availability of statewide data.

Impacted Group	Theme of Impacts	Summary of Impacts	Anticipated Reaction
OSPI IT Staff	Significant transition with multiple integration points.	Need to know how to use and configure the WRAM system, understand LEA configuration needs, may need to provide support to LEAs. Understand new confirmation, integration points, etc. Support migration and LEA participation levels.	Receptive due to single integrated system.
OSPI Data Analyst	Streamlined process and increased data availability.	Need to know how to use and configure the statewide WRAM system, understand LEA configuration needs, and may need to provide support to LEAs. Understand configuration, roles, and integration points. New knowledge base & support migration and ongoing needs for all LEA participation levels.	Receptive due to improved data and knowledge.
OSPI Program Specialists	Streamlined process and increased data availability.	Perform QA on new/migrated data. Need to know how to use the statewide WRAM system, understand LEA configuration. Understand the system, data, etc., and how it supports business needs.	Receptive due to new, full data set.

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