Attachment C - Contractor's Proposal

Inclusionary Practices Technical Assistance Network (IPTN) Facilitation—Request for Proposal No. 2026-03

State of Washington

Office of Superintendent of Public Instruction

Submitted to:

WA Office of Superintendent of Public Instruction

Kyla Moore, RFP Coordinator

600 Washington Street South

PO Box 47200

Olympia, WA 98504-7200

contracts@k12.wa.us

Submitted by:

WestEd

Zach Smith, Senior Project Director

730 Harrison Street

San Francisco, CA 94107

Phone:

zsmith@wested.org

September 16, 2025

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Request for Proposals No. 2026-3 Inclusionary Practices Technical Assistance
Network (IPTN) Facilitation—Office of Superintendent of Public Instruction

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September 16, 2025

Kyla Moore
RFP Coordinator, State of Washington Office of Superintendent of Public Instruction
600 Washington Street South
PO Box 47200
Olympia, WA 98504-7200

RE: RFP No. 2026-03 Inclusionary Practices Technical Assistance Network (IPTN) Facilitation

Dear Ms. Moore,

On behalf of Senior Project Director Zach Smith, WestEd is pleased to submit this proposal to State of Washington Office of Superintendent of Public Instruction in response to RFP No. 2026-03 Inclusionary Practices Technical Assistance Network (IPTN) Facilitation.

WestEd is a preeminent educational research, development, and service organization with over 1,000 employees and 11 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures. We have a long-standing commitment to the field of education at all levels and a combined experience of over 50 years of educational leadership. Additionally, we have substantial qualifications in the technical areas called for in a project of this scope, and we bring to this effort our understanding, sensitivity, and commitment.

WestEd is a Joint Powers Agency (JPA) governed by public entities in Arizona, California, Nevada, and Utah, with Board members representing agencies from these states and nationally. As a Joint Powers Agency, WestEd has been determined by the IRS to be a public agency exempt from income taxes under Section 115 (1) of the Internal Revenue Code of 1954, (EIN 94-3233542).

If you have any technical questions regarding this proposed work, please contact Zach Smith at 559-304-4808, or via email at zsmith@wested.org. For contractual questions, please contact the Contracts Management Department at 415.615.3136 or via email at contracts@wested.org.

Regards,

Irene Wan

box SIGN   4Q8RP7LZ-4LK5Y8VJ

Irene Wan
Manager, Proposal Coordination & Support

EXHIBIT F
CONTRACT ISSUES LIST

This Exhibit is optional. Bidders need only to complete and submit this Exhibit **IF** bidder has issues, concerns, exceptions, or objections to any of the terms or conditions contained in the Sample Contract and/or any terms and conditions stated within the procurement. In such case, bidder must use this *Bidder's Contract Issues List* to identify the same as set forth below.

The *Contract Issues List* is designed to frame contract discussions, if any, between OSPI and bidders regarding the Contract terms and conditions. In completing the *Contract Issues List*, bidders **must**:

A. Identify the specific Contract section/subsection that creates a business issue, concern, exception, or objection;

B. Describe, in business terms, the issue, concern, exception, or objection pertaining to the Contract section/subsection;

C. Propose, in business terms, a solution that is reasonable in light of the Competitive Solicitation and the procurement solution being sought by OSPI; and

D. Provide bidder' reason or rationale supporting bidder's proposed solution, including how the proposed solution is commercially reasonable for a public contract, benefits both the bidder and the OSPI and equitably allocates contractual risk and return.

Please be advised: The Contract(s) to be awarded is the result of a Competitive Solicitation developed pursuant to Washington's Procurement Code for Goods/Services that is designed to meet governmental needs for eligible purchasers. OSPI endeavors to develop commercially reasonable Contracts that incentivize performance and equitably allocate risk and return based on stakeholder input from eligible purchasers, vendors, procurement professionals, and others. Accordingly:

▪ Contract revisions, if any, may NOT be bidder-specific, but must apply to all bidders.

▪ Redlined Documents Will Not Be Reviewed. Do not provide a redlined Contract or sections/subsections. Redlined text may result in OSPI making potentially inaccurate assumptions regarding bidder's issue(s). Instead, bidders must follow the instructions set forth above.

▪ 'Standard' Bidder Contracts Will Not Be Reviewed. Do not provide a copy of bidder's (or a third party's) 'standard' contract or contract section. It will not be reviewed.

▪ No Substantial Changes. Bidders are cautioned that this is a competitive solicitation for a public contract and **OSPI cannot and will not accept a bid or enter into a Contract that substantially changes the material terms and conditions set forth in this Competitive Solicitation and Contract**. Bids that are contingent upon OSPI making substantial changes to material terms and conditions set forth in the Competitive Solicitation or Contract likely will be determined to be non-responsive.

OSPI will consider the number and nature of the items on *Contract Issues List* in determining the likelihood of completing a Contract with such bidder.

EXHIBIT F
CONTRACT ISSUES LIST

Bidder's Contract Issues List				
Bidder Name:				
NO.	Contract Section	Issue Description	Bidder's Proposed Solution	Bidder's Rationale for Proposed Solution
1.	Section 17, Duplicate Payment	WestEd provides a wide range of services to other districts, which may be similar to the services under this RFP. As a result, we cannot accept terms that would restrict our ability to enter contracts with other districts for similar services.	Delete the section in its entirety.	- Removal has been accepted in other WestEd-OSPI contracts, showing that this is a commercially reasonable request. See e.g. Amendment No. 2 to OSPI Contract 20230375 (October 2023). - Removal would clarify that WestEd is not restricted in any way from entering separate contracts, whether such contracts exist or in the future, to provide similar services to other districts.

EXHIBIT F
CONTRACT ISSUES LIST

<table>
<tr><td colspan="5">Bidder's Contract Issues List</td></tr>
<tr><td>Bidder Name:</td><td colspan="4"></td></tr>
<tr>
<td>No.</td>
<td>Contract Section</td>
<td>Issue Description</td>
<td>Bidder's Proposed Solution</td>
<td>Bidder's Rationale for Proposed Solution</td>
</tr>
<tr>
<td>2.</td>
<td>Section 22, Indemnification</td>
<td>It is a one-way indemnity.</td>
<td>Delete the section in its entirety and replace it with the following proposed language:

Each party to this Contract shall be responsible for its own acts and/or omissions and those of its officers, employees and agents. No party to this Contract shall be responsible for the acts and/or omissions of entities or individuals not a party to this Contract.</td>
<td>- Mutual indemnification has been accepted in other WestEd-OSPI contracts, showing that this edit is a commercially reasonable modification. See e.g. OSPI Contract 20250205 (October 2024) and Amendment No. 2 to OSPI Contract 20230375 (October 2023).

- Mutual indemnification is often standard.</td>
</tr>
</table>

EXHIBIT F
CONTRACT ISSUES LIST

		Bidder's Contract Issues List		
Bidder Name:				
No.	Contract Section	Issue Description	Bidder's Proposed Solution	Bidder's Rationale for Proposed Solution
3.	Section 28, Overpayments	We consider the last sentence of Section 28 as liquidated damages.	Delete the last sentence, "If Contractor fails to make a prompt refund, Superintendent may charge Contractor one percent (1%) per month on the amount due until paid in full," from the section.	- Removal of this specific sentence has been accepted in other WestEd-OSPI contracts, showing that the edit is commercially reasonable. See e.g. OSPI Contract 20250205 (October 2024) and Amendment No. 2 to OSPI Contract 20230375 (October 2023). - As a matter of WestEd policy, liquidated damages (and similar) are not acceptable.
4.	Section 31, Publicity	WestEd responds to solicitation for funding through RFPs, etc., which often require us to describe other work that WestEd has performed, and this language could be interpreted to prevent WestEd from listing this project, if awarded on other funding requests.	WestEd requests to add the following sentence at the end of Section 31: *Notwithstanding the foregoing, Contractor may list the project title, Superintendent's name, dollar value of this Contract, and a brief description of the scope of work in future funding applications in order to promote its range of work in securing similar funding.*	- Adding this sentence would clarify that responding to other RFPs would not conflict with Section 31.

EXHIBIT F
CONTRACT ISSUES LIST

		Bidder's Contract Issues List		
Bidder Name:				
No.	Contract Section	Issue Description	Bidder's Proposed Solution	Bidder's Rationale for Proposed Solution
5.	Section 42, Termination for Default	This section contains the sentence: "In the event of termination, the Contractor shall be liable for damages as authorized by law including, but not limited to, any cost difference between the original Contract and the replacement or cover Contract and all administrative costs directly related to the replacement Contract, e.g., cost of the competitive bidding, mailing, advertising and staff time."	Deletion of the language, "including, but not limited to, any cost difference between the original Contract and the replacement or cover Contract and all administrative costs directly related to the replacement Contract, e.g., cost of the competitive bidding, mailing, advertising and staff time," from the section.	- Removal of this particular language has been accepted in other WestEd-OSPI contracts, showing that this is commercially reasonable. See e.g. OSPI Contract 20250205 (October 2024) and Amendment No. 2 to OSPI Contract 20230375 (October 2023). - The section already states that "Contractor shall be liable for damages as authorized by law". The remaining sentence is unnecessary and could be considered liquidated or consequential damages.

EXHIBIT B
QUALIFICATION AFFIRMATIONS

CONSULTANT INFORMATION	
Bidder:	_____ WestEd

MINIMUM QUALIFICATIONS
Consultants who do not meet the minimum qualifications noted above will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.

Please check all boxes that apply.

1. ☒ Business License

   Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparently Successful Contractor.

2. ☒ **Deep Expertise in Inclusive Education**
   a. ☒ Expertise with evidence-based practices that promote access to general education for students with disabilities, particularly for the students in the IPTN's aim statement (students with IDD and Black students eligible for special education services).
   b. ☒ Expertise utilizing a variety of state- and district-wide metrics to evaluate progress toward inclusionary practices and detect patterns of disproportionality, communicating those metrics to a variety of audiences, and facilitating data-based reflection and decision making.
   c. ☒ Demonstrated capacity to lead and scale inclusionary practices across schools, districts, and regional systems.

3. ☒ **Expertise Designing Systems to Disrupt School Based Disproportionality**
   a. ☒ Demonstrated expertise and commitment to disrupting systems of disproportionality, with clear frameworks and tools to guide these priorities, across and within levels of systems (within districts, within state organizations, and across districts and organizations across a state).
   b. ☒ Lived experience and or experience working directly with and centering the voices of students with IDD and Black students with disabilities, and their families, in systems design and transformation efforts.
   c. ☒ Engagement and leadership in a body of work, such as a statewide network, theory of change, or a history that demonstrates experience addressing systemic equity challenges in public education systems.

4. ☒ **Expertise in Implementation and Improvement Science at a Statewide Scale**
   a. ☒ Expertise in applying implementation science and continuous improvement methodologies, including theory of action development, feedback loops, fidelity measurement, and adaptive change strategies in state educational systems
   b. ☒ Experience guiding statewide or large multi-district initiatives using improvement science frameworks.
   c. ☒ Evidence of meaningful involvement in long-term design and development of large statewide inclusion-based systems change in education.

EXHIBIT B
QUALIFICATION AFFIRMATIONS

5. ☒ **Expertise in Washington Systems Change Through State-Level Coordination**
   a. ☒ Demonstrated ability to coordinate efforts by education TA organizations to expand and/or focus their scope of work to reflect the IPTN's priorities, while maintaining a high degree of authentic collaboration, shared visioning, and co-creation amongst organizations to ensure coherence and growth across and within the network.
   b. ☒ Demonstrated ability to design, co-lead, and continuously improve a complex, multi-tiered network -- involving school districts, educational service districts (ESDs), higher education and community-based organizations, and students and families – in alignment with the IPTN Theory of Action.

6. ☒ **Strong Collaborative Orientation**
   a. ☒ Robust history of facilitating cross-sector collaboration, especially across providers of TA and PD, district leadership and staff in both general and special education, multilingual education, individuals with lived experience (including students, self-advocates, and family members) and community partners.
   b. ☒ Experience engaging in direct coaching and collaboration with technical assistance and professional development providers.
   c. ☒ History of successful partnerships with SEAs or similar entities, marked by trust, co-design, and transparent communication.
   d. ☒ Demonstrated ability and willingness to align with OSPI's strategic goals and priorities from a posture of service, not control.
   e. ☒ Demonstrated ability to engage respectfully and responsively with educators, families, and leaders across diverse geographic and cultural contexts.

7. ☒ **Clear Capacity for Communications, Learning, and Facilitation**
   a. ☒ Expertise developing accessible, equity-oriented guidance, tools, and learning resources for TA and PD for a variety of target audiences in the Washington public education community.
   b. ☒ Strong facilitation expertise to support statewide learning communities, advisory groups, and one-on-one meetings with individuals from member organizations.
   c. ☒ Demonstrated ability translating policy, research, and data into actionable strategies for schools and districts.

8. ☒ **Demonstrated Organizational Capacity, Stability, Longevity, and Responsiveness**
   a. ☒ Sufficient organizational capacity, staffing, infrastructure, and fiscal responsibility to support OSPI in leading a complex multi-year, multi-partner network cascading to all levels of public education in the state.
   b. ☒ Infrastructure and staffing to coordinate statewide TA efforts, learning communities, advisory councils, and strategic planning related to the IPTN, including co-facilitating a dense ongoing cadence of various partner and design team meetings as directed by OSPI IPTN leadership.
   c. ☒ Technical and organizational capacity to maintain and/or build upon the current depth, breadth, and complexity of the IPTN's activities, including collaboratively coordinating and addressing needs for communications and messaging, project management, scheduling, collection of key metrics, and ongoing professional learning for network member organizations.
   d. ☒ Demonstrated ability to be agile and responsive to emerging needs; policy shifts; OSPI's mission, vision, and strategic plan; and feedback from network participants.

EXHIBIT B
QUALIFICATION AFFIRMATIONS

9. ☒ **Capacity and Willingness to Organize Work That Maintains IPTN's Existing Structure and Theory of Action**
    a. ☒ Demonstrated capacity and willingness to step into an established and successful body of work, and minimize disruptions to ongoing complex work, by ensuring a deep understanding of its existing theory of action as well as its ensuring efforts, structures, needs, metrics, and roles.
    b. ☒ Submission must demonstrate an accurate understanding of the following existing structures and underlying concepts in the IPTN, as described narratively in the Background section above:
        i. IPTN theory of action
        ii. IPTN aim statement and aim populations
        iii. IPTN drivers
        iv. IPTN communities of practice
        v. IPTN roles within the network

ADDITIONAL DESIRED QUALIFICATIONS

Please check all boxes that apply.

☒ 1. Prior experience working with OSPI as a project facilitator with no record of issues on contract evaluations.

☒ 2. Demonstrated previous experience drafting and publishing guidance for a variety of audiences and levels of the educational system (e.g., district-level, state-level, students and families, education partners).

☒ 3. Capacity and expertise to support the IPTN's reach and value by educators and partners through support with cohesive branding, packaging and formatting of guidance and other resources, graphic design, and web design.

☒ 4. Designated project manager role to support IPTN activities and efficiency.

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

Irene Wan box SIGN 4Q8RP7LZ-4LK5Y8VJ	Sep 10, 2025	San Francisco, CA
Signature of Bidder	**Date**	**Place Signed (City, State)**
Irene Wan	Manager, Proposal Coordination & Support	WestEd
Printed Name	**Title**	**Organization Name**

Washington Office of Superintendent of Public Instruction

To the best of WestEd's knowledge, the following is a list of contracts that were terminated for default in the last 10 years. During that time frame, WestEd has entered into over 4,000 contracts and grant agreements. Of those agreements, over 3,000 were with public entities. WestEd has over 1,000 staff members who provide products and services to improve education.

The list of defaults below does not represent WestEd's standard of performance. Rather, it reflects a range of changed conditions and a few staffing issues that we have resolved. None of the staff members that are associated with this RFP performed work under the listed contracts or matters below.

Contracting Entity: California State University, Bakersfield

Description:
This contract with California State University, Bakersfield began on October 1, 2014, and was expected to be renewed each year for five years, with a final year expiration date of September 30, 2019. Although the original contract was terminated on October 19, 2015, WestEd resolved the issue by assigning a new primary investigator to lead the project. California State University Bakersfield then issued a new contract, effective January 1, 2016, which was extended for several years until it expired on September 30, 2020. This contract was not litigated.

Contracting Entity: Kamehameha Schools Procurement Department

Description:
This contract with Kamehameha Schools began on January 14, 2015, and had an original expiration date of June 30, 2017. On September 24, 2015, the contract was amended to shorten the performance period to April 30, 2016. Performance was not completed by April 30, 2016, and, on July 15, 2016, Kamehameha Schools terminated the contract for failure to meet milestones. Kamehameha Schools requested final deliverables after the notice of termination. WestEd provided the deliverables and Kamehameha Schools accepted them. This contract was not litigated.

Contracting Entity: Arizona State Board for Charter Schools

Description:
This contract with Arizona State Board for Charter Schools began on February 4, 2015, and was expected to end on May 30, 2015. The contract was terminated on April 6, 2015, for lack of performance by the staff assigned for the project. This contract was not litigated.

<u>Contracting Entity</u>: Hudson Link for Higher Education in Prison, Inc.

<u>Description</u>:
This contract with Hudson Link for Higher Education in Prison, Inc. began on May 1, 2018, and Funder terminated the contract on December 19, 2019 for lack of training and support by the staff overseeing application of the curriculum. This contract was not litigated.

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Technical Proposal

The Office of Superintendent of Public Instruction (OSPI) serves as the lead agency overseeing K–12 education for Washington's 1,094,330 public school students. Led by Superintendent Chris Reykdal, OSPI allocates resources and collaborates with 295 districts and seven state tribal education compact schools to ensure every student has access to a high-quality education. These districts range in size from the state's largest, Seattle Public Schools, serving over 55,000 students, to some of the smallest rural and remote communities.

In recent years, OSPI has deepened its commitment to inclusion through the development of the Inclusionary Practices Technical Assistance Network (IPTN). The network brings together technical assistance (TA) providers, districts, and state leaders to strengthen inclusive practices across Washington. It emphasizes the voices of families and students to highlight the lived experience of meaningful inclusion, not only traditional data metrics. Through coordinated guidance, professional learning, and systemic change efforts, IPTN is working to disrupt disproportionality, reduce exclusionary practices, and expand opportunities for all students, with particular attention to those with Intellectual and Developmental Disabilities (IDD) and Black students with disabilities.

WestEd, a national nonprofit research, development, and service agency with over 1000 staff and 11 offices nationwide, has partnered with OSPI to design, launch, and sustain the first 2 years of IPTN. With a mission to improve learning outcomes and promote equity across diverse communities, WestEd brings both content expertise in special education and deep experience in designing and facilitating statewide networks. Together, OSPI and WestEd have established the structures, routines, and collaborative culture that define IPTN today, ensuring that state policy, TA, and district-level practice are connected in ways that strengthen inclusion across Washington.

This proposal presents a shared vision, between OSPI and WestEd, for the next phase of IPTN (IPTN 3.0[1]). It outlines how the network can move from building structures and generating recommendations to testing, applying, and refining those recommendations in partnership with districts. For OSPI, continuing this journey with WestEd will ensure that the strong foundation already in place is used to expand the network's reach, broaden its collective knowledge, and translate that knowledge into measurable improvements for Washington's students. IPTN 3.0 will be able to start on this path from Day 1 with WestEd since we have been partners from the beginning. No time will be needed to bring the team up to speed and acquaint them with the project. Extending the impact for Washington's schools starts on the day funding is awarded.

Project Approach/Methodology

OSPI seeks to sustain and expand the IPTN, a network of state-funded TA providers, OSPI staff, Advisory members, and district partners working to create coherent supports and services focused on

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[1] Each year of the IPTN, OSPI has used version framing to help constituents in Washington understand the evolving nature of the network. The IPTN is now in its 3rd year of existence and is therefore called IPTN 3.0.

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increasing inclusion and access for Black students with disabilities and students with IDD. The state is focused on these specific populations of students because, to this point in Washington's change efforts, the state's system has struggled to include these populations in the general education environment to the same degree as other populations of students with disabilities.

To this end, the state is looking for partners, like WestEd, to support efforts to improve inclusion rates for these target populations of students. The Aim of the IPTN, detailed below, defined the measurable change the educational community is pursuing in the state and therefore serves as the central charge of the IPTN's collective efforts.

The Aim of the IPTN

The IPTN will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools. This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students with Intellectual and Developmental Disabilities (IDD) and for Black students with disabilities.

IPTN Goal Metrics:

LRE 1 growing for all students with an IEP by 2% per year.

LRE 1 growing for Black students with an IEP by 4% per year.

LRE 1 growing by students with IDD by 6% per year.

WestEd's Approach—A Forged Partnership

The work of IPTN is already succeeding. In its first 2 years, the network has demonstrated how a coordinated effort across OSPI, WestEd, and statewide partners can move ideas into collective action. In Year 3, the task is not to restart or reinvent, but to extend and strengthen what has been built by expanding influence across the agency and modeling the same de-siloing that the network promotes in districts. For the work to grow, WestEd recommends that OSPI's leadership continue to break down the silos across offices within the state education agency (SEA). Representation from special education, general education, teaching and learning, and web and communications are essential. This breadth signals that inclusion is not a standalone initiative but a statewide priority, woven into the core of Washington's educational system. In this structure, general and special education voices ensure coherence in instructional guidance, while web and communications expertise ensures that the network's tools and resources are accessible to the educators, families, and communities who depend on them.

WestEd's role is to stand alongside OSPI, building on a partnership that has already been tested and trusted through the first 2 years of IPTN. Together, we have established the design routines, meeting

structures, and collaborative culture that now define the network. That history means OSPI and WestEd do not have to start from scratch in Year 3—we already know how to work well with each other, have established collective commitments, understand how to adapt to emerging needs, and know how to navigate the leadership balance where OSPI is visibly in the lead while WestEd provides the scaffolding and expertise to make that leadership actionable.

The expertise WestEd brings is rooted in two layers. First, we bring staff with extensive experience designing and facilitating networks—not just delivering professional development but cultivating the conditions where Washington educators and organizations can lead their own improvement work. That distinction has been central to IPTN's success to date, and it will be even more important as recommendations move into implementation. Second, WestEd provides subject-matter expertise and credibility across each of the drivers identified in Years 1 and 2 of the network (data use, strategic resource allocation, evidence-based practices and leadership, shared ownership, family and community partnerships, and educator recruitment and retention). Because OSPI and WestEd have already built strong working relationships around these drivers, the network enters Year 3 with both stability and the capacity to extend impact.

This blended leadership structure—OSPI setting statewide direction across multiple divisions and WestEd continuing as its trusted partner for design, facilitation, and expertise—ensures that IPTN remains clearly identified as Washington's network, while also benefiting from the specialized capacity needed to sustain and grow it.

Refining the IPTN Theory of Action

Building on this shared leadership, the revised Theory of Action for IPTN 3.0 (Figure 1) provides the roadmap that keeps the network aligned and accountable (revised portions of the Theory of Action are highlighted to show the evolution of the network). This evolution of the Theory of Action reflects the trust and routines OSPI and WestEd have already established together and translates them into a common framework for how the work moves forward. At its core, the Theory of Action describes the "if–then–so that" pathway that connects coordinated actions to meaningful outcomes. It ensures every participant in the network—whether a district, a TA provider, or an Advisory member—understands how their efforts contribute to the larger aim.

Within this framework, OSPI remains the lead agency, guiding statewide efforts to advance inclusive education across divisions, while WestEd provides the expertise and facilitation needed to make those efforts concrete. The work is organized around five interconnected areas: developing leadership routines, supporting IPTN member meetings, convening the Advisory, strengthening infrastructure, and embedding evaluation. These tasks are not new; they extend the structures created in Years 1 and 2 but now shift toward implementation, coherence, and sustainability. For example, the Design Team, which previously focused on establishing meeting cadence and building shared vision, will now expand to chart a multiyear plan and deepen integration between TA providers and districts. Member meetings, which in Year 2 centered on communities of practice (CoPs) and generating recommendations, will now become venues where change ideas are tested with districts and the

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results shared back with the network. The Advisory, first convened in Year 2 to provide validation and feedback, will assume a more directive role in reviewing revisions and shaping how TA partners and districts collaborate. Similarly, infrastructure tools like the Theory of Action and At-a-Glance will be refreshed and paired with a stronger website presence to connect both internal and public audiences. Finally, while progress reports in Years 1 and 2 documented activity, Year 3 introduces a formal evaluation plan to measure the degree to which these collective efforts are achieving IPTN's aim.

The outputs of this work—such as a 5-year implementation plan that charts the network's long-term trajectory, refreshed At-a-Glance tools that explain IPTN's structure and purpose, scheduled website updates that expand access to resources, and quarterly progress reports documenting district engagement—will provide clear evidence of progress. Over time, these outputs translate into outcomes, including higher rates of students with individualized education programs (IEPs) learning in general education settings and targeted gains for Black students with IEPs and for students with IDD. In this way, every step taken under OSPI's leadership, with WestEd's continued support, keeps the network on course toward its long-term aim: not just maintaining the momentum of the past two years, but achieving lasting, statewide impact.

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Figure 1. Theory of Action

If WestEd and OSPI partner to complete these tasks:
Task 1 - Design Team
Recruit new members to the Design Team with sphere of influence in OSPI web development and general district technical assistance areas.
Facilitate Design Team strategic planning meeting with OSPI to develop 5-year implementation plan **(evaluation output 1).**
Conduct virtual one-on-one and team meetings with OSPI focused on coordinating, facilitating, and problem-solving the IPTN across all facets of the network.
Task 2 - IPTN Member Meetings
Schedule and carry out monthly meetings focused on expanding application of learnings and recommendations with IPTN districts.
Offer technical assistance to IPTN members in the form of one-on-one meetings, member Theories of Action **(evaluation output 2)**, and the facilitation of communities of practice focused on coordinating efforts to equip and empower IPTN members to work with WA districts.
Task 3 - IPTN Advisory
Schedule and carry out the IPTN Advisory, a board of engaged stakeholders having unique knowledge, experiences, and expertise in the focus of the network aim.
Task Advisory with guiding the focus of the network when working with districts toward the actual needs of students in WA's aim population.
Task 4 - IPTN Infrastructure
Update IPTN public-facing tools and resources such as the IPTN internet webpage, IPTN Theory of Action, and IPTN At-a-Glance.
Task 5 - Evaluation
Design and carry out an evaluation plan monitoring the effectiveness of the IPTN's efforts and the degree these efforts are creating positive outputs and outcomes related to the network aim for the state that is communicated through a final evaluation report.

Then IPTN 3.0 will accomplish these outputs:
Output 1
During IPTN 3.0, WestEd will provide OSPI with support as they assesses, revise, and adjust the previously established 5-year implementation plan that uses a backward design model to support the department in having a multiyear master plan to impact the IPTN aim and build the overall IPTN network as a sustained entity within the state of WA.
Output 2
IPTN Advisory, members, and districts will demonstrate collective and coordinated efforts to advance the implementation of inclusive practices as evidenced by (a) the creation of district inclusion plans aligned to IPTN 2.0 learnings and recommendations and (b) progress in district implementation plans **(evaluation output 3)**.
Output 3
IPTN members will mobilize efforts in training, coaching, and resource development as individual organizations and groups of organizations scale the IPTN aim and IPTN 3.0 guidance and recommendations in their work with districts. IPTN member organizations will support districts in the development and implementation of inclusion plans **(evaluation outputs 3 & 5)**.
Output 4
OSPI will expand and/or maintain its web presence and resource library to include IPTN member-created tools, resources, and success stories showcasing the impact of the network. This web presence will be utilized to facilitate sharing resources across member organizations, districts, and Advisory members **(evaluation output 4)**.
Output 5
Learnings and recommendations generated in IPTN 2.0 will be refined based on work with districts and through the evaluation of IPTN activities **(evaluation output 5)**.

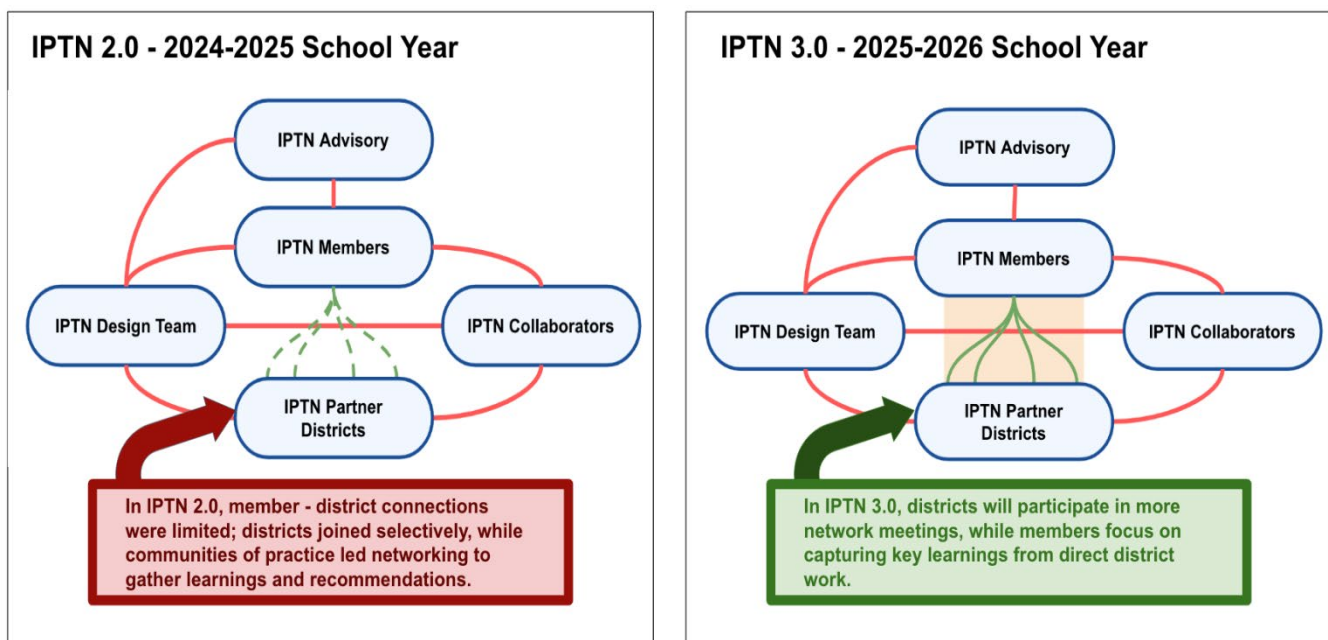| So that Washington achieves this outcome |
| --- |
| **Outcome** |
| Within 1 year, LRE 1 for all students with an IEP improves by 2%, LRE 1 for Black students with an IEP improves by 4%, and LRE 1 for students having intellectual and developmental disabilities (IDD) improves by 6%, resulting in proportionate representation of students across racial and ethnic groups regarding eligibility and placement within special education services and improved access and outcomes regarding postsecondary measures of success. |

Work Plan

The IPTN has, over its first 2 years, become a statewide structure that connects TA providers, districts, and state leaders around a single aim: improving inclusion for students with disabilities. Each year has built on the last. In Year 1, the focus was on laying the foundation—establishing the Design Team, defining member roles, and creating routines that allowed the network to take shape. In Year 2, the work advanced. The Advisory was added, and CoPs gave members the chance to generate shared learnings and recommendations. Those recommendations now stand as a collective product of the network, pointing the way toward how Washington can strengthen inclusive practices in schools.

Year 3 represents the next stage of this evolution. The foundation remains steady: The Design Team will continue to meet regularly, members will convene monthly, the Advisory will gather to provide direction, and the infrastructure tools (such as the Theory of Action and At-a-Glance) will continue to anchor the work. What changes is the focus of these structures. IPTN 3.0 is about moving from ideas into action—testing the recommendations from last year, applying them in districts, and creating feedback loops so that what is learned on the ground informs the direction of the network. Figure 2 below establishes the changes to IPTN 3.0 organizational chart. Notice how the connection between IPTN Members and IPTN Districts is strengthened for year 3.

Figure 2. IPTN 3.0 Organization Chart

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Task 1—Design Team

The Design Team[2] has consistently been the largest driver for the vision, design, and evolution of the IPTN. In Years 1 and 2, the team focused on building coherence across members and organizing the cadence of the work. In Year 3, that role continues but expands. In addition to sustaining the routines that keep the network functioning, the Design Team will also look forward, charting a 5-year plan for IPTN. This plan will clarify where the network needs to be by Years 4 and 5, ensuring that day-to-day activities are connected to a larger vision. In addition to this, the Design Team will also expand how it integrates TA providers and districts. The Design Team will support IPTN members to use the Year 2 recommendations to offer direct professional development to districts and schools, while districts will articulate successes and barriers to progress. For IPTN 3.0, the working relationships between IPTN members and district leadership will strengthen substantially to ensure the impact of the network extends all the way down to Washington's classrooms—ensuring that the work is grounded and in actionable collaboration that marries statewide expertise and local implementation. IPTN 3.0 aims to facilitate this collaboration via the continuation of the work of the experienced Design Team. Table 1 below details key meeting infrastructure and other activities needed to sustain the work of the previously successful Design Team for IPTN 3.0.

Table 1. Key Actions Tied to Task 1

Title	Duration	Purpose	Artifact(s)
Design Team Meetings	Weekly 90-minute virtual meetings—60 minutes for teaming/30 minutes for office hours	The purpose of these meetings is to plan and deliver the array of activities, events, and materials needed to carry on the work of the network.	Design Team Meeting Note Summaries
Design Team Strategic Planning Meeting	Once per year—1.5 day in-person planning meeting	The purpose of this meeting is to recalibrate the evolution of the IPTN to start Year 3 and to create a strategic plan for the next 5 years, in which the network leads the outcomes and priorities defined by OSPI.	Strategic Planning Agenda and Notes 5-Year Strategic Plan

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[2] This task is a core component of all other tasks in this Theory of Action. The IPTN Design Team is the primary development and coordination lead of all IPTN activities and network partners. WestEd and OSPI staff work in partnership with each other to conduct the work of the network.

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Task 2—IPTN Membership

From the start, regular convenings of members and one-on-one meetings have been essential to IPTN's success. In Year 1, they helped establish shared commitments, the aim of the network, and the related drivers that defined needed changes to Washington's school system to make the aim a reality. In Year 2, they provided a space for CoPs to share and refine their work, leading to concrete lessons learned and recommendations for schools and districts across each driver. In Year 3, IPTN member meetings and one-on-ones will become spaces where partners test change ideas with districts, study the results through short cycles of learning, and bring those insights back to the network so strategies can be refined and scaled across IPTN.

Historically, across IPTN 1.0 and 2.0, each member organization submitted a proposal to OSPI with specific deliverables their group strategically focused on to further inclusion across the state of Washington. In IPTN 3.0, member organizations will again share their invaluable expertise. However, in this iteration, districts will strategically partner or contract with IPTN member organizations for services that will help to further inclusion within their personal context. Further, IPTN member organizations will go beyond the scope of the offerings related to their personal organizations, partnering with individual districts to serve as mentors and/or facilitators to assist those districts in the development of district-level inclusion plans. Plans will include specific strategies and practices previously identified by the IPTN CoPs during 2.0 as effective, evidence-based ways to support inclusion. Further, plans will reflect active working relationships with multiple IPTN member organizations providing services independently and/or in collaboration with one another directly to the district that support inclusion within the districts' unique context. Critically, inclusion plans will include review and analysis of multiple data sources directly related to the IPTN aim and additional sources of data known to impact the effect of strategies supporting inclusion such as parent/family/student input and school climate measures.

WestEd structures the IPTN so that the network functions as a driver of learning and coherence across the state. Meetings, one-on-ones, and CoPs are designed to give members consistent opportunities to connect, share experiences, and test ideas with districts. These activities create feedback loops where strategies can be refined based on what is working in practice. Because members are regularly engaged with one another and with districts, the network operates as a connected community. After 2 years of establishing a firm foundation, WestEd believes the IPTN has the relationships and structures in place to begin driving change collectively within Washington's education system.

TA providers will share which districts they are working with and what progress they are seeing. Districts will provide feedback on whether the support is meeting their needs. Members will work together to braid support, aligning their efforts so that districts receive coordinated, coherent assistance. By documenting this work through quarterly reports, the network will be able to see where recommendations are taking hold and where adjustments are needed. Table 2 below details key meeting infrastructure and other activities needed to sustain the IPTN membership in IPTN 3.0.

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Table 2. Key Actions Tied to Task 2

Title	Duration	Purpose	Artifact(s)
IPTN Sessions	Monthly (8 to 9) 90-minute virtual meetings	The central aim of these meetings is to establish a regularly scheduled meeting to focus on key needs of the network. For IPTN 3.0, IPTN members will share progress in working with IPTN districts and gather Year 3 revisions to Year 2 learnings and recommendations.	Session Materials Community of Practice Meeting Notes Revised Learnings and Recommendations Documents (IPTN 3.0)
One-on-One Meetings	Three times per year 60-minute virtual meetings with each IPTN member organization	One-on-one meetings support IPTN members to have personalized TA related to their contributions to the network. These meetings will draft organizations' theories of action and progress monitor work with IPTN districts.	One-on-One Meeting Notes (each org.) Organization Theories of Action

Task 3—IPTN Advisory

The Advisory was introduced in Year 2 as a central mechanism to bring additional voices into the IPTN and ensure the work stayed grounded in diverse perspectives from across Washington. From the beginning, Advisory members did more than validate direction—they helped the network refine its commitments, identify surface gaps, and test ideas against the realities of schools and communities. Their feedback shaped how CoPs framed their drivers, elevated the importance of connecting family and student voice, and pushed the Design Team to ensure that recommendations were not only technically sound but also usable by districts. Year 2 established the Advisory as an essential critical counterbalance and guide, ensuring that IPTN 2.0 delivered more than just ideas; it delivered guidance rooted in lived experience and statewide priorities.

In Year 3, the Advisory's role strengthens even further. Members will continue to meet regularly, but their influence will expand beyond offering feedback to actively shaping the trajectory of the network. They will be asked to review and critique revisions to recommendations as they are tested in districts, and to weigh in on how TA partners and districts collaborate. By understanding what is happening on the ground—which change ideas are being tried, what is showing promise, and where challenges remain—the Advisory will help guide the network's collective learning and decision-making. This shift ensures that the Advisory is not just responding to work after the fact but is actively involved in steering the IPTN toward greater impact and long-term sustainability. Table 3 below details key meeting infrastructure and other activities needed to support IPTN Advisory in IPTN 3.0.

Table 3. Key Actions Tied To Task 3

Title	Duration	Purpose	Artifact(s)
Advisory Sessions	Three quarterly (second, third, and fourth quarters) 90-minute virtual meetings	Advisory meetings equip advisors with the knowledge and opportunity to steer the direction of the network. These meetings focus on providing the Advisory with key details related to IPTN members' progress in realizing the IPTN aim.	Session Materials Advisory Recommendations (shared with the IPTN)

Task 4—IPTN Infrastructure

Strong infrastructure has been a hallmark of the IPTN since the beginning. The Theory of Action and the At-a-Glance have provided clear, accessible tools for both network members and external audiences. Additionally, the branding and visual design of network materials makes the work of the network instantly recognizable to Washington's broader educational context. These materials will be updated in Year 3, but the most significant change will be to the network's digital presence.

The IPTN website will become both an internal hub for members and a public-facing site for Washington educators, families, and community members. To support this, WestEd recommends at least one of OSPI's web developers join the Design Team, ensuring that technical expertise is integrated into planning. Website updates will not only refresh content but will also add new users to design the website around data analytics, allowing the network to understand how the site is used and which resources are most valuable.

Task 5—Network Evaluation

Prior to IPTN 3.0 the focus of network activities was to build the foundational structures and systems to support the work necessary to impact inclusion across the state. Now that the critical infrastructure is in place, the focus of IPTN 3.0 can shift to a comprehensive evaluation and nuanced assessment of both the impact of network efforts on the IPTN's aim (increasing inclusion across the state of Washington) and the functioning of the IPTN itself. WestEd's evaluation goal is to assess if the IPTN can "do what we said we would do" across a variety of contexts. With our evaluation plan, we aim to determine whether the structures and systems developed across the prior/current iterations of the IPTN are producing the intended impact. Information gathered will be ongoing across the grant period for formative and summative purposes, designed to capture progress throughout the year and provide a final report guiding future action.

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The evaluation plan will include the following components:

- **Clear Indicators of Success.** Working with OSPI, WestEd will define measurable indicators aligned with the IPTN Theory of Action. These will include the following:
    - **Implementation indicators** (e.g., quality of district inclusion plans, number of member organizations delivering services within districts, evidence of braided support across providers)
    - **Capacity indicators** (e.g., district feedback on the usefulness of member organization mentorship, extent to which Advisory input is influencing network decisions, frequency of member collaboration with districts as direct service providers and as mentors, frequency and extent of cross-organization collaborations)
    - **Outcome indicators** (e.g., shifts in district practices tied to inclusion; alignment of shifts in district practice with strategies/practices suggested by IPTN CoPs; survey and focus group/interview responses from member organizations, districts, Advisory members; perceptions of families, students, advocates, and other community members regarding shifts in practice, plans, and outcomes)
- **Data Collection Strategies.** Evaluation will draw on multiple data sources to ensure a complete picture of network progress, including the following:
    - **Quarterly progress reports** from Design Team, member, and Advisory activities will be reviewed.
    - **Qualitative measures** surveys, focus groups, and/or interviews, and so on may be utilized with IPTN participants, including district partners, member organization participants, and Advisory members, families, students, and other individuals with relevant lived experience to capture perceptions of effectiveness and barriers.
    - **Feedback** from IPTN convenings/sessions, district planning and partnerships, CoPs, and one-on-one meetings with member organizations will track the relevance and quality of support.
    - **Website analytics** will measure use of resources and reach across Washington and nationally.
    - **Review of permanent products related to IPTN outcomes**. Completed products demonstrating the application of learnings from IPTN session and/or material will be collected and reviewed.
    - **Review and alignment of effective practices within Washington state**. Data will be reviewed to identify exemplary districts within the state of Washington and analyze what strategies/practices they are employing to successfully include students. The alignment of these strategies/practices with those identified by the work of the IPTN will be assessed.
- **Improvement Cycles.** Evaluation will not be limited to end-of-year reporting. Findings will be shared quarterly across various stakeholders (e.g., Design Team members, member organizations) so they can inform mid-course adjustments. This creates a continuous improvement cycle: testing

change ideas in districts, gathering feedback, refining recommendations, and returning insights to the network.

- **Final Evaluation Report.** At the end of Year 3, WestEd will synthesize data into a comprehensive report for OSPI. The report will summarize what has been achieved, identify challenges and lessons learned, and provide recommendations for how to strengthen the IPTN in Years 4 and 5. It will highlight both quantitative measures (e.g., number of districts supported, changes in access to general education for target populations) and qualitative insights (e.g., district stories of practice change).

By embedding evaluation into the daily routines of the network and using it to inform continuous learning, IPTN 3.0 ensures that the Theory of Action remains a living framework. It becomes more than a guiding document—it is a tool for accountability, learning, and ongoing improvement at both the state and district levels.

Work Plan Summary

Together, these five tasks create a cohesive plan that sustains the foundation of the IPTN while guiding it into a new phase of implementation, feedback, and evaluation. Each task builds directly from the structures and lessons of the past 2 years, while expanding their purpose to ensure that the network's influence reaches districts and classrooms across Washington. To support OSPI in monitoring progress and aligning work with deliverables, Table 4 below provides a detailed project schedule for each task, including the specific activities, outputs, timelines, and number of deliverables associated with the scope of work described above.

Project Schedule

The work of IPTN 3.0 builds on the steady cadence established in its first 2 years, where regular convenings, quarterly reporting, and structured planning cycles provided both momentum and accountability. A clear project schedule ensures that this rhythm continues while adding new elements—such as evaluation milestones and expanded infrastructure updates—that reflect the network's growth. The schedule that follows outlines when major tasks will occur, when OSPI can expect to receive deliverables, and how activities align across the year. By sequencing the work in this way, OSPI gains a transparent roadmap for monitoring progress and ensuring that each stage of IPTN 3.0 contributes to both short-term outputs and long-term impact. Table 4 provides a timeline for the events of IPTN 3.0.

Table 4. Project Schedule

Tasks	Quarter 2 (Nov.–Jan.)	Quarter 3 (Feb.–April)	Quarter 4 (May–June)	Quarter 1[3] (July–Sept.)
Task 1 Design Team	Strategic Planning Meeting Weekly Planning Meetings	Weekly planning meetings	Weekly planning meetings	Weekly planning meetings
Task 2 IPTN members	Monthly meetings Quarterly One-on-One	Monthly meetings Quarterly One-on-One	Monthly meetings Quarterly One-on-One	
Task 3 IPTN Advisory	Advisory Meeting	Advisory Meeting	Advisory Meeting	
Task 4 Infrastructure	IPTN Theory of Action IPTN At-a-Glance	IPTN Website Update 1		IPTN Website Update 2
Task 5 Evaluation	Evaluation Plan			Evaluation Report

Figure 3 complements the schedule by illustrating how the substance of the work shifts in IPTN 3.0 based on the shifts to in focus of the network for year 3. Network meetings are designed to center members' experiences testing change ideas with districts, creating a feedback loop that strengthens both practice and policy. CoPs, while less central than in Year 2, will reconvene strategically in spring 2026 to gather revisions to the network's learnings and recommendations, ensuring that the knowledge generated remains grounded in district realities.

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[3] Quarter 1 applies to IPTN 4.0 and would start the 2026–27 school year.

Figure 3. Project Schedule At-a-Glance

Advisory Meeting 1			Advisory Meeting 2			Advisory Meeting 3		
Universal TA – Members	Universal TA – Members	Universal TA – Members, Advisory, & Districts	Targeted TA – Monthly CoP Meetings	Universal TA – No CoPs	Universal TA – Members. Advisory, & Districts	Targeted TA – Monthly CoP Meetings	Targeted TA – Monthly CoP Meetings	Universal TA – Members. Advisory, & Districts
Nov. 2025	Dec. 2025	Jan. 2026	Feb. 2026	Mar. 2026	Apr. 2026	May 2026	June A 2026	June B 2026
Intensive TA – One-on-One Meeting 1			Intensive TA – One-on-One Meeting 2			Intensive TA – One-on-One Meeting 3		

Deliverables

The success of IPTN 3.0 depends not only on what work is completed but also on when and how it unfolds during the year. The sequencing of activities is central to ensuring that network members, districts, and OSPI staff have the right information at the right time to guide their decisions. Quarterly reports, strategic planning milestones, and scheduled convenings create a predictable rhythm that allows the network to remain both responsive and accountable. Table 5 lays out this structure by mapping each task to specific quarters of the year, with due dates aligned to OSPI's expectations and deliverables clearly identified for accountability. This schedule provides OSPI with a transparent view of how the work will move forward and where tangible products—such as updated At-a-Glance tools, evaluation reports, or quarterly progress summaries—will be delivered.

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Table 5. Schedule of Task Deliverables and Due Dates

Task #	Activity	Deliverable	# of items	Due date[4]
Task 1 - Activities to Support IPTN Design Team				
1	**Task 1.1. *Design Team Strategic Planning Meeting*** • 5-Year IPTN Plan—Defining the foci of IPTN activities over the course of the next 5 years across all IPTN partner roles	5-Year IPTN Plan	1	**Q2 –** 1/31/26
1	**Task 1.2. *Design Team Meetings Planning IPTN*** • Design Team Quarterly Summaries detailing how the IPTN Design Team completed IPTN member meetings, IPTN Advisory meetings, member organization 1:1 meetings, and other related events tied to the IPTN	Quarterly Progress Reports	4	**Q2 –** 1/31/26 **Q3 –** 4/30/26 **Q4 –** 6/30/26 **Q1 –** 9/30/26
Task 2 - Activities to Support IPTN Member Meetings				
2	**Task 2.1. *IPTN Member Meetings Planning*** • IPTN Meeting Schedule with Linked IPTN Session Materials and Templates serving as a scope and sequence to IPTN meetings that include stakeholder access to important session materials	IPTN Member Meeting Schedule	1	**Q3 –** 4/30/26
2	**Task 2.2. *IPTN Member Meeting Progress Report*** • Quarterly Progress Reports detailing the number of IPTN sessions that have occurred each quarter, one-on-one meetings, documentation of key learnings from IPTN sessions, and updates regarding changes to IPTN Meeting Schedule	Quarterly Progress Reports	4	**Q2 –** 1/31/26 **Q3 –** 4/30/26 **Q4 –** 6/30/26 **Q1 –** 9/30/26
Task 3 - Activities to Support IPTN Advisory				
3	**Task 3.1. *IPTN Advisory*** • Advisory Meeting Schedule with Linked IPTN Advisory member materials and templates serving as a scope and sequence to IPTN meetings that include stakeholder access to important session materials	IPTN Advisory Meeting Schedule	1	**Q3 –** 4/30/26
3	**Task 3.2. *IPTN Advisory Progress Report*** • Four quarterly progress reports detailing the meetings and additional engagement of IPTN Advisory Board members, including documentation of key input	Quarterly Progress Reports	4	**Q2 –** 1/31/26 **Q3 –** 4/30/26 **Q4 –** 6/30/26 **Q1 –** 9/30/26

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[4] Proposed due dates of deliverables are dependent on OSPI's cycles for contract reporting. WestEd is proposing dates based on anticipated date of deliverables being complete and will work with OSPI, when and if project is won, to solidify these dates per the constraints of the SEA. Please refer to Table 5 for project schedule. Reminder, for the purposes of this proposal, quarter start and end dates are defined by IPTN years.

Task 4 - Activities to Support IPTN Infrastructure				
4	**Task 4.1.** *IPTN Theory of Action* • IPTN Theory of Action detailing how the IPTN members will coordinate TA efforts to equip districts to work toward the IPTN aim statement	IPTN Theory of Action 3.0	1	**Q3 –** 4/30/26
4	**Task 4.2.** *IPTN At-a-Glance Document* • IPTN At-a-Glance Update detailing how the IPTN operates within Washington so that districts, Advisory, members, and outside constituents understand the role and scope of the network within the state	IPTN At-a-Glance	1	**Q3 –** 4/30/26
4	**Task 4.3.** *Website Updates* • Website updates at two different intervals within the year focused on making improvements and updates to the IPTN website based on key learnings gathered through IPTN activities	Website Update Document	2	**Q3 –** 4/30/26 **Q4 –** 9/30/26
Task 5 - Activities to Support IPTN Evaluation				
5	**Task 5.1.** *Evaluation Plan* • Evaluation Plan detailing how WestEd will evaluate the work of the IPTN monitoring the effectiveness of implementation	Evaluation Plan Document	1	**Q2 –** 1/31/26
5	**Task 5.2.** *Final Evaluation Report* • Final Evaluation Report detailing the outcome and impact of the IPTN, including the degree to which the IPTN is meeting its goals as a network	Evaluation Report	1	**Q4 –** 9/30/26

Performance-Based Contracting

WestEd is committed to complying fully with the performance-based contracting requirements outlined in RCW 39.26.180. We will ensure that all activities under this contract are tied to clearly defined deliverables, performance measures, and outcomes, as specified in the scope of work. Progress will be documented through quarterly and annual reports, with performance evaluated against the agreed-upon benchmarks. WestEd understands that payment under this contract is contingent upon the timely provision of deliverables and demonstration of measurable outcomes, and we will align all project management and reporting processes to meet these requirements. For specifics on deliverables, including due dates, please see Table 5 in the section above.

Outcomes and Performance Measurement

To assess IPTN 3.0 WestEd suggests implementing a multifaceted approach to the evaluation plan that will focus on assessing each specific output shared above as well as the overall functioning of the IPTN. Essentially, WestEd proposes an evaluation plan that will assess the fidelity of the implementation of our efforts to improve inclusion across the state of Washington.

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Evaluation of IPTN 3.0's Overall Project Effectiveness

WestEd proposes two overall evaluation measures for IPTN 3.0. These evaluation measures are designed to answer the following questions: *Is the IPTN an effective statewide network? Is the IPTN engaging in the work that it aims to do? In what ways has the Network demonstrated impact across the state at the organization, district, and student levels? How can the IPTN improve its efforts as a coordinated network moving forward?*

Table 6 unpacks evaluation measures that align to each evaluation question.

Table 6. Evaluation Measures and Activities

Evaluation measure	Measurement tools and strategies
Review and Identification of Exemplary Districts & Inclusionary Practices Within Washington State	• Review statewide data and identify exemplary districts with respect to meeting and/or exceeding the IPTN aim (these may or may not be IPTN districts). • Identify if these districts are using/implementing the strategies identified by the CoPs in the district resource documented at the end of IPTN 2.0 (i.e., are these the strategies that are currently making the difference?). • Map districts with Inclusionary Practice Project Demonstration sites to determine the degree alignment exists with exemplary districts and those hosting demonstration sites. • Use this information to further refine the work of the IPTN.
Assess the Functioning and Social Validity of IPTN Across Partners	• Create and administer a formal anonymous survey focusing on the IPTN's work, process, outcomes, and so on to all IPTN member organization representatives, district representatives, Advisory members, and community representatives. Also, include an assessment measure for Design Team members to provide anonymous feedback. Survey questions will garner information about effectiveness, impact, areas of strength, and areas for improvement. • Optional: Conduct a limited number of focus groups or semistructured small group interviews

Evaluation of IPTN 3.0's Proposed Project Outcomes

In addition to the assessments proposed above, WestEd proposes a variety of options to directly assess the five outcomes proposed as a direct result of the work. These forms of assessment will assist in quantifying IPTN 3.0's impact and further strengthen the ability of the Design Team to assess the fidelity of implementation of this project (i.e., Did we do what we said we would do?). This information may be collected across time during the project and integrated into quarterly and final reporting.

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Output 1—During IPTN 3.0, WestEd will provide OSPI with support as they assess, revise, and adjust the previously established 5-year implementation plan that uses a backward design model to support the department having a multiyear master plan to impact the IPTN aim and build the overall IPTN network as a sustained entity within the state of WA.

Suggested Evaluation Measure(s): WestEd will complete a yearly review of the implementation plan. This review will provide a summary of components of the plan completed to date, areas of focus necessary to target for the coming year, and a list of any areas of need/areas where insufficient progress was made across the current contract year, including recommendations for meeting those areas of need in the upcoming year(s). Suggestions for revision will be provided if applicable.

Output 2—IPTN Advisory, members, and districts will demonstrate collective and coordinated efforts to advance the implementation of inclusive practices within Washington state by engaging in clearly articulated actions within their sphere of influence specifically targeting the aim of the IPTN.

Suggested Evaluation Measure(s): All IPTN member organizations will provide a Theory of Action detailing how the work of their organization will directly impact the IPTN aim. Outcomes detailed in the final reports submitted by organizations at the end of the funding period will be compared to each organization's Theory of Action to determine alignment and impact.

Partnership/Collaboration data will be collected. This will include the following:
- the IPTN organizations working with each district, including the type of work, amount of time spent, and so on
- district inclusion plans (assuming each district works with one or more organizations as facilitators to create a plan to increase inclusion within the district—as planned last year)
- partnerships between IPTN organizations—Which organizations worked together? What was the focus of those collaborations? Did those collaborations lead to other connections/work? How did working together enhance their orgs work or fill holes/gaps?
- connections/collaborations of IPTN organizations and districts with Advisory members

Output 3—IPTN members will mobilize efforts in training, coaching, and resource development as individual organizations and collaborative groups scaling the IPTN aim and IPTN 3.0 guidance and recommendations in their work with districts. IPTN member organizations will support districts in the development and implementation of inclusion plans.

Suggested Evaluation Measure(s): All IPTN districts will work with IPTN members to submit an inclusion plan. This plan will be reviewed for the following information:
- member organization participation/support within the district
- strategies employed within the inclusion plan
  - alignment of the strategies chosen for the inclusion plan with the district resource recommendations created by IPTN 3.0 CoPs
- review of district data related to the IPTN aim statement in conjunction with implementation of the inclusion plan
- review of additional district data linked to the IPTN aim and the inclusion plan

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- parent/family and/or student focus groups
- school climate surveys
- other

Output 4—OSPI will expand and/or maintain its web presence and resource library to include IPTN member–created tools, resources, and success stories showcasing the impact of the network. Also, this web presence will be utilized to facilitate sharing resources across member organizations, districts, and Advisory members.

Suggested Evaluation Measure(s): The website/web presence itself as an artifact—Is it up-to-date with resources, and is there a current mechanism for disseminating information/resources from organizations across organizations/districts/Advisory members? Collect and report data related to website traffic, clicks, and download data (where available).

Output 5—Individuals from IPTN member organizations will serve on various IPTN-established CoPs to facilitate cross-organizational dialogue, sharing of expertise, and increased breadth of experience in the application of knowledge to the creation of tangible resources focused on IPTN-identified drivers supporting inclusion.

Suggested Evaluation Measure(s): Gathering individual CoP-created resources and/or collectively created resources that combine the work of all CoPs.

Risks

As a prospective partner in maintaining a high-impact network focused on the aim of increasing effective inclusionary practices for all students, with a particular focus on Black students with disabilities and students with IDD, we recognize the complexity, scale, and visibility of this initiative. Table 7 below outlines WestEd's risk management plan. The plan is designed to identify, anticipate, and proactively mitigate risks to ensure seamless execution, equitable impact, and measurable results, tailored to the IPTN. Weekly Design Team meetings, as well as ongoing meetings between the WestEd project director and OSPI's contract manager, provide a proactive structure to review data on an ongoing schedule, reflect on project progress, anticipate emerging barriers, and collaboratively plan for implementing additional mitigation strategies.

The plan below also presents a comparative analysis of risks related to selecting an incumbent vendor (WestEd) versus a new vendor. Despite these risks, WestEd's entrenched knowledge, established partnerships, and demonstrated success make us uniquely positioned to minimize disruption while driving results.

Table 7. WestEd's Risk Mitigation Plan

Risk	WestEd's mitigating strategies
Staff turnover and subsequent knowledge loss	WestEd will continue to maintain detailed and well-organized documentation and a file storage system so that the operation of the IPTN does not disproportionately rely on any individual's knowledge and memory. Specific mitigating steps for turnover within IPTN members, OSPI staff, and WestEd staff are outlined below: **Turnover of IPTN members:** WestEd creates the structure for each member organization to document its Theory of Action, including activities, outputs, and intended impacts. These are tied explicitly to the aim of the IPTN. Additionally, WestEd maintains running notes documents for each organization's one-on-one intensive support sessions, documenting coaching conversations for continuity of supports. Finally, because each IPTN member is a part of a cross-organization CoP, the impact of turnover within any single organization would cause less of a negative impact on the CoP's work as a whole. **Turnover of OSPI staff:** WestEd will maintain primary responsibility for file management, online platform, branding, and session planning. Because the WestEd team will continue to work closely with the OSPI team through weekly meeting structures as well as as-needed additional meetings, WestEd has a clear understanding of OSPI's vision and maintains close collaborative working relationships with many members of the OSPI team. **Turnover of WestEd staff:** WestEd will maintain a bench of skilled facilitators knowledgeable about the content as well as organizational and implementation aspects of the IPTN. These facilitators will participate in weekly IPTN Design Team meetings and contribute to all coordinating aspects of the project so that no single person is solely responsible for implementing any portion of the project. Additionally, WestEd will maintain a detailed and well-organized documentation and file storage system.
Varied and inconsistent depths of IPTN member engagement, knowledge, and quality of support for inclusionary practices specifically focused populations focused on in the IPTN aim.	**Personalized support for each IPTN member:** WestEd will build on its existing processes to ensure that all members of the IPTN receive the level of support they need to engage fully with the work. This includes creating a multi-tiered system of supports that blends universal learning sessions with more targeted opportunities, such as cross-organization CoPs and individualized one-on-one coaching. Scaffolded materials will accompany these activities, providing members with clear guidance and reinforcing both the vision of the IPTN and the expectations for their role in advancing it. Throughout the year, WestEd will collect and respond to formative data on member understanding and the effectiveness of Design Team supports, using that information to make timely adjustments. One-on-one coaching sessions will serve as a key feedback loop, giving members space to reflect on their engagement and implementation efforts while also offering opportunities for reteaching, motivation, and clarification as needed. Through this layered approach, WestEd will ensure that members are not only connected to the network but equipped and supported to contribute meaningfully to its progress.

Risk	WestEd's mitigating strategies
Sustainability of inclusionary practices within member organizations and districts	**Working across all layers of the state education system:** The design of the IPTN focuses on multiple levels of the education system in Washington, including school districts, TA and support organizations, and Educational Service Districts, and includes oversight and prioritization from within multiple OSPI divisions. This multilevel approach helps ensure that the IPTN vision and practices are adopted in a more comprehensive and therefore more sustainable manner. WestEd will work with OSPI to recruit additional Design Team members with reach and influence to further promote cross-training for sustainability. Further, WestEd will continue to authentically engage the IPTN Advisory to provide insight and guidance on impactful approaches to ensure widespread commitment and implementation of practices to further the IPTN aim. Across all activities, WestEd will also continue to thoroughly document IPTN processes, create infrastructure for evaluating the project's success, and amplify promising practices through the IPTN website and its extensive national reach.
Resistance to change and low buy-in	**Celebrating success and rallying around areas of need:** WestEd will work closely with OSPI to keep the IPTN aim at the center of all sessions and materials, ensuring members have a clear and consistent sense of purpose. The Advisory will help shape approaches that are both relevant and impactful, while regular presentation of inclusion and outcome data for Black students with disabilities and students with IDD will ground the work in evidence. To address the risk of resistance or low buy-in, WestEd will use targeted outreach and one-on-one coaching to engage organizations and individuals directly, offering tailored examples, scaffolds, and practical supports to build understanding and commitment. Success stories from across the network will be highlighted, across web platforms and member meetings, to demonstrate progress, reinforce momentum, and show that meaningful change is both possible and achievable.

Management Proposal

WestEd proposes a project team structure that builds on the strong foundation established through our partnership with OSPI in the first 2 years of the IPTN. The team will combine state-level leadership from OSPI with WestEd's expertise in network design, TA, and inclusive practices. Together, this joint structure ensures that both state ownership and national expertise are embedded throughout the work.

WestEd will provide a dedicated project director with prime responsibility and final authority for contract performance, supported by senior staff with expertise across IPTN's drivers, including data use, resource allocation, evidence-based instructional practices, family and community partnerships, and educator workforce development. These staff will be directly responsible for designing and facilitating network activities, developing resources, and providing TA. Project managers and analysts will oversee daily coordination, quality assurance, and internal controls, ensuring tasks are completed on schedule and in compliance with contract requirements. Time allocations for each role will be clearly defined to provide transparency and accountability.

Project Management/Team Structure/Internal Controls

Project Management

The WestEd senior leadership team for this project will be led by Zach Smith, who will serve as Project Lead, with Julia Hartwig serving as Deputy Lead. Together, they bring complementary expertise in building and sustaining statewide networks, leading systemic improvement, and advancing inclusive practices. Smith will hold prime responsibility and final authority for all aspects of project delivery, ensuring alignment with OSPI's priorities and accountability to the contract. Hartwig will provide deputy leadership, drawing on her extensive experience as a former state director of special education and her national work supporting state agencies, to ensure that all project components are coherent, of high quality, and responsive to the needs of Washington's schools and districts.

Zach Smith—Project Lead

Zach Smith, EdLD, is a Senior Project Director with WestEd's Special Education Policy and Practice team, where he has built and led professional learning networks and district partnerships aligned to the priorities of Massachusetts. He directed statewide inclusion work in Washington's Inclusionary Practices Technical Assistance Network (IPTN); worked with the California Collaborative for Educational Excellence (CCEE) to create the UDL Learning Network and Data Academy Learning Network for school districts across California; and launched the UDL Deep Dive Network, composed of state universal design for learning (UDL) leads across 10 states, through the National Center for Systemic Improvement (NCSI). He has also partnered directly with districts to design and deliver professional learning that strengthens instruction to support disability-related needs, paraeducator–teacher partnerships, inclusive practices, and substantially separate programs.

In Sanger Unified, he trained self-contained classroom educators on student-led IEPs, collaboration with general education, the components of high-quality IEPs, and aligning instruction to general and alternative achievement standards. In Highline Public Schools, he supported the district in reducing reliance on self-contained classrooms and moving toward inclusive models. In Empire Union, he partnered with leadership to significantly increase the number of IEP goals written to standards for both students in substantially separate programs and those in inclusive placements. In Acalanes Union High School District, he facilitated the rollout of coteaching, and in Yucaipa–Calimesa Joint Unified School District, he led a UDL pilot and guided alignment of the district's math curriculum adoption with UDL principles. Across these efforts, Smith has demonstrated the ability to build and sustain networks while grounding professional learning in practical, district-level improvements that result in measurable change for students with disabilities.

Smith began his career as a special education teacher and later served as a district specialist and rural administrator before joining WestEd. He holds both general and special education teaching credentials; a master's degree in special education from California State University, Fresno; and a doctorate in educational leadership from the Harvard Graduate School of Education. He currently resides in Fresno, California, with his family.

Julia Hartwig—Deputy Project Lead

Julia Hartwig has over 20 years of experience working to enhance education systems to be better equipped to meet the needs of each learner. She specializes in supporting systemic improvement to advance educational opportunity for students with disabilities. Hartwig leads support for state directors of special education through the NCSI. Additionally, she provides coaching and TA to SEAs to build capacity for strong special education general supervision systems, impactful network-focused professional development and TA, cross-program integration, and outcomes-focused programming. Hartwig also provides national TA for the Data Center for Addressing Significant Disproportionality (DCASD).

Before joining WestEd, Hartwig served as the state director of special education for the Wisconsin Department of Public Instruction. Additionally, she served as an assistant state director of special education; led the development and implementation of statewide implementation supports for multi-tiered systems of support (MTSS); oversaw statewide initiatives related to significant disproportionality, UDL, coaching, and inclusionary practices; and held a leadership role in aligning Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act accountability and TA. Hartwig started her career as a special education teacher coteaching and implementing inclusive programming.

Team Structure and Internal Controls

Supporting the senior leadership of Zach Smith and Julia Hartwig, WestEd has assembled a project team with expertise spanning evaluation, network facilitation, improvement science, and project coordination. Ashley MacSuga-Gage will serve as Evaluation Lead while also contributing to network

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facilitation, ensuring that impact is measured through rigorous data collection and continuous feedback loops. Alexandria Harvey will provide network support with a focus on equity, helping to ensure that the perspectives of communities most affected by disproportionality are embedded in the work. Project coordination will be led by Mary Ricci-Marriott, who will oversee logistics, deliverables, and internal controls to ensure tasks are completed on schedule. Kevin Macpherson will bring his expertise in improvement science, supporting the design of processes that connect policy to practice and drive sustainable change. Together, this team complements the project leads by providing the technical, logistical, and equity-focused support necessary to carry out the work at scale. The organizational chart in Figure 4 shows how these roles connect to one another, to WestEd's senior leadership, and the key structures within the network.

Figure 4. Project Organizational Chart
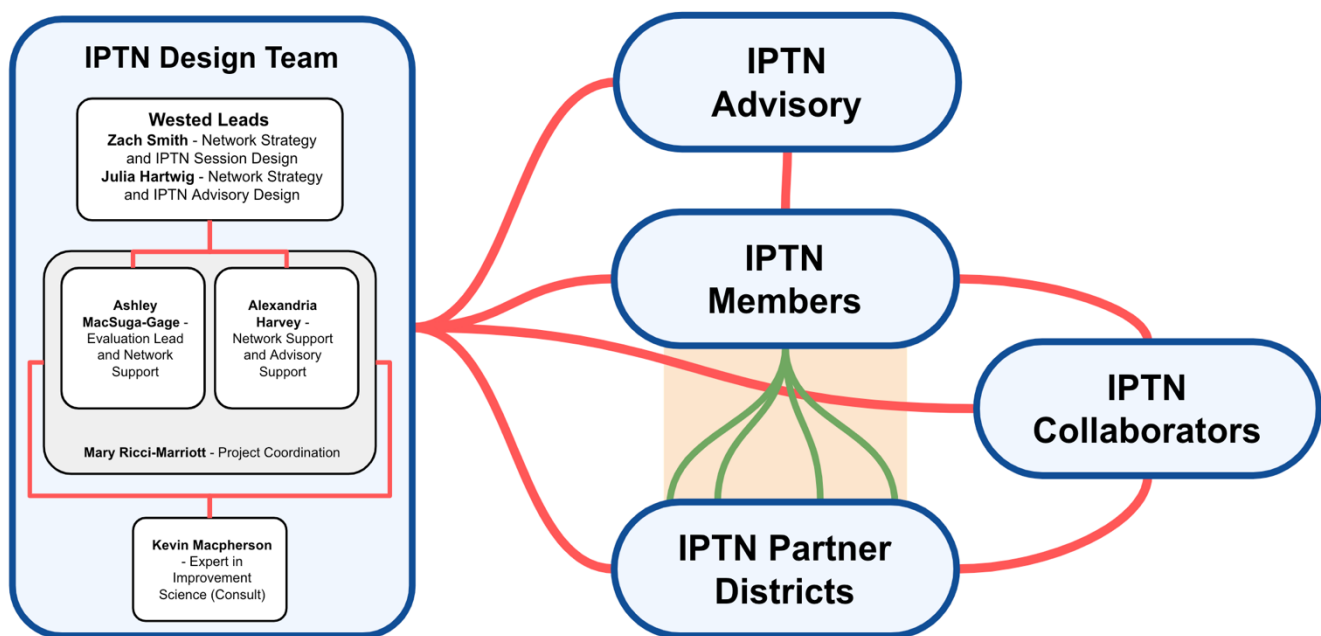
Ashley MacSuga-Gage—Evaluation Lead and Network Support

Ashley MacSuga-Gage, PhD, is a Senior Research Associate in the Special Education Policy and Practice division of WestEd. MacSuga-Gage has extensive experience with identifying and supporting teachers in the implementation of Class-Wide Positive Behavior Support (CWPBS) practices through the application of MTSS to professional development and the implementation, sustainability, and scale-up of School-Wide Positive Behavior Interventions and Supports efforts. She specializes in the translation of research to practice. Her current projects focus on the application of AI to support literacy intervention, supporting statewide efforts to increase inclusion of students with disabilities in general education classrooms/settings, conducting evaluations of the impact of behavioral and academic interventions/programs/curriculums in K–12 contexts, and collaborating with districts to create and

implement behavioral support frameworks. Recently her work has focused on rural implementation of positive behavioral interventions and supports (PBIS), applications and implementation of PBIS across the lifespan/within the community, and issues related to disproportionate discipline.

Prior to joining WestEd, she worked as a Clinical Associate Professor of Special Education at the University of Florida, serving as the Special Education Program Area leader for the college's Department of Special Education, School Psychology, and Early Childhood Studies from 2014 to 2022. During that time, she led and coordinated several departmental offerings, including the disability and society undergraduate minor, the disability and society graduate certificate, and the Teach Well graduate behavior track programs. Her extensive interest and experience in teacher preparation solidified while coordinating the Unified Elementary Pro-teach (UEP) undergraduate teacher preparation program and the UEP Dual Certification Special Education graduate program at the University of Florida from 2014 through the programs' sunset in fall of 2023. MacSuga-Gage began her career as a certified K–12 special educator in New York City and Connecticut working in a variety of urban, rural, and suburban settings at the elementary and secondary levels.

Alexandria Harvey—Network Support

Alexandria Harvey, PhD, Senior Program Associate with WestEd's Special Education Policy and Practice team, uses her expertise to improve equitable outcomes for students with disabilities. Her work centers around the intersection of race, culture, and disability, providing TA and professional development that focuses on improving outcomes for students who lie at the intersections of multiple identities.

Harvey is the Deputy Director of the Data Center for Addressing Significant Disproportionality, where she facilitates the development and implementation of the Center's strategic direction and supports the WestEd team to provide TA based on established priorities. Additionally, Harvey coleads conceptualizing and creating professional development opportunities for the NCSI. She also serves as a TA facilitator for NCSI, serving multiple states by using her content expertise in focus areas of evidence-based practices and general supervision.

Mary Ricci-Marriott—Project Coordination

Mary Ricci-Marriott is a Senior Administrative Assistant and Operations Coordinator, providing exceptional organizational and administrative support to senior leaders and project teams across multiple content areas, including Quality Schools and Districts, Special Education Policy and Practice, and Early Childhood Integrated Systems. With extensive experience coordinating client projects and deliverables, managing proposal submissions, and overseeing logistical needs such as meeting facilitation and facility management, she demonstrates strong collaborative abilities and expertise in managing multiple projects simultaneously with competing deadlines.

Prior to joining WestEd, Ricci-Marriott brought over 2 decades of education sector expertise focused on equitable access for English Learner students and families, leading grant administration efforts with precision, developing systems that enhanced efficiency and compliance while providing professional

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learning opportunities to strengthen capacity among educators and administrators statewide. Her proven ability to coordinate complex projects, analyze processes for continuous improvement, and foster collaboration between diverse stakeholders underscores her exceptional organizational and leadership skills.

Kevin Macpherson—Expert in Improvement Science

Kevin Macpherson, PhD, is an Improvement Specialist at WestEd and a TA provider with the NCSI. He partners with SEAs to modernize special education systems, strengthen general supervision, and improve outcomes for students with disabilities. Macpherson has led statewide projects in Oregon, Illinois, and Arkansas, supporting leaders to redesign accountability systems, implement continuous improvement cycles, and build sustainable infrastructures for change at the local level. He has also served as an advisor, evaluator, and TA provider for multiple Networked Improvement Communities, helping education leaders connect policy and practice through structured collaboration and shared learning. His expertise includes equity-centered approaches to address significant disproportionality, with direct coaching experience focused on improving outcomes for Black students with disabilities. He also brings a research and practice background supporting students with IDD, including peer-reviewed publications on interventions for youth with autism. Macpherson integrates empathy, systems thinking, and improvement science to help agencies deliver meaningful results.

Staff Resumes

Additional detail on the qualifications and experience of the proposed project team is provided in **Appendix A**, which contains full resumes for all WestEd staff assigned to this project. These resumes offer a deeper view of everyone's background, areas of expertise, and prior work that directly align with the requirements of IPTN 3.0. By reviewing these materials, OSPI will be able to see the wide breadth of experience each team member brings to the project, reinforcing the capacity and readiness of WestEd to deliver on this work.

Experience of Consultant/Staff/Subcontractors

WestEd has a long history of partnering with state and local education agencies to design and sustain large-scale initiatives that strengthen inclusive practices and improve outcomes for students with disabilities. As a national nonpartisan, nonprofit organization with more than 1000 staff, WestEd combines research, TA, and on-the-ground implementation experience to support systemic change. Our organizational capacity includes the infrastructure needed to manage multiyear, multipartner efforts, as demonstrated through projects such as the NCSI, the California UDL State Learning Network, and Washington's own IPTN in partnership with OSPI. The following section details WestEd's experience and qualifications, demonstrating both the stability and responsiveness necessary to continue supporting the IPTN's growth in Year 3.

Relevant Experience and Minimum Qualifications

Business License

WestEd is licensed and in good standing to conduct business in Washington state and will ensure all requirements remain current throughout the course of the contract.

Deep Expertise in Inclusive Education

WestEd has decades of experience advancing inclusion at both the district and state levels, with particular attention to students identified in the IPTN's aim statement—students with IDD and Black students with disabilities. In *Empire Union School District* (CA), WestEd aligned curriculum and state standards with alternate achievement standards, enabling students with significant disabilities to access core content alongside peers in general education. In *Highline Public Schools* (WA), WestEd helped the district reduce reliance on self-contained classrooms by developing inclusion pilot schools where students with IDD accessed general education for most of the school day while receiving IEP-aligned supports. In *Sanger Unified* (CA), WestEd provided professional learning on specially designed instruction (SDI) within general education, ensuring services were delivered consistently across classrooms. These efforts demonstrate expertise not only in instructional practice but also in shifting systems to expand inclusive access.

Expertise Designing Systems to Disrupt School-Based Disproportionality

WestEd has a strong record of addressing disproportionality at the systems level. Through the *DCASD*, where Alexandria Harvey is deputy director, WestEd provides direct TA to states on root cause analysis and corrective action planning. Staff supporting the IPTN, such as Julia Hartwig, lead national work at the intersection of race, culture, and disability. At the district level, WestEd's support to *Highline Public Schools* explicitly targeted disproportional placement of students with disabilities into separate settings, helping leaders redesign instructional delivery to reduce segregation. In *Alvord Unified School District* (CA), WestEd guided phased MTSS implementation that addressed inequities in both academics and behavior, with measurable gains in student performance and reductions in chronic absenteeism.

Expertise in Implementation and Improvement Science at a Statewide Scale

WestEd applies continuous improvement frameworks in multiple statewide initiatives. In *Oregon*, Julia Hartwig and Kevin Macpherson supported the SEA to redesign general supervision systems using fidelity tools and adaptive change strategies. In *Illinois*, WestEd helped leaders build continuous improvement cycles tied to IDEA compliance and equity-focused outcomes. In *California*, Zach Smith leads the UDL Learning Network with the CCEE, where districts bring problems of practice, test change ideas, and report back on progress—mirroring the IPTN 3.0 approach of learning through short cycles of implementation and feedback. This experience shows WestEd's capacity to embed improvement science into both policy-level systems and on-the-ground district work.

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Expertise in Washington Systems Change Through State-Level Coordination

WestEd has served as OSPI's sole partner in building the IPTN since its inception, designing and sustaining the Design Team, member meetings, Advisory, and CoPs. This coordination ensured coherence across TA providers, educational service districts (ESDs), and districts while maintaining OSPI as the visible lead. In *Highline Public Schools* (WA), WestEd partnered directly with district leadership to align inclusion pilots with statewide IPTN goals, demonstrating the ability to bridge state-level strategy with local implementation. This work highlights the ability to coordinate across multiple actors and sustain a shared Theory of Action at scale. Additionally, WestEd has worked with OSPI in the state's efforts in implementing a statewide IEP system and statewide review of significant disproportionality through NCSI.

Strong Collaborative Orientation

WestEd has a consistent record of building authentic collaboration across stakeholders. In *Sanger Unified* (CA), WestEd supported educators in clarifying paraeducator roles, strengthening teacher–paraeducator partnerships, and establishing planning routines. In *Middleton-Cross Plains* (WI), WestEd facilitated collaboration between general and special educators to embed SDI in cotaught classrooms. In *Downey Unified* (CA), WestEd scaled coteaching across all secondary schools through annual cohorts of teachers, administrators, and inclusion coaches, ensuring collaboration was sustainable over time. In *California,* WestEd has created and scaled the UDL Learning Network supporting an array of districts across the state to both collaborate with state-funded grant partners and each other in their efforts to apply UDL. These efforts reflect WestEd's posture of codesign, service, and responsiveness to district and community needs.

Clear Capacity for Communications, Learning, and Facilitation

WestEd has designed accessible and equity-oriented tools across multiple state systems. In *California*, WestEd developed inclusive diploma resources aligned to Education Code (EC) Section 51225.3(b), including rubrics, lesson plans, and planning tools for teachers, administrators, and IEP teams that support educators to offer an array of assessment options when supporting students to meet graduation requirements. Through the IPTN, WestEd created the Theory of Action and At-a-Glance tools that now anchor the network, alongside session slide decks and facilitation protocols used statewide. These products demonstrate WestEd's ability to translate policy, research, and complex ideas into clear, actionable tools for multiple audiences. The project staff has created canvas courses, project websites, blogs, podcasts, and social media campaigns to ensure clear and engaging communication systems for the array of projects WestEd has led.

Demonstrated Organizational Capacity, Stability, Longevity, and Responsiveness

With more than 1000 staff and over 50 years of history, WestEd has the infrastructure and stability to manage large-scale, multiyear contracts. Our federal leadership of *NCSI (2014–25)* demonstrates capacity to manage long-term initiatives across multiple states. In *California*, WestEd has sustained partnerships such as the Downey Unified coteaching initiative (2018–25), showing long-term stability

and responsiveness. In Washington, WestEd has demonstrated agility by adapting IPTN activities to OSPI's evolving needs, including pivoting session structures, creating new resources, and coordinating Advisory and member activities across the previous 2 years of work with the state.

Capacity and Willingness to Organize Work That Maintains the IPTN's Existing Structure and Theory of Action

WestEd enters IPTN 3.0 with the advantage of having codesigned the network's Theory of Action and facilitated its use as the anchor for all activities. In Year 1, we supported the establishment of the Design Team, member roles, and drivers; in Year 2, we helped launch and facilitate the Advisory, ensuring its feedback was integrated into the network's direction. Because WestEd has been central to building these structures and sustaining the aim as the focal point of the work, we bring the context, history, and relationships necessary to move forward without delay. In IPTN 3.0, our role is not only to continue using the Theory of Action as a guide but also to apply our knowledge of where refinements are needed as the work shifts from generating recommendations to testing and implementing them in districts. This positions the network to maintain continuity while scaling its impact across Washington.

Desired Qualifications

Prior Experience Working With OSPI

WestEd has partnered directly with OSPI for the past 2 years as the sole facilitation partner for the IPTN. In this role, WestEd codeveloped and maintained the network's Theory of Action, facilitated the launch of the Advisory in Year 2, coordinated member meetings, and designed and supported CoPs. All contractual obligations were met with no issues on evaluations, which reflects both strong project management and effective collaboration with OSPI leadership.

In addition to the IPTN, WestEd has supported OSPI in researching and reporting strategies for identifying a statewide IEP that strengthens coherence across districts. This work expanded WestEd's understanding of Washington's data systems and special education policies and the practical challenges districts face in implementing IDEA. Together, these experiences demonstrate not only WestEd's familiarity with OSPI's systems, priorities, and expectations but also its ability to work seamlessly with OSPI staff across divisions—including special education, teaching and learning, and communications. That foundation reduces risk and allows WestEd to carry the IPTN into its 3rd year without the delays a new vendor would face in building relationships, trust, and routines from scratch.

Experience Drafting and Publishing Guidance for Multiple Audiences

WestEd has a long record of producing clear, accessible, and equity-focused guidance tailored to a range of audiences. In *California*, WestEd partnered with the Department of Education to produce inclusive diploma guidance under EC Section 51225.3(b), creating rubrics, lesson plans, and planning tools designed for use by teachers, administrators, IEP teams, and families. Through the IPTN itself, WestEd has created widely used resources—including the At-a-Glance document, the Theory of Action, and session materials—that translate complex systems change concepts into practical tools for TA

providers, Advisory members, and districts. These products illustrate WestEd's capacity to draft and publish high-quality guidance that resonates with different levels of the education system, from classroom educators to state policymakers.

Capacity to Support Branding, Packaging, and Web Design

WestEd has developed a strong, recognizable brand for the IPTN, ensuring that its tools and resources are coherent, accessible, and aligned to OSPI's vision. The At-a-Glance and Theory of Action documents, along with session slide decks and facilitation materials, have been consistently branded and formatted in ways that make the network's efforts both professional and approachable for statewide audiences. Beyond the IPTN, WestEd has supported the *California UDL State Learning Network* and the *National Center for Systemic Improvement (NCSI)* with cohesive design and resource packaging, ensuring consistent communication across large networks of districts and states. For IPTN 3.0, WestEd is prepared to expand this capacity by working directly with OSPI's web development staff as part of the Design Team. This collaboration will allow the IPTN website to evolve into both an internal hub for members and a public-facing resource for Washington educators, families, and community partners. Planned improvements include enhanced resource libraries, more intuitive navigation, and data analytics to measure reach and use—ensuring that the website functions as a living, interactive tool to support the network.

Designated Project Manager Role

WestEd has assigned a dedicated project coordinator, Mary Ricci-Marriott, to serve as the project manager for IPTN 3.0. Ricci-Marriott has extensive experience coordinating complex, multipartner projects at WestEd, including managing timelines, deliverables, and communications across teams. Her role will be to oversee scheduling, logistics, and reporting for the IPTN, ensuring that all activities are completed on time and in compliance with contract requirements. She will also provide direct support to OSPI staff in coordinating meetings, maintaining documentation, and responding to emergent needs. Ricci-Marriott's experience managing multiple state- and district-level initiatives simultaneously demonstrates her ability to handle the density of the IPTN's meeting cadence and deliverable schedule. With her leadership in daily operations, WestEd can guarantee that the senior leadership team remains focused on strategy, facilitation, and content, while the project management infrastructure runs efficiently and reliably.

Related Contracts

Contract Name: Alvord Unified School District (California), Building MTSS Systems for 23 Schools
Contract Period of Performance: 2021–25
Contact Person Name: Alisha Fogerty
Phone Number | Email Address: (951) 509-5095 | alisha.fogerty@alvordschools.org
Description of Service: WestEd partnered with Alvord Unified to strengthen multi-tiered systems of support (MTSS) across the district. Through professional development, coaching, and technical assistance, WestEd supported leaders and educators in developing districtwide protocols for data-

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driven decision-making, creating team structures to sustain MTSS, and providing targeted coaching on core instruction. These efforts resulted in measurable improvements in reading, behavior, and attendance, along with significant reductions in chronic absenteeism.

Contract Name: California Collaborative for Educational Excellence (CCEE), Universal Design for Learning State Learning Network
Contract Period of Performance: 2023–25
Contact Person Name: Dr. Carl Cohn
Phone Number | Email Address: (760) 863-3207 | ccohn@ccee-ca.org
Description of Service: WestEd is currently working with CCEE to create a statewide learning network, composed of state-funded grant partners and the districts they serve, focused on the implementation and monitoring of universal design for learning (UDL). Within this network, grant partners and districts bring problems of practice and related action plans centered on scaling UDL as an instructional initiative within their local contexts. WestEd then works with these districts directly to support their implementation of UDL and convenes the districts and grant partners to work together monthly to learn from each other and pressure test activities tied to scaling UDL. Within the network, several districts, due to poor statewide data in math for students with and students without disabilities, have targeted mathematics instruction as the core problem practice their action plans are built around.

Contract Name: Inclusionary Practices Technical Assistance Network (IPTN), Washington Office of Superintendent of Public Instruction
Contract Period of Performance: 2023–25
Contact Person Name: Susan Lathrop
Phone Number | Email Address: (564) 999-3894 | susan.lathrop@k12.wa.us
Description of Service: The IPTN, led by WestEd in partnership with the Washington Office of Superintendent of Public Instruction, illustrates WestEd's capacity to design and deliver statewide professional learning focused on improving students' access to their least restrictive environments. Through the IPTN, WestEd has supported the development of tiered technical assistance, coaching models, and professional learning networks that help general and special educators build shared responsibility for student success—particularly for learners with disabilities who require behavioral and academic supports. This work centers on creating inclusive school environments through evidence-based instructional practices, coteaching, and alignment of specially designed instruction (SDI) with core instruction. The IPTN also emphasizes the use of diagnostic data, UDL, and MTSS to ensure that students receive the individualized services they need within general education settings. Through statewide webinars, site-based coaching, and leadership development, the IPTN offers a strong example of how professional learning can be scaled to shift mindsets, strengthen adult collaboration, and support improved behavioral outcomes for students.

Contract Name: National Center for Systemic Improvement (NCSI), U.S. Department of Education
Contract Period of Performance: 2014–29
Contact Person Name: Julia Martin Eile
Phone Number | Email Address (202) 245-7431 | julia.martin.eile@ed.gov

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Description of Service: The NCSI, led by WestEd and funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), builds capacity for state education agencies to implement strong general supervision systems, lead effective instruction, and succeed with organizational design and talent management and retention. NCSI supports states and their partners to assess their systems, solve problems, sustain improvement, and share learned knowledge.

Contract Name: California Department of Education (CDE), SB154 Inclusive Access to a Diploma
Contract Period of Performance: 2022–25
Contact Person Name: Rachel Heenan
Phone Number | Email Address: (916) 445-4613 | rheenan@cde.ca.gov
Description of Service: WestEd partnered with the CDE to develop resources that equip educators with expertise and tools for giving students alternative means to complete prescribed courses of study that may include the practical demonstration of skills and competencies to earn a standard diploma as authorized by California Education Code Section 51225.3 (b). For this project, WestEd created ready-to-implement course outlines, standards-aligned rubrics, lesson plans aligned with the state's high school graduation requirements, and example expression options for students to complete prescribed courses of study, including mathematics, as well as practice briefs and best practice guides for teachers, administrators, and individualized education program (IEP) teams, including families. These resources included ready-to-implement planning and decision-making tools for teachers and IEP teams that support students' selection of their means for showing understanding.

Contract Name: Data Center for Addressing Significant Disproportionality (DCASD), United States Department of Education, Office of Special Education Programs
Contract Period of Performance: 2023–25
Contact Person Name: Meredith Miceli
Phone Number | Email Address: (202) 987-0135 | Meredith.Miceli@ed.gov
Description of Service: The DCASD is dedicated to working with state and local education agencies to help build their capacity to identify and address significant disproportionality by more accurately collecting, reporting, analyzing, and using their Individuals with Disabilities Education Act (IDEA) data. DCASD works closely with states to help develop robust and sustainable systems of high-quality data through universal, targeted, and individualized technical assistance. Focus areas include methodology design; root cause analysis; policy, practice, and procedure reviews; comprehensive coordinated early intervening services; and the engagement of families and community partners.

Contract Name: Downey Unified School District (California), Implementing a Sustainable Co-Teaching Model Across Secondary Schools
Contract Period of Performance: 2018–25
Contact Person Name: Rani Bertsch
Phone Number | Email Address: (562) 469-6577 | rbertsch@dusd.net
Description of Service: WestEd partnered with Downey Unified School District to implement and expand coteaching across all secondary sites using a cohort-based model. Each year, new coteaching teams received professional learning, coaching, and observation cycles to strengthen coplanning, co-

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instruction, and co-assessment. District and site administrators were also engaged in developing systems to support inclusion, and WestEd worked closely with site-based inclusion coaches to ensure sustainability. As a result, Downey dramatically increased the percentage of students with disabilities served in least restrictive environments and established a sustainable coteaching model recognized with a Golden Bell Award from the California School Boards Association in 2024.

Contract Name: Highline Public Schools (Washington), Creating Schools Built on Least Restrictive Environments
Contract Period of Performance: 2022–23
Contact Person Name: Jana Parker
Phone Number | Email Address: (206) 631-3231 | jana.parker@highlineschools.org
Description of Service: WestEd partnered with Highline Public Schools to support the district's inclusion pilot schools. These schools focused on decreasing the district's reliance on separate, self-contained instructional settings for students with disabilities by equipping general education and special education systems and staff to work in alignment with each other. Special education systems were reimagined so SDI could be provided seamlessly within general education instructional systems. Schools participating in the pilot tied the work to all content areas and ranged from elementary to high school settings. This work has resulted in an increase for students with Intellectual or Developmental Disabilities (IDD) in general education systems, while keeping these students' IEP-defined SDI intact.

Contract Name: Middleton-Cross Plains Area School District (Wisconsin), Embedding Co-Teaching as an Effective Practice for Inclusion
Contract Period of Performance: 2023–25
Contact Person Name: Cynthia Malcheski
Phone Number | Email Address: (608) 829-9021 | cmalcheski@mcpasd.k12.wi.us
Description of Service: WestEd's partnership with Middleton-Cross Plains Area School District began with a districtwide review of special education systems, which revealed the need to rethink how instructional services were organized and delivered, particularly in cotaught settings. In response, the district partnered with WestEd to strengthen coteaching structures and improve the integration of SDI within general education classrooms. Through professional learning and embedded coaching, teams of general and special educators are learning to coplan, co-instruct, and co-assess more effectively. The work emphasizes the unique and complementary roles each teacher plays: general educators bring deep knowledge of core content and pacing, while special educators offer tools and strategies for removing learning barriers and supporting behavioral needs. Together, they are creating more responsive and effective instruction that meets the needs of a wide range of learners.

Contract Name: Sanger Unified School District (California), Implementation of Specially Designed Instruction Within General Education
Contract Period of Performance: 2023–24
Contact Person Name: Nichole Rosales
Phone Number | Email Address: (559) 930-0976 | nichole_rosales@sangerusd.net

Description of Service: WestEd has been a longtime partner with Sanger Unified School District in California, working with education specialists, general education teachers, and school and district administrators to improve students' access to high-quality, IDEA-aligned SDI in their least restrictive environments. This project provided professional development and job-embedded coaching to strengthen educators' understanding of IEPs and ensure services were delivered consistently across classrooms. A central focus was helping principals and teachers establish the systems, schedules, and planning routines necessary to support paraprofessionals, clarifying roles and creating structures that allowed paraprofessionals to contribute effectively to instruction. By improving how schools organized and managed paraprofessional support, Sanger was able to strengthen collaboration among staff and expand access to inclusive learning opportunities for students with disabilities.

Contract Name: Empire Union School District (California), Increasing Alignment Between General Education and Special Education
Contract Period of Performance: 2023–25
Contact Person Name: Aimee Barnard
Phone Number | Email Address: (209) 521-2800 | abarnard@empire.k12.ca.us
Description of Service: WestEd is currently working with Empire Union School District to align the district's prioritized curriculum and standards for both mathematics and English language arts with the alternate achievement standards defined by the state of California. This work bridges general education curriculum with students with disabilities' IEP-defined SDI to create a more integrated approach to providing services. WestEd worked with the site and district administrators and education specialists in leading substantially separate classrooms and those providing push-in supports to expand implementation of disability- or curriculum-based support needs defined within students' IEPs. These supports allow the district to maximize students' access more effectively to their least restrictive environments and improve the cross-collaboration between general education teachers and education specialists as they work together to effectively implement both high-quality core instruction and specialized IEP-aligned supports. The district is currently expanding this work to incorporate district inclusion pilot schools focused on providing students with disabilities instruction in general education settings at least 80 percent or more of their day.

Client References

WestEd has provided similar services for state education agencies and districts across the country and is pleased to provide three references that reflect the scope and quality of this work. Each reference represents projects in which WestEd supported large-scale systems change, professional learning networks, or inclusion-focused initiatives comparable to the IPTN. Contact information and a brief description of services provided are included below, and OSPI is welcome to reach out to these references to confirm WestEd's performance, responsiveness, and ability to deliver high-quality results.

Request for Proposals No. 2026-3 Inclusionary Practices Technical Assistance Network (IPTN) Facilitation—Office of Superintendent of Public Instruction

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Reference 1—Washington Local Education Agency—Inclusion and Inclusive Practices

Highline Public Schools

Dr. Jenniffer Reinig—Deputy Superintendent

206-631-3073 | Jenniffer.Reinig@highlineschools.org

WestEd partnered with Highline Public Schools to design and implement inclusion pilot schools that reduced reliance on self-contained classrooms and expanded access to general education for students with IDD. This work aligned special education and general education systems, ensuring IEP-defined SDI could be delivered seamlessly within core instruction.

Reference 2—State Education Agency—Learning Network

California Collaborative for Educational Excellence (CCEE)

Dr. James McKenna

310-619-9161 | jmckenna@ccee-ca.org

WestEd partnered with the CCEE to design and lead the UDL State Learning Network, bringing together districts and grant-funded partners to scale UDL across the state. Within this network, districts tested change ideas, shared lessons learned, and received targeted support to strengthen instructional practices, with particular attention to improving math outcomes for students with and students without disabilities.

Reference 3—State Education Agency—Evaluation

Minnesota Department of Education

Garrett Petrie

651-582-8396 | garrett.petrie@state.mn.us

WestEd serves as the external evaluator with Minnesota Department of Education (MDE) to evaluate the Minnesota Positive Behavioral Interventions and Supports (MN PBIS) initiative, which currently includes more than 800 participating schools statewide. The evaluation supports MDE, the PBIS Management Team, the State Leadership Team, and three Regional Implementation Projects in scaling PBIS through training, coaching, and data-driven improvement. WestEd provided high-quality data and analysis to strengthen fidelity of PBIS implementation across schools and districts, ensuring that decision-making was informed by evidence and aligned with Minnesota's State Performance Plan. This work focused on enhancing social, emotional, behavioral, and academic outcomes for students. The evaluation includes a series of quantitative and qualitative reports and an annual implementation report.

Past Performance

The WestEd team affirms that it has not received any notifications of contract breach within the past 5 years. Across federal, state, and district-level partnerships—including multiyear initiatives such as NCSI, the California UDL State Learning Network, and IPTN with OSPI—WestEd has consistently met contractual obligations and delivered all required products and services on schedule. This history reflects a strong record of reliability and responsiveness, with performance that has led to repeated renewals and sustained partnerships.

Examples/Samples of Related Projects/Previous Work

As evidence of WestEd's capacity to deliver high-quality products aligned to the goals of IPTN 3.0, we provide three representative samples of related work. These examples demonstrate our ability to design and sustain statewide networks, create accessible and actionable resources, and produce tools that support both policy and practice.

UDL Learning Network—California Collaborative for Educational Excellence

The first example is the UDL Learning Network website, developed in partnership with the CCEE. This site serves as the central hub for a statewide learning network focused on UDL. This network provides districts with resources, session materials, and a collaborative space for scaling UDL. It illustrates how WestEd builds networks that support professional learning communities at scale, blending statewide priorities with district-level needs. A screenshot and direct link are included in **Appendix B**.

Inclusive Access to a Diploma Initiative—California Department of Education

The second example is the Inclusive Access to a Diploma Initiative, a statewide project with the California Department of Education. This initiative created resources and guidance to expand graduation options for students with disabilities, aligning alternative means of demonstrating competency with state diploma requirements. In addition to rubrics, lesson plans, and decision-making tools for teachers, administrators, and IEP teams, WestEd developed a Best Practice Guide that detailed the strategy behind offering students multiple pathways to demonstrate their learning. This guide helped educators and IEP teams apply state policy in ways that honored student strengths and maintained rigor while expanding access to a standard diploma. A screenshot of the initiative's website and a direct link are included in **Appendix C**.

Request for Proposals No. 2026-3 Inclusionary Practices Technical Assistance
Network (IPTN) Facilitation—Office of Superintendent of Public Instruction

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Inclusionary Practices Technical Assistance Network 2.0—Office of Superintendent of Public Instruction

The third example is the Session Scope and Sequence from IPTN 2.0, which documents the materials and facilitation supports for all sessions held during the 2024–25 school year. This scope and sequence document demonstrates how WestEd designed and executed a coherent learning arc for IPTN members, embedding CoPs, Advisory feedback, and actionable tools for districts. A sample document is included in **Appendix D**, with links to the full set of session materials.

Subcontractors

WestEd confirms that no subcontractors will be engaged in this project. All work proposed under this contract will be carried out directly by WestEd staff in close partnership with OSPI.

Request for Proposals No. 2026-3 Inclusionary Practices Technical Assistance Network (IPTN) Facilitation—Office of Superintendent of Public Instruction

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Cost Proposal

The following cost proposal outlines all anticipated expenses required to successfully accomplish the objectives and deliverables of IPTN 3.0. Costs are fully detailed to include staff time, administrative support, and travel, in accordance with Washington state regulations. No subcontractor costs are included, as all work will be carried out directly by WestEd in partnership with OSPI.

Identification of Costs

The table below provides a more detailed description of each task defined within the Theory of Action and offers OSPI a tool for monitoring deliverables across quarterly due dates.

Table 8. Expanded View of Tasks by Deliverable, Costs, and Due Dates[5]

#	Activities within tasks	Deliverable	# of deliverables	Unit cost	Activity total	Due date
Task 1 - Activities to Support IPTN Design Team						
1	**Task 1.1.** *Design Team Strategic Planning Meeting* 5-Year IPTN Plan—Defining the foci of IPTN activities over the course of the next 5 years across all IPTN partner roles	5-Year IPTN Plan	1	$14,900	$14,900	**Q2 –** 1/31/26
1	**Task 1.2.** *Design Team Meetings Planning IPTN* Design Team Quarterly Summaries detailing the how the IPTN Design Team completed IPTN member meetings, IPTN Advisory meetings, CoP meetings, and other related events tied to the IPTN	Quarterly Progress Reports	4	$14,900	$59,600	**Q2 –** 1/31/26 **Q3 –** 4/30/26 **Q4 –** 6/30/26 **Q1 –** 9/30/26
Task 2 - Activities to Support IPTN Member Meetings						
2	**Task 2.1.** *IPTN Member Meetings Planning* IPTN Meeting Schedule with Linked IPTN Session Materials and Templates serving as a scope and sequence to IPTN meetings that includes stakeholder access to important session materials	IPTN Member Meeting Schedule	1	$12,700	$12,700	**Q3 –** 4/30/26

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[5] Deliverables provided as quarterly summaries will be provided as rows in quarterly reports provided to OSPI.

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2	**Task 2.2.** *IPTN Member Meeting Progress Report* Quarterly Progress Reports detailing the number of IPTN sessions that have occurred each quarter, documentation of key learnings from IPTN sessions, and updates regarding changes to IPTN Meeting Schedule	Quarterly Progress Reports	4	$12,700	$50,800	**Q2 –** 1/31/26 **Q3 –** 4/30/26 **Q4 –** 6/30/26 **Q1 –** 9/30/26
Task 3 - Activities to Support IPTN Member Meetings						
3	**Task 3.1.** *IPTN Advisory* Advisory Meeting Schedule with Linked IPTN Advisory member materials and templates serving as a scope and sequence to IPTN meetings that includes stakeholder access to important session materials	IPTN Advisory Meeting Schedule	1	$6,400	$6,400	**Q3 –** 4/30/26
3	**Task 3.2.** *IPTN Advisory Progress Report* Four quarterly progress reports detailing the number of IPTN Advisory sessions that have occurred each quarter, documentation of key learnings from IPTN sessions, and updates regarding changes to IPTN Advisory Meeting Schedule	Quarterly Progress Reports	4	$6,400	$25,600	**Q2 –** 1/31/26 **Q3 –** 4/30/26 **Q4 –** 6/30/26 **Q1 –** 9/30/26
Task 4 - Activities to Support IPTN Infrastructure						
4	**Task 4.1.** *IPTN Theory of Action* IPTN Theory of Action detailing how the IPTN members will coordinate TA efforts to equip districts to work toward the IPTN aim statement	IPTN Theory of Action 3.0	1	$6,500	$6,500	**Q3 –** 4/30/26
4	**Task 4.2.** *IPTN At-a-Glance Document* IPTN At-a-Glance Update detailing how the IPTN operates within Washington so that districts, Advisory, members, and outside constituents understand the	IPTN At-a-Glance	1	$6,500	$6,500	**Q3 –** 4/30/26

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	role and scope of the network within the state					
4	**Task 4.3.** *Website Updates* Website updates at two different intervals within the year focused on making improvements and updates to the IPTN website based on key learnings gathered through IPTN activities	Website Update Document	2	$6,500	$13,000	**Q3 –** 4/30/26 **Q4 –** 9/30/26
Task 5 - Activities to Support IPTN Infrastructure						
5	**Task 5.1.** *Evaluation Plan* Evaluation Plan detailing how WestEd will evaluate the work of the IPTN monitoring the effectiveness of implementation	Evaluation Plan Document	1	$19,500	$19,500	**Q2 –** 1/31/26
5	**Task 5.2.** *Final Evaluation Report* Final Evaluation Report detailing the outcome and impact of WestEd's work with OSPI, including the degree the IPTN is meeting its goals as a network	Evaluation Report	1	$19,500	$19,500	**Q4 –** 9/30/26
				Subtotal	$235,000*	

Travel Costs ($7,700)

Per diem and mileage are charged at general service administration's (GSA) approved reimbursement rates. All other travel expense reimbursements are based on the agency's policy. Airfare estimates are based on current average round-trip coach fares provided by the agency's travel agencies. Lodging is based on average rates for various cities. For each trip, other expenses include ground transportation (including shuttles, taxis, or trains), parking, tolls, and incidentals. *Travel costs are woven into the total cost of Task 1 deliverables because they align with work done with the OSPI Design Team.

Subcontractor Costs

WestEd will be the sole vendor leading this contract and will therefore have no subcontractor costs.

Indirect Costs

The agency's indirect cost rate (overhead rate) is negotiated with its cognizant agency, the U.S. Department of Education. WestEd's 2025 indirect rate is 13.1 percent; however, for this proposal, an indirect rate of 10 percent was applied per the funder's request. WestEd's indirect cost pool includes Board/Board support, the Executive Director's Office, Resource Development, Communications, Contracts, and Accounting/Finance Services.

Appendix A. WestEd Staff Resumes

Zach Smith

WestEd, 730 Harrison Street, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Zach Smith is a Senior Project Director with WestEd. Dr. Smith works on projects at the intersection of equity, justice, inclusion, and leadership within educational ecosystems. His areas of expertise include inclusive and equitable teaching techniques, Universal Design for Learning (UDL), educational leadership, special education, person-centered Multitiered Systems of Support (MTSS), organizational teaming/learning, and Individuals with Disabilities Education Act (IDEA) Part B policy and practice. Smith has general education and special education teaching credentials for the state of California.

EDUCATION

2022   EdLD, Education Leadership, Harvard Graduate School of Education

2012   MA, Special Education, California State University at Fresno

2009   BA, Liberal Studies, magna cum laude, California State University at Fresno

PROFESSIONAL EXPERIENCE

2022–Present

Senior Project Director, Special Education Policy & Practice

WestEd, San Francisco, CA

Project manages multiple bodies of work across federal, state, and local areas of education that promote inclusive and just schools and school systems. Zach's work emphasizes Universal Design for Learning (UDL), IDEA, tiered systems of support, organizational learning, and school leadership.

2020–2023

Teaching Fellow, Graduate School of Education

Harvard, Cambridge, MA

Assisted primary instructors on several education courses in areas of disability rights; leadership, entrepreneurship, and learning; disability policy; and nonprofit finance.

2021–2022

Special Assistant to the CAO and Superintendent

Highline Public Schools, Seattle, WA

Project managed an initiative designed to increase the number of schools including students from historically self-contained programs as part of a paid doctoral residency.

2020–2022

Educational Consultant

Pivot Learning, Oakland, CA

Co-designed and facilitated learning experiences, in partnership with the Carnegie Foundation for the Advancement of Teaching, for with two Local Education Agencies (LEAs) that focused on using improvement science to curb disproportionate special education referrals for students from historically marginalized populations.

2020–2022

Educational Consultant, Low Performing School System (LPSS) Network

National Center for Systematic Improvement (NCSI), San Francisco, CA

Designed and facilitated a community of practice comprised of representatives from multiple State Educational Agencies (SEAs) centered on integrating UDL and MTSS.

2017–2022

Educational Consultant

Novak Educational Consulting, Groton, MA

Designed and facilitated various forms of professional development and coaching on Universal Design for Learning for school districts across the United States of America.

2016–2019

District Instructional Specialist/Project Manager

Sanger Unified School District, Sanger, CA

Co-designed and implemented a district wide rollout of Universal Design for Learning (UDL), project managed system supports for students with more complex needs, and supported district efforts to systematize teacher professionalism strategies built on teacher choice.

2008–2015

Special Education Teacher

Sanger Unified School District, Sanger, CA

Taught and case manages supports for students on IEPs and created systems for their inclusion into their grade level general education classrooms.

SELECTED PROFESSIONAL ACTIVITIES

- Project Lead, Projects with Multiple LEAs. Strategic project on equipping site administrators and general education and special education teachers with the skills and knowledge to embed Individuals with Disabilities Education Act (IDEA) Part B practices and policy within their work. (Summer 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, Spring 2025)

    o Sanger Unified School District – Sanger, CA

    o Empire Union School District – Modesto, CA

    o Highline Public Schools – Burien, WA

    o Acalanes Union High School District – Contra Costa Country, CA

    o Middleton Cross-Plains Area School District – Middleton, WI

    o Riverside County Office of Education – Riverside, CA

    o Yucaipa Calimesa Joint Unified School District – Yucaipa, CA

- Project Co-Lead, Universal Design for Learning: UDL Lab and UDL Jams. Building a professional development model focused on equipping local education agencies with the skills and knowledge to learn UDL by applying UDL to problems of practice. This model has been used effectively with the Arizona Department of Education, Yucaipa Calimesa Joint Unified School District, CAST, internally within WestEd, and within others. (Fall 2023 through Spring 2025)

- Project Co-Lead, Universal Design for Learning Networks. Strategic project funded by the California Collaborative for Educational Excellence (CCEE) focused on creating a learning network composed of state technical assistance providers and local districts working together to implement universal design for learning. (Fall 2023 through Spring 2025)

- Project Lead, Inclusionary Practices Technical Assistance Network (IPTN). Strategic project funded by the Office of Superintendent of Public Instruction (OSPI) focused on creating a network of engaged state funded technical assistance providers focused on improving Black students with disabilities and students with intellectual or developmental delays (IDD) access to core instruction. (Fall 2023 through Spring 2025)

- Project Lead, Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities. Strategic project funded by the California Department of Education and focused on improving graduation rates for students with disabilities by offering alternative means of expression for these students to complete graduation requirements in personalized ways. (Fall 2022 through Fall 2025)

- Project Lead, National Center on Systemic Improvement (NCSI). Strategic project on creating a deep dive community of state representatives from eight states focused on creating statewide systems that equip local education agencies with the knowledge and skills for Universal Design for Learning. (Spring 2022, Summer 2022, Fall 2022, Spring 2023, Summer 2023)

- Team Member, Boston Public Schools & Harvard Graduate School of Education. Strategic project on improving funding formula for determining costs of special education services for students on IEPs being served in charter schools. (Fall 2020)

- Team Member, Birmingham Public Schools & Harvard Graduate School of Education. Conducted a system analysis of best practices on SEL curriculum deployment and created a 3-year plan for BPS on how to integrate SEL curriculum districtwide. (Spring 2020)

- PELP Facilitator, Public Education Leadership Project (PELP). Facilitated collaborative support sessions with 11 large school districts from across the United States as they constructed their COVID-19 response plans. (Summer 2020)

- District Consultant, Pivot Learning. Advised a California LEA in the creation of their Multi-tiered System of Support (MTSS). (2018)

- District Mentor, Supporting Inclusive Practices Project (CA). Mentored LEAs in the state of CA on ways to improve their inclusive practices using Sanger Unified as a model. (2016–2019)

Julia Hartwig

WestEd, 730 Harrison Street, Suite 500, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Julia Hartwig is a Senior Program Associate on the Special Education Policy and Practice Team at WestEd. Ms. Hartwig focuses on systemic improvement to advance educational opportunity, with a particular focus on enhancing outcomes for students with disabilities. She provides leadership and direct support to state education agency special education leadership and cross-departmental teams in service of systemic improvement for students with disabilities through the National Center for Systemic Improvement (NCSI). She additionally provides technical assistance to state education agencies and local education agencies through the national Data Center for Addressing Significant Disproportionality (DCASD). Ms. Hartwig also works intensively with individual state education agencies to enhance and implement their systems of general supervision, as required under the Individuals with Disabilities Education Act and its implementing regulations, as well as to implement and continuously improve their statewide technical assistance systems focused on enhanced outcomes for students with disabilities.

She has extensive experience at the state education agency level, including as the state Special Education Director and leading outcomes-focused systems change work through state-wide professional development networks.

EDUCATION

2005   MS, Special Education, University of Wisconsin at Madison

2000   BA, Psychology, Education, University of Iowa

PROFESSIONAL EXPERIENCE

2022–Present
Senior Program Associate, Special Education Policy & Practice
WestEd, San Francisco, CA
Provides technical assistance to states and districts on topics related to systems change, general supervision, significant disproportionality, improvement-focused initiatives, and special education leadership. Provides ongoing support to state education agency staff through the Department of Education funded National Center for Systemic Improvement and the Data Center for Addressing Significant Disproportionality.

2019–2021

Director, Special Education
Wisconsin Department of Public Instruction, Madison, WI
Directed the work of the Special Education Team to enact state and federal special education law and policy initiatives through a general supervision framework. Set forth a vision, allocated resources, and oversaw programming focused on systemic improvement and equitable outcomes for students with disabilities.

2014–2019
Assistant Director, Special Education
Wisconsin Department of Public Instruction, Madison, WI
Oversaw the design, implementation, and continuous improvement of systems change statewide initiatives. Was the lead writer and coordinator of the state Systemic Improvement Plan (SSIP). Oversaw the work of the Wisconsin Disproportionality Technical Assistance Network, equitable MTSS statewide center, the State Personnel Development Grant, systems alignment, Universal Design for Learning, co-teaching, equitable MTSS, systems coaching, and inclusive practices.

2008–2013
School Administration Consultant for Equitable Multi-Level Systems of Supports and School Improvement Initiatives
Wisconsin Department of Public Instruction, Madison, WI
Led the design, implementation, and continuous improvement of statewide equitable MTSS supports, including the development and continuous improvement of a statewide training, coaching, and technical assistance center.

2008–2010
Instructor, College Preparedness and Academic Advancement Center
Madison College, Madison, WI
Taught college preparatory courses.

2005–2008
Teacher, Special Education
Madison Metropolitan School District, Madison, WI
Provided inclusive, co-taught instruction and case management.

Ashley MacSuga-Gage

WestEd, 730 Harrison Street, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Ashley MacSuga-Gage is a Senior Research Associate in the Special Education Policy and Practice division at WestEd. Her work focuses on research, evaluation, project management, and supporting districts, states, and organizations with the implementation of large-scale efforts to translate research-to-practice. Her areas of expertise include identifying and supporting teachers in the implementation of Class-Wide Positive Behavior Support practices, application of Multi-Tiered Systems of Support, and the implementation, sustainability, and scale-up of Positive Behavior Support efforts across the lifespan. She has experience in the application and evaluation of systems change and has co-led the evaluation of statewide PBIS efforts supporting regions, districts, and schools. Dr. MacSuga-Gage received a BS, MA, and PhD in Special Education from the University of Connecticut.

Prior to joining WestEd, Dr. MacSuga-Gage worked as a Clinical Associate Professor of Special Education at the University of Florida. During her tenure at UF, she coordinated several programs focused on pre-service teacher preparation (dual certification - special and general), the development of micro credentialing initiatives for existing & new offerings, minor and graduate level programs in generalized (dis)ability studies, and graduate coursework development in behavior supports. Dr. MacSuga-Gage was a member of the Florida Positive Behavior Intervention & Support (FLPBIS) Project – a statewide Multi-Tiered System of Support (MTSS) provider - serving as a technical assistance specialist in the North Central Florida region. She supported rural and urban districts by providing behavior focused professional development, coaching, district-level implementation planning, and evaluation guidance. As a member of the FLPBIS's disproportionate discipline team, she supported districts and schools across the state in identifying, analyzing, and problem-solving issues related to various facets of disproportionality including race, disability status, and their intersection. During her tenure at WestEd, she has worked with the state of Washington's team during iterations 1.0 and 2.0 of the Inclusionary Practices Technical Assistance Network (IPTN) serving as a member of the design team. Additional projects include evaluating statewide PBIS efforts in Minnesota, large scale evaluation of a classroom management intervention (CW-FIT), and more.

EDUCATION

2013   PhD, Special Education, University of Connecticut

2006   MA, Special Education, University of Connecticut

2005   BS, Special Education, University of Connecticut

PROFESSIONAL EXPERIENCE

2023–Present
Senior Research Associate, Special Education Policy and Practice WestEd, San Francisco, CA

Conducts research design and data collection activities for various projects involving Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS). Creates reports and generates recommendations for various organizations, systems, and interventions evaluated by the WestEd research team. Design team member on several projects including the prior iterations of the Washington State IPTN 1.0 and 2.0

2021–2025
Clinical Associate Professor of Special Education, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, Gainesville, FL

Served as the Principal Investigator (PI) for Project Integrate: Integrating School-wide Positive Behavior Interventions and Supports and School Mental Health Services using the Interconnected Systems Framework funded by Office of Special Education Services (#H325D190027), program coordinator for Disability and Society Undergraduate Minor and Graduate Certificate programs, coordinator and creator of the Teach Well, online graduate Behavior Track, and coordinator of the Unified Elementary Undergraduate and Dual Certification Pro-Teach Master's Programs.

2015–2020
Technical Assistant Specialist University of Florida's Positive Behavior Interventions and Supports (FLPBIS) Project, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, Gainesville, FL

Coordinated and assisted rural and urban school districts with PBIS implementation across the state of Florida. Collaborated with project staff to facilitate statewide implementation systems.

2015–2021
Clinical Assistant Professor of Special Education, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, Gainesville, FL

Coordinated staffing and all program components of the Unified Pro-teach Elementary Undergraduate and Graduate Programs, served as Program Area Leader of Special Education within SESPECS, taught and designed undergraduate and graduate courses across both in-person and online formats.

SELECTED PUBLICATIONS AND PRESENTATIONS

Freeman, R., Jeffery-Pearsall, J., Dunphy, D., Simacek, J., Danov, S., **MacSuga-Gage, A.**, & Moore M. (2025). Implementation drivers for organization-wide positive behavior support: Supporting people with intellectual and developmental disabilities. _Journal of Intellectual and Developmental Disabilities, 63_(4), 344-357.

Ellis, K., Gage, N. A., **MacSuga-Gage, A. S.,** Schmidt, C., Lane, H., & Serpahine, A. (2025). The Impact of School-Based Personnel Delivered Coaching and Performance Feedback on Elementary Teachers' Use of Behavior Specific Praise. *Psychology in the Schools*. https://doi.org/10.1002/pits.23436

Gage, N. A., **Mac-Suga-Gage, A. S**., Crawley, W., & Morse, T. E. (2023). Defining learning loss in related to the COVID-19 pandemic. *Preventing School Failure,* 1-6. http://dx.doi.org/10.1080/1045988X.2023.2204826

Grasley-Boy, N. G., Gage, N. A., Reichow, B., **MacSuga-Gage, A. S.,** & Lane, H. B. (2023). A conceptual replication of targeted professional development to increase teachers' behavior-specific praise. *School Psychology Review*, *52(1*), 72-86. https://doi.org/10.1080/2372966X.2020.1853486

MacSuga-Gage, A. S., Gage, N. A., & Katsiyannis, A. (2023). Corporal punishment. In N. A. Gage, L. J. Rapa, D. K., Whitford, & A. Katsiyannis (Eds.). *Disproportionality and social justice in education* (pp. 159-176). Springer.

MacSuga-Gage, A. S., Justus, J., Gage, N. A., & Batton, B. (2023). Quality behavior instruction: Classroom management. In B. L. Hott (Ed.). *Quality instruction and intervention: Strategies for secondary education* (pp. 169-189). Rowman & Littlefield.

MacSuga-Gage, A. S., Kaplan, R., Batton, B., Ellis, K., & Gage, N. A. (2022). Outcomes in Rural and Urban Settings for Students With Disabilities. *Rural Special Education Quarterly*, *41*(2), 61–72. https://doi.org/10.1177/87568705221087678

MacSuga-Gage, A. S., Kern, L., & Gage, N. A. (2022). Riding Fences. *Rural Special Education Quarterly*, *41*(2), 59–60. https://doi.org/10.1177/87568705221098206

MacSuga-Gage, A., Gage, N., Katsiyannis, A., Hirsch, S., & Kinser, H. (2020). Disproportionate corporal punishment of students with disabilities and Black and Hispanic students. *Journal of Disability Policy Studies*, *32*(3). https://doi.org/10.1177/1044207320949960

Katsiyannis, A., Gage, N. A., Rapa, L. J., & **MacSuga-Gage, A. S.** (2020). Exploring the disproportionate use of restraint and seclusion among students with disabilities, boys, and students of color. *Advances in Neurodevelopmental Disorders*, *4*, 271-278. https://doi.org/10.1007/s41252-020-00160-z

Gage, N. A., Beahm, L., Kaplan, R., **MacSuga-Gage, A. S.,** & Lee, A. (2020). Using positive behavioral interventions and supports to reduce school suspensions. *Beyond Behavior*. https://doi.org/10.1177/1074295620950611

Gage, N. A., Haydon, T., **MacSuga-Gage, A. S.,** Flowers, E., & Erdy, L. (2020). An evidence-based review and meta-analysis of active supervision. *Behavioral Disorders*, *45*(2), 117–128. https://doi.org/10.1177/0198742919851021

Gage, N. A., Scott, T. M., Hirn, R., & **MacSuga-Gage, A. S.** (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders*, *43*, 302-315. https://doi.org/10.1177/0198742917714809

Gage, N. A., Adamson, R., **MacSuga-Gage, A. S.**, & Lewis, T. J. (2017). The relation between the academic achievement of students with emotional and behavioral disorders and teacher characteristics. *Behavioral Disorders*, 43, 213-222. https://doi.org/10.1177/0198742917713211

Gage, N. A., **MacSuga-Gage, A. S**., & Crews, E. (2017). Increasing teachers' use of behavior-specific praise using a multitiered system for professional development. *Journal of Positive Behavior Interventions*, *19*(4), 239–251. https://doi.org/10.1177/1098300717693568

MacSuga-Gage, A. S., & Gage, N. A. (2015). Student-level effects of increased teacher-directed opportunities to respond. *Journal of Behavioral Education*, *24*, 273-288. https://doi/org/10.1007/s10864-015-9223-2

MacSuga-Gage, A. S., & Simonsen, B. (2015). Examining the effects of teacher-directed opportunities to respond on student outcomes: A systematic review of the literature. *Education and Treatment of Children*, *38*, 211-244.

Simonsen, B., **MacSuga-Gage, A. S**., Briere, D. E., Freeman, J., Myers, D., Scott, T., & Sugai, G. (2014). Multi-Tiered support framework for teachers' classroom management practices: Overview and case study of building the triangle for teachers. *Journal of Positive Behavior Interventions*, 16(3), 179-190. https://doi.org/10.1177/1098300713484062.

Reports:

MacSuga-Gage, A. S., Gage, N. A., Leboyd, N., Ulrich, T. G., & Grasley-Boy, N. M. (2025). Minnesota PBIS Qualitative Report Findings and Insights for Targeted Support. WestEd.

Gage, N. A., Grasley-Boy, N. M., **MacSuga-Gage, A. S.**, & Ulrich, T. G. (2024). Implementing Positive Behavior Interventions and Supports during the COVID-19 pandemic: Three tiers of prevention and intervention as protective factors. WestEd. https://wested2024.s3.us-west-1.amazonaws.com/wp-content/uploads/2025/01/09110248/SWPBIS-During-Covid-Report-Draft_FINAL-ADA.pdf

PROFESSIONAL AFFILIATIONS

- Council for Children with Behavior Disorders
- Council for Exceptional Children (CEC)
- Teacher Education Division (TED) Council for Exceptional Children

Alexandria N. Harvey

WestEd, 730 Harrison Street, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Alexandria Harvey uses her expertise to improve outcomes for students with disabilities. As a Senior Program Associate with the Special Education Policy and Practice team, her work centers around providing technical assistance and professional development that focuses on improving outcomes for students with disabilities. She is the Deputy Director of the Data Center for Addressing Significant Disproportionality (DCASD), where she facilitates the development and implementation of the center's strategic direction and supports the WestEd team to provide technical assistance based on established priorities. In addition, Harvey co-leads staff capacity efforts with the National Center for Systemic Improvement (NCSI). She also serves as a technical assistance facilitator for multiple states and provides her content expertise in evidence-based practices and general supervision

EDUCATION

2021   PhD, Special Education, University of Florida

2010   MEd, Special Education, University of Florida

2008   BA, Elementary Education, University of Florida

PROFESSIONAL EXPERIENCE

2020–Present
Senior Program Associate, Special Education Policy & Practice
WestEd, San Francisco, CA

Facilitates the development and implementation of the Data Center for Addressing Significant Disproportionality's strategic direction and support the WestEd team to provide technical assistance to states based on established priorities. Organizes and co-leads professional development opportunities for NCSI staff through managing and leading meetings, conceptualizing content, and creating resources. Provides targeted and intensive technical assistance to state education agencies in evidence-based practices and general supervision.

2018–2020
Engagement Specialist
CEEDAR Center, Gainesville, FL

Facilitated a topical action group around culturally relevant education and created materials and presentations for state education agencies and institutes of higher education to align their blueprint goals with culturally relevant practices.

2015–2020
Technical Assistance Co-facilitator, New York and Tennessee
CEEDAR Center, Gainesville, FL
Provided technical assistance to state education and institutes of higher education to align systems and bridge the gap between special education and general education to support students with disabilities in achieving college and career ready standards.

2018
Intern, Office of Special Education Programs
U.S. Department of Education, Washington, DC
Conducted research to evaluate trends on previous request for proposals under the supervision of a project officer at the Office of Special Education Programs.

2010–2014
Varying Exceptionalities Teacher, Grades K–5
School Board of Alachua County, Gainesville, FL
Provided instruction to students served under the IDEA to ensure optimal learning and social experiences within an educational setting.

SELECTED PUBLICATIONS AND PRESENTATIONS

McCray, E., Kamman, M., Israel, M., Harvey, A., & Crews, E. (2024). *Beyond "hang in there": A qualitative examination of how inclusive principals support beginning special education teachers*. Inclusive Leadership: From Theory to Practice, 1.

McCray, E., Dowie-Chin, T., & Harvey, A. (2022). Engaging in (de)liberate dialogue: An endarkened feminist trio-ethnography among Black teacher educators. In B.T. Kelly & S. Fries-Britt (Eds.), *Building Mentorship Networks to Support Black Women: A Guide to Succeeding in the Academy, 34-48*.

Freeman, A., Mullen, D., Dowie-Chin, T., & Harvey, A. (2021). Black girls in space: Locating the geographies of black girlhoods in education research. [Virtual Conference]. American Educational Research Association.

Mason-Williams, L., Bettini, E., Peyton, D., Harvey, A., Rosenberg, M., & Sindelar, P. (2020). Making good on the promise of an equal opportunity for students with disabilities. *Teacher Education in Special Education, 43*(1), 45–62.

McCray, E. & Harvey, A. (2020, August 13). *Evidence-based culturally responsive practices* [Webinar]. U.S. Department of Education, Office of Special Education Programs, MTSS Community of Practice.

Peyton, D., Acosta, K., Pua, D., Harvey, A., Sindelar, P., Mason-Williams, L., Dewey, J., Fisher, T., & Crews, M. (2020). *Special education teacher shortage: Differences between high and low shortage states* (pp. 1–19). Teacher Education in Special Education.

Harvey, A., Mullen, D., & Freeman, A. (2019). *Cultural Competence in Education: A Systematic Literature Review* [Presentation]. American Association of Colleges for Teacher Education, Holmes Program, Louisville, KY, United States.

Gage, N. A., Han, H., MacSuga-Gage, A. S., Prykanowski, D., & Harvey, A. (2018). A generalizability study of a direct observation screening tool of teachers' classroom management skills. In B.G. Cook, M., Tankersley., & T.J. Landrum (Eds.), *Advances in Learning and Behavioral Disabilities* (pp. 29–50). Bingley: Emerald Publishing.

Mary Ricci-Marriott

WestEd, 2020 N. Central Avenue, Suite 510, Phoenix, AZ 85004

SUMMARY OF RELATED EXPERIENCE

Mary Ricci-Marriott is a Senior Administrative Assistant based in WestEd's Phoenix office. She provides administrative and organizational support to senior leaders and project staff across WestEd. Ricci-Marriott also serves as an Operations Coordinator, coordinating client project activities and proposal submissions for Quality Schools and Districts, Special Education Policy and Practice, and Early Childhood Integrated Systems.

Prior to joining WestEd, her educational career centered around ensuring equitable access to programs and funding for English learner (EL) students and their families. In her role as the Director of Title III Funding at the Arizona Department of Education, Ricci-Marriot led a team responsible for administering a multi-million-dollar portfolio of federal and state funding and developed internal systems to ensure efficient and effective grant review processes aligned to statutory requirements. She delivered professional learning opportunities for EL educators and program administrators statewide, strengthening their capacity for understanding and effectively allocating funds for English learners and immigrant children and youth. Her 20+ years of education experience at the school- and state-level give her a diverse set of skills and expertise to contribute to the WestEd team.

EDUCATION

1982   Associates, Applied Science in Fashion Design, Cazenovia College

PROFESSIONAL EXPERIENCE

2023–Present
Senior Administrative Assistant/Operations Coordinator, Quality Schools & Districts
WestEd, Phoenix, AZ
Support the Division 1 Admin and Leadership teams through a wide range of administrative and organizational responsibilities. Collaborate with project directors in Quality Schools and Districts, Special Education Policy and Practice, and Early Childhood Integrated Systems to manage project tasks and deliverables, resource requirements, meeting logistics and facilitation, and proposal development and submission. Serve as the Office Manager for WestEd's Phoenix location, acting as the local liaison for Building Management and contracted service vendors. Acts as the facility coordinator for internal colleagues, ensuring all meeting space, food and beverage, technology and supply needs are met. Served as the Administrative Assistant to the Director and Deputy Directors of the Region 15 Comprehensive Center (R15CC) during the final contract year.

2022–2023
Director of Allocation Coordination/Title III Funding
Arizona Department of Education, Office of English Language Acquisition Services,
Phoenix, AZ

Responsible for ensuring all federal (Title III) and state (SEI Budget) grants for English learners and immigrant children and youth were administered with fidelity, including interpreting and implementing statutory requirements, determining and tracking allocation amounts, reviewing and approving subgrantee budgets and grant close-outs, and collecting and preparing data for federal reporting and internal financial reports. Directed and led the work of the Title III grants team through the collaborative development of resources and implementation of systems to ensure timely processing and tracking of grant applications. Developed extensive onboarding procedures to build capacity of internal staff and ensure consistent messaging to subgrantees. Performed continuous analysis of internal procedures to evaluate effectiveness and efficiency of processes to increase productivity of activities related to grant reviews. Provided ongoing, high-quality support and professional learning opportunities to subgrantees to ensure knowledge, understanding, and compliance related to grant funds.

2015–2022
Program Project Specialist, EL Education Program Specialist, Title III Fiscal Specialist
Arizona Department of Education/Office of English Language Acquisition Services,
Phoenix, AZ

Completed fiscal and programmatic reviews of Title III grant applications and associated integrated action plans which included providing direct support to LEA subgrantees, managing allocation data files, and collecting data for state and federal reports. Processed subgrantee reimbursement requests and completion reports, using final grant close-out data to identify areas of targeted technical assistance to LEAs. Developed and facilitated internal and external training related to grants system functionality, funding source program criteria, and requirements for federal funding. Performed Title III Fiscal Desk Monitoring to ensure LEA expenditures aligned with approved grant expenditures and compliance with federal requirements and Arizona statutory regulations. Coordinated all aspects of unit's annual conference, including procurement, presenter recruitment, registration, and budget development and analysis.

2013–2015
Administrative Assistant II
Arizona Department of Education, Phoenix, AZ

2012–2013
Registrar
Robert L. Duffy High School, Phoenix, AZ

2009–2012
Parent Liaison
Biltmore Preparatory Academy, Phoenix, AZ

1998–2009
Paraprofessional
Biltmore Preparatory Academy, Phoenix, AZ

Kevin H. Macpherson, PhD

WestEd, 2470 Mariner Square Loop, 2nd Floor, Alameda, CA 94501

SUMMARY OF RELATED EXPERIENCE

Kevin Macpherson is an Improvement Specialist in Improvement Science at WestEd, living in Beaverton, Oregon. He is a project director that leads teams to coach districts and state education agencies to become improvement and learning organizations. Macpherson also serves as a technical assistance provider through the National Center for System Improvement (NCSI) and supports state education agencies' continuous improvement efforts, from implementing evidence-based practices to improving the retention of special education teachers. Dr. Macpherson combines his experience as a boots-on-the-ground educator, district-level leader, researcher and improvement coach to help foster the conditions to drive improvement and transform educational systems. He weaves empathy, equity, improvement science, and systems thinking to ensure students on the margins thrive.

Macpherson's areas of content expertise include special education, continuous improvement, attendance and chronic absenteeism, student motivation and soft skills.

EDUCATION

2020   PhD, Education, University of California, Berkeley

2014   MA, Special Education, Loyola Marymount University

2012   BA, Psychology, Claremont McKenna College

PROFESSIONAL EXPERIENCE

2021–Present
Improvement Specialist, Improvement Science
WestEd, Alameda, CA
Technical assistance provider for the National Center for Systemic Improvement. Build improvement science capability and advise on the design of their state systems of accountability and support. Project director leading team overseeing change management and improvement strategy for Oregon Department of Education's general supervision system and a new software package. The general supervision system oversees civil rights (key federal compliance outcomes) and academic outcomes for students with disabilities across the state. Project director for evaluation of two Improvement NICs focusing on improving transfer and curricular flexibility in postsecondary settings. Previous project manager for 3-year system transformation turnaround strategy for a Southern California school district.

2019–2021
Associate Director of Special Education
KIPP Public Schools, Northern California

Managed team of 4. Directly coached 5 special education teachers. Spearheaded and authored 3-year, $1.75 million grant from Bill and Melinda Gates Foundation. Championed a continuous improvement team of 20+ teachers to executive-level regional leadership. Collaborated with data analysts and researchers to define internal measurement and evaluation framework. Assembled and co-managed a $13 million budget of 135+ regional and school-based special education staff across 15 schools. Negotiated vendor contracts resulting in $150k+ cost savings. Facilitated biweekly Community of Practice with 15 special education manager-level staff to drive Diversity, Equity, & Inclusion (DEI) and people-manager development.

2016–2019
Program Specialist
KIPP Public Schools, Northern California

Pioneered special education playbook: annually onboarded 50 new staff of 9 different roles; engineered equitable and consistent case management and collaboration procedures for each school. Designed special education coaching and evaluation framework implemented regionally by 40+ special education teachers across 14 schools. Compiled regional evaluations to guide professional development. Mentored and coached 15 special education teachers and staff members across 5 schools.

2015–2016
Special Education Teacher
KIPP Public Schools, Northern California

Part-time teacher; drafted and implemented 20+ Individualized Education Programs.

2012–2015
Special Education Teacher and Department Chair
Alliance College-Ready Public Schools

Increased student reading scores by 175 percent of expected yearly growth. Earned master teacher observation rating; highest possible category of the TCRP Rubric (3.5+/4.00).

SELECTED PUBLICATIONS AND PRESENTATIONS

Kirp, D., & Macpherson, K. (2022). *The education debate: What everyone needs to know*. Oxford University Press.

Macpherson, K., Charlop, M. H., & Miltenberger, C. A. (2015). Using portable video modeling technology to increase the compliment behaviors of children with autism during athletic group play. *Journal of Autism and Developmental Disorders*, *45*(12), 3836–3845. https://doi.org/10.1007/s10803-014-2072-3

Worrell, F. C., Ahrens, I., Bessette, M., Golshirazi, M., Macpherson, K. H., Mejía, F. B., ... Zapata, M. A. (2020). Macro-identification approaches and systems for students from low-income backgrounds. In T. Stambaugh & P. Olszewski-Kubilius (Eds.), *Unlocking potential: Identifying and serving gifted students from low-income households* (pp. 47–49). Prufrock Academic Press.

Appendix B. UDL Learning Network Website[6]

WestEd, in partnership with CCEE, created the UDL Learning Network for the state of California. The website linked below provides a clearer view of how the network functions within the state.

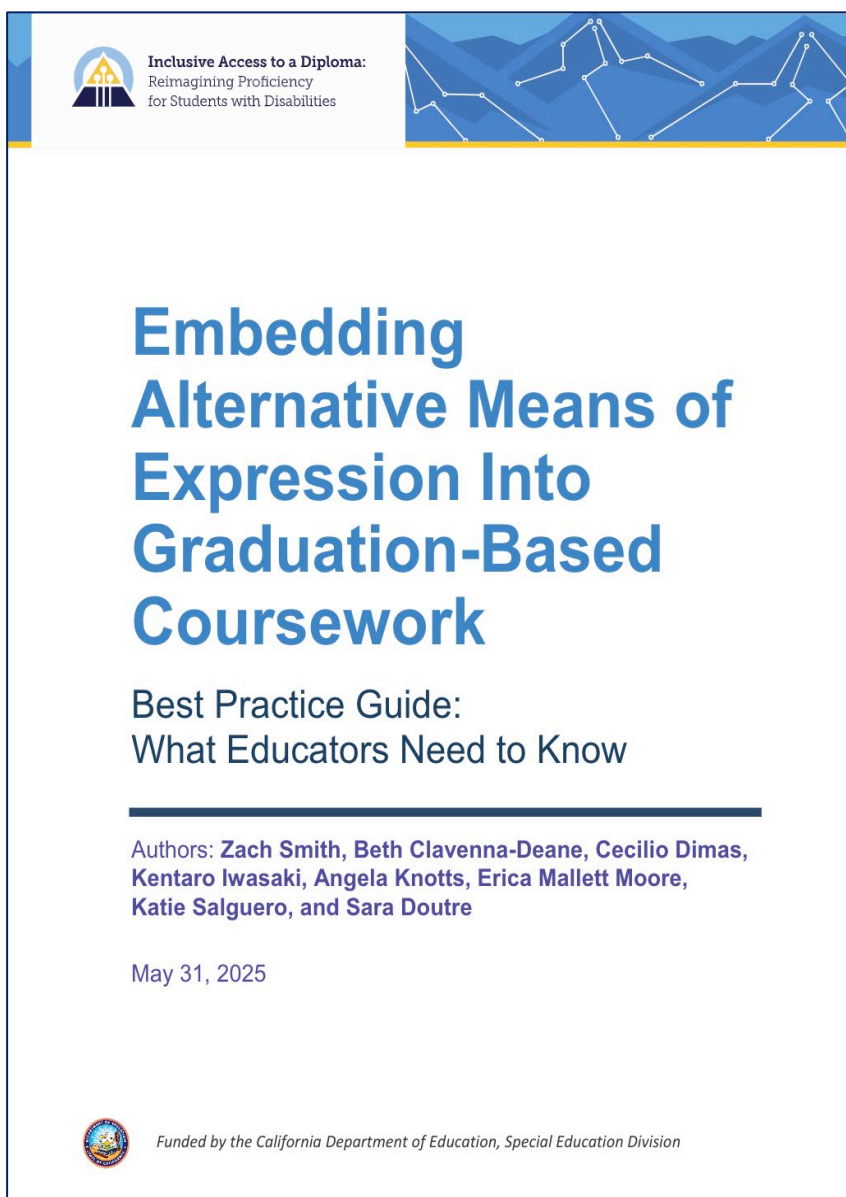## Image of Website Home Screen

Weblink and Aligned QR Code

https://networks.ccee-network.org/networks/udl

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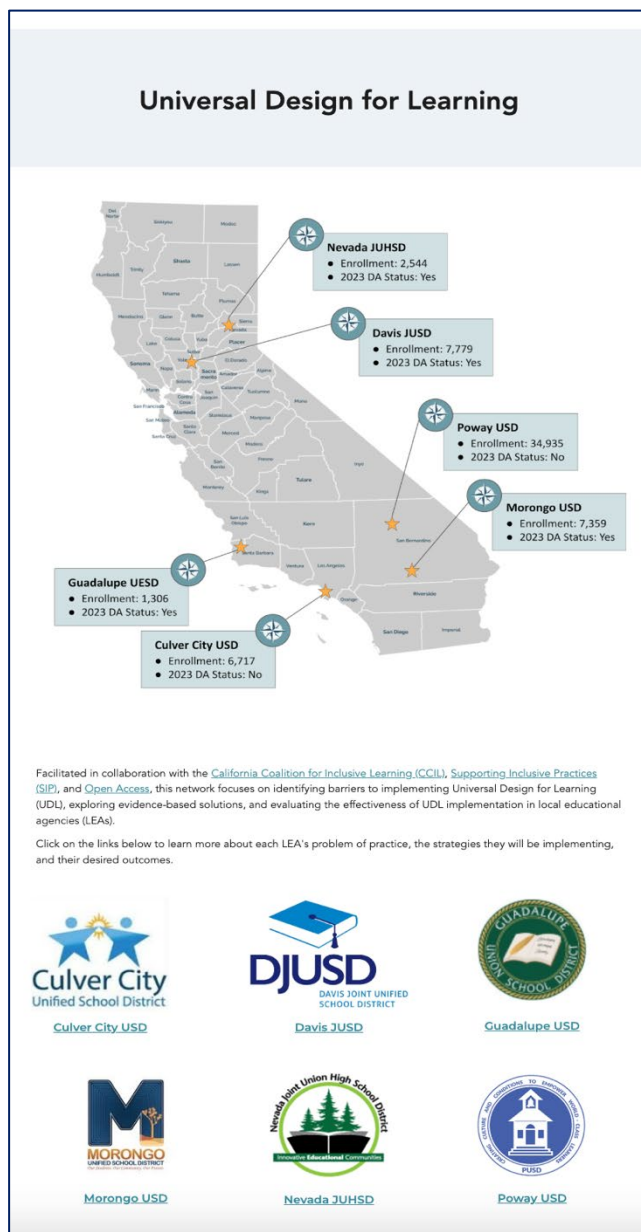
[6] As an important note, CCEE owns and designs the network page that has been listed in this appendix. WestEd partners with CCEE to run the network defined within the page.

Request for Proposals No. 2026-3 Inclusionary Practices Technical Assistance Network (IPTN) Facilitation—Office of Superintendent of Public Instruction

WestEd
WestEd.org

Appendix C. Inclusive Access to a Diploma Initiative Website

WestEd, in partnership with California Department of Education, created the strategy and materials tied to the Inclusive Access to a Diploma Initiative. As part of this contract, WestEd created a Best Practice Guide, detailing how to support students with an IEP in having multiple ways to meet proficiency in graduation-based coursework.

Image of Report Cover Sheet

Inclusive Access to a Diploma:
Reimagining Proficiency
for Students with Disabilities

Embedding Alternative Means of Expression Into Graduation-Based Coursework

Best Practice Guide:
What Educators Need to Know

Authors: **Zach Smith, Beth Clavenna-Deane, Cecilio Dimas, Kentaro Iwasaki, Angela Knotts, Erica Mallett Moore, Katie Salguero, and Sara Doutre**

May 31, 2025

Funded by the California Department of Education, Special Education Division

Weblink and Aligned QR Code

https://bit.ly/BPGinclusion

Request for Proposals No. 2026-3 Inclusionary Practices Technical Assistance Network (IPTN) Facilitation—Office of Superintendent of Public Instruction

WestEd
WestEd.org

Appendix D. IPTN 2.0 Session Guide

WestEd in partnership with OSPI created a session guide detailing the scope and sequence of the IPTN sessions for the 2024–25 school year. A screen image of the document is captured below. To go to the public link, please go to https://bit.ly/IPTN2sessions.

Inclusionary Practices Technical Assistance Network

WestEd
WestEd.org

IPTN Session Planning

Directions: Use this document as a planning tool as we prepare for IPTN 2.0. It should give a high level overview of the focus of each session **and** connect the design team with important links related to session materials.

Session Title & Zoom Link	Day / Time	TA Focus	Session Goal	Outputs	Session Materials
Session 1 - IPTN 2.0 Orientation	October 28 1:00 to 2:30	Network Kick-off Establish belonging	The goal of session 1 is to establish connection, excitement, and urgency regarding IPTN 2.0.	● Established a vision for a wildly successful IPTN 2.0 ● Connected with another partner organization ● Primed for one on ones and CoP sessions ● Meet IPTN partners (design team, members, advisory, collaborators, district)	Shared Folder Teaching Plan Slides
Session 2 - CoP Orientation	November 18 1:00 to 2:30	Communities of Practice Kick-Off **TA** ● Understanding CoPs	We will develop a clear understanding of the role and function of the IPTN 2.0 Communities of Practice that includes the key phases of content development for the year.	● IPTN Members can describe how each CoP driver is related to the aim. ● IPTN Members can criteria and selection process for CoP membership. ● IPTN Members can restate the three phases of content development within each CoP.	Shared Folder Teaching Plan Slides CoP At-A-Glance
Session 3 - CoP Kick-Off	December 16 1:00 to 2:30	CoPs Develop Action Plans Related to Phase 1 Content **TA** ● Action Plans / ToA	We will establish the collective commitments of our CoPs and establish draft action plans related to phase 1 of the work.	● CoPs have co-created collective commitments that work for their team. ● CoPs created a schedule for when meetings outside IPTN sessions happen. ● CoPs have a draft action plan related to phase 1 of our work together.	Shared Folder Teaching Plan Slides
Session 4 - CoP Phase 1 Work	January 27 1:00 to 2:30	CoPs Progress Monitor Action Plans for Phase 1 Content **TA** ● Ignite Talk Protocol	We will continue gathering content for phase 1 of CoP work and prepare for Session 5 - All IPTN Gathering.	● CoPs come away with concrete actions related to finalizing content for phase 1. ● CoPs come away with an understanding of the structure and protocols tied to session 5.	Shared Folder Teaching Plan Slides
Session 5 - All IPTN	February 24 1:00 to 2:30	CoPs Share Learnings and Next Steps for Phase 2 ● IPTN Districts, Advisory, and Collaborators Invited	We will share emerging learnings and needed areas of further exploration gathered from phase 1 with the broader IPTN network.	● IPTN network develops an understanding of emerging learnings within CoPs including ways each driver addresses systemic ableism and racism. ● IPTN network understands where other CoPs need support, guidance, and collaboration. ● Each CoP receives feedback in emerging learnings and areas of need from the network.	Shared Folder Teaching Plan Slides
Session 6 - CoP Phase 2 Kick-Off	March 17 1:00 to 2:30	CoPs Revise Action Plan for Phase 2 **TA** ● Establishing User Perspective	We will begin phase 2 of our work by curating tools for data gathering and identifying a process for meeting with constituents tied to our CoP drivers.	● CoPs have clarity on phase 2 draft action plans. ● CoPs leave with a process to partner with IPTN constituents to gather key learnings teams are aiming to come from this data gathering.	Shared Folder Teaching Plan Slides
Session 7 - CoP Phase 2 Work	April 21 1:00 to 2:30	CoPs Progress Monitor Actions Plans for Phase 2 **TA** ● Clarity on phase 1 and 2 learnings	We will engage in meaning making from our first round of phase 2 data gathering and identify next steps in preparation for sharing key learnings.	● CoPs have clarity on the learnings (initial key themes, recommendations, strengths and needs) within drivers. ● CoPs come away with needs and next steps to finalize phase 2 learnings.	Shared Folder Teaching Plan Slides
Session 8 - CoP Phase 2 Work	May 19 1:00 to 2:30	CoP Solidify Phase 2 Learnings and Prepare for Phase 3 Share Out **TA** ● Presenting Learnings Coherently	We will gather preliminary learnings from our year of content development and prepare from IPTN 2.0 share out in June.	● CoPs have a firm(er) understanding of learnings gathered in CoP phases. ● CoPs scheduled meetings and identified actions related content share outs.	Shared Folder Teaching Plan Slides
Session 9 - All IPTN	June 16 1:00 to 2:30	CoPs Share Recommendations / Implications to WA ● IPTN Districts, Advisory, and Collaborators Invited	We will build our understanding of the key learnings and recommendations coming from IPTN CoPs and gather ideas for how to apply these learning and recommendations to our work.	● Understand the work of the CoPs (flipped model) ● Understand the structure of the IPTN and how the network supports itself ● Understand the implications of the work of the CoPs on each individual's work (district, advisory, membership)	Shared Folder Teaching Plan Slides

Washington Office of Superintendent of
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