

CEC Restraint and Isolation Proposal



21st Century Possibilities

Dr. Hannah Gbenro, President & CEO
1281 Alpine Lane, Fircrest, WA 98466
RFP 2026-06, CEC Restraint and Isolation
Proposal
November 6, 2025

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Seeing the possibilities of the future, while laying a foundation in the present.
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Section I. Letter of Submittal

Bidder: 21st Century Possibilities

Target Audience: School Leaders (Building Administrators)

Dear RFP No. 2026-06 Scoring Committee,

On behalf of the vendor 21st Century Possibilities, I am pleased to submit a response to RFP No. 2026-06, *Reducing Restraint and Eliminating Isolation Statewide Professional Development and Support*.

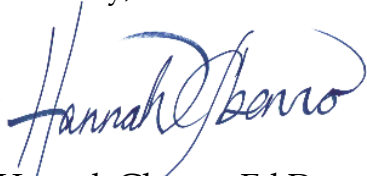
21st Century Possibilities is a Washington-based consulting firm specializing in engaging, equipping, and empowering school leaders (building administrators) to plan, enact, and implement systems change with students' rights for inclusionary practices at the forefront. Our team is composed of current and former Washington school and district administrators with expertise in special education law, Washington State continuous improvement practices & technical assistance, system-level project management within K-12, and high-quality professional development & coaching through a data-informed and results-driven approach.

For this initiative, 21st Century Possibilities proposes to serve building-level administrators through an integrated model of coaching, consulting, and collaborative problem-solving. Our approach builds leadership capacity in change management and implementation science, supporting principals and assistant principals to lead their schools in reducing restraint and eliminating isolation.

Through collaboration with a cadre of school leaders, we will refine and test training content, coaching tools, and evidence-based practices responsive to the complex realities of Washington schools. Findings will inform the development of accessible, interactive, asynchronous & blended, sustainable professional development modules, scalable statewide in partnership with OSPI through the IPTN network.

21st Century Possibilities meets all minimum qualifications outlined in the RFP and has the capacity to design, implement, and manage all aspects of the proposed work within OSPI's budget and timeline. Thank you for the opportunity to partner in advancing equitable, trauma-informed, and inclusion-focused systems for students in Washington.

Sincerely,



Hannah Gbenro, Ed.D.

President & CEO, 21st Century Possibilities

Call or Text: 253.376.4062

Hannah@21stCentP.com

Section II. Technical Proposal

Project Approach & Methodology

II.A. Purpose

21st Century Possibilities (21CP) will partner with OSPI to design and deliver **leadership-focused professional development, coaching, and implementation support** that strengthens administrators' capacity to reduce restraint and eliminate isolation through trauma-informed systems change.

Our work centers building administrators as the linchpin for sustainable, systemic improvement. By empowering leaders to align **Multi-Tiered Systems of Support (MTSS), Social, Emotional, and Behavioral Health (SEBH)** frameworks, and **crisis prevention protocols**, this project will help districts operationalize the *Reducing Restraint and Eliminating Isolation (RREI) Technical Assistance Manual* with fidelity.

II.B. Beliefs that Guide our Approach

At 21st Century Possibilities, our work with school leaders is grounded in the following core beliefs:

1. **Every child has a right to belong.** Learning environments must honor each student's dignity and humanity through inclusionary, trauma-informed practices.
2. **Leadership drives systems change.** Sustainable reductions in restraint and elimination of isolation occur when building administrators are equipped to lead data-informed improvement and model restorative, relationship-centered practice.
3. **Change is a process, not an event.** Implementation science and continuous improvement cycles are essential to scaling durable change across classrooms and schools.
4. **Collaboration builds capacity.** Collective reflection among administrators, educators, and families accelerates learning and alignment between policy and practice.
5. **Data tells the story.** Qualitative and quantitative feedback informs every step—ensuring progress is visible, measurable, and responsive to real-time needs.

These beliefs anchor our methodology and ensure that professional learning fosters both immediate application and long-term transformation.

II.C. Alignment with RREI Technical Assistance Manual

21st Century Possibilities' technical assistance directly supports:

- **Section 2: School and District Systems That Support Social, Emotional, and Behavioral Well-Being**
 - Strengthening MTSS/SEBH alignment, Tier 1 culture-building, and professional learning systems.
- **Section 5: Considerations for Students with Disabilities**
 - Enhancing administrator oversight of behavior supports and the IEP, behavior supports and the 504 plan, and school discipline for students with disabilities as well as behavior learning for students with disabilities.

- **Section 6: Crisis Prevention and De-Escalation**
 - Leading data-informed prevention, post-crisis debriefing, and continuous system reflection.

II.D. Work Plan

21st Century Possibilities (21CP) will partner with OSPI to design and deliver leadership-focused professional learning aligned with the following sections of the *Reducing Restraint and Eliminating Isolation (RREI) Technical Assistance Manual*:

- **Section 2:** School and District Systems That Support Social, Emotional, and Behavioral Well-Being
- **Section 5:** Considerations for Students with Disabilities
- **Section 6:** Crisis Prevention and De-Escalation

21CP's work emphasizes **MTSS Tier I prevention systems** integrated with **Social-Emotional Learning (SEL)**, inclusive special-education leadership, and trauma-informed crisis prevention. All content will be coordinated with OSPI's **statewide RREI network** and **Educational Service District (ESD)** partners to ensure consistency, reach, and sustainability.

II.D.1. Project Focus 1 – Leadership Coaching and Systems Implementation

Purpose

Develop administrators' capacity to lead and sustain Tier I prevention systems that embed SEL within the MTSS framework. Coaching will build leadership skill in fostering collaboration, analyzing data, and ensuring predictable, relationship-centered environments that prevent crisis escalation.

Key Activities

1. Conduct MTSS and SEL readiness assessments to identify Tier I strengths and gaps.
2. Provide monthly coaching (virtual and on-site) on Tier I core practices, adult SEL, and trauma-informed leadership.
3. Support leaders in aligning expectations, routines, and SEL instruction across classrooms.
4. Facilitate regional leadership learning communities with ESD partners to share implementation successes.
5. Link Tier I prevention practices to Section 6 reflection processes to reinforce learning and system improvement.

Deliverables

1. MTSS/SEL Readiness Profiles and Tier I Action Plans.
2. Customized Project Work Plans with measurable Tier I goals.
3. Coaching Logs and Monthly Progress Summaries.
4. Building-Level Case Studies demonstrating Tier I impact.

II.D.2. Project Focus 2 – Special Education Leadership and Legal Compliance

Purpose

Create a **statewide asynchronous professional learning series** that equips administrators and special-education leaders to ensure compliance with **IDEA, Section 504, and state special-education laws**.

This on-demand course will help participants connect legal foundations to **MTSS Tier I and II supports**, reducing exclusionary practices and strengthening inclusion for students with disabilities.

Key Activities

1. **Design and develop interactive modules** (3–4 total) that address:
2. Legal frameworks (FAPE, LRE, IEP/504 behavior supports)
3. Manifestation determination and BIP development
4. Integration of SEL and MTSS practices into behavior support planning
5. Equitable documentation and communication with families
6. **Embed real-world case studies and scenarios** reflecting Washington context and OSPI guidance.
7. **Collaborate with OSPI and ESD partners** to align content with existing professional-learning platforms (e.g., Canvas, IPTN Hub).
8. **Pilot-test the course** with a sample of district administrators for accessibility, clarity, and alignment.
9. **Finalize and launch** the asynchronous course for schools and districts, with optional facilitator guides for regional or local blended learning implementation.

Deliverables

1. **Asynchronous Training Modules (3–4) on special-education law, compliance, and inclusive MTSS integration.**
2. **Facilitator Guide and Reflection Toolkit for district-level implementation.**
3. **Pilot Testing Summary and Revision Log based on participant feedback.**

II.D.3. Project Focus 3 – Crisis Prevention and De-Escalation Systems

Purpose

Enable administrators to design and lead proactive, restorative crisis-prevention systems anchored in Tier I SEL and MTSS practices, ensuring lawful and trauma-informed responses when crises occur.

Key Activities

1. Facilitate crisis-system mapping with schools to align policies with Section 6 requirements.
2. Provide asynchronous training modules on the crisis cycle, de-escalation strategies, and staff regulation routines for administrators. These training modules can also be used by administrators with staff alongside the facilitators implementation guide.
3. Co-develop building-level crisis-prevention plans that integrate SEL skills and communication protocols through virtual and in-person coaching sessions.
4. Model post-incident debriefing and data-reflection processes.

5. Coordinate with ESD and OSPI network partners to align content and prevent duplication.

Deliverables

1. Crisis-Prevention and Reflection Framework Templates.
2. Sample Building-Level Crisis Plans and Implementation Guides.
3. Training and Coaching Materials for Leadership Teams.
4. Quarterly Reflection Briefs summarizing system progress.

II.D.4. Project Focus 4 – Evaluation, Reflection, and Sustainability

Purpose

Measure the impact of 21CP's coaching and training initiatives, documenting improvements in Tier I MTSS implementation, legal-compliance knowledge, and crisis-prevention systems. Findings will inform OSPI's statewide reporting and continuous improvement cycles.

Key Activities

1. Implement a mixed-methods evaluation framework tracking leadership growth, MTSS fidelity, and completion of asynchronous training modules.
2. Collect and analyze data from readiness assessments, coaching logs, and participant learning analytics.
3. Conduct reflection sessions with OSPI and ESD partners to refine strategies and identify sustainability steps.
4. Produce a comprehensive Evaluation and Sustainability Report summarizing findings and statewide recommendations.

Deliverables

1. Quarterly Progress and Reflection Summaries.
2. Leadership Growth and Fidelity Rubric.
3. Comprehensive Evaluation and Sustainability Report.

II.D.5. Project Focus Summary Table

Project Focus	Timing	Lead
1. Leadership Coaching for MTSS and Tier I Prevention	Dec 2025 – Jun 2026	H. Gbenro, Ed.D.
2. Asynchronous Training on Special Education Leadership and Legal Compliance	Feb 2026 – Jun 2026	M. Gbenro, J.D. B. Marion-Gbenro, B.A. S. Gbenro, B.S.
3. Crisis Prevention and De-Escalation Systems	Jan 2026 – Jun 2026	M. Gbenro, J.D. H. Gbenro, Ed.D. S. Gbenro, B.S.

4. Evaluation, Reflection, & Sustainability	Apr 2026 – Jun 2026	H. Gbenro, Ed.D. S. Gbenro, B.S.
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Summary

Through collaboration with **OSPI’s statewide RREI network** and **Washington’s ESD system**, 21st Century Possibilities will build capacity for sustainable, prevention-based systems that eliminate restraint and isolation.

By focusing on

1. **Section 2 – MTSS and Tier I Prevention Systems,**
2. **Section 5 – Special Education Leadership and Legal Compliance (Asynchronous Training), and**
3. **Section 6 – Crisis Prevention and De-Escalation,**
21CP ensures every administrator and educator has equitable access to professional learning that integrates prevention, inclusion, and compliance.

II.D.6. Deliverables and Milestones

The following deliverables correspond to 21st Century Possibilities’ four Project Focus areas. Deliverables are designed to provide tangible, measurable outputs for OSPI oversight while ensuring continuous data feedback loops between leadership coaching, professional learning design, and statewide scalability.

Deliverable & Description	Associated Project Focus Area(s)	Timing
MTSS/SEL Readiness Assessments and Tier I Work Plans	Project Focus 1	January 2026
Coaching Logs and Tier I Implementation Dashboards	Project Focus 1	Ongoing through June 2026
Asynchronous Training Modules (3 – 4) and Facilitator Guide	Project Focus 2	May 2026
Pilot Feedback and Revision Summary for Asynchronous Course	Project Focus 2	May 2026
Building-Level Crisis-Prevention Framework and Reflection Tools	Priority Focus 3	April 2026
Leadership Training Materials for Crisis Prevention	Priority Focus 3	May 2026
Quarterly Reflection Briefs	Priority Focus 3 and 4	April and June 2026
Comprehensive Evaluation and Sustainability Report	Priority Focus 4	June 2026

II.D.7. Anticipated Outcomes & Performance Measurement

21st Century Possibilities will measure both **quantitative outcomes** (e.g., reduction in restraint and isolation incidents, improved Tier I fidelity, increased IEP goal alignment

to inclusive practices) and **qualitative outcomes** (e.g., strengthened leadership confidence, increased cross-team collaboration, improved perceptions of school safety and belonging).

All outcomes are directly linked to the guiding principles and project focuses described in this Technical Proposal.

Intended Outcomes

1. **Reduction in Restraint and Isolation**

Participating schools will demonstrate measurable decreases in the use and frequency of restraint and isolation through strengthened Tier I systems, proactive leadership, and staff application of prevention and de-escalation strategies.

2. **Improved MTSS and Tier I Fidelity**

Building leaders will implement consistent Tier I prevention systems that integrate SEL instruction, clear expectations, and restorative routines, resulting in improved fidelity scores on the MTSS Tiered Fidelity Inventory (TFI) or locally adopted fidelity tools.

3. **Enhanced Special-Education Leadership Capacity**

Administrators and special-education leaders completing the asynchronous **Section 5 training** will demonstrate increased knowledge of IDEA and Section 504 requirements and confidence in implementing inclusive, legally compliant supports within MTSS.

4. **Increased Access and Inclusion for Students with Disabilities**

Students with disabilities will experience more instructional time in general education settings and greater access to Tier I supports as leaders align MTSS and IEP processes.

5. **Strengthened Staff Collaboration and Reflection**

Leadership teams will report improved cross-role collaboration (general + special education) and more consistent post-incident reflection and problem-solving practices aligned to Section 6.

6. **Higher Leadership Confidence and Competence**

Participants will report gains in their ability to use data for prevention, coach staff in SEL practices, and ensure compliance with state and federal laws related to behavior support and crisis response.

7. **Statewide Access to Sustainable Professional Learning Tools**

The asynchronous Section 5 course and accompanying facilitator guide will expand OSPI's statewide capacity for ongoing administrator training, accessible through ESD and IPTN platforms after project completion.

Performance Measurement

21CP will monitor progress using **multiple data sources** and feedback loops to ensure accountability, responsiveness, and alignment with OSPI's statewide RREI framework.

Data Sources & Measures

1. Baseline → end-of-project comparison of restraint/isolation incidents (school and district level).
2. Tier I MTSS and SEL fidelity data using TFI or local self-assessment tools.
3. Completion data and pre/post assessments from the **Section 5 asynchronous training** measuring knowledge gains and self-reported confidence.

4. Staff and administrator surveys assessing changes in collaboration, communication, and inclusion.
5. Coaching documentation (logs, progress summaries, reflection notes) tracking leadership implementation milestones.
6. Qualitative case studies and district narratives capturing examples of systems change.

Reporting and Continuous Improvement

Quarterly progress reports will synthesize these data and connect them to OSPI's required performance indicators. 21CP will use this information to adjust coaching emphasis, refine professional learning materials, and ensure statewide consistency. At project completion, 21CP will provide a **Final Evaluation and Sustainability Report** detailing measurable outcomes, lessons learned, and recommendations for maintaining leadership development, MTSS fidelity, and compliance practices beyond the contract period.

II.D.8. Risk Identification and Mitigation

21st Century Possibilities recognizes that effective statewide implementation depends on flexibility, coordination, and proactive problem solving. The following potential risks and mitigation strategies reflect 21CP's experience managing multi-district leadership initiatives and OSPI-aligned projects.

Risk #	Risk	Mitigation
1	Variability in District Readiness or Leadership Capacity: Districts or schools may differ in their ability to engage fully due to staffing shortages, competing initiatives, or limited MTSS infrastructure.	<ol style="list-style-type: none"> A. Conduct readiness assessments to determine appropriate entry points and differentiate support intensity. B. Collaborate with ESD partners to tailor coaching or course promotion by region. C. Provide flexible participation options (hybrid coaching, asynchronous follow-up). D. Celebrate early, visible improvements to sustain engagement.
2	Fluctuating OSPI or ESD Scheduling: OSPI or ESD coordination meetings may overlap with coaching and course-development timelines.	<ol style="list-style-type: none"> A. Use a multi-focus project model that allows overlapping tasks to proceed concurrently. B. Maintain shared dashboards and clear communication channels with OSPI and ESD leads. C. Adjust sequencing while ensuring deliverables remain aligned with state milestones.
3	Limited On-Site Access to School Leaders: Weather events, schedule conflicts, or staffing shortages could reduce access for in-person coaching.	<ol style="list-style-type: none"> A. Maintain full virtual-coaching capability and use recorded modeling sessions for asynchronous feedback. B. Schedule visits early and coordinate through ESD networks to resolve local access issues quickly.

4	Technology or Accessibility Challenges for Asynchronous Training: Participants may encounter technical barriers or limited familiarity with online learning platforms.	<p>A. Design all modules to meet ADA and UDL standards.</p> <p>B. Include a brief “Course Orientation” segment to build user confidence.</p> <p>C. Offer optional live Q&A sessions and asynchronous support.</p>
5	Resistance to Systems or Compliance Changes: Some staff may hesitate to adopt inclusive or legally updated practices.	<p>A. Embed change-management strategies into coaching and training content.</p> <p>B. Share Washington-based success stories and data demonstrating positive outcomes.</p> <p>C. Engage administrators as visible champions of compliance and inclusion through school and district spotlights.</p>
6	Sustainability After Contract Period: Without intentional planning, districts may not continue implementing or accessing resources after project completion.	<p>A. Potential extension if offered a future contract: Train regional and district leaders to leverage asynchronous course materials to offer blended learning opportunities.</p> <p>B. Ensure materials are housed on learning platforms school and district administrators have long-term access to.</p>

Summary of Risks and Mitigations

21st Century Possibilities’ experience supporting statewide leadership initiatives ensures proactive communication, adaptive project management, and alignment with OSPI’s evolving priorities.

By combining **coaching, asynchronous training, and statewide collaboration through the RREI network and ESD partners**, 21CP will mitigate risks while maintaining consistent progress toward the shared goal of eliminating restraint and isolation through prevention, inclusion, and leadership excellence.

Section III. Management Proposal

21st Century Possibilities (21CP) will manage this project through an **integrated leadership team** with extensive experience in systems improvement, special education, data-informed decision-making, and executive coaching. The management structure ensures coherence, accountability, and responsiveness across all four Project Focus Areas:

1. **MTSS and Tier I Prevention**
2. **Special Education Legal Compliance and Training**
3. **Crisis Prevention and De-Escalation**
4. **Evaluation and Sustainability**

III.A. Project Management, Team Structure, and Internal Controls

Organizational Overview

21st Century Possibilities (21CP) is a Washington-based consulting firm specializing in continuous improvement, executive coaching for K-12 administrators, training for MTSS planning and implementation, and systems leadership that prioritizes the rights of learners.

21CP operates under a subcontractor-based model, drawing on a statewide network of highly qualified education leaders to deliver technical assistance, training, and implementation support.

All project activities will be managed through 21CP's Washington office, ensuring centralized coordination, fiscal accountability, and quality assurance.

Dr. Hannah Gbenro, President & CEO, will serve as **Project Director**, providing overall oversight, leadership, and quality control while delivering direct coaching and technical assistance.

All project specialists – **Brittany Marion-Gbenro, Malik Gbenro, and Sola Gbenro** – serve as subcontractors under 21CP, each with defined scopes of work and deliverables governed by written MOUs.

Team Structure and Roles

Name/Title	Role/Responsibilities	Qualification Summary
Dr. Hannah Gbenro President & CEO (Project Director)	Overall leadership and quality assurance. Conducts in-person and virtual coaching. Serves as liaison with OSPI.	Over 20 years of experience as a Washington education leader, including service as Chief Academic Officer, district administrator, school principal, instructional coach, teacher, and special education paraeducator. As CAO, Dr. Gbenro oversaw culturally responsive SEL (CR-SEL), MTSS, and all teaching and learning programs. As a school administrator, supervised Special Education programs, services, and classes. Holds Washington State superintendent, principal, and teaching credentials. Earned certificate in Project Management through the Project Management Institute (PMI). Former president of WA ASCD. Presented regionally and nationally for over 15 years on MTSS, standards-based education, and SEL. Certified in Cognitive Coaching and equity-focused coaching (Bright Morning). Partnered with UW SMART Center to co-develop crisis prevention and response tools.

Brittany Marion-Gbenro Project Coordinator (Subcontractor, Washington)	Project & technical coordination, coordination, fiscal tracking, and environmental design consultation. Oversees communication between 21CP and subcontractors.	Current director in the field of health business fiscal compliance. Small business owner for over a decade. Former bank manager. BA degree in business operations.
Malik Gbenro, J.D. Special Education Legal & Compliance Expert (Subcontractor, Washington)	Asynchronous course content developer. Consultant to support coaching sessions, as relevant.	Current school district General Counsel specializing in special-education law, safety and security, crisis prevention, and administrator training to reduce restraint and eliminate isolation (RREI). Eight years of classroom experience as a middle-school math teacher and interventionist before entering law. Experienced in developing and facilitating high-quality asynchronous and blended learning for educators.
Sola Gbenro, B.S. Data Scientist & Evaluation Specialist (Subcontractor, Washington)	Responsible for data collection, data analysis, evaluation, final reporting, and digital accessibility compliance.	Current school district Data Scientist with a degree in Computer Science. Skilled in creating data dashboards, analyzing and interpreting implementation data, and writing evaluation reports. Experienced overseeing digital accessibility compliance in web development, virtual learning, and reporting systems.

Alignment with Project Areas of Focus

21CP's management structure mirrors the four interrelated project focus areas within the project's technical approach.

Each consultant leads or co-leads components aligned to their area of expertise:

- Project Focus 1 – Leadership Coaching for MTSS and Tier I Prevention**
 Led by Dr. Hannah Gbenro. Activities include direct on-site and virtual coaching, data collection, action planning, and implementation reflection cycles.
- Project Focus 2 – Asynchronous Training on Special Education Leadership and Legal Compliance**
 Led by Malik Gbenro, J.D., with technical and design support from Brittany Marion-Gbenro and accessibility and evaluation support from Sola Gbenro.
- Project Focus 3 – Crisis Prevention and De-Escalation Systems**
 Led by Malik Gbenro, J.D., in collaboration with Dr. Hannah Gbenro for leadership integration and Sola Gbenro for data and accessibility support.

- **Project Focus 4 – Evaluation, Reflection, & Sustainability**

Jointly led by Dr. Hannah Gbenro and Sola Gbenro, focusing on evaluation, progress monitoring, and the development of the sustainability framework.

Internal Controls and Communication

- **Weekly Coordination Meetings**

The 21CP project team meets weekly to review progress, monitor deliverables, and adjust timelines.

- **Shared Project Dashboard**

All subcontractors use a secure Monday.com dashboard for deliverable tracking, document sharing, and milestone updates.

- **Quality Assurance**

All training materials and reports undergo peer review for clarity, accessibility, and alignment with OSPI requirements before submission.

- **Quarterly OSPI Review Meetings**

Dr. Gbenro meets quarterly with OSPI to present progress, review data, and ensure alignment with statewide priorities. Depending on scheduling, Sola and/or Brittany Marion-Gbenro may join these meetings.

- **Data Security and Confidentiality**

21CP maintains confidentiality agreements with all subcontractors and adheres to FERPA-compliant data-handling procedures.

III.B. Experience of Consultant/Staff/Subcontractors

21st Century Possibilities (21CP) brings together a multidisciplinary team of Washington-based education leaders, legal experts, data scientists, and systems coaches. Collectively, the team has **designed, implemented, and evaluated statewide professional learning systems** focused on continuous improvement, equity, and building school and district leadership capacity.

The 21CP team has extensive experience leading professional development, compliance, and systems-improvement initiatives, and has served as collaborators on state-level projects that align directly with OSPI's *Reducing Restraint and Eliminating Isolation (RREI)* priorities.

Organizational and Team Experience

21CP's team has delivered statewide and regional leadership development, coaching, and training in:

- **Multi-Tiered Systems of Support (MTSS)** implementation and Tier I prevention system design.
- Evidence-based **Social-Emotional Learning (SEL)** integration and culturally responsive leadership.
- **Special Education Law and Section 504 compliance**, with a focus on behavior supports, crisis prevention, and inclusionary practices.

- **Crisis prevention, de-escalation, and post-incident reflection systems**, including development of tools with the University of Washington SMART Center.
- **Data-informed continuous improvement** using real-time dashboards and outcome reporting.
- **Asynchronous course design and statewide professional learning delivery** through LMS platforms.

Team's Relevant Project Experience

- **ESDs:**
21CP consultants have experience partnering with ESD regional leads focused on MTSS alignment, SEL integration, and school improvement.
- **District-Level Systems Improvement and Compliance Projects:**
Led leadership development and compliance-alignment initiatives in Washington districts. Focus areas included corrective-action planning, inclusive systems design, and schoolwide Tier I SEL implementation.
- **Crisis Prevention and Reflection Systems:**
Collaborated with the **UW SMART Center** to design crisis-prevention and post-incident reflection tools used in Washington demonstration sites participating in OSPI's RREI initiative.
- **Leadership Coaching for Equity and SEL:**
Delivered customized coaching for school and district administrators grounded in Cognitive Coaching, Bright Morning equity-focused coaching, and continuous-improvement methodologies.
- **Special Education Legal and Compliance Training:**
Developed and facilitated legal compliance sessions for administrators on **IDEA, Section 504**, and **WAC 392-172A** requirements for behavior supports, manifestation determinations, and inclusionary practices.
- **Data Analysis and Evaluation:**
Designed MTSS and SEL data dashboards, implemented progress-monitoring tools, and authored evaluation reports summarizing implementation fidelity and outcome data for initiatives.
- **Asynchronous and Blended Learning Design:**
Created self-paced professional learning for administrators, paraeducators, and certificated staff. Developed train-the-trainer blended learning facilitator guides for regional use of the asynchronous materials.

Staff & Subcontractor Relevant Experience

Name/Title	Qualification Summary
Dr. Hannah Gbenro President & CEO (Project Director)	20+ years of Washington K–12 leadership, including service as Chief Academic Officer, district administrator, and principal. Led MTSS and SEL integration at the district and state level. Partnered with the UW SMART Center to develop crisis-prevention and response assessments and tools. Former president, WA ASCD. Certified in Cognitive Coaching and Bright Morning equity-focused coaching.
Brittany Marion-Gbenro, B.A.	Experienced in project and fiscal coordination with over 10 years in business operations and compliance. Oversees statewide deliverable

Project Coordinator (Subcontractor)	tracking, communication, and environmental design consultation for inclusive systems.
Malik Gbenro, J.D. Education Legal & Compliance Expert (Subcontractor)	Current district General Counsel specializing in special-education law, safety, and crisis prevention. Eight years of teaching and intervention experience before entering law. Developed and delivered asynchronous training for administrators to reduce restraint and isolation through inclusionary, legally sound practices.
Sola Gbenro, B.S. Data Scientist & Evaluation Specialist (Subcontractor)	District Data Scientist with expertise in education data dashboards, analysis, and accessibility compliance. Develops evaluation reports, fidelity measures, and visual analytics for monitoring project outcomes and progress.

Related Contracts

Contract	Contract Period of Performance	Contact Person	Contact Email Address	Contact Phone Number
OSPI OSSI Contract 20240008	September 1, 2023 – July 31, 2024 (Amended to extend: August 1, 2024 – July 31, 2025)	Mary Neal	mary.neal@k12.wa.us	360-764-0198
OSPI OSSI Contract 20260076	September 1, 2025 – July 31, 2026	Mary Neal	mary.neal@k12.wa.us	360-764-0198
PSED Principals’ Network Contract	November 1, 2023 – June 30, 2024	Dr. Anthony Brown	abrown@psed.org	206-200-4584

III.C. References

Dr. Anthony Brown

Director, Learning, Leadership, and Student Success

Puget Sound Educational Service District (PSED)

abrown@psed.org

206-200-4584

Contract: Providing leadership and technical assistance for the PSED Principals’ Network for the 2023 – 2024 school year. Our focus was on MTSS and Multilingual Learners in response to data Dr. Hannah Gbenro collected from regional principals through focus groups and surveys as part of the contract.

Michael Croyle

Elementary Principal, Tukwila School District
 206-227-9272
croylem@tukwila.wednet.edu

Contract: Providing coaching services around MTSS and SEL planning and implementation through an OSPI Office of System & School Improvement (OSSI) contract in 2023 – 2025. Also partnered with this principal and the ESD to conduct an audit of the special education program onsite through the OSSI contract to support continuous improvement.

Dr. Tenesha Fremstad

Elementary Principal, Tukwila School District
 206-901-7705
fremstadt@tukwila.wednet.edu

Contract: Providing coaching services around MTSS and SEL planning and implementation through an OSPI Office of System & School Improvement (OSSI) contract in 2023 – 2025. Focused on Tier I behavior and SEL systems with this principal, including partnering to train the principal in conducting the annual Tiered Fidelity Inventory (TFI) using the culturally responsive guidance.

III.D. Past Performance

The consultant has *not* received notification of any breach of contract for the past five (5) years or within the history of conducting business as a consultant.

III.E. Examples/Samples of Related Projects/Previous Work

Samples have been included in Appendix A of this proposal.

III.F. Subcontractor Management

21st Century Possibilities (21CP) uses a **transparent, compliant, and accountability-centered subcontractor model** that ensures alignment with OSPI's expectations and Washington State contracting requirements.

All subcontractor relationships will operate under formal written agreements and will be managed through centralized coordination, quality control, and fiscal oversight from 21CP's Washington office.

Subcontractor Management Approach

- **Formal Agreements**
 All subcontractors operate under written Memoranda of Understanding (MOUs) that specify their scope of work, deliverables, timelines, payment structure, data-sharing protocols, and confidentiality expectations.
- **Performance Monitoring**
 Each subcontractor's performance will be reviewed monthly through project documentation, deliverable check-ins, and internal progress reviews. Progress

will be logged and tracked through 21CP's secure project management dashboard (Monday.com) for transparency and efficiency.

- **Quality Control**
All subcontracted deliverables – including coaching logs, training content, reports, and data analyses – will undergo internal peer review by Dr. Hannah Gbenro or Brittany Marion-Gbenro, B.A. prior to submission to OSPI. This ensures clarity, alignment with RREI priorities, accessibility compliance, and professional quality.
- **Fiscal Management and Accountability**
21CP will process all subcontractor invoices through its QuickBooks accounting system. Records will include hours, deliverables, payments, and confirmation of receipt. Fiscal documentation will be available to OSPI upon request.
- **Access Equity (B2Gnow) Reporting**
Consistent with OSPI's procurement requirements, 21CP will report all subcontractor payments through the Access Equity (B2Gnow) system under the Washington State Office of Minority and Women's Business Enterprises (OMWBE).
- **Insurance and Liability Coverage**
21CP maintains professional liability insurance and assumes full responsibility for the performance, compliance, and quality of all subcontracted work. Subcontractors will also provide proof of business licensing and insurance coverage in accordance with Washington State contracting standards.
- **Data Privacy and Confidentiality**
All subcontractors will sign confidentiality agreements and adhere to FERPA, HIPAA, and state-level data-privacy requirements. Data access will be limited to project-relevant personnel, and all digital data will be stored in secure, encrypted cloud-based environments.

Subcontractor Oversight and Communication

To ensure consistency and collaboration, 21CP will maintain the following communication and monitoring processes throughout the contract period:

- **Weekly Coordination Meetings**
The full 21CP team meets weekly to monitor deliverables, timelines, and quality benchmarks across all project components.
- **Quarterly OSPI Review Meetings**
Dr. Gbenro will convene quarterly review sessions with OSPI to discuss subcontractor performance, progress updates, and any course adjustments.
- **Shared Digital Infrastructure**
All subcontractors will access a secure shared, secure Google Workspace and Monday.com workspace for real-time project updates, document sharing, and milestone tracking.
- **Continuous Improvement**
Feedback from OSPI, ESD partners, and participating districts will inform ongoing refinement of training content and coaching protocols.

Team Composition and Roles

Name/Title	Role/Responsibilities	Qualification Summary
Dr. Hannah Gbenro President & CEO (Project Director)	Provides overall project leadership, direction, and quality assurance. Leads all on-site and virtual leadership coaching; oversees deliverables; serves as liaison with OSPI and ESD partners.	Washington State – Over 20 years of K-12 leadership experience including Chief Academic Officer, district and school administrator, instructional coach, and teacher. Former President, Washington State ASCD. Holds superintendent, principal, and teaching credentials. Certified in Cognitive Coaching and Bright Morning equity-focused coaching. Partnered with UW SMART Center on crisis-prevention tool development.
Brittany Marion-Gbenro Project Coordinator (Subcontractor, Washington)	Manages project coordination, scheduling, and fiscal tracking. Oversees communication between 21CP, subcontractors, and OSPI. Ensures accuracy in reporting, deliverable tracking, and accessibility compliance.	Washington State – Over a decade of experience in business operations, fiscal management, and compliance. Current director in health business fiscal compliance and former bank manager. B.A. in Business Operations.
Malik Gbenro, J.D. Special Education Legal & Compliance Expert (Subcontractor, Washington)	Develops asynchronous training content on IDEA, Section 504, and state compliance. Provides consultation for leadership coaching and ensures all deliverables meet legal and ethical standards.	Washington State – Current school district General Counsel specializing in special education law, crisis prevention, and inclusionary practices. Eight years as a middle school teacher before entering law. Experienced developer of asynchronous and blended learning for educators.
Sola Gbenro, B.S. Data Scientist & Evaluation Specialist (Subcontractor, Washington)	Leads data collection, analysis, evaluation, and final reporting. Oversees digital accessibility and ADA compliance for all learning materials and reports.	Washington State – School district Data Scientist with expertise in analytics, dashboard design, and evaluation. B.S. in Computer Science. Experienced in digital accessibility and FERPA-compliant data management.

III.G. Internal Capacity and Communication Structure

21st Century Possibilities (21CP) maintains the **infrastructure, systems, and organizational capacity** required to manage multiple concurrent state and district contracts efficiently and with full transparency.

Fiscal Systems:

- **QuickBooks Online** for accounting, invoicing, and class tracking.
- All expenditures are coded by project and deliverable to ensure accuracy in OSPI billing, auditing, and reporting.

Project Management:

- **Monday.com** serves as the centralized project dashboard for scheduling, task tracking, and milestone updates.
- Progress is monitored weekly by the Project Director and Project Coordinator, ensuring accountability and real-time oversight.

Document Management:

- **Google Workspace** is used for collaboration, version control, and secure cloud-based document storage.
- Access permissions ensure data integrity and confidentiality while maintaining efficiency in team communication.

Learning Management and Accessibility:

- A Learning Management System (LMS) will be used to design and host asynchronous courses, track participation data, and collect user analytics.
- All digital materials adhere to **ADA and WCAG 2.0** standards for accessibility and are tested for compatibility with screen readers.

Communication Platforms:

- **Zoom** is used for team and OSPI coordination meetings.
- **Email** and **Monday.com** support daily communication among subcontractors and partners.

Data Privacy and Security:

- All subcontractors have signed confidentiality and data-protection agreements.
- Data sharing follows **FERPA-compliant protocols**, with encryption and secure, access-controlled cloud storage.

Subcontractors **Malik Gbenro, J.D.** and **Sola Gbenro, B.S.** are experienced in supporting Washington school districts **both remotely and in person**, providing flexible and responsive technical assistance across multiple regions. **Subcontractor Brittany Marion-Gbenro** brings extensive experience as a **supervisor, manager, and project coordinator** in hybrid work environments, successfully leading distributed teams and coordinating large-scale deliverables.

This hybrid service model enables **continuity, scalability, and operational efficiency**, ensuring that 21st Century Possibilities can maintain consistent communication, timely

delivery, and high-quality implementation even during periods of high demand or evolving district and state priorities.

III.H. Management Summary

21st Century Possibilities brings a **proven leadership team and agile management structure** with the depth, organization, and flexibility required to manage a complex statewide initiative.

The project will be directed by **Dr. Hannah Gbenro, President and CEO**, who provides strategic oversight, quality assurance, and direct field-based leadership in MTSS and Tier I prevention, SEL integration, and systems coaching.

Brittany Marion-Gbenro, Project Coordinator, manages operational systems—overseeing timelines, deliverables, fiscal tracking, and coordination between 21CP, OSPI, and subcontractors.

Malik Gbenro, J.D., serves as legal-compliance lead and content developer for the asynchronous training on Section 5, ensuring all deliverables meet IDEA, Section 504, and state requirements.

Sola Gbenro, B.S., manages data collection, analysis, and evaluation, ensuring timely reporting and fidelity tracking.

This **multi-disciplinary leadership structure** ensures alignment between strategy, compliance, data analysis, and daily operations. The team's experience across education, law, data science, and behavioral systems creates a uniquely comprehensive management approach that mirrors OSPI's *Reducing Restraint and Eliminating Isolation (RREI)* framework.

21CP's management approach reflects its four interconnected **Project Focus Areas**—

1. MTSS and Tier I Prevention
2. Special Education Legal Compliance and Training
3. Crisis Prevention and De-Escalation
4. Evaluation and Sustainability

Each area advances concurrently and informs the others, creating a continuous feedback loop between implementation, evaluation, and improvement. Weekly coordination meetings, a shared project dashboard, and quarterly review sessions with OSPI ensure that all activities remain aligned, responsive, and fully documented. While 21CP will not engage directly with parents under this contract, the team recognizes that **sustainable restraint and isolation reduction depends on cross-system collaboration**. Coaching and professional learning activities will support school and district leaders in strengthening communication among general education staff, special education teams, and family partners to ensure consistent implementation of inclusive, legally compliant practices.

Through this **integrated leadership structure**, 21st Century Possibilities combines strategic oversight, operational precision, and collaborative expertise to deliver a project

that is efficient, transparent, and deeply rooted in **systems-level change**. This approach ensures that every participating district advances toward the shared goal of **eliminating restraint and isolation through prevention, inclusion, and leadership capacity building**.

Section IV. Cost Proposal

Total Proposed Contract Value: \$62,500

(Includes 10% Washington State sales tax and a 10% indirect cost rate.)

IV.A. Cost Analysis

Activity	Description/Included Activities	Activity Total
Leadership Coaching for MTSS and Tier I Prevention	Coaching, consultation, and technical assistance for up to 10 schools; includes on-site and virtual sessions, planning facilitation, and travel-related expenses (hotel, mileage, per diem). Estimated 1-day on-site + 4 virtual sessions per school.	\$27,000
Asynchronous Training Development – Section 5 (Special Education Legal Compliance)	Development of one interactive asynchronous course on Special Education Leadership & Legal Compliance. Cost includes instructional design, content development, accessibility review, hosting setup, and integration with AESD network.	\$8,000
Crisis Prevention and De-Escalation Support (Section 6)	Development of asynchronous professional learning aligned with Section 6 for up to 20 school/district administrators, including crisis-prevention systems mapping, reflection protocols, and coordination.	\$7,000
Evaluation, Reporting, and Sustainability Planning	Data collection, analysis, evaluation reporting, and sustainability recommendations aligned with OSPI's reporting framework.	\$3,200
Project Management and OSPI Coordination	Overall coordination, subcontractor management, fiscal oversight, OSPI liaison, and quarterly progress reviews.	\$5,500
Instructional Design and Technical Support	Accessibility compliance, formatting, and content upload support for asynchronous course and digital resources.	\$3,000

Activity	Description/Included Activities	Activity Total
Subtotal		\$53,700
Sales Tax (10%)		\$5,370
Indirect Cost (10%)	Applied to subtotal + tax to cover administrative overhead, accounting, and technology systems.	\$3,430
TOTAL COST PROPOSAL		\$62,500

IV.B. Subcontractor Costs

Below is the estimated cost per subcontractor:

Subcontractor Name	Activity Total
Brittany Marion-Gbenro	\$6,500
Malik Gbenro	\$12,000
Sola Gbenro	\$5,500
<i>Total Estimated Subcontractor Costs</i>	\$24,000

IV.C. Budget Rationale

Bundled Coaching & Travel Model:

Consistent with OSPI's preferred cost model, all travel-related expenses (hotel, mileage, per diem) are **bundled into the coaching and consultation rate** rather than billed separately. This structure ensures predictable, all-inclusive costs for OSPI and reflects actual practice under current state contracts. The bundled rate covers up to two days of on-site coaching per district, two virtual follow-up sessions, and associated travel costs.

Asynchronous Course Development – Section 5:

The \$8,000 allocation covers the development of one interactive asynchronous course focused on **Special Education Leadership and Legal Compliance** (Section 5). This includes instructional design, legal content integration, accessibility testing, video creation, and course hosting setup through a LMS. The asynchronous model allows for **statewide scalability**. The per user cost (\$25) will be absorbed by participating districts during the sustainability phase and is not included in this initial contract.

Crisis Prevention and De-Escalation Support:

The \$7,000 cost reflects the development of asynchronous professional learning aligned with **Section 6 of the RREI Manual**. Costs include scenario-based video creation and

coaching tool development to allow for potential coaching support and blended learning facilitation using the asynchronous modules during future phases.

Evaluation, Reporting, and Sustainability Planning:

The \$3,200 cost covers data collection, analysis, and preparation of evaluation materials aligned with OSPI's statewide reporting requirements. This includes developing fidelity metrics, synthesizing district-level data, and producing a comprehensive **Final Evaluation and Sustainability Report** summarizing measurable impact and recommendations for long-term implementation.

Project Management and OSPI Coordination:

The \$5,500 allocation supports overall project management, subcontractor coordination, and liaison work with OSPI and ESD partners. Costs include fiscal oversight, deliverable tracking, scheduling, and quarterly progress review meetings. This ensures continuous alignment between 21CP's work and OSPI's statewide RREI objectives.

Instructional Design and Technical Support:

The \$3,000 line item covers accessibility compliance, formatting, and content upload support for asynchronous learning modules and digital deliverables. All materials will meet **ADA and WCAG 2.0 standards** to ensure universal access across OSPI platforms.

Sales Tax (10%):

Applied in accordance with **Washington State Department of Revenue** requirements, using the Olympia rate of 10.0% for statewide application.

Indirect Cost Rate (10%):

Covers **administrative overhead, fiscal management, insurance, data storage, and technology systems** needed to maintain efficient project operations. This rate is consistent with state contract allowances for independent consultants and small firms.

IV.D. Payments

Deliverable	# of Deliverables	Unit Cost	Activity Total	Due Dates
<i>Project Management Progress Report</i>	4	\$12,936.75	\$51,746.98	January 31, 2026 March 15, 2026 April 30, 2026 June 30, 2026
Sub Total			\$51,746.98	
10% Indirect			\$5,174.70	
Sub Total			\$56,921.68	
Olympia Sales Tax			\$5,578.32	
TOTAL			\$62,500	

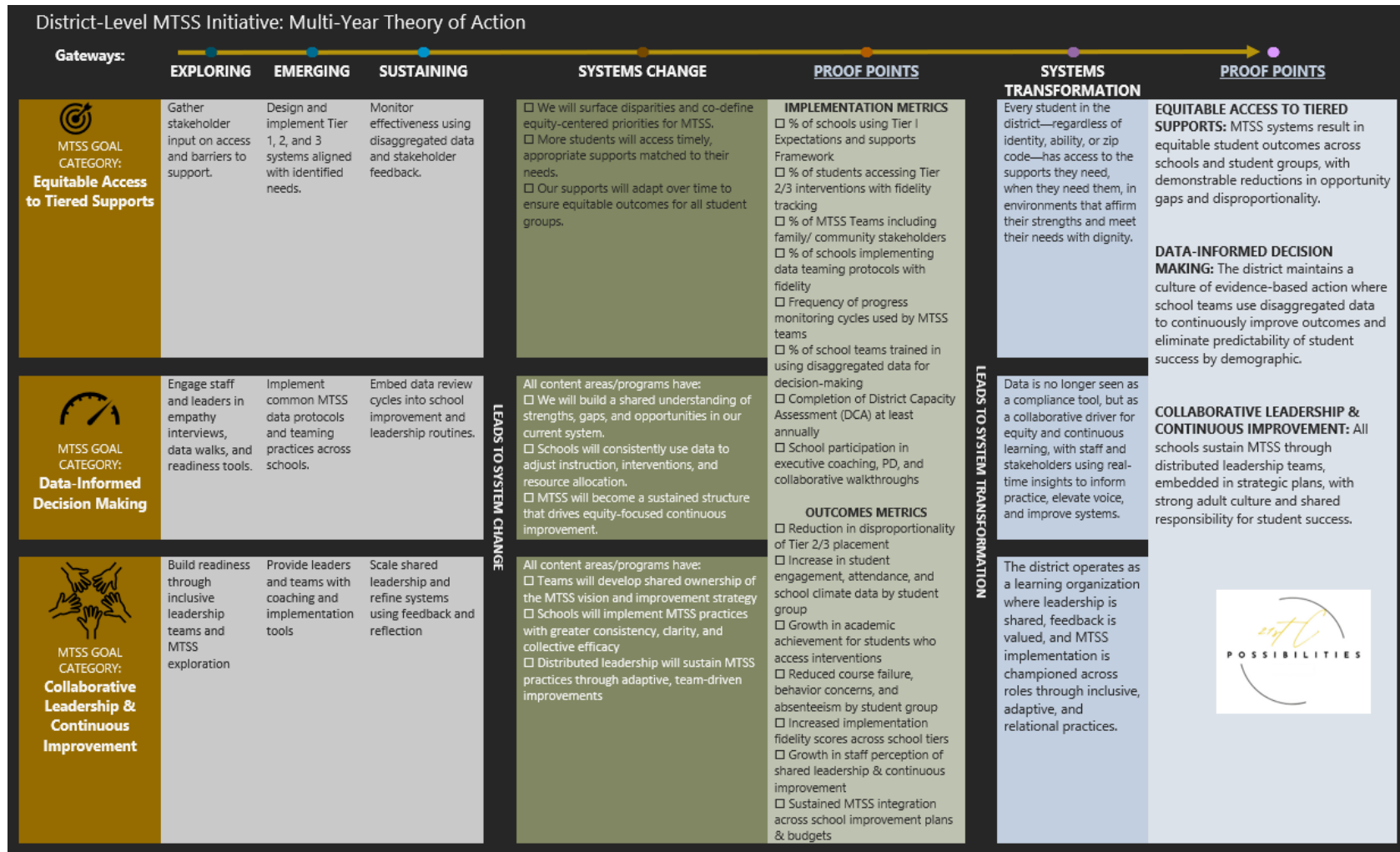
IV.E. Sustainability Note

Following completion of this grant-funded phase, districts will access the finalized LMS-based courses through AESD or 21CP at a \$25 per-user annual fee, supporting long-term maintenance and system updates. This approach ensures continued statewide availability without future state cost.

Appendix A: Work Examples/Samples

MTSS Theory of Action

This is a Theory of Action for implementing MTSS that Dr. Hannah Gbenro coached a district administrator to co-create in partnership with stakeholders through the OSPI Office of System & School Improvement (OSSI) contract.



School MTSS Action Plan

This is an action plan Dr. Hannah Gbenro coached a school principal to co-create with his leadership team through the OSPI OSSI Contract. The action plan is for the Discovery Phase of change management, involving exploration before progressing to planning and implementation of the MTSS initiative.

SCHOOL-LEVEL MTSS PROJECT PLAN

PROJECT NAME:

MTSS: Discovery
Phase

START DATE:

August, 2024

DUE DATE:

December, 2024

DISTRICT STRATEGIC PLAN CONNECTIONS

This project is directly connected to our Whole Child efforts with District Strategic Goals #1, #4, and #5.

SCHOOL IMPROVEMENT PLAN (SIP)

This project further our SIP including Goal #1 (Literacy), Goal #2 (Mathematics), and Goal #3 (Social Emotional Learning).

OBJECTIVE #1

Launch a site-based Discovery Phase to understand current MTSS practices, strengths, and opportunities (gaps).

POSSIBLE BARRIERS

- (1) Limited staff time for engagement. Preventative approach: Prioritize time in staff meetings for engagement.
- (2) Unclear understanding of MTSS Framework. Preventative approach: Use the 3 E's approach, equipping staff with resources in the weekly school e-newsletter, professional development, and staff meetings.
- (3) Hesitancy to surface system-level gaps. Preventative approach: Provide anonymous opportunities to share thoughts in addition to traditional approaches.

SCHOOL-LEVEL MTSS PROJECT PLAN

PROJECT NAME:

MTSS: Discovery
Phase

START DATE:

August, 2024

DUE DATE:

December, 2024

OBJECTIVE #1: ACTION ITEMS

Action Item	Who's Responsible	By When
Facilitate staff overview on purpose of Discovery Phase	Principal & MTSS Site Lead	September, 2024
Conduct 4 – 6 Empathy Interviews with staff, families, and students	Counselor & MTSS Team	October, 2024
Complete Hexagon Tool with Building Leadership Team	Admin + Grade-Level Leads	October, 2024
Facilitate Force Field Analysis with staff to assess MTSS Readiness	MTSS Site Team	November, 2024
Synthesize Findings and share summary with staff & district partners	Admin + MTSS Team	December, 2024

SCHOOL-LEVEL MTSS PROJECT PLAN

PROJECT NAME:

MTSS: Discovery
Phase

START DATE:

August, 2024

DUE DATE:

December, 2024

OBJECTIVE #2

Identify strengths, opportunities, and needs to inform school-based MTSS planning.

POSSIBLE BARRIERS

- (1) Misalignment of priorities among staff. Preventative approach: Calibration around the rights of learners at the start of the school year alongside clear, ongoing communication about this project.
- (2) Lack of consistent data sources. Preventative approach: Intentional planning from the MTSS Team alongside the consultant.
- (3) Stakeholder engagement fatigue. Preventative approach: Ongoing, intentional connections to the SIP and district strategic plan as well as existing work.

SCHOOL-LEVEL MTSS PROJECT PLAN

PROJECT NAME:

MTSS: Discovery
Phase

START DATE:

August, 2024

DUE DATE:

December, 2024

OBJECTIVE #2: ACTION ITEMS

Action Item	Who's Responsible	By When
Use empathy interviews and Force Field Analysis themes to identify areas of strength	MTSS Site Lead	November, 2024
Develop initial visual summary of heat map of Discovery Phase "findings"	Admin	November, 2024
Present findings to School Leadership Team for Prioritization	Admin + School Leadership Team	November, 2024
Engage staff in identifying shared MTSS focus areas for next steps	Grade-Level Teams/Staff	December, 2024
Submit final Discovery Phase summary to district MTSS lead	Admin	December, 2024

District MTSS Action Plan

This is an action plan Dr. Hannah Gbenro coached a district administrator to co-create with stakeholders through the OSPI OSSI Contract. The action plan is for the Discovery Phase of change management, involving exploration before progressing to planning and implementation of the MTSS initiative. Names and details have been anonymized for the purpose of sharing.



★ District Project Plan ★



Info

This document officially authorizes the project and defines its purpose. This includes project objectives, scope, key stakeholders, constraints, high-level timeline, and budget.

Document Version

v1.3

Documentation Date

Jan 15, 2025

Project Lead

Jonas Smith, T&L Director

Title & Purpose

Why this project exists and how it supports organizational goals.

Title

MTSS Discovery Phase: Understanding & Defining the Need for a Multi-Tiered System of Supports

Executive Summary

This project initiates a districtwide Discovery Phase to assess readiness, strengths, and needs related to Multi-Tiered System of Supports (MTSS). Using the 3 E's Framework—Engage, Equip, Empower—and improvement tools such as Empathy Interviews, the Hexagon Tool, and Force Field Analysis, the district will partner with stakeholders to gather insights and define the current state of MTSS implementation and the conditions necessary for equitable, student-centered system development.



Purpose

The purpose of this project is to collaboratively define the district's current MTSS landscape, surface diverse stakeholder perspectives, and identify enabling conditions and barriers to systemic implementation. This effort will inform next steps in MTSS design and guide decisions grounded in equity, shared leadership, and meaningful engagement.

Objectives

What the project aims to achieve, clearly defined and measurable.

- Engage stakeholders who are at the margins to surface perceptions, lived experiences, and system insights.
- Assess initiative readiness and alignment using the Hexagon Tool.
- Conduct a Force Field Analysis to identify assets and barriers to MTSS implementation.
- Co-create a shared understanding of the need, scope, and opportunity for MTSS within the district.

Scope

What is included and excluded in the project.

In Scope

- Conduct 10–15 Empathy Interviews with students, families, educators, and leaders.
- Facilitate team use of the Hexagon Tool across departments.
- Facilitate Force Field Analysis with leadership teams and school-based teams.
- Develop a final Discovery Phase Summary Report with findings & recommendations.

Out of Scope

- Adoption or piloting of specific MTSS models or tools.



Deliverables

Tangible outputs the project must produce.

Phase I: Discovery

Deliverable	Description	Due Date
Stakeholder Engagement Summary	Co-analyzed themes from empathy interviews alongside participation demographics.	April, 2025
Hexagon Tool	Completed Hexagon Tool from T&L, Special Education Department, and Technology Services.	March, 2025
Force Field Analysis	Co-created visual summary with stakeholder input and lessons learned from other school districts.	March, 2025
Communication Plan	Communication Plan to support stakeholder engagement in the change process.	February, 2025
Findings & Recommendations Report & Presentation	Recorded, data-informed & results-driven Findings & Recommendations Presentation shared with stakeholders alongside published and shared report.	June, 2025



Phase II: Planning & Development

Deliverable	Description	Due Date
Theory of Action	Co-Created Theory of Action based on findings & recommendations	October, 2025
Action Plan	Action Plan for each department aligned with the Theory of Action.	November, 2025
Communication Plan	Communication Plan to support stakeholder engagement in the change process.	September, 2025

Stakeholders

Departments who have an interest in the project's outcome and the MTSS point of contact.

Name	Title / Post	Department
Benito Valez	Core Team Member	Teaching & Learning Team
Rita Thompson	Core Team Member	Special Education Department
Marcus Chen	Core Team Member	Principal Supervisor



Nia Sutherland Core Team Technology Services
Member

Jonas Smith Project Leader Teaching & Learning Team

Timeline

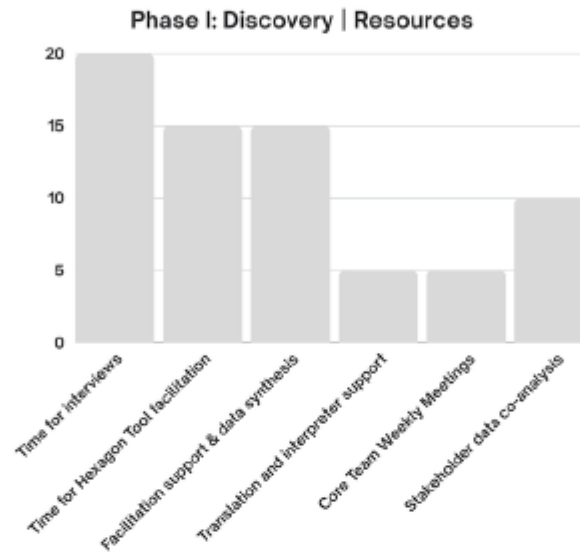
The key milestones and deadlines of the project, helping to keep tasks organized and on track.

Phase	Dates	Milestone
1 Discovery	Jan 15, 2025 – Jun 14, 2025	June, 2025: Report & Recorded Presentation with Findings and Recommendations
2 Planning & Development	Jun 17, 2025 – Dec 20, 2025	October, 2025: Theory of Action December, 2025: Department Action Plans
3 Implementation	Jan 6, 2026 – Jun 26, 2027	
4 Sustainment	Jul 6, 2027 and Beyond	Add a key milestone here



Resources Needed

Estimated high-level breakdown for Phase I: Discovery.



Notes

Excludes: software, tools, labor, vendor fees, training from the multi-year budget projections, long-term maintenance

Risks & Mitigations

Potential events and beliefs about conditions that can impact the project's overall success.

Risks

ID	Description	Mitigation Strategy
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R1	Stakeholder burnout or initiative fatigue	Use short, purpose-driven engagements; communicate the timeline clearly; acknowledge prior efforts and integrate existing work & initiatives where possible. Make connections to the strategic plan in messaging.
R2	Limited capacity for data analysis or Hexagon Tool facilitation	Identify internal champions with facilitation skills; bring in external support as needed; phase the work into manageable cycles.
R3	Misalignment of stakeholder expectations around next steps	Develop a communication plan and monitor communication strategy during weekly Core Team Meetings. Clearly communicate that this is a Discovery Phase only; use visual roadmaps to distinguish between learning and implementation phases.
R4	Barriers to authentic engagement from underrepresented groups	Partner with trusted community liaisons; offer translated materials, stipends, and flexible scheduling; build multi-modal feedback loops to demonstrate impact of engagement.

Success Indicators

What will success look like at the end of this Phase I: Discovery?

1. Participation of diverse stakeholders across multiple roles
2. Completion of three core tools (Empathy Interviews, Hexagon Tool, Force Field Analysis)
3. Clear, equity-informed Discovery Phase Summary Report that includes data-informed and results-driven “findings” and “recommendations”
4. High engagement and ownership among those closest to the work



Approval

The approvers review and authorize this document to ensure they meet project needs and proceed.

By signing below, we officially authorize the initiation of this project.

Superintendent, Project Sponsor

Teaching & Learning Director,
Project Leader

Core Team Members:

Appendix B: Exhibit A, Certifications and Assurances

EXHIBIT A CERTIFICATIONS AND ASSURANCES

Bidder must sign and include the full text of this Exhibit A with their proposal.

Bidder makes the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related contract(s):

1. Bidder declares that all answers and statements made in the proposal are true and correct.
2. The prices and/or cost data have been determined independently, without consultation, communication, or agreement with others for the purpose of restricting competition. However, Bidder may freely join with other persons or organizations for the purpose of presenting a single proposal.
3. The attached proposal is a firm offer for a period of ninety (90) business days following receipt, and it may be accepted by OSPI without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the ninety (90) business-day period.
4. In preparing this proposal, Bidder has not been assisted by any current or former employee of the state of Washington whose duties relate (or did relate) to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. (Any exceptions to these assurances are described in full detail on a separate page and attached to this document.)
5. Bidder understands that OSPI will not reimburse Bidder for any costs incurred in the preparation of this proposal. All proposals become the property of OSPI, and Bidder claims no proprietary right to the ideas, writings, items, or samples, unless so stated in this proposal.
6. Unless otherwise required by law, the prices and/or cost data which have been submitted have not been knowingly disclosed by the Bidder and will not knowingly be disclosed by Bidder prior to opening, directly or indirectly, to any other Bidder or to any competitor.
7. Bidder agrees that submission of the attached proposal constitutes acceptance of the solicitation contents and the attached sample contract and general terms and conditions. If there are any exceptions to these terms, Bidder has described those exceptions in detail on the Contract Issues Exhibit.
8. No attempt has been made or will be made by the Bidder to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
9. Bidder grants OSPI the right to contact references and others, who may have pertinent information regarding the Bidder's prior experience and ability to perform the services contemplated in this procurement.

EXHIBIT A

CERTIFICATIONS AND ASSURANCES

10. Bidder acknowledges that if awarded a contract with OSPI, Bidder is required to comply with all applicable state and federal civil rights and other laws. Failure to comply may result in Contract termination. Bidder agrees to submit additional information about its nondiscrimination policies, at any time, if requested by OSPI.
11. Bidder certifies that Bidder has not, within the three-year period immediately preceding the date of release of this competitive solicitation, been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment to have willfully violated state minimum wage laws (RCW 49.38.082; Chapters 49.46 RCW, 49.48 RCW, or 49.52 RCW).
12. Bidder has not been debarred or otherwise restricted from participating in any public contracts.
13. Bidder certifies that Bidder has not willfully violated Washington State's wage payment laws within the last three years.
14. Bidder acknowledges its obligation to notify OSPI of any changes in the certifications and assurances above.

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

	11/6/2025	Fircrest, WA
Signature of Bidder	Date	Place Signed (City, State)

Hannah Gbenro	President & CEO
21 st Century Possibilities	
Printed Name	Title Organization Name

Appendix C: Exhibit B, Qualification Affirmations

EXHIBIT B QUALIFICATION AFFIRMATIONS

CONSULTANT INFORMATION	
Bidder:	<u>21st Century Possibilities</u>

MINIMUM QUALIFICATIONS
<p><i>Please check all boxes that apply.</i></p> <p><input checked="" type="checkbox"/> 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 Apparent Successful Bidder.</p> <p><input checked="" type="checkbox"/> Personnel with experience providing or supervising general education and special education services within Washington public schools, and knowledge of the Washington public education system.</p> <p><input checked="" type="checkbox"/> Experience in providing effective, engaging, and culturally relevant professional development, including coaching/mentoring, to adult learners at a district, state, or national level.</p> <p><input checked="" type="checkbox"/> Experience with and understanding of positive behavior interventions and supports (PBIS) system implementation within schools and school districts, specifically related to elimination of isolation and reduction of restraint.</p> <p><input checked="" type="checkbox"/> Knowledge of evidence-based methods for reducing crisis escalation that can result in the use of restraint or isolation, including social and emotional learning (SEL) curriculum, and student mental and behavioral health supports.</p> <p><input checked="" type="checkbox"/> Successful experience in school improvement planning, including data analysis demonstrating changes in outcomes, of at least three (3) years.</p> <p><input checked="" type="checkbox"/> Experience in convening heterogeneous groups of Washington education professionals and families, to identify growth opportunities, develop a change plan, and implementation of a plan.</p> <p><input checked="" type="checkbox"/> Demonstrated successful experience utilizing project management principles and coordinating a budget of at least one hundred thousand dollars (\$100,000) when successfully implementing complex projects for students/families, education leaders, or educators.</p> <p><input checked="" type="checkbox"/> Demonstrated ability to communicate clearly and accurately, verbally and in writing, and manage multiple projects, while ensuring timelines are met and goals are achieved.</p> <p><input checked="" type="checkbox"/> Demonstrated familiarity with and capacity to support district and school implementation of OSPI's RREI Technical Assistance Manual, including experience with fidelity monitoring and coaching in the areas of MTSS and SEBH systems, high-quality FBAs and BIPs, trauma-informed classroom practices, and crisis-prevention and incident review processes to ensure alignment with the Manual.</p> <p>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.</p>

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





Signature of Bidder Date Place Signed (City, State)

Hannah Gbenro President & CEO 21st Century Possibilities

Printed Name Title Organization Name

**Seeing the
possibilities
of the future,
while laying
a foundation
in the
present.**

