



Date: 11/4/25

Washington State Office of Superintendent of Public Instruction (OSPI)

Attention: **RFP No. 2026-06 Review Committee**

Re: Letter of Submittal – Collaborative & Proactive Solutions (CPS) Implementation Project

Dear Review Committee Members,

Lives in the Balance is pleased to submit this proposal in response to RFR No. 2026-06 to provide Collaborative & Proactive Solutions (CPS) training, consultation, and coaching to Washington schools. Our proposal is designed to support education support personnel, school leaders, and classroom teachers in implementing CPS with fidelity, with the ultimate goal of reducing restraint, seclusion, and room clearing while promoting a safe and inclusive school climate.

Lives in the Balance currently partners with multiple school districts across the region to implement CPS, supporting both general and specialized education programs. Our experience includes delivering introductory CPS training, ongoing consultation, and coaching services to school teams, with documented reductions in restrictive interventions and measurable improvements in student outcomes.

For questions regarding this proposal, please contact: Kim Hopkins, Director of Learning Resources & Support at 207-210-6589 or kim@livesinthebalance.org

We appreciate your consideration of our proposal and look forward to the opportunity to further partner with Washington schools to advance collaborative, evidence-based practices that improve student and staff outcomes.

Sincerely,

A handwritten signature in black ink that reads "Marissa Thompson" followed by a horizontal line.

Marissa Thompson, Executive Director
Authorized Representative, Lives in the Balance

Technical Proposal

I. Project Approach / Methodology

Schools have the capacity to be a transformative force in the mental health of children and their families. At their best, schools act as places of physical and psychological safety.

But for the children who need mental health support the most, schools are often not safe, physically or psychologically. Neurodivergent students and students of color are disproportionately subjected to harmful, punitive disciplinary practices—detention, suspension, expulsion, corporal punishment, restraint, and seclusion—that are not only ineffective, but traumatic. These practices inflict physical and emotional harm and contribute to the school-to-prison pipeline.

There is a better way.

Our evidence-based model, Collaborative and Proactive Solutions (CPS), has a proven track record of reducing or eliminating punitive, exclusionary disciplinary practices. Rather than punishing students (or even rewarding them) for their behavior, we teach educators how to partner with them, proactively, to solve the problems that lead to concerning behaviors. In other words, we improve behavior by solving the problems that are causing it.

For 15 years, Lives in the Balance has helped schools and districts across the country shift away from punitive approaches and toward practices that actually work. And while many schools have embraced this shift, far too many educators still lack access to this trauma-informed, neurodiversity-affirming model—and far too many students continue to be harmed as a result.

Lives in the Balance helps adults move from reacting to behavior to understanding its root causes—delivering evidence-based solutions that replace punishment with partnership and transform the systems that too often fail our most misunderstood kids. Lives in the Balance offers an innovative approach to school-based mental health by transforming how adults understand and respond to students with concerning behaviors. At the core of our work is the Collaborative & Proactive Solutions (CPS) model, an evidence-based, trauma-informed model that reframes concerning behavior not as a form of defiance, but as a signal that the child is having difficulty. Instead of reacting to behavior with control, punishment, or exclusion, CPS helps adults partner with students to identify the underlying problems fueling the behavior and work together on durable, compassionate solutions.

Our strategy diverges meaningfully from widely used frameworks like Positive Behavioral Interventions and Supports (PBIS), which often rely on external rewards and consequences and tend to fall short for students with complex behavioral and mental health needs. In contrast, CPS prioritizes the internal experience of the child and emphasizes collaborative conversations as a tool for skill-building and emotional development. The model is not only evidence-based—it is deeply aligned with core mental health principles: empathy, agency, connection, and prevention.

A key innovation of our model lies in its proactive approach. Too often, mental health interventions in schools occur after a child has already escalated or after significant harm has been done—to the child, their peers, or the learning environment. CPS aims to intervene far earlier in the chain of events. Rather than waiting for challenging behavior to emerge, the model helps school staff anticipate and identify predictable unsolved problems and unmet needs. This shift—from reactive to proactive—decreases the frequency of behavioral crises and reduces the need for practices like restraint, seclusion, or school removal, which can be traumatizing for children and harmful to their mental health.

Another hallmark of CPS is that it centers the child's perspective. In most school-based behavior models, adults define the problem and the solution. CPS begins with curiosity. We start by asking what might be getting in the child's way, not what rule they broke. Through structured conversations called "Plan B," adults invite students to share their concerns and co-create solutions. This approach builds trust, strengthens relationships, and ensures that support is personalized and affirming of the child's voice.

Lives in the Balance is actively scaling CPS through partnerships with schools and care settings across the country and internationally. This work will continue to change how entire systems conceptualize student behavior and mental health —especially for students who have been chronically misunderstood. Adults trained in CPS learn to shift from control to collaboration, allowing mental health support to move from a siloed service to a shared responsibility embedded in everyday interactions between adults and kids.

Proposed Offerings

Should WA schools choose to work with us, we would provide the following training and support options. Each offering can be selected *à la carte* based on the school's needs and readiness—with the exception of coaching, which requires prior participation in both the Introductory Training and Consultation sessions. To achieve maximum intended results, it is strongly recommended that school teams participate in each activity.

- Continued access to the Introduction to Collaborative & Proactive Solutions (CPS) training previously recorded for OSPI through the end of the project [for admin, teachers, paras]
- A new asynchronous training on implementing the CPS Model in school systems (video) that will be made available through the end of the project [for admin]
 - One 1.5 hour group Q&A post viewing the video (all schools in the project would meet together)
- Two virtual, one-hour consultation sessions for each school's core team of six to gauge understanding of the model, clarify what's involved in rolling out CPS in their building, assess readiness, and answer questions [admin, teachers, paras]
- Six virtual, one-hour coaching sessions for core teams of six who have completed the required consultations. Coaching provides team members with highly specific feedback on application of CPS through submitted work samples using the Assessment of Skills and Unsolved Problems (ASUP) and recorded examples of the problem-solving process (Plan B) [admin, teachers, paras]
- One virtual, one-hour wrap up session with each school's core team to review progress, gather feedback and identify next steps for growth and sustainability [admin, teachers, paras]

- \$1,000 per school (max seven schools) to provide coverage for teachers and paras as needed or issue stipends for after-hours participation.

This project proposal is estimated to cost \$62,491.

II. Work Plan

Activity	Description & Deliverables	Responsible Party	Intended Outcomes / Connection to Goal
Orientation & Access	Provide continued access to the Introduction to CPS training previously recorded for OSPI. Distribute participation links and guidance for school leaders on identifying a six-member CPS Core Team. Develop evaluation plan.	Dr. Ross Greene; Lives in the Balance Team; School Administrators	Ensure baseline understanding of CPS principles among all participants. Establish readiness for next phases.
Asynchronous Admin Training	Release and facilitate access to the new asynchronous training, Implementing CPS in School Systems, for administrators. Offer optional Q&A support session.	Lives in the Balance Team	Equip administrators with systemic implementation strategies and leadership alignment to support restraint and seclusion reduction.
Consultation Phase (2 one-hour sessions per school)	Conduct two virtual consultation sessions for each school's CPS Core Team (up to six participants). Focus on assessing understanding, clarifying rollout logistics, and evaluating readiness.	Lives in the Balance Director of Training; School Core Teams	Build shared understanding of CPS practices; identify barriers to implementation; develop tailored action steps.
Coaching Phase (6 one-hour sessions per school)	Provide six virtual, one-hour coaching sessions for Core Teams that have completed consultation sessions. Coaching includes review and feedback on Assessment of Skills and Unsolved Problems (ASUP) samples and Plan B recordings.	Lives in the Balance Trainers; School Core Teams	Strengthen fidelity and skill application; reinforce the skills of the CPS Model; reduce incidents of crisis behaviors leading to restraint, seclusion, or room clearing.
Review & Evaluation	Conduct a wrap-up session with each school to review implementation progress, gather feedback, and identify next steps for sustainability. Schools submit a brief reflection summary.	Lives in the Balance Team; School Administrators	Document progress toward reducing restraint/seclusion; identify ongoing support needs; strengthen sustainability plans.

III. Project Schedule

Timeframe	Activity / Milestone	Description / Deliverables
Dec 17 – Jan 15	Orientation & Access	Continued access to Introductory CPS training for all staff; identify six-member CPS Core Team
Jan 15 – Feb 15	Asynchronous Admin Training	Release training on CPS implementation; optional Q&A session
Jan 31	Quarterly Meeting #1	Meet with RREI Pilot Project Lead to review initial engagement and Core Team selection
Feb 15 – Apr 1	Consultation Phase	Two virtual, one-hour consultation sessions per school Core Team; assess understanding, clarify rollout, evaluate readiness
Mar 31	Progress Report #1	Submit update on training completion, Core Team readiness, and planned coaching schedule
Apr 1 – Jun 10	Coaching Phase	Six virtual, one-hour coaching sessions for Core Teams; feedback on ASUP samples and Plan B recordings
Apr 30	Quarterly Meeting #2	Meet with RREI Pilot Project Lead to review coaching progress and initial behavior outcomes
Jun 10 – Jun 30	Review & Evaluation	Wrap-up session; reflection summary; identify sustainability steps
Jun 30	Progress Report #2 & Final Meeting #3	Submit final progress report including observed reductions in restraint/seclusion/room clearing; final meeting with RREI Lead to discuss sustainability and next steps

IV. Deliverables

Training Deliverables

1. Access to Introductory CPS Training
 - a. Continued access to previously recorded OSPI CPS training for administrators, teachers, and paras.
 - b. Completion tracking reports for participating staff via WA clock hours system.
2. Asynchronous CPS Implementation Training
 - a. New video-based training module for administrators.
 - b. Optional Q&A session recording.
 - c. Attendance/engagement logs for administrators.
3. Consultation Sessions
 - a. Two one-hour virtual consultation sessions per school Core Team prior to Coaching.
 - b. Session notes summarizing Core Team readiness, questions, and tailored implementation guidance.
4. Coaching Sessions
 - a. Six one-hour virtual coaching sessions per Core Team.
 - b. AI transcription of sessions detailing feedback on submitted ASUP work samples and Plan B recordings.
 - c. Documentation of progress in CPS skill application and fidelity.

Project Management & Collaboration Deliverables

5. Quarterly Meetings with RREI Pilot Project Lead
 - a. Action items assigned and tracked for follow-up.
 - b. Progress Reports
 - c. Mid-project progress report (March 31): summary of training participation, consultation outcomes, initial behavior trends, challenges, and adjustments.
 - d. Final progress report (June 30): summary of full project implementation, reductions in restraint/seclusion/room clearing, lessons learned, and sustainability recommendations.

Behavioral Outcome Deliverables

6. Data on Restraint, Seclusion, and Room Clearing
 - a. Pre- and post-implementation incident data for participating schools.
 - b. Graphs or tables demonstrating reduction trends.
 - c. Summary of qualitative observations from staff on CPS impact.
7. Sustainability Plan
 - a. Recommendations for ongoing CPS implementation in each school.
 - b. Suggestions for future coaching, refresher training, or scaling.

Administrative Deliverables

8. Funding Documentation
 - a. Record of \$1,000 per school spent to cover teacher/para participation.

V. Performance-Based Contracting

Clear Deliverables

Performance-based contracts require that expected deliverables be clearly defined. This proposed CPS project has:

- Training deliverables (Introductory training, asynchronous admin training, consultation sessions, coaching sessions)
- Project management deliverables (quarterly meetings, progress reports)
- Outcome-focused deliverables (behavioral data showing reductions in restraint, seclusion, room clearing; sustainability plans)

Each of these deliverables is specific, measurable, and tied to a timeline, making them ideal for a PBC structure.

Measurable Performance Outcomes

RCW 39.26.180 emphasizes that payment can be tied to achieving specific outcomes. For this proposed project:

- Training completion rates (e.g., all Core Team members complete Introductory Training and asynchronous modules)
- Consultation and coaching participation (attendance and engagement logs)
- Implementation fidelity (quality of ASUP submissions, Plan B recordings, and coaching feedback)
- Behavioral impact (documented reductions in restraint, seclusion, and room clearing incidents)

These are quantitative and qualitative measures that can be used to trigger payment milestones.

Benefits for OSPI

- OSPI can ensure that funds are spent on effective implementation, not just on participation.
- Encourages accountability and measurable progress toward reducing restraint, seclusion, and room clearing.

VI. Outcomes & Performance Measurement

For schools who take advantage of all activities in the project, proposed performance indicators for the duration of the initial proposed project and beyond include:

Outcome Area	Performance Measure / Indicator	Data Source / Method	Connection to CPS Implementation
Reduction in Restraint/Seclusion/Room Clearing	% decrease in total incidents compared to baseline	Incident reporting logs, administrative records	Core Team training, coaching, and Plan B implementation directly target crisis prevention
Number of Students Involved	% decrease in students subjected to restraint/seclusion	School incident logs, ASUP data	Targeted interventions for complex students reduce repeated crisis events
Reduction in Injuries	# of staff or student injuries during incidents	Safety/incident reports	CPS strategies (proactive problem-solving, Plan B) reduce escalation and physical interventions
Reduction in Equity Gaps	Comparison of restraint/seclusion rates by race, disability, ELL status before and after CPS implementation	Disaggregated incident data	CPS emphasizes individualized problem-solving, addressing disparities in behavior responses
Improved Student Educational Outcomes	Attendance, engagement, and academic performance indicators	School records, teacher reports	Reduced classroom disruptions and crises allow for more instructional time
Least Restrictive Environment	% of time students remain in general education classrooms rather than isolation settings	Classroom placement records, IEP data	CPS reduces need for seclusion and restrictive interventions
Positive Shifts in Student Perceptions of School Climate	Survey results measuring safety, belonging, and trust	Student surveys (pre/post CPS implementation)	Students report feeling safer and more supported when staff use collaborative problem-solving

VII. Risks

Risks have been identified as significant to the successful implementation of the Collaborative & Proactive Solutions (CPS) project in participating Washington schools. We have developed strategies to proactively monitor and manage these risks and to keep OSPI's contract manager informed.

Staff Participation and Engagement

A key risk is that Core Team members or other staff may not fully participate in required training, consultation, or coaching sessions, which could reduce fidelity and limit behavioral improvements. To mitigate this, we will provide clear communication regarding training requirements, offer flexible asynchronous and recorded options, and ensure coverage funds are available to allow participation during the school day. Participation and completion will be tracked through logs, and any low engagement will be flagged to OSPI's contract manager with a plan for corrective action.

Implementation Fidelity

Inconsistent application of CPS strategies could reduce the expected impact on restraint, seclusion, and room clearing. To address this, coaching sessions will include detailed feedback on submitted Assessment of Skills and Unsolved Problems (ASUP) and Plan B recordings. Fidelity will be monitored through Use of Dr. Greene's ASUP Checklist and Plan B Checklist and, if persistent challenges are observed, booster consultations will be offered. Any significant fidelity concerns will be reported quarterly to OSPI.

Data Collection Gaps or Inaccuracies

Reliable data is critical for measuring outcomes. There is a risk that incident or behavioral data may be incomplete or inaccurate. To mitigate this, we will provide schools with clear reporting templates and training on accurate data collection. Regular check-ins will ensure data integrity, with discrepancies reported immediately and summarized in quarterly progress reports to OSPI.

Staff Turnover

Turnover among Core Team members could disrupt project continuity. To reduce this risk, multiple staff will be trained per Core Team, and recorded training modules will be available for onboarding new members. School leadership will be engaged to support retention, and any significant changes in Core Team composition will be communicated to OSPI along with a plan for maintaining fidelity.

Resistance to Change or School Climate Barriers

Some staff may revert to traditional reactive practices, limiting progress toward reducing restrictive interventions. This will be mitigated by engaging administrators in all training and coaching sessions, using data to demonstrate impact, and addressing concerns directly during consultations. Staff feedback will be monitored through surveys and coaching notes, and systemic barriers will be escalated quarterly to OSPI as needed.

All risks will be actively monitored using training completion logs, coaching notes, data submissions, and surveys. Critical risks or recurring issues will be escalated to OSPI in real time. Quarterly progress reports will summarize risk status, mitigation actions, and any adjustments to the project plan, ensuring transparency and accountability throughout the implementation period.

Management Proposal

I. Project Management / Team Structure / Internal Controls

Lives in Balance was founded by Dr. Ross Greene, originator of the Collaborative & Proactive Solutions (CPS) model, who is still instrumentally involved in our training, education, and outreach programs. Dr. Greene and our team at Lives in the Balance are vigilant about quality control, feel strongly about tailoring the CPS model to the specific and individual needs of each school and school system, and have overseen large- and small-scale implementation of the CPS model in schools and treatment facilities all over the world.

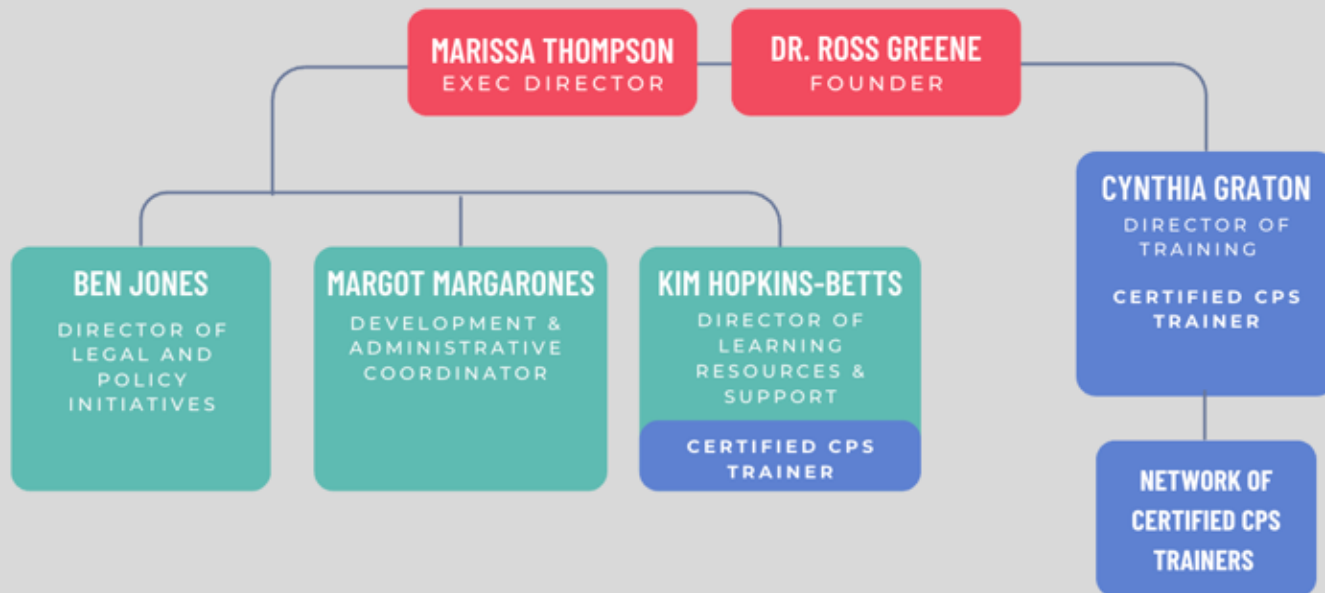
Over several decades, we have built a global team of rigorously trained and certified CPS providers and trainers who are ready, willing, and able to provide the needed training and support to scale our model to reach more children and school communities. Our organization's capacity also expanded in August of 2024 to include an Executive Director, Riss Thompson, who is a seasoned school-based mental health provider with experience in systems improvement.

<u>Name</u>	<u>Role</u>	<u>Responsibilities</u>	<u>Qualifications</u>	<u>Hours*</u>
Dr. Ross Greene, Ph.D.	Founder	Final authority on all aspects of the project; oversight of project activities; troubleshoot any issues; creation of the new video	Ross is the originator of the CPS Model. He has published five books and countless articles. He served on the faculty at Harvard Medical School for 20+ years and is now adjunct Professor in the Department of Psychology at Virginia Tech and in the Faculty of Science at the University of Technology in Sydney.	8
Marissa Thompson, Ed.S, MA	Executive Director	Primary responsibility to ensure all aspects of the contract are carried out via an ongoing assessment of risks; creation of the new video; oversight of data analysis and project outcomes evaluation. Team representative at RREI Pilot Project Lead meetings. Responsible for budget oversight.	Riss is a former school psychologist, principal and program specialist in charter schools. She is skilled in building school-based mental health services and inclusive school environments for students with disabilities and behavioral challenges.	12
Kim Hopkins, LICSW	Director of Learning Resources & Support; CPS Trainer	Will provide coaching sessions to some schools; help with data collection to ensure model fidelity. Assist with compilation of data summaries/progress reporting.	Kim has managed the clinical departments of two organizations serving youth in residential, foster care and special ed day school settings. She has taught the CPS Model for 18 years and brings vast experience in non-profit grant writing and management to the team.	15

Cynthia Graton	Director of Training; CPS Trainer	Will provide consultations with each school as well as some coaching sessions; assist schools with implementation of the model in their system; help with data collection to ensure model fidelity.	In addition to her role at Lives in the Balance, Cynthia works as a psychoeducator in an organization dedicated to treating the most severe and persistent childhood behavioral disorders in the healthcare system. Cynthia ensures that our cadre of trainers are proficient at teaching others the CPS Model with fidelity.	15
Margot Margarones	Development & Administrative Coordinator	Billing, invoicing, and tracking the financial aspects of the project.	Margot has worked in the government, education, and nonprofit sectors to develop strategic partnerships that support collaborative programming in diversity, equity and inclusion.	5

LIVES IN THE BALANCE

ORGANIZATIONAL CHART 2025



PLEASE NOTE: LIVES IN THE BALANCE IS A REGISTERED 501(C)(3) NONPROFIT ORGANIZATION GOVERNED BY A BOARD OF DIRECTORS. MORE INFORMATION CAN BE FOUND AT WWW.LIVESINTHEBALANCE.ORG.

II. Relevant Experience

<u>Contract Name</u>	<u>Reference Number</u>	<u>Period of Performance</u>	<u>Contact Person</u>	<u>Email</u>
Ireland Demonstration Project	C1506	3/11/2025 to 8/5/2025	Linda Crotty	Linda.Crotty@hse.ie
NYC DOE Contract	C1498	4/2/2025 to 4/8/2025	Corrine Christison	CChristison@schools.nyc.gov
Current WA Project with OSPI	2D1113	2/22/2021 to 8/1/2022	A. Francis	afrancis@msdwt.k12.in.us
Renfrew School District	1160-1	1/7/22-current	Gayle Corbin	corbing@rcdsb.on.ca
CAST	C1448	1/01/2023 to 12/31/2025	Bill Wilmot	bwilmot@cast.org
England - Warwickshire	1246-1	4/4/2022 to 2/23/2023	Christopher Burbidge	christopherburbidge@warwickshire.gov.uk
Durham Children's Aid Society - Ontario	1-129	3/7/2018 to 1/28/2025	Victoria Collura	Victoria.Collura@durhamcas.ca

III. References

1. **Ryan Gleason**, Principal of Yarmouth Elementary School
121 McCartney Street, Yarmouth, ME 04096
Phone: 207-846-3391
Email: ryan_gleason@yarmouthschools.org
2. **Shannon Cassidy-Rouleau, M.Ed.**, Principal of Tiered Supports, Renfrew County District School Board
1282 Pembroke Street West, Pembroke, Ontario
Phone: 613-623-4235
Email: cassidys@rcdsb.on.ca
3. **Amy Hall**, Director of Special Services, Maine School Administrative District 75
50 Republic Avenue, Topsham, ME 04086
Phone: 207-729-9961
Email: halla@link75.org

IV. Past Performance

Lives in the Balance brings extensive experience in delivering Collaborative & Proactive Solutions (CPS) to schools both in Washington State and internationally. Our team has partnered with multiple Washington districts, demonstrating a deep understanding of local educational contexts, state policies, and the unique needs of diverse student populations.

Our expertise in professional development for adult learners is internationally recognized. We design and deliver effective, engaging, and culturally relevant training and coaching that empowers educators, administrators, and support staff to implement CPS with fidelity. Our coaching model emphasizes hands-on application, feedback on work samples (e.g., Assessment of Skills and Unsolved Problems and Plan B recordings), and reflection, which has proven highly effective in building sustainable skills among school staff.

Lives in the Balance is grounded in evidence-based practices for reducing crisis escalation and restrictive interventions. Our work is informed by numerous published studies demonstrating the effectiveness of CPS in reducing restraint, seclusion, and room clearing while improving student engagement, school climate, and equity outcomes.

We have significant experience in school improvement planning, including data analysis, convening heterogeneous groups of stakeholders, and guiding teams through strategic implementation. Our team successfully manages large-scale projects exceeding \$100,000, ensuring clear communication, adherence to timelines, and accountability for deliverables.

Across all our projects, we leverage our international perspective, research-backed methods, and proven track record to support schools in achieving measurable improvements in student outcomes and staff capacity. Our work consistently demonstrates that when schools shift from crisis management to true crisis prevention, students, staff, and school communities thrive.

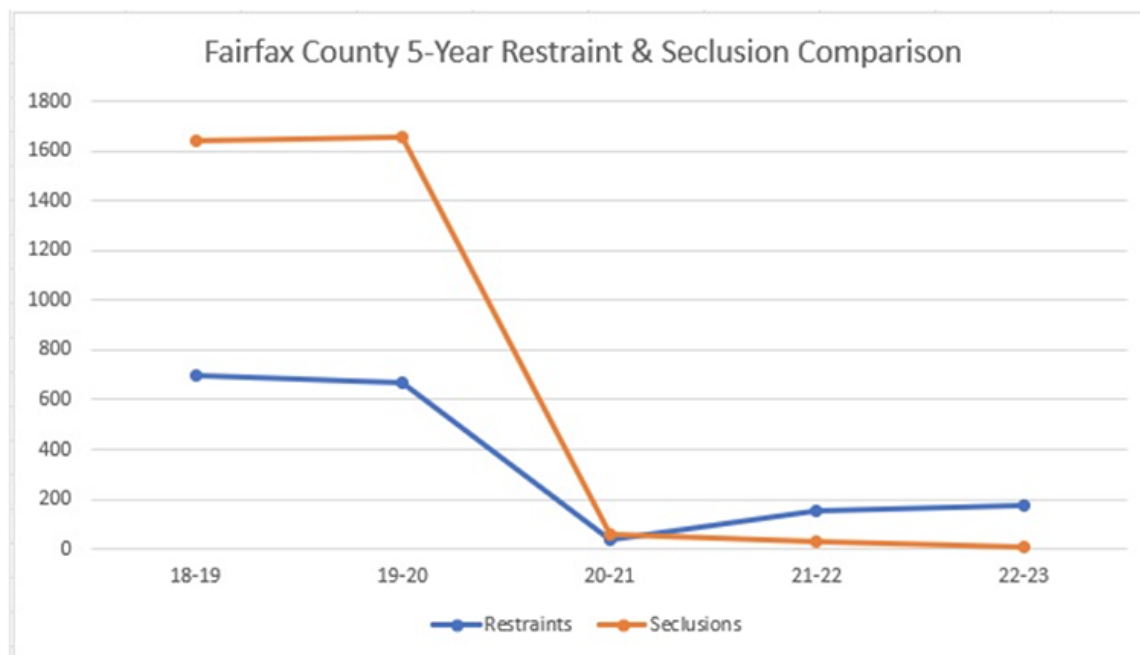
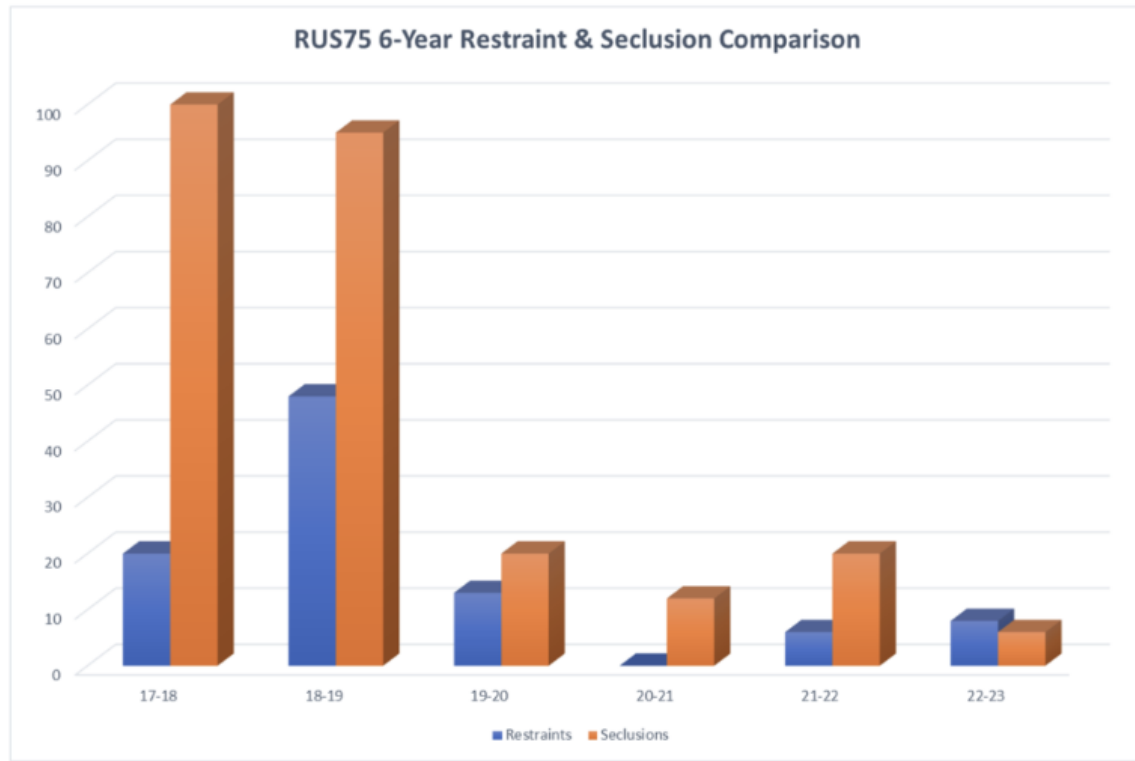
Lives in the Balance has never received notification of contract breach.

V. Optional - Examples/Samples of Previous Work:

Below is a fraction of the research that has accumulated documenting the effectiveness of the CPS model, in this case the dramatic reduction of the use of restraint and seclusion. In the first graphic below, you'll find restraint and seclusion data from a school system in Maine over the last six years. The CPS model was implemented during the 2019-20 school year, resulting in dramatic reductions in the use of both restraint and seclusion.

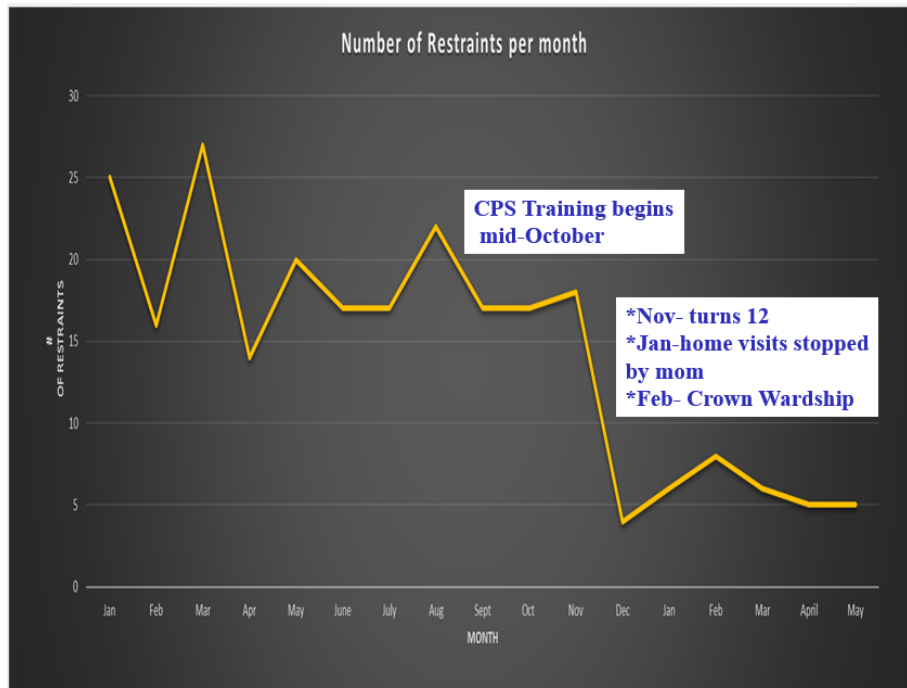
The second graphic below depicts restraint and seclusion data for the largest school system in Virginia over a five-year period. The CPS model was implemented during the 2020-21 school year, again resulting in near-elimination of seclusion and dramatic reductions in restraints.

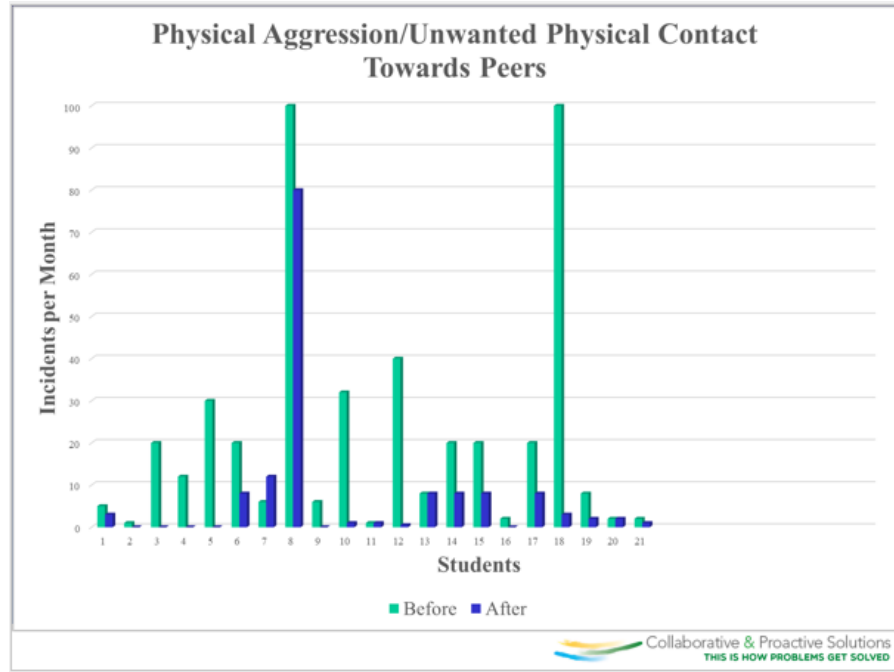
One thing's for certain: the more we teach staff how to manage crises, the more they manage crises. Amazing what happens when schools shift from crisis management to True Crisis Prevention. Better for the kids...better for the staff...better for everyone.



Another example from a school in Canada that focused its implementation efforts on its most complex students is below. The first graphic shows restraint data for one student before and after initial CPS training—an 80% drop in restraints in the month following the start of training, even before staff were implementing the model with full fidelity. The second graphic shows incidents of physical aggression and unwanted touch for 21 students before and after initial training—significant decreases for every student.

When schools begin to shift from crisis management to true problem solving, the results speak for themselves.





VI. Subcontractors

No subcontractors have been allocated to this project.

Cost Proposal

Item	Detail	Cost
Video introducing the CPS Model by Dr. Greene	This has already been completed; there is no limit to how many schools or individuals view this video	\$0.00
New asynchronous training video - how to implement CPS in schools	Scriptwriting, instructional design, graphics \$5,250, Filming support \$3,500, Editing/post-production \$2,200, QC/Revisions \$700; there is no limit to how many schools or individuals view this video	\$11,650.00
Group Q&A post video	1.5 hours for all schools to attend together post viewing the new video on CPS implementation	\$675.00
Consultation sessions	Three sessions of consultation for up to 7 schools @ \$450/hour	\$9,450.00
Coaching sessions	Six sessions of coaching for up to 7 schools @ \$600/hour	\$25,200.00
Subs/coverage or stipends	\$1,000 per school; up to 7 schools who participate in coaching & consultation	\$7,000.00
Travel	None	\$0.00
Materials	None	\$0.00
Subtotal		\$53,975.00
Taxes	est. .09% for live content (coaching and consultation sessions)	\$3,118.50
10% Admin Overhead	Cost of managing the project	\$5,397.50
TOTAL		\$62,491.00

Budget Narrative

Total Requested Amount: \$62,491.00

This budget supports the development, delivery, and management of a statewide professional learning initiative focused on implementing Dr. Ross Greene's Collaborative & Proactive Solutions (CPS) Model in schools. The project includes asynchronous and live professional learning, consultation, and coaching to support school implementation. No subcontractor costs are included or allocated in this proposal.

Contractual Services – \$46,975.00

New Asynchronous Training Video: How to Implement CPS in Schools – \$11,650.00

This cost includes the full production of a new, high-quality asynchronous training video designed to guide schools in implementing the CPS Model.

- Scriptwriting, instructional design, and graphics: \$5,250
- Filming support: \$3,500
- Editing and post-production: \$2,200
- Quality control and revisions: \$700

This training will be accessible to all schools and educators statewide at no additional cost, allowing unlimited participation.

Group Q&A Session – \$675.00

Following the asynchronous training, a 1.5-hour live virtual Q&A session will be provided for all participating schools. This session will enable direct interaction with CPS experts, clarification of implementation strategies, and peer learning across districts.

Consultation Sessions – \$9,450.00

Three live consultation sessions will be provided for up to seven schools to assist in planning and adapting CPS practices for their specific settings. Sessions will be billed at \$450/hour, ensuring expert guidance and alignment with each school's priorities.

Coaching Sessions – \$25,200.00

Six coaching sessions will be offered to each of up to seven participating schools, at \$600/hour. These sessions will provide ongoing, individualized support for staff as they build and sustain CPS practices within their school environments.

Substitute Coverage or Stipends – \$7,000.00

Funds are allocated to compensate up to seven schools (\$1,000 per school) to support staff participation in live consultation and coaching sessions. Schools may use these funds for substitute coverage or stipends, ensuring equitable access to professional learning opportunities.

Other Costs – \$3,118.50

Taxes

An estimated 0.09% tax is applied to live content (consultation and coaching sessions) to comply with applicable tax requirements related to service delivery.

Administrative/Indirect Costs – \$5,397.50

A 10% administrative overhead is included to support project management, fiscal oversight, coordination, reporting, and communication with participating schools and OSPI. This ensures effective project delivery, accountability, and compliance with state grant requirements.

Non-Cost Items

Video Introducing the CPS Model by Dr. Greene – \$0.00

This existing introductory video is provided at no cost. It offers foundational content for all participating schools and individuals and may be accessed freely without restriction.

Travel – \$0.00

No travel expenses are anticipated, as all project activities will occur virtually.

Materials – \$0.00

No additional materials are required for this project.

Summary of Costs

Category	Amount
Contractual Services	\$46,975.00

Other Costs (Taxes)	\$3,118.50
Administrative/Indirect	\$5,397.50
Total	\$62,491.00

EXHIBIT A

CERTIFICATIONS AND ASSURANCES

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

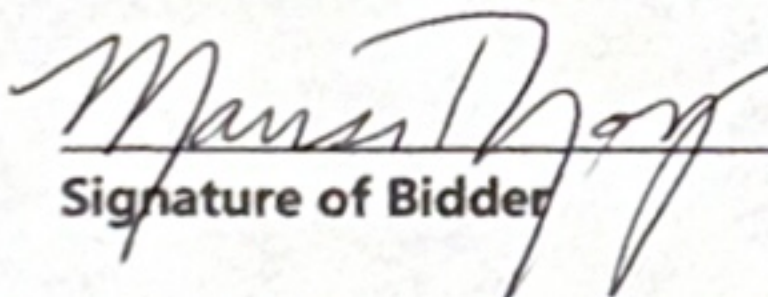
Bidder makes the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related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

	11/05/2025	San Diego, CA
Signature of Bidder	Date	Place Signed (City, State)

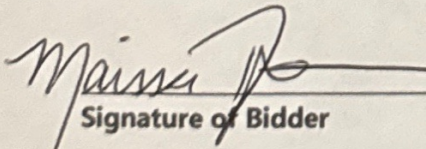
MARISSA THOMPSON	EXEC DIRECTOR	LIVES IN THE BALANCE
Printed Name	Title	Organization Name

EXHIBIT B
QUALIFICATION AFFIRMATIONS

CONSULTANT INFORMATION	
Bidder:	<u>LIVES IN THE BALANCE</u>

MINIMUM QUALIFICATIONS
<p><i>Please check all boxes that apply.</i></p> <p><input 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. <u>see attached letter (MT)</u></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.

 11/05/2025 San Diego, California
Signature of Bidder Date Place Signed (City, State)

MARISSA THOMPSON EXEC DIRECTOR, LIVES IN THE BALANCE
Printed Name Title Organization Name



To: Washington OSPI

Re: Licensing Statement for RFP No. 2026-06

Dear Review Committee Members,

Lives in the Balance is a 501(c)(3) nonprofit organization headquartered in Maine and currently authorized to operate in good standing under Maine state law. We understand that bidders for this solicitation must be licensed to do business in the State of Washington prior to contract execution.

Lives in the Balance affirms that, should we be selected as the apparent successful bidder, we will take all necessary steps to obtain any required Washington State business registration or licensing within **thirty (30) calendar days** of notification.

Our planned scope of work for this project will be conducted virtually, using secure online platforms for training, consultation, and meetings. Because our work will be performed remotely, we anticipate limited in-state activities; however, we recognize that state contracting requirements may still necessitate registration. Lives in the Balance is fully prepared to comply with all requirements of the contracting agency and the Washington Department of Revenue to ensure proper registration and eligibility for contracting and payment. Please don't hesitate to contact us if any additional information or documentation is needed to support this statement.

With appreciation,

A handwritten signature in blue ink that reads "Marissa Thompson".

Marissa Thompson, Ed.S., M.A.

marissa@livesinthebalance.org

Executive Director

Lives in the Balance