

Allison Mahoney BCBA PLLC dba School Behavioral Consulting

Response to

**Request for Proposals No. 2026-06
Reducing Restraint & Eliminating Isolation Statewide Professional
Development & Support**

November 5, 2025

Prepared by:

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Allison Mahoney, Owner

Target audience: I am submitting this proposal with the intent to target Special Education teachers, General Education teachers, and paraeducators as primary participants. Students in Special Education experience higher rates of restraint and isolation, making it essential that staff supporting them are equipped with proactive, evidence-based strategies to prevent and respond safely to challenging behavior. Given the short-term scope of this project, I believe that direct coaching and support for the staff who work with students every day will make the biggest impact in reducing restraint and eliminating isolation. Collaboration between Special Education and General Education staff, supported by paraeducators, is essential to create consistent, safe learning environments. Strengthening these teams also improves communication with families and transparency around behavior support and reporting practices.

Technical Proposal

C.3.i. Project Approach/Methodology

The project will be led by **Allison Mahoney, M.Ed., BCBA, LBA**, Board Certified Behavior Analyst, former Special Education Teacher and owner of Allison Mahoney BCBA PLLC (dba School Behavioral Consulting), hereafter referred to as “the consultant.” The consultant plans to utilize a research-based, five-phase coaching cycle designed to build staff capacity with paraeducators, Special Education teachers and General Education teachers.

The proposed approach emphasizes flexibility, scalability, and data-driven decision-making to meet the diverse needs of participating districts while adhering to the 6-month project timeline and budget parameters.

Each district can select one of two delivery formats based on their readiness and goals:

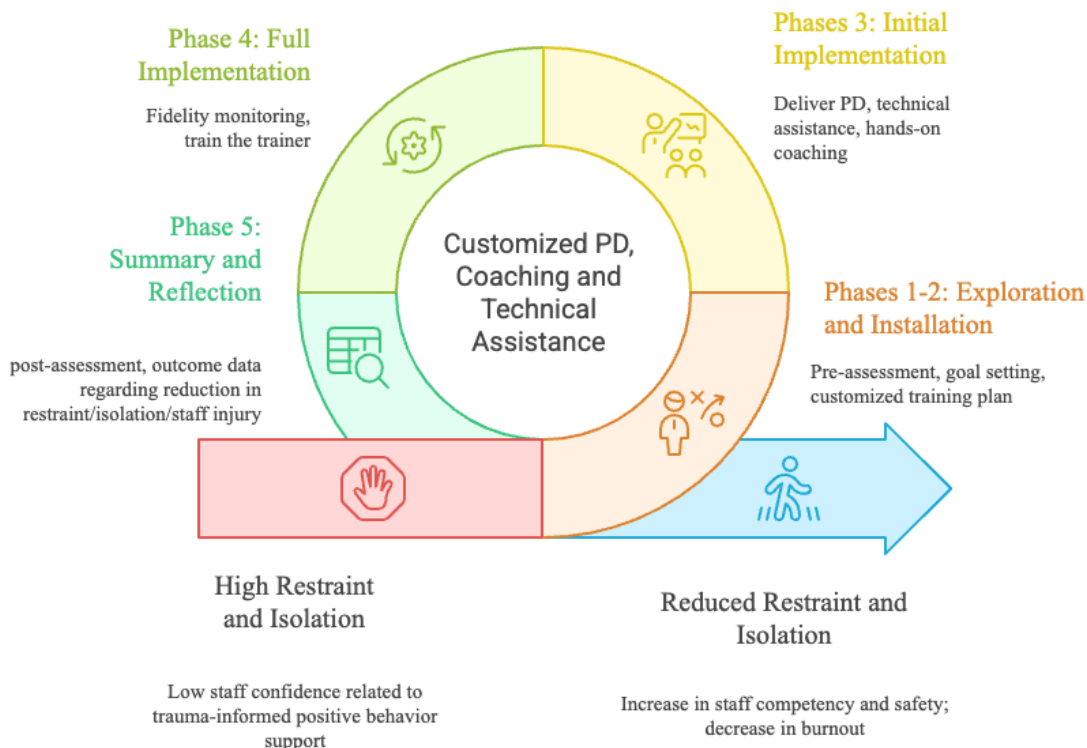
- **Option 1: Intensive coaching cycle** that includes pre-assessment, live training, on-site, guided implementation, and post-assessment/reflection.
- **Option 2: Live or asynchronous professional development session(s)** paired with targeted technical assistance via video conferencing.

Both options follow the same five-phase implementation process — **Exploration, Installation, Initial Implementation, Full Implementation, and Reflection and Summary** — ensuring consistent evaluation and opportunities to demonstrate changes in adult practice, fidelity of implementation with an emphasis on practices that have been documented to reduce the use of restraint and isolation.

Pre and post-assessments are embedded within each phase to measure changes in staff mindset, assess training effectiveness, and capture participant reflections. Fidelity data and evaluation metrics will inform technical assistance and be summarized in quarterly and final reports to OSPI.

This is a scalable model that allows the consultant to adjust the number of participating districts, accessibility of district locations related to the consultant’s in-person service area and the depth of services provided based on total available funding, demand and consultant capacity. This proposal offers the consultant’s most favorable terms to ensure equitable access while maintaining high-quality implementation support and evaluation rigor to reduce restraint and eliminate isolation state-wide.

Reducing Restraint and Eliminating Isolation (RREI) Technical Assistance



Professional Learning Topics

Target Audience: All staff who have daily interactions with students, particularly Special Education teachers and paraeducators, given the higher incidence of restraint and isolation that occurs among students with disabilities.

Topics Can Include:

1. Positive and Trauma-Informed Behavior Support

- a. Foundations of proactive, trauma-sensitive, and relationship-based approaches to behavior
- b. Use of assent-based practices to increase student voice and choice.

2. Inclusive Classroom and Schoolwide Practices

- a. Strategies for creating safe, supportive, and inclusive learning environments across classrooms and school systems using the Good Behavior Game and other research-based group contingencies

3. Functional Behavioral Assessment (FBA) and Behavior Intervention Planning (BIP)

- a. Designing and implementing FBAs with fidelity using a team approach and the Competing Behavior Pathways diagram
- b. Developing BIPs that prevent challenging behaviors, teach alternative behaviors use a reinforcement-based approach

4. Supporting Students with Disabilities and Extensive Behavioral Needs

- a. Differentiated supports for students with disabilities, trauma histories, or intensive behavior support needs with a specialization in students with Emotional and Behavioral Disabilities

5. Crisis Prevention, De-escalation, and Incident Review

- a. Safe and effective universal responses to challenging behavior, including post-incident reflection and system-level prevention.
*note: districts selecting this option may be required to work on items #1-4 before jumping to de-escalation and crisis response

6. Data Collection and Progress Monitoring

- a. Collecting and analyzing data related to student behavior, progress, and incidents of restraint and isolation to inform ongoing practice.
- b. Selecting appropriate measurement tools for tracking BIP progress and other forms of behavior data.

Each professional development session can be customized to align with district goals, staff roles, and identified areas of need based on restraint and isolation data. Districts may select one or more topics with additional topics available upon request.

C.3.ii. Work Plan Detail

Option 1: Intensive Coaching Cycle

Phase 1: Exploration

Purpose: Identify needs, readiness, and priorities for the school or district (2-3 weeks).

Activities:

- Site visit/observation **of one full day or two half-days** prior to delivering PD to assigned district
- Post-observation debrief (60 minutes virtually or in-person)
 - Share initial observations and suggestions

- Conduct pre-assessment aligned to the OSPI RREI Technical Assistance Manual.

Phase 2: Installation

Purpose: Set goals and develop a training plan (timeline will vary depending on district/school availability to schedule PD and work through goal setting process).

Activities:

- Collaboratively review pre-assessment data and set measurable goal(s) that are attainable by June 30, 2026 based on selected RREI manual topic(s)
- Design fidelity measures that school staff can use during walk-through to track improvement on measurable goal(s)
- Deliver two to three **one hour sessions of professional development** (live or asynchronous) tailored to the district/school's selected topic(s).
 - Workshop format with 10-15 minutes of content, 30 minutes of guided practice and 15 minutes of Q&A
 - Live or asynchronous option available to accommodate staff availability without requiring release time
- Introduce fidelity and reflection tools for ongoing use.

Phase 3: Early Implementation

Purpose: System roll out and monitoring early implementation efforts with ongoing coaching and support (approximately 6-8 weeks).

Activities:

- Staff coaching on-site weekly for 6-8 weeks (6-10 sessions); training includes behavioral skills training, goal setting, modeling, self-reflection and performance feedback related to measurable goal(s)
- Ongoing technical support via remote office hours for **one hour, twice per month** with email as needed
- Participate in quarterly progress update meetings with OSPI as required

Phase 4: Full Implementation

Purpose: full implementation of systems based on measurable goals set; provide ongoing on-site and remote coaching, train the trainer on fidelity of implementation (varies based on district's needs; may continue until end of 25-26 school year)

Activities:

- One site visit or virtual meeting to train the trainer to ensure school staff can use fidelity monitoring tool and collect IOA data
- Provide ongoing technical support 2x month to ensure train the trainer support
- **Reflection:** continuous improvement and progress checks
 - a. Progress data is monitored and reviewed by the school with consultant 1x month for the remainder of the 25-26 school year

Phase 5: Reflection and Summary

Purpose: Provide a written report for OSPI, summarizing activities, evaluation components, fidelity data, and results (by June 30, 2026).

Activities:

- Administer post-assessment survey to staff (same as phase 1)
- Administer social validity survey to measure effectiveness of consultant PD/coaching

Option 2: PD and Technical Assistance

Phase 1: Exploration

Purpose: Identify needs, readiness, and priorities for the school or district (1-2 weeks).

Activities:

- Site visit/observation within the month of beginning partnership with assigned district
- Post-observation debrief (one hour virtually or in-person as scheduling allows)
 - Conduct needs assessment based on RREI manual to select focus areas (e.g., trauma-informed supports, FBAs/BIPs, crisis-prevention, etc.).

Phase 2: Installation

Purpose: Establish district-specific PD plan based on observation and needs assessment (2+ weeks depending on district and consultant availability).

Activities:

- Secure a date, time and location for PD
- Work with building admin/district admin to ensure appropriate staff are invited
- Send invitation and reminders
- Plan PD and identify measurable outcomes related to reduced restraint and isolation

Phase 3: Initial Implementation

Purpose: Conduct a series of **two to three, one-hour PD sessions** either live or asynchronous to further staff knowledge about their chosen topic to reduce restraint and isolation (2+ weeks).

Activities:

- Deliver two to three **one hour sessions of professional development** (live or asynchronous) tailored to the district/school's selected topic(s).
 - Workshop format with 10-15 minutes of content, 30 minutes of guided practice and 15 minutes of Q&A
 - Live or asynchronous option available to accommodate staff availability without requiring release time
- Design fidelity tracking tool and teach staff how to use it
- Conduct social validity survey on quality of PD session
- Schedule follow-up technical assistance office hours/site visits

Phase 4: Full Implementation

Purpose: Provide live and asynchronous technical assistance on RREI PD topic to increase fidelity of staff implementation (varies depending on district needs).

Activities:

- Remote assistance via email with data tracking, fidelity monitoring, troubleshooting
- 3 live, one-hour technical assistance sessions to answer questions, model and assist with implementation

Phase 5: Summary and Reflection

Purpose: Gather participant feedback and provide a written report for OSPI, summarizing activities, evaluation components, fidelity data, and results (2-3 weeks; Final report due June 30, 2026).

Activities:

- Collect feedback from staff following the final live technical assistance session
- Follow up survey conducted 3-4 weeks before end of school

C.3.iii. Project Schedule – Project duration will vary depending on the needs of the school/district and the capacity and budget constraints of the consultant. Below is a rough outline of an estimated timeline depending on the district's selection of Intensive Coaching (option 1) or PD with Targeted Technical Assistance (option 2).

	Total estimated time	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Option 1: Intensive Coaching	12+ weeks	2-3 weeks	Varies by district	6-8 weeks	Varies by district	By June 30, 2026
Option 2: PD and Technical Assistance	8+ weeks	1-2 weeks	2+ weeks	2+ weeks	Varies by district	2-3 weeks; due June 30, 2026

C.3.iv. Deliverables – The consultant will provide a comprehensive professional development and coaching designed to build district capacity to reduce restraint and isolation. Deliverables include PD presentation delivered, fidelity measurement tools and end of cycle summary for each participating school/district.

Deliverable	Description / Evidence of Completion
RREI Needs Assessment Results	Completion of a structured needs assessment with each participating district identifying strengths, gaps, and priorities related to RREI manual topics.

District-Specific PD and Coaching Plan with Measurable Goals	A customized plan for each school or district based on assessment results, outlining PD topics, coaching schedule (option 1 includes measurable goals tied to restraint/isolation reduction).
PD Presentation Slides	Development and delivery of professional learning presentations and materials tailored to district needs and submitted to OSPI for reference.
Fidelity Monitoring Tool	Creation of a tool or checklist districts can use to monitor fidelity of proactive and crisis-prevention practices.
Social Validity Survey	Creation of a likert scale to measure staff satisfaction with the PD delivered.
Summary and Examples for OSPI Newsletter	Submission of a 1–2 page narrative summarizing district highlights, promising practices, or progress examples suitable for inclusion in the OSPI RREI newsletter.
Restraint and Isolation Data	Collection and aggregation of individual school or district progress data over the course of the consultant’s contract regarding restraint and isolation
End of Coaching Cycle Report	Comprehensive summary of coaching activities, participation data, outcomes, and recommendations for next steps.

C.3.v. Performance-Based Contracting- The consultant recognizes the importance of hands-on coaching, increased fidelity of implementation, accurate data collection and timely technical assistance to be the main performance-based metrics for this contract. Below is an outline of services and metrics that will be used to measure the consultant’s performance.

Performance Area	Measure	Data Source / Evidence	Reporting Frequency
Service Delivery Fidelity	All scheduled professional development sessions and coaching cycles are completed as outlined in each district’s plan.	Service delivery logs, agendas, coaching notes	Reflection/summary (end of coaching cycle)

Teacher Participation	Participation in pre-assessment, PD session and follow-up technical assistance/coaching for each school/district coaching contract	Attendance logs	Reflection/summary (end of coaching cycle)
Fidelity Tool Utilization	Fidelity monitoring tool developed and introduced to each participating district.	Tool artifact and user guide	Implementation phase
Social Validity Survey	Feedback on the quality and effectiveness of PD will be collected throughout the coaching process with a summative assessment at the end of the coaching cycle	Coaching notes; end of coaching cycle survey	reflection/summary (end of coaching cycle)
Communication & Dissemination	Submission of summary to OSPI highlighting implementation examples and promising practices.	Newsletter summary	Bi-monthly
Progress Monitoring	Aggregated restraint and isolation data collected from districts and summarized for OSPI.	Tracking spreadsheets	quarterly
Reporting & Accountability	Completion of end-of-cycle report summarizing all activities, participation data, and system-level trends.	End-of-cycle report	By June 30, 2026

C.3.vi. Outcomes and Performance Measurement –

The consultant's work is designed to build district capacity to reduce restraint and isolation through professional development, coaching, and data-driven technical assistance. The primary impacts of this work will include:

1. **Increased educator knowledge and confidence** in implementing proactive and function-based strategies to prevent crisis situations, reduce restraints and eliminate

isolation of students with disabilities.

2. **Improved district systems** for monitoring restraint and isolation incidents and tracking fidelity of prevention practices.
3. **Enhanced statewide capacity** through documented examples, tools, and summaries shared with OSPI and other districts.

Outcome Area	Intended Impact	Indicators / Data Source	Frequency
Implementation	All participating districts complete needs assessments and receive a PD/coaching plan	Needs assessment reports; district plans	One time
Social Validity	≥80% of targeted teachers and staff complete pre and post assessment to measure satisfaction with training	Attendance roster and survey results	One time
Knowledge & Confidence	Average 20% gain in participant self-assessed knowledge/confidence from pre to post-training surveys using a 5-point Likert scale.	Survey data	Semi-annual
Fidelity & Capacity	Each district receives and begins using a fidelity monitoring tool.	Fidelity monitoring tool	Semi-annual
System Data Tracking	Aggregated district-level restraint/isolation data collected and summarized.	Tracking spreadsheet	Semi-annual
Statewide Dissemination	Submission of examples and progress summaries for OSPI newsletter.	Submitted narrative	Semi-annual
Accountability & Reporting	Submission of end-of-cycle report summarizing all deliverables, data, and recommendations.	Final report	Annually

C.3.vii. Risks –

The consultant brings extensive experience navigating the complexities of school systems and recognizes that staff turnover, burnout, and competing compliance demands can affect participation. Risks will be monitored continuously through data tracking, feedback loops, and ongoing communication with OSPI to ensure that barriers are addressed early and project goals remain on track.

Risk	Potential Impact	Mitigation and Management Strategy	Monitoring and Reporting
1. District noncompliance with restraint/isolation requirements, reporting, or FAPE obligations	Discovery of districts not following state or federal laws related to restraint, isolation, or special education may delay coaching focus or require additional consultation outside project scope.	<ul style="list-style-type: none">● Maintain a supportive, non-adversarial consultation stance focused on technical assistance and capacity building.● Provide guidance to district teams referencing current WAC and OSPI expectations. If serious noncompliance concerns arise, promptly notify the OSPI contract manager and document actions taken within project boundaries.	<ul style="list-style-type: none">● Track and summarize compliance-related technical assistance provided.● Include in quarterly reports any patterns or systemic concerns noted, without identifying individual districts.

2. Staff turnover, absences, or reassignment in participating districts	<p>Reduced continuity in PD participation and coaching follow-through.</p>	<ul style="list-style-type: none"> ● Provide recorded or asynchronous training materials for new staff. ● Maintain district coaching notes and action plans to ease onboarding. ● Adjust coaching schedules as needed to accommodate personnel changes. 	<ul style="list-style-type: none"> ● Monitor participation and turnover trends through attendance logs. ● Report any significant disruptions and adaptations in quarterly progress updates.
3. Secondary traumatic stress and burnout among district staff	<p>High emotional fatigue or burnout may reduce engagement in PD and coaching.</p>	<ul style="list-style-type: none"> ● Embed wellness and resilience strategies into PD sessions. ● Avoid scheduling PD/coaching sessions right before week-long break or extended holiday weekends ● Offer consultation on trauma-informed supports for both staff and students. ● Normalize discussion of stress management as part of professional practice. 	<ul style="list-style-type: none"> ● Collect and summarize participant feedback on stress, capacity, and workload. ● Share trends and support strategies in quarterly summaries.

4. Competing district priorities, high caseloads, and limited release time	<p>IEP compliance deadlines and staffing shortages may reduce educator availability for PD or coaching.</p>	<ul style="list-style-type: none"> ● Offer flexible scheduling, including short on-site coaching during planning periods or virtual follow-ups that do not require substitutes. ● Coordinate with administrators to align PD sessions with existing release or in-service days. ● Provide concise, high-impact training sessions that respect educator time. 	<ul style="list-style-type: none"> ● Track participation rates and reasons for nonattendance. ● Communicate with the OSPI contract manager if systemic scheduling barriers are identified.
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Management Proposal

C.5.i. Project Management/Team Structure/Internal Controls

This project will be carried out by the owner and CEO of Allison Mahoney BCBA PLLC dba School Behavioral Consulting, Allison Mahoney, [M.Ed.](#), BCBA, LBA. Since the project is scalable with no guaranteed purchase amount, Allison plans to complete the contract solo. With the opportunity to extend the contract through 2027, Allison has the capacity to hire additional qualified consultants as employees of School Behavioral Consulting to assist with the completion of this project. No subcontracts have been identified at this time.

C.5.ii. Experience of the Consultant/Staff/Subcontractors

Relevant Experience –

Allison Mahoney has been in the field of Special Education and Behavior Analysis since 2008, serving in Washington public schools, community mental health, and higher education. She holds a Master's Degree in Special Education and Applied Behavior Analysis from the University of Washington, is a Board Certified Behavior Analyst (BCBA), and a certificated K–12 Special Education teacher in Washington.

Allison Mahoney is the founder and CEO of Allison Mahoney BCBA PLLC (dba School Behavioral Consulting), a Washington-based consulting agency established in June 2024. Allison and her employees partner with multiple Washington school districts to provide BCBA consultation, professional development, and school staff coaching. Her work regularly includes guiding school teams through Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), facilitating inclusion of students with interfering behaviors, and debriefing restraint and isolation incidents to promote proactive, positive behavior supports.

Allison has extensive experience delivering culturally relevant professional development and coaching for adult learners, emphasizing positive behavior interventions and supports (PBIS), social-emotional learning (SEL), trauma-informed classroom practices, and crisis-prevention strategies closely aligned with OSPI's RREI Technical Assistance Manual. Her coaching supports fidelity of implementation across MTSS and social-emotional and behavioral health (SEBH) systems, and strengthens staff capacity to use evidence-based, data-driven methods that reduce crisis escalation.

Additionally, Allison has successfully managed multi-site district projects and coordinated initiatives with a total budget exceeding \$100,000, which included hiring and managing employees to ensure successful project delivery. Applying project management principles, she consistently meets timelines, oversees fiscal accountability, and achieves measurable improvements in student outcomes and staff practice. She also collaborates with diverse

stakeholders, including district administrators, educators, and families, to identify growth areas, co-develop change plans, and support effective implementation.

Her combined experience as a practitioner, instructor, and consultant demonstrates the skills, systems knowledge, and leadership capacity necessary to manage this contract and support Washington schools in eliminating isolation and reducing restraint through sustainable, evidence-based practices.

Related Contracts –

The following is a list of contracts Allison has completed since opening her consulting practice in June 2024.

Lake Washington School District <i>Educational Consultant</i>
April-August 2025 Point of contact: Shannon Hitch, Executive Director of Special Services shhitch@lwsd.org (425) 936-1201
Northshore School District <i>Supervising BCBA Contract</i>
September 2024-April 2025 September 2025 to present Point of contact: Shannon Phanhtavilay, Director of Special Education sphanhtavilay@nsd.org (425) 408-7737
Monroe School District <i>District BCBA Contract</i>
August 2024-June 2025 Point of contact: David Paratore, Chief Student Services Officer paratore@monroe.wednet.edu (360) 804-2609

C.5.iii. References

Joy Castillo

Student Services Director
Monroe School District
14692 179th Avenue SE, Monroe, WA 98272
castilloj@monroe.wednet.edu
(360) 804-2603

Service provided: Coaching for secondary classroom teams to increase inclusion of students with disabilities who exhibit challenging behaviors; guided school teams on completion of complex FBAs; debriefed non-compliant restraint and isolation reports to improve proactive responses; coached school teams on fidelity of implementation regarding BIPs; improved teacher capacity to develop meaningful behavior data collection and modeled inclusive behavior strategies in the secondary setting.

Dr. Natalie Pullen

Director, Special Services
Lake Washington School District
16250 NE 75th ST
Redmond, WA 98073
npullen@lwsd.org
425-936-1221

Service provided: Conducted a comprehensive program review which included goal setting, provided program consultation and staff coaching for EBD program in a secondary school setting.

Shannon Phanhthavilay

Director of Special Education
Northshore School District
3330 Monte Villa Parkway
Bothell, WA 98021
sphanhthavilay@nsd.org
(425) 408-7737

Service provided: Individualized behavior stabilization and behavior technician supervision for students with severe and challenging behavior in the school setting. Activities include conducting FBAs, writing BIPs, training staff to implement and monitor fidelity of BIPs, increasing inclusion of students with challenging behaviors in the general education setting and preventing isolation and restraint through proactive support and ongoing training.

C.5.iv. Past Performance

The consultant has not received any notification of contract breach within the past five years.

C.5.v. Examples/Samples of Related Projects/Previous Work (Optional)

Not included.

C.5.vi. Subcontractors

The consultant does not have any known subcontractors for this project.

Cost Proposal

This proposal is designed to be implemented by the consultant and offers two PD options for districts to select from based on need, capacity, location and capacity of the consultant. Costs for the project are tied to outcomes and deliverables identified in the technical proposal.

C.6.i. Identification of Costs

Intensive coaching cycle (option 1)		
Cost Category	Description	Cost
Staff costs		
Phase 1:	Up to 6 hours site visit(s), post-observation debrief, administration of pre-assessments	a) \$1750
Phase 2:	Two to three live, one-hour PD sessions in person or via teleconferencing Collaborative goal setting, fidelity measurement tool development, coaching plan design and introduction	b) \$750 x 1.106 (estimated sales tax rate)=\$829.50 c) \$1000
Phase 3:	6-10 sessions of on-site, weekly coaching, 2x/month office hours and email/phone technical support as needed	d) \$8000
Phase 4:	One virtual meeting to train the trainer, 2x/month technical assistance, progress data monitoring with monthly school team reviews.	e) \$500
Phase 5:	Post-assessment surveys, social validity surveys, collect fidelity and restraint/isolation data and summarize into written	f) \$1000

	report for OSPI	
Administrative costs	Coordination, scheduling, reporting, invoicing	No additional cost
Travel costs	Local daily travel within 30 miles of consultant's office reimbursed at \$0.70/mile	Not to exceed \$2,184
Other expenses:	SAM insurance (if required)	Not to exceed \$6,250
	ZOOM Workplace Business account to deliver live and recorded virtual PD	Not to exceed \$219.90
TOTAL Cost option 1		\$21,732.50
Staff costs: Live PD sessions + targeted technical assistance (option 2)		
Staff costs Phase 1:	Up to 3 hours site visit, post-observation debrief, administration of pre-assessments	a) \$1000
Staff costs Phases 2-3:	-planning and scheduling -two to three, live PD sessions delivered via ZOOM -Collaborative goal setting, fidelity measurement tool development, coaching plan design and introduction	b) $\$750 \times 1.106$ (estimated sales tax rate)=\$829.50 c) \$1000
Staff costs Phase 4:	Live and asynchronous technical assistance up to 3 hours; remote assistance via email	d) \$750
Staff costs Phase 5:	Post-assessment surveys, social validity surveys, collect fidelity and restraint/isolation data and summarize into written	e) \$1000

	report for OSPI	
Administrative costs	Coordination, scheduling, reporting, invoicing	No additional cost
Travel costs	Local daily travel within 50 miles of consultant's office reimbursed at \$0.70/mile	Not to exceed \$980
Other expenses:	ZOOM Workplace Business account to deliver live and recorded PD	Not to exceed \$219.90
TOTAL cost option 2		\$5,779.40

C.6.ii. Travel Costs

All travel expenses are based on Washington State reimbursement guidelines at \$0.70/mile and will be restricted to a 50-mile radius within the consultant's office.

C.6.iii. Subcontractor Costs

The consultant does not plan to use subcontractors for this project.

C.6.iv. Indirect Costs

Per OSPI's indirect costs policy, the maximum amount that may be charged or included in contracts is the following:

Entity	State Contracts	Federal Contracts
School Districts	State recovery rate	Federal indirect rates, per OSPI's agreement with the U.S. Department of Education
Educational Service Districts	Per annual letter of agreement by K-12 Financial Resources Division	Per annual letter of agreement by K-12 Financial Resources Division
All other entities (including higher education, non-profits, independent consultants, etc.)	10%	10%