

# Centering Student Voice in Washington State

## Establishing the Inclusionary Practices Student Advisory Council

*Proposal Submitted to:*

Washington Office of Superintendent of Public Instruction

*In Response to:*

Request for Proposals No. 2026-08 Inclusionary Practices Technical  
Assistance Network

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## Centering Student Voice in Washington State: Establishing the Inclusionary Practices Student Advisory Council

In Washington, students with intellectual disabilities (ID) are disproportionately excluded from general education, and their voices remain largely absent from the critical work of the Inclusionary Practices Technical Assistance Network (IPTN). TIES Center proposes to fundamentally change this dynamic by establishing a Washington Inclusionary Practices Student Advisory Council (IP-SAC), systematically integrating student voice into IPTN's technical assistance network. This project ensures that the students most impacted by exclusionary practices become partners in designing solutions, fulfilling the IPTN's commitment to reducing segregation and improving outcomes for Black students with disabilities and students with ID. "Learning directly from students regarding their experiences and perceptions of school is particularly important for students who may have experienced marginalisation and can support students' sense of belonging and engagement" (Subban et al., 2022, p. 2).

We propose that **if we establish authentic student partnership infrastructure (IP-SAC), then**

- students with ID and Black students with disabilities will have their voices heard,
- educators will shift from deficit-based assumptions to presumption of competence, and
- IPTN partners will design more effective, student-informed technical assistance (TA).

This will **result in**

- measurable reductions in exclusionary practices,
- increased inclusion in general education, and
- improved post-school outcomes for Washington students with disabilities, particularly students with ID and Black students with disabilities.

These results can be expected because centering the voices of those most impacted by exclusionary practices has the potential to disrupt the limiting beliefs and systems that perpetuate segregation.

The TIES Center, based at the Institute on Community Integration (ICI) at the University of Minnesota, has been an active partner in the Office of Superintendent of Public Instruction (OSPI) IPTN since its inception. TIES works nationally with states, districts, and schools to support inclusive education for all students with disabilities, including students with extensive support needs. TIES began collaborating with OSPI in 2019, when Washington state joined as an intensive technical assistance state partner. Our multi-year partnership has led to the creation of several resources, professional development offerings, and consultations on inclusionary practices.

As the IPTN has expanded its reach and refined its goals and focus areas, participation has grown among a wide range of interest holders, including family advocacy groups, practitioners, and researchers. One voice, one perspective that remains underrepresented is that of students with disabilities. Research consistently highlights the critical role of student voice in advancing meaningful inclusion and improving educational outcomes, while also citing the lack of opportunities for students to meaningfully incorporate student voice (Moss & Brookhart, 2013; Subban et al., 2022). There is a strong research base, both correlational and causal, that teaching self-determination and enhancing student voice results in more positive student outcomes both in-school and post-school for students with disabilities (Shogren et al, 2022). Building self-determination skills (e.g., choice making, problem solving, self-management and self-regulation, goal setting and attainment, and decision-making and self-advocacy) beginning in the early school years is key to the quality of life and options available, particularly for students in inclusive settings (Stang et al., 2009).

Students with ID have been underrepresented as part of the collective of student voices and underestimated in their contribution related to inclusive education (Barr et al., 2023). To gather meaningful input from students, including

those with ID and other students with complex communication needs, this project will apply the four elements of Lundy's Model of Participation (Lundy, 2007) by ensuring:

- **Space:** students are given safe, inclusive opportunities to express themselves;
- **Voice:** students are provided with appropriate information in accessible formats and are supported in expressing their views;
- **Audience:** students' views are communicated to those who have the responsibility to listen to them and have the power to make decisions.
- **Influence:** students are ensured that their input is taken seriously and acted upon, where appropriate (Mannion et al., 2024).

## TECHNICAL PROPOSAL

TIES Center proposes to establish a statewide Inclusionary Practices - Student Advisory Council (IP-SAC) focused on inclusionary practices in Washington, with particular attention to students with intellectual disabilities (ID; including Black students with disabilities). This initiative directly addresses IPTN's priority areas of Student, Family & Community Engagement and Data Monitoring & Analysis by systematically gathering, analyzing, and integrating student voice into statewide policy and practice.

### Project Approach/Methodology (c.4.i)

TIES Center will employ a **student-centered participatory action research approach** to systematically integrate student voice into Washington's inclusionary practices infrastructure. This approach is fundamentally different from traditional research or technical assistance models where students are subjects to be studied or beneficiaries of adult-designed interventions. Instead, we position students with disabilities (particularly those with intellectual disabilities and Black students with disabilities) as co-researchers, co-designers, and decision-makers who possess critical expertise about their own educational experiences.

Our methodology is grounded in **Lundy's Model of Participation** (Lundy, 2007), which provides a practical framework for operationalizing authentic youth participation in educational settings. This model extends beyond simply "giving students a voice" to ensure four critical elements are present:

- **Space** (students are given safe, inclusive opportunities to express themselves).
- **Voice** (students are provided with appropriate information in accessible formats and are supported in expressing their views).
- **Audience** (students' views are communicated to those who have the responsibility to listen and the power to make decisions).
- **Influence** (students are ensured that their input is taken seriously and acted upon, where appropriate).

We selected this framework specifically because it has been successfully adapted for students with ID (Mannion et al., 2024) and provides concrete mechanisms for ensuring student input drives actual change rather than serving as symbolic consultation. This approach aligns with the broader disability rights movement principle of "Nothing About Us Without Us". It is informed by self-determination theory, which recognizes that building choice-making, problem-solving, decision-making, and self-advocacy skills beginning in the early school years is foundational to quality of life and post-school outcomes, particularly for students in inclusive settings (Stang et al., 2009; Shogren et al., 2022). By centering student voice in IPTN's work, we are simultaneously advancing inclusive education systems AND building students' capacity for self-determination—creating a reciprocal benefit that traditional research models cannot achieve.

## **Core Methodological Principles**

Our methodology is grounded in three interconnected principles that shape every aspect of project design and implementation:

### **1. Nothing About Us Without Us: Students as Partners, Not Subjects**

Students with disabilities, particularly those with ID and Black students with disabilities (IPTN's aim populations), will be authentic partners in all phases of this

project. This principle recognizes that students with disabilities, especially those with extensive support needs, have been historically excluded from conversations about their own education, with decisions made by adults who may hold deficit-based assumptions about their capacity to contribute meaningfully. Research consistently shows that students with ID have been underrepresented in student voice initiatives and underestimated in their potential contributions to improving inclusive education (Barr et al., 2023). TIES Center's approach presumes competence and centers student expertise about their own lived experiences.

### **Operationalizing this principle means:**

- **Co-design, not consultation:** IP-SAC members will co-design meeting agendas, determine topics for discussion, and identify which aspects of their work should be shared with IPTN partners—rather than simply responding to TIES-generated questions. In our first IP-SAC meeting, students will establish group norms, identify their goals for the council, and determine how they want their voices to be represented.
- **Authentic decision-making authority:** Students will have genuine decision-making power over project elements that affect them, including: what questions are asked in interviews, how their input is synthesized and shared, which webinar topics are most important to address, and what the Student IEP Participation Toolkit should include. When TIES staff and students disagree, we commit to explaining our reasoning and, whenever possible, deferring to student judgment.
- **Recognition and attribution:** Students will be named as co-creators of draft text they help develop. The Student IEP Participation Toolkit will include "Co-created with the Washington Inclusionary Practices Student Advisory Council" with student names listed (with permission). Webinar presentations will identify students as co-presenters, not guests.
- **Compensation and respect:** Student time and expertise will be compensated through stipends, recognizing that their labor has value. We will also provide certificates, letters of recommendation, and documentation

of leadership experience that students can use for college applications, employment, or advocacy work.

- **Reciprocal benefit:** Students will gain tangible skills (self-advocacy, public speaking, systems thinking, leadership) and connections (peer network, relationships with state education officials, visibility as disability advocates) beyond simply "being heard."

This principle directly addresses IPTN's commitment to disrupting limiting beliefs and exclusionary systems by demonstrating, through action, not just rhetoric, that students with the most significant disabilities are capable of leading systems change.

## 2. Multi-Modal Data Collection: Honoring Diverse Communication

Recognizing that students with extensive support needs communicate in diverse ways, we will utilize **person-centered and accessible protocols** that include Augmentative and Alternative Communication (AAC), visual supports, technology-aided communication, and other modalities tailored to individual student needs. Traditional research methods that rely solely on verbal or written responses systematically exclude students who communicate differently, perpetuating their absence from educational research and policy. **Our approach intentionally removes most of these barriers.**

### Operationalizing this principle means:

- **Pre-assessment of communication needs:** During IP-SAC recruitment, we will conduct individualized conversations with students, families, and other individuals, as appropriate, to understand each student's communication preferences, assistive technology use, and support needs. We will ask: *How do you/does this student best express complex ideas? What communication supports are already working well? What barriers have you/they encountered in other group settings?*

- **Flexible meeting formats:** IP-SAC meetings will incorporate multiple participation modes within each session. This would include verbal discussion, chat/messaging for those who prefer typing, visual choice boards for students who communicate through selection, use of personal AAC devices, and pre-recorded video contributions for students who need more processing time or prefer to answer before or after meetings are held. We will never require students to communicate in a single "standard" way.
- **Accessible materials:** All meeting materials, interview protocols, and draft resources will be provided in advance in multiple formats, as appropriate: simplified text versions, visual/symbol-supported versions, audio versions, and standard text with individualized font size if needed. Students will receive materials in advance of meetings to allow processing time.
- **Trained facilitators and support:** TIES facilitators have extensive experience working with students with diverse communication needs, and have budgeted to ensure students have access to in-person supports through an access assistant person or ASL interpreter, if needed, to fully participate in meetings.
- **Varied data collection methods for interviews:** Student interviews will not follow a rigid script. Instead, interviewers will use a menu of question formats (open-ended, multiple choice, rating scales, image-based prompts) and allow most students to respond via their preferred mode (speaking, typing, AAC device, pointing to pictures, drawing, video response). If a student's initial response is brief, interviewers will use scaffolding techniques (offering examples, asking follow-up questions in different ways) rather than assuming the student has nothing more to say.

This multi-modal approach ensures that communication differences do not become participation barriers, allowing us to capture authentic perspectives from students who have been systematically excluded from educational initiatives. It also models for IPTN partners what accessible engagement looks like in practice.

### **3. Iterative Integration: Student Voice Informing IPTN in Real-Time**

Student input will **directly and continuously inform IPTN work** through TIES Center's active participation in IPTN meetings and Professional Learning Communities, as well as through other communication strategies developed with OSPI. This ensures real-time impact on statewide technical assistance rather than generating a report that sits on a shelf.

### **Operationalizing this principle means:**

- **Embedded feedback loops:** After each IP-SAC meeting, TIES will synthesize key themes, insights, and recommendations into a brief summary shared with IPTN partners. These summaries will highlight: *What did students say about the current IPTN focus areas? What barriers or facilitators to inclusion did students identify? What do students want educators and administrators to know? What recommendations do students have for IPTN's work?*
- **Co-creation with IPTN partners:** As we develop the Student IEP Participation Toolkit and other resources, we will share drafts with IPTN Professional Learning Communities for feedback, creating dialogue between student voices and practitioner expertise. This ensures resources are both student-centered AND practically implementable.
- **Course corrections:** If student input reveals that the IPTN's current approaches are missing the mark, there are barriers that IPTN hasn't addressed, or if students suggest strategies that contradict current TA messaging, TIES will bring these tensions to OSPI's attention for collaborative problem-solving. We view discrepancies between student experience and system assumptions as valuable learning opportunities, not problems to be suppressed.
- **Transparent attribution:** When student input shapes IPTN decisions or resources, this will be transparently acknowledged. For example: "Based on input from the IP-SAC, we have added..." or "Students told us that X wasn't working, so we adjusted our approach to..."
- **Documentation of impact:** Regular communication to the IPTN will include specific examples of how student voice influenced technical assistance,

changed resources, or shifted conversations, providing accountability for the "Influence" element of Lundy's model.

This iterative integration approach directly addresses the IPTN's theory of action by ensuring that TA providers truly *"listen to and learn from"* students most impacted by exclusionary practices, creating the feedback loop that continuously improves inclusionary efforts. It also models a sustainable approach for ongoing student engagement that IPTN partners can replicate in their own work.

### **Ensuring Authenticity, Quality, and Rigor**

Beyond our three core principles, several practices will ensure this work is both authentic (truly centering student voice, not adult interpretations) and rigorous (producing credible, trustworthy findings):

**Power-sharing mechanisms:** We recognize the inherent power imbalance when university staff engage with K-12 students, compounded when students have disabilities and may have experienced adult paternalism. To mitigate this, we will: (1) be transparent with students about project goals, funding, and how their input will be used; (2) give students veto power over how their individual contributions are shared or quoted; (3) compensate students for their expertise; (4) create space for students to provide feedback on the information-collecting process itself, including critiquing TIES' facilitation; and (5) acknowledge when we don't know something or make mistakes, modeling that adults don't have all the answers.

**Triangulation of data sources:** We will compare and synthesize themes from multiple sources (IP-SAC discussions, individual interviews, existing research literature, and IPTN partner observations) to identify convergent themes and areas of divergence. This strengthens credibility and allows us to understand whether student experiences vary by setting, demographics, or other factors.

**Member checking:** Students will review our interpretations of their input before it is shared broadly. For example, after analyzing interview transcripts, we will share our draft themes with interview participants and ask: *"Did we get this*

*right? What did we miss? What would you say differently?"* This ensures findings reflect student meaning-making, not adult assumptions.

**Reflexivity and positionality:** The TIES Center team includes a team of four white, cisgendered females and one white, cisgendered male. Four staff have prior experience as educators, one as a special education administrator, two as special education teachers, and one as an English Learner teacher. We will regularly reflect on how our own identities and experiences shape our interpretations and will document these reflections. We will be particularly attentive to how white adults engage with Black students, ensuring cultural humility.

**Audit trail:** All project decisions, from recruitment strategies to thematic summarization, and how we resolve disagreements, will be documented in project notes, creating transparency about our methodology and allowing others to understand how we arrived at our conclusions.

**Standards for qualitative analyses:** Although our proposed work is not strictly research, our approach to information-gathering aligns with established standards for quality in participatory action research, including: prolonged engagement (four months of IP-SAC meetings builds relationships and trust), persistent observation (attending to patterns across multiple data sources), thick description (detailed documentation of context), and peer debriefing (regular team meetings to discuss emerging interpretations; Tisdell et al., 2025).

### **Culturally Responsive Practices: Centering Black Students with Disabilities**

Centering Black students with disabilities requires explicit attention to the **intersectionality of racism and ableism** in educational systems (DeMatthews, 2020). Research and lived experience demonstrate that Black students with disabilities face compounded marginalization: they are disproportionately identified for special education, more likely to be placed in segregated settings, subjected to higher rates of discipline and restraint/isolation, and often encounter lower expectations from educators who hold both racist and ableist assumptions (Annamma et al., 2013). Their exclusion from general education cannot be

understood through a disability lens alone, as it is inseparable from systemic racism.

**Our methodology intentionally addresses these realities through:**

**Intentional recruitment and partnership:** We will partner with Black-led disability advocacy organizations and self-advocacy groups (such as Roots of Inclusion and local chapters of The Arc) to recruit Black student participants, recognizing that outreach through trusted community organizations is more likely to create psychological safety than institutional recruitment. We will also consult with these organizations on meeting facilitation approaches that are culturally sustaining.

**Creating space for intersectional narratives:** Within IP-SAC meetings and interviews, we will explicitly create space for Black students to name experiences of racism alongside ableism. Rather than focusing solely on "inclusion" in generic terms, we will ask: *How do Black students experience predominantly white "inclusive" classrooms? What does belonging look like when you are one of few Black students? What does belonging look like if you have historically been excluded? How do discipline patterns or teacher expectations differ?*

This approach aligns with Washington's legislative priority and OSPI's intentional work regarding Reducing Restraint and Eliminating Isolation (RREI), where statewide data reveal deep disparities in how students experience school. During the 2023-24 school year, students with disabilities represented only 16% of total enrollment but accounted for 93% of all incidents of restraint or isolation. They were 25 times more likely than their peers without disabilities to experience one or more such incidents. Black students, regardless of disability status, were 1.8 times more likely than white students to experience restraint or isolation. OSPI is currently developing resources for dissemination to support districts and schools statewide, including being specifically integrated within the work of the IPTN.

By grounding discussions in these realities, the IP-SAC will move beyond surface-level definitions of inclusion to examine how intersecting systems of racism

and ableism shape students' daily experiences, even within general education settings. This approach positions student narratives as a critical to understanding the lived consequences of these disparities and for informing recommendations that advance both racial equity and disability justice in inclusive education.

### **Connection to IPTN Theory of Action**

Our approach directly addresses IPTN's theory of action by ensuring that TA providers *"listen to and learn from"* students most impacted by exclusionary practices, creating a feedback loop that continuously improves inclusionary efforts. Specifically, our methodology supports the IPTN theory of action by:

- **Informing TA provider mobilization:** Student voice data helps IPTN members understand what barriers students actually experience (versus what adults assume), allowing TA to be more targeted and effective.
- **Strengthening co-created resources:** Resources developed WITH student input are more likely to resonate with students, gain student buy-in, and be implemented authentically by educators.
- **Contributing to improved outcomes:** When students develop self-determination skills through IP-SAC participation and when systems authentically respond to student input, this directly supports the IPTN's ultimate outcome of improved inclusion and post-school success for students with ID and Black students with disabilities.

By centering student voice not as an add-on but as foundational to the work, we operationalize IPTN's commitment to disrupting the exclusionary systems and limiting beliefs that have historically marginalized students with disabilities.

### **Quality of Work Plan (c.4.ii)**

#### **TASK 1: Develop and facilitate an Inclusionary Practices Student Advisory Council (IP-SAC)**

Comprised of 12 Washington students with and without disabilities, including

representation from students with ID and Black students with disabilities throughout the state, the IP-SAC will serve as a critical feedback mechanism for the IPTN's work, ensuring that student perspectives drive resource development and technical assistance efforts.

The **purpose** of the IP-SAC would be to:

- Center students' voice in the IPTN work by ensuring students with disabilities—particularly those with ID and Black students with disabilities directly inform and guide inclusionary practices statewide.
- Provide authentic Washington student perspectives on barriers and facilitators to inclusive education that can shape IPTN training, resources, and technical assistance.
- Support student leadership and self-advocacy skills while creating a pipeline of disability advocates who can influence education policy and practice.
- Ensure high-quality student resources by having students provide feedback on IPTN student-facing resources.

The IP-SAC would meet 4 times for 90 minutes during the contract with TIES Center facilitators and any needed support staff available (e.g., interpreters, access assistants), ensuring accessibility for each and every participant.

### **Membership:**

- 12 Washington students with and without disabilities in Grades 6-12, including at least:
  - 3-4 participants are students with intellectual disabilities
  - 3-4 participants are Black students with disabilities
  - 2-3 students without disabilities
- Geographic representation across the state of Washington
- Students who are meaningfully included in general education settings, including students who participate in at least one core content class, an inclusive career/technical education course, or an inclusive transition experience alongside peers without disabilities.

### Activities Aligned to RFP Scope:

1. **Development of Resource Materials** (RFP Section I.B.1): IP-SAC will provide ideas for needed student-facing resources, and TIES staff will work with them to co-create the draft text of the resource. IP-SAC representatives will be invited to co-present at least one webinar.
2. **Coordination of TA Services** (RFP Section I.B.2): TIES Center facilitates IP-SAC, and provides council members' feedback on resources and strategy when attending IPTN PLCs.
3. **Long-Term Sustainability Planning** (RFP Section I.B.3): Establishes infrastructure for ongoing student engagement beyond the contract period. To do this, TIES will assemble all IP-SAC meeting protocols and materials for future use by OSPI or IPTN organizations beyond the limits of this potential contract.
4. **Centering IPTN Aim Populations** (RFP Section I.B.4): Partner with IPTN network, disability advocacy organizations (e.g., ROI, PAVE, Arc of Washington, self-advocacy groups), and school districts to identify potential members, remaining intentional to ensure Black students with disabilities and students with ID have clear representation. This will require:
  - a. Designing an application process and meeting structure that is accessible to a range of student interest and abilities (e.g., students can apply or participate in flexible ways, including in writing, pre-recorded video, verbally, or using AAC)
  - b. Developing selection criteria prioritizing lived experience, commitment to advocacy and self-determination, and representation of priority populations rather than academic or skill metrics
  - c. Amplifying the work of the IP-SAC by making their insights and recommendations available to the IPTN

### Deliverables (c.4.iv):

- IP-SAC meeting protocols

- Attendance and meeting minutes from four 90-minute virtual IP-SAC meetings
- IP-SAC reports summarizing student input and recommendations
- Thematic analysis of student feedback

## **OSPI Involvement**

In the design and implementation of the IP-SAC, we would rely on OSPI as collaborative partners to ensure effective recruitment strategies, to make introductions to relevant Washington organizations that aren't already a part of the IPTN (e.g., Investing in Student Potential coalition), and identify ways to disseminate the students' input to the IPTN.

## **Task 2: Data Monitoring & Analysis + Centering Aim Population.**

TIES Center will collect qualitative data through interviews with up to 12 Washington students with ID, to understand their lived experiences in inclusive and segregated educational settings. These interviews will generate critical information on student perspectives regarding inclusive education, IEP participation, and school belonging. They will fill a significant gap in Washington's current data infrastructure and offer data to embed into TA and resources statewide.

## **Activities Aligned to RFP Scope:**

1. **Data Monitoring & Analysis** (IPTN Driver): Collects qualitative data on student experiences with exclusion/inclusion
2. **Evidence-Based Practices** (IPTN Driver): Student input identifies what practices actually work from their perspective
3. **Development of Resource Materials** (RFP Section I.B.1)
4. **Centering IPTN Aim Populations** (RFP Section I.B.4): Prioritizes perspectives of students most impacted by exclusionary practices (i.e., students with ID, Black students with disabilities).
5. **Outcomes Measurement** (RFP Section C.4.vi): Provides baseline student perspective data for measuring IPTN impact.

**Key Questions:**

1. What supports help students with ID participate meaningfully in general education settings?
2. How do students experience IEP meetings, and what would increase their participation?
3. What do students want educators to know about inclusive education?
4. How do Black students with disabilities experience inclusion differently?

**Deliverables (c.4.iv):**

- Interview protocol (accessible for students with diverse communication and means of expression, limitations apply for students who are EL)
- Report based on qualitative data analysis of interview themes and recommendations
- Student voice data brief highlighting findings for IPTN interest-holders
- De-identified quotes and insights assembled for integration into IPTN resources

**OSPI Involvement**

We would rely on OSPI for guidance on recruitment of interviewees as well as occasional data checks, as needed to ensure accurate interpretation.

**Task 3: Development of Resource Materials with State-Level Reach + Student/Family Engagement.**

TIES Center will work alongside the IP-SAC members to co-create up to 2 **resources for Washington students and school teams on elevating student voice in IEP meetings**. This resource will shift the paradigm from students as passive recipients to active leaders in their educational planning—directly addressing IPTN's goal to “disrupt limiting beliefs” and promote student agency.

### Resource Components:

- Student IEP Participation Toolkit (co-branded with OSPI) that includes
  - A video (up to 15 minutes) of a student with ID meaningfully participating in their IEP ready to disseminate, and
  - Draft text for a Before/During/After IEP Meeting Worksheet with Visual Communication Supports (cards, choice boards, digital options)

### Activities Aligned to RFP Scope:

1. **Development of Resource Materials (RFP Section I.B.1):** Co-create draft text for student-facing resources with IP-SAC members that have statewide reach and demonstrate authentic student partnership.
2. **Coordination of TA Services (RFP Section I.B.2):** The toolkit and video will be integrated into IPTN's broader technical assistance efforts, providing a tangible resource that IPTN partners can use in their work with districts statewide. IP-SAC members' input ensures resources reflect authentic student needs.
3. **Long-Term Sustainability Planning (RFP Section I.B.3):** By creating draft text for resources that, once published, schools can implement independently, this work builds sustainable capacity for centering student voice beyond the contract period. The implementation guide enables districts to continue this work without ongoing external support.
4. **Centering IPTN Aim Populations (RFP Section I.B.4):** Resources will be designed to be usable for students with extensive support needs, including students with ID and Black students with disabilities. The video exemplar features a Washington student with ID, demonstrating presumption of competence and authentic participation.

### Deliverables (c.4.iv):

- Draft text for a student IEP Participation Toolkit
- Video of a Washington student participating in their IEP meeting with audio description and captioning

- Draft text for a practical implementation guide for schools related to student voice (2-3 pages)
- Training slide deck for professional development based on the implementation guide

## **OSPI Involvement**

OSPI would assist TIES Center in identifying the student to feature in the IEP participation video. OSPI would also be responsible for publishing the IEP Participation Toolkit in alignment with their branding and accessibility guidelines.

## **Task 4: State-Level Reach.**

Deliver professional development on student voice in inclusive practices through two presentations (one webinar and one presentation at the Integrated MTSS Conference in Summer 2026) that feature IP-SAC member(s) as co-presenters. These sessions will demonstrate authentic student partnership and provide educators with concrete strategies and **evidence-based practices** for centering student voice, directly reaching Washington's education workforce. The webinar and session at the Integrated MTSS Conference, would be designed for educators and school administrators. The aim would be to:

- Share IP-SAC members' experiences and recommendations related to inclusionary practices and the work of the IPTN.
- Share elements of the Student IEP Participation toolkit, and get feedback on it.
- Share preliminary findings from interviews.

**Evidence of Reach:** The webinar will be recorded, and made available to OSPI and the IPTN for potential dissemination, and the conference session information with registration data, evaluation surveys, and follow-up engagement metrics will be provided to OSPI to demonstrate statewide reach and impact.

- 1. Development of Resource Materials with State-Level Reach (RFP Section I.B.1):** Webinar and conference presentation directly reach Washington's education workforce statewide, demonstrating authentic student partnership while disseminating evidence-based practices for centering student voice. Recorded, accessible versions extend reach beyond live attendance.
- 2. Coordination of TA Services (RFP Section I.B.2):** Professional development sessions coordinate with IPTN's broader TA delivery by showcasing student voice work, promoting the Student IEP Participation Toolkit, and sharing findings from student interviews. This ensures student perspectives inform multiple IPTN technical assistance streams.
- 3. Centering IPTN Aim Populations (RFP Section I.B.4):** Student co-presenters will include students with ID and Black students with disabilities, ensuring these populations are visibly centered in professional development. Content explicitly addresses barriers these students face in having their voices heard and valued.

#### **Deliverables (c.4.iv):**

- Two presentations related to student voice and the work of the IP-SAC
- Recorded, captioned (using built in Zoom features), ADA-compliant versions of the webinar for on-demand access
- Presentation materials and handouts
- **Data Monitoring & Analysis (IPTN Driver)**
  - Attendance metrics, evaluation surveys, resource downloads, and follow-up engagement data will provide quantitative evidence of statewide reach and impact.
  - Pre/post surveys generate data on educator mindset shifts regarding student voice and capacity.

#### **OSPI Involvement**

OSPI will be invited to review and provide feedback on all presentation materials, as well as co-present both the webinar and Integrated MTSS Conference session.

## **Potential for extension in future contracts**

- Expand reach of IP-SAC to post-high school
- Create additional video examples of student IEP participation
- Create a student voice landing page website to house all resources related to student voice and inclusionary practices, see <https://imdetermined.org/> for inspiration.

## **Project Schedule (c.4.iii)**

### **Phase 1 (Months 1-3): Infrastructure Development**

- Develop accessible student engagement protocols
- Recruit IP-SAC (12 members, prioritizing aim populations)
- Design interview protocols
- Establish data collection and analysis procedures

### **Phase 2 (Months 2-5): Data Collection & Council Activation**

- Launch IP-SAC with monthly meetings
- Conduct 12 student interviews across Washington
- Begin analysis of IP-SAC notes and interview transcripts
- Present preliminary findings to IPTN Communities of Practice

### **Phase 3 (Months 4-7): Resource Co-Creation**

- Co-design Student IEP Participation Toolkit with IP-SAC input
- Integrate interview findings into resource development
- Develop webinar content with student co-presenters

### **Phase 4 (Months 7-9): Dissemination & Sustainability**

- Deliver draft IEP toolkit with supporting materials to OSPI/IPTN for their publication
- Deliver 2 webinars featuring student council members

- Present at MTSS Fest (if applicable)
- Share meeting protocols with OSPI for potential sustainability beyond the contract period
- Complete impact analysis and final reporting

### **Ongoing Throughout (Months 1-9):**

- Facilitate four IP-SAC meetings
- Share findings and student input at IPTN Program Learning Communities & meetings and through other means
- Coordinate work with OSPI Contract Manager
- Collect data about reach and impact

## **Performance-Based Contracting**

In alignment with the RFP and OSPI policy, we have structured Technical and Cost proposals in a performance-based manner that identifies payment(s) tied to deliverables and performance measures or outcomes and are contingent on the TIES Center providing such deliverables or achieving performance outcomes.

## **Outcomes and Performance Measurement**

Describe the impacts/outcomes the Consultant proposes to achieve as a result of the delivery of these services including how these outcomes would be monitored, measured, and reported to the state agency. Note: Mere repetition of the work statement in Section 1 will not be considered responsive.

### **Outcomes:**

1. **Initial:** Washington has a statewide student advisory council focused on inclusionary practices
2. **Short-term:** Student perspectives are systematically integrated into IPTN resources and TA delivery
3. **Medium-term:** Educators report increased understanding of and commitment to student voice (measured via webinar evaluations)

4. **Long-term:** Students with disabilities, especially those with ID and Black students with disabilities, experience increased agency in educational decision-making

### **Performance Measures:**

#### *Output Measures:*

- Number of student advisory meetings held
- Number of students engaged (council + interviews)
- Number of IPTN members present when findings are presented
- Webinar attendance and resource downloads
- Demographic data showing reach to aim populations

#### *Outcome Measures:*

- Pre/post webinar surveys measuring participant perception shifts
- IP-SAC member self-reported sense of agency/empowerment
- Documentation of how student input changed IPTN resources or practices
- Council member participation rates and engagement quality

#### *Process Measures:*

- Fidelity to accessible engagement protocols
- Representation of aim populations in council and interviews
- Integration points where student voice informed IPTN decisions
- Quality indicators from council meeting feedback

### **Data Collection Methods:**

- Meeting notes and thematic analysis (qualitative)
- Pre/post surveys (quantitative)
- Resource usage analytics (quantitative)
- Case documentation of student impact on IPTN work (qualitative)
- Student feedback on their own experience (qualitative)

## Risks

The TIES Center is committed to transparent risk management in partnership with OSPI. We have identified six potential risks to project success, ranging from student recruitment challenges to timeline pressures inherent in a 9-month contract period. For each risk, we provide concrete mitigation strategies and clear protocols for monitoring and reporting to the OSPI Contract Manager. Our approach balances realistic assessment of challenges with confidence in our team's ability to navigate them successfully.

### **Risk 1: Student Recruitment and Retention for IP-SAC**

**Risk Description:** Difficulty recruiting 12 diverse students, particularly students with ID and Black students with disabilities, who can commit to regular participation throughout the contract period. Student attrition due to competing demands (school, extracurriculars, family obligations) could compromise council representation and continuity.

#### **Mitigation Strategy:**

- **Proactive Recruitment:** Begin recruitment immediately upon contract award, partnering with OSPI, disability advocacy organizations (PAVE, Roots of Inclusion, Arc of Washington, Student Potential Youth Advocacy Council), and districts to identify potential members.
- **Over-recruit:** Recruit 15-18 students to account for potential attrition, ensuring minimum viable council size is maintained.
- **Flexible Participation:** Design meeting structure to accommodate varied schedules (after-school hours, virtual options, recording for asynchronous participation when needed).
- **Meaningful Incentives:** Provide student stipends, certificates of participation, and clear pathways to showcase their leadership (webinar co-presenting, resource co-authorship).
- **Family Engagement:** Communicate regularly with families to support student participation and address barriers proactively.

**Monitoring and Reporting:** Regular reports to OSPI Contract Manager will include IP-SAC attendance rates, demographic composition, and any recruitment challenges. If attendance falls below 10 students for two consecutive meetings, TIES will implement accelerated recruitment and consult with OSPI on adjustments.

## **Risk 2: Accessibility and Communication Barriers**

**Risk Description:** Students with extensive support needs who participate in the IP-SAC or interviews may require specialized communication supports (AAC devices, braille, ASL) that are not adequately planned for or available, limiting authentic participation. Due to the constraints of the budget, only *some* barriers have a plan for mitigation (ASL interpretation for IP-SAC, payments for access assistants, and flexible communication options). However, due to budget constraints and complications that may arise from including participants who are English Learners, we may limit the inclusion criteria to ensure we are able to adequately support all participants.

### **Mitigation Strategy:**

- **Pre-Assessment:** During recruitment, assess each student's communication needs and preferences through conversations with students, families, and educators (when appropriate and with student/family permission).
- **Budget Allocation:** Dedicated budget and infrastructure for ASL interpreters, captioning, audio description, and other accessibility services (detailed in budget).
- **Accessible Protocols:** Use Lundy's Model of Participation (Lundy, 2007) to ensure multiple means of expression (verbal, written, video, AAC, digital media, visual supports).
- **Expert Consultation:** Engage student's access assistant and TIES internal communication experts as needed to ensure protocols meet individual student needs.
- **Continuous Feedback:** Regularly solicit feedback from students and families about meeting accessibility and adjust accordingly.

**Monitoring and Reporting:** Each IP-SAC meeting summary will include documentation of accessibility supports provided and student feedback on participation experience. Any accessibility barriers will be immediately reported to OSPI Contract Manager with proposed solutions.

### **Risk 3: Staff Turnover and Continuity**

**Risk Description:** Loss of key personnel or leaves of absence (PI, Co-PI, or core researchers) could disrupt project continuity, particularly given the relationship-building nature of work with students and the specialized expertise required.

#### **Mitigation Strategy:**

- **Core Team Stability:** All proposed personnel are established TIES staff with long tenure at the University of Minnesota and demonstrated commitment to inclusive education work. Dr. Kristi Liu (PI) has successfully served as the Principal Investigator for the existing three-year contract, ensuring proven continuity of leadership and expertise. Dr. Jessica Bowman (Co-PI), the organization's Assistant Director, has been integral to the success of the Washington partnership for over five years through both the current contract and a preceding grant. This history of shared success and established roles minimizes the risk of staff turnover.
- **Distributed Leadership:** A Co-PI model for this project ensures no single point of failure. Dr. Liu's and Dr. Bowman's roles are designed to complement and support each other. In addition, Drs. Bowman, Ghere, and Sommerness all have deep knowledge of IP-SAC facilitation and IPTN coordination. While Dr. Sommerness will conduct much of the daily work of the IP-SAC and already attends the IPTN through her role on another project, Drs. Bowman or Ghere can step in immediately to lead both the IP-SAC facilitation and IPTN coordination, ensuring seamless high-level continuity and decision-making for these critical project functions.

- **Documentation:** Comprehensive documentation of all protocols, meeting notes, student information (confidentially), and project processes will be maintained in shared cloud-based storage ensuring immediate access and institutional memory across all project staff.
- **Succession Plan:** If key personnel depart, TIES commits to:
  - Prompt notification to OSPI Contract Manager
  - Identification of qualified replacement within TIES Center or University network
  - Minimum two-week overlap for knowledge transfer when possible
  - No disruption to student-facing activities (meetings proceed as scheduled)
- **University Infrastructure:** As a University-based center, TIES can draw on institutional resources and personnel if emergencies arise.

**Monitoring and Reporting:** Any anticipated staffing changes will be communicated to OSPI Contract Manager in advance. Regular reports to OSPI will include staffing updates and any adjustments to team structure.

#### **Risk 4: Data Collection Challenges**

**Risk Description:** Difficulty recruiting key student interviewees (particularly from aim populations), students providing limited or unclear responses, or challenges capturing authentic student voice due to power dynamics or communication barriers could compromise the completeness and integrity of the project's data.

#### **Mitigation Strategy:**

- **Targeted Recruitment:** Partner with OSPI, districts, and advocacy organizations to identify students with ID and Black students with disabilities willing to share their experiences.
- **Relationship Building:** Conduct initial "getting to know you" conversations before interviews to build rapport and trust.

- **Accessible Protocols:** Design interview questions and formats accessible for diverse communication styles (visual supports, multiple choice options, open-ended questions, etc.).
- **Trained Interviewers:** All project staff, including interviewers, will have experience working with students with diverse communication needs and will consult with ICI staff on person-centered interviewing techniques.
- **Multiple Data Points:** Combine interview data with IP-SAC conversations and existing literature to ensure robust qualitative findings, even if some interviews yield limited data.
- **Flexible Sample Size:** Proposal specifies "up to 12" interviews, allowing flexibility if recruitment is challenging while still generating meaningful qualitative data.

**Monitoring and Reporting:** Regular updates to OSPI Contract Manager will include interview recruitment status, completion rates, and any challenges encountered. If recruitment significantly lags, TIES will consult with OSPI on alternative strategies (e.g., focus groups instead of individual interviews, extended recruitment timeline).

## **Risk 5: Timeline Delays**

**Risk Description:** Delays in contract execution or resource development could compress timeline for deliverable completion, particularly given the 9-month contract period.

### **Mitigation Strategy:**

- **Project Launch and Rapid Initiation:** Upon contract award, TIES will promptly:
  - Initiate recruitment processes
  - Submit IRB application (if required by University)
  - Begin developing accessible engagement protocols
  - Schedule initial OSPI coordination meetings

- **Phased Approach:** Work plan includes overlapping phases to build in flexibility (e.g., IP-SAC recruitment occurs while interview protocols are being developed).
- **Regular Check-ins:** Bi-weekly communication with OSPI Contract Manager to proactively identify and address any emerging timeline concerns.
- **Resource Development Efficiency:** TIES will adapt existing resources (IEP participation examples, self-determination materials), when possible, rather than creating everything from scratch, accelerating development.
- **Contingency Plan:** If significant delays occur, TIES will propose revised timeline and deliverable prioritization in consultation with OSPI.

**Monitoring and Reporting:** Regular progress reports will include timeline tracking for all deliverables. Any deliverable at risk of delay will be flagged immediately with proposed mitigation.

## **Risk 6: Limited Engagement or Impact**

**Risk Description:** Resources developed may not be widely adopted by Washington educators, or webinars may have low attendance, limiting statewide reach and impact.

### **Mitigation Strategy:**

- **Co-Design Approach:** Engaging IP-SAC members and interview participants ensures resources reflect authentic student needs and are compelling to educators.
- **IPTN Integration:** Coordinating with the IPTN network ensures resources are promoted through established channels and aligned with ongoing TA efforts.
- **OSPI Partnership:** Collaborating with OSPI on dissemination leverages state-level platforms and credibility.
- **Multiple Formats:** Providing resources in multiple formats (video, written guide, presentation slides, worksheets) increases accessibility and adoption.

- **Strategic Timing:** Scheduling webinar to align with IPTN convenings and Integrated MTSS Conference maximizes attendance.

**Monitoring and Reporting:** Regular reports to OSPI will include reach metrics (downloads, webinar registrations, website visits). If engagement is lower than expected, TIES will consult with OSPI on additional dissemination strategies.

## **Business Continuity Plan**

**University Infrastructure:** As a center within the University of Minnesota, TIES benefits from institutional continuity even during disruptions:

- **Facility Access:** All work can be conducted remotely if needed (already demonstrated during COVID-19 pandemic). TIES staff have home office setups and secure access to University systems.
- **IT Support:** University provides robust IT infrastructure, data security, and technical support.
- **HR/Payroll Continuity:** University systems ensure uninterrupted payroll and benefits even during staff transitions.
- **Institutional Knowledge:** Project documentation will be stored in secure, shared University systems accessible to multiple team members.

## **Emergency Protocols:**

- **Key Personnel Absence:** If PI or Co-PI is unavailable due to emergency, the other assumes full project leadership.
- **Communication Plan:** OSPI Contract Manager will be notified promptly of any significant disruption (key staff absence, technical issues, etc.) with proposed workaround.
- **Student-Facing Commitments:** IP-SAC meetings will proceed as scheduled except in extreme circumstances. Students and families will receive advance notice of any cancellations with rescheduling plan.

**Monitoring and Reporting:** Any business continuity issues will be promptly communicated to OSPI Contract Manager with impact assessment and a mitigation plan.

## MANAGEMENT PROPOSAL

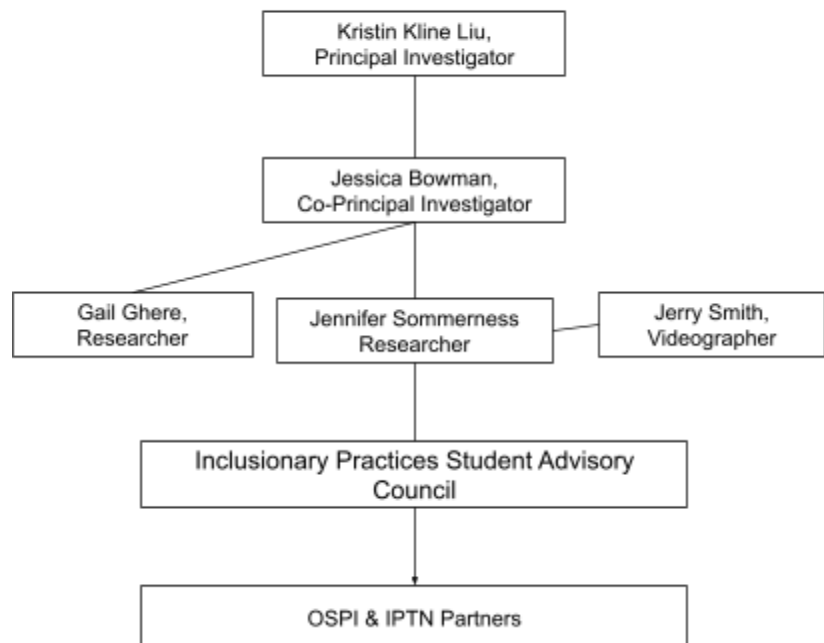
### Project Management/Team Structure/Internal Controls

Provide a description of the proposed project team structure and internal controls to be used during the course of the project, including any subcontractors. Identify staff, including subcontractors, who will be assigned to the potential contract, indicating the responsibilities and qualifications of such personnel, and include the amount of time each will be assigned to the project.

**Kristin Kline Liu, Ph.D., Principal Investigator**, will have responsibility for overall leadership and direction for the project, oversee all staff and project activities, manage the budget and invoicing, and ensure alignment with project goals and contract requirements. She will be the primary point of contact with the OSPI contract administrator for contract invoicing.

**Jessica Bowman, Ph.D., Co-Principal Investigator**, will lead day-to-day project operations and actively participate in project activities. She will ensure that deliverables are completed on time and meet quality standards. Dr. Bowman will coordinate project activities with OSPI staff and

**Organizational Chart**



will oversee the work of the student advisory panel in conjunction with Dr. Sommerness. In addition, she will have primary responsibility for recruitment, interview protocol development, and data analysis for the student interviews.

**Jennifer Sommerness, Ed.S., Researcher**, will support implementation and coordination of project activities under the direction of the Principal and Co-Principal Investigators. In collaboration with Dr. Bowman, she will lead the IP-SAC. As an IPTN member who attends regular meetings, she will coordinate with the IPTN lead to share relevant findings and resources with IPTN members. She will also lead the creation of video on student voice in IEP meetings. She will oversee the work of Jerry Smith.

**Gail Ghere, Ph.D., Researcher**, will support student interviews under the direction of Co-PI Bowman. She will assist with the creation of student interview questions, scheduling of interviews, payment and documentation of student stipends, analysis of interview transcripts, and creation of the internal summary report.

**Jerry Smith, Director of Marketing and Communications**, an experienced and award-winning videographer, will oversee video production for the project. He will ensure all video is accessible (e.g., audio description, captions) and meets OSPI requirements for branding and formatting.

**Inclusionary Practices Student Advisory Council (IP-SAC):** The student advisory council, a group of secondary-aged students with and without disabilities, will convene once a month for four months to discuss barriers and facilitators to inclusionary practices in Washington. They will directly inform and guide inclusionary practices and IPTN partners' work statewide.

## Experience of the Consultant/Staff/Subcontractors

The TIES Center, based at the University of Minnesota, provides experience highly relevant to this project and Washington state's inclusive education goals. TIES' foundational expertise stems from its role as the federally funded National Technical Assistance Center on Inclusive Practices and Policies K-8. This background

ensures that our practices are informed by evidence-based methods and national policy expertise. Significantly, TIES had a multi-year Technical Assistance (TA) relationship with the Office of Superintendent of Public Instruction (OSPI) when Washington was an intensive TA partner, providing our staff with an in-depth understanding of Washington's specific educational structures, challenges, and implementation needs regarding inclusive education policy.

Since the conclusion of federal funding, the TIES Center has successfully transitioned its operational model to focus primarily on state and district contracts, functioning as a specialized consulting partner on K-12+ inclusive education systems. This pivot has not only maintained but strengthened our relevance, as TIES has secured and maintained successful contracts in support of WA's inclusive education work for the past three years. This continuity demonstrates our up-to-date familiarity with current OSPI initiatives and the specific needs of the Inclusionary Practices Technical Assistance Network (IPTN), fulfilling desired qualifications for this project.

The **TIES Center** will utilize its core team, staff who were integral to the Center's previous federal and state contract work, to lead all primary project activities, ensuring **continuity of knowledge**. The need for any specialized personnel beyond the core team will be met through **contracts for professional services**, secured via a rigorous selection process to ensure highly qualified expertise is retained where required. Furthermore, essential accessibility services, such as **ASL interpreters and captioners** (as detailed in the budget), will be sourced using established Washington state contract requirements and professional standards to ensure full compliance. This comprehensive approach guarantees that all project personnel meet the necessary qualifications for successful delivery.

## Related Contracts

1. **TIES-OSPI Contract on Inclusive Education for Washington Students with Extensive Support Needs**

Dates: 2023-present

Contract Reference Number: 20230378

Contract Amount: Year 1; \$130,598.64; Year 2: \$182,719.36; Year 3:  
\$179,658 **Total: \$492,976.00.**

Contact: David Green

Assistant Director of Special Education Operations, OSPI

[David.Green@k12.wa.us](mailto:David.Green@k12.wa.us)

360-725-6075

## **2. TIES-Minnesota Department of Education Contract to Create an Inclusive Principal Leadership Manual**

Dates: 2024-present

Contract Reference Number: CON000000112652

Contract Amount: \$199,050.75

Contact: Holly Anderson, Integrated Education Specialist, Minnesota  
Dept. of Education

[holly.andersen@state.mn.us](mailto:holly.andersen@state.mn.us)

651-582-8668

## **3. TIES Contract to Provide Professional Development and Coaching on Inclusive Instruction to the Tucson Unified School District (TUSD)**

Dates: 2023-2024

Contract Reference Number OES000000016554

Contract Amount: \$92,765.90

Contact: Theresa Huelskamp, Professional Development Academic  
Trainer Coordinator, TUSD

[theresa.huelskamp@tusd1.org](mailto:theresa.huelskamp@tusd1.org)

520-225-6610

Note: TUSD has a current smaller contract for a second virtual  
professional development series in 2025-2026

## References

**Dr. Cassie Martin**, Executive Director of Special Education, Office of Superintendent of Public Instruction (OSPI)

[cassie.martin@k12.wa.us](mailto:cassie.martin@k12.wa.us)

**c:** 360-362-5516 | **p:** 360-725-6075

Business Relationship: Close collaborator and decisionmaker on the TIES-OSPI Contract on Inclusive Education (2023-present) and while at the University of Washington Haring Center when Washington was selected as TIES intensive technical assistance state (2019-2022).

**Dr. Jaimee Kidder**, Program Supervisor, Special Education Division, Office of Superintendent of Public Instruction (OSPI)

[jaimee.kidder@k12.wa.us](mailto:jaimee.kidder@k12.wa.us) | 360-725-6075

Business Relationship: Collaborated on the development of the [Comprehensive Inclusive Education in Washington](#) and [Extended Myths & Facts About Inclusionary Practices in Washington](#) resources currently on the OSPI website. Also collaborated on and co-delivered multiple professional development sessions with Dr. Kidder.

**Meredith Penner, M.Ed.**, Educational Consultant, Pennsylvania Training and Technical Assistance Network (PaTTAN)

[mpenner@pattankop.net](mailto:mpenner@pattankop.net) | 610-878-7204

Business Relationship: Oversaw TIES work on multiple inclusive education training and professional development contracts for PaTTAN and Pennsylvania educators.

## Past Performance

TIES Center is proud of its exemplary record of contractual performance. We confirm that across all past contracts, including the full history of our TIES contracts, we have never been found in breach of contract. We are committed to maintaining this standard of performance and integrity throughout the IPTN contract period, ensuring timely and compliant execution of all deliverables and financial terms.

## Examples/Samples of Related Projects/Previous Work

1. **Resource:** Comprehensive Inclusive Education in Washington  
<https://z.umn.edu/CIEinWA>; <https://z.umn.edu/CIEPDF> (accompanying PDF resource)
  - a. A collaborative effort between TIES Center and OSPI
2. **Research Report:** Bowman, J. A., Ghery, G. S., Sommerness, J. E., & Lazarus, S. S. (2024). A mixed methods study on teaching students who moved from the AA-AAAS to general state assessment (MIDAS Report 102). Making Improved Decisions for Students on the Cusp of Alternate Assessment Participation Using Multiple Measures of Academic Achievement from Multiple Sources (MIDAS).  
<https://nceo.umn.edu/docs/OnlinePubs/MIDASReport102.pdf>
  - a. This is a report created on a different project in our department but showcases our ability to engage in applied research and included three TIES staff (Bowman, Sommerness, & Ghery).
3. **Presentation Slides:** The 10 Dimensions of Belonging: What You See, Hear, & Feel When ALL Learners are Included (includes an example of a student with extensive support needs leading their IEP meeting using augmentative communication)  
[https://docs.google.com/presentation/d/1chRcqY\\_M7aTrTZG9ZVw6BdzmXSGOrD8oqMW-eyYhpaM/edit?slide=id.g2018208418d\\_0\\_593#slide=id.g2018208418d\\_0\\_593](https://docs.google.com/presentation/d/1chRcqY_M7aTrTZG9ZVw6BdzmXSGOrD8oqMW-eyYhpaM/edit?slide=id.g2018208418d_0_593#slide=id.g2018208418d_0_593)
4. **Video:** Inclusive Science Lesson - Newton's Law (with Audio Description)  
<https://z.umn.edu/newtonslaw>
  - a. This video, showcasing one of TIES' Instructional Practices Videos, shows how a student with an intellectual disability is included in general education using universally designed, collaborative instruction.

5. **Presentation Recording:** OSEP Project Director's Conference Presentation:  
<https://drive.google.com/file/d/1-6BIncpWCVQC-rBBvaRDP6uvHdChp-e6/view?usp=sharing>
  - a. This conference presentation recording demonstrates some of the outcomes that resulted from TIES' collaboration with a Washington school district and schools within it.

## Subcontractors

The TIES Center's core project team will perform all primary TA and resource development activities. The following are the **only anticipated Contracts for Professional Services** needed to secure essential accessibility services for this project:

- **ASL Interpreters:** Contracts for professional service for ASL interpretation will be secured for the **IP-SAC meetings**, as detailed in the budget. Potential interpreters will be identified using established Washington state contract requirements and professional standards to guarantee certified personnel.
- **Audio Description Services:** Contracts for professional service will be secured for audio description services for IEP participation video content developed through this project. This ensures content accessibility for people who are blind or have low vision, aligning with Web Content Accessibility Guidelines (WCAG) standards.
- **Captioning Services:** Contracts for professional service for video captioning will ensure the student IEP video is accessible to individuals with disabilities.

## Compliance and Reporting (Access Equity/B2Gnow)

The TIES Center acknowledges the mandatory compliance tracking and reporting requirements outlined in this section, which are managed through the State's business diversity management system, Access Equity (B2Gnow).

Upon contract award, the TIES Center, in collaboration with the University of Minnesota's central administrative and grants offices, is committed to ensuring compliance with all system requirements:

1. **System Registration:** We will ensure that the required registration information for the University, as the contracting entity, in the B2Gnow system is verified as current and complete.
2. **Monthly Reporting:** We understand and commit to ensuring that all payments made to utilized professional service contractors are reported through the Access Equity system on a monthly basis, including recording the total payment in dollars and payment dates.
3. **Service Provider Verification:** We will require our contracted service providers to verify the payment information entered into the Access Equity system, as required by the state.
4. **Training:** We will collaborate with the relevant University offices to utilize the online training available through the Access Equity/B2Gnow system to ensure full compliance with all administrative and reporting requirements.

## COST PROPOSAL

### Identification of Costs

The total cost proposal is organized by the primary project activities outlined in the Work Plan (C.4.ii.). All staff time, travel, and administrative overhead are allocated directly to the corresponding task, demonstrating compliance with RFP requirements.

### **TASK 1: Develop and facilitate a standing Inclusionary Practices Student Advisory Council (IP-SAC)**

#### **Deliverables:**

- Attendance and meeting minutes from four 90-minute virtual IP-SAC meetings

- IP-SAC reports summarizing student input and recommendations
- Thematic analysis of student feedback

### Task 1 Costs

| Item                            | Description                                                                                                                                                                                                                                                                                                    | Total Hours | Total Cost         |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------|
| Staff                           | Kristi Liu, Jessica Bowman, Jennifer Sommerness                                                                                                                                                                                                                                                                | 417.85      | 29,105.90          |
| Stipends                        | 12 students on IP-SAC; Access Support for 6 students with disabilities on IP-SAC                                                                                                                                                                                                                               | n/a         | 3,600.00           |
| Copy/Print                      |                                                                                                                                                                                                                                                                                                                | n/a         | 100.00             |
| Mailing                         |                                                                                                                                                                                                                                                                                                                | n/a         | 250.00             |
| ASL Interpreting                | ASL interpreting for IP-SAC virtual participants who require it. 12 hours of interpreting (4 meetings x 1.5 hours x 2 interpreters) and 4 hours of preparation (4 sessions x .5 hrs/session x 2 interpreters), plus a one-time \$65 booking fee. A 15% contingency fee is added to cover unforeseen situations | 16          | 1,363.00           |
| <i>Subtotal Before Indirect</i> |                                                                                                                                                                                                                                                                                                                |             | 34,418.90          |
| Indirect (~10%)                 |                                                                                                                                                                                                                                                                                                                |             | 3,441.89           |
| <b>Total</b>                    |                                                                                                                                                                                                                                                                                                                |             | <b>\$37,860.79</b> |

### Task 2: Data Monitoring & Analysis + Centering Aim Population

#### Deliverables:

- Student interview protocol
- Interview summary report
- Student voice data brief
- De-identified quotes and insights

### Task 2 Costs

| Item                            | Description                               | Total Hours | Total Cost  |
|---------------------------------|-------------------------------------------|-------------|-------------|
| Staff                           | Kristi Liu, Jessica Bowman, Gail Ghery    | 305.6       | 21,278.93   |
| Stipends                        | \$50/student * 12 students for interviews | n/a         | 600.00      |
| Copy/Print                      |                                           | n/a         | 50.00       |
| <i>Subtotal Before Indirect</i> |                                           |             | 21,928.93   |
| Indirect (~10%)                 |                                           |             | 2,192.89    |
| <b>Total</b>                    |                                           |             | \$24,121.82 |

### Task 3: Development of Resource Materials with State-Level Reach + Student/Family Engagement.

#### Deliverables:

- Draft text for student IEP Participation Toolkit
- Video
- Draft text for practical implementation guide
- Training slide deck

### Task 3 Costs

| Item              | Description                                                  | Total Hours | Total Cost |
|-------------------|--------------------------------------------------------------|-------------|------------|
| Staff             | Kristi Liu, Jessica Bowman, Jennifer Sommerness, Jerry Smith | 557.85      | 38,843.10  |
| Travel            | Travel for 3 people to create video materials                | n/a         | 7,500.00   |
| Copy/Print        |                                                              | n/a         | 50.00      |
| Audio Description | AudioDescription to provide accessible video                 | n/a         | 400.00     |
| Captioning        | Captioning to provide accessible video.                      | n/a         | 30.00      |

|                                 |                    |
|---------------------------------|--------------------|
| <i>Subtotal Before Indirect</i> | 46,823.10          |
| Indirect (~10%)                 | 4,682.31           |
| <b>Total</b>                    | <b>\$51,505.41</b> |

## Task 4: State-Level Reach

### Deliverables:

- Two presentations about student voice
- Recorded webinar
- Presentation materials and handouts
- Quantitative evidence of reach and impact

### Task 4 Costs

| Item                            | Description                                        | Total Hours | Total Cost         |
|---------------------------------|----------------------------------------------------|-------------|--------------------|
| Staff                           | Kristi Liu, Jessica Bowman,<br>Jennifer Sommerness | 356.7       | 24,837.02          |
| Travel                          | 1 trip ea. for 2 people @<br>\$2500/trip           | n/a         | 5,000.00           |
| Copy/Print                      |                                                    | n/a         | 50.00              |
| <i>Subtotal Before Indirect</i> |                                                    |             | 29,887.02          |
| Indirect (~10%)                 |                                                    |             | 2,988.70           |
| <b>Total</b>                    |                                                    |             | <b>\$32,875.72</b> |

### Total Costs

|                                                               |                     |
|---------------------------------------------------------------|---------------------|
| *Grand Total Activities 1-4<br><i>Rounded to Whole Dollar</i> | <b>\$146,364.00</b> |
|---------------------------------------------------------------|---------------------|

## Fee for Service

This proposal does not include any fee-based methods of providing services to LEAs.

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