

Cooperative Purchasing Toolkit



Table of Contents

Public School Purchasing	3
What is Traditional Cooperative Purchasing and Why is it Important?	4
How and When to Use Traditional Cooperative Purchasing	5
Figure A – Cooperative Purchasing Implementation Steps	5
Figure B – Create a Business Use Case with Traditional Cooperative Purchasing	6
Example Business Use Case Template for Traditional Cooperative Purchasing	7
Example – Traditional Cooperative Purchasing Template	7
Appendix	10
Cooperative Purchasing Experts	10
Why Use Sourcewell?	10
Testimonials	11
District Purchasing Hub	13
Sourcewell Cooperative Purchasing Guides – Educational Resources for K-12 Education Purchasing Professionals	14
DECIDER GUIDE: When to use cooperative purchasing to add public dollar power	14
THE PUBLIC PROCUREMENT PAYOFF: Master the art of contract negotiations	14
LEADING WITH EMPATHY: Strategies for empathy-driven leadership in public procurement	14
DATA ANALYTICS IN PROCUREMENT	14
STRATEGIC SOURCING TOOLKIT: Moving your procurement team from tactical to strategic	14
BEST PRACTICES FOR MORE EFFECTIVE CONTRACT ADMINISTRATION	14
WRITING FOR RESULTS: Business communication insights for procurement pros	14
READY TO GO GREEN: A roadmap for public agencies	15
PUBLIC FLEET ELECTRIFICATION GUIDE	15
BUILDING THE FLEET DREAM TEAM	15
ACCELERATE COMMUNITY CONSTRUCTION: Fast track your projects with on-demand construction contracts	15
BUILDING RESILIENCE THROUGH DISASTER PREPAREDNESS	15
Business Use Case Templates	15
Traditional Cooperative Purchasing Templates	15
Resource Listing	16
Who We Are	18
How to Reach Us	19

Public School Purchasing

Purchasing is one of the most important functions a public school district performs. Districts need goods and services year-round to provide the best, most effective, and efficient educational tools and settings for staff and students. Additionally, public schools need the best price for goods and services without compromising quality, while maintaining compliance with state procurement rules.

While there are many subcategories of purchasing, there are three main types of purchasing on which districts can rely: **traditional purchasing, traditional cooperative purchasing, and sole-source purchasing.**

Traditional purchasing or competitive bid purchasing in education refers to a model where individual districts handle their own procurement processes independently. Historically the first approach established for educational procurement, this model typically involves working directly with vendors and making purchasing decisions at the district or departmental level.¹ Districts using this method maintain full autonomy over every step, from choosing suppliers to finalizing contract terms. While this independence can be valuable, it often means missing out on the advantages offered by cooperative purchasing methods.

The purpose of this toolkit is to:

1. Distinguish between the purchasing methods of procurement
2. Explain why it is essential for districts to adopt a cooperative purchasing method as their primary procurement process.
3. Provide practical resources for the cooperative purchasing method

Public schools need the best price for goods and services without compromising quality, while maintaining compliance with state procurement rules.

What is Traditional Cooperative Purchasing and Why is it Important?

Traditional cooperative purchasing allows public school districts to save both time and money by partnering with cooperative organizations that manage the competitive bidding process on their behalf. These organizations conduct thorough solicitations, then award contracts that districts can use, eliminating the need for each district to independently handle sourcing, bidding, and negotiations. By combining the purchasing power of many, cooperatives are able to secure bids from reputable vendors at lower costs, reducing administrative burden and streamlining procurement for public schools.²

Traditional cooperative purchasing is important to districts, because it allows districts to retain full control of procurement decisions while having access to competitively bid contracts.

Traditional cooperative purchasing is an efficient alternative to the historic traditional purchasing model. By leveraging collective buying power and awarded contracts, districts can reduce costs, streamline administrative tasks and align purchasing decisions with broader district goals.

A key drawback of the historic traditional purchasing model is limited bargaining power, as smaller purchase volumes often lead to higher pricing. Additionally, the process can be slow and resource-intensive, increasing the administrative workload for staff involved in procurement.

The value of using cooperative purchasing over the independent method lies in its benefits for K-12 districts.³



Cost Savings

- > Access not-to-exceed pricing and volume discounts through collective purchasing power
- > Reduced individual negotiation costs and better value for budgeted funds



Administrative Efficiency

- > Streamlined procurement processes reduce staff time and administrative workload
- > Simplifies purchasing procedures without compromising accountability



Compliance

- > Contracts are competitively solicited
- > Minimizes procurement risks through standardized terms and trusted vendors



Strategic Alignment

- > Supports district-wide goals such as sustainability, equity, and supplier diversity
- > Encourages responsible and mission-aligned spending

While not all product categories or services may be represented in cooperative agreements, and some flexibility may be limited due to contract terms, the benefits of use far outweigh the limitations.

How and When to Use Traditional Cooperative Purchasing

For districts that are new to cooperative purchasing, several tasks are involved in preparing for and carrying out this method of procurement. At the right, **Figure A - Cooperative Purchasing Implementation Steps**, provides an overview of these tasks.

It is important to note that in order to carry out procurement through cooperative purchasing, part of the process in **Figure A, Number 5**, “Negotiate and Award Contracts”, is presenting the case to the governing body of the district.

FIGURE A Cooperative Purchasing Implementation Steps

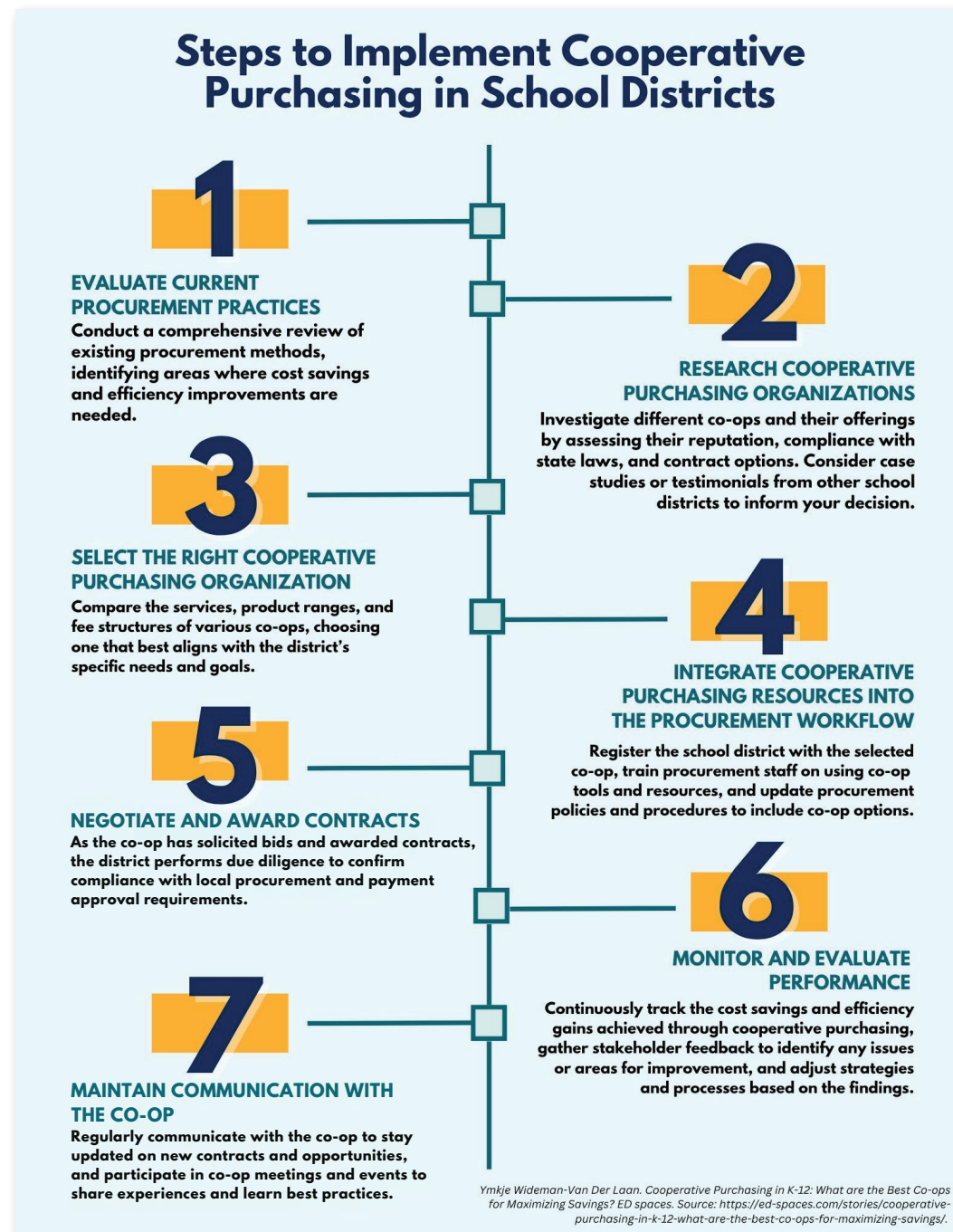


FIGURE B

Create a Business Use Case with Traditional Cooperative Purchasing

Creating a Traditional Cooperative Purchasing Business Use Case

Districts will need to build a well-developed case for how and when cooperative purchasing will be used. To do this, the procurement official will want to create a business use case to propose to the district's governing body using traditional cooperative purchasing for the procurement of specified goods and/or services.

The infographic in **Figure B** lays out the necessary steps on how to create a business use case using traditional cooperative purchasing.



Example Business Use Case Template for Traditional Cooperative Purchasing

Once the district purchasing official has become familiar with the steps involved with making a case to use traditional cooperative purchasing as the district's method of procurement, the official must build an informed case for why a particular supplier is the supplier of choice.

The example to the right, **"Traditional Cooperative Purchasing Template,"** can be used as a guide for creating a business use case. Please refer to the **Appendix, page 16,** for downloadable Traditional Cooperative Purchasing templates.

Agenda Item: School Bus Purchase-Leverage Sourcewell [insert contract number]

Date: [insert date]

Prepared by: [insert preparer's Name and Title]

Presentation: [insert presenter's Name and Title]

BACKGROUND INFORMATION:

[insert School District Name] offers daily transportation services for an estimated [insert number of district students who take district transportation] students. The district operates a network comprising [insert number of AM/PM bus routes] conventional AM/PM routes and [insert number of shuttle routes] shuttle routes designed to facilitate the transportation of students between their residences and educational institutions, both during midday and after participating in co-curricular activities. Furthermore, our transportation services encompass support for summer school, field trips, and charter services associated with co-curricular events.

The [insert School District Name] recognizes the need to ensure efficient, cost-effective, and reliable transportation services for our students. To achieve these goals, the district has explored the option of leveraging cooperative purchasing agreements for the procurement of school buses per procurement policy [insert procurement policy reference].

The board has previously approved a cooperative purchasing agreement with Sourcewell.

Sourcewell

Sourcewell is a political subdivision and governmental unit of the state of Minnesota serving as a municipal contracting agency for government and education agencies by providing national cooperative contract purchasing services to its participants through joint powers agreements that leverage the aggregate buying power of its participants nationwide. Sourcewell does this by establishing a business and service alliance between buyers and contracted suppliers ensuring a valued and successful national cooperative contract program.

Purchases will utilize the cooperative purchasing provision made through Sourcewell contract [insert Sourcewell contract number]. [Insert Sourcewell contract supplier name] is a qualified supplier through Sourcewell. Participation in Sourcewell's cooperative purchasing program is free and there is no obligation for the [insert School District Name] to purchase through its service. The district has had a registered account with Sourcewell for approximately [insert number of years school district has had a registered account with Sourcewell] years.

Example Business Use Case Template for Traditional Cooperative Purchasing

Discussion:

1. [Insert procurement analyst's Presenter's Name] will present the results of the analysis conducted to identify potential cooperative purchasing agreements that align with the district's transportation needs.
2. The presentation will include a comparison of the traditional costs of procuring buses [insert either (a) through other contracts or (b) self-bid] with the projected costs under the cooperative purchasing model.
3. [Insert procurement analyst's Presenter's Name] will outline the selection criteria for bus manufacturers and the expected quality of service standards.
4. The board will have the opportunity to ask questions and seek clarifications regarding the proposed cooperative purchasing strategy for procuring school buses.

Recommendation: The administration recommends that the board approve the utilization of Sourcewell-awarded supplier, [insert Sourcewell contract supplier name], contract number [insert Sourcewell contract number] to procure [insert number of buses to purchase] school buses, based on the benefits, cost savings, and efficient service delivery it can offer. [include additional noted benefits as applicable].

Action Required: Board approval of this agenda item is required to move forward with initiating the purchasing process for school buses. This will include negotiating unique terms and conditions with the chosen supplier.

Financial Implications: [insert the quoted amounts and coordinating supplier(s) leveraged to evaluate the use of said cooperative purchasing contract and outline the financial reasoning. It is suggested to include total cost of ownership rationale]. Funds will be drawn from the [the name of the fund from which funds will be drawn for the purchase] If approved, total [name fund, i.e., transportation funds]'s expenditures for FY[insert fiscal year] bus purchases will be \$[insert dollar figure].

Attachment(s), including contract quotes:

1. Top of Form
2. Bottom of Form

RECOMMENDED ACTION:

That the Board of Education accepts the bid totaling [insert final bid amount] to Sourcewell contract number [insert Sourcewell contract number]. The term of the contracts is from [start date of contract term] to [end date of contract term].

Example Business Use Case Template for Traditional Cooperative Purchasing

RESOLUTION NO. [insert resolution number]

A RESOLUTION OF [INSERT SCHOOL DISTRICT NAME] LOCATED AT [INSERT SCHOOL DISTRICT MAILING ADDRESS], AUTHORIZING PURCHASE OF [INSERT NUMBER OF BUSES TO BE PURCHASED] THROUGH SOURCEWELL, CONTRACT [INSERT SOURCEWELL CONTRACT NUMBER] WITH [INSERT SOURCEWELL CONTRACT SUPPLIER NAME].

WHEREAS Sourcewell is a political subdivision and governmental unit of the state of [insert state where business name for contract is a political subdivision and governmental unit] serving as a municipal contracting agency for government and education agencies by providing national cooperative contract purchasing services to its participants through joint powers agreements that leverage the aggregate buying power of its participants nationwide: and,

WHEREAS participation in Sourcewell's cooperative purchasing program is free and there is no obligation for the [insert school district name] to purchase through its service: and,

WHEREAS it is in the best interest of the [insert school district name] to procure school buses through Sourcewell-awarded contract [insert Sourcewell contract number].

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF THE [INSERT SCHOOL DISTRICT NAME] AT [INSERT SCHOOL DISTRICT ADDRESS] THAT:

- 1) The [insert SCHOOL DISTRICT NAME] is hereby authorized to purchase [insert how many school buses will be purchased] school buses.
- 2) The [insert signing party's first and last name and title of authority] is hereby authorized to sign any necessary documents and complete any related steps required to purchase school buses through Sourcewell.

RESOLVED AND ENACTED this _____ [INSERT DAY OF SIGNING] day
of _____, 20____ [INSERT LAST TWO DIGITS OF YEAR]

Signature [e-signature, if permitted]

[signing party's printed name]

[signing party's title]

[insert school district name]

[insert school district address]

Appendix

Cooperative Purchasing Experts

Cooperative purchasing agencies cater to many industries, including K–12 Education. Among the hundreds of organizations that combine the purchasing power of multiple entities to negotiate pricing and terms for goods and services, a select few are among the best.

Among the top government cooperative purchasing organizations is Sourcewell.⁴ Sourcewell is AASA's government cooperative procurement partner and has been for over 17 years.

Sourcewell⁵ partners with K–12 schools across the United States and Canada to deliver streamlined procurement solutions that support student success. With access to hundreds of competitively awarded contracts, schools can efficiently purchase technology, classroom supplies, transportation, and professional development resources — among many other categories — while saving time and money.

Sourcewell's analysts streamline the procurement process by developing RFPs and IFBs for national, competitive solicitations that support public purchasing standards. Their rigorous process is continually refined to best meet the needs of participating agencies and allows them to offer exceptional products from nationally acclaimed suppliers.⁶

Sourcewell's trusted cooperative purchasing process supports compliant purchasing and transparency, with

contracts delivered through local dealers to strengthen communities. From modernizing classrooms to enhancing student well-being, Sourcewell empowers schools to create enriching learning environments.

Why Use Sourcewell?

Simply put, AASA and other organizations partner with Sourcewell for three basic reasons.

1. Sourcewell saves time.

District leadership and staff have enough to do. Sourcewell has already done the work of completing the solicitation for districts — from RFP to awarded contract — so districts can first ensure compliance with local and state procurement regulations and eventually take back the precious hours needed to better serve the district community.

2. Sourcewell saves money.

Districts who register with Sourcewell — with no cost, no obligation, and no liability — have access to volume pricing from hundreds of contracts. Districts can gain immediate access to nationally leveraged pricing and can quickly obtain a quote customized to district needs.

3. Sourcewell reduces purchasing stress.

District leaders and procurement specialists can get peace of mind knowing projects through Sourcewell will execute smoothly from start to finish, while saving time and district resources.

According to Wideman-van der Laan, Y. 2024. Cooperative Purchasing in K-12: What are the Best Co-ops for Maximizing Savings? *EdSpaces*, " ... by leveraging its members' collective purchasing power, Sourcewell offers a wide array of nationally solicited contracts to secure competitive pricing and terms. It simplifies the procurement process for school districts by providing access to pre-negotiated contracts for various products and services, from office supplies to large-scale infrastructure projects.

Testimonials

Sourcewell has been partnering with districts for years, and superintendents and district leaders across North America share their Sourcewell success stories.



"I think it's pretty simple. **They save us time.** They allow us to focus on other aspects of our school district. **They save us money. They save us resources.** It's really a simple plug-in that just makes all the sense in the world to get the quantity of scale of what they've done to support school districts."

—Nick Polyak, superintendent, Leyden Community High School District #212, Ill.



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.⁷



[CLICK THE ARTICLE BUTTON](#)⁸ to gain more insight into Nick Polyak's superintendent success story with Sourcewell, for an article which appeared in *School Business Affairs* magazine (now entitled *School Business Now*), published by the Association of School Business Officials (ASBO).⁹



"Questar III BOCES uses cooperative purchasing every day for materials such as office supplies, automotive parts, computer equipment and more. Over the years, **Sourcewell contracts have proven to be easy to use**, allowing us to free up valuable resources. **Goods and services can be obtained more quickly, and with less effort**, which allows school and support staff to better focus on what they should be focusing on, which are the students."

—Gladys Cruz, superintendent, Board of Cooperative Education Services, Rensselaer, N.Y.



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.¹⁰



"Any question that we've ever had has been answered efficiently, with a quick turnaround..., and **we get back meaningful dialog.** I want to make sure **we can make effective decisions as quickly as possible**, and that result has been a huge benefit for us. They were really **a great thought partner for us.**"

—James Robinson, asst. superintendent for business and administrative services, Baldwin Union Free School District, N.Y.



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.¹¹



"Sourcewell is **a trusted resource** that we have been depending on..., and we are really fortunate to have this tool for us to be able to use to procure what's needed to benefit our kids and our families... the more we can save — and it impacts the kids in the classroom — **it's a win-win**,

because you're already looking at purchasing but you can purchase through a vehicle to **save you some resources.**"

— *Gustavo Balderas, superintendent, Puget Sound ESD, Wash.*



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.¹²



"I have worked with Sourcewell for about a decade... We've gone back to them over and over again. **They're a great partner** because they can bid for districts across the country on your behalf... **I know the good work that they do for public entities... because they do the research for you, and they give you a fair price.**"

— *David Law, superintendent, Minnetonka Independent School District 276, Minn.*



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.¹³



"It was **incredibly beneficial to our districts and our school community to use Sourcewell** to be able to access a number of different things. We were a very heavy user of Sourcewell. From everything from trash bag liners to turf fields on our football fields in our stadiums ... when we looked at our Sourcewell agreement, and we look at what an RFP did the year before, **we were able to save \$45,000 by using Sourcewell.** That is the equivalent to an educational support personnel. So, **it's a full body that we saved by using Sourcewell.**"

— *David R. Schuler, executive director, AASA, and former superintendent, Township School District 214, Ill.*



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.¹⁴



"We run everything through the Sourcewell cooperative purchasing process to make sure we're getting the best bang for our buck... it's really about being able to get more for less...

It's about getting the same quality

product... It's generated savings that I would say in my district — in my small rural district — has probably saved one or two teachers each year."

— *Deron Stender, superintendent, Creston Community School District, Iowa.*



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.¹⁵



"... we've been able to save all kinds of money by going through the Sourcewell opportunities. I **would definitely recommend cooperative purchasing** to other districts ... we estimate that in the last several years

we've saved nearly a half million dollars using the Sourcewell agreement. So, the savings that we can glean by using these cooperative purchasing agreements, we're able to allocate those resources, those savings to other departments and other areas that are in need."

— *Scott Hanback, superintendent, Tippecanoe School Corporation, Ind.*



[CLICK THE PLAY BUTTON](#) TO VIEW THE FULL INTERVIEW.¹⁶

District Purchasing Hub

The fastest and easiest way to source your district's procurement needs is with the [District Purchasing Hub](#)¹⁷, which features hundreds of competitively solicited Sourcewell contracts at your fingertips. The "Hub" is a clean, organized, and intuitive portal with access to hundreds of top suppliers across a wide range of industries, and with pricing to fit any budget.

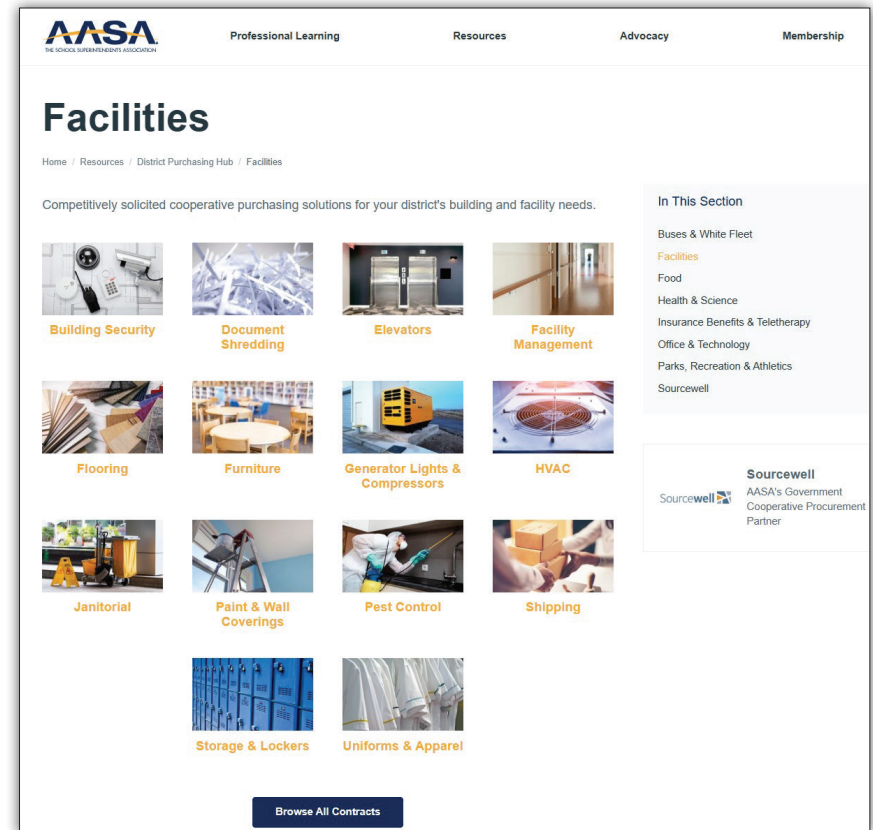
Among the categories available to browse are:

- > Facilities Office & Technology
- > Buses & White Fleet
- > Parks, Recreation & Athletics
- > Insurance Benefits & Teletherapy
- > Health and Science
- > Food

Under each category there are many contract subcategories from which to choose. See the figure to the right for an example of the **Facilities** subcategories.

Superintendents from districts of varying demographics have successfully used the District Purchasing Hub. To learn about their experiences, access their video testimonials through these links:

- > [District Purchasing Hub Testimonial: Facilities Category](#)¹⁸
- > [District Purchasing Hub Testimonial: Health & Science Category](#)¹⁹
- > [District Purchasing Hub Testimonial: Parks & Recreation Category](#)²⁰



One can also reach out directly to [Sourcewell's website](#)²¹ to browse all available Sourcewell contracts. To purchase, it's simple to set up a no cost, no obligation, no liability [Sourcewell account](#)²².

Sourcewell Cooperative Purchasing Guides – Educational Resources for K-12 Education Purchasing Professionals

DECIDER GUIDE: When to use cooperative purchasing to add public dollar power²³

The Decider Guide, by Sourcewell, is a valuable resource that will help guide K-12 purchasing decision makers on how to capture more buying capacity by the efficient means of procuring goods and services using cooperative purchasing with a few simple steps.

THE PUBLIC PROCUREMENT PAYOFF: Master the art of contract negotiations²⁴

Effective negotiation—whether in informal discussions or formal contract settings—is a critical competency for public procurement professionals. This resource provides a strategic framework for successful negotiations, featuring proven techniques, expert guidance, and insights drawn from experienced practitioners in the field.

LEADING WITH EMPATHY: Strategies for empathy-driven leadership in public procurement²⁵

Empathy is a critical leadership skill that can enhance communication, decision-making, and relationship-building. This resource provides K-12 procurement professionals with practical strategies for applying empathy in their work to foster collaboration, support sound judgment, and effectively address complex challenges.

DATA ANALYTICS IN PROCUREMENT²⁶

While large volumes of data can be difficult to manage, access to accurate information enhances visibility and accountability in purchasing. This resource outlines how K-12 procurement professionals can use analytics to improve operational efficiency, reduce non-compliant spending, and support centralized procurement practices.

STRATEGIC SOURCING TOOLKIT: Moving your procurement team from tactical to strategic²⁷

When day-to-day purchasing is reactive, this guide provides strategies designed to assist K-12 procurement professionals in adopting a more proactive approach. It outlines how to utilize data, cooperative contracts, and effective supplier partnerships to improve spend management and maximize value for the district.

BEST PRACTICES FOR MORE EFFECTIVE CONTRACT ADMINISTRATION²⁸

Establishing contracts requires significant effort—but sustaining their impact is equally important. This resource offers guidance for K-12 education leaders on maintaining contract performance, fostering collaboration with stakeholders, and achieving consistent, long-term outcomes throughout the contract lifecycle.

WRITING FOR RESULTS: Business communication insights for procurement pros²⁹

Clear and effective written communication is an essential skill for K-12 education leaders engaged in procurement. Whether outlining expectations in an RFP, communicating with vendors, or coordinating with internal teams, strong

writing contributes to improved outcomes. This resource offers practical guidance to enhance clarity, accuracy, and effectiveness in all professional communications.

READY TO GO GREEN: A roadmap for public agencies³⁰

Whether a district is guided by a proactive commitment to sustainability or responding to regulatory requirements, this resource offers practical guidance to support the integration of sustainable practices within procurement processes and overall organizational objectives.

PUBLIC FLEET ELECTRIFICATION GUIDE³¹

Public fleets face significant challenges when transitioning to electric vehicles (EVs). Recognizing the complexity of this process, this guide is designed to support K-12 leaders at any stage of their transition journey by providing practical steps to advance toward a successful adoption of EV technology.

BUILDING THE FLEET DREAM TEAM³²

Sourcing the right vehicles and components requires alignment among all stakeholders involved. Aimed at those managing school district fleets, this resource equips K-12 education leaders with strategic insights to foster teamwork, improve coordination, and ensure procurement decisions meet operational needs.

ACCELERATE COMMUNITY CONSTRUCTION: Fast track your projects with on-demand construction contracts³³

IDIQ construction procurement helps school districts and public agencies save time and reduce administrative

burden compared to traditional construction procurement methods. Through competitively solicited contracts and the efficiencies of cooperative purchasing, districts can access qualified local contractors faster for renovation, repair, and capital improvement projects – while maintaining procurement compliance and greater flexibility than traditional construction contracting approaches.

BUILDING RESILIENCE THROUGH DISASTER PREPAREDNESS³⁴

In times of crisis, procurement teams are essential to maintaining continuity by securing vital goods and services—from emergency materials to infrastructure support. For K-12 education leaders, cooperative purchasing offers a practical approach to expedite response efforts. Through Sourcwell’s competitively awarded contracts, school districts gain immediate access to qualified vendors, enabling efficient acquisition of construction services, emergency provisions, and repair equipment during disaster recovery.

Business Use Case Templates

Traditional Cooperative Purchasing Templates³⁵

1. Office & Technology
2. Facilities
3. Fleet & Related
4. Parks, Recreation & Athletics
5. Construction

Resource Listing

Figure A [Steps to Implement Cooperative Purchasing in School Districts](#)

Figure B [Business Use Case – Traditional Cooperative Purchasing](#)

- 1 [Procurement Bids – Everything You Should Know](#)
- 2 [How Cooperative Purchasing Offers a Key Advantage for Schools](#)
- 3 [Education Cooperative vs. Traditional Purchasing: Which One Is Right for Your Institution?](#)
- 4 [Cooperative Purchasing in K–12: What are the Best Co-ops for Maximizing Savings?](#)
- 5 [Sourcewell K–12 Buying: How it Works](#)
- 6 [How Sourcewell Cooperative Purchasing Works](#)
- 7 [Video: How Leyden High School Saved Time, Money & Resources with Sourcewell](#)
- 8 [Article: How Leyden High School Saved Precious Time & Money Sourcing School Grounds Equipment & Turf](#)
- 9 [Association of School Business Officials: Publications](#)
- 10 [Video: Streamlining School Procurement: Leveraging Sourcewell for Time and Cost Savings](#)
- 11 [Video: Balancing Compliance and Efficiency: How Baldwin UFSD Leverages Sourcewell for Smarter Purchasing](#)
- 12 [Video: Beaverton School District Uses Sourcewell Cooperative Purchasing to Save Money](#)
- 13 [Video: Smart Purchasing at Scale: David Law and Minnetonka Schools Rely on Sourcewell](#)
- 14 [Video: Maximizing Value and Efficiency: David Schuler on the Strategic Advantage of Sourcewell for School Districts](#)
- 15 [Video: Saving One or Two Teachers Annually in a Rural District with Sourcewell Procurement](#)
- 16 [Video: Scott Hanback on Saving Nearly Half a Million Dollars and Streamlining Procurement with Sourcewell](#)
- 17 [District Purchasing Hub](#)
- 18 [Video: District Purchasing Hub: Procurement Made Simple](#)
- 19 [Video: Effortless Purchasing for Health and Science Needs](#)
- 20 [Video: Smarter Facilities Purchasing Starts with the District Purchasing Hub](#)
- 21 [Search Sourcewell Awarded Contracts & Vendors](#)

- 22 [Register for a Sourcewell Account](#)
- 23 [Sourcewell Guide: Decider's Guide](#)
- 24 [Sourcewell Guide: The Public Procurement Payoff](#)
- 25 [Sourcewell Guide: Leading with Empathy](#)
- 26 [Sourcewell Guide: Data Analytics in Procurement](#)
- 27 [Sourcewell Guide: Strategic Sourcing Toolkit](#)
- 28 [Sourcewell Guide: Best Practices for More Effective Contract Administration](#)
- 29 [Sourcewell Guide: Writing for Results](#)
- 30 [Sourcewell Guide: Ready to Go Green](#)
- 31 [Sourcewell Guide: Public Fleet Electrification Guide](#)
- 32 [Sourcewell Guide: Building the Fleet Dream Team](#)
- 33 [Sourcewell Guide: Accelerate Community Construction](#)
- 34 [Sourcewell Guide: Building Resilience Through Disaster Preparedness](#)
- 35 [Traditional Cooperative Purchasing Template: Office and Technology](#)
 - [Traditional Cooperative Purchasing Template: Facilities](#)
 - [Traditional Cooperative Purchasing Template: Fleet and Related](#)
 - [Traditional Cooperative Purchasing Template: Parks, Recreation and Athletics](#)
 - [Traditional Cooperative Purchasing Template: Construction](#)

Who We Are



AASA, The School Superintendents Association, is the premier association for school system leaders and serves as the national voice for public education and district leadership across the country and on Capitol Hill.

A professional community of more than 10,000 educational leaders, AASA and its members are committed to providing high-quality public education to all students.

AASA develops and supports school system leaders through the national exchange of ideas, access to professional learning, publications, resources, and opportunities to champion initiatives to help transform the future of public education to ensure America remains the world's greatest democracy, military, and economy.

Over 160 Years Supporting Public Education

Shortly after the conclusion of the Civil War, a group of city and state superintendents gathered at the National Teachers Association meeting in Harrisburg, Pa. These school leaders saw the need to form an organization comprised of individuals engaged in supervisory work in schools.

In February 1866, this new organization called itself the National Association of School Superintendents. In the period of our country's reconstruction, school people were concerned about the role of education.

In 1870, the National Association of School Superintendents along with the American Normal School Association merged with the National Teachers Association to create the National Education Association. Within the NEA, the Department of Superintendents was formed.

Decades later, in the 1930s, the administrators decided to break away and became the American Association of School Administrators. Today, we are known as AASA, The School Superintendents Association.

From the very beginning, it was clear that advocacy would be the driving force behind this newly formed organization. AASA is the premier association for school system leaders and serves as the national voice for public education and district leadership on Capitol Hill.

How to Reach Us

For more information about the Cooperative Purchasing Toolkit or AASA, please contact:

Tammy Barbara
Chief Business Development Officer
AASA, The School Superintendents Association
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For general Sourcewell information, please contact:

[Sourcewell K-12 Buying](#)
877-413-5360
service@sourcewell-mn.gov

Thank You

This toolkit is developed and published by AASA, The School Superintendents Association, in partnership and collaboration with Sourcewell, AASA's government cooperative procurement partner.

