



Washington Office of Superintendent of
PUBLIC INSTRUCTION

And Still We Rise, LLC (ASWR)

Response to

Request for Proposals No. 2026-06

Reducing Restraint & Eliminating Isolation Statewide

Professional Development & Support

November 6, 2025

Prepared by:

Roberta Holmes (she/her)
Partnership Development Specialist
And Still We Rise, LLC

Email: RHolmes@AndStillWeRise.Us
Address: 177 Huntington Avenue, Floor 14, Boston, MA 02115
Direct Line: 978-523-2700
Office: 888-572-0795
Fax: 978-496-8771
Website: <http://www.andstillwerise.us>

Submitted to:

Josie Horn
RFP Coordinator
Washington Office of Superintendent of Public Instruction

Email: contracts@k12.wa.us
Address: 600 Washington Street South, Olympia, WA 98504
Phone: 360-725-6000
Website: <http://www.k12.wa.us/>

ASWR acknowledges that our offices reside on occupied lands. Our Boston and Cambridge offices are on the traditional territory of the Massachusetts tribe. Our Bellevue WA office is on the traditional territory of the Coast Salish tribes, specifically the Duwamish tribe.

We acknowledge with honor and gratitude the sacrifices their ancestors paid so we can stand here today.

We also acknowledge that the wealth and progress of our nation have benefited from the free labor of enslaved Black people. We honor the resilience and contributions of the African diaspora, whose innovation, strength, and spirit have persevered in the face of systemic barriers.

ASWR commits to cultivating supportive and innovative spaces that empower individuals and promote a culture of collaboration and belonging for all.

We support individuals—and the spaces where people live, work, and learn.



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C.3. - Letter of Submittal

November 5, 2025

Washington Office of Superintendent of Public Instruction (OSPI)
Josie Horn, RFP Coordinator
600 Washington Street South
Olympia, WA 98504

RE: Proposal Submission – RFP 2026-06: Reducing Restraint & Eliminating Isolation Statewide Professional Development & Support

Hello Josie,

It is with deep respect and enthusiasm that *And Still We Rise* (ASWR) submits our proposal for **RFP 2026-06: Reducing Restraint and Eliminating Isolation**. We are honored by the opportunity to continue partnering with OSPI in advancing inclusive, healing-centered practices that ensure every scholar in Washington is seen, supported, and safe.

ASWR is a **liberation-focused, equity-centered collective** of clinicians, educators, and consultants dedicated to transforming systems through care, clarity, and accountability. Our proposed model builds upon lessons learned from Hilltop Heritage Elementary and other RREI sites, integrating professional learning, leadership coaching, and responsive consultation into one cohesive approach.

Our proposal centers three interlocking components:

1. **Partnership Consultation** – A districtwide entry phase that identifies strengths, barriers, and system needs, producing a data-informed *District Partnership Report* and *Implementation Map* aligned with the RREI Technical Assistance Manual.
2. **Educator Cohort Series – Liberatory Learning Circles for Inclusion** – A nine-session, virtual professional-learning series that equips educators and paraeducators with the skills and tools to reduce restraint and eliminate isolation through proactive, relationship-based practice.
3. **Critical Incident Consultation Hotline** – Real-time virtual support for district leaders throughout the contract period, including 48-hour Recovery & Communication Plans and leadership debriefs

Experience

- Washington Office of Superintendent of Public Instruction (OSPI) (WA)
- Massachusetts Bay Transit Authority (MBTA) (MA)
- State of Oregon (OR)
- Oregon Department of Human Services (OR)
- Washington County (OR)
- Town of Winthrop (MA)
- Town of Swampscott (MA)
- YWCA Seattle | King | Snohomish (WA)
- UMass Boston (MA)
- Brown University (RI)
- Mount Wachusett Community College (MA)
- Mount Holyoke College (MA)
- Summer Search (Nationwide)
- Suffolk County District Attorney's Office (MA)
- OUT Metrowest (MA)
- Found in Translation (MA)
- BART Charter School (MA)
- Holliston School District (MA)
- Easton Public Schools (MA)
- Pause Wellness Center (MA)
- Office Public Health - Seattle & King County (WA)
- Global Perinatal Services (WA)
- Birth To Three (WA)



that transform incidents into opportunities for reflection and repair.

Each element is designed to move districts from compliance to care—building systems where inclusion is sustained, not situational. Measurable outcomes include:

- **≥ 80% reduction** in restraint and isolation incidents;
- **90% increase** in educator confidence using de-escalation strategies; and
- **50% growth** in family engagement within inclusion initiatives.

As a **certified Minority and Women-Owned Business (MBE/WBE)** with demonstrated statewide experience under OSPI's RREI and Inclusionary Practices Technical Assistance Network, ASWR brings both technical expertise and lived perspective to this work. Our team includes licensed trauma-informed specialists and doctoral-level educators in organizational leadership, ensuring that every learning experience is rigorous, relational, and results-driven.

We are grateful for OSPI's continued leadership in dismantling exclusionary practices and cultivating environments of belonging. We share that commitment and are prepared to deliver professional development that transforms policy into practice—and data into human impact.

Should you have any questions or require additional documentation, please don't hesitate to contact me directly at rholmes@andstillwerise.us or (978) 523-2700.

Thank you again for your leadership and for the opportunity to continue supporting this important work for our State.

With gratitude and partnership,

Roberta Holmes

Roberta Holmes
Partnership Development Specialist



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C.4 - Technical Proposal

And Still We Rise (ASWR) brings six years of experience in educational equity, mental health intervention, and systems transformation to support the Office of Superintendent of Public Instruction's (OSPI) statewide initiative to **reduce restraint and eliminate isolation**.

Our work under the Inclusionary Practices and RREI networks has demonstrated measurable results—most notably, an **80% reduction in restraint incidents** at Hilltop Heritage Elementary through educator collaboration, family partnership, and leadership alignment. These outcomes were achieved by centering relationships, reflective practice, and community voice within every stage of implementation.

The proposed model integrates three interdependent components that reinforce prevention, practice, and rapid response:

1. **Partnership Consultation** – A districtwide assessment that defines current conditions, strengths, and barriers, resulting in a data-driven *District Partnership Report* and *Implementation Map*.
2. **Educator Cohorts – Liberatory Learning Circles for Inclusion** – A nine-session virtual series for educators and paraeducators that builds capacity through practice, reflection, and coaching.
3. **Critical Incident Consultation** – Real-time virtual support provided throughout the contract period, including 48-hour Recovery & Communication Plans and leadership debriefs.

These components work in concert to build sustainable systems of inclusion—moving beyond compliance toward transformation. Quantitative outcomes include:

- **≥ 80% reduction** in restraint and isolation incidents,
- **90% increase** in educator confidence implementing de-escalation practices, and
- **50% increase** in family participation in inclusion-related activities.

ASWR's model is rooted in the same principles we practice internally. Through reflective structures such as our **Critical Consciousness Project** and structured **Debrief Sessions**, our team sustains a culture of care, accountability, and continuous learning—ensuring the quality, integrity, and alignment of every project we deliver.



Our multidisciplinary team of **licensed trauma-informed clinicians** and **doctoral-level education leaders** combines expertise in mental health, organizational leadership, and systems design. With a **95% client retention rate, less than 2% staff turnover**, and over **40,000 hours** of annual service delivery, ASWR has the infrastructure and commitment necessary to deliver statewide impact.

This proposal represents a continuation of proven success and a deep partnership with OSPI's mission: building school systems where safety, inclusion, and belonging are not programs—but practices lived every day.

C.3.i. - Project Approach/Methodology

ASWR's proposed model builds upon the significant learnings gained through our prior work with OSPI's Reducing Restraint and Eliminating Isolation (RREI) initiative—particularly at Hilltop Heritage Elementary—as well as insights from our broader national partnerships in inclusive education and trauma-informed systems change. These experiences have deepened our understanding of the structural and relational conditions that enable sustainable reduction of restraint and isolation.

This proposal refines and scales those learnings into a cohesive, replicable framework for districts statewide, strengthening educator practice, leadership alignment, and systems readiness to sustain inclusive, restorative environments.

C.3.ii. - Work Plan

1. Partnership Consultation (Districtwide Entry Process)

Every engagement begins with a **Partnership Consultation**—a diagnostic process that establishes shared understanding, trust, and alignment between ASWR, district leadership, and participating educators.

- **Activities:** District interviews, data review, and classroom climate mapping.
- **Deliverable:** *District Partnership Report & Implementation Map* detailing baseline practices, barriers, and measurable targets.
- **Impact:** Creates clarity on where restraint and isolation occur most frequently and what system supports are needed to prevent recurrence.

This entry phase ensures that all subsequent learning is grounded in the district's lived context and readiness.



2. Educator Cohorts – Liberatory Learning Circles for Inclusion

ASWR then launches a six-month **Educator Cohort Series**—our **Liberatory Learning Circles (LLCs)**—bringing educators and paraeducators together for sustained, experiential learning. Each cohort becomes a professional community that integrates research, reflection, and daily practice.

Key Features:

- **Nine 90-minute sessions** organized across three phases: *Foundations, Skills in Action, and Sustainability*.
- **Core topics:** Relational repair, co-regulation, bias interruption, culturally responsive de-escalation, and trauma-informed classroom systems.
- **Applied practice:** Participants complete *Practice Logs* and *Reflection Summaries* to document classroom implementation.
- **Cohort outcomes:** Site-specific *Action Plans* aligning inclusive practice with building-level systems.

By the end of the cycle, participants demonstrate higher confidence in managing crisis prevention and a measurable decline in restraint and isolation incidents.

3. Critical Incident Consultation (Included Service)

Throughout the contract period, ASWR provides **Critical Incident Consultation**—a rapid, trauma-informed response and reflection process following any restraint or isolation event.

- **Response Window:** Within 24–48 hours, ASWR delivers a *Recovery & Communication Plan* for school leadership.
- **Follow-Up:** Facilitators conduct *Leadership Debriefs* to translate incidents into organizational learning rather than corrective blame.

This component transforms reactive moments into actionable feedback loops that strengthen prevention systems statewide.

4. Optional Add-On – Debrief Circles (District-Funded Service)

Districts may choose to extend their capacity through **Debrief Circles**, offered as an add-on service funded outside OSPI's grant. These facilitated circles provide structured space for staff, students, and families to process harm, rebuild trust, and reinforce a shared culture of inclusion.



C.3.iii. - Project Schedule

Timeline and Deliverables

Month	Key Activities	Deliverables
Month 1	Partnership Consultation & Data Review	<i>District Partnership Report & Implementation Map</i>
Month 2	Launch Educator Cohort (Foundations)	Session 1 Agenda & Participant Roster
Months 3–4	Skills-in-Action Phase (Sessions 2–6)	<i>Practice Logs & Reflection Summaries</i>
Month 5	Action & Partnership Phase (Sessions 7–8)	<i>Draft Action Plans & Family Communication Tools</i>
Month 6	Reflection & Sustainability (Session 9 + Final Debrief)	<i>Final District Action Plan & Summary Report</i>
Throughout Contract Period	Critical Incident Consultation	<i>48-Hour Recovery Plans & Leadership Debriefs</i>

C.3.iv. - Deliverables

ASWR will deliver all required professional development, implementation support, and reporting activities in direct alignment with **OSPI's RREI Technical Assistance Manual**, ensuring that every deliverable is accessible, data-informed, and designed for measurable impact.

Deliverable	Description	Intended Outcome / Impact
1. District Partnership Report & Implementation Map	A comprehensive summary of district baseline conditions, including strengths, barriers, and actionable steps to align with RREI and MTSS/SEBH frameworks.	Establishes shared understanding of district readiness and provides a data-informed roadmap for implementation.



2. Educator Cohort – Liberatory Learning Circles for Inclusion (LLCs)	A nine-session, 90-minute virtual series (six-month cycle) providing professional learning in relational repair, trauma-informed de-escalation, and bias interruption. Includes participant Practice Logs and Reflection Summaries.	Builds educator skill, confidence, and consistency in inclusive practices; directly linked to reduction in restraint and isolation incidents.
3. Critical Incident Consultation	Real-time support and 48-hour Recovery & Communication Plans following any restraint or isolation event, with facilitated Leadership Debriefs to translate incidents into system learning.	Promotes organizational learning, restorative response, and preventative systems development.
4. Final District Action Plan & Summary Report	Synthesizes progress, data trends, and family engagement outcomes. Includes district-specific recommendations and evidence of fidelity to RREI implementation.	Provides measurable outcomes and sustainability strategies for OSPI reporting.
5. Quarterly OSPI Progress Reports	Submitted via OSPI's required reporting templates summarizing activities, participation data, evaluation findings, and fidelity indicators.	Ensures transparent tracking of performance metrics and compliance with state reporting standards.
6. Optional Add-On – Debrief Circles (District-Funded)	Facilitated circles for staff, families, and scholars to process harm and rebuild community trust.	Strengthens climate, trust, and sustainability beyond the OSPI-funded scope.

Accessibility and Quality Assurance

All deliverables will:

- Adhere to **ADA and WCAG 2.0 standards** and **OSPI's Brand Use and Style Guides**.
- Be co-reviewed through ASWR's internal **Quality Assurance (QA) system**, ensuring content accuracy, cultural relevance, and alignment with OSPI's RREI Technical Assistance Manual.



- Be submitted on schedule via OSPI's **secure reporting system**, with confirmation of receipt and review.

Deliverable Integration and Alignment

Each deliverable directly supports the RFP's stated objectives under **Section A.4.ii – Scope of Work**:

- Strengthens MTSS and SEBH systems by embedding trauma-informed, inclusive practices.
- Builds educator and leadership capacity for sustained behavioral prevention.
- Increases family partnership and reduces exclusionary responses to student distress.
- Provides transparent data reporting to measure statewide reduction in restraint and isolation.

All deliverables will be documented through OSPI's quarterly reporting templates to maintain transparency, accountability, and audit readiness.

C.3.v. - Performance Based Contracting

And Still We Rise (ASWR) supports and complies with **RCW 39.26.180** and OSPI's commitment to performance-based contracting. All proposed activities are structured around clearly defined deliverables, measurable outcomes, and transparent reporting milestones.

Payments are tied directly to the successful completion and OSPI approval of deliverables described in **Section C.3.iv**.

C.3.vi. - Outcomes and Performance Measurement

ASWR's evaluation framework integrates both **quantitative performance metrics** and **qualitative indicators of belonging, safety, and systemic change**. Built from our previous RREI learning and refined across dozens of statewide initiatives, this framework ensures that data collection is meaningful, actionable, and aligned with OSPI's reporting standards.

The evaluation approach is designed around four principles: **clarity, accountability, reflection, and continuous improvement**.

1. Evaluation Framework

**Mixed-Methods Design:**

ASWR uses a combination of pre- and post-data collection, participant surveys, and qualitative reflections to measure progress across educator confidence, restraint reduction, and systems readiness.

Collaborative Data Use:

Data are not simply reported — they are discussed. ASWR facilitators review findings with OSPI and district leaders each quarter to identify successes, address barriers, and recalibrate supports.

Data Integrity and Accessibility:

All data will be maintained securely under FERPA-compliant systems. Reports will be formatted using OSPI's quarterly templates to ensure audit readiness and ease of integration with state dashboards.

2. Success Metrics

Outcome Area	Measure of Success	Target Benchmark	Data Source
Reduction in restraint and isolation	Percentage decrease in incidents	≥ 80 % reduction	District incident data (monthly tracking)
Educator skill and confidence	Increase in self-reported ability to implement de-escalation and inclusion strategies	≥ 90 % improvement	Pre/post participant surveys
Family and scholar engagement	Participation in inclusive planning and feedback sessions	≥ 50 % increase	Attendance logs & feedback forms
Participant satisfaction	Ratings of relevance, usefulness, and facilitation quality	≥ 90 % "Highly Relevant" or "Transformative"	Post-series evaluations

Quarterly and final reports will synthesize these data points into visual dashboards and brief narrative summaries, connecting outcomes to RREI's statewide goals.

3. Continuous Improvement

ASWR's evaluation process is not static; it is a learning cycle embedded in our organizational practice.



- **Quarterly Reflection Meetings:** Review performance data with OSPI and partner districts to identify trends and adjust coaching focus.
- **Internal Quality Reviews:** Facilitators participate in structured Debrief Sessions to analyze what worked and what can be strengthened.
- **Equity Lens in Data Interpretation:** Every dataset is reviewed for disproportionality (by race, disability, gender, and program placement) to ensure interventions promote equity, not just overall reduction.

This process transforms evaluation into a feedback system that improves practice in real time.

4. Anticipated Outcomes

By the end of the contract period, participating districts will demonstrate:

- **System-Level Change:** Reduction in restraint and isolation incidents and clearer districtwide prevention protocols.
- **Educator Capacity:** Measurable growth in inclusive practice confidence and consistency.
- **Family Partnership:** Increased family and scholar participation in school-based inclusion initiatives.
- **Sustainability:** Integration of restorative and trauma-informed principles into district procedures and professional-learning cycles.

ASWR's anticipated impact is both measurable and cultural — advancing the conditions where every scholar, educator, and leader feels equipped to contribute to an inclusive and accountable educational community.

C.3.vii - Risks

ASWR proactively manages risk through structured oversight, redundancy, and continuous communication with OSPI. We anticipate and mitigate the following risks:



Potential Risk	Impact	Mitigation Strategy
District Readiness Variability	Inconsistent implementation or uneven outcomes.	Conduct readiness assessment during Partnership Consultation ; tailor pacing and coaching supports by region and readiness level.
Staff Capacity or Turnover	Disruption of learning continuity.	Maintain cross-trained facilitation teams ; assign deputy facilitators; provide recorded sessions and coaching summaries to ensure continuity.
Competing Initiatives	Diluted focus or initiative fatigue.	Align project deliverables with OSPI's RREI Manual and existing MTSS/SEBH frameworks to reinforce—not duplicate—district work.
Data Reporting or Confidentiality Challenges	Gaps in reporting or privacy concerns.	Utilize secure FERPA-compliant systems and district-approved reporting templates; schedule quarterly data-quality reviews.
Technology or Accessibility Barriers	Interruptions to learning or participation.	Employ redundant platforms, provide accessible materials (WCAG 2.0 AA), and offer technical orientation sessions.

Continuous Risk Monitoring:

- **Weekly internal QA meetings** and **bi-weekly OSPI check-ins** ensure early identification and correction within 48 hours.
- Lessons learned are captured through **post-project Debrief Sessions** and integrated into updated contingency plans.

These safeguards exceed standard state contracting expectations and demonstrate ASWR's commitment to uninterrupted, high-quality delivery statewide.



C.5 - Management Proposal

Organizational Overview

And Still We Rise (ASWR) is a certified Minority and Women-Owned Business (MBE/WBE) and nationally recognized provider of culturally responsive, trauma-informed consulting and professional learning. With a multidisciplinary team of clinicians, educators, and equity practitioners, ASWR supports public agencies, school systems, and nonprofits in creating inclusive environments grounded in belonging and accountability.

Founded in 2018, ASWR has grown to a collective of **over 80 licensed and credentialed professionals**, 85 % of whom identify as members of historically excluded communities. Together, they bring fluency in **15 languages, including ASL**, and a deep understanding of the lived experiences of those most impacted by exclusionary systems.

ASWR's organizational structure includes two interdependent arms:

- **Clinical Services** – providing mental-health and trauma-informed care; and
- **Consulting, Coaching and Professional Learning** – advancing systems transformation through training, coaching, and leadership development.

This dual structure ensures ASWR's approaches are both psychologically sound and organizationally sustainable, bridging mental wellness, equity, and learning.

In recognition of our strong organizational culture and commitment to equity-centered practice, ASWR was named one of the **2025 Best Places to Work**. This honor reflects the team's shared commitment to transparency, care, and collective accountability—values that mirror the systems transformation work we support in partner organizations.

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

ASWR's project team combines deep expertise in education, mental health, and systems transformation to deliver high-quality, trauma-informed professional learning across Washington State. Each team member brings specialized experience in inclusive education, leadership development, and organizational change—ensuring both strategic oversight and practical implementation support. Together, this team embodies the interdisciplinary strength required to advance OSPI's goal of reducing restraint and eliminating isolation through sustainable, healing-centered systems of care.



Name / Role	Expertise & Contribution
Dr. Natasha Holmes, PsyD (she/her)	<i>Founder & Strategic Advisor</i> – Oversees fidelity to ASWR's liberatory framework, ensures quality assurance, and provides strategic guidance on statewide implementation.
Dr. Britney Boyles, EdD (she/her)	<i>Project Lead & Evaluation Manager</i> – Manages program design, implementation, and outcome evaluation; manages data collection, reporting, and OSPI compliance deliverables. Dr. Boyles also supports and collaborates with facilitators to ensure consistency, quality, and alignment across all sessions and deliverables.
Dr. Tarra Mitchell, EdD (she/her)	<i>Education & Leadership Specialist</i> – Designs and facilitates Liberatory Learning Circles; supports leadership coaching, educator development, and alignment with district systems.
Kate Napolitan, EdD (she/her)	<i>Education & Leadership Specialist</i> – Co-facilitates Liberatory Learning Circles with Dr. Mitchell; provides instructional leadership coaching, change-management guidance, and applied practice support for school teams.
Beverly Rogers, LICSW (she/her)	<i>Critical Incident Support Lead</i> – Provides real-time consultation following restraint or isolation events; develops 48-hour Recovery & Communication Plans and facilitates leadership debriefs that translate incidents into systems learning.
Dominique Paloma Bible, MA (she/her)	<i>Family & Community Engagement Specialist</i> – Leads strategies to elevate family and scholar voice, strengthen cross-cultural communication, and ensure inclusive engagement throughout all project phases.

Expanded Consulting Model

ASWR's consulting framework includes access to a broad bench of subject-matter experts who can be engaged as needed to address specific district or regional priorities. Depending on scope and timing, ASWR may draw upon specialists in behavioral health, disability inclusion, multilingual education, data analytics, and restorative practice facilitation to extend capacity and ensure high-quality, responsive support across the contract period. All affiliated consultants receive orientation in ASWR's **Critical Consciousness Project** and **Debrief Session** practices to maintain fidelity to our liberatory model.

Together, these professionals offer the breadth and depth required to deliver immediate, evidence-based, and sustainable results for OSPI's RREI initiative.



Resumes for all key personnel are included in Appendix A, providing detailed credentials, licensure, and relevant experience that demonstrate readiness to implement the proposed scope of work.

Organizational Systems for Quality and Accountability

ASWR's internal systems mirror the same equity-centered, reflective, and data-informed practices that we help districts cultivate. These structures ensure high fidelity to our methods, consistent quality control, and continuous organizational learning.

Key Internal Practices

- **Critical Consciousness Project:**

A bi-monthly reflective practice embedded in staff schedules to deepen self-awareness, examine bias, and strengthen alignment with ASWR's liberatory principles. This practice ensures that consultants model the vulnerability and accountability we ask of our partners.

- **Debrief Sessions:**

At the close of every project, ASWR conducts structured debriefs to capture lessons learned, surface challenges, and co-develop refinements. Feedback informs training design, facilitation practices, and system-level improvements for future engagements.

- **Dynamic Equity Tools:**

ASWR employs internal scorecards and dashboards that track metrics such as participation rates, engagement quality, outcome achievement, and equity indicators. These tools enable transparent, data-driven reflection across teams.

- **Partner Integration:**

Partner feedback is systematically collected through mid-point check-ins, post-session evaluations, and leadership interviews. Findings are integrated into real-time project adjustments to ensure responsiveness and effectiveness.

- **Trust and Accountability Framework:**

ASWR's internal culture is anchored in open dialogue, psychological safety, and shared leadership. These conditions foster innovation, transparency, and sustainable well-being within our team—and by extension, for our partners.

Collectively, these systems sustain ASWR's **95% client retention rate and less than 2% staff turnover**, ensuring continuity, institutional knowledge, and trusted relationships across long-term partnerships.



Infrastructure and Project Management

ASWR maintains a dedicated **Project Management Team**, led by **Dr. Britney Boyles, EdD**, who serves as Project Lead & Evaluation Manager for this initiative. The team oversees all aspects of implementation planning, timeline tracking, and quality assurance to ensure that every deliverable meets OSPI's expectations for accuracy, transparency, and timeliness.

Each engagement begins with a **comprehensive implementation plan** co-developed with OSPI, detailing milestones, responsible leads, communication protocols, and deliverable timelines. Dr. Boyles and her project management staff coordinate with ASWR facilitators and administrative support to maintain consistent progress monitoring and documentation.

Key management systems include:

- **Implementation Plan & Milestone Tracking:** All deliverables are organized within a centralized workflow environment managed by the project team, ensuring real-time visibility and accountability.
- **Quality Assurance (QA) Review:** A structured QA process verifies content accuracy, data integrity, and alignment with OSPI's RREI standards before any deliverable is submitted.
- **Data Security & Compliance:** All materials are stored on secure, access-controlled servers in compliance with **FERPA** and **state data-privacy regulations**.
- **Communication Cadence:** Weekly internal coordination meetings, bi-weekly OSPI check-ins, and formal quarterly progress reports provide multiple layers of feedback and transparency.

This dedicated infrastructure allows ASWR to remain agile and responsive while maintaining high fidelity to the project's goals. By combining centralized oversight with collaborative communication, the project management team ensures that every phase of implementation—from planning through reporting—advances OSPI's mission of creating inclusive, accountable educational systems.

Risk Management and Contingency Planning

ASWR approaches risk management as a proactive and continuous process designed to ensure service continuity, data integrity, and participant well-being. Our framework emphasizes anticipation, adaptation, and accountability—reducing the likelihood of disruption while ensuring responsiveness to changing district or community needs.

Key Risk Mitigation Strategies



- **Staffing Depth and Redundancy:**

ASWR maintains a deep bench of cross-trained facilitators and administrative staff to ensure seamless coverage in the event of illness, scheduling conflicts, or unanticipated absences. Each project lead has an assigned deputy to maintain continuity of facilitation and communication.

- **Project Oversight and Rapid Response:**

The Project Management Team, led by **Dr. Britney Boyles**, continuously monitors milestones and deliverables through internal coordination meetings and progress check-ins. In the event of a deviation from schedule or scope, the team implements a corrective action protocol within 48 hours to realign activities with OSPI expectations.

- **Technology Readiness and Redundancy:**

All virtual platforms are tested for accessibility, privacy, and reliability prior to training sessions. Backup technologies (including alternative meeting links and cloud-based data storage) are preconfigured to allow immediate transition if the primary system experiences an outage or security concern.

- **Participant Support and Communication:**

A proactive communication plan ensures educators, paraeducators, and administrators receive materials, stipends, and accommodations in advance of each session. Translation, closed captioning, and adaptive supports are available for participants with identified needs.

- **Data Security and Confidentiality:**

All data and participant information are encrypted and stored on secure, access-controlled systems. ASWR adheres to **FERPA**, **HIPAA**, and state data-privacy requirements. Access to sensitive materials is restricted to authorized personnel only.

- **Continuous Improvement and Scenario Planning:**

Insights from prior RREI engagements are documented through post-project debriefs and integrated into ASWR's ongoing contingency models. This adaptive learning cycle enables the team to refine protocols, address systemic risks, and enhance resilience across future contracts.

By embedding these strategies into every level of planning and implementation, ASWR ensures consistent delivery, operational integrity, and participant trust—even under unforeseen circumstances.

Commitment to Equity and Accessibility



ASWR's organizational identity is rooted in justice, belonging, and liberation. Equity is not a standalone component of our work—it is the foundation of every process, product, and partnership. Our management structure, team composition, and communication protocols are intentionally designed to reflect this commitment.

Core Accessibility and Inclusion Practices

- **Universal Design for Learning (UDL):**

All professional learning content is designed using UDL principles to ensure flexibility in representation, engagement, and expression. Materials are accessible to participants with varied learning preferences, abilities, and linguistic backgrounds.

- **WCAG 2.1 Compliance and Beyond:**

Every digital resource—slides, handouts, videos, and websites—meets or exceeds **Web Content Accessibility Guidelines (WCAG) 2.1** standards. Materials include alt-text, captioning, high-contrast formatting, and plain-language options to maximize accessibility for all users.

- **Linguistic and Cultural Access:**

ASWR provides translation, interpretation, and bilingual facilitation as needed, ensuring equitable participation for multilingual educators and families. Our staff collectively speak 15 languages, including **American Sign Language (ASL)**, enabling authentic engagement across communities.

- **Culturally Responsive Evaluation and Feedback:**

Evaluation tools are designed to capture both quantitative and qualitative indicators of belonging, safety, and inclusion. Participant feedback is analyzed through an equity lens to identify and mitigate potential barriers to engagement.

- **Reflective Practice and Continuous Equity Learning:**

All ASWR team members engage in ongoing reflection through the **Critical Consciousness Project** and structured **Debrief Sessions**, ensuring our facilitators embody the same care, accountability, and humility we expect from partner organizations.

This alignment between internal practice and external delivery ensures ASWR's work is not only compliant but transformative—grounded in care, accountability, and collective liberation. Through these practices, we operationalize our belief that equity and accessibility are inseparable from educational excellence



C.5.ii Related Contracts

ASWR has managed nearly 50 state and local projects directly aligned with the goals of the RREI initiative. Selected recent examples include:

- 1. Office of Superintendent of Public Instruction (OSPI) – Inclusionary Practices Technical Assistance Network (IPTN FP 439 & 467)**
Scope: Statewide inclusion coaching and professional learning to build equitable MTSS systems.
Relevance: Demonstrates deep understanding of OSPI data systems, reporting protocols, and statewide implementation logistics.
- 2. OSPI – Reducing Restraint & Eliminating Isolation Pilot (2024–25)**
Scope: Partnered with Hilltop Heritage Elementary and Renton School District to test strategies now adopted statewide.
Results: 80 % reduction in restraint incidents; increased educator confidence and family engagement.
- 3. Massachusetts Bay Transportation Authority (MBTA) – Accessibility Awareness Videos Contract #86-24**
Scope: Designed statewide professional learning and public education modules.
Relevance: Demonstrates ASWR's capacity to manage large, multi-stakeholder, federally-funded contracts.

These contracts collectively demonstrate our proven record delivering equity-driven professional development at both systems and classroom levels—ensuring immediate transferability to this RREI scope.

C.5.iii References

Organization	Contact Person & Title	Email / Phone	Project Relationship
Office of Superintendent of Public Instruction (OSPI)	<i>Cassie Martin, Inclusionary Practices Lead</i>	cassie.martin@k12.wa.us	360-725-6000



Talley High School	<i>Erica Pollard, Principal</i>	epollard@rentonschools.us	425-204-2100
OUT MetroWest (Non-Profit)	<i>Octavio R. González, PhD, Board Chair</i>	octavio@outmetrowest.org	781-499-1501

All references can attest to ASWR's reliability, transparency, and measurable impact in complex, equity-focused initiatives.

C.5.iv Past Performance

ASWR consistently delivers results that align with OSPI's mission of building inclusive, safe learning environments:

- **Hilltop Heritage Elementary (Renton School District):**
80 % reduction in restraint incidents and zero reported isolations after six months of ASWR coaching and leadership alignment.
- **Inclusionary Practices Technical Assistance Network (IPTN):**
Currently serving as a statewide Technical Assistance Provider. Positive participant feedback ($\geq 95\%$ rated sessions "Highly Relevant" or "Transformative").
- **Easton Public Schools (MA):**
Facilitated trauma-informed leadership series that resulted in improved school climate survey scores and reduction in disciplinary referrals for students from underserved communities

Each project was completed **on schedule, within budget, and with exemplary evaluations**—meeting or exceeding contractual performance standards.

C.5.vi Subcontractors

ASWR will deliver all components of this project with in-house personnel.

No subcontractors are anticipated.

If specialized support becomes necessary, ASWR will notify OSPI in writing and obtain written approval before engaging any subcontractor.



C.6 - Cost Proposal

Overview

ASWR proposes a total, all-inclusive cost of **\$62,500 per contract**, consistent with OSPI's stated maximum award amount.

This cost covers **all professional-development services, facilitation, participant-support expenses, administrative overhead, and reporting requirements** identified in the RFP and Addendum 02 (Q&A).

No additional or supplemental costs will be billed to OSPI.

Cost Narrative Summary

This budget is intentionally structured to maximize educator impact while ensuring compliance and fiscal accountability.

Nearly three-quarters of total costs are devoted to direct service delivery and participant supports, reflecting OSPI's priority to remove barriers to equitable participation.

The allocation also demonstrates ASWR's efficiency—leveraging existing RREI-developed materials, virtual delivery methods, and streamlined coordination systems to achieve statewide reach within the fixed ceiling of \$62,500.

Budget Summary

Cost Category	Description of Activities / Items Included	Estimated Cost
Facilitation & Program Delivery	Design, preparation, and delivery of 9 Educator Cohort (Liberatory Learning Circle) sessions; Partnership Consultation; Critical Incident Consultation; materials development	\$44,000
Participant Support Costs	Stipends for educators attending outside contract hours; substitute coverage; per diems (as applicable)	\$2,500
Materials & Resources	Digital workbooks, handouts, translation and captioning services, data-collection tools, and survey licenses	\$5,500



Evaluation & Reporting	Data analysis, quarterly reporting aligned to OSPI templates, final outcomes report and visual dashboard	\$4,500
Administrative & Indirect Support	Fiscal management, scheduling, communications, and quality-assurance coordination (≤ 10 % of total)	\$6,000
Total Contract Cost		\$62,500

Budget Assumptions and Notes

- **All-Inclusive Pricing:** The proposed rate structure is fully inclusive of professional time, materials, participant supports, and administrative overhead; no additional indirect costs or travel reimbursements will be billed to OSPI.
- **Participant Supports Included:** In alignment with **RFP Section A.4.ii and Addendum 02**, ASWR's budget incorporates stipends, substitutes, and per diems as allowable expenses to ensure equitable educator participation.
- **Virtual Delivery Efficiency:** All sessions will be conducted virtually, eliminating lodging or airfare costs while maintaining accessibility and statewide reach.
- **Cost Effectiveness:** By leveraging existing facilitation materials and tested frameworks from prior RREI implementation, ASWR reduces start-up costs and maximizes direct service time within the contract ceiling.
- **Scalability:** Should OSPI expand the number of districts served, ASWR can replicate this model proportionally across additional awards at the same unit-cost structure.

Cost Rationale and Value

ASWR's budget prioritizes **direct educator impact (73 %)** and limits administrative costs to **under 10 %**, demonstrating fiscal responsibility and mission alignment. The inclusion of participant-support costs directly advances OSPI's goal of equitable access to professional learning, removing financial and logistical barriers for classroom educators and paraeducators.

C.6.ii Travel Costs

All sessions and consultations are designed for **virtual delivery**.

If OSPI requests in-person facilitation, travel will be pre-approved and reimbursed per **Washington State Office of Financial Management (OFM)** travel regulations (RCW 43.03). No travel costs are included in the base budget.



C.6.iii Subcontractor Costs

ASWR's cost proposal does **not** include subcontractor expenses.

All labor and deliverables are covered under ASWR's personnel rates.



Required Exhibits

EXHIBIT A CERTIFICATIONS AND ASSURANCES

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

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

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



8. No attempt has been made or will be made by the Bidder to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
9. Bidder grants OSPI the right to contact references and others, who may have pertinent information regarding the Bidder's prior experience and ability to perform the services contemplated in this procurement.
10. Bidder acknowledges that if awarded a contract with OSPI, Bidder is required to comply with all applicable state and federal civil rights and other laws. Failure to comply may result in Contract termination. Bidder agrees to submit additional information about its nondiscrimination policies, at any time, if requested by OSPI.
11. Bidder certifies that Bidder has not, within the three-year period immediately preceding the date of release of this competitive solicitation, been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment to have willfully violated state minimum wage laws (RCW 49.38.082; Chapters 49.46 RCW, 49.48 RCW, or 49.52 RCW).
12. Bidder has not been debarred or otherwise restricted from participating in any public contracts.
13. Bidder certifies that Bidder has not willfully violated Washington State's wage payment laws within the last three years.
14. Bidder acknowledges its obligation to notify OSPI of any changes in the certifications and assurances above.

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

<i>Roberta Holmes</i>	11/5/2025	Renton, WA
Signature of Bidder	Date	Place Signed (City, State)
Roberta Holmes	Partnership Development Specialist	And Still We Rise, LLC
Printed Name	Title	Organization Name



EXHIBIT B

QUALIFICATION AFFIRMATIONS

CONSULTANT INFORMATION	
Bidder:	<u>And Still We Rise, LLC</u>

MINIMUM QUALIFICATIONS	
<p>Please check all boxes that apply.</p> <p><input checked="" type="checkbox"/> Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparent Successful Bidder.</p> <p><input checked="" type="checkbox"/> Personnel with experience providing or supervising general education and special education services within Washington public schools, and knowledge of the Washington public education system.</p> <p><input checked="" type="checkbox"/> Experience in providing effective, engaging, and culturally relevant professional development, including coaching/mentoring, to adult learners at a district, state, or national level.</p> <p><input checked="" type="checkbox"/> Experience with and understanding of positive behavior interventions and supports (PBIS) system implementation within schools and school districts, specifically related to elimination of isolation and reduction of restraint.</p> <p><input checked="" type="checkbox"/> Knowledge of evidence-based methods for reducing crisis escalation that can result in the use of restraint or isolation, including social and emotional learning (SEL) curriculum, and student mental and behavioral health supports.</p> <p><input checked="" type="checkbox"/> Successful experience in school improvement planning, including data analysis demonstrating changes in outcomes, of at least three (3) years.</p> <p><input checked="" type="checkbox"/> Experience in convening heterogeneous groups of Washington education professionals and families, to identify growth opportunities, develop a change plan, and implementation of a plan.</p> <p><input checked="" type="checkbox"/> Demonstrated successful experience utilizing project management principles and coordinating a budget of at least one hundred thousand dollars (\$100,000) when successfully implementing complex projects for students/families, education leaders, or educators.</p> <p><input checked="" type="checkbox"/> Demonstrated ability to communicate clearly and accurately, verbally and in writing, and manage multiple projects, while ensuring timelines are met and goals are achieved.</p> <p><input checked="" type="checkbox"/> Demonstrated familiarity with and capacity to support district and school implementation of OSPI's RREI Technical Assistance Manual, including experience with fidelity monitoring and coaching in the areas of MTSS and SEBH systems, high-quality FBAs and BIPs, trauma-informed classroom practices, and crisis-prevention and incident review processes to ensure alignment with the Manual.</p> <p>Consultants who do not meet the minimum qualifications noted above will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.</p>	

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



Roberta Holmes

11/5/2025

Renton, WA

Signature of Bidder

Date

Place Signed (City, State)

Roberta Holmes

Partnership Development Specialist

And Still We Rise, LLC

Printed Name

Title

Organization Name



Appendices

Appendix A: Full Key Personnel Resumes

Dr. Natasha Holmes, PsyD

She/Her | Founder & Strategic Advisor

EXECUTIVE SUMMARY

Dr. Natasha Holmes, Psy.D., is a licensed clinical psychologist, liberation-centered leader, and nationally recognized expert in culturally responsive care, anti-racist systems transformation, and trauma-informed mental health services. As the Founder and CEO of And Still We Rise, Dr. Holmes has built a multi-state group mental health practice and consulting collective grounded in the principles of racial equity, healing justice, and organizational accountability.

With nearly two decades of experience in clinical psychology, Dr. Holmes has worked across hospital, community, correctional, and outpatient settings, providing therapy to diverse populations including individuals impacted by structural violence, racial trauma, and systems involvement. She is an accomplished facilitator and strategist, supporting institutions through healing-centered leadership development, equity, inclusion and belonging capacity building, and equity-informed systems change. Dr. Holmes' work is rooted in her lived experiences and professional training in forensic and multicultural psychology. She is a published scholar, psychoanalytic contributor, and sought-after presenter on race, mental health, and power dynamics in clinical and organizational contexts. With an unmatched ability to bridge systems thinking, clinical insight, and cultural critique, Dr. Holmes leads transformative work that prioritizes liberation, wellness, and sustainable impact.

SPECIALIZATIONS

Liberation-Centered & Anti-Racist Clinical Practice

Trauma-Informed Care for BIPOC & System-Involved Populations

Executive Leadership Coaching with an Equity Lens

Organizational Development & Healing-Centered Workplace Wellness

Psychoanalytic Perspectives on Race, Identity, and Power

Training & Facilitation on Racial Justice, Mental Health, and Healing

Program Development for Culturally Affirming Mental Health Services

Forensic Psychology & Risk Assessment

Supervision and Mentorship for BIPOC Clinicians and Interns

Curriculum Design for Equity & Belonging Initiatives

Consultation on Inclusive Hiring, Retention, and Staff Wellness

Research on Recidivism, Youth Trauma, and Culturally Responsive Practices

Affinity Group & Accountability Circle Facilitation



Strategic Planning for Mission-Driven Organizations Systems Change Grounded in Liberation Psychology & Community Healing

LICENSURE

Licensed Clinical Psychologist (July 2018-Present)

- Washington #PY60755508

Licensed Psychologist (September 2017-Present)

- Massachusetts #10697

WORK EXPERIENCE

And Still We Rise, LLC, Boston, MA

Founder & CEO (December 2018-Present)

Commonwealth Psychology Associates, Boston, MA

Licensed Psychologist (March 2017-December 2018)

Jewish Family and Children Services, Waltham, MA

In-Home Behavioral Therapist (May 2016-March 2017)

Children's Services of Roxbury, Boston, MA

Outpatient Therapist (September 2015-March 2016)

- Supervisor: Mark Burrows, LMHC

Ryther Child Center, Seattle, WA

Residential Counselor (June 2009-June 2011)

- Supervisor: Katy Casteel

TEACHING EXPERIENCE

Columbia College, Columbia, MO

Adjunct Faculty - Psychology Department (Summer 2017)

Bunker Hill Community College, Boston, MA

Adjunct Faculty- Psychology and Sociology Departments (Fall 2015)

Pacific University, Hillsboro, OR

Human Diversity Lab (Summer 2014)

- Professors: Genevieve Arnaut, PhD, Psy.D. and Sandra Jenkins, Ph.D.
- Responsibilities: Encourage and facilitate student discussions regarding various issues of diversity (e.g., bias, prejudice, racism, sexism, and homophobia), and evaluate students' progress throughout the course, including students' professionalism, personal growth, and participation.



PUBLICATIONS

Gordon-Brown, C., Holmes, N., Kita, B., & Layton, L. (2023). Psychoanalytic Spaces, Implicated Places. In R. Kabasakalian-McKay & D. Mark (Ed.). *Inhabiting Implication in Racial Oppression and in Relational Psychoanalysis* (pp. 78-98). New York, New York: Routledge.

Holmes, N. (2020). The Motherland, My Ancestors, and Me: My Experience Navigating Psychoanalytic Spaces. *Studies in Gender and Sexuality*, 21(2), pp. 113-118.
doi.org/10.1080/15240657.2020.1760026

Holmes N, Lang F. (2018). One year later to Black and White perspectives on Get Out. *Int J Appl Psychoanal Studies*, 15(4), pp. 305–310. doi: 10.1002/aps.1590

PROFESSIONAL PRESENTATIONS

Holmes, N., Lang, F., & Layton, L. (2018, October). Transforming Psychoanalysis: White Supremacy and Cross-Cultural Collaboration. Paper presented at the Association for the Psychoanalysis of Culture & Society Conference, New Brunswick, NJ.

Holmes, N. & Lang, F. (2017, October). "Daydreaming" and "Being Woke": A Psychodynamic Perspective on Get Out. Paper presented at the Association for the Psychoanalysis of Culture & Society Conference, New Brunswick, NJ.

Foster, B., Holmes, N., Schechter, I., & Sosa, D. (2013, May). Historical Trauma Among Native Americans: A Psychoeducational Interpersonal Process Group. Poster presented at the Oregon Psychological Association Conference, Eugene, OR.

Holmes, N., & Nwankwo, N. (2013, May). Youth Trauma and Gang Involvement. Poster presented at Pacific University's Diversity Day, Hillsboro, OR.

Holmes, N., & Arnaut, G. (2013, March). Dynamic predictors of recidivism for youths at the Oregon Youth Authority. Poster presented at the 2013 Annual Conference of the American Psychology-Law Society, Portland, OR.

Holmes, N., & Arnaut, G. (2012, September). Dynamic predictors of recidivism for youths at the Oregon Youth Authority. Poster presented at Oregon Criminal Justice Research Conference, Salem, OR.

Holmes, N., & Arnaut, G. (2012, August). Dynamic predictors of recidivism for youths at the Oregon Youth Authority. Poster presented at the Learning Institute at Morrison Conference, Portland, OR.



Holmes, N., & Khedi, N. (2012, June). The Challenge of Cross-Cultural Therapy: How do I work with Clients of Different Cultural and Ethnic Backgrounds? Poster presented at Pacific University's Diversity Day, Hillsboro, OR.

COMMUNITY PRESENTATIONS

Holmes, N., Nelson, T., & Madison, M. (2019, March). Hanging On or Letting Go: Should This Relationship Be Saved?. Presentation at Community Conversations: Sister to Sister, Cambridge, MA.

Holmes, N., Hall, K., & Stone, V. (2018, December). Tools for Living Your Best Life: Goal Setting, Strategies, and Connection. Presentation at Community Conversations: Sister to Sister, Cambridge, MA.

Holmes, N. & Layton, L. (2017, September). Uncomfortable Conversations: Race. Presentation at Reflective Spaces/Material Places- Boston, Boston, MA.

Professional Therapeutic Community Network (May 28, 2013)

Training on Prison Culture

Washington County Sheriff's Office (December 6, 2011)

Crisis Intervention Training

TRAINING

United States of Women Accelerator, Chicago, IL (Winter 2021)

University of Pennsylvania, Philadelphia, PA (Winter 2021)

Wharton Entrepreneurship Acceleration Program

Massachusetts Institute for Psychoanalysis, Boston, MA (October 2017-July 2018)

Postdoctoral Fellow

Boston Institute for Psychotherapy, Brookline, MA (September 2015 – July 2016)

Postdoctoral Fellow

- Director: David Raniere, Ph.D.

University/Boston Medical Center (APA Accredited) Center for Multicultural Training in Psychology (CMTP), Boston, MA (September 2014 – August 2015)

Predoctoral Intern

- Clinical Director: Kermit Crawford, Ph.D.

CMTP Clinical Placements

- Lemuel Shattuck Hospital



- Supervisor(s): Robert Jampel, Ph.D and Ekaterina Burdo, Psy.D.
- Responsibilities: Provide inpatient services (e.g., individual and group therapy, psychological testing, neuropsychological assessment, suicide and violence risk assessment) to individuals living with severe and persistent mental illness and determined to be eligible for Massachusetts Department of Mental Health services. Furthermore, these individuals are often forensically involved.
- Children's Services of Roxbury
 - Supervisor: Dennis Tyrell, Ph.D.
 - Responsibilities: Provide culturally sensitive outpatient services (e.g., psychotherapy, treatment planning, and school based therapy) to economically disadvantaged adults, children, and families from the Greater Boston area.

Professional Therapeutic Community Network, Salem, OR (August 2013 – July 2014)

Primary Clinical Fieldwork Placement, Intern

- Supervisor: Wilson Kenney, Ph.D.
- Responsibilities: Conducted individual, family, and group therapy with inpatient and outpatient adolescent and adult males seeking treatment for sexually concerning behaviors, as well as complete various evaluations (including psychosexual evaluations) for a number of community organizations, such as Oregon Department of Human Services, and private individuals.

Pacific University – Diversity Team, Hillsboro, OR (August 2013 – July 2014)

Site: Self Enhancement Incorporated and Shellmire Unlimited

Secondary Clinical Fieldwork Placement, Intern

- Supervisor: Sandra Jenkins, Ph.D. and Ray Shellmire, LCSW
- Responsibilities: Conducting individual (child and adult), group, and family therapy in a community mental health setting. The site focuses on providing services to the African American community in Portland. Furthermore, clinicians spend supervision exploring and challenging personal and professional biases and prejudices, as well as reading and researching how to provide culturally competent services to clients.

Oregon Department of Corrections – Coffee Creek Correctional Facility, Wilsonville, OR (August 2012 – July 2013)

Practicum II Placement, Intern

- Supervisor: Tricia Montoya, Psy.D.
- Responsibilities: Complete various mental health evaluations, including: diagnostic clarification, cognitive functioning, and memory functioning evaluations.

Pacific Psychological Clinic-Portland, Portland, OR (August 2011 - August 2012)

Practicum I Placement, Student Clinician Pacific University

- Supervisor: Catherine Moonshine, Ph.D., MAC, CADC III



- Responsibilities: In a community mental health setting, conduct individual therapy, complete treatment plans, and monitor client's progress. Numerous intake evaluations (i.e., interview and administer assessments) also completed. Majority of clients had a history and/or were actively using alcohol and/or illicit substances.
- Assessment Instruments Administered: 21-Item Test, BAI, BDI-II, BHS, BERRY VMI, BASC-II, BRIEF, Brown-ADD, CVLT-II, CTONI-II, DAS, D-KEFS, FAVT-A, HDI, PCL-R, HNS, IIP-64, JI-R, M-FAST, MMPI, MMSE, NPI, OQ-45, PAI, PPI, Rorschach, SIB-R, SCL-90-R, TONI-IV, TSCC, VRAG, WASI, WASI-II, WAIS-IV, WIAT-III, WISC-IV, WMS-IV

RESEARCH EXPERIENCE

Increasing the Predictive Validity of the OYA Recidivism Risk Assessment (ORRA) with Black Juveniles

- Dissertation May 2013 – July 2015
- Chair: Dr. Genevieve Arnaut, Psy.D., Ph.D.

Personality and Adjustment to Prison Study (June 2013 – July 2014)

Research Assistant

- Principle Investigator: Dr. Michelle Guyton, Ph.D., ABPP

Dynamic Predictors of Revocation and/or Recidivism in Youths at the Oregon Youth Authority Thesis (March 2011 - August 2012)

- Chair: Dr. Genevieve Arnaut, Psy.D., Ph.D.

The Effects of a Modified DBT Program on the Coping Skills of Male Inmates (August 2011 – December 2011)

Research Assistant

- Principle Investigator: Carolyn Ferreira, M.S.

Assessing Client Strengths: A Rural Sample (June 2011)

Research Assistant

- Principle Investigator: India King, B.S.

Perceptions of Inmates and Mental Healthcare, Seattle University (Winter 2009)

- Senior Project: Campus study on student perceptions of inmates and the mental health services inmates receive.

Healthcare, Seattle University (Winter 2008-Spring 2008)

- Senior Project: Presented findings from interviews with professionals (e.g., physicians, insurance representatives, and community organizations) and a literature review of the flaws in the United States healthcare system.



Academic Service Learning Experience: Langston Hughes Performing Arts Center, Seattle University (Fall 2007)

- Project: Partnered with Langston Hughes Performing Arts Center to help develop a fine arts production ("Breath of Life"), and presented recommendations to Langston Hughes and Seattle University regarding how to improve partnership.

Uncovering the Complaints Against King County Metro Bus Drivers, Seattle University (Fall 2007)

- Project: An advocacy project aimed at investigating the type and number of complaints filed against Seattle metro bus drivers, including the completion of background checks on all drivers, and uncovering any criminal or civil suits filed against King County.

Seattle University: Campus Climate Study (Summer 2007)

Research Assistant

- Researcher: Gary Perry, Ph.D.

EDUCATION

Pacific University School of Professional Psychology (APA Accredited), Hillsboro, OR

Doctorate of Psychology, Clinical Psychology, August 2015

- Emphasis: Forensic Psychology

Masters of Science, Clinical Psychology, August 2012

Seattle University (June 2009)

Bachelor of Arts, Psychology

Bachelor of Arts, Humanities

Minor, Sociology

AWARDS/ACHIEVEMENTS

- *Society for Psychoanalysis and Psychoanalytic Psychology Scholar*, American Psychological Association (April 2019 – April 2020)
- *Community Service Award 2015*, Pacific University, School of Professional Psychology (August 2015)
 - Awarded to individuals who have demonstrated outstanding leadership and distinguished history working with underserved communities
- *Selected for "Outstanding" Academic Standing*, Pacific University, School of Professional Psychology (Fall 2013 - Summer 2015)
- *Service Scholarship*, Pacific University, School of Professional Psychology (August 2011 - July 2014)
- *Graduate Assistantship*, Pacific University, School of Professional Psychology (September 2010 - July 2014)
 - Supervisor: Sandra Jenkins, Ph.D



- *The National Honors Society of Psychology (Psi Chi)*, Member December 2007 - Present President, Seattle University Chapter (September 2008 - June 2009)
- *LeRoux Leadership Award (Nominee)*, Seattle University (June 2009)
- "Certificate of Achievement", Links Inc., Seattle, WA (May 2006)

PROFESSIONAL AFFILIATIONS

- APA-DIV 35 (Psychology of Women) October 2014-Present
- APA-DIV 39 (Psychoanalysis) April 2013-Present
- American Psychological Association October 2010-Present

ACADEMIC AND COMMUNITY ORGANIZATIONS

- Member, The Equalizer Institute in Boston, MA (Winter 2023 to present)
- Treasurer, Community Conversations: Sister-2-Sister (Fall 2022-Present)
- Steering Committee Member, Reflective Spaces/Material Places, Boston (March 2016-June 2021)
- Supervisor and Group Facilitator, Transformational Prison Project (August 2016-June 2019)
- SEARCH Committee (October 2013-July 2014) Pacific University School of Professional Psychology
- Diversity Groups Collective (May 2013-July 2014) Pacific University School of Professional Psychology
- Group Founder, Minority Support Group (May 2012-July 2014) Pacific University School of Professional Psychology
 - Purpose: Develop and sustain an environment at SPP in which racial/ethnic minority students feel professionally and personally comfortable, supported, and empowered.
- Member, Psychodynamic Consultation Group (September 2012-July 2014)
- Admissions Committee (December 2011-July 2014) Pacific University School of Professional Psychology
- Mentoring Committee (August 2011-July 2014) Pacific University School of Professional Psychology
- Interest in Diversity Education, Awareness, and Service Committee (August 2011-July 2014) Pacific University School of Professional Psychology



Dr. Britney Boyles, EdD

She/Her | Project Lead & Evaluation Manager

EXECUTIVE SUMMARY

Britney brings over a decade of experience in educational leadership, consulting, and community advocacy, with a deep commitment to fostering inclusive, anti-racist environments in both school systems and organizational settings. As Consulting Coordinator and Senior Liberation Consultant at And Still We Rise (ASWR), Britney has played a pivotal role in shaping and implementing frameworks that support organizations in advancing racial equity and embedding sustainable, culturally affirming practices. With a background that includes leadership roles in educational institutions, specialized training in organizational learning, and extensive consulting experience, Britney is skilled in facilitating systemic change and supporting marginalized communities. Her work consistently promotes inclusivity, operational excellence, and community engagement, creating transformative impact across various sectors.

SPECIALIZATIONS

Liberation-Based Consulting
Organizational Transformation
Equity-Focused Program Design
Leadership and Staff Development
Community and Family Engagement
Cultural Responsiveness and Program Evaluation
Educational Equity Advocacy

CONSULTING EXPERIENCE

And Still We Rise, LLC (2020 – present)

Consulting Coordinator

- Lead consulting projects by coordinating resources, managing timelines, and ensuring alignment with ASWR's mission and client goals. Develop tailored frameworks and implement best practices to support clients in achieving sustainable, equity-focused outcomes.

Senior Liberation Consultant

- Assist in the process in developing strategies to support organizations in meeting their goals in the form of leading projects, developing frameworks, and/or recommending best approaches.

Racial Equity Consultants

Consultant (2016 – 2018)

- Analyze and facilitate the cultivation of an organization that supports the team in working toward the organizations identified goal while institutionalizing equity.



LEADING EXPERIENCE

Pathfinder K-8

Principal (2021 - 2025)

- Facilitate the cultivation of a schoolhouse that is actively anti-racist and centers the whole child.

Hazel Wolf K-8

Assistant Principal (2020 – 2021)

- Partnered with parents, and specifically seeking representation of BIPOC families, which resulted in monthly listening sessions focused on centering the voices and needs of our BIPOC parents allowing the school to incorporate feedback into revised school communication practices and protocols to better support our communities of color.
- Cultivated a highly engaging space where early childhood teachers in K-2 collaborated and shared practices, lessons, and student work to align instruction during distance learning.
- Developed a team representative of staff, students, and parents that meets monthly to determine the effectiveness of our current systems and identify action steps to strengthen the experience of each child.
- I have observed thirty-one of forty-four certified educators and provided immediate and actionable feedback. I am the educator of record for twelve of these certified educators. My feedback has resulted in increased student engagement, clarity of lessons, and teacher growth. Additionally, I have partnered with thirteen of sixteen classified educators and meet at least monthly to support their professional growth. This includes entering education programs, taking on building leadership roles, and partner reading various texts throughout the year.

Intern (2019 – 2020)

primary placement Roxhill Elementary

- Transitions from lunch resulted in significant loss of instructional time, therefore I designed and implemented a lunchroom model which resulted in an increase of student leadership, efficacy, and citizenship thus increasing student's ability to effectively transition back into class.
- Facilitated a partnership with our fourth and fifth grade math teachers to vertically align Roxhill's math language, structure, and curricular choices resulting in alignment in grades 3 – 5 and a commitment from K – 2 educators.

secondary placements Denny International Middle School and Seattle Preparatory School

- Analyzed and discussed leadership moves of highly effective building leaders during teacher observations, collaborative meetings, and while engaging with students.

TEACHING EXPERIENCE



City University (2021 – 2023)

Instructor

Roxhill Elementary (2018 – 2020)

Third Grade Teacher

- I planned on a collaborative team and we were laser focused on supporting students reading growth. I grew seven of ten students who were reading over a year below grade level to grade level as measured by the Fontas and Pinnell reading assessment.

The Focus Five Program

- Designed and implemented a system focused on identifying and supporting the academic growth of five students in each classroom over a six-week period leading to increased collaboration, individualized student learning plans supporting the closure of the education debt. To begin less than 40% of students K-5 were reading at grade level, data for student growth is not available due to COVID-19 school closure.

South Shore K-8 (2014 – 2017)

Third Grade Teacher

- Planned on a highly effective and collaborative team that focused on providing students with a clear throughline for all learning and content areas.

Fifth Grade Teacher

- Supported the emotional intelligence and social emotional health of students following a challenging presidential election year.

Racial Equity Team Lead

- To support the development of authentic relationships and valuing the community as a teacher to students, I developed an annual “scavenger hunt” rooted in exploring the neighborhood community. This initial activity was followed by monthly professional development focused on identity development.

Student Teacher (2013 – 2014)

primary placement Fourth Grade South Shore PreK-8

secondary placements K thru Fifth Grades Leschi Elementary, and Concord Elementary

- Capstone – Researched and implemented individualized supports to 4th and 5th grade boys of color who were frequently sent out of their classroom resulting in a 30% decrease in being sent out of their classrooms.

COMMUNITY SERVICE

Treehouse, 2019

- During a partnership with Treehouse I conducted an evaluability assessment to determine if Treehouse's Graduation Success Program is culturally responsive for tribal youth and how Treehouse can adapt their programs to be more culturally responsive.



Village of Hope, 2018 - present

- Partner with community members to discuss a range of initiatives most recently how to support the Black Prisoners Caucus and how to support schools as we seek to keep Black children out of prison.

EDUCATION

Seattle University, Seattle, WA

Doctorate in Educational and Organizational Learning and Leadership, June 2017 – June 2020

- Principal Certification

University of Washington, Seattle, WA

Masters in Teaching, June 2013 – June 2014

- K-8 Endorsement

University of Washington, Seattle, WA

Bachelor of Arts, August 2007 – June 2011

- American Ethnic Studies

AWARDS/ACHIEVEMENTS

- Seattle University Professional Education Advisory Board Member (May 2017 – Present)
- Evergreen College (Master in Teaching Program) Model Teacher (August 2018 – June 2023)
- Implicit Bias and Microaggressions Training Facilitator (SPS) (March 2017)
- Leadership Summit (Center for Race and Equity) Facilitator (March 2017)
- University of Washington (UW) Panelist for Closing the Opportunity Gap (October 2014)
- UW Elementary Teacher Education Program Advisory Board Member (August 2014 – June 2017)

Dr. Tarra Mitchell, EdD

She/Her | Education & Leadership Specialist

EXECUTIVE SUMMARY

Dr. Tarra Mitchell, EdD, is a dynamic and accomplished education leader with extensive experience in K-12 and higher education administration, curriculum development, and organizational leadership. With a strong foundation in educational policy, strategic planning, and equity-driven practices, she has consistently delivered measurable results in school transformation, community and family engagement, and program implementation. Dr. Mitchell has a proven track record of fostering collaborative relationships with diverse communities, driving systemic improvements in special education services, and mentoring future leaders in



education. Her commitment to anti-racist leadership and data-driven decision-making underpins her innovative approach to creating inclusive, effective learning environments.

SPECIALIZATIONS

Strategic Leadership and Visionary Planning
Equity and Inclusion in Education
Special Education Administration
School Transformation
Data-Driven Decision-Making
Partnership Development
Professional Development and Mentorship
Fiscal Management
Higher Education Instruction
Crisis and Change Management

LEADERSHIP EXPERIENCE

City Year Seattle/King County

Senior Vice President/Executive Director (1/2022 - Present)

- Developing and executing multi-year strategic plan
- Establish and maintain relationships with local community and government
- Lead site staff and board to raise funds to meet annual revenue goals, cover budgeted expenses, and generate appropriate surplus; identify, cultivate, solicit, and manage strategic relationships with funders; build a sustainable revenue model based on philanthropic, government, and earned income sources.
- Ensure site recruits, selects, and admits its corps, meeting quality, quantity, and inclusivity goals.
- Ensure site delivers a transformative civic leadership development and training program for corps members.
- Ensure the site effectively measures and evaluates its programmatic and service impact.
- Involve corps alumni to advance City Year goals and continue their lifetime of service.
- (HR) Recruit, hire, develop, retain, inspire, and motivate a diverse and high performing staff team
- Ensure the site achieves goals for marketing, publications, media, and brand management.

Seattle School District

Director of Special Education, School Based Services (7/2020 - 1/2022)

- Support K-12 Special Education Services in 104 schools
- Supervise and evaluate central office Special Education building support teams
- Facilitate professional development (leadership development, anti-racist practices, coaching cycles, mentoring cycles)



- Represent District in legal proceedings
- Represent District in state level meetings/ out conferences
- Represent District in Regional level meetings/conferences
- During COVID closure coordinated the development of interdepartmental team responsible for creating the individual student return to school plan for students served by Special Education
- Co-developed procedures for district-wide return to school plan for students served by Special Education (transportation, health services, academic, staffing)

Seattle School District

Principal, Roxhill Elementary School (6/2016 - 7/2020)

- Facilitated partnerships with community based organizations (City Year, Community in Schools, Neighborcare Health Clinic)
- Certified evaluator using Danielson Instructional Framework
- Managed 3.5 million dollar budget (District allocated funds, City Levy funds, Title, LAP, Grant funds)
- Continual use of multiple sources of data to guide instructional decisions (SWIS, STAR, Homeroom, SBA)
- Facilitated implementation of District adopted ELA curriculum K-5 (Center for Collaborative Classrooms)
- Solidified Tier 1 and Tier 2 SEL/PBIS programs
- School moved from probationary status with city Levy to consistent eligibility for performance funds

Marysville School District

Principal, Totem Middle School (7/2013 – 6/2016)

- Certified evaluator using CEL 5D Instructional Framework
- Certified AVID School (Attended 4 years of training at National AVID Conferences)
- Continual use of multiple sources of data to guide instructional decisions (SWIS, STAR, Homeroom, SBA)
- Developed a 5 year growth plan for AVID program
- Facilitated initial implementation of Common Core State Standards aligned with instruction
- Facilitated initial implementation Next Generation Science Standards alignment with instruction
- Facilitated school-wide one to one technology deployment
- Implemented Tier 1 PBIS program
- Introduced CTE programs at site for High School Credit
- Implemented of University of Washington CEL 5D Instructional Framework
- Managed on-site Middle School Cooperative Educational Program



- Redesigned school day to increase instructional minutes for students in core content courses
- Redesigned delivery of Learning Support Services for student
- State identification of school moved from Priority to Focus (SWD)
- Supported Professional Learning Communities
- Supported staff, students and community during and after significant incident that impacted all involved
- Worked collaboratively with partners in the community

Everett School District

Assistant Principal, Everett High School (7/2012 – 6/2013)

- Certified evaluator using Charlotte Danielson Framework
- Supervised Math Department (Algebra and Geometry)
- Supervised Learning Support Services Department (Resource, Extended Resource, Life Skills)
- Supported AVID program

Marysville School District

Administrative Intern (7/2011 – 6/2012)

- Administered all aspects of progressive student discipline policy
- Assisted in the preparation of state accreditation reports
- Disaggregated data for assessing student achievement and intervention analysis
- Organized and facilitated staff meetings
- Participated in Curriculum Development
- Teamed with others to solicit, interview, and research employment candidates

Marysville School District

Secondary Math Teacher on Special Assignment (7/2009 - 6/2012)

- Collaborated with principals and teachers to provide training and assistance to promote effective instructional strategies and improved student learning
- Collaborated with Burlington School District to implement SOAR data platform, provided training, and facilitated the extraction of specific data upon request of District Leadership
- Coordinated the alignment of the district math curriculum with Washington State Standards
- Developed professional development opportunities for district math department
- Facilitated the design and implementation of district-wide assessments for math (6th grade – Algebra II)
- Facilitated the roll-out of new district wide math instructional materials for Algebra, Geometry and Algebra II
- Presented annual district math department updates to school board



- Supported the implementation of content and performance standards at secondary schools district wide

ADDITIONAL LEADERSHIP EXPERIENCE

- AWSP New Principal Mentor
- Building Math Lead (Marysville Getchell Campus)
- District Assessment Coordination Team Member
- District Readmission Hearing Committee Member
- District Science, Technology, Engineering, and Mathematics (STEM)
 - Committee Member
- On Time Graduation Task Force Team Member
- Principal Professional Development Team Member
- Community Engagement Team Member

EDUCATION

University of Washington,

Ed.D, Educational Leadership & Policy Studies, 2024

Western Washington University

Initial Principal Certification, 2012

Seattle Pacific University

Professional Teaching Certification, Mathematics, 2011

Western Governors University

M.A. Mathematics Education, M.A. Mathematics Education, 2008

Western Governors University

B.A. Secondary Mathematics Education, 2008

ADDITIONAL TEACHING EXPERIENCE

Seattle University, Seattle, Washington

Adjunct Professor. Administrative Certification Program (2019 - Present)

Western Washington University, North Seattle Community College, WA

Adjunct Professor. Administrative Certification Program (Summer 2015)

Marysville School District, Marysville, WA

Classroom Teacher. Algebra (2009-2011)

Heritage University, Highline Community College, WA



Adjunct Professor. Teacher Preparation Program, Mathematics Grades 5-8 (2011-2012)

Kaplan University, Online Campus

Adjunct Professor. Mathematics (2008-2011)

MEMBERSHIPS/INTERESTS

- Association of Supervision and Curriculum Development (ASCD)
- Association of Washington School Principals (AWSP)
- Delta Sigma Theta Sorority, Incorporated
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Council of Teachers of Mathematics (NCTM)
- Phi Kappa Phi

Dr. Kate Napolitan, EdD

She/Her | Education & Leadership Specialist

EXECUTIVE SUMMARY

Kate Napolitan is an experienced educator, curriculum designer, and consultant specializing in culturally responsive teaching, social-emotional learning, and equity-driven program development. With over 15 years in higher education and K-12 instruction, she has designed and implemented innovative teacher preparation programs, led professional development initiatives, and managed school-university partnerships. Her expertise includes multilingual and neurodiverse accommodations, arts integration, and community-based learning strategies.

Beyond the classroom, Kate has successfully managed grant-funded research projects, developed equity-focused curricula, and contributed to national education policy discussions. A published researcher and advocate for inclusive education, she combines academic insight with hands-on experience in program management, educator training, and curriculum design. Her work bridges education, community engagement, and institutional leadership, ensuring meaningful and lasting impact.

SPECIALIZATIONS

Culturally Responsive & Anti-Racist Teaching Practices

Social-Emotional Learning (SEL) Integration Across K-12 & Higher Ed

Inclusive Instruction for Multilingual & Neurodiverse Learners

Equity-Centered Curriculum Design & Program Development

Teacher Preparation, Mentorship & Instructional Coaching

Trauma-Informed & Healing-Centered Educational Practices



Arts-Integrated & Inquiry-Based Learning Approaches
Family & Community Engagement Strategy
School-University Partnership Development & Management
Grant Writing, Budget Oversight & Program Implementation
Professional Development Facilitation for Educators & Leaders
Qualitative & Longitudinal Research in Education Equity
Action Research & Policy Analysis in Teacher Education
Published Scholarship on Inclusion, Belonging & Educational Justice

WORK EXPERIENCE

And Still We Rise, LLC

Consultant (2024–Present)

- Provided educational supports, arts integration, differentiation support, and grant writing/management.
- Developed special projects and place-based materials for local community-based organizations and educators.
- Offered career counseling for educators.

The Evergreen State College

Member of the Faculty (2018–2023)

- Designed and implemented a new teacher preparation pathway focused on culturally responsive pedagogies.
- Developed and taught graduate-level praxis courses and inquiry-based workshops.
- Created and taught undergraduate courses on community teaching and learning.
- Integrated Since Time Immemorial (STI) and Social Emotional Learning (SEL) standards.
- Designed and led professional development for educators focused on equitable family and community engagement.

University of Washington – Seattle

Instructor & Coach, Elementary Teacher Education Program (2010–2018)

- Developed and taught inquiry-based courses in teacher education.
- Supervised teacher candidates during their year-long classroom placements.
- Conducted formal classroom observations and collaborated with mentor teachers.

PROJECT EXPERIENCE

Collaborative Schools for Innovation and Success (CSIS)

Project Manager (2016–2018)

- Managed leadership team reporting, budgeting, and grant system coordination across university and district partners.



- Supported wraparound services for school-partnered SEL initiatives and family engagement.
- Coordinated with teacher candidates, families, and school staff to implement programming.

RESEARCH EXPERIENCE

Spencer Foundation

Research Assistant (2013–2015)

- Co-developed longitudinal and qualitative research designs.
- Implemented data collection and managed human subjects protocols.
- Conducted analysis and produced collaborative research reports.

SELECTED PUBLICATIONS

Herrenkohl, L., **Napolitan, K.**, Favia, L., Kazemi, E., Phelps, D., & Herrenkohl, T. (2019). Navigating fragility: University and school partnerships as part of a legislative agenda, *Teachers College Record*, 121(12).

Napolitan, K. & Bowman, M. (2018). We've Been Here Before: Our Need for Historical Mentors, *Teachers College Record Commentary*, <http://www.tcrecord.org> ID Number: 22441

Napolitan, K. (2018) "Community teaching as agency", in J. de Saxe & T. Gourd (Eds.), *Rearticulating Education and Social Change: Teacher Agency and Resistance, Late 19th century – present*, New York: Routledge.

Zeichner, K., Bowman, M., Guillén, L., & **Napolitan, K.** (2016). Engaging and Working in Solidarity with Local Community Mentors in Preparing the Teachers of their Children, *Journal of Teacher Education*, 67(4), 277-290.

EDUCATION

University of Washington

PhD in Education, 2016

- Dissertation title: "You Have to Reach Before You can Teach': A Study of Teacher Candidates' Journeys of Community Teaching"

University of Washington

Master in Teaching (MIT), 2006

- Endorsements: Elementary and Special Education

University of Washington

Bachelor of Fine Arts (BFA), 2001

- Major: Visual Communications Design; Minor: History



AWARDS and AFFILIATIONS

- *Member, West Seattle Community Orchestras (2024–Present)*
- *Learner, Seattle Artist League (Drawing) & Pratt Fine Arts Center (Metals and Jewelry) (2024–Present)*
- *Co-Awardee, Family Engagement and Educator Preparation Innovation Project Grant – National Association for Family, School, and Community Engagement (NAFSCE) (2022–2024)*
- *Panelist, Washington State Arts Commission (ArtsWA) – Selection of recipients for Arts in Education (AIE) and Creative Start Grants (2022)*
- *Co-Awardee, Advancing Equity Grant – Professional Equity Standards Board (PESB) (2020–2022)*
- *Excellence in Teaching Award – University of Washington-Seattle (2015)*

SKILLS AND INTERESTS

- Knowledge and experience with a variety of assessment tools, Zoom, Microsoft, Google, and Adobe (InDesign, Acrobat) products along with social media tools. Currently learning Procreate

Beverly Rogers, LICSW

She/Her | Critical Incident Support Lead

EXECUTIVE SUMMARY

Beverly is a seasoned school social worker and mental health professional with over a decade of experience supporting children, youth, and families across educational, community-based, and residential settings. Her work centers on trauma-informed, equity-focused, and developmentally responsive care, with a proven ability to build inclusive school cultures and provide direct support for students navigating complex social-emotional and behavioral challenges. Currently serving as a School Social Worker in Framingham Public Schools, Beverly delivers school-wide, small group, and individual interventions, facilitates professional development for educators, and leads data-informed student support strategies. Her previous work in post-adoption services, early childhood programs, and residential care has shaped her holistic, culturally attuned approach to engaging with students and families. Beverly holds a Professional All Levels School Adjustment Counselor/Social Worker License in Massachusetts, and is deeply committed to restorative justice, trauma healing, and systems-level solutions that promote resilience and equity in school communities.

SPECIALIZATIONS

School-Based Social Work & Student Support Teams (SST)



Trauma-Informed Care & Mental Health in Youth
Social-Emotional Learning (SEL) & Behavioral Interventions
Group Counseling & Individual Support for K-12 Students
Restorative Justice Practices (Tiers 1-3)
Professional Development & Staff Collaboration
Post-Adoption Family Stabilization & Psychoeducation
Responsive Classroom & Second Step Implementation
Crisis Intervention & De-escalation (CPI Certified)
Multidisciplinary Collaboration & Case Management
DBT-Based Interventions in Residential Settings
Family Engagement & Parent Advocacy
Program Development & Data-Driven Student Support
Culturally Responsive, Strengths-Based Practice

WORK EXPERIENCE

And Still We Rise, LLC, Boston, MA

Consultant (Feb 2024 - Present)

- Collaborate with consulting teams to support organizations in advancing inclusion, equity, and belonging initiatives.
- Design and facilitate trauma-informed workshops, restorative circles, and community dialogue sessions with a focus on racial equity, disability justice, and LGBTQIA2+ inclusion.
- Lead or contribute to the development of key deliverables for partners, including written reports, strategic frameworks, and presentation materials that reflect culturally responsive and decolonial practices.
- Apply principles of social justice, intersectionality, and liberation psychology to all aspects of project work, including internal team development and community-facing engagements.

Framingham Public Schools, Framingham, MA

School Social Worker (August 2024 - Present)

- Plan and lead community building and restorative circles for students with a focus on inclusion and connection
- Participate in Student Support Team (SST) to help guide students' social, emotional and academic needs
- Provide social and emotional interventions school-wide (classroom, small groups and individuals)
- Assist with crisis intervention for students and help in creating systems to record and track data
- Collaborate with multidisciplinary teams to develop and implement individual education and 504 plans



Cambridge Public Schools, Cambridge, MA

School Social Worker (September 2018 - August 2024)

- Collaborate with staff to provide support and knowledge with social emotional teaching and learning
- Participate in Student Support Team (SST) to help guide students' social, emotional and academic needs
- Facilitate professional development in collaboration with principal and school-based teams
- Provide social and emotional interventions school-wide (classroom, small groups and individuals)
- Assist with crisis intervention for students and help in creating systems to record and track data

Adoption Journeys, Lawrence, MA

Social Worker, Post-Adoption Services (October 2015 –September 2018)

- Provided home-based intensive family stabilization for diverse population with adopted children
- Supported families by providing adoption related psychoeducation focused on attachment and trauma
- Recognized the need for respite services for families by creating and facilitating family activities

Head Start Preschool, North Oxford, MA

Family Advocate (October 2012 - October 2015)

- Established recruitment methods to enroll students to the program and completed intake process
- Conducted home visits in order to identify and support family needs
- Managed daily attendance of students and provided crisis intervention for families
- Facilitated parent meetings and encouraged parents to utilize self-advocacy skills

Devereux School, Rutland, MA

Assistant Program Manager (January 2011 - October 2012)

- Facilitated group therapy with adolescent girls at a residential program using Dialectical Behavior Therapy (DBT) and an anger management curriculum
- Provided intervention techniques during crisis situations with students and encouraged use of DBT skills
- Consulted with family members and providers in regards to treatment of individual students

Department of Children and Families (DCF), New Britain, CT



Investigations/Treatment Unit (Intern) (January 2010 - December 2010)

- Conducted in-home investigative interviews based on allegations received through the agency hotline
- Responded to several cases involving domestic violence, substance use and sexual/physical abuse
- Contributed to professional development by completing mandated reporter training

EDUCATION

Professional All Levels

MA DESE School Adjustment Counselor/Social Worker License, March 2024

Salem State University (SSU), Salem, MA

Masters in Social Work, Summer 2015

Central Connecticut State University (CCSU), New Britain, CT

Bachelors of Arts Degree in Social Work, December 2010

TRAININGS

- *Data Wise Leadership Institute* - Harvard University January 2024
- *Restorative Justice (Tiers 1-3)* - Suffolk University Boston December 2020
- *Crisis Prevention Intervention (CPI)* - Cambridge Public Schools February 2023
- *Responsive Classroom* - Cambridge Public Schools Summer 2019
- *Understanding Mental Illness in Youth* - Cambridge Public Schools Spring 2019
- *Second Step Curriculum* - Cambridge Public Schools September 2018

Dominique Paloma Bible, MA

She/Her | Family & Community Engagement Specialist

EXECUTIVE SUMMARY

Dominique Paloma Bible is a dedicated educator, consultant, and facilitator with expertise in restorative justice, community education, and trauma-informed learning. She has a strong track record of designing and implementing programs that foster inclusion, equity, and personal empowerment. With experience spanning youth mentorship, adult education, restorative justice consulting, and program development, Dominique has worked with schools, libraries, and community-based organizations to create transformative learning experiences. As the founder of Off Da Beaten Path Learning LLC, she has championed self-directed education, while her work with And Still We Rise (ASWR) focuses on integrating restorative justice frameworks into organizational culture. Through her training, workshops, and consultancy, Dominique helps



individuals and institutions cultivate sustainable, healing-centered practices that promote accountability, conflict resolution, and community building.

SPECIALIZATIONS

Restorative Justice & Conflict Resolution
Trauma-Informed & Healing-Centered Education
Community-Based Learning & Youth Development
Program Development & Facilitation
Adult Learning & Workforce Development
Equity, and Inclusion Training
Public Speaking & Thought Leadership

WORK EXPERIENCE

And Still We Rise (Present)

Restorative Justice Consultant & Trainer

- Designed and facilitated interactive training on restorative justice practices, conflict resolution, and community healing for educators, organizations, and community leaders.
- Developed and implemented restorative justice frameworks tailored to diverse institutional settings, fostering inclusive and trauma-informed approaches to conflict.
- Provided expert consultation on integrating restorative practices into organizational policies, supporting leaders in addressing harm and building accountability structures.

Off Da Beaten Path Learning LLC, Online

Founder (June 2020 - Present)

- Designed and launched an innovative educational platform providing personalized learning experiences for diverse learners.
- Developed and facilitated community-driven educational programs, workshops, and mentorship initiatives.
- Managed business operations, including curriculum development, marketing, and strategic partnerships.

Red Hook Initiative, Brooklyn, NY

Site Coordinator, Freedom School Summer Camp (June 2021 - August 2021)

- Oversaw daily operations of the Freedom School Summer Camp, ensuring a safe and engaging learning environment.
- Managed a team of educators and volunteers, coordinating lesson plans and enrichment activities.
- Facilitated culturally responsive programming focused on youth empowerment, literacy, and leadership development.

Brooklyn Public Library, Brooklyn, NY



Program Associate, Adult Learning Program (February 2020 - October 2020)

- Designed and implemented adult education programs, including literacy and career readiness workshops.
- Provided one-on-one support for adult learners, assisting with digital literacy, GED preparation, and workforce development.
- Coordinated outreach efforts to engage underserved communities and expand program accessibility.

Dida Academy, Brooklyn, NY

Program Manager and Facilitator (May 2019 - December 2019)

- Developed and facilitated self-directed learning programs tailored to students' individual needs and interests.
- Managed program logistics, including scheduling, student enrollment, and assessment of learning outcomes.
- Built partnerships with community organizations to enhance student engagement and experiential learning opportunities.

Red Hook Initiative, Brooklyn, NY

Senior Academic Advisor (September 2017 - May 2019)

- Provided academic counseling and mentorship for students, supporting their educational and career aspirations.
- Designed and implemented personalized learning plans, integrating social-emotional learning strategies.
- Led workshops on college readiness, financial literacy, and leadership development for youth participants.

PRESENTATIONS

- January 2025, "Infinite Growth: Self-Directed Education for Adults" (LearningPlanet Festival, Online)
- March 2024, "How to Find Your Niche," (Laptop Lifestyle Master Program, Online)
- October 2023, "An Educator's Perspective on the Connection Between Play and Failure and Mental Health" (the unschool files community, Online)
- July 2023, "Play + Failure = Success" (Natural Born Champions, Maryland)
- February 2023, "The Power of Working 1-on-1: Leading Neurodivergent to Success" (VELA Education Fund, Online)
- July 2022, "Investigating Undertold NYC Histories" (Goddard College, Online)
- February 2022, "Histo-llage: BLK FEM art history & making" (Embark Center, Virginia)
- January 2022, "The courage to move as you" (Goddard College, Vermont)
- August 2020, "Building Community over Zoom" (Brooklyn Public Library, New York)
- January 2019, "Silver linings and intersections: A strengths-based approach to mental illness and more" (Goddard College, Vermont)



- October 2018, "Overcoming racism in spite of our history: Discussing systems awareness" (Overcoming Racism Conference, Minnesota)
- July 2018, "Understanding and respecting the complexity of living systems: A discussion on systems awareness" (Goddard College, Vermont)
- January 2017, "Using humility to extinguish destructive cycles" (Goddard College, Vermont)

PUBLICATIONS

Bible, D. P. (2022). Investigating Culturally Responsive and Inclusive History Education. Graduate Thesis for Goddard College.

Bible, D. P. (2019). A Problem That Sickens and Kills. Womanly Magazine, Issue No. 4: Black Maternal Health.

Bible, D. P. (2018). Understanding and Respecting the Complexity of Living Systems: A Discussion on Systems Awareness. Undergraduate Thesis for Goddard College.

EDUCATION

Goddard College, Plainfield, VT

Bachelor of Arts in Education, Community Education, 2018

Goddard College, Plainfield, VT

Master of Arts in Education, Community Education, 2022

CERTIFICATIONS

- Digital Marketing Certification, Laptop Lifestyle Master Program, 2023
- Reflective Resilience for Anti-Oppressive Supervisors Learning Lab, 2022
- Therapeutic Crisis Intervention, Cornell University, 2019 & 2021
- Youth Mental Health First Aid, 2019 | Adult Mental Health First Aid, 2018
- Family Engagement, Children's Defense Fund, 2018
- Engaging Traumatized Youth, Dr. Jacob Ham, 2017
- Group Work Genius, Red Hook Initiative, 2017

SKILLS AND INTERESTS

- Languages: English (Fluent), Portuguese (Proficient), Spanish (Proficient)