



January 21, 2020

State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, NV 89706

Dear SPCSA Members:

I would like to express my strong support of Sage Collegiate Public Charter School's application, a proposed public charter school in Las Vegas. As Vice President of Building Hope, I believe the school would provide a unique school model for the community that is not currently present.

In my previous role as a Chief Financial Officer at a high-performing charter network in San Antonio, TX, I witnessed firsthand the importance of strong financial stewardship to ensure that schools are operationally able to provide a world class education. In my conversations with the founder, Sandra Kinne, I was compelled by his vision and sound execution plan to guiding the organization to both academic success and financial sustainability.

Sage Collegiate represents numerous innovative elements which will create an incredibly effective school. Building Hope is supporting the school as it pursues a facility and financing to support the facility. We believe there are facilities opportunities in the communities Sage Collegiate has outlined in its application that will be great temporary and permanent facilities to operate its school model

I fully support Sage Collegiate and recommend it for authorization.

Sincerely,

Shawn McCormack

Shawn McCormack
Vice President, West Region
Building Hope
www.buildinghope.org

Dennis G. Tyson

7613 Emerald Ridge Ct. Las Vegas, NV 89129

January 17, 2020

Dear Members of the Board,

My name is Dennis Tyson. I moved to Las Vegas from New Mexico in 2006. My wife and I have two children, both in elementary. The reason for this correspondence is to share with you my support of Sage Collegiate Public Charter School.

Having grown up in New Mexico, where a vast majority of the state is rural with smaller towns and cities, I am keenly aware of the impact of a under-served/low income educational system. Having lived in the valley for last 14 years I have met many locally educated friends that grew up in resource challenged districts. A few of these friends had the opportunity to attend a charter school, or eventually a magnate school. The experiences they shared, both positive and negative, have informed my knowledge and contribute to my outlook on CCSD, not only for my children but for all the children in our city.

As a concerned citizen and parent of children attending a CCSD school I feel this matter to be important enough to formally ask that you support Sage Collegiate Public Charter School. Having read about Sage Collegiate and their goals it seems to me that it will provide a much-needed boost in education for an area of the city that could certainly benefit from its presence.

Whether the future students of Sage Collegiate attend post-secondary educational systems or not is not as important as preparing them in a manner that provides them with the foundations for them to excel regardless of what path they choose. The classical model Sage Collegiate is proposing will help provide that foundation.

Believing that the success of our community and our country begins at home and in the classroom, it is with conviction that I assert Sage Collegiate deserves your support and your vote of approval.

Sincerely,

Dennis G. Tyson

Dennis G. Tyson

To: SPCSA Charter School Committee
RE: Proposed application for Sage Collegiate Charter School
Date: January 15, 2020

To Whom it May Concern:

This letter is in support of the proposed application to SPCSA for the opening of a new charter school, Sage Collegiate. I am a grandmother of four and an aunt of seven children for a total of eleven students who have gone through or currently going through the Clark County School District school system. I have experienced the inequities the school district provides through our own family experiences, and I am currently engaged in trying to find an appropriate school for my grandchildren to attend that will meet their learning needs. Another family member has transferred to a successful charter school to receive the rigorous learning desired. Parents and children must have choices to achieve the learning experiences they need to prepare for a global community, and I believe Sage Collegiate provides this choice.

Sage Collegiate is offering a standards-based curriculum that not only allows teachers to align instruction and skills needed for students to master a standard, but it also provides for differentiating instruction and individualized learning for students as they build their knowledge to master the standard. Sage Collegiate recognizes that an alignment of curriculum, instruction, and assessment is one of the main components for schools to put in place in order for students to be academically successful. This type of alignment is currently not found in my grandchildren's school nor in the schools my nieces and nephews have attended in current and past years. While some Clark County schools do have this alignment in place, it is not consistent throughout the district, and I am excited that Sage Collegiate will offer the standards-based curriculum at their school.

Sage Collegiate has also expressed implementing a slow-growth model. This strategy is effective and allows the school to focus on lower class sizes. Lower class sizes provide for other systems to be put in place such as data-driven meetings, interventions, teacher collaboration, instructional corrections, and the building of a positive and consistent cultural environment. Unlike the complacent character words we find in all schools, Sage Collegiate has provided seven beliefs that families, students, and staff can embrace. These seven beliefs provide an actionable outcome from all stakeholders, and these seven beliefs coincide with the seven values Sage Collegiate proposes to implement in their school. The seven values are uplifting and energetic instead of the character words that have become compliant in the schools.

Sage Collegiate is also proposing opening the school in an area that is in need of more choices for parents and students, and they have emphasized an equitable opportunity for all students-no matter their background. They have provided information on how to involve families and the communities, and I believe they will continue their drive for including families because the school understands to be academically successful, "it takes a village."

It is fortunate that Sage Collegiate will have an Executive Director who brings a vast amount of experience from different districts and leadership positions because the experience has provided the knowledge of what works and doesn't work for students.

I am strongly in support of Sage Collegiate Charter School providing another opportunity for students and parents to have a positive academic experience. I support the opening of this school and hope the SPCSA will also provide this school the support, guidance, and approval it needs to open a school in the most needed area.

Sincerely,
Susan Ulrey, Ed.D.



January 16, 2020

Dear Members of the Board,

My name is Jody Dawkins. I have been a Las Vegas resident since 2008. My three children have matriculated through public, charter, and magnet schools in the Clark County School District. Today, I write to you in support of Sage Collegiate Public Charter School.

My oldest child is a talented musician. We were lucky to have Las Vegas Academy to support his love and talent for music while also attending to his academic needs. His younger brothers were equally fortunate to have good public and charter schools available for their needs. We were fortunate to live in a well-served area of CCSD.

It is with this in mind that I ask for your support of Sage Collegiate Public Charter School. Sage Collegiate targets a chronically under-served area of CCSD. An area whose children have few opportunities to receive anything more than the most basic educational service. In fact, when faced with the option of moving to this area and placing our children in those schools, we chose instead to homeschool.

Sage Collegiate plans not only to provide basic educational service but also to go above and beyond in order to prepare those children for college and careers. Moreover, by using an integrated, classical, education model, I am certain that students of Sage Collegiate will be prepared for many diverse opportunities in the future. Opportunities on which they would otherwise miss out. Children of this area deserve better and Sage Collegiate plans to provide better.

Having met with and spoken to members of the Sage Collegiate Board, I can, with full confidence, support the mission and on-going operation of this school. It is my humble request that you do the same. Please, approve the charter of Sage Collegiate.

Respectfully,

A solid black rectangular box used to redact the signature of the sender.

To the SPCSA Board,

I am a parent of two children who have attend schools in the 89107-zip code, Red Rock Elementary and Western High School. I appreciate the teachers and staff at my daughters' schools, and I know how hard teachers work.

But I want more for my children than what their schools offer.

My oldest child, a 9th grader, is incredibly bored and unchallenged in her district school. My 5th grader, a GATE student, is also bored and unchallenged, and I fear she will follow her sister's path of lacking rigorous instruction, being unstimulated in school, and having their love of learning diminished because of the low expectations and standards in their current schools.

We have sought opportunities through magnet programs, applying to as many as we could. My 5th grader still hopes to be able to go to a magnet middle school and avoid the boredom she sees in her older sister. Unfortunately, the demand for more engaging instruction and greater opportunities exceeds the supply for students. As a CCSD graduate myself, I can tell you – not much has changed since I was in school, and I want more for my children. I want them to be excited about learning, to have challenging curriculum and instruction, and to be able to fulfill their potential – not be on a path of boredom to the point they no longer enjoy school and dread going each day.

I have worked with a member of the Committee to Form for several years; she's a dedicated educator at one of my children's schools. When I learned that she is working with a team to start a public charter school in our community – in the same zip code where we have no charter schools – I was thrilled for her, her team, and students in our area. To have an option, to be challenged, to have the chance to have more from their education – I wish that for students in our community.

While my children will not benefit from Sage Collegiate, given their grade levels, it would be a shame for other students and families not to have a school like this. I know many families who feel the same about our options and opportunities; they would welcome this school.

Please consider supporting the efforts of Sage Collegiate and allow them to open next year. It would mean so much to families in a community with no options and little hope for their children's education to better than it is now and better than their parents', my education, was.

Thank you,

APPENDIX BB: CURRICULUM DETAILS

We provide the most curricular details for literacy and math, as both must address multiple student needs within the content area. For example, Reading Mastery, supports students’ decoding and comprehension skills while Words Their Way supports phonics and vocabulary development. Fountas and Pinnell focuses on small-group instruction to support below-grade level readers. Identified curricula is meant to complement and work unison with one another.

The curricula listed are informed by the curriculum used at the most successful public charter schools in high-need communities across the country, as a well as an understanding of the multiple modalities that literacy instruction must address. Our expanded program of 200 daily minutes of literacy instruction and 100 daily minutes of math instruction further support such choices. All curricular options are compatible and non-duplicative, and all curricula support one another by targeting specific skills and areas of instruction within each grade level.

The curricula are used in unison, not isolation, to best support targeted skills. As we discussed in the Capacity Interview, as well as our follow-up to the Board, we explicitly named funding as a factor in the final decision-making process. In short, if we receive the CSP grant, we will be able to purchase Bridges for Math and our identified ELA components. If we do not, we will use EngageNY for math, and put our curriculum budget toward our ELA components.

We provide a table of our intended curricula and their grade levels below in Figure 1:BB.

Figure 1:BB

READING/ELA Blocks		
Content Focus	Planned Curriculum	Targeted Grade Levels
Decoding & Reading Comprehension	Reading Mastery	K-2
Small group instruction to support below-grade level readers	Fountas and Pinnell	K-5
Phonics and vocabulary development	Words Their Way	K-2
Latin	Latin: Classical Academic Press	3-8
MATH Blocks		
Calendar Math	Everyday Counts	K-2
Comprehensive concepts and skills	Bridges in Mathematics	K-5
Problem Solving Strategies	CGI	K-5
ELA and Math: Blended Learning		
Online, standards specific Supplemental to curriculum	IXL: ELA & Math	K-8
Handwriting		
Print and cursive	Zaner Bloser	K-2 (print); 3-5 (cursive)

ALIGNMENT WITH COMPONENTS of our DAILY SCHEDULE

[Appendix 8 of application]

Literacy Instruction	Phonics/Comprehension: Reading Mastery Guided Reading: Fountas and Pinnell Word Study/Vocabulary: Words Their Way (K-2); Latin: Classical Academic Press (3-8)
Math Instruction	Math Meeting/Calendar Math (K-2): Everyday Counts Math Focus Lesson: Bridges in Mathematics Math CGI & Small Groups: Cognitively Guided Instruction (CGI)

APPENDIX DD

BIOS: FOUNDING TEAM – Sage Collegiate Public Charter School

ELYSA ARROYO

Proposed Board Member

Elysa Arroyo is a 2nd grade teacher in the Clark County School District in Las Vegas, Nevada, and the Manager of Compliance and Grants Administration for Aerospace Machine and Supply. Elysa moved from Southern California to Las Vegas after being accepted into Teach for America in 2014. During her time as a teacher, she has served as Grade Level Chair; founded and directed the Red Rock theatre program, which was accepted into the Disney Musicals in Schools program in 2017. Elysa currently serves as a fellow in the Nevada Teach Plus Fellowship. Additionally, she has completed fellowships with the Nevada Department of Education, the Nevada Governor’s Office of Workforce Innovation, and Opportunity 180. She holds a M.Ed in Curriculum and Instruction and is currently in her final weeks of completing an MPAP in Public Administration and Policy from American University.

MIA ARTERBERRY

Proposed Board Member

Mia N. Arterberry is a Manager of School Partnerships with Carnegie Learning, a nationally acclaimed mathematics curriculum and support organization. Originally from Southern California, Mia moved to Las Vegas as a Teach For America corps member over ten years ago, fell in love with the city, and never looked back. Throughout her time in the valley, she has taught middle and high school mathematics through Calculus I, served as a school administrator, and worked for a national charter school support organization as an education consultant and instructional coach in local Las Vegas charter schools. In her time as a teacher, Mia’s students in East Las Vegas achieved unsurpassed growth and achievement metrics on statewide standardized testing, and later her students in West Las Vegas earned one of the highest End of Course exam pass rates in the state of Nevada on the Math I exam. Mia holds a BA in Mathematics from California State University, Fullerton, and an M.Ed. in Curriculum and Instruction from the University of Nevada, Las Vegas. She also earned a second Master’s degree as part of the inaugural class of the Urban Leadership Development program through the Greenspun College of Urban Affairs at UNLV.

SANDRA KINNE

Proposed Executive Director

Lead Founder and proposed Executive Director Sandra Kinne is an experienced educator, who began teaching in 1999 in the Compton Unified School District as a Teach For America corps member. She was voted by her peers at “Teacher of the Year” at King Elementary for the 2005-2006 school year, and served in many leadership roles as a teacher, including School Site Council chairperson, Leadership Team member, lead teacher for the Gifted and Talented program at both Kennedy and King Elementary schools, and as an elected CEA representative. Ms. Kinne brings a cumulative 10 years of teaching experience, including in a special education school for emotionally disturbed students, BOCES – Kasson Road, and at a K-8 urban charter school, Southside Academy Charter School, in Syracuse, NY, where 97% of students qualified for free or reduced lunch.

Ms. Kinne served for three years as an instructional coach in the Las Vegas Valley with 1st- and 2nd-year teachers in the Clark County School District, was a School Director for six months at two sites as part of Teach For America’s Summer Institute in Phoenix, and was an Assistant Principal at a Title I middle school in Monterey Peninsula Unified School District.. She brings experience in research evaluation, consulting on education projects – including an early iteration of PBS Kids.

Ms. Kinne is a former military dependent and grew up on Army bases around the world. She first moved to Las Vegas in 2012 and returned in June 2018. She holds a B.A. from Syracuse University, M.A. Ed. from Loyola Marymount University, and M.P.A. from Columbia University. Additionally, Ms. Kinne has a 'Clear' Teaching Credential and a Preliminary Administrative Services credential in the State of California. She has transferred both to Nevada and expects to complete the requirements for the full reciprocity of the credentials by Spring 2021.

CHRIS PARKER

Proposed Board Member

Chris Parker is a native of Las Vegas and graduated from UNLV with a bachelor's degree in civil engineering in 2008 and obtained his master's degree in civil engineering in 2011. Additionally, Chris has a bachelor's degree in business management from the University of Utah. Prior to becoming an academic advisor for the College of Engineering in October 2011, he spent many years in the construction and civil engineering profession as a project manager designing multiple commercial and residential projects in Las Vegas and surrounding areas.

Chris currently works for the University of Nevada, Las Vegas as the Director of Academic Advising for the College of Engineering. Additionally, Chris works as a part-time instructor for the Department of Civil Engineering and Affiliate Instructor for the Department of Entertainment Engineering, teaching undergraduate level courses. Chris is also heavily involved in the community and within the UNLV community. Chris is a mentor and faculty advisor to many of the student engineering organizations, such as ASCE and the Solar Decathlon competition on the UNLV campus.

Away from work you can find him volunteering with Candlelighters Childhood Cancer Foundation of Southern Nevada in various ways, including as a board member. Chris volunteers yearly at Camp Independent Firefly with the organization, where he serves as a camp director for the past 8 years.

ALEJANDRO RODRIGUEZ

Proposed Board Chair

Alejandro Rodriguez is the Director, Nevada for Leadership for Educational Equity (LEE). LEE is a nonpartisan, nonprofit leadership development organization working to end the injustice of educational inequity by inspiring and supporting a diverse set of leaders with classroom experience to engage civically and politically. As Director in Nevada, he sets and executes the vision for the region and the more than 600 members in the state.

Alejandro previously served as the Chief of Staff to the Deputy Secretary at the U.S. Department of Commerce. As Chief of Staff, he advised the Deputy Secretary on a range of management, policy and operational issues, and managed the day-to-day operations of the office. Alejandro worked closely with senior Department leaders as they collaborated to implement the top policy priorities of the Obama administration. He also helped oversee the day-to-day operations and management for the office of the Chief Operating Officer a federal agency of 47,000 employees with a \$10.2 billion budget. His previous budget responsibilities also included oversight for a federal funds account of more than \$18 Million.

Prior to joining the Commerce Department, he served as Deputy Chief of Staff for Operations at the 2013 Presidential Inaugural Committee, where he was among the first senior staff directors hired to build the infrastructure from the ground up to support hiring, onboarding, and office and resource management for more than 500 eventual employees. He was previously the Deputy Chief of Staff for the 2012 Democratic National Convention Committee in Charlotte, North Carolina. In that position he was tasked with

preliminary planning for all aspects of staffing, budget and office build-out, and later helped manage and close out operations.

Rodriguez also served as the Convention Operations Manager for the Democratic National Committee in Washington during the entire site selection process for the 2012 Convention, and spent more than three years in the United States Senate serving as an aide to Senator Edward M. Kennedy and Senator Paul G. Kirk, Jr. Prior to his work on Capitol Hill, Rodriguez worked for Massachusetts Attorney General Tom Reilly, the Kerry Edwards 2004 Presidential Coordinated Campaign in New Mexico, and for the Boston Host Committee for the 2004 Democratic National Convention.

Originally from El Paso, Texas, Rodriguez graduated with an A.B. in Government from Harvard University and currently lives in Las Vegas, Nevada with his wife and three-year-old son.

PUCK TSAI

Proposed Board Member

Puck Tsai is an attorney, currently working for the Las Vegas Sands Corp. Previously, he was an Assistant State Public Defender in Wisconsin. He also worked as an associate at Pemberton & Englund, a general practice law firm based in Baraboo, Wisconsin, where he represented clients involving a variety of issues, from civil litigations to education law, from business transactions to zoning proceedings. Prior to his legal career, Puck was a documentary film director and producer. His films have appeared in international film festivals and TV outlets such as Discovery Channel and the Travel and Living Network. He was a committee member for the Student Expulsion Prevention Project (StEPP) and he volunteers as a Pro Bono attorney with the Legal Aid Center of Southern Nevada's Children's Attorneys Project (CAP). He lives in Las Vegas with his wife and two young children, one of whom is in Kindergarten and attends a local public charter school.

ALEJANDRO R. RODRIGUEZ

PROFESSIONAL EXPERIENCE

Leadership for Educational Equity (LEE)

Director, Nevada

Las Vegas, NV

October 2018 – Present

- Set and execute vision for LEE in Nevada, in partnership with community stakeholders, for more than 600 members.
- Build members' policy, advocacy and organizing knowledge/skills/mindsets by planning and facilitating regional trainings, fellowships, and events.
- Coach members for increased impact in policy, advocacy, organizing, and elected leadership with the goal of ending the injustice of educational inequity.
- Encourage civic engagement and collective action, including launching LEE's first Organizing Alliance in Las Vegas.

SagePine Strategies, LLC

Independent Consultant

Las Vegas, NV

April 2018 – November 2018

- Provide project management support on multiple contracts with State of Nevada departments and agencies.
- Coordinate with state officials and nonprofit organizations on research and outreach methodology for various projects.
- Facilitate and document focus groups of community members in southern Nevada for projects and track all follow-up.

U.S. Department of Commerce

Chief of Staff to the Deputy Secretary

Washington, DC

June 2014 – January 2017

- Senior Executive Service political appointee serving President Obama, and member of Department's Senior Staff.
- Oversaw the day-to-day operations and management for the Office of Deputy Secretary Bruce H. Andrews, the Chief Operating Officer of a 47,000 employee federal agency with a \$10.2 billion budget.
- Led Deputy Secretary's strategic planning, including coordination of Executive Management Team meetings with leadership from Department's 12 bureaus reporting on Secretarial priority initiatives.
- Served as a primary liaison to, and maintained strong relationships with, key stakeholders including the White House, other federal agencies, Congressional leadership, and industry partners.

2013 Presidential Inaugural Committee

Deputy Chief of Staff – Operations

Washington, DC

November 2012 – February 2013

- Hired on startup team of first senior staff directors as primary liaison with Government Services Administration's Inaugural Support Team to begin operation of office of more than 1,000 team members of staff, fellows, & volunteers.
- Liaison with Department of Homeland Security's Federal Protective Service on GSA office building functions.
- Along with Human Resources and Administration teams, built infrastructure from the ground up to support hiring and onboarding, and office and resource management, including hiring and managing of headquarters operations staff.
- Coordinated with National Archives and Records Administration on archival of files for future Presidential Library.

Democratic National Convention Committee

Deputy Chief of Staff

Charlotte, NC & Washington, DC

May 2011 – June 2014

- Part of initial team hired following host city announcement tasked with preliminary planning for all aspects of staffing, budget and office build-out in preparation for move to Charlotte.
- Budget responsibilities included approval of travel and expenditure requests, and check signing authority and oversight for federal funds account of more than \$18 Million.
- Integral role in performing advanced research and approval of vetting reports for contributions to Host Committee.
- Implemented plan to deposit portion of federal funds in local and minority-owned financial institutions.
- Managed and oversaw post-convention winding down operation in Washington, DC, including coordination with budget, legal, and technology staff in preparation for required Federal Election Committee audit.

ALEJANDRO R. RODRIGUEZ

Page 2

Democratic National Committee

Convention Operations Manager

Washington, DC

March 2010 – May 2011

- Along with Director of Convention Planning, one of two employees responsible for the entire site selection process for the 2012 Democratic National Convention.
- Worked directly on all aspects of convention date selection, developing and communicating final RFP to interested cities, and receiving bids in mid-2010.
- Member of Technical Advisory Group (TAG) responsible for analysis of bids from interested cities.
- Attended contract negotiations with finalists prior to naming of host city and worked with DNC political and communications departments to roll-out announcement of Charlotte as host city.

Office of Senator Paul G. Kirk, Jr.

Scheduler and Assistant to the Chief of Staff

Washington, DC

September 2009 – February 2010

- Early member of interim Senator's staff involved with transitioning, opening and operating new Senate office.
- Managed Senator's Washington DC schedule including all meetings, hearings, briefings and official Senate duties.
- Supervised internal correspondence between Senator and staff on all legislative, political, and personal issues.

Office of Senator Edward M. Kennedy

Assistant to the Chief of Staff and Special Assistant to the Senator

Washington, DC

December 2006 – September 2009

- Member of core team responsible for planning, advancing, and executing the Senator's schedule, events, and travel.
- Advised Senator and staff on issues affecting Latino community as liaison to Senate Democratic Hispanic Task Force.
- Supervised internal correspondence between Senator and a staff of 70 on all legislative, political, and personal issues.

Office of Massachusetts Attorney General Thomas F. Reilly

Special Assistant to the Attorney General

Boston, MA

January 2005 – December 2006

- Conducted logistical advance work and served as accompanying traveling staff for Attorney General at all events.
- Prepared formal recommendations and memorandums working with Director of Intergovernmental Affairs including legislative analysis on issues affecting Commonwealth municipalities.

New Mexico Victory 2004 – Kerry Edwards, Inc. Coordinated Campaign

Field Organizer

Las Cruces, NM

August 2004 – November 2004

- Recruited, organized, and mobilized volunteers in precincts through house meetings and direct communication.

Boston 2004, Inc. – Host Committee for the 2004 Democratic National Convention

Special Assistant to the Deputy Executive Director, Outreach

Boston, MA

June 2003 – August 2004

- Assisted small businesses throughout 22 neighborhoods of Boston to participate in the economic opportunities generated by over 1,300 events held in Boston the week of the 2004 Democratic National Convention.

EDUCATION

Harvard University

Bachelor of Arts in Government, 2003

Cambridge, MA

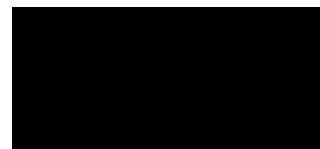
September 1999 – June 2003

Elected member of Executive Board of Harvard College Democrats, two terms. Elected Vice President of Kappa Eta Chapter of Sigma Chi Fraternity, two terms. Elected to Harvard Raza Executive Board. Senior Gift Fundraising Agent.

ACTIVITIES & SKILLS

- Languages: Fluent in Spanish.
- Volunteer Activities: Spread the Word Nevada; Harvard Club of Nevada.

Elysa Arroyo



Work Experience

Clark County School District, Las Vegas, Nevada — Teacher

August 2014 - Present

I teach Common Core Curriculum in the areas of Math, Science, Reading, Writing, and Social Studies, create long range strategic plans to support academic achievement, and analyze data to drive my teaching and increase student learning and success. I collaborate with other teachers to create the best and most relevant lessons to strengthen learning throughout elementary school and beyond.

Aerospace Machine and Supply, Las Vegas, Nevada — Manager of Compliance and Grant Administration

June 2008 - Present

I began in 2008 as an administrative assistant, and worked up to my current title this year. In this position, I have managed the consolidation of a California facility into our Las Vegas Facility, secured an Aviation tax abatement which will save the company over \$300K over the course of the next 20 years, and have ensured that the company maintains compliance during the move and beyond. Additionally, I have served as a government relations liaison, and helped to update our facility.

Public Policy Fellow, Las Vegas, Nevada — State of Nevada Department of Education

September 2018 - May 2019

I worked to improve the quality of all public education seats currently in the state by helping to rewrite state funding programs to get more state dollars into schools to serve students, and by helping to rewrite our state monitoring systems to ensure those dollars are being used for evidence-based practices to increase student achievement in ways that work. I also supported the State-wide family engagement initiative.

Policy Advisor Fellowship, Las Vegas, Nevada — Governor's Office of Workforce Innovation (OWINN) Fellow

September 2017 - March 2018

I created OWINN's School Engagement Plan, wrote a weekly workforce policy blog for OWINN's newsletter, and provided policy support to help further OWINN's mission to create a vibrant and sustainable economy in Nevada.

Policy and Advocacy Summer Fellowship, Las Vegas, Nevada — Opportunity 180 (O180) Fellow

June 2017 - July 2018

I supported O180's work toward the mission of bringing 25,000 high quality public education seats to Nevada. I met with out-of-state Charter Schools with proven success rates in order to bring them into Nevada. I helped support and facilitate the opening of local charter schools in Las Vegas. I created a Community Engagement Plan, updated documents to reflect changes in educational policy in the 2017 legislative session, and provided support where necessary.

Colton Joint Unified School District, Colton, CA — Office Assistant II

October 2012 – June 2014

I served as the Title I Secretary, Community Liaison Secretary, and Intervention Specialist Secretary at Colton High School. I was a member WASC Accreditation team. I organized and served as advisor for a "Reading Buddies" program for high school students to read at local elementary schools. I founded, coordinated, and ran a community closet and pantry, and connected parents and families with community resources. I also performed the following duties on a regular basis: filing, faxing, answering phones, reception, budgets, accounting, inventory, scheduling, etc.

Education

American University, Washington D.C. — MPAP

January 2018 - December 2019

Master of Public Administration and Policy

University of Nevada, Las Vegas, Las Vegas, NV — M.Ed

August 2014 - May 2016

Master of Education in Elementary Curriculum and Instruction

University of California, Riverside, Riverside, CA — BA

August 2006 - March 2012

Dual Major in Comparative Ancient Civilizations and Classical Studies, Minor in Philosophy.

LEADERSHIP PROGRAMS

Transition Team Coordinator (January to June 2018) I lead a team of Transition Team Leaders to support new TFA Corps Members in their transition to Las Vegas Valley.

Theatre Program Creator and Director: (August 2016 –May 2018) I lead a team of 5 educators in partnership with Disney Musicals in Schools to teach performance art to 60 students in grades 3-5 in order to support increased student literacy, achievement, and interpersonal skills.

CCSD Mentor: (August 2017 to May 2018) I provide support and promote the growth and development of new teachers

Lead to Serve Series (September 2017) by Leadership for Educational Equity (LEE) -I along with others from around the country were given the opportunity to hear from local Chicago community leaders and to explore the impact of elected leaders in achieving educational equity, as well as develop a sense of how I can do the same.

Learn to Lead series by The Nevada Collaboratory: (November 2016 –April 2017) I worked to develop leadership skills and my own style. I also created a Capstone Project revolving around common core math to increase student achievement.

Grade Level Chair (2016-2017) I lead a team of 7 teachers in order to support excellence in the classroom, facilitate meetings, and to analyze and act upon student data.

Transition Team Leader (January- June 2017) supported incoming Teach for America Corps Members in their transition to Las Vegas and into the classroom for the 2017 corps.

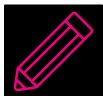
MIA N. ARTERBERRY

Mathematician, Educator, & Consultant



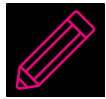
EDUCATION

- University of Nevada at Las Vegas**
- 2016 Master of Arts in Urban Leadership - *summa cum laude*
2011 Master of Education in Curriculum & Instruction - *summa cum laude*
- California State University of Fullerton**
- 2009 Bachelor of Arts in Mathematics - *summa cum laude*



EXPERIENCE

- The TenSquare Group - Las Vegas, NV**
- 2017 - Present **Consultant; Instructional Coach - Mathematics**
- Designs, plans, and facilitates professional development for teachers that drives school improvement
 - Leads school administrators in analyzing and responding to data, and assists with subsequent critical decision making in order to ensure the school's continued growth and required improvement
 - Provides instructional coaching to teachers, including weekly planning meetings, observations, and debrief sessions
 - Assists with teacher and school leader recruitment and development
 - Improved overall elementary school performance by 29.5 points and middle school performance by 22.5 points on the 100-point Nevada School Performance Framework scale at local partner schools
- Andre Agassi College Preparatory Academy - Las Vegas, NV**
- 2015 - 2017 **High School Mathematics Teacher**
- Provided differentiated instruction to approximately 130 ninth grade students based on Algebra 1 Common Core Standards
 - Collaborated with the ninth grade level team to create progress monitoring academic and behavioral systems in order to support overall student achievement
 - Improved student achievement by an average of 2.3 grade levels during the 2015-2016 academic year, as measured by STAR Math
 - Achieved 83% student proficiency on the 2016 Nevada Math I End of Course Exam
- 2013 - 2015 **Middle School Dean of Students**
- Implemented school-wide discipline policies, and created all accompanying documentation forms
 - Fostered a positive school culture focused on student behavior and academic responsibilities, by creating reward systems, supporting teachers with both instructional strategies and behavior management, and reaching out to parents and developing family partnerships
 - Communicated and worked collaboratively with teaching staff in order to create a school-wide environment focused on the socio-academic culture necessary to best support students



EXPERIENCE, *Continued*

2011 - 2013 High School Mathematics Teacher

- Provided differentiated instruction to approximately 120 ninth grade students according to Nevada State Academic Standards
- Taught fifteen junior and senior level students in the school's first Calculus course

2012 - 2013 Mathematics Department Chair

- Organized, planned for, and lead the high school mathematics department meetings
- Established and monitored department priorities, and monitored the department's budget
- Collaborated with the Director of Curriculum and Instruction to develop short- and long-term goals for the department
- Assisted the Principal and Executive Director in the hiring process for all high school mathematics positions

Teach For America, Inc. - New York, NY

2014 Los Angeles Institute School Director - R.L. Stevenson Middle School

- Oversaw a credit recovery summer school program and managed a School Operations Manager (SOM), a team of four Corps Member Advisors (CMAs), and 45 incoming first-year teachers
- Set a critical vision for the team's work at Institute centered around the academic success of our students and the development of our teachers and staff members
- Served as one of the leaders of the Black Affinity Group, which is aimed at welcoming, affirming, and supporting new black teachers as they transition into the profession

2013 Los Angeles Institute Corps Member Advisor - Luskin High School

- Coached and supported incoming first-year teachers through collection of student performance data and progress monitoring as they served as summer school mathematics teachers to high-needs high school students
- Developed teachers and continually increased their effectiveness through the creation and implementation of individualized growth and development plans and professional development
- Received survey data that 100% of Corps Members strongly agreed with the statement, "My CMA was critical in my ability to become a successful teacher."

2012 - 2013 Mathematics Content Team Leader - Las Vegas Valley

- Worked with Corps Members and Managers to identify the most impactful gaps in student achievement outcomes and instructional practice to then design custom professional development opportunities throughout the year for Corps Members to increase their effectiveness and ultimately improve student achievement
- Met with individual and small groups of mathematics teachers to hone their planning and instructional skills

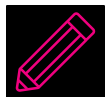
Clark County School District - Las Vegas, NV

2009 - 2011 Middle School Mathematics Teacher - Monaco Middle School

- Provided differentiated instruction to 160 eighth grade students in both Pre-Algebra and Algebra 1 based on Nevada State Academic Standards
- Improved proficiency on the CCSD Pre-Algebra common course exam from 8.1% (2008 - 2009) to 63.8% (2010 - 2011)
- Improved proficiency on the CCSD Algebra I common course exam from 50% (2009 - 2010) to 86.8% (2010 - 2011)

2010 - 2011 Cheerleading Coach - Monaco Middle School

- Facilitated tryouts and practices, and chaperoned all sporting events in order to coach and supervise the twenty-member team



EXPERIENCE, *Continued*

- 2011 **CRT Intervention Camp Mathematics Instructor - Robison Middle School**
→ Provided intensive instruction on weekends to students who needed supplemental instruction in order to be successful on the upcoming statewide standardized examinations

California State University of Fullerton - Fullerton, CA

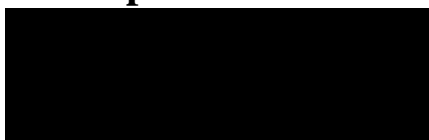
- 2007 - 2009 **Resident Advisor - CSUF Housing & Residence Life**
→ Supervised and assisted a group of 48 co-ed college students in on-campus housing, including conflict resolution, policy enforcement, and clerical responsibilities
→ Planned and executed six optional educational programs each semester for 1,000 on-campus residents



ACCOLADES, AWARDS, & ACHIEVEMENTS

- 2017 TNTF Fishman Prize Nominee
2013 Teach For America Alumni Award for Excellence in Teaching Nominee
2011 Sue Lehmann Award for Excellence in Teaching Nominee
2010 CCSD New Teacher of the Year Nominee
2010 Area Service Center 2 Distinguished Educator Award Winner
2009 Teach For America Corps Member, Las Vegas Valley
2009 CSUF President's Associates Award Winner
2009 Golden Key International Honor Society Member
2008 Phi Kappa Phi International Honor Society Member
2005 CSUF President's Scholar

Christopher Allen Parker



EDUCATION

University of Nevada, Las Vegas, Las Vegas, Nevada
Master of Science Civil Engineering, May 2011

University of Nevada, Las Vegas, Las Vegas, Nevada
Bachelor of Science Civil Engineering, August 2008

University of Utah, Salt Lake City, Utah
Bachelor of Science Management, March 1996

PROFESSIONAL EXPERIENCE

University of Nevada, Las Vegas

August 2018 to Present

Director of Advising – Howard R. Hughes College of Engineering

- Manage and supervise 5 academic advisors, front desk Administrative Assistant and student workers
- Training of new academic advisors, staff and student workers
- Provide academic advising services to 2800+ admitted, transfer, exploring and prospective engineering undergraduate students
- Maintain Advising Center budget
- Oversee and coordinate the College of Engineering Scholarship program and awarding
- Work with Deans, Chairs and Directors to develop and implement RPC strategies for the college.
- Coordination of New Student Orientation (NSO) for Freshman and transfer students, including giving presentations and advise students of class selection
- Retention of current students by participating in campus and college initiatives geared towards student retention, progression and completion
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

September 2014 to August 2018

Associate Director of Advising – Howard R. Hughes College of Engineering

- Assist the Director of Advising in the management, development and maintenance of programs and curriculum within the College of Engineering Advising Center
- Supervise front desk staff and student workers
- Training of new academic advisors, staff and student workers
- Provide academic advising services to 2500+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Coordination of New Student Orientation (NSO) and Major Pathways program with the Academic Success Center
- Conduct orientation presentations and advise students during NSO, which included overview of major and class selection
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Retention of current student by participating in campus and college initiatives geared towards student retention, progression and completion

- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

October 2013 to September 2014

Assistant Director of Advising – Howard R. Hughes College of Engineering

- Assist the Director of Advising in the management, development and maintenance of programs and curriculum within the College of Engineering Advising Center
- Training of new academic advisors, staff and student workers
- Provide academic advising services to 2200+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Conduct orientation presentations and advise students during New Student Orientation (NSO), which included overview of major and class selection
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Retention of current student by participating in campus and college initiatives geared towards student retention, progression and completion
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

April 2012 to October 2013

Senior Academic Advisor – Howard R. Hughes College of Engineering

- Provide academic advising services to 1800+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Confirming of Undergraduate Engineering Degrees
- Conduct orientation presentations and advise students during New Student Orientation (NSO), which included overview of major and class selection for incoming freshman students
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, course prerequisites and graduation
- Retention of current student by participating in campus and college initiatives geared towards student retention, progression and completion
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

University of Nevada, Las Vegas

October 2011 to April 2012

Academic Advisor – Howard R. Hughes College of Engineering

- Provide academic advising services to 1800+ admitted, transfer, exploring and prospective engineering undergraduate students on an appointment and open advising basis
- Confirming of Undergraduate Engineering Degrees
- Conduct orientation presentations and advise students during New Student Orientation (NSO), which included overview of major and class selection for incoming freshman students
- Maintain paper and online student files and notes, process paperwork for students transfer credits, petitions, and course prerequisites
- Recruitment of potential engineering students through University and College of Engineering sponsored events
- Knowledge of University, College of Engineering and engineering departmental policies, procedures and curriculum

LR Nelson Consulting Engineers, Las Vegas, Nevada May 2011 to December 2012

Staff Engineer

- Structural analysis and design of residential/commercial projects
- Preparation of construction documents
- Review and coordination of truss calculations

Wright Structural Engineers, Las Vegas, Nevada April 2003 to June 2008

Project Engineer

- Managed all aspects of structural design projects
- Client interaction during design and construction phases of the projects
- Structural analysis and design of residential projects
- Preparation of construction documents
- Review, track and coordinate truss calculations

TEACHING EXPERIENCE

Design of Timber Structures - Summer 2010, 2011, 2017, 2018, 2019

University of Nevada, Las Vegas

Adjunct Instructor

- Determination of wind and seismic forces on one and two story structures
- Discussion of engineering properties of wood
- Introduction to the design of sawn beams for flexure, shear, bearing and deflection
- Introduction to design of trusses, diaphragms and shear walls

Entertainment Venue Design - Fall 2015, 2016, 2017 and 2018

University of Nevada, Las Vegas

Affiliate Instructor – Department of Entertainment Engineering

- Engineering principles and technologies used in entertainment venue design
- Investigate engineering disciplines in design of entertainment venues

Engineering Mechanics of Deformable Bodies - Fall 2014

University of Nevada, Las Vegas

Adjunct Instructor

- Stress and strain determination of different engineering materials
- Beam deflection and failure, torsion testing, column stability analysis
- Shear and moment diagram development

Construction Engineering Mechanics - Fall 2012 and 2016

University of Nevada, Las Vegas

Adjunct Instructor

- Vectors and static analysis
- Mechanics of materials including stress and strain determination
- Beam deflection and failure, torsion testing, column stability analysis

Independent Study – UNLV Solar Decathlon - Fall 2012, Spring 2013 and Fall 2016

University of Nevada, Las Vegas

Adjunct Instructor

- Provided structural design guidance on project home to students
- Project management assistance and coordination between College of Architecture and Civil Engineering students to keep project on schedule
- Coordination meetings with engineering, architecture and construction management students

Engineering Mechanics of Deformable Bodies Lab - Fall 2009 and Spring 2010

University of Nevada, Las Vegas

Graduate Assistant

- Strain gage attachment and calibration
- Testing of metals and non-metal materials
- Beam deflection and failure, torsion, column stability testing.

Introduction to Engineering and Computer Science - Fall 2010

University of Nevada, Las Vegas

Graduate Assistant

- Provided pre-engineering students with a background into the engineering discipline
- Gave students skills, information and knowledge to promote academic success through goal setting, selecting a major, career preparation, studying and time management skills.

CONFERENCE PRESENTATIONS

Interventional Advising Practices for Student Engagement and Student Success. NACADA International Conference, Zayed University, Dubai, United Arab Emirates, February 22-25, 2016.

Technology in Advising: Campus Collaboration Assessing Student Technology Needs in Advising. Region 9 NACADA Regional Conference, University of California, Berkeley, March 26, 2014.

ACADEMIC/PERSONAL HONORS

- 2017-18 UNLV Academic Advisor of the Year
- 2016 Distinguished Service Award for Administrative Faculty – UNLV College of Engineering
- 2013 Academic Advising Commission of the Year Award
- 2012 and 2013 Academic Advising Professional Development Award
- 2015-16 Volunteer of the Year Award – Candlelighters Childhood Cancer Foundation
- 2008 ASCE Vodrazka Award Recipient

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

- ASCE Associate Member (2008 to present)
- NACADA – National Academic Advising Association (2011 to present)
- Tau Beta Pi Engineering Honor Society

PROFESSIONAL ACTIVITIES

- Structural Engineering Advisor, U.S. Dept. of Energy's Solar Decathlon for UNLV (2016-2017)
- Structural Engineering Advisor, U.S. Dept. of Energy's Solar Decathlon for UNLV (2012-2013)
- Faculty Advisor, ASCE Student Chapter - University of Nevada, Las Vegas (2012 to 2018)
- Future Cities Judge – (2011 to 2018)
- UNLV Faculty Senate – Curriculum Committee (2015-2017)
- UNLV Advising Technology Commission – Committee Chair (2012 to 2014)
- 2010 Pacific Southwest Regional Conference Bridge Competition Chair
- 2009 UNLV National Steel Bridge Competition Technical Chair

COMMUNITY ACTIVITIES

- Candlelighters Camp Independent Firefly Counselor and Director (2010 to present)
- Board Trustee - Candlelighters Childhood Cancer Foundation of So. Nevada (2012 to 2015)
- Riders and Runners for Candlelighters Coach (2010 to 2016)

SANDRA T. KINNE

PROFESSIONAL EDUCATION EXPERIENCE

Education Program Professional of Academic Performance: July 2018 – June 2019

Nevada State Public Charter School Authority ▪ Las Vegas, NV

- Member of Authorizing team of Nevada's statewide chartering authority, the third largest public school system in Nevada, overseeing 29 schools on more than 50 campuses, serving more than 42,000 students
- Assisted in review and recommendation processes of public charter school applications, renewals, and contract amendment proposals
- Developed Site Evaluation protocol; lead training, development, and review of Site Evaluations on regular basis
- Revised renewal process and developed pre-opening guidelines based on best practices
- Monitored assessment and accountability efforts
- Analyzed and interpreted education program data and ensuring compliance with state and federal requirements

Fellow//Founding Executive Director: August 2016 - March 2018

Building Excellent Schools//Paragon Academy of Compton ▪ Greater Los Angeles, CA

Building Excellent Schools (BES) trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.

- Participated in rigorous, year-long Fellowship of highly-selective flagship program of Building Excellent Schools
- Visited and analyzed more than 40 high-performing schools in low-income communities across the country
- Participated in 250 hours of leadership residencies at high-performing, award-receiving schools - Endeavor College Prep (Los Angeles) and Great Lakes Academy (Chicago)
- Completed 600 hours of professional development in areas including budget, finance, governance, staff development and training, vendor relations and procurement, school and staff culture, instruction and curriculum, hiring and human resources, community engagement, facilities, fund development

Paragon Academy of Compton was a county-authorized TK-8th grade school in Compton, CA driven by excellence for all and slated to open in August 2018. The school's Board of Directors voted in March 2018 to delay opening due to facility challenges and wanting to avoid a lengthy and expensive facilities legal battle. This effectively ceased school operations given conditions for the school's authorization, and the Board and entity dissolved.

- Responsible for day-to-day development of petition, school, and development
- Provided daily school leadership, including all instructional, operational and financial components
- Developed internal and external goals for school, and monitor progress towards achievement of those goals
- Developed educational program, including the school's curricular, assessment, and enrichment programming
- Recruited, hired, and trained instructional and building support staff
- Develop, lead, and manage the school Leadership Team and serve as instructional model to all staff members; evaluate all members of Leadership Team and all teaching staff
- Participated in professional growth opportunities as required to maintain awareness of educational trends, management concepts, community involvement, and other leadership initiatives
- Selected assessment tools used by the school in addition to state tests
- Created structures for, and oversee, meaningful family engagement through regularly scheduled events, communication, and solicitation of parent feedback
- Conducted student recruitment and oversaw enrollment, including the implementation of a public lottery
- Established annual and long-term strategy and goals for the school with Board approval; presented Board with contractual options for operational decisions
- Managed Board relationship and all communication to the Board
- Maintained and distributed monthly reports to the Board of Directors around topics of enrollment, academic achievement, finances, and other pertinent operational data
- Created and maintained marketing and fundraising plans for school; actively partner with the Board to fundraise on behalf of Paragon Academy
- Developed and managed relationships with community service providers for student support services
- Served as primary administrator for student behavior
- Worked directly with the back-office provider, ExED
- Served as liaison with authorizer

Assistant Principal: July 2015 – June 2016

Monterey Peninsula Unified School District: Walter Colton Middle School ▪ Monterey, CA

Served on administrative team at Walter Colton Middle School, a Title I school for 6th-8th grade

- Supervised and evaluated instruction; trained staff in use of student assessments and data analysis; provided leadership for development, implementation, supervision of instructional programs and curriculum
- Assisted with administering the budget and administering master contracts at school site, as assigned
- Facilitated professional development of staff and adult learning opportunities
- Coordinated school's athletic program; managed coaches and seasonal sports activities
- Supervised extracurricular activities, including league sporting events, concerts, dances, parties, field trips and other activities beyond the regular school day
- Communicated regularly with parents/families on behavior, events, and general news through phone calls, emails, and newsletters; assisted in organizing parent conferences, back-to-school nights and other school wide events
- Developed and ensured the implementation of the school's student behavior policies and procedures; evaluated the effectiveness of the procedures and keeps students, staff and parents informed of changes
- Assisted in developing and implementing a system through which the educational program and activities of the school are regularly communicated to parents
- Served on district-level committees, including Secondary Instructional Leadership Team
- Attended appropriate conferences, workshops and meetings, including AP Leadership Academy and Administrator Induction Cohort 2015 with the Monterey County Office of Education.
- Performed other related duties as assigned by and in lieu of Principal

Manager, Teacher Leadership Development: July 2012 - June 2015

Teach For America: Las Vegas Valley ▪ Las Vegas, NV

Worked on regional team of national organization as an instructional coach for first- and second-year corps members in Clark County School District and regional public charter schools

- Managed, developed, and coached cohort of first- and second-year teachers in elementary and Special Education
- Observed teachers regularly in classrooms and debriefed with them to assist with management; planning & execution of instruction; data-analysis; relationship building with families, school staffs, peers; coach through mindset shifts to help create transformative pathways for students
- Planned and executed professional development for cohort and regional TFA corps through workshops, in-class modeling, co-teaching, and annual and quarterly professional development programs
- Built relationships with school administration and support staff to align and maximize support and coaching
- Supported regional and national operations, including recruiting, evaluating, hiring, and onboarding teachers
- Facilitated programming for new MTLDs: July 2013
- Presenter, annual Teacher Leadership Development Summit: January 2015
- Co-designer and facilitator, Low Income Background Staff Strategic Retreat: May 2015
- School Director, Phoenix Institute: Feb. 2014 – July 2014

School Director: Feb. 2014 - July 2014

Teach For America: Phoenix Institute ▪ Phoenix, AZ

Served as School Director in a six-month, temporary role with Teach For America's summer program (*while simultaneously working in year-round role of MTLD; see above*)

- Responsible for execution of five-week summer school program with 38 teachers, 425 students, and staff of 7 at Central Phoenix K-6th public charter school and a Southern Phoenix traditional K-8th district school
- Managed staff to ensure outcomes and goal achievement through four weeks of instruction
- Built relationships with school site partners and staff through spring and summer to ensure alignment of operations, outcomes, and content
- Used data to drive student outcomes, teacher leader training, and staff's professional development
- Facilitated training of staff through spring and summer; supported development of staff through coaching and differentiated support to implement vision and drive toward goals
- Responsible for fostering school and staff culture, as well as building relationships with families and community partners
- Supported Academic Deans and coaches in planning, presenting, and supporting cultural responsive teaching

Teacher: Aug. 2008 - June 2009, Aug. 2010 - June 2012

Southside Academy Charter School ■ Syracuse, NY

Taught 1st, 2nd, and 4th grade at Title I public charter school

- Designed and implemented differentiated lessons to ensure student success
- Applied assertive discipline to manage classroom of at-risk students in school with 97% of student Title I population
- Assessed students and analyzed data weekly to determine achievement and ensure instructional accountability
- Collaborated with colleagues to redesign grade level instructional and accelerated student learning guides
- Initiated Staff Book Club to increase student achievement, develop teacher effectiveness, and build community among staff; lead discussions of staff-selected books on education reform, assessment, and best practices
- Spearheaded design and presentation of staff development
- Served as mentor for a second-year teacher; provide instructional support and feedback, Sept. 2011- June 2012
- Managed, coached, and supported student teachers from SUNY Cortland, Sept. - Oct. 2011, Sept. - Oct. 2010
- Committee Member: School Based Intervention Team, Academic Committee, School Improvement Committee, Math Committee, Discipline Committee, Saturday School tutor (6th-8th grades, 2nd-5th grades)

Teacher: Sept. 2004 - June 2006 and Sept. 1999 - June 2002

Compton Unified School District ■ Compton, CA

Taught 4th grade at Title I schools; Served as a Corps Member of Teach For America, Sept. 1999- June 2001

- Designed and implemented instructional program aligned with state content standards in six subject areas for 32-35 at-risk students and second-language learners
- Provided instruction to ensure students met grade-level growth targets and more than doubled number of proficient students on state tests; advanced all students more than one grade level
- Evaluated student achievement through created and adapted weekly assessments
- Collaborated with grade level team to adapt and apply curriculum
 - **King Elementary:** Teacher of the Year (2006), School Site Council Chairperson (Sept. 2005 to June 2006); Leadership Team (Sept. 2005 to June 2006); Lead Teacher, Gifted and Talented Education program (Sept. 2005 to June 2006)
 - **Kennedy Elementary:** Lead Teacher, Gifted and Talented Education program (Sept. 2000 to June 2002); Grade Level Chairperson (March 2000 to June 2002), Elected School CEA Representative (March 2000 to Sept. 2001)

EDUCATION

Master of Public Administration

Columbia University, School of International and Public Affairs ■ New York, NY

- Concentration: Education Policy
- Graduate Fellow: Office of former New York City Mayor David Dinkins
- SIPA Voice of Conscience, May 2004: Alumnae-endowed award given at Commencement recognizing graduating student for commitment and tangible actions in furthering tolerance and understanding among different groups

Master of Arts in Education

Loyola Marymount University, School of Education ■ Los Angeles, CA

- Completed Teacher Credential Coursework: May 2005
- Completed Administrative Credential Coursework: May 2006

Bachelor of Arts

Syracuse University ■ Syracuse, NY

- S.I. Newhouse School of Public Communications: Newspaper Journalism (major)
- Maxwell School of Citizenship and Public Affairs: International Relations (major)
- The College of Arts and Sciences: Women's Studies (major & program of thesis)

CERTIFICATION

- Nevada Administrative License: pending, June 2019
- Nevada Elementary (K-8) License: March 2018
- California Administrative Services Credential- Preliminary: June 2015
- California Multiple Subject Teaching Credential- Clear: March 2011

Puck Diego Tsai

EDUCATION

University of Wisconsin Law School, Madison, Wisconsin
Juris Doctor, Dec 2014
Managing Editor, Wisconsin Law Review

Syracuse University, Syracuse, New York
Bachelor of Science in Television, Radio and Film, Dec 2003

PROFESSIONAL EXPERIENCE

ASSOCIATE COMPLIANCE COUNSEL
Las Vegas Sands Corp. Jan 2019 ~ Present
Las Vegas, Nevada

- Conduct due diligence research and review and assist in the implementation of the company's FCPA and AML programs.
- Manage and conduct investigations and reviews of ethical complaints and inquiries.
- Provide training to business units, team members and contractors regarding ethics, conflict of interest, compliance and AML issues.
- Advise and manage the company's charitable contribution due diligence review program.

ASSISTANT STATE PUBLIC DEFENDER
Wisconsin State Public Defender's Office July 2018 ~ Dec 2018
Milwaukee, Wisconsin

- Represent and provide advocacy for criminal defendants in serious felony cases.

ATTORNEY
Pemberton and Englund Law Offices LLC. June 2017 ~ June 2018
Baraboo, Wisconsin

- Effective advocacy and representation of clients in the areas of civil litigation, family law, personal injury, education law, criminal defense, zoning, contracts and business transactions.
- Conduct and participate in trials, court and administrative hearings, arbitration and negotiations on behalf of clients.
- Conduct research and investigation and draft motions, briefs and legal memoranda.

ASSISTANT STATE PUBLIC DEFENDER
Wisconsin State Public Defender's Office Feb 2015 ~ May 2017
Baraboo, Wisconsin

- Represent and advocate for criminal defendants in felony and misdemeanor cases.
- Represent and advocate in juvenile delinquency and mental health commitment cases.
- File motions, briefs and memoranda with the court and conduct hearings and trials.
- Participate as a drug court team member and represent the agency in public / civic committees.

DIRECTOR / PRODUCER / WRITER
Freelance Nov 2005 ~ June 2012
Los Angeles, New York City, Taipei

- A Brave New Taipei, documentary series for La Vie, Director/Producer
- Taiwan Oyster, feature film, Producer
- Malabali, short film, Director/Writer, 2008 Rome International Film Festival
- Portraits Taiwan, Discovery Channel, Director/Producer, 2008 Asian TV Awards, nominated for best director.

CREATIVE DIRECTOR

Citizen Tofu Films

Oversee the development and production of commercials, industrial, and educational videos.

Mar 2009 ~ June 2011

Taiwan

TRANSLATOR / EDITOR / WRITER

Freelance

Chinese to English and English to Chinese translation, editing and technical and creative writing.

List of selected projects: *Academia Sinica*, historical research papers' translation and editing; *2008 Beijing Olympics*, website translation and editing; *Ministry of Information Industry, People's Republic of China*, Telecommunications Standards and Specifications translation

Jan 2006 ~ April 2012

China, Hong Kong, Taiwan

Languages

Native fluency:

English and Mandarin Chinese (Simplified and Traditional)

Volunteer

- Children's Attorney Project, Legal Aid Center of Southern Nevada April 2019 ~ Present
- Committee member, Student Expulsion Prevention Project (StEPP) Dec 2014 ~ Dec 2018
- Wills for Heroes

APPENDIX FF: DIVISION of MANAGEMENT & GOVERNANCE ROLES

Responsibility	Board of Directors	School Leader
Legal	<ul style="list-style-type: none"> ▪ Exercises fiduciary role to ensure the charter school is properly managed. ▪ Maintains legal status; ensures paperwork is submitted to governmental agencies ▪ Review financial & business dealings; exercises proper judgment to avoid conflict of interest 	<ul style="list-style-type: none"> ▪ Provides information to the board to demonstrate that the school is well managed. ▪ Compiles information for annual filing requirements ▪ Alerts board if conflict of interest situation is likely to occur
Finance & Accounting	<ul style="list-style-type: none"> ▪ Approves annual budget ▪ Review periodic financial reports (balance sheet, income statement) ▪ Ensure proper internal controls are in place 	<ul style="list-style-type: none"> ▪ Prepares annual budget ▪ Oversees preparation of periodic financial statements ▪ Implements proper financial controls
Planning	<ul style="list-style-type: none"> ▪ Establishes mission and program direction; approves goals/objectives to meet those ends ▪ Reviews strategic plan and progress ▪ Assesses compliance/progress in achieving educational outcomes agreed to in charter ▪ Assesses program evaluation plan 	<ul style="list-style-type: none"> ▪ Participates in establishing mission and program direction. ▪ Assists board in keep focus and momentum ▪ Develops specific program goals & objectives based on the board's specific mission ▪ Develops/oversees progress reports
Policy	<ul style="list-style-type: none"> ▪ Develops and adopts written policies ▪ Responsible for reviewing policies periodically 	<ul style="list-style-type: none"> ▪ Identifies need for new policies ▪ Supports development of policies ▪ Assures implementation of policies and assists in analyzing policy options
Personnel	<ul style="list-style-type: none"> ▪ Sets and reviews personnel policies ▪ Hires school leader and evaluates their performance 	<ul style="list-style-type: none"> ▪ Implements personnel policies ▪ Recommends changes to personnel policies ▪ Hires staff and evaluates performance
Resource Development	<ul style="list-style-type: none"> ▪ Assures long-range commitment of resources ▪ Establishes/implements fund development plan ▪ Reviews/approves all major grant proposals 	<ul style="list-style-type: none"> ▪ Conducts research and maintain database ▪ Assists in fund development efforts ▪ Develops grant and other funding applications, plans fundraising events
Board Accountability	<ul style="list-style-type: none"> ▪ Establishes and communicates expectations of board membership ▪ Assures effective board participation ▪ Receives training in and adheres to Open Meeting Law 	<ul style="list-style-type: none"> ▪ Facilitates training and info exchange in preparation for board selection ▪ Facilitates effective communication among board
Decision-Making	<ul style="list-style-type: none"> ▪ Defines and communicates board's role ▪ Assures appropriate board involvement in decision-making 	<ul style="list-style-type: none"> ▪ Makes action decisions within parameters set by the board
Community Relations	<ul style="list-style-type: none"> ▪ Promotes school to parents and the public ▪ Serves as emissary to broader community ▪ Promotes activities with other charter schools, such as coalitions, shared programs, etc. 	<ul style="list-style-type: none"> ▪ Interprets the charter school mission to the community via direct involvement, PR, personal contact, working with the media, etc. ▪ Works closely with the board for an effective division of labor
Contracts (vendors)	<ul style="list-style-type: none"> ▪ Approves contracts 	<ul style="list-style-type: none"> ▪ Manages contracts
Grants	<ul style="list-style-type: none"> ▪ Approves pursuit of grant 	<ul style="list-style-type: none"> ▪ Completes grants application