



## Organization Overview

The Public Education Foundation (The Foundation) was founded almost 30 years ago by leaders from the public and private sectors who believed that improving our public schools was too big a task for a school district to take on alone. At any given moment, thousands of Nevada’s children, families, and educators are benefiting from resources that The Foundation has strategically invested in schools, classrooms, and communities. The Foundation’s mission is to create transformational change in teaching, learning, and education leadership. The Foundation offers a variety of programs to aid Nevada’s teachers, students, and community members.

The Executive Leadership Academy helps high-achieving administrators and community leaders learn how to develop and implement solutions to challenging problems that often go unaddressed in our school systems. Among the Executive Leadership Academy alumni, 94% of our alumni remain working in education in Nevada, 46% of our alumni have advanced to positions of greater responsibility, and 77% of Executive Leadership Academy educators are in schools with primarily low and moderate-income families.

The Teacher Leader Academy connects teacher leaders with a network of other high achievers to re-energize their work in the classroom and excel in their professional development. Among Teacher Leader Academy alumni, 96% of our alumni remain working in Education in Nevada, 20% of graduates have achieved National Board Certification, and 84% teach in Title I high-poverty schools.

The Foundation recently launched The Digital Leadership Academy in response to COVID-19 and the tremendous need for classroom teachers and building administrators to receive training on best practices to successfully engage students and families in distance learning.

Regional Leadership Summits stimulate community-wide engagement with timely topics that challenge participants to solve problems in creative and strategic ways. To date, more than 2,300 education, business, and community leaders have attended our summits statewide.

The Family Learning Program is a two-generation approach to addressing cycles of poverty. We provide families with tools to learn technology skills they need to support distance learning at home. Since its inception, 733 parents and guardians have graduated from the Family Learning Program and 92% of graduates of our 16-week program report seeing positive changes in their child’s schoolwork.

To increase access to educational opportunities for all students, our Scholarships PLUS program administers a variety of scholarships to help students pursue postsecondary educational goals. The Foundation was proud to award almost \$2.9 million in college scholarships to more than 600 graduating high school seniors and college-enrolled students for the current school year. Since 1995, more than \$19 million has been awarded to 6,500 students.

The Teacher EXCHANGE is a reuse and recycle hub for teachers to receive new and gently used supplies and materials, and high-quality professional development courses and workshops, to support the work of teachers statewide and connect them to the community. In 2019-2020 we distributed over \$2.5 million in supplies to teachers and the community and served 90% of public schools in Southern Nevada. We also expanded our online delivery system and launched a curbside pickup for contactless shopping.

Our Artists for Kids program gives CCSD students the opportunity to have their work displayed at one of three exhibitions in our community art gallery. In 2020-2021, art shows will provide students with the opportunity to express their feelings about the impact of COVID-19 and the closure of school buildings. Student art work will be posted online.

## Scope of Work-Leadership Summits

The Leadership Institute of Nevada (The Institute) consists of four programs, the Executive Leadership Academy, the Teacher Leader Academy, the Digital Leadership Academy, and Leadership Summits. Each program is designed to develop strong leadership across Nevada through vibrant programs that spark innovative education problem solving. The Institute works to identify, recruit, develop, and retain great leaders from the education and private sectors; build a talent pool of educators and social entrepreneurs; and catalyze significant systemic improvement in public education.

The 2021 Leadership Summits will be hosted virtually through Zoom and available to administrators throughout the state. This three-part series, titled *The Future is Now!* will focus on how public education can rise to COVID-19 related challenges and opportunities.

COVID-19 has exposed and amplified the limitations of traditional public education. It also has shown that it is possible to act quickly and drastically change how instructional services are provided to children and communities.

A recent presentation to the CCSD Board of School Trustees highlighted concerns about students' social-emotional health. Only 167 referrals were made in September 2020 to SafeVoice and Handle with Care, compared to 489 in September of 2019. Without in-person learning, The American Academy of Pediatrics has said, students are more likely to feel socially isolated, and it is harder for schools to identify both academic and social issues in students, such as learning difficulties and suicide ideations. The actions and decisions made today will have long-term consequences for children and communities.

Much like Katrina and New Orleans, this pandemic will fundamentally alter how schooling is delivered. Now is the time for leaders to think about preparing a better system that truly delivers

quality education to all children. Quality education results in higher student achievement, reduction of achievement gaps between groups, and addresses the social and emotional needs of students.

## Agenda and Topics

The 2021 Leadership Summits will engage educators, policy makers, community, and business leaders, in a series of presentations, discussions, and planning sessions, with some of the top talent in education, to consider how to better use the tools of leadership, which include talent, time, and funding, to meet the academic and emotional needs of students.

The Foundation is working with local and national leaders in education to develop the agendas, topics, and content for each Summit. To facilitate engagement with administrators, the Summits will include breakout sessions, led by experts in the field.

Each presenter will be asked to address the following questions:

1. What challenges were exposed, and what limitations amplified during the last eight months?
2. What practice/behavior has shown promise in addressing the social and academic needs of students?
3. What are the high impact opportunities to be fully leveraged post-COVID-19?

Presenters will answer the questions above through the lens of their area of concentration. For example, Michael Horn, an expert on educational technology, will be asked the following:

1. What challenges were exposed and what limitations amplified during the last eight months related to the use of educational technology?

### **January Summit**

The areas of focus for the January Summit include budget, technology, family/community engagement, and instruction. Experts in each content area will present and respond to the questions listed above. Prospective speakers in January include: Dr. Marguerite Roza (budget), Michael Horn (technology), Dr. Karen Mapp (family/community engagement), Dr. Liz City (instruction), and Dr. Rick Hess and Gregg Vanourek (facilitators).

### **March Summit**

The areas of focus for the March Summit include Human Capital, Social-emotional Learning, and Equity and Access. Experts in each content area will present and respond to the questions listed above. Prospective speakers in March include: Kaya Henderson and Jason Kamras (human capital), TBD (social-emotional learning), Pedro Noguera and Ryan Smith (equity and access), and Dr. Rick Hess and Gregg Vanourek (facilitators).

### **June Summit**

The areas of focus for the June Summit includes “Reimagine, Redesign, and Rethink education,” a wrap up and summary of the January and March Summits, and school choice. Approximately half the time will be spent in a workshop envisioning how educational systems can improve post-

COVID-19 in a manner that improves students' social and emotional health and increases student's academic achievement. Experts in each content area will present and respond to the questions listed above. Prospective speakers in June include: Michael Horn (reimagine, redesign, and rethink), Dr. Rick Hess (wrap-up and summary), and Gregg Vanourek (school choice).

The Public Education Foundation will support teams to continue their redesign work following the Summit series.

## Intended Outcomes and Success Measurements

The Foundation has developed four core objectives to measure success for the Summits. The objectives are:

- To inspire participants to reflect on their leadership practices in the context of COVID-19.
  - 90% of participants will agree or strongly agree the Summit inspired a change in their leadership practices.
- To provide participants alternative approaches to address current education challenges and pathways for greater student outcomes post COVID-19.
  - 85% of participants will agree or strongly agree that they learned alternative approaches to increase student outcomes during and after COVID-19.
- To provide participants with additional tools to impact social-emotional learning in their students.
  - 85% of participants will agree or strongly agree that they learned additional techniques to impact social-emotional learning.
- To provide participants with additional strategies and tools to impact student-centered competency based learning in a digital environment.
  - 85% of participants will agree or strongly agree that they have additional strategies and tools to impact student-centered competency based learning in a digital environment.
- To encourage participants to consider how ideas from different sectors can inform education solutions.
  - 80% of participants will agree or strongly agree they will consider ideas from different sectors to inform education solutions.
- To allow participants to engage with professionals with whom they would not normally interact to reimagine education.
  - 80% of participants will agree or strongly agree that the Summit gave them the opportunity to interact with other professionals to reimagine education.

To determine if the four core objectives have been met, The Foundation will partner with Data Insight Partners to develop and administer a self-evaluation survey to Leadership Summit participants.

## Budget

The budget for this proposal includes \$33,000 for the Leadership Summit Speaker Series and \$15,000 for the Digital Leadership Academy. The budget for the Digital Leadership Academy is outlined on page 9.

For the Summits, \$9,000 is earmarked for an Institute team member to plan, coordinate, design and facilitate all three speaker events. \$17,500 is allocated to purchase the professional services of national speakers to facilitate instruction for administrators. Of the \$17,500, \$14,000 will be allocated for stipends for 14 keynote speakers, which covers the speakers' time, preparation, session design and digital instruction. The remaining \$3,500 in stipend funds is allocated to the speaker series Lead Design Coordinator, which includes dollars for the Lead's time, preparation, overall series design and facilitation for all three speaker series events. \$1,500 is earmarked for a third-party evaluator to measure administrator training effectiveness and overall program evaluation. \$5,000 in funds is allocated for technology in order to deliver administrator training and instruction digitally, which includes technology supplies, software and web-based/learning stream database costs.

## Anticipated Number of Participants-Leadership Summits

The Foundation anticipates serving approximately 350 unduplicated participants by June, 2021. The Foundation will utilize Zoom to host the event and to ensure all interested participants can attend the event, The Foundation is increasing our capacity to accommodate 500 participants per event.

The Foundation is dedicated to working with administrators throughout Nevada and this year, rather than host a Northern and Southern Summit, all three Leadership Summits will be hosted virtually to expand our reach and serve administrators throughout the state. Our team will work with alumni from The Foundation's Leadership Institute of Nevada to ensure there is representation from school districts throughout Nevada, including rural communities. We will recruit additional participants through our email newsletter, which reaches over 30,000 people, and by contacting superintendents throughout the state.

## Timeline-Leadership Summits

The Foundation will host three Leadership Summits. The first will be held in January 2021, the second in March 2021, and the third in June 2021. Each summit will be a one-day, three-hour event. Additionally, each Summit will be recorded and made available on our website.

Upon being awarded funding, The Foundation will work with representatives from Data Insight Partners to formalize post-event surveys for participants.

# Scope of Work-Digital Leadership Academy

In March, 320,000 students and 18,000 teachers in the Clark County School District (CCSD) were sent home, and distance learning became the only option. Unfortunately, our school system, as most districts in the nation, was ill-prepared to function in this space. Nevada's school leaders, and site-based administrators, were overwhelmed and unequipped to lead...from a distance.

Administrators need professional development to effectively lead and engage in successful digital learning. The digital transformation of schools is about so much more than just access to technology and connectivity. The effective, and authentic, creation of an online culture, and the implementation of pedagogical shifts in instructional practices will ultimately determine success or failure. Through a digitalization of the learning experience, administrators, teachers and students are able to improve their skills, with a common goal of creating a more engaging and effective education process. Building online relationships, differentiating online supports, rethinking and redesigning online assessments, and showing empathy to support staff and students' emotional well-being has been largely absent from administrator preparation.

In June, The Foundation launched the first pilot of the Digital Leadership Academy (DLA): Actualizing Online Learning. In two months, The Foundation trained 120 teachers. This academy was designed to complement and expand the school district's and state's current offerings. Participants who completed the course received 15 hours of seat time and were eligible for one state recertification credit and five school district credit units to be used towards salary advancement. The course was held completely online; however, there was both synchronous (80%) and asynchronous (20%) instruction. The three-week course met twice weekly for two hours, outside of the teacher contract day.

Initial responses from the DLA's pilot program were overwhelmingly positive; 95% of participants stated their experience in the course was good or excellent. Approximately 92% of participants emphatically believe this program helped them feel more confident about using technology in an educational setting.

We desperately need complimentary training for our school administrators. Through the DLA, The Foundation will provide administrators throughout the state with training and capacity building based on best practices and evidence-based research.

Participants will experience the power and importance of building relationships and creating an online community of learners. They will develop strategies for monitoring student engagement and building in scaffolds and accommodations for students with special needs. Further, participants will discuss explicit empathy and how educators can support their students' emotional well-being and mental health.

Research shows social-emotional learning is critical for students because it impacts social relationships, emotional awareness, and even job readiness skills. Technology can help us teach the whole child, and address the trauma our students have experienced - before, during, and after the pandemic. It can help us connect with students who feel more isolated from peers and teachers during school building closures.

This pandemic has wreaked havoc on every aspect of the system; however, we can use this opportunity to rethink, redesign and reimagine public education. Returning to "normal" should not be our goal. COVID-19 revealed the cataclysmic disparities faced by many of our most vulnerable students. A digital learning environment, with adequate connectivity and educators prepared to teach in the online space, would allow for more equitable opportunities for the most disadvantaged students.

## Agenda and Topics:

Our course designers and facilitators have extensive knowledge in online teaching and learning. Mr. Gerald Born is the Principal of Odyssey Charter Elementary School - a school that has implemented a blended learning model for more than two decades. Mr. Born has served students as a Theatre Teacher at the Las Vegas Academy, a Biotechnology Teacher at West Career and Tech Academy, a Project Facilitator for School Improvement, a Dean of Students at Cheyenne High School, and an Assistant Principal and Principal at Odyssey Charter Schools of Nevada.

Ms. Brandi March is the current principal of Goynes Elementary School in North Las Vegas. She has extensive experience as both an Elementary and Middle School Teacher in multiple states. In Clark County she served as an Elementary Teacher, a Digital Coach, and an Assistant Principal at Hayden Elementary School. In addition, she has experience providing professional development for adult learners in Canvas. She was recently selected as one of Nevada's Digital Engineers, and works closely with the Department of Education's Digital Learning Collaborative to increase our capacity as educators to successfully teach and learn at a distance.

Ms. Jodi Notch is the principal at Cozine Elementary School in North Las Vegas. Jodi has served Clark County as an Elementary Teacher, an Instructional Coach, a GATE Specialist, and as an Assistant Principal at Cozine Elementary School. She fully embraces the power of technology to enhance learning - even before the pandemic - and is also part of the State of Nevada's Digital Learning Collaborative. Our course designers and facilitators are among the very best Nevada has to offer, and we are fortunate to have them working closely with The Foundation.

***Module 1: Introduction and Modeling the Importance of Relationships and Community Building.*** During the first session, participants will experience the power and importance of building relationships and creating an online community of learners. Additionally, some misconceptions about distance learning will be addressed.

***Module 2: Rethinking Teaching for Learning Online.*** Teaching online allows educators to focus on mastery, application, and supporting all learners by individualizing supports and pacing. Distance learning may challenge some of the preconceptions that educators hold about what teaching is supposed to be and how they engage students. School administrators must rethink how to provide coaching and mentoring to teachers working with students online.

***Module 3: Planning for Learning Online.*** Prior to this module, educators will select standards, have engaging work for students, and identify videos and websites to use. During this module, they will create a plan that integrates all of these components in a way that will reach every child and create a meaningful learning experience for them.

**Module 4: Assessing Learning Online.** Distance learning will provide teachers with an opportunity to quickly have data at their fingertips showing which students know what, who is ready to move forward, and who needs reteaching. In this module, administrators will learn how to best support teachers in utilizing assessments as a diagnostic tool in the distance learning environment.

**Module 5: Equity and Accommodations.** Educators must ensure that the online curriculum can serve the wide variety of learners they teach every day. Topics in this module will include multiple means of engagement, materials, and student outputs, building in scaffolds and accommodations, enrichments and interventions, and modifications for students with special needs. Further, this module will discuss explicit empathy and how educators can support their student's emotional well-being and mental health.

**Module 6: Presentation of Learning.** This session will give participants an opportunity to develop a plan for observing, assessing, and providing feedback to teachers working online. Feedback from fellow participants will be given during this session.

## Intended Outcomes and Success Measurements

### *Pre- and Post-Program Surveys:*

A survey will be designed to assess participants' experience with distance learning, the current level of training, comfort and knowledge working in an online environment, knowledge of leveraging technology to create engaging content, and the ability to assess teachers who provide distance learning.

### *Program Participation and Attendance:*

For participants to improve from the training they need to receive the training. To this end, program participation and attendance will be monitored to ensure that that program enrollees receive the training that they need and that resources are being deployed to maximal effect.

The DLA developed six core objectives to measure success for this program. The objectives are:

- To provide high-quality professional development to administrators.
  - 90% of participants will agree, or strongly agree, the course met the desired learning objectives listed in the course outline.
- To increase the effectiveness of administrators in an online setting.
  - 90% of participants will agree, or strongly agree, that this course increased their effectiveness as an administrator in an online setting.
- To improve administrators' ability to recognize and assist teachers in developing effective online lessons.
  - 90% of participants will agree, or strongly agree, that they are more prepared to assist teachers in developing asynchronous and synchronous lessons for online instruction.
- To improve administrators' ability to meet the needs of the most vulnerable students.
  - 90% of participants will agree, or strongly agree, that they are better able to meet the needs of our most high-needs students in the online space.
- To increase administrators' ability to assess teachers during distance learning.



- 90% of participants will agree, or strongly agree, that they are more prepared to assess teachers in the online space.
- To increase student engagement during distance learning.
  - 90% of participants will agree, or strongly agree, that they are more capable of assisting teachers to better engage students in an online curriculum.

## Budget

For the Digital Leadership Academy, \$5,000 in stipends is allocated for two administrator training instructors, which covers their time, preparation, design and instruction. The Foundation will consult with local experts who have decades of experience delivering high-quality digital instruction to develop this curriculum. \$10,000 in stipends is earmarked for curriculum development for two developers' time, preparation, design and delivery of online training for administrators.

## Anticipated Number of Participants-Digital Leadership Academy

The DLA will run two cohorts and serve up to 50 total administrative participants. The Foundation will work with alumni from The Foundation's Leadership Institute of Nevada to ensure there is representation from school districts throughout Nevada, including rural communities. We will recruit additional participants through our email newsletter, which reaches over 30,000 people, and by contacting superintendents throughout the state.

The DLA will use Zoom to host the courses, which will allow our team to expand our reach and serve administrators in rural communities.

## Timeline-Digital Leadership Academy

The DLA's administrator course includes 15 hours of instruction, over three weeks, and contains both synchronous and asynchronous teaching and learning. Both cohorts will end before June 2021.

Upon being awarded the grant funding for this program, The Foundation's team will immediately begin working with local experts in digital learning to finalize the curriculum for the administrator course. The curriculum development will take place between November and January. Additionally, The Foundation will work with representatives from Data Insight Partners to formalize the pre- and post-surveys for the course recipients.



# Kaya Henderson

Teach for All and Former Chancellor DC Public Schools

Kaya Henderson leads the Global Learning Lab for Community Impact at Teach For All. She served as Chancellor of DC Public Schools from 2010-2016. Her tenure was marked by consecutive years of enrollment growth, an increase in graduation rates, improvements in student satisfaction and teacher retention, and the greatest growth of any urban district on the National Assessment of Education Progress (NAEP) over multiple years. Her career began as a middle school Spanish teacher in the South Bronx, through Teach For America. She went on to work as a recruiter, national admissions director, and DC Executive Director for Teach for America. Henderson then served as the Vice President of Strategic Partnerships at The New Teacher Project (TNTP) until she began her tenure at DCPS as Deputy Chancellor in 2007.

# Gerry Born Bio

Mr. Born is the Principal of Odyssey Charter Elementary School - a blended learning program. A life-long learner, Mr. Born holds five college degrees: Bachelors of Fine Arts in Musical Theatre, a Bachelors of Science in Biology, a Masters in Secondary Education, a Masters in Educational Leadership, and a Bachelors of Fun Arts from Ringling Bros. and Barnum & Bailey Clown College. He has served Clark County since 2000 as a Theatre Teacher at the Las Vegas Academy, Biotechnology Teacher at West Career and Tech Academy, Project Facilitator for School Improvement, Dean of Students at Cheyenne High School, and as an Assistant Principal and Principal at Odyssey Charter Schools of Nevada. Mr. Born has moonlighted as an entertainer on the Las Vegas Strip and has worked with The Public Education Foundation for twenty years on many different projects.

## Brandi March

Ms. March is a seasoned educator, administrator, and digital learning coach, with a career that spans more than 20 years in districts across the Country. Ms. March's current role as the Principal of Goynes STEM Academy in North Las Vegas is the latest step in her 13 years with the Clark County School District. She holds a Masters in Education from UNLV in Technology Leadership, Bachelors in Liberal Studies from CSUB, and an endorsement in Administration from Sierra Nevada University. Within the District, she taught at various levels and served as a Digital Learning Coach for a dozen schools before accepting the challenge of becoming an assistant principal and, most recently, principal. Throughout the last 6 years, Ms. March led many Professional Development Education courses for teachers, helping educators implement technology best practices into their curriculum. In addition, Ms. March holds a leadership role with the Nevada Department of Education's Digital Learning Collaborative. The NV DLC supports educators and families in providing and participating in distance education across the State.

**Elizabeth City** is Senior Lecturer on Education at the Harvard Graduate School of Education (HGSE), where she is Executive Director of Reach Every Reader and recently served as Director of the Doctor of Education Leadership (Ed.L.D.) Program. Liz has served as a teacher, instructional coach, principal, and consultant, in each role focused on helping all children, and the educators who work with them, realize their full potential. She is currently focused on accelerating the development of equitable, learning-rich environments. Her authored and co-authored publications include: *Meeting Wise* (2014); *Data Wise* (2013 [revised edition]); *Strategy in Action* (2009); *Instructional Rounds in Education* (2009); *Resourceful Leadership* (2008); and *The Teacher's Guide to Leading Student-Centered Discussions* (2006).

# Dr. Karen Mapp Biography

Karen L. Mapp, Ed.D., is a senior lecturer on education at the Harvard Graduate School of Education (HGSE) and the faculty director of the Education Policy and Management Master's Program. Over the past twenty years, Mapp's research and practice focus has been on the cultivation of partnerships among families, community members and educators that support student achievement and school improvement. She served as the co-coordinator with Professor Mark Warren of the Community Organizing and School Reform Research Project and as a core faculty member in the Doctorate in Educational Leadership (Ed.L.D.) program at HGSE. She is a founding member of the District Leaders Network on Family and Community Engagement as well as the National Family and Community Engagement Working Group, is a trustee of the Hyams Foundation in Boston, MA, and is also on the board of the National Association for Family, School, and Community Engagement (NAFSCE) and the Institute for Educational Leadership (IEL) in Washington, DC. From 2011 to 2013, Mapp served as a consultant on family engagement to the United States Department of Education in the Office of Innovation and Improvement.

She joined HGSE in January of 2005 after serving for eighteen months as the Deputy Superintendent for Family and Community Engagement for the Boston Public Schools (BPS). While working with the BPS, she continued to fulfill her duties as president of the Institute for Responsive Education (IRE). She joined IRE in 1997 as Project Director, was appointed vice-president of IRE in May of 1998 and served as president from September 1998 to December 2004. Mapp holds a Doctorate and Master's of Education from the Harvard Graduate School of Education, a Master's in Education from Southern Connecticut State University, and a Bachelor's degree in Psychology from Trinity College in Hartford, CT.

Mapp is the author and co-author of several articles and books about the role of families and community members in the work of student achievement and school improvement including: *A New Wave Of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (2002); "Having Their Say: Parents Describe How and Why They are Engaged in Their Children's Learning" (2003); *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (2010); "Debunking the Myth of the Hard to Reach Parent" (2010); "Title I and Parent Involvement: Lessons from the Past, Recommendations for the Future" (2011); *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform* (2011), "Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships" (2014), and "From Private Citizens to Public Actors: The Development of Parent Leaders through Community Organizing" (2015) and "Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success" (2017).

## **Frederick M. Hess Bio**

Frederick M. Hess is a resident scholar and the director of Education Policy Studies at the American Enterprise Institute (AEI), where he works on K–12 and higher education issues. He is the author of Education Week’s popular blog “[Rick Hess Straight Up](#),” and is a regular contributor to Forbes and The Hill. Since 2001, he has served as executive editor of Education Next.

Before joining AEI, Dr. Hess was a high school social studies teacher. He teaches or has taught at the University of Virginia, the University of Pennsylvania, Georgetown University, Rice University, Johns Hopkins University, and Harvard University.

As an educator, political scientist, and author, Dr. Hess is often published in scholarly outlets, such as American Politics Quarterly, Harvard Education Review, Social Science Quarterly, Teachers College Record, and Urban Affairs Review. His work has also appeared in popular outlets including The Atlantic, National Affairs, National Review, The New York Times, USA Today, The Wall Street Journal, The Washington Post, and US News & World Report. His most recent books include “[Letters to a Young Education Reformer](#)” (Harvard Education Press, 2017), “[The Cage-Busting Teacher](#)” (Harvard Education Press, 2015), “[Breakthrough Leadership in the Digital Age](#)” (Corwin, 2014), and “[Cage-Busting Leadership](#)” (Harvard Education Press, 2013).

Dr. Hess is the senior founding fellow of the Public Education Foundation’s Leadership Institute of Nevada. He also sits on the review board for the Broad Prize for Public Charter Schools and serves on the boards of directors of the National Association of Charter School Authorizers and 4.0 Schools.

Dr. Hess has an MA and a PhD in government, in addition to an MEd in teaching and curriculum, from Harvard University. He also has a BA in political science from Brandeis University.

## Gregg Vanourek Bio:

Gregg Vanourek is on a mission to help people lead themselves, lead their organization, and lead change. He is a high-impact leadership developer, executive, and award-winning author training, speaking, coaching, and consulting on leadership and life and work design.

Gregg runs [Gregg Vanourek LLC](#) (a training and development venture) and teaches executive leadership programs. Gregg was a tech startup executive at [K12 Inc.](#) (now a market leader with \$1 billion in sales) and co-founded New Mountain Ventures (developing entrepreneurial leaders).

Gregg is co-author of three influential books, including *“LIFE Entrepreneurs”* (a clarion call for infusing our life with passion and purpose) and *“Triple Crown Leadership”* (a winner of the International Book Awards). His books, workshops, and talks are appreciated by thousands of leaders, changemakers, career changers, and seekers, many of whom have reinvented their life and work with Gregg’s tools as a guide. His writing has appeared in or been reviewed by *Fast Company*, *BusinessWeek*, *U.S. News & World Report*, *New York Times*, *Entrepreneur*, *Inc.*, *Harvard Business blogs*, and more.

Having worked in the U.S. and Europe, he was Vice Director of the Entrepreneurship and Innovation Management Program at [KTH-Royal Institute of Technology](#) in Stockholm, and Vice Center Director for the award-winning [Stockholm School of Entrepreneurship](#) at KTH. He served as Chairman of the Board of [SE Forum](#) (a global social entrepreneurship accelerator) in Stockholm. He taught thousands of students over a decade at KTH-Royal Institute of Technology, Stockholm School of Entrepreneurship, and [Stockholm Business School Executive MBA Program](#) in executive and master’s courses. Gregg was a senior vice president at the Thomas B. Fordham Foundation (which he helped to launch), research fellow at the Hudson Institute (think tank), and board member of the Vail Leadership Institute.

Gregg has given talks in many countries. His [TEDx talk](#) is a call to focus on discovering who we are and what we value so we can avoid the common traps of living and leading.

Gregg graduated from the Yale School of Management (M.B.A.), London School of Economics and Political Science (M.Sc.), and Claremont McKenna College (B.A., magna cum laude), where he was an Academic All American soccer player. He lives near Denver, Colorado with his wife and daughters. **Twitter:** @gvanourek, @TripleCrownLead





## Jason Kamras Bio

Jason Kamras currently serves as the Superintendent of Richmond Public Schools (RPS). Mr. Kamras views public education as means of promoting equity and justice for all children in the United States. In his various roles, he has advocated for policies to eliminate the “opportunity gap” that disadvantages many low-income children and children of color, and he has led efforts to dismantle institutionalized racism in public schools.

Before coming to RPS, Mr. Kamras served in numerous senior leadership roles at District of Columbia Public Schools (DCPS). In these roles, he led the design and implementation of a number of key initiatives focused on ensuring excellent instruction in every classroom across the district.

Mr. Kamras began his career in education in 1996 as a mathematics teacher at John Philip Sousa Middle School in Washington DC. In 2005, he was named the United States National Teacher of the Year.

Mr. Kamras earned his bachelor's degree from Princeton University and his master's in education from the Harvard Graduate School of Education.

His wife Miwa also works in the field of public education, and he has two sons, both of whom attend RPS.

## Jodi Notch

Ms. Jodi Notch is currently the principal of Cozine Elementary School in North Las Vegas. Along with her work in administration, she is a member of the Nevada Department of Education's Digital Learning Collaborative Team. Here, she represents school administrators who are on a quest to support teachers with the integration of digital instruction in classrooms. She has also served as a classroom teacher, an instructional coach, and a District-wide professional development developer and instructor over the course of her sixteen-year career. In addition to her work in the District, she has trained educators on a national level in the areas of brain-based teaching and instructional differentiation. She hails from Ohio, where she earned her Bachelor's degree in Education at Kent State University. Her Master's degree from Sierra Nevada University is in Advanced Teaching and Leadership.

## Marguerite Roza Biography

Marguerite Roza, Ph.D., is the Director of the Edunomics Lab and a Research Associate Professor at Georgetown University. Dr. Roza's research focuses on quantitative policy analysis, largely in the education finance arena.

Her recent research traces the effects of fiscal policies at the federal, state, and district levels for their implications on resources at the school and classroom levels. Her calculations of dollar implications and cost-equivalent trade-offs have prompted changes in education finance policy at all levels in the education system. As part of her groundbreaking work on weighted student funding, Dr. Roza devised a “%SBA metric,” enabling an apples-to-apples comparison of total district funds in a WSF formula. This metric is now commonly recognized as the foundational measurement of WSF formulas nationwide. She has written extensively on financial transparency and the opportunity toward equity and productivity.

Dr. Roza has led projects including the Institute for Education Sciences multi-year study of weighted student funding, the Finance and Productivity Initiative at the Center on Reinventing Public Education (CRPE) and the Schools in Crisis Rapid Response Paper Series. She served as Senior Economic Advisor to the Bill and Melinda Gates Foundation. Her work has been published by Education Sector, the Brookings Institution, Public Budgeting and Finance, Education Next, and the Peabody Journal of Education. Dr. Roza is author of the highly regarded education finance book, *Educational Economics: Where Do School Funds Go?* Dr. Roza earned a Ph.D. in Education from the University of Washington. Prior, she served as a Lieutenant in the U.S. Navy teaching thermodynamics at the Naval Nuclear Power School. She holds a B.S. from Duke University and has studied at the London School of Economics and the University of Amsterdam.

## Michael B Horn Bio

Michael Horn speaks and writes about the future of education and works with a portfolio of education organizations to improve the life of each and every student. He is the author of the new book, [Choosing College](#), which strips away the noise around college to help students and parents understand why they are going to school and how to make better choices, as well as aids schools in designing better experiences.

Michael is a senior strategist at [Guild Education](#), which partners with leading employers and organizations to help offer education and upskilling opportunities to America's workforce. He is also the co-founder of and a distinguished fellow at the [Clayton Christensen Institute for Disruptive Innovation](#), a non-profit think tank.

Michael is the author and coauthor of multiple books, white papers, and articles on education, including the award-winning book [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#) and the Amazon-bestseller [Blended: Using Disruptive Innovation to Improve Schools](#). An expert on disruptive innovation, online learning, blended learning, competency-based learning, and how to transform the education system into a student-centered one, he serves on the board and advisory boards of a range of education organizations, including the Clayton Christensen Institute, the Robin Hood Learning+Tech Fund, and the [LearnLaunch Institute](#). He also serves as an executive editor at [Education Next](#) and is a venture partner at [NextGen Venture Partners](#).

Michael was selected as a 2014 [Eisenhower Fellow](#) to study innovation in education in Vietnam and Korea, and [Tech&Learning](#) magazine named him to its list of the 100 most important people in the creation and advancement of the use of technology in education. Michael holds a BA in history from Yale University and an MBA from the Harvard Business School.

## **Pedro Noguera Biography- *short version***

Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2003 – 2015) Harvard University (2000 – 2003) and the University of California, Berkeley (1990 – 2000). He is the author of eleven books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. His most recent books are *Excellence Through Equity* (Corwin 2015) with Alan Blankstein, *School for Resilience: Improving the Life Trajectory of African American and Latino Boys* with E. Fergus and M. Martin (Harvard Education Press 2014), and *Creating the Opportunity to Learn* with A. Wade Boykin (ASCD, 2011). Dr. Noguera appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. From 2009 - 2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. He serves on the boards of numerous national and local organizations including the Economic Policy Institute, the Young Women's Leadership Institute, The After School Corporation and The Nation Magazine. In 2013 he was appointed to the Kappa Delta Pi Honor Society and in 2014 he was appointed to the National Academy of Education. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences/Sage for outstanding achievement in advancing the understanding of the behavioral and social sciences as they are applied to pressing social issues, the National Association of Secondary Principals for distinguished service to the field of education, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.



Ryan Smith

Chief External Officer

Prior to joining the Partnership, Ryan was the Executive Director of the Education Trust-West and Vice President of Strategic Advocacy for the Education Trust, an education civil rights organization dedicated to closing opportunity gaps. At The Education Trust-West, Ryan worked on producing actionable, accessible research and advocacy tools that reached state policymakers and on-the-ground community advocates and education leaders alike. He also led the team's development and production of *Black Minds Matter: Supporting the Educational Success of Black Students in California*, and *The Majority Report: Supporting the Educational Success of Latino Students in California*. Before Ed Trust, Ryan served as the Director of Education Programs and Policy for the United Way of Greater Los Angeles, where he was responsible for education program and policy efforts for the organization.

After having the honor of launching the Partnership's Family and Community Engagement Team and founding the Parent College Program, Ryan has returned as their Chief External Officer. In this role, he is responsible for strategic and operational oversight of the Partnership's development, communications, policy and advocacy, and family and community engagement initiatives. Recently, State Superintendent Tony Thurmond appointed Ryan as the Chair of his Closing the Achievement Gap Initiative.

Ryan Smith holds a Bachelor of Arts degree in Political Science from UCLA, and is also pursuing a Doctorate of Education (EdD) from UCLA. He has served as an Annie E. Casey Children and Family Fellow and a Coro Fellow in Public Affairs. In his spare time, Ryan enjoys museums, traveling, volunteering, and overall angelic trouble-making.