

Statewide Council for the Coordination of the Regional Professional  
Development Programs  
**Proposal for the Use of Administrative Training Funds**

**Southern Nevada Public Television in partnership with the Nevada Association of  
School Administrators  
Center for Educational Excellence VII, 2022-2023**

**Presented by:**

Southern Nevada Public Television  
Nevada Association of School Administrators  
Dr. Jeff Geihs, Executive Director, NASA  
Dr. Greta Peay, Deputy Director, NASA

**Organization Overview**

Southern Nevada Public Television is a 501(c)3 Nevada Nonprofit organization whose role is to secure financial support for partnerships that amplify the community impact of Vegas PBS media services. Vegas PBS is proud to partner with the Nevada Association of School Administrators in sponsoring the Center for Educational Excellence VII workshops which deliver quality professional development to improve our educational leaders throughout the state of Nevada.

The Nevada Association of School Administrators (NASA) is a professional organization that represents school administrators throughout the State of Nevada. Its primary function is to:

1. Promote legislation that improves education within the state.
2. Provide leadership that facilitates communication among administrators, component groups, and other organizations within the state.
3. Provide for professional collaboration by sponsoring and/or facilitating relevant professional conferences, publications, institutes, and workshops.
4. Serve as a unifying voice for school administrators in matters affecting education.
5. Provide direction and service for its members.
6. Promote a positive image of education to the public.

## **Belief**

1. “Leadership and learning are indispensable to each other.” John F. Kennedy
2. Strong leaders provide teachers with pathways to success.
3. Leaders are teachers and teachers are leaders.
4. Learning is life’s work.

## **Vision**

NASA is a premier professional development organization serving all educators in Nevada and beyond to learn and lead.

## **Mission**

The mission is to provide all educators in Nevada and beyond with high quality, timely, critical, and empowering professional development designed to impact student outcomes, support leadership and instructional improvement, and provide services to support their work.

## **NASA’s Center for Educational Excellence Institute (CEEI) VII**

Previously approved state funds allowed the Nevada Association of School Administrators (NASA) to develop an institute within the organization dedicated solely to high-quality leadership development. The Center for Educational Excellence Institute (CEEI) represents a focus on excellent professional development for all stakeholders. The attendees of the CEEI sessions included strategists, facilitators and teacher-leaders, coordinators, directors, site-level administrators, and central office administrators. CEEI was comprised of presenters who were National experts; Nevada Department of Education experts; NASA board members; state, local and district leaders; and presenters who have relevant work experiences.

With the approval of state funds, NASA will provide the CEEI in a virtual format. The virtual format will be available for any educator, in any position, especially those aspiring to, or even just thinking about new leadership roles and responsibilities. Any educator, from a first-year teacher to a veteran superintendent, will be able to attend the CEEI VII. The theme for the CEEI VII will be **“The Importance of Adaptive Leadership.”**

Over the past two years, student learning was provided in both virtual and hybrid formats due to COVID-19. As a result, we recognize the impact that such learning has

had on students, as well as, teachers, and administrators. The CEEI VII will not only address Social Emotional Learning and Academic Competency-Based Education; but include a content focused on educational equity and the characteristics of adaptive leadership.

Change and challenge are constants in education, as witnessed due to the impact of the COVID-19 climate. Educational leaders must be agile and ready for anything, and they must have the mindset and traits of adaptive leadership skills, and characteristics that are critical to lead through change. The CEEI VII will provide participants the opportunity to examine and explore traits of adaptive leadership; culturally responsive behaviors, beliefs, and attitudes that will enable them to increase their understanding of social empowerment concepts of cultural sensitivity, the intersection of cultures in the global classroom and school setting, as well as provide multiple perspectives and best practices for educating students from various diverse backgrounds such as, but not limited to race, gender, gender expression- identities, ethnicity, sexual orientation, language and linguistics, ability, national origin, or citizenship status.

During CEEI III, IV, V, and VI, the Nevada Department of Education team provided Social and Emotional Learning professional learning, which provided valuable relevant information to address successful student outcomes. The Nevada Department of Education (NDE) will continue its focus on Social, Emotional, and Academic Development (SEAD); therefore, the State Department experts, through the CEEI, will continue to integrate SEAD with a student-centered competency-based educational approach as a reminder of the need for equitable learning and decision-making to benefit every student. Such critical information forms the backdrop of all learning for the CEEI VII.

The CEEI VII will begin on **Saturday, October 15, 2022**, and conclude on **Thursday, February 2, 2023**. Participants will receive a total of six (6) credits during the CEEI VII. The CEEI is modeled after highly effective superintendent/leadership academies throughout the United States. The CEEI VII will focus on the essentials of leadership necessary for optimal success in schools, districts, and organizations alike. Participants will receive rigorous and current relevant research-based practices. Core competencies will be addressed, giving participants the opportunity to reflect, disseminate research-based knowledge related to effective educational leadership behaviors and skills. Principles of Culturally Responsive Leadership behaviors with a focus on excellence in equity will be the driving force for the CEEI VII as well as the continued focus on Social-emotional Learning Competencies.

All presentations will be provided virtually with sensitivity to accommodations required by participants. NASA will utilize closed captions for all CEEI VII sessions.

## **Scope of Work for the CEEI VII Sessions**

This section includes information with regards to the presentation description overview, presenters, and the objectives to be met.

NASA believes is it best practice to engage both school and district administrators as Session Leaders. With the approval of grant requested funds, NASA expects to engage three (3) Session Leaders. Session Leaders will be responsible for one to two sessions based on the allocated time for the presenters.

Session Leaders are responsible for:

- Collaborating with their designated presenter(s);
- Attending their assigned session(s);
- Monitoring reflective assignments provided to their designated cohort;
- Providing quality mentoring to participants to ensure assignments are understood; and,
- Guiding participants' successful outcomes for all intended learning expectations.

To maintain consistency with Session Leaders and their cohorts, Dr. Greta Peay will provide a training/information session with Session Leaders prior to the beginning of the CEEI VII kick-off. An explanation and an overview of the expectations for successful outcomes for each participant, as listed below, will be the focus of the training/information session:

## **Expected Learning Outcomes**

By the end of the CEEI VII, participants will be able to:

- Assess their own practices, related to the principles of adaptive and transformational leadership.
- Incorporate key concepts and personal reflections from the CEEI VII sessions.
- Connect the course work to their own work and life.
- Identify culturally competent behaviors, beliefs, and attitudes.
- Apply the lessons and course content to teaching and leadership practice.
- Identify behaviors and beliefs that serve as keys to excellence in equity.
- Identify the specific behaviors, mindsets, and practices that have a significant effect on adaptive leadership traits which impact school and district culture, student achievement, and growth.

Presenters are responsible for providing agenda(s), materials, deliverable reflection assignments and intended outcomes.

## **Presenters for the CEEI VII Sessions**

AJ Adams	Dr. Rochelle Hooks	Colin Seale
Kaweeda Adams	Dr. Jesus Jara	Dr. Summer Stephens
Dr. John Anzalone	Dr. Cynthia Johnson	Dr. Cynthia Glover-Woods
Dr. Debbie Brocket	Dr. Beverly Mathis	Wayne Workman
Traci Davis	Kevin McPartlin	NDE- SEAD Office
Dr. Sonya Douglass	Rick Neal	Jhone Ebert
Jillyn Pendleton	Dr. Susan Enfield	Dr. Vincent Richardson
Dr. Peter Gorman	Dr. Zachery Robbins	Jeffrey Hernandez
Michele Roberts		

*In the event of unforeseen circumstances, NASA reserves the right to identify an equitable alternate presenter.*

The CEEI VII will have two participant cohorts. One cohort will be geared for teachers and teacher leaders; the other cohort will be geared towards administrators. This decision was based on the feedback and comments from previous CEEI sessions.

The calendar is comprised of twenty-six (26) sessions, inclusive of ninety (90) hours of virtual learning and fourteen (14) hours of reflective deliverables. Assignments include collaboration time with session leaders, along with ongoing activities, training, and networking opportunities, which remain in the forefront of planning and implementation.

CEEI presenters will disseminate research-based knowledge related to effective educational leadership behaviors and skills. The Nevada Department of Education priorities will be integrated in various presentations.

1. **Anticipated Number of Participants:** 300
2. **Timeline:** Saturday, October 15, 2022, to Thursday, February 2, 2023.

3. **Total Sessions:** Twenty-six (26) sessions for a total of ninety (90) hours. Seven (7) five-hour sessions, fifteen (15) three-hour sessions, three (3) two-hour sessions, and one (1) four-hour session.
4. **Credits:** Six (6) credits. Ninety (90) hours of virtual learning with presenters and fourteen (14) hours of deliverables, which includes small group discussion/reflections and time with Session Leaders for support, questions, and networking with colleagues.
5. **Total Deliverables:** Fourteen (14) hours. Session Leaders will each have 30 minutes of collaboration time with their teacher and/or administrative cohort. The 30 minutes of time may be delivered whole group, small group, and two-way communication via text messages, Google/Zoom meetings, and emails.
6. **Success measure outcomes:** Participants will complete virtual sessions and deliverables in alignment with the Nevada Department of Education guidelines. Participants will submit a written group reflection in small groups during the final CEEI VII session. The purpose of the reflection is for participants to demonstrate understanding of adaptive and transformational leadership traits, characteristics that impact change, and equitable action to enhance student growth.

**Nevada Association of School Administrators (NASA)**  
**Center for Educational Excellence (CEEI) VII**  
“The Importance of Adaptive Leadership”  
**Saturday, October 15, 2022, to Thursday, February 2, 2023**

**Saturday, October 15, 2022**  
**9:00 AM- 2:30 PM**

**Presenters**

- **Dr. Jesus F. Jara**, Clark County School District Superintendent
- **Dr. Susan Enfield**, Washoe County School District Superintendent
- **Wayne Workman**, Lyon County School District Superintendent
- **Jhone Ebert**, Nevada State Superintendent of Public Instruction.
- **Dr. Peter Gorman**, President, and Chief Executive Officer-Leadership Associates, LLC; and, Former Superintendent, Charlotte-Mecklenburg School System

**Tuesday, November 8, 2022**  
**4:30 PM- 7:30 PM**

**Dr. Peter Gorman**  
**Former Superintendent, Charlotte-Mecklenburg School System**

“Aligned Systems” - Part I and II

Student achievement at scale focused on offering equitable opportunities for all students. Sessions will utilize presentations, videos, large and small group discussions, readings, and activities. Dr. Gorman will lead participants through how the highest functioning teams have aligned their beliefs, vision, mission, theory of action, policies, strategic plan, budget, accountability system and evaluation system in a climate of psychological safety to achieve results for all students.

**Tuesday, November 9, 2022**  
**4:30 PM- 8:30 PM**

**Dr. Peter Gorman**  
**Former Superintendent, Charlotte-Mecklenburg School System**

“Aligned Systems” - Part III

Student achievement at scale focused on offering equitable opportunities for all students. Sessions will utilize presentations, videos, large and small group discussions, readings, and activities. Dr. Gorman will lead participants through how the highest functioning teams have aligned their beliefs, vision, mission, theory of action, policies, strategic plan, budget, accountability system and evaluation system in a climate of psychological safety to achieve results for all students.

**Tuesday and Wednesday, November 15 and 16, 2022**  
**4:30 PM- 7:30 PM**

**Jeffrey Hernandez**  
**Chief Executive Officer, National Association of Educational Partners**

“The Transformational Leader” - Part I and II

CEEI participants will explore theoretical foundations of adult development and learning as it pertains to the traits of a transformational leader. Participants will review the essential traits of a transformative leader to help them determine how to apply the concept to their own personal life and leadership experience.

**Saturday, November 19, 2022**  
**9:00 AM- 2:30 PM**

**Kaweeda Adams**  
**Superintendent, City School District, Albany, New York**

“Adaptive Leadership with a Focus on Equity”

CEEI participants will engage in an interactive discussion which analyses and synthesizes best practices in leading during unprecedented times. During this session, participants will analyze the definition of equity through a leadership lens. They will explore and identify evidence of how equity is actualized in the educational setting, and they will establish a process for operationalizing equity as the foundation of leadership and the implementation of meaningful practices.

**Saturday, November 19, 2022 (Continued)**  
**9:00 AM-2:30 PM**

**Dr. Sonya Douglass**  
**Professor, Black Education Research, Teachers College, Columbia University**

“Equity-focused Leadership in the Wake of COVID-19”

CEEI participants will receive data and research regarding the impact of the COVID-19 on underserved and underrepresented communities. As schools return to a state of normalcy, administrators and teachers must intentionally strategize to focus on educational, and academic equity. Participants will engage in reflective thought starters addressing the following:

- What will academic equity mean related to post COVID-19?
- How will leaders identify the equity and accountability challenges of their schools, and learning environments?
- What types of instructional programs will historically- and newly- identified underserved learners need to overcome to enhance growth?

**Tuesday and Wednesday, November 29 and 30, 2022**  
**4:30 PM-7:30 PM**

**Colin Seale**  
**Chief Executive Officer, thinkLaw**

“Tangible Equity: An Instructional Framework for Identity, Excellence, and Leadership in and Beyond the Classroom”- Part I and II

School systems have formed their equity committees, written their equity plans, trained educators in implicit bias workshops, and conducted lots of book studies. But what does equity look like on Tuesday morning for a fourth-grade general education teacher? For High School chemistry teachers? How can educators prioritize the need to think with an equity lens with the pressures of ensuring academic success? Why do some educators deeply believe in the promise of educational equity still struggle with inequitable academic and disciplinary outcomes in their own classrooms?

**Saturday, December 3, 2022**  
**9:00 AM- 2:30 PM**

**Dr. Zachary Robbins**  
**Superintendent, Marysville School District, Washington State**

“Addressing Complex Change to Sustain District Initiatives and Challenges”

CEEI participants will review case study information about the role of urban superintendents and how adaptive leadership is applied and learned from the view of a new superintendent of schools. Participants will receive information on how, and what a superintendent of a school district must do to find solutions so systematic challenges that may cause stress and overwhelm school district employees. Dr. Robbins will share his own personal and professional experience as a newly appointed superintendent of schools, as he navigates the demands of leading schools in the post COVID-19 climate.

**Dr. John Anzalone**  
**Superintendent, Camas School District, Washington State**

“Best Practices as a New Superintendent”

CEEI participants will receive best practices on what a 100-day entry plan should include regardless of their perspective role in a school district. Participants will receive strategies and the five critical steps to ensure success within a school, classroom setting, and when working school board trustees. Participants will engage in reflective thought starter addressing the following:

- How has your perception of the role of a new superintendent changed following this session?

**Tuesday, December 6, 2022**  
**4:30 PM-7:30 PM**

**Debbie Brockett**  
**Superintendent, McMinnville School District, Oregon**

“Qualities of Adaptive Leadership” Part I

CEEI participants will explore theoretical foundations of adaptive leadership and how to navigate challenges with unknown solutions and thrive while doing so. Participants will explore various descriptions of adaptive leadership styles and what “leading adaptively” means. In this session, participants will review three main qualities of adaptive challenges, the traits of adaptive leaders, tips for practicing an adaptive leadership style, as well as, how to navigate the discomfort of addressing challenges when the solution is readily unknown.

**Wednesday, December 7, 2022**  
**4:30 PM-7:30 PM**

**AJ Adams**  
**Principal, Clark County School District**

“Qualities of Adaptive Leadership” Part II

CEEI participants will explore theoretical foundations of adult development and learning as it pertains to the mentorship process. Participants will learn various practical techniques and strategies to use as an educator, aspiring leader, and leader. Participants will also explore what traits and characteristics they value in a mentor for themselves.

**Saturday, December 10, 2022**  
**9:00 AM-2:30 PM**

**Jill Pendleton,**  
**Educational Consultant, Cognia**

“A Quality-Approach to School Funding”

CEEI participants will review and explore school funding adequacy. The focus of this session will be on information on utilizing concepts of equity as a primary analytical paradigm, fairness in the generation, exchange, and distribution of human and financial resources, educational services, and educational outcomes.

**Saturday, December 10, 2022 (Continued)**  
**9:00 AM-2:30 PM**

**Michele Roberts**  
**Executive Director, Central High School Foundation**

“Best Practices for Equitable School Funding

CEEI participants will receive an overview on how a school can activate its various constituents to successfully plan. The focus of this session will be geared towards specific strategies on how to successfully activate support and funding assistance from various constituencies.

**Tuesday, December 13, 2022**  
**4:30 PM-7:30 PM**

**Dr. Rochelle Hooks**  
**Director, College of Southern Nevada**

“Principles of Effective Family Engagement” - Part I

CEEI participants will receive insights about leveraging public/private partnerships and how they can be a powerful tool in improving educational opportunities, workforce development, and community betterment. The principles of effective authentic family and community engagement will be the focus of this session. Participants will have the opportunity during the session to develop a strategy for each of the principles that will be shared during this session. Participants will engage in reflective thought starters addressing the following:

- How do “we” take back the narrative from nay-sayers when it comes to family engagement?
- What can you implement today to help influence others in your school to start or enhance the six family engagement principles discussed during the session?

**Wednesday, December 14, 2022**  
**4:30 PM-7:30 PM**

**Dr. Beverly Mathis**  
**Public Education Foundation**

**Dr. Vincent Richardson**  
**Equity and Diversity Education, Clark County School District**

“Principles of Effective Family Engagement”- Part II

CEEI participants will discuss ways in which individuals and organizations can advance equity through a focus on vision, goals, priorities, and support parents and families. Participants will learn strategies for advancing equity and sharing power. Participants will reflect on ways in which they can advance equity and share power within their context to enhance family and community engagement. The focus of this session will be centered around research by Dr. Karen Mapp on family and community engagement.

**Saturday, January 7, 2023**  
**9:00 AM- 2:30 PM**

**Traci Davis**  
**Chief Executive Officer, Elevating Raising Awareness and Supporting Equity**

“Leading Change Through Adaptive Culture: An Equity Lens”

CEEI participants will engage in discussions around “leadership through an equity lens” which filters through five areas. Participants will discuss how embracing social justice and cultural humility connects to leadership models such as Authentic Leadership, Servant Leadership, and Transformational Leadership. Strategies and tools will be shared with participants on modeling true authentic adaptive leadership with an equity mindset.

**Rick Neal**  
**Chief Executive Officer, Goodwill of Southern Nevada**

“Actionable Steps: Leading During Actionable Change”

CEEI participants will review the four Principles of the Adaptive Leadership Model: Organizational Justice, Emotional Intelligence, Leadership Development, and Adaptive Leadership Characteristics. Actionable steps on how to create a culture that requires creativity and ingenuity will be discussed, and ideas on the process of change while making people feel valued during the process.

**Tuesday, January 10, 2023**  
**4:30 PM-7:30 PM**

**Dr. Summer Stephens**  
**Superintendent, Churchill School District, Fallon, Nevada**

“Enhancing School and Organizational Culture”-Part I

CEEI participants will hear lessons learned via the experience of Superintendent Dr. Summer Stephens on the competency-based learning journey as it applies to the COVID-19 climate. Participants will learn about engagement strategies to honor your staff and team during change and how to consider and develop multiple communication strategies to effectively lead during change. Participants will engage in reflective thought starters addressing the following:

- What questions do you anticipate from stakeholders when you are leading during challenging times?
- Who can you lean on in your organization when you are leading during challenging times?
- How do you remain on course when the terrain is rough and cloudy?

**Wednesday, January 11, 2023**  
**4:30 PM-7:30 PM**

**Kevin McPartlin**  
**Principal, Clark County School District**

“Educational Leadership in Action”

CEEI participants will understand the thought process a school leader must employ when challenges arise to bring about positive outcomes; understand the internal communication process (with staff and central office) a school leader must employ when challenges arise that may impact a school; understand the external communication process (with students, parents, and community) a school leader must employ when challenges arise that may impact a school; and, understand the importance and methods to maintain a positive school climate while handling challenges with a focus on the traits of an adaptive and equitable leader.

**Tuesday and Wednesday, January 17 and 18, 2023**  
**4:30 PM-7:30 PM**

**Dr. Cynthia Johnson**  
**Executive Director, Inclusion, Engagement, and Belonging, Lawrence School**  
**District, Missouri**

“Enhancing School and Organizational Culture”- Part I and II

CEEI participants will be exposed to the 10 Tips to Improve Company Organizational Culture. Participants will discuss the importance of trust and honesty. Participants will have the opportunity to define and determine the true meaning of trust, discuss the importance of trust in the workplace, explore the economy of trust—why trust is crucial when enhancing organizational culture with equity in the forefront while modeling the traits of an adaptive leader. Participants will engage in reflective thought starters addressing the following:

- Who is someone at work that you would like to learn more from?
- What professional goals would you like to accomplish in the next 6-12 months, how can you get there, and who can help you?
- What is one thing you would like to change within your organization that will enhance student academic growth?

**Saturday, January 21, 2023**  
**9:00 AM-2:30 PM**

**Dr. Cynthia Glover- Woods**  
**Educational Consultant**

“Critical Thoughts for School Leaders”

CEEI participants will review and explore traits of an aspiring school leader and how to develop those traits. Research and tips via Megan Tschannen-Moran’s study will be shared with participants, giving them valuable information on tips such as trust, empowering others, building teams and communities, utilizing data, creating a vision and plan, creating inclusive learning environments, displaying and having the passion about their work, being a risk-taker, and how to preserve and staying with a school for at least five years.

**Saturday, January 21, 2023 (Continued)**  
**9:00 AM-2:30 PM**

**Dr. Peter Gorman**  
**Former Superintendent, Charlotte-Mecklenburg School System, Charlotte,**  
**North Carolina**

“The Aspiring School Leader” - Part I

CEEI participants will receive critical tips, strategies, and best practices on how to promote and market themselves for their next career step. Information and expert advice for aspiring school leaders will be shared about the importance of problem-solving, empathy and mentorship, and networking so they can propel to prospective upper-level school district positions.

**Tuesday, January 24, 2023**  
**4:30 PM-7:30 PM**

**Dr. Peter Gorman**  
**Former Superintendent, Charlotte-Mecklenburg School System, Charlotte,**  
**North Carolina**

“The Aspiring School Leader” - Part II

CEEI participants will receive critical tips, strategies, and best practices on how to promote and market themselves for their next career step. Information and expert advice for aspiring school leaders will be shared about the importance of problem-solving, empathy and mentorship, networking so they can propel to prospective upper-level school district positions. Practical information on resume development will also be the focus of this session.

**Wednesday, January 25, 2023**  
**4:30 PM-7:30 PM**

**AJ Adams**  
**Principal, Clark County School District**

“Qualities of Adaptive Leadership”- Part II

CEEI participants will explore theoretical foundations of adult development and learning as it pertains to the mentorship process. Participants will learn various practical techniques and strategies to use as an educator, aspiring leader, and leader. Participants will also explore what traits and characteristics they value in a mentor for themselves.

**January 28, 2023**  
**9:00 AM- 2:30 PM**

**CEEI Panel Discussion facilitated by:**

**Dr. Peter Gorman**

**Former Superintendent, Charlotte- Mecklenburg School System, Charlotte, North Carolina**

“The Why- Adaptive Leadership is Important for the 21st Century Leader”

CEEI participants will engage in an interactive Panel Discussion with school district and community leaders. Participants will have the opportunity to ask questions and reflect on information shared via the panelists’ perspectives and experiences.

**CEEI Panelists:**

- **Adam Johnson**, Executive Director, Peace Players United States
- **Lou Markouzis**, Clark County School District Principal and NASA Board of Directors President
- **Brandon Moeller**, Clark County School District Equity and Diversity Director and NASA DEI Advisory Committee Vice-Chair
- **Anthony Nunez**, Clark County School District Principal and NASA DEI Advisory Committee Chair
- **Shawina Tims**, Clark County School District Title I Instructional Assistant and NASA DEI Advisory Committee Member
- **John Waldron**, Chief Executive Officer, LGBTQ Community Center of Southern Nevada, and NASA DEI Advisory Committee Member
- **Joshua Wiley**, Educator and NASA DEI Advisory Committee Member
- **Dr. Linda Young**, President, and Founder- Village Foundation, NASA DEI Advisory Committee Member and Former Clark County School District Trustee

Participants will engage in reflective thought starters addressing the following:

- Why is it crucial for leaders to be adaptive in the 21st Century?
- What is an example of an adaptive leader?

**Tuesday, January 31, 2023**  
**4:30 PM-6:30 PM**

**Aja DeBruyn, Tracy Fisher, Margaret Folker, and Christine Zarpas**  
**Nevada Department of Education-Office of a Safe and Respectful Learning Environment**

“Toward Transformative Social and Emotional Learning” (SEL)

CEEI participants will explore and articulate the five (SEL) competencies from the school leader perspective, explore the SEL impact on students and adults, school climate, safety, and workforce development. Participants will also discuss how to mentor and coach via the lens and through the approach of SEL.

**Wednesday, February 1, 2023**  
**4:30 PM-6:30 PM**

**Jeffrey Hernandez**  
**Chief Executive Officer, National Association of Educational Partners**

“Adaptive Leadership: Making Progress on Intractable Challenges”

CEEI participants will engage in discussion with a focus on what is required to make sudden adjustments in response to complex challenges, social issues, and tension to enhance organization culture. Conversation will center on what and how the educational system adjusted in an adaptive manner in consideration, and in response to COVID-19. Discussion will also include addressing technical and adaptive challenges while maintaining the commitment to educational equity. The session will be focused on identifying the deeper challenges via an adaptive approach where people may disagree, and their disagreement is an obstacle to progress.

**Thursday, February 2, 2023**  
**4:30 PM-6:30 PM**

**NASA-CEEI Session Leaders**

“Final In-class Reflection Completed in Small Groups”

Participants will engage in small group reflections to discuss the highlights of the CEEI. The purpose of the reflection is for participants to demonstrate understanding of adaptive and transformational leadership traits, characteristics that impact change and equitable action to enhance student growth. Guiding questions for the final written reflection-completed in small groups will be:

- What are two characteristics of adaptive leadership?
- Why is adaptive leadership critical for the 21st Century leader?

Group written reflection responses will be submitted via email to the NASA CEEI Session Leaders at the conclusion of the February 2, 2023, session.

## Presenter Biographies for CEEI VII:



**AJ Adams**  
**Principal, Sunrise Mountain High School, Las Vegas, Nevada**

For nearly 25 years, AJ Adams has dedicated his life to serving the nation's fifth largest school district, the Clark County School District. Throughout his career, he has been afforded a multitude of opportunities including teaching special education, serving as a K-12 Principal, Associate Superintendent, and lobbying Legislators as an education advocate.

AJ is a graduate of the Harvard Business School Public Education Leadership Program, an alumnus of the Public Education Foundation (PEF) Executive Leadership Academy, an alumni of NASA's CEEI, most recently he obtained a Certificate in Educational Finance through Georgetown University and is a Certified Executive Mindpower Coach. Additionally, he is a Nationally Certified Principal Mentor from the National Association of Elementary School Principals (NAESP) and serves on the Clark County Association of School Administrators and Professional-Technical Employees (CCASAPE) Board. Currently, he is the instructional leader of a large, urban high school in Las Vegas, and he has two children of his own who both attend schools in Clark County.



**Kaweeda Adams**  
**Superintendent, City School District, Albany, New York**

Mrs. Kaweeda G. Adams is the proud superintendent of the City School District of Albany. The City School District of Albany is comprised of 16 schools and approximately 7800 diverse students. She is a native of Shreveport, Louisiana, and a third-generation educator committed to providing diverse, equitable educational opportunities to meet the needs of all students, mentoring, and coaching instructional leaders, and building quality instructional delivery systems combined with systemic progress monitoring, job embedded professional development, and effective, value-added supervision. In the City School District of Albany, Superintendent Adams has been a leader in developing the first Equity in Education policy (Jan 2019) which serves as the foundational lens for restructuring instructional and operational best practices. Under Mrs. Adams' leadership, the district is steadfast in implementing research-based educational practices to eliminate racial predictability of student success, disproportionality in behavioral consequences, inequities impacting marginalized and underserved populations and systemic barriers to opportunities and access. The district strives to provide a supportive, nurturing learning environment which values student voice, recognizes that a focus on individual student needs is necessary for equitable

outcomes, and utilizes the strengths of Albany's diversity to ensure equitable outcomes for all students.



**Dr. John Anzalone**  
**Superintendent, Camas School District, Washington**

Dr. John Anzalone serves as the Superintendent for Camas School District in Camas, Washington. In that position, he develops, implements and maintains strategic planning processes for district functions, assures that the laws and regulations of the Office of Public Instruction for the State of Washington and the district are faithfully executed, assists the Board in the identification of student achievement goals and implements programs designed to achieve and evaluate progress toward meeting those goals, supervises the development of systems for budget development, participates in all board meetings by assisting the board in the development of the meeting agenda, by preparing background materials and analyses of issues brought to the board, and by preparing recommendation on all issues brought to the board for decisions. Dr. Anzalone holds an Ed.D. in Educational Leadership. He also has a Master's Degree in Administration, and a Bachelor's Degree in Elementary Education. Dr. Anzalone has served as a classroom teacher, dean of students, expulsion due process officer, behavior school principal, ELL school principal, over 9 years as a comprehensive high school principal, and as an Assistant Superintendent. He has served on numerous committees, serves as a member of the School Justice Partnership and My Brother's Keeper (MBK), and most recently moderated a roundtable with staff and state political leaders.



**Dr. Debbie Brockett,**  
**Superintendent, McMinnville School District, McMinnville,**  
**Oregon.**

Dr. Debbie Brockett was appointed superintendent of the McMinnville School District in March 2021. She comes to the district from Clark County School District in Nevada, where she most recently served as a Region Superintendent, overseeing 108 PK-12 schools, including two Career and Technical Academies, a virtual learning academy, and several magnet schools. She began her career in Clark County School District, where she was a special education teacher and coach. She then moved into administration and served as a dean of students, assistant principal, and principal. As the principal of Las Vegas High School, she improved the Advanced Placement course offerings, increased the career and technical pathways, and consistently increased the graduation rate for all student groups. In 2016, she was chosen to receive the Heart of Education Award for Innovation

in Schools. Dr. Brockett has been active in improving student achievement at the school, district, and state level and served on various boards and associations. She also extends her passion for teaching to National University where she is an adjunct professor in the school leadership and special education departments.



**Traci Davis**  
**Chief Executive Officer, Elevating Raising Awareness and Supporting Equity**

Traci Davis has a distinguished career as an educator; she has worked in a variety of schools ranging from at-promise to affluent, high-achieving to in need of improvement, and has helped transform learning environments in elementary-, middle- and high schools. As the former superintendent of the Washoe County School District (WCSD) in Reno, NV, Traci Davis served more than 64,000 students, their families, and more than 8,000 employees. Her transformational and passionate educational leadership resulted in sweeping gains in student achievement and performance as the district worked toward its goal of “Every Child, By Name and Face, to Graduation.” Through her “deliberate and intentional” call to action Equity Initiative, the district’s graduation rates rose from 63% to 86% and significantly closed achievement gaps for ALL students.



**Dr. Sonya Douglas**  
**Professor, Black Education, Columbia University Teachers College.**

Dr. Douglass’ work focuses on education leadership, policy, politics, and practice. She has published more than 20 articles in journals like *Educational Administration Quarterly*, *Education Policy*, and *Teachers College Record*, as well as edited three books on educational equity and leadership. She authored two award-winning books: Learning in a Burning House: Educational Inequality, Ideology, and (Dis) Integration and The Politics of Education Policy in an Era of Inequality: Toward Democratic Possibilities for Schooling with Jane T. Scott and Gary L. Anderson.



**Jhone Ebert**  
**Nevada State Superintendent of Public Schools**

Ms. Ebert was appointed by the Nevada state, Governor Sisolak, as the Superintendent of Public Instruction in April 2019. She is responsible for over 500,00 students and 750 schools. She is known as a champion for equity. As State Superintendent of Public Instruction, she was responsible for ensuring every student had access to distance education and to internet connectivity. From 2015-2019, she served as the Senior Deputy Commissioner for P-20 Education Policy for New York State. During her tenure in New York, overall academic performance improved statewide, achievement gaps narrowed, and graduation rates increased.



**Dr. Susan Enfield**  
**Superintendent, Washoe County School District**

Dr. Enfield was a former high school English, journalism, and ELL teacher. She was also the Superintendent for the Highline Public School District in Burien, Washington. She served as the Chief Academic Officer and Interim Superintendent for Seattle Public Schools. Dr. Enfield is a graduate of the University of California, Berkley, and she earned a master's degree from Stanford and Harvard University. She was named the 2018 Superintendent of the Year by the National School Foundation Association. Most recently, she was named the 2022 Washington State Superintendent of the Year.



**Dr. Peter Gorman**  
**President and Chief Executive Officer of Peter Gorman Leadership Associates, LLC. and Former Superintendent, Charlotte-Mecklenburg School System, Charlotte, North Carolina**

Dr. Peter Gorman is Superintendent in Residence with the District Administration Leadership Institute with more than 30 years of experience in education and business. He is also Chief in Residence with Chiefs for Change, guiding the Future Chiefs program, working to build a pipeline of "Future Chiefs" for states and districts. He is the author of the book Leading a School District Requires Clarity, Contact, and Candor. An Aligned System to Increase Student Achievement at Scale and is contributing editor of "*Board and Administrator*" writing the lead column monthly. He worked as a teacher, principal, and district-level administrator in Orange, Seminole and Osceola counties in Florida before becoming superintendent of schools in Tustin, California. In 2006, Dr. Gorman became superintendent of Charlotte-Mecklenburg Schools in North Carolina. Under his leadership, the district won

the 2011 Broad Prize in Urban Education, which recognizes increases in student achievement and closing of achievement gaps. Twenty members of the Charlotte-Mecklenburg Leadership Team, during his tenure, have been appointed as superintendents nationally.



**Jeffrey Hernandez**  
**President and Chief Executive Officer, National Academic Educational Partners**

Mr. Hernandez began his career in Miami-Dade County Public Schools in 1988 as a school secretary and quickly rose through the educational ranks as a teacher, assistant principal, and principal in multiple settings including elementary and secondary schools. He continued his transformational career as Miami-Dade's Regional Administrative Director for Curriculum and Instruction where he oversaw the operations and reform of 62 schools and dramatically improved student achievement on a systematic level that resulted in 20 low-performing schools improving their school performance grade under Florida's A+ Plan and No Child Left Behind Accountability System. He was then appointed as State Regional Director of the Florida Department of Education and spearheaded the implementation of key strategies including data-driven instructional decision-making and the selection of enrichments and interventions needed to increase student performance. This resulted in 15 out of 16 State Intervene Schools improving their school performance under Florida's Differentiated Accountability Plan. In 2008, he returned to the district level as the Chief Academic Officer of Palm Beach County, the 12th largest school district in the nation, where he oversaw the instructional operations of 210 schools and transformed 10 struggling schools into high performing educational institutions, most of them becoming A's and B's under Florida's Accountability Program.

As Chief Executive Officer, he was instrumental in bringing together an impressive group of national instructional experts with a specialized focus on school transformation. With a distinct blend of tireless leadership, innovation, and high educational standards, Mr. Hernandez continues to challenge the status quo and fight to transform the lowest performing schools across the nation.



**Dr. Rochelle Hooks**  
**Director and Professor, College of Southern Nevada**

Dr. Hooks has been an educator for over 40 years. From 1978 through 1995 in the State of Missouri, she taught Early Childhood Special Education, Remedial Reading (1st-12th grade), 12–21-year-old Behavioral disorder/learning disabled students, and Kindergarten. During those years she was a Title 1 Coordinator for a small school district overseeing a 60M dollar budget, a Parent/Community Liaison, an Assistant Principal, and an award-winning recipient of a National Title 1 Program award and National Reading Teacher award. Dr. Hooks moved to the state of Nevada in 1996 and became a Kindergarten teacher and a New Teacher Trainer for Clark County School District (1998-2003). In August of 2023, she was hired by the College of Southern Nevada (CSN) to support, inspire, and guide education majors. She has Chaired and served on hiring committees throughout her tenure at CSN. In 2016, she was voted unanimously to serve as the Education Department Chair.



**Dr. Jesus F. Jara**  
**Superintendent, Clark County School District, Las Vegas, Nevada**

Dr. Jara has a unique perspective after moving to Miami from Venezuela as an English-Language Learner. Teachers invested in him as a child, and Dr. Jara has set a priority of ensuring equity and access for our historically underserved and under-resourced students.

Dr. Jara has more than 20 years of experience serving public school students, including serving as the Deputy Superintendent for Orange County Public Schools in Florida, Chief Operations Officer in Monroe County Public Schools (Florida), Executive Director of the College Board Florida Partnership, and as an Assistant Principal and Principal in Springfield, Massachusetts. He received his Doctorate in Education, Educational Policy, Leadership, and Administration from the University of Massachusetts-Amherst. Dr. Jara is the Superintendent of Schools, Clark County School District, Las Vegas, NV.



**Dr. Cynthia Johnson**  
**Executive Director, Inclusion, Engagement, and Belonging,**  
**Lawrence Public Schools**

From 2019-2021, Dr. Cynthia “Mama J” Johnson was requested to serve as a high school principal and construction project co-leader during the most challenging time in education, known as the global COVID-19 pandemic.

Currently, she serves as Executive Director of Inclusion, Engagement, and Belonging for Lawrence Public Schools. In this leadership role, Dr. Johnson champions the Safe and Supportive Schools Strategic Goal and collaboratively leads equity and inclusion, student, parent, and community engagement, mental health and trauma-informed care, social-emotional learning, and oversees all K-12 Schools.



**Dr. Beverly S. Mathis**  
**Vice President of Teacher Engagement and Early Learning**

Dr. Mathis joined The Public Education Foundation in the 2011-2012 school year. In 1976, Dr. Mathis relocated to Las Vegas from Tennessee, where she was an elementary school teacher for two years. Dr. Mathis taught 17 years in Clark County School District; three years as assistant principal and served as the principal at Kermit Roosevelt Booker Sr. Elementary School for 16 years until her retirement. Dr. Mathis obtained her bachelor’s degree in Elementary Education, with an emphasis on early learning. She received her master’s degree in Administration and Supervision from the University of Tennessee, Martin. Dr. Mathis received her Educational Leadership doctorate from NOVA Southeastern University, Fort Lauderdale, Florida. Dr. Beverly Mathis serves as an adjunct professor at Southern Utah University (SUU) and the University of Nevada, Las Vegas (UNLV). Dr. Mathis was honored as a school namesake – Dr. Beverly Sue Mathis Elementary School.



**Kevin McPartlin**  
**Principal, Arbor View High School, Las Vegas, Nevada**

Originally from Detroit (MI), Kevin McPartlin moved to Nevada in 1997 and began his career teaching all levels of math at Las Vegas High School in east Las Vegas. Now, in his sixteenth year as a principal, he is the longest serving high school principal in the 5th largest school district in the country.

In 2011, McPartlin was appointed principal at Arbor View High School in northwest Las Vegas. Kevin focuses on achievement gaps between subgroups and promoting initiatives related to inclusion and equity for all students. As part of these efforts, McPartlin implemented an Advisory Program to promote positive relationships, personal wellness, and life skills. He removed structures and processes that potentially hindered students from accessing higher level courses and programming. Throughout his tenure at Arbor View, achievement gaps have been drastically reduced and graduation rates have increased for all student subgroups. Arbor View was recognized in 2013, and again in 2016, as having the highest graduation rate of any comprehensive high school in Las Vegas.



**Rick Neal**  
**President and Chief Executive Officer, Goodwill Industries of Southern Nevada**

Rick Neal is the Chief Executive officer of Goodwill Industries of Southern Nevada, Inc. (Goodwill), as of June 2019. Goodwill is an innovative and sustainable social enterprise offering training services and job placement at Goodwill Thrift Stores and other local employers in Southern Nevada. Mr. Neal also serves on the Executive Council of the Goodwill Council of Executives.

Mr. Neal was employed by the Clark County School District, where he held the roles of the district's first-ever Chief Operating Officer and Chief of Staff and External Relations from 2015 until 2019. In addition to his daily duties in these capacities, Mr. Neal was appointed by the governor to the Nevada Homeland Security Working Group; served on the Las Vegas Metropolitan Police Department Multicultural Advisory Committee; and was appointed to the Nevada Intrastate Mutual Aid Committee, serving as the vice chairman. Prior to joining the Clark County School District, Mr. Neal served in the United States Air Force for 25 years as a security forces officer, his career culminating at the rank of colonel as commander of the 799th Air Base Group at Creech Air Force Base in Indian Springs, Nevada. Throughout his career, Colonel Neal served in various security forces roles at the squadron, group, wing, and major command level.



**Jillyn Pendleton**  
**Former Associate Superintendent, Clark County School District**

Jillyn Pendleton retired in July of 2021, after an esteemed career in Nevada for twenty-five years. She enthusiastically served students, families, and leaders of the Clark County School District with passion, vision, and integrity throughout her tenure. During her career, she

embraced various roles, including science teacher, Dean of Students, Assistant Principal, High School Principal, and School Associate Superintendent. She earned her bachelor and master's degrees from Dixie College and the University of Nevada, Las Vegas. She was also recognized as the state principal of the year and the region magnet principal of the year. She eagerly joined the team at Cognia to continue her drive to support schools in the continuous cycle of school improvement. As a lead evaluator, she collaborates closely with school administrators to ensure performance standards are aligned and result in on-going accreditation.



**Dr. Vincent Richardson**  
**Equity and Diversity Education, Clark County School District**

During Dr. Richardson's tenure as a Clark County School District educator, he has taught Kindergarten through 6th grade English Language Arts (ELA) teacher, Science Technology Engineering and Mathematics (STEM) teacher, and Advancement Via Individual Determination (AVID) teacher. Currently, Dr. Richardson serves as an administrative coordinator in the Equity and Diversity Education Department in the Clark County School District, and he is an adjunct Education Psychology Professor at the College of Southern Nevada and an adjunct professor at Southern Utah University's Family and Engagement graduate course. Prior to being an educator, Dr. Richardson taught in American Schools throughout Germany as a Drug Abuse Resistance Education (D.A.R.E.) Military Police Officer.



**Dr. Zack Robbins**  
**Superintendent, Marysville School District, Washington**

Dr. Zachary Scott Robbins is the Superintendent of the Marysville School District in Washington State and the author of Restorative Justice Tribunal and Ways to Derail Jim Crow Discipline in Schools. He has "turned around" schools in Boston and Las Vegas and was honored as the 2022 Nevada High School Principal of the Year. Dr. Robbins was the 2021 City of Las Vegas African American Trailblazer in Education Award Recipient. He writes commentary and news articles for various media outlets and makes frequent radio and television appearances to discuss politics and education.

Dr. Robbins was educated at Howard University in Washington, DC, and he earned his Ph.D. in Education Administration at the Boston College Lynch School of Education.



**Michelle Roberts**  
**Executive Director, Central High School Foundation**

Michele Roberts is the Executive Director of the Central High School Foundation (CHSF), a nonprofit which supports Nebraska's oldest and largest public high school. She joined the Foundation in August 2010, as Development Director and was appointed Executive Director in July 2011. During her tenure with CHSF thus far, Roberts has launched and completed a \$19.3 million Central High School Arts and Library addition, which add 51,000 square feet of classroom and activity space to the high school's campus; a \$1.4 million capital campaign to bring 21st century learning classrooms to Central, which included the installation of a campus-wide wireless infrastructure; and created the Generation "C" donor membership program, which provides unrestricted dollars to the school for classroom and teacher grants. Michele holds a bachelor's degree in Social Sciences from the University of Nebraska at Kearney and a master's degree in Education from Iowa State University.



**Colin Seale**  
**Chief Executive Officer, and Founder, thinkLaw**

Colin Seale, Founder and CEO of thinkLaw tackling inequity hands-on, has always been personal to Colin, because the amazing educational opportunities he received in gifted and talented courses and an exclusive specialized high school despite his underprivileged background growing up in Brooklyn, NY., which made him an exception to a painfully unjust rule. So, whether Colin was teaching middle and high school math in Washington, D.C. and Las Vegas, NV, applying his computer science degree and Master's in Public Administration to fight for child safety at Nevada's largest child welfare agency, or practicing as a business attorney at one of Las Vegas' top law firms while representing children in foster care. Colin created thinkLaw to give all students access to the type of game-changing critical thinking education they need to not only fully understand the way the world is, but to question it and imagine the way the world ought to be. When he's not serving as the world's greatest critical thinking evangelist, Colin proudly serves as the world's greatest entertainer for his two little kiddos.



**Dr. Summer Stephens**  
**Superintendent, Churchill County School District, Fallon, Nevada**

Dr. Stephens is active in promoting excellence and innovation throughout Churchill County School District. With a passion for personalized learning, Dr. Stephens has successfully implemented

systems of blended and online learning, choice and choice, self-paced learning, project-based learning, and design thinking. At the state and national level, she is a strong advocate, working with legislatures to ensure equitable funding and opportunities for learners.

Dr. Stephens believes Competency-based education is based on the simple premise of more student choice and student voice. Students should have more choice in what they study, and more voice in how they demonstrate their learning.



**Dr. Cynthia Glover-Woods**  
**Former Chief Academic Officer, Riverside County Office of Education, Riverside, California**

Dr. Cynthia Glover Woods has served California school districts located in Los Angeles County and Riverside County. She has worked as an instructional assistant, teacher, curriculum specialist, principal, professional development coordinator, curriculum director, and assistant superintendent of instructional services. She also served as the Chief Academic Officer of the Riverside County Office of Education, a position she held until her retirement. As chief academic officer, she led the county office's Educational Services Division with a focus on equitable learning environments, student academic achievement, and post-secondary readiness.

Dr. Glover Woods currently serves as a member on the California State Board of Education. She is also a member of the College Board National Academic Assembly and serves as a board member for multiple community-based organizations and committees.



**Wayne Workman**  
**Superintendent, Lyon County School District**

Lyon County School District (LCSD) Superintendent Wayne Workman was born in Seattle, Washington and grew up in the small town of Stockton, Utah where he graduated from Tooele High School. After serving a two-year LDS mission in Denmark, he earned his bachelor's degree in education and athletic training from Utah State University and his master's degree in administration from the University of Phoenix.

His 23-year career in education includes eight years as a health and sports medicine teacher in Utah; two years as an assistant principal and three years as the principal of Dayton High School; one year as the Human Resources Director and three years as the

Deputy Superintendent of the Lyon County School District; and he is now serving in his eighth year as Superintendent for the LCSD. Wayne served as the Nevada Association of School Superintendents (NASS) President during the 2019-2020 school year and was named the Nevada Superintendent of the Year for both the American Association of School Administrators (AASA) and the Nevada Association of School Boards (NASB) in 2021. He has been married to his beautiful wife, Jenni, for 28 years and they are the proud parents of four children (Oakley-23, Kobey-21, Kirsten-18, and Raquel-16), all of whom currently attend or graduated from Dayton High School. He enjoys spending time with his family, golfing, serving in his church, and serving the students, staff, and families of the Lyon County School District.

**Nevada Department of Education, Social Emotional Academic Development (SEAD) Team:**



**Aja Debruyn  
Educator**

Aja has been teaching in early childhood academic environments since 1999. She has a Master's in Montessori Education and Montessori Educational Leadership from Sarasota University. She is certified in Montessori education from birth through third grade. She owned and operated her own Montessori private school in Las Vegas for 14 years before becoming a public Montessori school advocate. She is a teacher trainer, conference speaker, and professional development provider specializing in early childhood education. She has served on the boards of many educational non-profits including Montessori Educational Programs International and the Human Rights Campaign (Welcoming Schools) as well as acting as the Chapter Chair for Free Mom Hugs, an organization serving families and students from the LGBTQIA community.



**Tracy Fisher  
Social Emotional Academic Development Specialist (SEAD)**

Tracy has a M. Ed. in special education, general education, and administration. She currently contracts as a SEAD Specialist in the Office for a Safe and Respectful Learning Environment at the Nevada Department of Education. Tracy is a native Nevadan who was born in Reno and raised in Gardnerville. She recently retired from a 30-year career in the Washoe County School District where she served children K-12th as a teacher, transition specialist, dean, assistant principal, and principal. Her greatest learning experiences have come from her students, and her two sons, Connor and Brandon.



**Maggie Folkers**  
**Social Emotional Academic Development Specialist (SEAD)**

Maggie currently contracts as a Social Emotional Academic Development Specialist in the Office for a Safe and Respectful Learning Environment at the Nevada Department of Education.

Previously, Maggie spent twenty-seven years as a middle and high school English teacher and four years as a Social Emotional Learning Specialist before retiring from the Washoe County School District in Reno, NV. A writing consultant since 2001, she contributed a chapter to the National Writing Project's publication *Writing for a Change: Boosting Literacy and Learning Through Social Action*, which won the AEP Distinguished Achievement Award in 2007.

Maggie loves music, soaking in nature's beauty, writing in her journal, and spending time with her family and friends. She and her husband, Jeff, live in Reno and have two grown sons, Joshua and Jacob.



**Christie Zarpas**  
**Literacy Specialist, Clark County School District**

Christine is a second-grade teacher and literacy specialist in the Clark County School District. Christie holds a master's degree in curriculum and instruction from National University and is currently obtaining a doctorate in education with a specialization in social-emotional learning from Northcentral University. She is also actively involved with the SEAD Center, holding a role as a SEAD champion. Christie believes that the development of social-emotional skills in an educational setting is crucial to the future of our youth. She is working closely with her peers and colleagues to spread the implementation of SEL skills throughout the nation.

# Nevada Department of Education - State or Federal Budget Expenditure Summary

Subrecipient: Southern Nevada Public Television

Project Number: \_\_\_\_\_

UEI (DUNS): 829639512

Project Title: RPDP -NASA-CEEI#7

Vendor Number: T27031211

FISCAL YEAR: 2022-2023

Federal/State Project Title: RPDP -NASA CEEI #7

Budget Code: \_\_\_\_\_

Check one below:  
Budget: x

Category: \_\_\_\_\_

Amendment: \_\_\_\_\_

GL: \_\_\_\_\_

CAN Number: \_\_\_\_\_

Job Number: \_\_\_\_\_

NDE Use Only

OBJECT	DESCRIPTION	INSTRUCTION	SUPPORT	TOTAL
100	Salaries	\$ -	\$ -	\$ -
200	Benefits	\$ -	\$ -	\$ -
300	Purchased Professional Services	\$ 50,000.00	\$ -	\$ 50,000.00
400	Purchased Property Services	\$ -	\$ -	\$ -
500	510 Student Travel Services	\$ -	\$ -	
	580 Travel	\$ -	\$ -	
	500 Other	\$ -	\$ -	
	<b>Total 500</b>	\$ -	\$ -	
600	610 General Supplies	\$ -	\$ -	
	612 Non Information Tech Items of Value *	\$ -	\$ -	
	640 Books and Periodicals	\$ -	\$ -	
	641 Textbooks	\$ -	\$ -	
	650 Supplies; Info Tech	\$ -	\$ -	
	651 Software	\$ -	\$ -	
	652 Information Tech Items of Value *	\$ -	\$ -	
	653 Web-based and Similar Programs	\$ -	\$ -	
<b>Total 600</b>	\$ -	\$ -	\$ -	
800	810 Dues and Fees	\$ -	\$ -	
	890 Other Miscellaneous	\$ -	\$ -	
	800 Other	\$ -	\$ -	
	<b>Total 800</b>	\$ -	\$ -	
<b>Subtotal 100 - 600 &amp; 800</b>		\$ 50,000.00	\$ -	\$ 50,000.00
Indirect Cost	Approved Rate: %	\$ -	\$ -	\$ -
700	730 Equipment: over \$5,000 each	\$ -	\$ -	
	700 Other	\$ -	\$ -	
	<b>Total 700</b>	\$ -	\$ -	
900 Other	900 Other	\$ -	\$ -	
	<b>Total 900</b>	\$ -	\$ -	
<b>TOTAL</b>		\$ 50,000.00	\$ -	\$ 50,000.00

Signature:   
Signature of Authorized Sub-grantee Representative

Date: 10/27/2022

Name/Title: Brandon Merrill - Business & Finance Director  
Print Name and Title of Authorized Sub-grantee Representative

\* All Items of Value must be itemized on the Budget Detail.  
\*\* Indirect Cost Rates must be approved by the NV Department of Education (NDE) before the sub-grantee may budget for and charge those costs to the grant. Indirect cost is allowed for Federal Grant Awards only.

**DEPARTMENT OF EDUCATION USE ONLY**

Program Staff Initial	Date Approved
Grant Unit Staff Initial	Date Approved

\*\*\* Expenditures cannot exceed approved budget in any object code. Any changes to object code budget have to be approved by NDE prior to funds being incurred. NDE reserves the right to deny reimbursement for any amount exceeding previously approved budget for each object code.



Nevada Department of Education  
Instruction

Subrecipient: Southern Nevada Public Television  
Project Title: RPDP -NASA CEEI #7

Project No: 0  
Fiscal Year: 2022-2023

A	B	C	D	E	F	Budget Summary	
Object Code	Title of Position or Description of Item	FTE	Quantity OR %	Unit Amount/ Calculations	Total Amount	Budget Summary	
100	<b>PERSONNEL:</b> Certified Teachers, Traditional Certified Teachers, Yr Round Substitutes Classified Assistants Aides Extra Duty Stipends: one-time Training Stipends Certified Instructor Stipends Certified Hourly Pay				\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -		
	<b>NARRATIVE:</b>						
				<b>100 TOTAL</b>		\$ -	
200	<b>BENEFITS:</b> Group Insurance Life Insurance: Cert / Class Life Insurance: Admin / Pro Long Term Disab: Admin / Pro FICA PERS Medicare Workers Compensation Other Post Emp Benefits Post Employment Benefits				\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -		
	<b>NARRATIVE:</b>  Standard fringe benefits rates.						
				<b>200 TOTAL</b>		\$ -	

Nevada Department of Education  
Instruction

Subrecipient: Southern Nevada Public Television  
Project Title: RPDP -NASA CEEI #7

Project No: 0  
Fiscal Year: 2022-2023

A	B	C	D	E	F	G
Object Code	Title of Position or Description of Item	FTE	Quantity OR %	Unit Amount/ Calculations	Total Amount	Budget Summary
300	<b>PURCHASED PROF. SERVICES:</b>					
320	Educational Consultants					
	AJ Adams		1	\$ 4,000.00	\$ 4,000.00	
	Kaweeda G. Adams		1	\$ 2,500.00	\$ 2,500.00	
	Dr. John Anzalone		1	\$ 2,000.00	\$ 2,000.00	
	Dr. Debbie Brocket		1	\$ 2,000.00	\$ 2,000.00	
	Traci Davis		1	\$ 2,000.00	\$ 2,000.00	
	Dr. Pete Gorman		1	\$ 11,000.00	\$ 11,000.00	
	Jeffrey Hernandez		1	\$ 6,000.00	\$ 6,000.00	
	Dr. "Mama J" Johnson		1	\$ 4,000.00	\$ 4,000.00	
	Mr. Kevin McPartlin		1	\$ 1,500.00	\$ 1,500.00	
	Rick Neal		1	\$ 1,000.00	\$ 1,000.00	
	Jillyn Pendleton		1	\$ 2,000.00	\$ 2,000.00	
	Dr. Zachary Robbins		1	\$ 2,500.00	\$ 2,500.00	
	Michele Roberts		1	\$ 1,300.00	\$ 1,300.00	
	Mr. Colin Seale		1	\$ 5,000.00	\$ 5,000.00	
	Dr. Summer Stephens		1	\$ 2,000.00	\$ 2,000.00	
	Rosanne Richards		1	\$ 400.00	\$ 400.00	
	Robert Mars		1	\$ 400.00	\$ 400.00	
	Derrick Bellow		1	\$ 400.00	\$ 400.00	
330					\$ -	
340					\$ -	
					\$ -	
					\$ -	
	<b>NARRATIVE:</b>					
	<b>320: Educational Consultants</b>					
	The CEEI VII will have two participant cohorts. One cohort will be geared for teachers and teacher leaders; the other cohort will be geared towards administrators. Total expected participants trained will be 300. The calendar is comprised of twenty-six (26) sessions, inclusive of ninety (90) hours of virtual learning and fourteen (14) hours of reflective deliverables. Assignments include collaboration time with session leaders, along with ongoing activities, training, and networking opportunities. CEEI presenters will disseminate research-based knowledge related to effective educational leadership behaviors and skills. The Nevada Department of Education priorities will be integrated in various presentations. Anticipated presenters and amounts allocated for each presenter are as follows: AJ Adams - \$4,000, Kaweeda Adams - \$2,500, Dr. John Anzalone - \$2,000, Dr. Debbie Brocket - \$2,000, Traci Davis - \$2,000, Dr. Peter Gorman - \$11,000, Jeffrey Hernandez - \$6,000, Dr. Cynthia Johnson - \$4,000, Kevin					
				<b>300 TOTAL</b>	<b>\$ 50,000.00</b>	
400	<b>PURCHASED PROP. SERVICES:</b>					
410	Utility Services				\$ -	
430	Repairs and Maintenance				\$ -	
441	Rental Land and Buildings				\$ -	

Nevada Department of Education  
Instruction

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Project Title: RPDP -NASA CEEI #7

Project No: 0  
Fiscal Year: 2022-2023

A Object Code	B Title of Position or Description of Item	C FTE	D Quantity OR %	E Unit Amount/ Calculations	F Total Amount	Budget Summary
450	Renovating and Remodeling NARRATIVE:				\$ -	
				400 TOTAL		\$ -

Nevada Department of Education  
Instruction

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Project No: 0  
Fiscal Year: 2022-2023

A	B	C	D	E	F	F
Object Code	Title of Position or Description of Item	FTE	Quantity OR %	Unit Amount/ Calculations	Total Amount	Budget Summary
<b>500</b>	<b>OTHER PURCHASED SERVICES:</b>					
510	Student Transportation				\$ -	\$ -
519	Student Travel & Related				\$ -	\$ -
531	Postage				\$ -	\$ -
534	Cell Phone				\$ -	\$ -
550	Printing				\$ -	\$ -
560	Student Tuition				\$ -	\$ -
580	Staff Travel				\$ -	\$ -
589	Non-Staff Travel				\$ -	\$ -
500 Other	Insert Object & Description				\$ -	\$ -
NARRATIVE:						

Nevada Department of Education  
Instruction

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Project No: 0  
Fiscal Year: 2022-2023

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity OR %	Unit Amount/ Calculations	Total Amount	Budget Summary
				500 TOTAL		\$ -



Nevada Department of Education  
Instruction

Subrecipient: Southern Nevada Public Television  
Project Title: RPDP -NASA CEEI #7

Project No: 0  
Fiscal Year: 2022-2023

A	B	C	D	E	F	F
Object Code	Title of Position or Description of Item	FTE	Quantity OR %	Unit Amount/ Calculations	Total Amount	Budget Summary
800	<b>OTHER OBJECTS:</b>					
810	Dues & Fees				\$ -	
					\$ -	
					\$ -	\$ -
890	Miscellaneous				\$ -	
					\$ -	
					\$ -	\$ -
800 Other	Insert Object & Description				\$ -	
					\$ -	
					\$ -	\$ -
	<b>NARRATIVE:</b>					
				<b>800 TOTAL</b>		<b>\$ -</b>
Subtotal Objects 100 - 600 & 800					\$ -	\$ 50,000.00
Approved Indirect Cost Rate %		0.00%				0.00
700	<b>EQUIPMENT:</b>					
730	Capital Equipment > \$5,000				\$ -	
700 Other	Other > \$5,000				\$ -	
	<b>NARRATIVE:</b>					
				<b>700 TOTAL</b>		<b>\$ -</b>
900 Other					\$ -	
971	Pass through to Districts				\$ -	
972	Pass through to Charter Schools				\$ -	
973	Pass through to Other Entities				\$ -	
	<b>NARRATIVE:</b>					

Nevada Department of Education  
Instruction

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Project No: 0  
Fiscal Year: 2022-2023

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity OR %	Unit Amount/ Calculations	Total Amount	Budget Summary
				900 TOTAL		\$ -
				GRANT TOTAL		\$ 50,000.00



## GENERAL STATE GRANT ASSURANCES

NAME OF DISTRICT/AGENCY: Southern Nevada Public Television

FISCAL YEAR: 2022-2023

GRANT/PROGRAM NAME: RPDP -NASA CEEI #7

PROJECT NUMBER:

**I hereby certify that, to the best of my knowledge, the information in this application is correct. The applicant designated hereby applies for a grant of State funds. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the agency's meeting.**

**The RECIPIENT assures, if awarded a grant or contract:**

**The State Agency shall hold all RECIPIENTS to the provisions within the applicable Nevada Revised Statute (NRS) that govern the funds passed through the STATE AGENCY to the RECIPIENT.**

### ***STATE REGULATIONS***

**Shall hold the RECIPIENT to the provisions established by the STATE AGENCY which govern the funds and program:**

1. The RECIPIENT assumes full responsibility for the overall program which includes: fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant application.
2. The RECIPIENT agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the RECIPIENT'S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.
3. The RECIPIENT agrees that any funds not committed for expenditures by the end of the grant cycle will be deobligated to State general fund with the Annual Financial Report
4. The RECIPIENT will submit the Final Financials to the Nevada Department of Education (NDE) within 45 days or less from the end of the grant cycle. Noncompliance will result in ineligibility for future sub-grant cycles.

## GENERAL STATE GRANT ASSURANCES (continued)

5. All requests for budget amendments must be made in writing and approved prior to expenditure of funds.
6. Monthly requests for reimbursement are due to the NDE by the 15th of the month for the previous month of services.
7. The RECIPIENT agrees to comply with NDE's requirement to submit supporting source documentation with reimbursement requests which will ensure that all costs charged to state grants are allowable.
8. The documentation for all transactions, controls and other significant events must be clear and readily available for examination upon request. All documentation such as invoices or contracts, etc. should be maintained at the RECIPIENT's principal place of business. If they are not, the RECIPIENT must bear the cost of making original documents available for examination by the State.
9. Personnel employed as teachers and instructional aides by the RECIPIENT or personnel contracted to provide such service to the RECIPIENT shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015)).
10. The RECIPIENT shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible so that no one person authorizes, executes, and approves the same transactions. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or other similar document.
11. The RECIPIENT must maintain continuing responsibility for the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to Recipients or persons who are not employees or officials of the RECIPIENT organization:
  - a. Being informed of and accountable for all program income and expenditures;
  - b. Performance of timely written evaluations of the program, and monitoring of established goals and objectives as written in the program's grant award;
  - c. Financial reports and all other reports required by NDE including monthly Requests for Funds, required quarterly progress reports and final program reports (as applicable);
  - d. Administration of the program in accordance with each agency's administrative practice.
12. If the RECIPIENT decides to establish a policy-making body (or is required either by law or by funding source to establish such a body), its roles and responsibilities must be clearly defined. This must be approved by the Program Director.

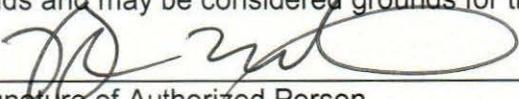
## GENERAL STATE GRANT ASSURANCES (continued)

13. Any activities that deviate from the scope of work/goals and objectives identified in the grant agreement must receive prior written approval from the Education Programs Professional and may require an amendment to the grant agreement.
14. RECIPIENTS must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.
15. All instructions, requirements, rules and regulations for grants administered through the RECIPIENT are applicable to Recipients, contracts or other mechanisms passing on these funds. It is the responsibility of the RECIPIENT to ensure compliance of Recipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the RECIPIENT for noncompliance.
16. Indirect costs are not allowed on State grants or contracts to school districts, charter schools, non-profit organization, NSHE or other entities, which are funded in whole or in any part with State funds.
17. No organization may participate in the grant-funded project in any capacity or be a recipient of state funds designated for this project if the organization has been debarred or suspended or otherwise found to be ineligible for participation in federal assistance programs under Executive Order 12549, "Debarment and Suspension" (see 45 CFR 92.35). Prior to issuing subawards or contracts under this grant, the RECIPIENT must consult the Excluded Parties List System to ensure that organizations under funding consideration are not ineligible. The list may be accessed online through the System for Award Management (SAM) at <https://www.sam.gov>.
18. Decisions made by Education Program Professionals must be based on the grant agreements, approved budgets, grant assurance, written program policies and procedures, and written fiscal policies and procedures including those in the State Administrative Manual (SAM) and in any Nevada Revised Statute or state regulations and guidance that apply to the funding source. If a RECIPIENT disagrees with a decision, the RECIPIENT has the option to dispute the decision by taking the following steps:
  - a. Request in writing that the Education Programs Professional provide:
    1. Documentation upon which a decision is based. Written response will be made within seven (7) working days.
    2. If the disagreement is still unresolved, request in writing that the matter be reviewed by the NDE Program Director, whose decision will be final and will not be open to further discussion or challenge.
    3. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to

## GENERAL STATE GRANT ASSURANCES (continued)

4. properly administer the grant and provide effective services in the community.
5. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.
6. Timeliness of report submission will be tracked and noted in the grant file. Any extensions or exceptions to requirements must also be noted in the grant file.

Failure to comply with the terms and conditions detailed above may result in the loss of state funds and may be considered grounds for the suspension or termination of this grant.

  
\_\_\_\_\_  
Signature of Authorized Person

October 27, 2022  
\_\_\_\_\_  
Date

Brandon Merrill – Business & Finance Director  
\_\_\_\_\_  
Name and Title

Southern Nevada Public Television  
\_\_\_\_\_  
District/Organization