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Attn: Interim Superintendent Dr. Lisa Ford

July 10, 2025

Good afternoon, esteemed Hiring Committee members,

My name is [REDACTED] and I am writing to express my interest in the opportunity to apply for the position of State Superintendent of Public Instruction at the State of Nevada's Department of Education.

With a strong background in academic leadership and research science, including fiscal management, strategic planning, social marketing, and community engagement, I am eager to contribute to student achievement and equity-based, inclusive instruction to support the four pillars of Nevada's Portrait of a Learner.

In my previous role as Superintendent in two New Mexico school districts, I successfully led comprehensive strategic planning initiatives that resulted in a 15% enrollment growth in one year, and \$650,000 in grants for community health initiatives. As Co-Chair of the Rural Alliance for Career Technical Education for Future Workforce, I led 18 northern New Mexico school districts, in collaboration with Los Alamos National laboratories, to implement legislative policy changes at the state level (HB171) to improve career and technical education pathways, and equity-based partnerships with institutes of higher education to support economic development in the region. I implemented audits of 18 departments to determine efficiency and adherence to data-driven best practices to streamline productivity and align to growth models set by senior leadership and state governing agencies. Lastly, I worked with our state Public Education Department to develop AI integration into our district's 'Portrait of a Graduate' to include ethically responsible, digital literacy for learners of all abilities.

Utilizing a transformative leadership model, I created task forces to enrich mental health supports, and implement equity-based curricula to affirm identity, belonging, and inclusion to support Tribal and Hispanic/Latinx students residing within our boundaries. Projects included legislative policy analysis for multiple bills in state government, a multi-generational initiative to reduce school violence, and the installation of a partnership with Tewa Women United and Eight Northern Pueblos to reduce intimate partner violence and nutrition education for Indigenous and refugee students. I leveraged funds in Title One to support literacy intervention and expanded our Bi-lingual education program with enhanced training and professional development to support our diverse student population and elevate our teacher's requests for enhanced learning opportunities. My team and I implemented an original, early-intervention model of focused enrichment to support our special education students, and created an after-school, peer-tutoring model to increase academic outcomes across grade levels. Lastly, I worked with Northern New Mexico College and the University of New Mexico to create apprentice and

internship opportunities to support dual credit and advanced diploma tracks for students seeking accelerated academic experiences.

In my role in leadership at the University of New Mexico Prevention Research Center, I created a tiered growth plan that resulted in a 200% increase in 24 months in state-wide contracts for the grant program for which I led as Metropolitan Coordinator. At the state level, my research-based, multi-channel, grass-roots communication strategy was implemented by the Secretary of Health and the Governor, which catapulted New Mexico to first in the nation to achieve 50% vaccine rate, despite cultural, geographic, and religious barriers. I was grateful to present to the White House National Health Equity Task Force on behalf of our state and I credit the inclusive, intentional communications strategy our communities employed to positively influence hesitant populations to equitably distribute the vaccine across rural, border, and 23 sovereign nations to protect our people.

The success of these initiatives were rooted in a data-driven approach, wherein I utilized a quantitative and qualitative approach to analyze community needs, identified opportunities for engagement, built strong, engaged teams, and delivered responsive leadership to support and elevate the collective voice of our stakeholders. In these leadership roles, it has been critical to establish partnerships as a strategy to address staffing shortages and scarcity of services in our state.

In academic leadership, I have collaborated with institutes of higher education as well as federal and state partners to create opportunities, internships, and service delivery to address gaps in educational offerings and budgetary constraint. At the University of New Mexico's Prevention Research Center, my responsibilities also included state-wide and national advocacy for policies and programs to support the intersection of health and educational equity; a focus of my career for more than two decades. In my role as a program manager on the Laguna Acoma Reservation, in partnership with the New Mexico Department of Health and Public Education Department, my focus was on both elevating student educational resource access and serving as the GRADS (Graduate Reality and Dual Life Skills) supervisor and grant manager. These roles were powerful opportunities to support at-risk teens in achieving graduation and breaking the cycle of generational poverty to create economic independence and viable workforce development.

Lastly, the opportunity to utilize the skill set I have cultivated in administrative leadership, policy development, strategic growth, and community engagement over a 25-year education career feels like perfect match for the KSAs for the State Superintendent of Public Instruction.

Looking to the future, I would be most grateful for the opportunity to be invited to interview for a position on your progressive and professional leadership team. I am excited to steer my career to beautiful Nevada, a community in which my family lives, (and in which I have recently been granted dual licensure,) to serve students from all backgrounds and to celebrate the vibrant, cultural learners and educators of the Silver State!

Appreciatively,

[REDACTED]

Att: Abbreviated Career Accomplishments

## **Abbreviated Career Accomplishments: [REDACTED]**

### **Superintendent, [REDACTED] School District, Santa Fe, NM.**

- Authored and awarded \$400,000 Community Schools grant to support increased engagement and academic enrichment, district-wide.
- Secured \$30,000 grant to build on-site daycare and support pregnant and parenting teens of color through the NM GRADS program (Graduate Reality and Dual-Life Skills)
- Co-Chair of the Rural Alliance for Career Technical Education for Future Workforce supporting 18 Northern New Mexico school districts in workforce equity initiatives to support economic development in the region.
- Ex-Officio, [REDACTED] Community Foundation, supporting grants for college-bound, First-Gen students and expansion of peer-tutoring program focused on English-language learners.
- Partner to Eight Northern Pueblos Council serving Indigenous youth from 6 pueblos in health equity initiatives, including acting as the Chair of the Mental Health Action Team and leading the full revision of the government-to-government Indian Policies and Procedures document for Impact Aid for the state of New Mexico.
- Secured a Native Seed Grant and critical funding to start a Native Heritage Garden at Pojoaque Valley High School's greenhouse to support agriculture and food sovereignty education for Native Youth, including starting a branch of the Native American Arts and Sciences Association and Future Farmers of America.
- Awarded "Educator of Influence" by Albuquerque Public Schools for work in assisting First-Gen students to graduation.
- Featured as "One to Watch" by AASA, March 2024.

### **Superintendent, [REDACTED] Department of Education, [REDACTED] NM**

- Created and implemented the first Indigenized Calendar in the United States with collaboration from the Board of Education, Tribal Council, and hundreds of stakeholders.
- Authored and awarded \$197,000 in grants to support an Indigenous Food Sovereignty initiative to support more Native foods and increase nutrition, district-wide.
- Collaborated with the Native American Council on Indian Education (NACIE) and the Consortium for the Education of Native American Children (CENAC) to author a section of the Annual Report to Congress, 2023, on equity in special education services for students living with disabilities.
- Created Ishka Hanu ("We are One") multi-generational art heritage project with Rainbow Senior Center and the Laguna Elementary School to promote Western Keres language immersion and cultural art programming among the greater community.

### **Community Schools Lead and Administrative Intern, Albuquerque Public Schools, NM.**

- Created the Student Leadership Literacy Program, pairing First-Gen teens with preschoolers to support increased literacy and fluency in both groups.
- Created the Heritage Art Project Program collaborating with the City of Albuquerque's Department of Senior Affairs and AmeriCorps to support inter-generational programming and civic engagement.

- Grant managed NMGRADs Program, securing more than \$7000 in funding to support First-Gen students pursuing post-high school workforce development and childcare assistance.

**Director, Office of Health Equity, New Mexico Department of Health, Santa Fe, NM**

- Created and implemented a multi-channel, multi-language social marketing and communications campaign to persuade vaccine-hesitant communities in rural, Indigenous and border communities to address COVID-19 resulting in First in the Nation recognition.
- Translated website and all vaccine materials into multiple languages, including Dinè, and brought health literacy levels down to a sixth-grade level to increase saturation and resource equity.
- Prepared copy for Secretary of Health to deliver on the floor of Congress to the Joint Chiefs on Vaccine Equity Task Force.
- Created and facilitated multiple, virtual town halls to support equity in information, including community members representing Black and African Americans, Asian/Pacific Islanders, Hispanic/Latinx, Indigenous persons, (including the 23 Tribes and Nations of New Mexico), people living with disabilities, and the LGBTQIA community.
- Collaborated with the Office of African American Affairs and the Governor to have Black Maternal Health Week declared by proclamation April 11-16<sup>th</sup>, 2021.

**Metropolitan Coordinator, Prevention Research Center, University of New Mexico, NM.**

- Expanded reach and depth of USDA, WIC, and CDC grant targeting nutrition initiatives and obesity prevention in Spanish-speaking youth by 200% in two years.
- Created and delivered Wyman's Teen Outreach Program (TOP) designed to reduce intimate partner violence and pregnancy prevention targeting at-promise teens at Laguna Acoma High School in concert with NMDOH and UNM Population Health Sciences.
- Participated in data collection and analysis of the YRRS, state-wide, leading to policy changes in health and educational equity, including favorable ruling of the Martinez Yazzie Lawsuit, 2019, supporting Hispanic and Indigenous student education.

[REDACTED] MS, CPT, 3B  
Albuquerque, NM  
[REDACTED]

### **Education**

EdD in Administrative Leadership and Educational Psychology: In progress, University of the Southwest: Estimated completion date: Fall 2025

MS: Health Promotion & Exercise Science: 2012, California University of Pennsylvania, 3.9 GPA

Post-BS: Physical Education and Dance: 1997. University of New Mexico.

B.F.A: Theater and Dance, English minor: 1994. University of New Mexico.

High School Diploma: T.C. Williams High School, Alexandria, Virginia: 1990.

### **Employment & Leadership Experience**

Superintendent: [REDACTED] School District, Santa Fe, NM: September 2024-July 1, 2025. (70 hrs./wk.)

- Managed 297 person staff, 1600 children in 5 schools on 2 campuses, and all operations within 18 departments of the [REDACTED] School District.
- Served as Co-chair of the Rural Alliance for Career Technical Education for Future Workforce (representing 18 northern New Mexico school districts) in partnership with Los Alamos National Laboratory and multiple institutes of higher learning.
- Approved all purchase requisitions and fiscal oversight for \$62 million dollar budget.
- Approved all recruitment, hiring, resignations, personnel issues within the organization.
- Served as PIO and CEO for PVSD and liaised with the Public Education Department of New Mexico
- Managed and authored grants for federal, state and local entities.
- Provided trainings and professional development to staff and teachers.
- Adherence to all federal, state, and local mandates and policies to ensure continuous operations.
- Created and implemented policies that supported identity-affirming climate and culture and PVSD quality assurance initiatives.
- Initiated and fostered community relationships to enrich equity curricula and supported Tribal and Bi-lingual education implementation.
- Supervised district-wide Cognia Accreditation and Impact Aid programs for organizational excellence.
- Advocated for Indigenous and Bi-lingual education priorities and legislation to local, state, and federal agencies.
- Served as Ex-officio of the Pojoaque Valley School District Foundation expanding fundraising goals.

Superintendent: [REDACTED] Department of Education: May 2023-June 2024. (60 hrs./wk.)

- Managed 130 person staff, 400 children in 3 schools, and all operations within the 12 Departments of [REDACTED] Department of Education as directed by the Tribal Council and Board of Education.
- Approved all purchase requisitions and fiscal oversight for \$20 million dollar budget.
- Approved all recruitment, hiring, resignations, and personnel issues within the organization.
- Served as PIO and COO for LDoE, liaised with Pueblo of Laguna government and 23 New Mexico Sovereign Nations.
- Represented Laguna DoE at all Government-to-Government negotiations.
- Initiated, managed, and reported upon numerous grants and funding streams.
- Provided trainings and professional development to staff and teachers.
- Adherence to all federal (Head Start), state (NMPED), and local (PoL) mandates and policies to ensure continuous operations.
- Created and implemented policies that upheld PoL values and supported LDoE quality initiatives.
- Initiated and fostered community relationships to enrich school climate and support cultural directives.
- Supervised Cognia Accreditation and Federal Head Start regulations for organizational excellence.
- Advocated for Indigenous education priorities and legislation to local, state, and federal agencies.

Instructional Leader, Community Schools Coordinator, Reading Interventionist: Albuquerque Public Schools (Administrative Internship): October 2021-May 2023. (45 hrs./wk.)

- Researched, designed, implemented and reported upon an original, evidence-based Reading Intervention program targeting English Language Learners and marginally proficient ELA students.
- Created Community Literacy Leadership Project: Collaborative partnership with City of Albuquerque Early Childhood Center and Alamosa Community Center Library.
- Created curriculum and instruction for an ELA-based, 21<sup>st</sup> Century Study Skills class for secondary students.
- Served as Community Engagement Special Projects Coordinator: Facilitated community outreach events to build and maintain corporate and local partnerships, support collective impact goals, provide college and career experiences, scaffold CDC WSCC best practices, and reinforce social justice initiatives.
- Served as GRADS Pregnant and Parenting Teen Program Case Manager & Site Director.
- Created curriculum design and assessment of original, NASM-endorsed Athletic Conditioning and Personal Training Program for teens.
- Served as McKinney-Vento program Tutor: Thomas Bell Community Center: Academic tutor serving homeless students and their caregivers to support education during housing crises.
- Served as Rio Grande Educational Collaborative Tutor: Academic support for Title One High School students.

Summer School Academic Enrichment Program Supervisor: Albuquerque Academy: May 2022-July 2022. (40 hrs./wk.)

- Created and delivered original academic and athletic programming for elementary and middle school students.
- Supervised and mentored high school student interns.
- Supervised and administered after-care program for students ages 3-12.

Academic Enrichment Coordinator: NM Public Education Department: August 2021-October 2021 (50 hrs./wk.)

- Served as Title IX Coordinator for the NMPED, including reporting and resolution.
- Supported compliance for Title IV and Title IX laws and initiatives in all school districts, state-wide.
- Supported Academic for Success Act state-wide: Authored and presented legislative information to district administrators and policymakers across New Mexico and monitored for compliance.
- Supported pregnant and parenting teens and equity initiatives state-wide related to GRADS program.

Director: Office of Health Equity: NM Department of Health: October 2020-June 2021. (60 hrs./wk.)

Responsibilities in the Administrative Services Division, Office of Policy and Accountability included:

- Legislative Policy Analysis for NM Legislature Bills (Nov-Jan session).
- Internal trainings and online development modules for 3500+ staff.
- Reports, power points and presentations for senior leadership and external stakeholders.
- Participation and leadership on the Vaccine Equity Teams and Grant committees.
- Monthly staff newsletter highlighting health disparities, rural communities, and interviews with populace.
- Participation in Region 6 White House Equity Task Force and Region 6 Office of Minority Health.
- Supervision of Translation Team for rapid language access for all community members.
- Assessment and recommendations for state-wide communications, including website, contact tracing scripts, and vaccination information in appropriate health literacy levels and translated languages.

Responsibilities in the Public Health Division included:

- Organization, facilitation, and assessment of multiple, virtual town halls for specific populations around vaccine confidence.
- Maintenance and distribution of state-wide communication repository and outreach materials.
- Participation in health equity advisement in numerous statewide communities, including faith-based, special interest, academic institutions, stakeholder, and population health agencies.
- Participation on the Joint Internal Command, Unified Command, Logistics and Planning Teams for vaccine roll-out and COVID containment.
- Alignment with health promotion teams and FEMA staff to ensure vaccine equity in communities of color and socially vulnerable populations.
- Leading and reporting upon meetings with external partners to investigate, implement, and assess communication strategies around COVID messaging, marketing, and outreach.
- Health Equity Work Group Leader: Monthly meeting with division representation to determine health equity issues and gaps and recommend trainings for addressing areas of improvement.

Internship Committee Division Leader: Team building across divisions to assess intern/preceptorship needs, partnering with state-wide and national academic institutions to develop talent pipeline, maintaining academic agreements and MOUs, on-boarding interns, and developing termination paperwork for data reporting.

- Preceptorship of undergraduate and graduate-level interns from New Mexico State University School of Public Health, University of New Mexico School of Population Health and Case Western University of Bioethics.

Associate Scientist II: Social Marketing Team: Metropolitan Regional Coordinator: University of New Mexico Prevention Research Center, Division of Population & Prevention Sciences: June 2018-October 2020. (50 hrs./wk.)

- Responsibilities included serving as the event organizer, facilitator, and assessor for more than 20+ schools in Albuquerque and Santa Fe, NM for a CDC/USDA/SNAP-ed Obesity prevention grant program.
- Lead researcher on state-wide, qualitative social marketing campaign aimed at teens of color, including data analysis and reporting.
- Assistance with NMYRRS data collection and interpretation.
- Teen Outreach Program (TOP) Lead Teacher: Laguna/Acoma Reservation: Wyman certification, development, and implementation of Teen Outreach Program for at-risk youth, curriculum and special projects development and evaluation with Tribal leadership.
- Graduate and Student Internship Supervisor, UNM Prevention Research Center: Designed capstone project in tandem with student goals and desired experience at the University of New Mexico's School of Population Health.
- Wellness Ambassador: Written and oral communication to staff regarding physical/mental/emotional well-being opportunities on UNM campus.
- Development, instruction, and expansion of the Lunch Time Yoga series on the UNM Health Sciences campus.
- Quarterly meetings with Senior Health promotion staff to develop, improve and evaluate employee wellness opportunities across UNM campus.

Level I-III Certified Elementary & Secondary Instructional Leader: Albuquerque Public Schools: August 2007-May 2018 (45 hrs./wk.)

- Created, implemented, and assessed original curriculum in adherence to State and National Standards.
- Led, presented, and evaluated professional development for colleagues within the District, State and Southwest region at conferences and workshops.
- Created, implemented, and evaluated education-based pro-behavioral systems and social-emotional learning strategies for school communities.
- Authored and managed grants for education and health promotion initiatives.
- Designed, promoted, and evaluated Staff Wellness Program.
- Created, implemented, and assessed original Strength and Conditioning Program for student athletes.
- Communicated and collaborated with students, parents, colleagues, administration, and district leadership.
- Collaborated with University of New Mexico on new teacher Mentorship and Apprentice Programs.
- Served on School Improvement Committees, Student Assistance Teams, Individual Education Plan Teams, and Excellence in Education initiatives.
- Adherence to all safety, confidentiality and best practice guidelines set forth by the Albuquerque Public Schools and the Public Education Department of New Mexico.
- Supervised, engaged, and safely educated up to 40 students with individual learning needs.
- Created and facilitated after-school Fitness program for staff.
- Created and facilitated strength and conditioning protocols and activities for all varsity athletic sports programs.
- UNM Field Services: Mentor teacher for 18 student teachers, 2010-2018.

NASM Certified Personal Trainer and Corrective Exercise Specialist: October 2011-May 2023. (6 hrs./wk.)

- Creation, facilitation, and assessment of individual and group progressive fitness programming for private clients.

Youth Drama Teacher: Explora Children's Museum: June 2006-August 2013 (20 hrs./wk.)

- Creation, facilitation and assessment of original, literacy-based youth drama program for students age 5-16

Strollerstrides Group Fitness Instructor: May 2006-August 2008. (10 hrs./wk.)

- Group fitness instructor for pregnant and post-natal clients.

## Writing and Presentation Experience

- *“Changing the Mindset of Career Technical Education in Northern New Mexico Public School Districts to Support Future Workforce Development.”* White paper; Rural Alliance for Career Technical Education for Future Workforce, Los Alamos National Laboratories and the University of the Southwest, March 2025.
- *Trauma-Informed Teaching in a Post-COVID-19 World: The Effect of ACEs on Student Learning and Teacher Burnout in New Mexico.* White paper; USW, NMPED.
- *“2024 Native American Council on Indian Education (NACIE) Annual Report to Congress.”* Featured Author, Laguna Department of Education and the Bureau of Indian Affairs, March 2024.
- *“A Community Discussion About School Safety and Bullying.”* Laguna Department of Education and the Pueblo of Laguna, December 2023.
- *“Building Sustainable Community Partnerships to Support and Empower At-Promise Youth in a South Valley Charter School: An Applied CDC WSCC Initiative.”* Cooperative Extension Service Administrative Leadership Capstone & Albuquerque Public Schools, April 2022.
- *“Reading Intervention Curriculum for At-Promise, English-Language-Learner Youth”* Mark Armijo Academy Charter Schools & Foundation Board, January 2022.
- *“Attendance for Success Act: State-wide Guidance for New Mexico Schools”* New Mexico Public Education Department, Safe and Health Schools Bureau, September 2021.
- *“Placing Equity at the Center of New Mexico’s Covid-19 Response”* NMDOH Office of Health Equity & Office of the Deputy Secretary of Health, New Mexico Public Health Association, May 2021.
- *“Emergency Equity in Communications Strategies and Micro-Interventions to Encourage Vaccine Confidence in Communities of Color during Covid-19”* NMDOH Office of Health Equity, National Office of Minority Health Region 6, Office of the Assistant Secretary of Health, US Department of Health and Human Services, March 2021.
- *“Equity in Communication: Using Trusted Messengers and Grass-Roots Strategy to Address State-wide Communication Gaps for Covid-19 Control and Vaccine Promotion in Hesitant Populations”* NMDOH Office of Health Equity, Office of Policy and Accountability, January 2021.
- *“Eat Smart to Play Hard: A Social Marketing Framework”* UNM PRC February 2019
- *“Nutrition Education for High School Students”* VVHS (SBHA) May 2016
- *“Curriculum Design & Practicum for Aerobics & Conditioning: Secondary Level”* SW District AAHPERD/SHAPE Conference Presenter, June 2015
- *“Design, Implementation, and Assessment of Nutrition Education within the Physical Education Curriculum”* SW District AAHPERD/SHAPE Conference Presenter, June 2014.
- *“Common Core State Standards and the Physical Educator”* Albuquerque Public Schools, March 2013.
- *“Becoming Indispensable: Integrating Academic Subject Matter into the Physical Education Curriculum”* NMAAHPERD presenter, February 2012.
- *“Etiology, Intervention, and Rehabilitation of Illiotibial Band Syndrome in Recreational Runners”*: Master’s Thesis: Pennsylvania Western University, August 2012.

## Certifications/Affiliations

Level 3B Administrative Superintendent License: NMPED: K-12: #269751, exp. 2026.

Level I Student Success Advisor: NMPED: 7-12: #269751, exp. 2028

Level III Instructional Teaching License, NMPED: K-12: #269751, exp. 2032.  
 Member: New Mexico Coalition of Education Leaders (NMCEL), 2024  
 Member, New Mexico Association of Business Officials (NMASBO), 2024.  
 Member, New Mexico School Boards Association, (NMSBA), 2023.  
 Member: National Advisory Council on Indian Education, (NACIE), December 2023.  
 Consortium for the Education of Native American Children (CENAC) October 2023-present  
 The National School Superintendents Association, August 2023-present.  
 Association for Supervision and Curriculum Development, November 2022-present.  
 100% Community New Mexico, October 2021-present.  
 Mexico Alliance of Health Councils Equity Design Group: May-October 2021.  
 New Mexico Alliance of Health Councils, November 2020.  
 NMFirst, November 2020.  
 NMShare, November 2020.  
 AnnaAgeEight Foundation, November 2020.  
 Society for Nutrition, Education and Behavior, June 2019.  
 New Mexico Public Health Association, February 2018  
 University of New Mexico Graduate and Professional Association: September 2018  
 Social Marketing Training Academy: University of South Florida, June 2018  
 Teen Outreach Program: Certified Facilitator: NM DOH/Wyman, July 2018  
 ACE-Certified Fitness Nutrition Specialist: 2017-present  
 NASM-Certified Personal Trainer: 2011- present  
 NASM-Certified Corrective Exercise Specialist: 2014-present  
 NASM-Certified Performance Enhancement Specialist: In progress  
 ACE-Certified Group Fitness Instructor: 2014-present  
 AFAA-Certified Yoga Instructor: 2014-present  
 Zumba: Licensed Instructor: 2014-2018.  
 American Red Cross: CPR/AED/First Aid-certified: Current  
 SHAPE/NMAAHPERD member 2007-present  
 IDEA member 2012-present  
 Crisis Negotiation Team member, City of Albuquerque: 1990-2010.  
 CPR/AED: Continuously certified: 1996-present.

### **Awards and Recognition**

NMPED Community Schools Grant: \$400,000, PVSD, June 2025.  
 “One to Watch” AASA National School Superintendent Association, February 2025.  
 Graduate Reality and Dual Life Skills (GRADS) grant: \$30,000, PVSD, March 2025.  
 Division of Finance and Administration: LDoE/Pueblo of Laguna grant: \$197,000, January 2024.  
 Early Childhood Education & Care Department/Pueblo of Laguna grant: \$32,000, November 2023.  
 Golden Apple Foundation of New Mexico: Teacher of Distinction 2016-2017  
 SHAPE Physical Education Program of the Year: VVHS 2017  
 AAHPERD High School Physical Education Program of the Year: 2016  
 Albuquerque Public Schools Wellness Grant: \$2000, October 2015 & October 2016  
 AAHPERD: Physical Education Teacher of the Year: 2013-2014  
 “Hero in Education” Award winner: APS School Board, 2014  
 Fidelity “Hero In Education” Award winner: May 2013  
 NASCO Nutrition Grant: \$1500, November 2013  
 WalMart Community Health Grant: January 2012

### **Community Service Experience**

Roadrunner Food Bank Volunteer, August 2024-present  
 Member: Mercy Associates, St. Joseph on the Rio Grande Church, 2022-present  
 Member: Mark Armijo Academy Charter School Community Schools Foundation, October 2021-May 2023.

Director: St. Joseph on the Rio Grande Loaves and Fishes Ministry: 2020-2025.  
Member: St. Joseph on the Rio Grande Nursing Home & Caring and Sharing Ministry: February 2020-2025.  
Blessing Bags for People Experiencing Homelessness Project: July 2020-January 2021.  
Yoga Instructor: UNM Recreational Services: October 2018-October 2020.  
Locker 505: APS Clothing Bank volunteer: October 2018-present  
UNM PRC Sunshine Committee Lead: August 2018-October 2020.  
Staff Fitness Lead & Instructor: Volcano Vista High School: August 2013-May 2018  
Athletic Conditioning/Injury Prevention Coach: VVHS: August 2013-May 2018  
Positive Behavior Systems Team Leader: VVHS August 2014-May 2018  
School & Community Wellness Lead, Griegos Elementary School: August 2004-May 2014  
Instructional Council, Griegos Elementary School: August 2010-May 2014  
Student Assistance Team member, Griegos Elementary School: August 2010-May 2014  
Annual Jog-a-Thon Co-coordinator: Griegos Elementary School: August 2006-May 2013  
Physical Activity/ Nutrition Advisory Council (PANAC) member: August 2007-May 2011  
Jump Rope For Heart Co-coordinator: Griegos Elementary School: August 2008-May 2013  
Youth Sports Coach: Bernalillo County Parks and Recreation Youth Basketball League, YMCA of Central NM, NM Rush Soccer Youth League: October 1997-March 2013  
Bernalillo County Council of the PTO Clothing Bank Volunteer: August 2009-May 2013.  
Crisis Intervention Team: De-escalation Training Specialist: August 1990-May 2013  
Thomas Village Neighborhood Association President/Board member: March 2000-March 2009.

## **Strategic Vision for Advancing Educational Outcomes for Every Nevada Student**

Nevada's Portrait of a Learner, built in collaboration with stakeholders and presented to the Nevada Superintendent's Association in June of 2023, is the envy of the nation in its depth, authenticity, and equity-focused pillars focused upon students who are empowered, connected, impacted, and thriving. By elevating educator and community voice, the Portrait of a Learner serves to create a comprehensive blueprint of real-world skills that not only support a student's academic achievement but also provides genuine preparation for career and college experiences. With emphasis on communication, civic engagement, integrity, and self-reflection, the Portrait demonstrates Nevada's commitment to holistic, inclusive education, critical thinking, and the development of ethically responsible, global citizens of tomorrow.

Research continues to demonstrate that academic achievement among all students requires specialized supports, particularly in the absence of two-parent, stable, and economically advantaged homes. For the majority of Nevada, and much of the nation, students of color, students living with disabilities, students living on or near border and reservation lands, and students speaking languages other than English, reflect data that include depressed proficiency rates in reading and math, poor attendance, and decreased graduation rates. As educators struggle to build relationships and create engagement, the teaching profession, itself, is suffering larger attrition rates than ever before, as post-pandemic student populations require greater effort and specialized skills to address today's non-traditional learner. A 3-part strategy is required to address, support, and improve educational outcomes for all Nevada's children.

### **Educators:**

- Provide trauma-informed and equity-based instructional strategies in teacher preparation programs and professional development in schools to support recruitment and retention of quality educators.
- Support novice teachers with rich mentorship and recognize and reward veteran teachers with incentives and tokens of appreciation.
- Encourage paraprofessionals to obtain certification through alternative licensure pathways and offer incentivized, dual certification in special education.

### **Students:**

- Furnish schools with community school coordinators to support on-site "Hubs" for housing, food, clothing, and social assistance, which also supports caregiver engagement.
- Provide enriched supports such as after-school clubs, academic tutoring, experiential learning opportunities, and 21<sup>st</sup> century modeled instruction to increase learning diversity, encourage resource equity, and support belonging and identity.
- Celebrate growth, create flexible paths to success, and ensure career-technical training and college readiness development begins in kindergarten!

### **Community:**

- Create townhalls and virtual listening opportunities to encourage shared leadership and stakeholder buy-in.
- Provide opportunities for community to interact during career fairs, field trips, and volunteer events that demonstrate the importance of a united society.
- Create multi-generational partnerships with the rich resources elders and seniors bring and the cultural and historical wisdom they share.

Strong, responsive leadership provides vision and strategic planning creates organizational excellence. As a visionary leader and educational champion, it would be my honor and privilege to serve the State of Nevada in leadership as Superintendent of Public Instruction.

Professional References for [REDACTED]

Ms. Staci Mascareñas  
Executive Director of Human Resources  
Pojoaque Valley School District

[REDACTED]  
[REDACTED]

Dr. Ruth Hidalgo  
Executive Director, Head Start,  
Laguna Department of Education

[REDACTED]  
[REDACTED]

Robyn Viera (Supervisor)  
Scientific Research Manager

[REDACTED]  
[REDACTED]

Ozvaldo Jimenez (Colleague and Supervisee)  
Program Coordinator, Office of Health Equity  
New Mexico Department of Health

[REDACTED]  
[REDACTED]

Bianca Olona-Elwell (Supervisor and Colleague)  
Technical and Training Coordinator, Charter School Division  
New Mexico Public Education Department

[REDACTED]  
[REDACTED]

Gionna Jaramillo (Supervisee)  
Principal, Laguna Elementary School  
Laguna Department of Education

[REDACTED]  
[REDACTED]

Nicole Vigil (Colleague and Supervisee)  
Instructional Coach/English Teacher  
Laguna Department of Education

[REDACTED]  
[REDACTED]

Manuel Alzaga (Supervisor)

Assistant Principal  
Albuquerque Public Schools

[REDACTED]

[REDACTED]

Gionna Jaramillo

██████████ Department of Education

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July 18, 2024

Dear Hiring Committee Members,

This correspondence serves as a Letter of Recommendation for ██████████. I had the distinct privilege of working under ██████████ leadership. It is with intention that I use the term "privilege". I am an educator with over 30 years of experience, and I can honestly say that ██████████ is, by far, the finest leader for whom I have ever worked. Her ethics, integrity, vision, and energy far exceed that of most leaders.

Within the first month of working for ██████████ she managed to impress me beyond belief. While attending a community event, ██████████ interacted with hundreds of members of the local community. I was in awe as I observed her addressing every individual she encountered by name. She asked about family members, acknowledging personal details about each. She shook hands, played games, shared a meal, and even disposed of trash for elders who were dining nearby. She demonstrated genuine interest in everyone she encountered and left each individual smiling following the encounter.

This event was just the beginning of my acquired admiration ██████████. As our work relationship progressed, ██████████ vision became increasingly evident. She listened carefully to the people she served and immediately responded to needs, concerns, and desires.

In a relatively short time, she managed to: secure multimillion dollar grants, identify funding sources for increased salaries and construction projects, and collaborate with local organizations to establish interdepartmental programs. A few of these programs included: a community wellness program, a local clothing bank, a multigenerational educational collaborative, the country's first educationally sovereign cultural calendar, and a collaborative emergency communications and response team. Her "can do" attitude and creative problem-solving teamed with her respectful approach and collaborative nature are a recipe for success.

Ethics and integrity drive ██████████ work. She is culturally sensitive and demonstrates respect for diversity and uniqueness. She appreciates hard work and is supportive of those with whom she works. She wants to learn as much as she can about everyone that she encounters, and she uses this information to support them and demonstrate appreciation for who they are. She is thoughtful and shows her appreciation in multiple ways.

██████████ personable temperament is appreciated by individuals of all ages and walks of life. I have observed her interactions with children, elders, maintenance personnel and dignitaries. She engages with each respectfully and with complete interest and engagement. She quickly identifies common interests and engages meaningfully despite her busy schedule or personal needs. I have observed as she demonstrated the ability to successfully communicate casually and professionally with equal degrees of success.

It is with great confidence and sadness that I recommend ██████████ for any leadership position. Our loss is, without a doubt, your gain.

Respectfully,

Gionna Jaramillo

Director of Student Services

██████████ Department of Education

June 29, 2025

RE: Letter of Recommendation, [REDACTED]

It is my pleasure to strongly recommend [REDACTED] for the position of State Superintendent at the Nevada Department of Education.

As Scientific Research Manager of the Prevention Research Center I was directly responsible for overseeing [REDACTED] on a day-to-day basis from 2018-2020 and we collaborated closely on various projects. I can attest to [REDACTED] excellence and worth as an employee.

[REDACTED] is a highly trained educator with substantial experience applying learning theory in New Mexico schools as well as a deep understanding of all aspects of educational systems, processes, and cultures. [REDACTED] was responsible for all areas of our New Mexico school district outreach programs and advised the team on learning-based student-focused best practices. Her expertise and advice were invaluable in allowing us to grow our projects and expand services beyond our original scope in communities and schools throughout New Mexico.

Of particular note is [REDACTED] contribution to growing our capacity to serve more New Mexico school children by over 200% in her first year. We were able to expand our reach from four schools to twelve in the initial year [REDACTED] worked on our projects, and by the time she left, we were serving sixteen New Mexico schools.

One of the aspects I appreciate most about [REDACTED] is her ability to listen and respond to the needs and challenges facing the students in communities throughout New Mexico. She was able to create relationships with students, promote positive outcomes for their overall wellbeing, and support their improved mental health. [REDACTED] was the lead on student-based focus groups and student research teams for our projects with the goal to reduce and prevent chronic disease among New Mexico students; each with diverse needs in terms of demographics and cultures. She excelled at this aspect of her work and was able to cultivate successful long-term relationships with schools and develop meaningful programs for our communities that are still being utilized.

In addition to her exemplary educational skills, [REDACTED] was a joy to work with because of her amazingly positive attitude and eagerness to promote learning and wellness to the communities in our state. Her can-do attitude and team building skills were also necessary and valued not just by myself, but by her peers, who often relied on her to get the job done.

I have no hesitation in recommending [REDACTED] for a leadership role in your organization and would be more than happy to work with her again on any future projects that we have.

Please feel free to contact me at [rviera@salud.unm.edu](mailto:rviera@salud.unm.edu) if you wish to discuss [REDACTED] qualifications further.

Regards, Robyn L. Viera



Nicole Vigil  
Mark Armijo Academy

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March 15, 2023

Dear Search Committee Members,

Powerhouse is the most apropos way to describe ██████████. I have known ██████ for the past decade, but for the past two years we have worked together as colleagues at Mark Armijo Academy and Albuquerque Academy where we co-created and co-taught an enrichment summer program. In this time of knowing ██████████, I have come to respect, admire, and even benefit from the drive, energy, and ability she has cultivated within herself which has made her an undeniable asset to any and every community she works within.

██████████ drive to do and be her best has been and will continue to be the driving force behind her many accomplishments and accolades. Not only has ██████ invested an impressive number of years in her own formal education and training, but she continuously takes initiative to stay current with all the new research and developments in the field. Furthermore, ██████ has made it a point to foster a true understanding of the educational system she works in by challenging herself to teach at all levels and abilities, work within a variety of diverse cultures (including Laguna Pueblo), and fulfill a variety of leadership roles such as GRADS Manager, Academic Enrichment Coordinator, and Title IX Director.

The energy that ██████ brings to any working environment is passionate and positive. More than any other leader I have worked with, ██████ is the most outspoken advocate for shared leadership and decision-making within the school community. ██████ understands that equity amongst stakeholders' voices is imperative to buy-in, growth, and success within that community. As an educator, colleague, mentor, and leader, ██████ affirming modus operandi has served to inspire, motivate, comfort, and challenge those she works with and for.

Aside from having the requisite education, experience, and mindset to lead a school system, ██████ also possesses an impressive skillset. ██████ is highly organized, analytical, and innovative. This year alone, ██████ developed and facilitated several programs to increase student involvement and achievement at our school. These programs include a literacy collaboration between our students and the neighboring preschool, a peer-tutoring program, a career and college fair, and a staff wellness program. Where there is a need or problem, ██████ takes the initiative to address or solve it.

Yet the skill that I believe would serve [REDACTED] best in the role of superintendent is her ability to effectively communicate. Whereas most leaders know how to listen attentively to understand the message, [REDACTED] surpasses that by knowing how to listen empathically, which means she listens to understand the message as well as the person and context behind the message. I cannot imagine a scenario where a person speaking to [REDACTED] does not feel completely validated by her once they walk away. Additionally, [REDACTED] speaks and writes with intentionality, clarity, transparency, and kindness. Her communication skills alone have fostered an endless number of positive relationships and collaborations that have directly benefited teachers and students alike.

It is with these considerations that I urge the selection committee to invest in powerhouse [REDACTED] [REDACTED] who in turn will invest in the school community to empower its stakeholders with the right personnel and programs to not just grow and improve, but to thrive.

Nicole Vigil

June 15, 2025

**To Whom It May Concern:**

It is with great confidence and deep respect that I write this letter of recommendation for [REDACTED] who served as the Superintendent of [REDACTED] School District during my tenure as Chief Financial Officer. Having worked closely with her, I witnessed firsthand her exemplary leadership, unwavering integrity, and tireless commitment to educational excellence.

[REDACTED] is a visionary leader who understands both the complexities of instructional leadership and the operational realities of running a school district. Under her guidance, our district not only improved student outcomes but also strengthened its financial and organizational foundations. She led with clarity, purpose, and compassion, ensuring that every decision was made with students at the center.

One of the qualities I most admired in [REDACTED] was her ability to foster genuine collaboration between departments. As CFO, I valued our partnership greatly. She respected the financial framework while also challenging me and all administrators to think creatively about how to align resources with our strategic plan and school board initiatives. Together, we implemented long-term financial plans, increased transparency with stakeholders, and secured funding for key academic initiatives.

She navigated difficult challenges, with grace and determination. She tirelessly worked to ensure every campus fostered a safe and healthy environment that allowed all staff and students to thrive. Through it all, [REDACTED] earned the trust of the staff and community, consistently demonstrating fairness, professionalism, and an unshakable belief in the potential of every student.

It is rare to encounter a leader who combines strategic insight, educational passion, and fiscal responsibility so seamlessly. I wholeheartedly recommend [REDACTED] for any leadership role and am confident she will continue to make a meaningful impact wherever she serves.

Please don't hesitate to contact me at [REDACTED] or [REDACTED] if I can provide additional insight.

Sincerely,



Vickie Garcia, CFO  
Pojoaque Valley School District