



## ORLEANS PARISH SCHOOL BOARD 2018 CHARTER SCHOOL RFC

### Request for Clarification – Experienced Operators

#### OVERVIEW

After completing a detailed review of the written application, the evaluation team has identified areas where clarification is required in order to fully evaluate the proposal. The Request for Clarification (RFC) is meant to ensure an applicant provides the best articulation of their plan. The RFC is an opportunity to provide **clarification** in writing, but is **not an opportunity to present new information**. Finally, it is not meant to offer an applicant an opportunity to revise their entire application or to replace the in-person interview.

The RFC may address the following issues, among others:

- Sections of the proposal are in contradiction with one another;
- Rubric section cannot be scored due to lack of information; or
- Financial forms have errors that prevent meaningful evaluation.

All responses to the Request for Clarification must be uploaded to Fluid Review by 12:00pm CT on Wednesday, October 3, 2018. The evaluation team will consider all elements of the application when developing their final recommendation reports.

#### **YOU MUST USE THIS FORM TO PREPARE YOUR RESPONSES.**

*Incorrectly formatted submissions, or submissions received after this deadline, will not be assessed by OPSB staff or the evaluation team or otherwise be considered in the application evaluation process. No opportunity to correct submissions will be given.*

#### HOW TO PREPARE YOUR RESPONSE

1. Carefully review the RFC from the evaluation team below and address each question listed for each applicable section in the corresponding box labeled “Applicant Response.” You **may not** submit additional information beyond what is requested. Any additional information submitted will not be reviewed by the evaluation team. **NUMBER** your responses in accordance with the question numbers posed by the evaluation team.
2. All responses must be provided as a narrative in the correct box labeled “Applicant Response” with the following **two** exceptions:
  - a. If you have added additional board members, or have identified a school leader since submitting your initial application, attach a current resume.
  - b. If specific questions are asked about your budget workbook, you have the option of submitting an updated **Financial Plan Workbook** (Attachment 16). If you decide to submit an updated workbook, **ALL** sheets in the workbook must be included, regardless of whether or not they were updated. Additionally, you **MUST** clearly indicate in your narrative responses how the workbook has been updated to address the questions and concerns identified by the evaluation team.
3. When you have completed this form, save as a PDF using the naming convention “OPSB\_APPLICANT NAME\_RFC.pdf” and upload the document to Fluid Review.
4. Once you have compiled (if applicable) updated leadership team information, **save your documents as a SINGLE PDF file**, using the naming convention “OPSB\_APPLICANT NAME\_UPDATED Leadership.pdf” and upload the document to Fluid Review.
5. If you are submitting an updated Financial Plan workbook, save it as a MS Excel document (.xls or .xlsx ONLY), using the convention “OPSB\_APPLICANT NAME\_UPDATED Budget” and upload the document to Fluid Review.



**ORLEANS PARISH SCHOOL BOARD**  
**2018 CHARTER SCHOOL RFC**  
**Request for Clarification**

**Applicant Group:** Collegiate Academies

**Proposed School Name:** Opportunities Academy

LEADERSHIP TEAM UPDATE	
Have there been any changes to your leadership team (including additions or resignations from the governing board, school leader, etc.) since you filed your initial application? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
If YES, please list each individual involved here and BRIEFLY explain the circumstances for the addition or departure of the individual. For each new member of the leadership team listed, attach a current resume. For new board members, also attach a completed, signed Board Member Information Form.	
APPLICANT RESPONSE:	N/A

**PROPOSAL NARRATIVE**

APPLICATION SECTION	INFORMATION REQUESTED BY REVIEW TEAM
Section I: School	
<b>Academic Model &amp; Schedule</b>	<ol style="list-style-type: none"> <li>1. Please clarify whether students will be eligible to begin the program based on their grade or their age.</li> <li>2. Please clarify whether you have obtained a signed agreement or MOU indicating OPSB commitment to develop performance metrics with the school.</li> </ol>
APPLICANT RESPONSE:	<ol style="list-style-type: none"> <li>1. Students will be eligible to begin the Opportunities Academy program based on their age: OA students must be between the ages of 18-21. Ideally, a student with disabilities will enroll after high school graduation at age 18. If the student is over-age for their grade level (e.g. 18 in 10<sup>th</sup> grade), as long as s/he is 18 years-old and on a LEAP Connect pathway of study, s/he is eligible for enrollment with OA. OA will provide courses that meet the requirements of the LEAP Connect diploma while also providing the robust experiential learning opportunities signature to our program.</li> <li>2. We have not yet obtained a signed agreement or MOU indicating an OPSB commitment to developing performance metrics with the proposed school. We are committed to working with OPSB to develop rigorous performance metrics that align to the goals and vision for the school; we consider this step incredibly important to ensuring students are equipped with the skills required to successfully transition after their time with us.</li> </ol>
<b>Enrollment Plans</b>	<ol style="list-style-type: none"> <li>1. Please clarify whether the recruitment plans provided pertain to the network or only to this school.</li> <li>2. Please provide enrollment projections for the first 5 years of operation.</li> </ol>
APPLICANT RESPONSE:	<ol style="list-style-type: none"> <li>1. The recruitment plans provided in the application pertain only to Opportunities Academy.</li> <li>2. Year 1: 75 Students Years 2-5 : 100 Students / Year</li> </ol>

<b>High School Specific Questions (if applicable)</b>	<ol style="list-style-type: none"> <li>1. Please clarify whether students will access college classes for computer programming skills at the school, at a local college, or through a local organization.</li> </ol>
<b>APPLICANT RESPONSE:</b>	<ol style="list-style-type: none"> <li>1. Opportunities Academy partners with Delgado Community College and Abramson Sci Academy to provide OA students with access to college-level classes for computer programming skills; interested students take dual-enrollment courses at Delgado Community College or attend class at a Collegiate Academies school (Abramson Sci Academy). We are currently working with local organizations (Families Helping Families and Operation Spark) to establish a pilot program for computer programming that targets students with Autism.</li> </ol>
<b>Family &amp; Community Engagement</b>	<ol style="list-style-type: none"> <li>1. Please clarify who will serve as the school’s compliance officer, referenced on page 17 of the application.</li> </ol>
<b>APPLICANT RESPONSE:</b>	<ol style="list-style-type: none"> <li>1. Rebecca Motley will serve as Opportunities Academy’s compliance officer, referenced on page 17 of the application.</li> </ol>
<b>Section II: People</b>	
<b>Governing Board</b>	<p>Please provide the following regarding the school’s Governing Board:</p> <ol style="list-style-type: none"> <li>1. A copy of the Governing Board’s conflict of interest policy.</li> <li>2. Clarify whether one board will govern multiple schools.</li> <li>3. Describe the planned board size.</li> <li>4. Clarify how often the Governing Board will meet.</li> <li>5. Describe any standing board committees.</li> <li>6. Provide the Governing Board development plan, including:             <ol style="list-style-type: none"> <li>a. A training timetable,</li> <li>b. Specific training topics to be addressed,</li> <li>c. Requirements for Governing Board member participation.</li> </ol> </li> </ol>
<b>APPLICANT RESPONSE:</b>	<ol style="list-style-type: none"> <li>1. A copy of the Governing Board’s conflict of interest policy is attached.</li> <li>2. The Collegiate Academies Governing Board will govern multiple schools: Opportunities Academy as well as the other four high schools within our network.</li> <li>3. The Collegiate Academies governing board consists of eleven board members, the planned board size. Our bylaws specify that the Governing Board shall consist of no less than seven members and no more than fifteen.</li> <li>4. The Governing Board conducts regular meetings every two months that will be held at times and places determined by the Board, and a notice of meeting will be given in compliance with Louisiana State Open Meetings law, La. R.S. 42:4.1 et seq.</li> <li>5. The Collegiate Academies Governing Board currently has two standing committees: 1) Finance Committee and 2) Governance Committee.</li> <li>6. We consider the selection and development of our board to be critically important to the growth and well-being of all Collegiate Academies schools, including Opportunities Academy.             <ol style="list-style-type: none"> <li>a. New board members undergo an approximately six-month orientation process and ongoing development of the Governing Board covers topics outlined below.                 <ol style="list-style-type: none"> <li>i. Month 1: Meeting with the CEO and introduction to the core principles of the organization.</li> <li>ii. Month 2: Introduction to the Governing Board, organizational Bylaws, and governance responsibilities.</li> <li>iii. Month 3: In-depth review of school and network policies and procedures.</li> </ol> </li> </ol> </li> </ol>

- iv. Month 4: In-depth review of financial management and financial standings.
- v. Month 5: School site visits and building familiarity with offered programs.
- vi. Month 6: Participation in school-based parent engagement events.
- b. To ensure Governing Board members are thoroughly informed about all aspects of the organization and well-equipped to participate in accountability and decision-making, specific training topics covered by board orientation and revisited by the Governing Board on a regular basis include:
  - i. Governance: The role of the Governing Board, committee structures, and accountability expectations.
  - ii. Policies and Procedures: Both network-level (e.g. fiscal policies) and school-specific (e.g. review of family handbooks) policies and procedures.
  - iii. School Excellence: Updates, performance reviews, and trainings on Collegiate Academies' academic and programmatic initiatives.
  - iv. Future Growth: Updates, strategic planning, and trainings on Collegiate Academies' expansion plans.
  - v. CEO and Management: Updates, performance reviews, and trainings on Collegiate Academies' leadership structures and leaders.
  - vi. Financial Management: Updates, reviews of audited financial statements, and trainings on Collegiate Academies' finances.
  - vii. Community Engagement: Updates, participation, and trainings on Collegiate Academies' parent and community engagement efforts.
- c. Governing Board members are required to disclose potential conflicts of interest and execute the conflict of interest form to ensure Collegiate Academies remains in good standing. Board members are also required to complete the State of Louisiana Board of Ethics training and acquire a certificate. Additionally, the following expectations guide participation on the Collegiate Academies board.
  - i. **Govern** by helping to fulfill the Board's collective responsibilities, detailed by the Board's job description and expectations.
  - ii. **Advocate** for Collegiate Academies vision and mission and be a champion in building the diverse constituencies necessary to support the successful launch and sustainability of the school.
  - iii. **Serve** as a liaison with the public, interpreting Collegiate Academies' program to the community and informing the school of needs of the community.
  - iv. **Lend** credibility to Collegiate Academies with professionalism, integrity, and enthusiasm.
  - v. **Satisfy** all legal requirements for Collegiate Academies.
  - vi. **Consult** by lending specific expertise for the benefit of Collegiate Academies.
  - vii. **Attend** regular Board meetings and participate in a meaningful and productive manner by focusing on strategic and critical questions and issues and by coming to meetings prepared.
  - viii. **Be accessible** for personal contact in between Board meetings and for committee duty.
  - ix. **Collaborate** with fellow Board members to fulfill the obligations of the Board and to ensure that diverse perspectives are heard and incorporated into the governance structure. Focus on creating group, not individual success; support Board decisions; participate critically in the appraisal of the Board's performance. **Disclose** to the Board any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.

	<ol style="list-style-type: none"> <li>1. Please clarify the professional credentials sought when recruiting teachers.</li> </ol>
APPLICANT RESPONSE:	<ol style="list-style-type: none"> <li>1. When recruiting teachers, Opportunities Academy seeks candidates who a) possess at least a Bachelor's degree, and b) are either certified to teach or are in the process of becoming certified to teach. Ideal candidates have experience working with older students and/or students with disabilities.</li> </ol>
School Leader Capacity	<ol style="list-style-type: none"> <li>1. Please identify the proposed school leader and provide data indicating the candidate's success in leading similar programs in the past.</li> </ol>
APPLICANT RESPONSE:	<ol style="list-style-type: none"> <li>1. Opportunities Academy's school leader will be James Lukens. He holds a Master's degree in Special Education from Chestnut Hill College as well as a Master's of Public Health and Topical Medicine from Tulane University. He also completed the 1-year Relay Graduate School of Education's National Principals Academy and New Schools of New Orleans's 1-year Personalized Learning Fellowship as a teacher. He has finished general Collegiate leadership courses and participated in three progressive years of the rigorous Collegiate Academies School Leader Fellowship.</li> </ol> <p>Starting in 2012, James served as the founding Assistant Principal for Carver Preparatory Academy (a Collegiate Academies school), during which time student academic growth was very strong. The Center for Research on Education Outcomes (CREDO) study showed, compared to students with an identical academic profile, Carver Prep added the equivalent of 252 days of academic instruction per year from 2013-2015. CREDO effect size for English and math growth ranked number one in the city of New Orleans.</p> <p>For the past year, James has served as the Executive Director for the Opportunities Academy program at G.W. Carver and Abramson Sci Academy high schools. He has spearheaded Opportunities Academy's founding and expansion efforts, established strategic community partnerships, and ensured ongoing high-quality program delivery. During his tenure, Opportunities Academy has doubled enrollment for the 2018-19 academic year.</p>
<b>Section III: Operations</b>	
Facility	<ol style="list-style-type: none"> <li>1. Please clarify where the school will be located.</li> <li>2. Please provide the timeline for acquiring the proposed facility.</li> <li>3. Please list the facility characteristics required to implement the proposed program.</li> </ol>
APPLICANT RESPONSE:	<p>Applicant:</p> <ol style="list-style-type: none"> <li>1. Collegiate Academies and Opportunities Academy are currently participating in OPSB's siting process; at this point in time, a site has not yet been awarded. Opportunities Academy is, however, committed to finding a high-quality facility in New Orleans within the next eight months to ensure the program is able to appropriately serve students in the fall.</li> <li>2. We anticipate a decision on the siting process on or around October 11. If we are not provided a facility in the OPSB October siting process, we will apply for a suitable building in the next round. Simultaneously, we are conducting feasibility assessments for at least five potential properties currently owned by the City of New Orleans.</li> </ol>

3. A prioritized list of facility characteristics is outline in our OA Facility Rubric:

Element	Description/Rationale	Weight
Student access and ADA Compliance (with no modifications)	Wheelchair Bathrooms Bus	30
Suitability of spaces	Up to 12 classrooms (min 9) Offices (ED, SW, Nurse, Speech, etc.) Space for assisted restrooming	25
Co-location with select partner(s)	Ideal: business/2-yr college Not preferred: K-12 (kid perception of the program suffers...it's not distinct enough)	15
Able to support enterprise	Some type of facility (kitchen, storefront, etc.) Proximity to customer traffic	15
Central location in the city	underlying theory: good in the long-term for student recruitment and partnerships	15

**Financial Readiness**

1. Please clarify the process and criteria used for selecting an audit firm.
2. Please provide evidence of commitment for pre-opening funding.
3. Please list the services to be provided by the CMO and the fees paid for provision of these services.

**APPLICANT RESPONSE:**

1. Collegiate Academies' Finance Committee within the Governing Board recommends an audit firm to the Board for approval. The criteria for the recommendation will include the professional capacity to complete the audit on a timeline in accordance with authorized requirements. Collegiate Academies has  
  
Collegiate Academies' financial statements are audited annually by an independent audit firm. The board approves the selection of the firm to conduct the annual audit. The Treasurer is responsible for signing an engagement letter which sets forth the audit scope, objective and purpose; deadlines for work to be performed; audit cost; report format; type and timing of support to be provided by the auditor; and the professional auditing standards to be followed in performing the audit. Once the engagement letter has been signed, the independent auditor completes the online engagement approval form found on the Legislative Auditor's website to obtain approval to proceed with the audit.  
  
To ensure independence, the audit firm is not hired to perform non-auditing services, except for the preparation of Form 990 Return of Organization Exempt from Income Tax. At the conclusion of the audit, the audit firm presents its annual audit findings to the Finance and Audit Committee as well as the Board. The Chief Operating Officer signs and certifies that the IRS form 990 is accurate and complete. The Board reviews and approves the Form 990 prior to submission to the IRS.
2. In 2017, Collegiate Academies received a generous three-year, \$1,075,000 grant from the Walton Family Foundation to support the development, establishment and expansion of Opportunities Academy. This funding commitment ensures Collegiate Academies is able to meet all pre-opening funding needs for Opportunities Academy.

	<p>3. Schools are charged the equivalent of 12.5% of recurring public revenue. Services include: financial services and accounting (including accounts payable, payroll, etc.), operations support, facilities and shared services, talent recruitment, related services for students with disabilities, fundraising support, professional development and leadership coaching.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## COLLEGIATE ACADEMIES

### CONFLICTS OF INTEREST POLICY

Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Interested Person. Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family –

- (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or compensation includes direct and indirect remuneration as well as gifts or favors that are

Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors and members of committees with Board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board or committee meeting while the financial interest is discussed and voted upon. The remaining Directors or committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest.

An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

#### Violations of the Conflicts of Interest Policy.

If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain –

Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

I \_\_\_\_\_

- (a) Have received a copy of the conflicts of interest policy.
- (b) Have read and understand the policy.
- (c) Agree to Comply with the policy.
- (d) Understand that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# JAMES N. LUKENS

3505 Cleveland Ave. • New Orleans, LA 70119 • 504.810.7580 • james.lukens@gmail.com

---

## EXPERIENCE

### Collegiate Academies - 9<sup>th</sup> Grade Algebra Teacher, July 2016-Present

- **Data Driven Instruction:** Collect real-time formative data using a variety of web-based applications. Modify instruction in the moment based on data to target and correct misunderstandings. Develop individual and small group interventions to meet the needs of diverse learners. Modify unit and lesson plans based on exit ticket and unit test data.
- **Planning and Execution:** Backwards plan Common Core-aligned unit and lesson plans. Develop rigorous, Common Core-aligned assessments and class materials.
- **Personalized Learning:** Develop a unique class structure to provide more opportunities for individualized, self-paced instruction as well as high-impact small group instruction. Use technology to accelerate personalized and group learning plans.

### Collegiate Academies – Founding Assistant Principal, July 2012-July 2016

- **Results:** Center for Research on Education Outcomes (CREDO) study showed, compared to students with an identical academic profile, Carver Prep added the equivalent of 252 days of academic instruction per year from 2013-2015. CREDO effect size for English and math growth ranked number one in the city of New Orleans.
- **Academic Vision Setting and Instructional Design:** Established and communicated bar for excellent teaching throughout the school. Designed course selection and sequence and individualized student schedules including Dual Enrollment programming to ensure all students had the necessary instructional program to reach a college ready bar by the end of high school. Observed classrooms daily and provided feedback on progress in relation to the college-ready bar. Established all academic policies and procedures for assessments, grading, data collection, and state reporting necessary to support a robust instructional program.
- **Team Leadership:** Member of a founding school leadership team that grew from 12 team members to 42 in the span of 4 years. Led academic programming for a school that quadrupled its student enrollment over a 4-year period. Planned and led Carver Prep Summer School comprised of TNTP first-year teachers.
- **Professional Development and Coaching:** Created and implemented a comprehensive coaching program that adapted to diverse teacher experience and needs. Trained and developed a team of instructional coaches to ensure 100% of teachers grew on a weekly basis. Utilized real-time coaching, student work analysis, data analysis, and observation and feedback strategies to drive teacher growth. Created and implemented weekly professional development sessions on targeted instructional techniques. Normed coaches on teacher rubric to accurately collect teacher performance data in relation to the bar for excellent teaching. Teachers grew an average of 10.41 points on a 40 point rubric scale.
- **Supporting Diverse Learners:** Created an intervention program that met the needs of a diverse student body including 19% students with special needs and 16% English language learners. ELL cohort, consisting of 100% Level 1 English Language Learners in Fall 2014, grew from 24% Level 2+ at the end of the 14-15 school year to 63% Level 2+ at the end of the 15-16 school year according to the Louisiana ELDA Assessment.

### Collegiate Academies - Teacher and Literacy Dean, July 2010-July 2012

- **Course Development:** Created the 9<sup>th</sup> grade world geography and Pre-AP English course scope and sequences, unit plans, and assessments.
- **Team Leadership:** Led teachers in the development of reading plans and interventions resulting in over 2 yrs. reading growth. Planned and executed professional development sessions on high-impact literacy techniques.

**Sojourner Truth Academy - Director of Special Education, June 2009-June 2010**

- Oversaw implementation of academic interventions and related services for all students with individualized learning plans
- Planned and delivered differentiated instruction to students with disabilities ranging from mild to severe

**Internships During Master's Program in Public Health, May 2008-May 2009**

- **Infectious Disease Epidemiology Section, Louisiana Office of Public Health.** Revised and updated Louisiana's pneumonia reports from 1999-2005. Manipulated and analyzed Louisiana hospital discharge data using SAS and Access.
- **Tulane University, Department of Community Health Sciences.** Analyzed National Health and Nutrition Examination Survey datasets using SPSS. Prepared manuscript for submission to peer-reviewed journal.

**School District of Philadelphia - Teach for America Corps Member, September 2005-June 2007**

- Wrote Individualized Education Plans, Evaluation Reports, and Behavior Management Plans for a caseload of 15 special education students
- Led students to an average of 2.0 reading level growth and 1.4 math level growth in the 2006-2007 school year

**FELLOWSHIPS**

**Personalized Learning Fellowship - New Schools for New Orleans, October 2016-Present**

**School Leadership Fellowship - Collegiate Academies, November 2015-Present**

**Relay National Principal Academy Fellowship - Relay Graduate School of Education, June 2014-June 2015**

**Scott S. Cowen Fellowship - Cowen Institute for Public Education Initiatives, December 2007-May 2008**

**EDUCATION**

**Tulane University School of Public Health and Tropical Medicine**

Master of Public Health, Epidemiology Concentration, *May 2009*

**Chestnut Hill College**

Master of Education, Elementary and Special Education, *June 2007*

Pennsylvania Certification in Special Education (Grades K-12)

**University of North Carolina at Chapel Hill**

Bachelor of Arts in International and Area Studies, *May 2005*

**SKILLS**

**Computer:** SPSS, Epi Info, Endnote, MS Access, MS Excel, MS Word, MS Outlook, PowerPoint, iMovie, Google Suite, Google Suite for Education, PowerSchool, Schoolrunner