



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
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LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Board Work Session
Tuesday, October 14, 2025 - Executive Session - 5:00: (ORS 192.660(2)(i))
Superintendent Evaluation
Toledo Elementary
600 SE Sturdevant Rd
Toledo, OR 97391

Agenda

1. Call to Order & Establishment of a Quorum
2. Recess to Executive Session: (ORS 192.660(2)(i)) Superintendent Evaluation

**LCSD Continuous Improvement Plan Data Tracking
September 2025**

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	K	1	2	3	4	5	6	7	8
	9%	5%	6%	4%	12%	14%	15%	16%	15%
9th Grade On Track Projection	69%		Graduation Projection	73%		Dual Credit	N/A	AP/IB	N/A
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

Kindergarten Attendance Projection	72.2%	District Attendance Projection	73.1%	Exclusions	1.9%	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students and community members are satisfied with LCSD programs, practices and support.

Family Night Attendance	44% (1865) 4229.8	Conference Attendance		Survey Results		
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3. Adjourn Executive Session, Resume Work Session
4. Bond Updates & Tours: Toledo Elementary
 - a. AUDITORIUM PLANNING SCHEDULE

AUDITORIUM PLANNING SCHEDULE

Date	Activity
9/17 - 10/1/2025	Meet with students, staff and public
11/1/2025	Final drawings
11/3/2025	Public viewing
11/10/2025	Final draft for Board
11/11/2025	First read to Board
12/9/2025	Board approval
12/12/2025	RFP on street - CMGCs
1/3/2025	Interviews with CMGCs
2/1/2025	Info to Board re: CMGCs
2/15/2025	Board decision re: CMGCs

5. Interim Zone 2 Director Interviews and Deliberation (Action taken in Business Meeting)

Lincoln County School District Zone 2 Application

Name (as it appears on your voter registration card): Jane [REDACTED] Mulholland

Date of Birth (for voter verification): [REDACTED]

Home Address: [REDACTED] Lincoln City, OR 97367

Email Address: [REDACTED]

Telephone Number: [REDACTED]

In a few words, please answer the following:

Why do you want to serve on the School Board?

Education has been my passion and vocation for over 50 years. Now that I am retired, education is my avocation. I have been volunteering in my grandchildren's schools in both the Salem-Keizer School District and the Lincoln County School District for the past 8 years. I have a strong background in educational leadership. I want to see our schools in Lincoln County provide the best education possible for every student that walks through our doors. It would be an honor to serve our district and our community in this way.

What qualifications make you a good fit for the School Board?

My undergraduate studies included a minor related to children with developmental disabilities. My graduate degrees are in Deaf Education and in Educational Administration and Supervision. I have been a teaching assistant, a teacher, a dean of students, an administrator, and a superintendent. I founded my own consulting business, Planning for Student Success, which specializes in leadership development, strategic planning, and school improvement. Please see my vitae, which is attached, for a comprehensive listing of my qualifications.

What skills will you bring to the School Board

- Experience in strategic planning, as a participant and a facilitator
- Knowledge of special education policy and law
- Mentorship of developing and established leaders
- Fluency in American Sign Language
- Program review and accreditation preparation
- Ability to listen, evaluate and work collaboratively with others

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

- **Superintendent:** The board should listen carefully, ask questions, and help the superintendent evaluate new policies and programs. The board should be a positive, insightful private and public support to the superintendent. The board should not micromanage day-to-day operations or usurp the authority of the superintendent.
- **Staff:** The board should demonstrate knowledge of staff accomplishments, program achievements, and needed resources to do their jobs. Along with the superintendent, the board should advocate for the staff and their needs. The Board should not engage directly with staff in a manner that would weaken the superintendent's authority or relationship with staff.
- **Other Board Members:** Board members should engage professionally and respectfully with each other, including constructive debate, honest conversation, and an attitude of "seeking to understand" others' points of view.
- **Parents:** The board should welcome parent input and involvement; should create a board-meeting environment that is friendly and constructive; and should be responsive to questions/concerns expressed.
- **Community:** Our community is critical to the success of our schools and our educational programs through funding levies, providing work experience opportunities, and supporting extra-curricular activities, to name a few. The board should view the community as an important stakeholder and prioritize that relationship in conjunction with the district's communication plan.

What do you think are two of the most difficult budget or policy issues facing the school district, and what would you do to address them?

- **Behavior:** Based on my past experience as an administrator and my volunteer experience in LCSD schools, I think one of the big issues is behavioral supports. This includes specialized supports for students with special needs, as well as support for children exhibiting tier 3 behaviors but who are not on individualized plans.
- **Censorship:** I do not know if this is currently an issue for LCSD, but in our national political climate, I am concerned about the overreach on standards, classroom curricula, and library materials that is happening in some states. It is my hope that LCSD will always be able to bring balanced viewpoints and support open debate with our students.

What I, as a board member, can do to address these issues is to be informed, take advantage of professional learning opportunities, engage in constructive conversation, and support the superintendent and district in policy development and implementation and in budget advocacy.

How do you define equity and how do you see LCSD's role in improving equity in our District?

Equity as it relates to students/staff is the idea that everyone should have fair and impartial access to opportunities, resources and support. We have to take into consideration the fact that some students or staff come from a set of circumstances that may require greater resources to reach the standards (students) or to be successful in their roles (staff). It is the district's job to ensure everyone has what they need to become the embodiment of the key principles expressed in the LCSD mission statement: educated, healthy and resilient.

Are you interested in the position only until the end of the interim term (June 30, 2027), or would you be interested in running for election for an additional four-year term?

To be completely transparent, I do not know the answer to this question. My commitment is to complete the current term to the best of my ability. As it is drawing to a close, I will evaluate my ability to pursue another term.

Planning for Student Success

Founder: JANE L. MULHOLLAND



“Being today the change you seek to bring about.”

Gandhi

EDUCATION

M.A. with Distinction Educational Administration and Supervision, August 1987, California State University, Northridge, CA

M.Ed. Education of the Deaf, May 1976, University of Arizona, Tucson, AZ

B.A. Sociology and Developmental Disabilities, August 1973, University of Oregon, Eugene, OR

PROFESSIONAL EXPERIENCE

2007-2009, 2016-Present

Educational Consultant & Founder—Planning for Student Success: Provide consultation for schools for the deaf, schools for the deaf and blind, other educational programs and nonprofit organizations in the areas of strategic planning and program improvement. Areas of consultation include:

- Goal setting, action plans, accountability systems
- Consolidation/Coordination of existing planning processes;
- Facilitation and group process
- Superintendent/Administrator mentoring
- Leadership development
- School/work climate
- Maximizing the learning and work environment through collaboration and coordination among all departments/partners/stakeholders
- Student and campus safety
- Program Development: Academic, residential, career & technical education, service learning, transition/post secondary
- Deaf Education—Program development
- Unique educational needs of students who are deaf or hard of hearing

- 2016 – 2018** **Outreach Supervisor & Special Projects**
Washington Center for Childhood Deafness
Supervise 6 outreach specialists; serve on Executive Leadership Team; special projects for Board of Trustees
- 2008-2016** **Superintendent—Washington School for the Deaf**
Responsible for 24-hour operations of school including 8 direct reports. Liaison to the statewide outreach team; staff to Board of Trustees
- 1999-2006** **Director—Oregon School for the Deaf:**
Responsible for the operations of all departments within the 24-hour residential program. Directly supervised 11 Leadership Team members and indirectly supervised over 100 employees.
- 1999-2006** **Director of Special Schools:**
Oregon School for the Blind,
Oregon School for the Deaf
Acted as a liaison between the two Special Schools and the Oregon Department of Education; member of the Office of Student Learning and Partnership Coordination Team; provided support to OSB Director and staff regarding programmatic and operations issues; developed budget and program information for the Legislature; from the 1999 through 2003 Legislative sessions, provided all testimony on behalf of the schools to the Education Sub-committee of Ways and Means.
- 1996-1999** **Assistant Superintendent—Oregon Dept. of Education; Responsible for:**
- Oregon School for the Blind
 - Oregon School for the Deaf
 - Statewide Low Incidence Regional Programs
 - Statewide Early Intervention/Early Childhood Special Education
- Oversaw 4 state-wide programs; managed biennial budgets exceeding \$160 million; worked with Education Service Districts and school districts across state; participated on Statewide Interagency Coordinating Council for Early Intervention; developed budget and program information for the Legislature; from 1996 through 1999, provided all testimony on behalf of the 4 statewide programs to the Education Sub-committee of Ways and Means, including Emergency Board sessions.
- 1992-1996** **Education Program Supervisor—Oregon School for the Deaf, Salem OR**
Provided supervision to 35 teachers K-12; responsible for instructional program, curriculum, and behavioral services; oversaw IEP and placement process for all students.

1989-1992 **Supervising Teacher—Elementary and Middle School Departments, Oregon School for the Deaf, Salem OR**
Responsible for the instructional program for the Elementary/Middle School Department, including supervision of staff, handling behavioral issues with students, administering the IEP process, and participating on the OSD leadership team.

1988-1989 **Principal—Middle School, Arizona School for the Deaf and Blind, Tucson, AZ**
Responsible for the instructional program for the Middle School Department, including supervision of staff, handling behavioral issues with students, administering the IEP process, and participating on the educational leadership team.

1980-1988 **Dean of Students—Arizona School for the Deaf and Blind, Department for the Deaf, Middle School/High School, Tucson, AZ**
Responsible for residential staff and program; supervised more than 30 staff.

1976-1980 **Teacher—Arizona School for the Deaf and Blind, Department for the Deaf, High School, Tucson, AZ**
Taught language arts and social studies.

PROFESSIONAL ACTIVITIES

2013-2019 **Member of Common Ground Project: National collaboration between CEASD and OPTION schools**

2004-Present **Conference of Educational Administrators of Schools and programs for the Deaf (CEASD) accreditation team member and site team chair.**

2002-05, 2012-15 **CEASD Board Member**

1999-2006, 2015-2017 **Western Oregon University Advisory Committee—Deaf Education Teacher Preparation Program**

1996-2006 **Low Incidence Regional Program Management Team, Oregon Department of Education**

1996-2006 Oregon Department of Education, Office of Student Learning and Partnerships, Coordination Team

1993-2003 Oregon Coalition for Education of Deaf/Hard of Hearing
1993-2004

1996-1999 State Interagency Coordinating Council for Early Intervention, Oregon

1996-1999 Western Oregon University Advisory Committee—
Early Intervention/Early Childhood Special
Education

1996-2000

1992-1996 Chair, OCED/HH Sub-committee on Statewide Staff Development for Public School Personnel Related to Educational Implications of Deafness

PROFESSIONAL AFFILIATIONS

Conference of Educational Administrators of Schools and programs for the Deaf (CEASD)
Convention of American Instructors of the Deaf
National Association of the Deaf (NAD)

HONORS

- Phi Beta Kappa, University of Oregon, 1973
- Traineeship—National Leadership Training Program, California State University—Northridge 1987
- Phi Kappa Phi Honorary, March 1988, CSUN—Northridge
- Recognition Award—Statewide Interagency Coordinating Council, 1999
- Election to CEASD Board of Directors 2002 and 2012
- Outstanding Service Award—Oregon Department of Education, 2002
- David R. Davila Award of Merit, 2016, CEASD

CURRENT COMMUNITY INVOLVEMENT

Chair, Lincoln City Parks & Recreation Advisory Board
Founding Member, Friends of LC Parks & Rec. Foundation
Member, Siletz Bay Music Festival Board
Treasurer, Lincoln Pops Big Band
Volunteer, Taft Elementary & Oceanlake Elementary
Volunteer, Whale Research Eco Excursions

Failing to Plan Is Planning to Fail



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Lincoln County School District Zone 2 Application

Please complete the following form and submit it to the Board Secretary, Eddie Symington, via email, in person, or by mail. Applications are due by 4 p.m. on September 29th, 2025.

Applicants must meet the following requirements to be eligible for Interim Zone 2 Director:

- Resident of Zone 2 for one year at the time of appointment
- Qualified voter in Lincoln County
- Not an employee of Lincoln County School District
- Participate in the selection and interview process and attend and participate in Board meetings.

Name: Dr. Natalie Jo Schaefer

Date of Birth (for voter verification): [REDACTED]

Home Address: [REDACTED] Depoe Bay, OR 97341

Email address: [REDACTED]

Telephone number: [REDACTED]

In a few words, please answer the following:

Why do you want to serve on the School Board?

Working with youth for most of my career has inspired me to seek this position. The future of our community, our state and the nation depend upon an educated populace. I want to ensure all students are provided the best and highest quality education they deserve, to become whatever and whomever they choose to be. I want schools to be a safe place to learn. I want to see Career Technical Education prioritized equally with college-bound education. These are my values, and much of what I advocate for is right here in Lincoln County Schools.

Oregon's future leaders deserve the best from us, and I am here to say I vouch for their right to a balanced and well-rounded education. The opportunity to serve the children and families of Lincoln County as a school board member is an impactful way to give back to the community in which I live.



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In-person: 1212 NE Fogarty St. Newport, OR 97365

Mail: P.O. Box 1110 Newport, OR 97365

What qualifications make you a good fit for the School Board?

This is an educational position, so I'll start with my education. I have a doctorate in Learning Analytics in Higher Education. My thesis investigated the efficacy of dual enrollment on student success and time to degree; or, in plain English, the rate at which students who took college courses while in high school were able to graduate college early. My master's degree is in Environmental Sciences, which I earned when serving as a park ranger. I wrote a 2-year constructivist botany curriculum, involving K-12 teachers and over 400 students in the collection, propagation and out-planting of thousands of plants over two years in Carmel Valley. My undergraduate degrees are in Geography and American Indian Studies, during which time my interests in ethnobotany and human adaptation to environmental conditions was sparked.

My 40-year career spans K-12 and higher education, nonprofit administration, corporate philanthropy, and park interpretation. I worked for over 20 years in K-12 education in California; and another 6.5 years in higher education at Cal Poly, San Luis Obispo. As a nonprofit administrator, I opened a children's museum in Paso Robles; I ran the American Red Cross in San Luis Obispo County; and now I run a nature preserve in Newport, which has served over 1,700 students, educators, youth & families through our educational programs alone so far this year. In my capacity as the Executive Director of Yakona Nature Preserve & Learning Center, I've worked with two superintendents, senior staff, and teachers in this district to promote and provide meaningful outdoor educational experiences for children of all ages.

I am a grant writer with hundreds of proposals and millions of dollars raised for the communities I've worked in. I am a logistical executive with scores of educational projects developed under my watch. I am a community organizer, always looking for new and better ways to partner with other agencies, for it always takes a village to execute on grand plans. Specifically, I fundraised for and facilitated district-level grants in support of service learning, environmental education and Career Technical Education for two school districts. I opened and managed a Natural Resources Academy, a school-within-a-school that integrated English, math and the sciences to develop natural resource management skills in high school students. I leveraged over \$4 million in grant funding, which was matched by a successful school district measure, to build new Career Technical Education facilities supporting agriculture, construction, and information technology. I thrive on big projects, and these represent just a fraction of the many accomplishments I've achieved throughout my career.

Through these experiences and qualifications, I stand ready to serve Lincoln County as a school board member.



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What skills will you bring to the School Board?

I'm an active listener and problem solver, with "stay in the solution" as my personal motto. I have decades of experience participating in and managing teams. I am a grant-writer and facilitator, which means I am able to see the big picture, while simultaneously organizing the logistical details to create an excellent final product. I spent years managing district programs, which included fundraising for them, training hundreds of teachers, then reporting to local, state and foundation program officers on the great work we accomplished together. As the leader of several nonprofit organizations, I'm well versed with financials, and have a conservative mindset towards fiscal responsibility. I am a community partner coordinator, making new and exciting things happen for youth.

I am also community minded. Having lived in Lincoln County for 4.5 years, I've found my way onto several service-oriented boards. I co-chair Youth Services for Rotary of Lincoln City. I am a board member of the MidCoast Watersheds Council, representing Education. I am involved as an advisory committee member with the United Way of Linn, Benton and Lincoln County. Outside of Lincoln County, I am the Vice-Chair of Redwood Parks Conservancy, serving the redwoods - my childhood habitat - of Humboldt & Del Norte counties.

My talents and community mindset will serve me well as a school board member.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

As a school board member, I will represent the zone I serve. I owe it to the students and parents of those communities to understand and clearly articulate the reasoning behind decisions that are made. Parents and family are the first educators, and I want to encourage and support their interest and engagement in the education of their children. Therefore, I must be an active listener and stay current on issues that affect my constituency.

School district leadership and staff deserve the utmost respect from board members, which involves the same skillset of active listening and participation. I must collaborate, find consensus, and be in positive communication with my fellow board members to reach agreements that impact our students, teachers, administrators and support staff, as well as the greater community. Sometimes difficult decisions are made that may evoke anger or resentment, challenges that I would need to navigate with tact and diplomacy. As a longtime leader in K-12 education and nonprofit administration, I have had plenty of practice in all of these scenarios.



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What do you think are two of the most difficult budget or policy issues facing the school district, and what would you do to address them?

Threats to federal funding, especially the entitlement programs, is very concerning. Equal to that is the assault on federal funding that supports low-income families outside of school. What I fear will happen is a rapid increase in unhoused individuals, as some of our most vulnerable residents experience the loss of resources in and out of school. There are no easy answers here, but diversifying funding sources through private means is something school districts may need to face moving forward. Working closely with community partners will help to fill the gaps left by these upcoming changes to federal funding.

Another concern is social emotional learning. Students experience bullying, discrimination, and emotional distress. How to handle difficult emotional situations in a healthy manner is something that can and should be modeled and taught. Mental health is a critical component of a safe school environment. We need to do everything we can to ensure students are provided healthy learning conditions. Students can only reach their fullest potential when they feel safe and their basic needs are met.

As a school board member, I will rally to these causes, and others as they arise, always with the best interest of students and families top of mind.



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How do you define equity and how do you see LCSD's role in improving equity in our District?

Equality is ensuring everyone receives their education in exactly the same way – same delivery methods, same test objectives, same expectations - no matter what. Equity ensures people receive their education in a manner in which they are able to access it. For example, a non-English speaking student cannot be expected to receive their entire education in English without additional assistance in their first year in the states, for they would be lost. A child using a wheelchair cannot reach a second-story classroom without an elevator or a ramp to get there – it would be physically impossible. Equitable education is the desired outcome, because this ensures we are meeting children where they are in their personal educational journey.

In my role as Executive Director of Yakona, I've instilled in our administrative values the priority of working with organizations that serve traditionally marginalized communities. We've worked with Arcoiris, serving Hispanic and Meso-American youth and families. We collaborate with Arc Achievement, ensuring opportunities in nature for developmentally disabled youth and adults. We are engaged in a project with Siletz Valley Schools to interweave traditional ecological knowledge and climate science with the support of 15 community partners, including the Confederated Tribes of Siletz Indians, the school district and other governmental agencies, and nonprofit organizations. These examples demonstrate my personal commitment to equity.

I am a member of the LCSD Equity Team, and have been since Dr. Gray was here. It has been an honor and a privilege to participate in these meetings, for I have learned so much about what the district is doing to reach all students. We can always strive to do more and be better, but I am happy to see how far we've come in my short tenure with that committee.

Are you interested in the position only until the end of the interim term (June 30, 2027) or would you be interested in running for election for an additional four-year term?

It is fair to say that I am considering a run for election at this point in time, but my experiences during this interim term would definitely influence my final decision.

Thank you all for your consideration of my candidacy.

Natalie Jo Schaefer, Ed.D.

Depoe Bay OR 97341

Summary of Qualifications and Skills

- 30 years - Grant Writing/Administration
- 30 years – Program Management
- 25 years – Public Education
- 10 years - Non-Profit Administration
- 10 years - Parks' Interpretation
- Strong analytic and organizational skills
- Exceptional writing and public speaking abilities
- High achiever and keen strategic thinker
- Skilled teacher and professional development facilitator
- Extensive customer service experience

Education

Northcentral University	Ed.D., Learning Analytics in Higher Education	June 2020
Andrew Jackson University	M.S., Environmental Sciences	August 1997
Chico State University	B.A., Geography; Minor, American Indian Studies	May 1983

Professional Experience

Yakona Nature Preserve & Learning Center, Newport

Executive Director

February 2022-present

- Administration – developing nonprofit capacity, managing staff, creating processes, including organization's first strategic plan
- Programs – formal and informal K-12 and higher education; docent programming; community arts and outreach
- Partnership Development – working relationships (ex. Lincoln County School District and Oregon Coast Community College, Oregon Department Fish & Wildlife, MidCoast Watersheds Council) and funding relationships (tribes, local and state government, foundations, schools, businesses and individuals)
- Advancement – grant writing and project development
- Analytics – Raised over \$1M for facilities and programmatic support; served over 1,800 people in 2024

North Lincoln Hospital Foundation, Lincoln City

Executive Director

June 2021-January 2022

- Advancement – cultivated/solicited/stewarded individuals, corporations, and foundations
- Administration – managed Foundation board, and made regular reports to North Lincoln Health District board and the Samaritan North Lincoln Hospital board; oversaw development staff
- Partnership Development – created and managed relationships as necessary that met foundation objectives (ex. County Behavioral/Mental Health Advisory Council workforce subcommittee; County Emergency Management workgroup on Community Organizations Active in Disaster)
- Analytics – Raised approximately \$900K in eight months

Parks California, Sacramento

Vice President, Partnerships and Resources; Grants Consultant August 2019 – June 2022

- Advancement – solely responsible for development strategy and execution on all prospects, including corporations, foundations, and individuals; prepared and executed campaign strategies; researched grant prospects and prepared grant proposals matching programmatic objectives; managed virtual gatherings for high-capacity prospects
- Communications – oversaw the development of all donor collateral; created virtual events featuring unique state park partnerships and resources; provided content for website, newsletters, and social media posts
- Partnerships – developed public/private partnerships to support the mission of the organization and the California State Park system
- Analytics – Wrote 22 proposals resulting in \$7.27M raised in first year of start-up organization - \$5.3M in seed funding, \$800K in public funding, and \$1.97M in programmatic and unrestricted funding

California Polytechnic State University, San Luis Obispo

May 2013-August 2019

Executive Director, Strategic Initiatives – University Development

- Advancement – worked with President's office to develop and refresh donor pipeline for diversity initiatives; created campaign strategies for scholarships, and trained college development officers in program implementation; managed third party partnership to enable Prop 209 compliant scholarships; curricular collaboration with partner high schools
- Communications – in liaison with communications team, created and produced campaign collateral for diversity scholarships, including flyers, video and website; managed the development of high-impact stewardship reports
- Partnership Development – in collaboration with the President's office and college administration, cultivated and stewarded high-level individual, corporate and foundation relationships
- Special Projects – examples included Cal Poly Scholars, Mustang Scholars; Diversity Partnerships with 15 high schools across the state; Cal Poly Opportunity Fee; California Cybersecurity Institute; Bioinformatics minor
- Principal Investigator or Co-PI – Da Vinci Schools, Fortune Schools, Lompoc Schools, Bioinformatics minor, Cybersecurity policy
- Committees - Cal Poly Diversity and Inclusion Task Force, Cal Poly Scholars Leadership Committee, Enterprise Strategy Group, Heron Hall Safety Committee
- Analytics - \$5.75M raised for 230 Cal Poly Scholars, \$4M raised for 50 Mustang Scholars, \$2.25M raised for additional Strategic Initiatives

Assistant Dean, External Relations – College of Architecture & Environmental Design

- Advancement – managed portfolio of high-level alumni/friends, including research and strategy implementation for engagement, solicitation and stewardship; identified and created campaign strategies for college and departments; oversaw special events; liaised with Dean's Leadership Council, the CAED Foundation, and departmental advisory councils
- Communications – oversaw implementation of communications strategies through website, social media, press releases, annual college magazine, and direct mail; created collateral for general college/department information and campaign priorities
- Administration – staff oversight and personnel evaluations
- Special Projects – Cal Poly Scholars, university-wide partnership initiatives
- Analytics - \$1.7M raised for college, up 227% from previous year; \$1.5M raised for Cal Poly Scholars

Director, Corporate and Foundation Partnerships – University Advancement

- Administration – oversaw embedded staff, ensuring corporate partners were stewarded appropriately, and problem-solved as necessary; completed monthly timesheets and year-end evaluations; ensured weekly meetings in person or by phone
- Partnership Development - collaborated with development officers within colleges/units to identify new partnerships, recognize interdisciplinary opportunities, and develop/execute fundraising strategy; cultivated and stewarded partnerships, including the facilitation of campus/industry tours, meetings with faculty, and coordination of relationship development
- Campus-wide Initiatives – worked with the President, the President’s Cabinet, Deans and other senior leadership to identify campus initiatives for fundraising focus; developed proposals cooperatively with all parties involved - examples included a cyber lab and council, Silicon Valley presence, and diversity/retention proposals
- Special Projects – Industry Advisory Board/Affiliates Working Group, Gift/Grant Working Group
- Analytics – Wrote 23 proposals resulting in over \$2M raised

Pacific Gas and Electric Company, San Luis Obispo, CA

Community Relations Representative

April 2011 - May 2013

- Employee Engagement opportunities on the Central Coast (Santa Cruz to Santa Barbara County) – facilitated the participation of corporate officers, directors and other senior leadership in recognition events to build positive company visibility; coordinated one-time volunteer opportunities and nonprofit board/committee participation for all interested employees; managed volunteer website, ran reports, and interpreted/delivered metrics to internal and external stakeholders
- Charitable Grant-making – worked to develop programs that met the company’s giving profile while serving community need
- Community Stakeholders – developed and maintained external relationships with numerous nonprofit organizations to increase corporate goodwill, volunteer opportunities for employees, and necessary services/programs for vulnerable populations
- Internal Partnerships – worked closely with Government Relations, External Communications and Diablo Canyon Power Plant Corporate Affairs teams to deliver and communicate exceptional community events and programs
- External Events – developed and delivered multiple community events (over 275 in 2012) that ranged from building a playground in one day to feeding the homeless
- Emergency Response Organization for Diablo Canyon Power Plant (cross-trained for two positions)
- Analytics – Granted over \$1.8M to nonprofit community partners; managed over 350 employee engagement events

American Red Cross, San Luis Obispo, CA

Chief Executive Officer

April 2009 - April 2011

- Philanthropy – managed the efforts of fundraising for three chapters, including development officers, planned giving staff, events and communications staff; wrote and facilitated over 45 grants for three Central Coast chapters to create exemplary emergency response programs; facilitated the acquisition and management of corporate and foundation support; oversaw annual fund efforts
- Fiscal Responsibility - operated and worked within budget; developed financial reports for corporate and local stakeholders
- Human Resources - oversaw 11 program staff for the delivery of exceptional customer service covering emergency preparedness/response, health and safety courses, volunteer services and philanthropy
- Charitable Relationships – ensured donor intent; regularly contacted individual and corporate donors; managed a Board of Directors

- Emergency Preparedness and Response - trained for and responded to several local disasters as the Public Information Officer

Paso Robles Children's Museum, Paso Robles, CA

Executive Director

September 2007 - April 2009

- Program Development and Administration - created K-8 standards-based school curriculum focused on museum exhibits, trained staff in its implementation and presented the program to over 1,300 students in the first year of operation; developed multiple family-oriented events to increase community presence and visibility; developed multiple external partnerships to bring new programs to the Museum
- Human Resources - hired multiple staff to open the facility, instructing them in program delivery and customer service
- Construction Management - coordinated with vendors to complete facility construction and exhibit placements
- Educational Exhibits - worked with the Department of Fish and Game, the Pioneer Museum and other community partners to build several natural history and life science exhibits, including a Live Animal Corner
- Charitable Relationships – ensured donor intent; regularly stewarded individual and foundation donors; managed a Board of Directors

Paso Robles Public Schools, Paso Robles, CA

Educational Consultant

September 2006 - September 2008

- Career Technical Education (Paso Robles High School) - facilitated the development of three successful facilities grants, which resulted in the award of over \$4,000,000 new dollars for construction and remodeling in Agricultural, Information and Construction Technology; facilitated visioning with parent advisory groups, teachers and administrators, the school board and private architects to develop each proposal
- Paso Schools in Service Program (District-wide) - provided professional development for over 70 teachers; developed and administered teacher mini-grants; formed more than 30 community partnerships; managed budget; organized annual recognition events for students and classrooms involved in service learning; provided reports and grant renewals to the California Department of Education's CalServe Program and Paso Schools' Board of Trustees.

Del Norte County School District, Crescent City, CA

Educational Consultant

September 2003 - June 2006

- Natural Resource Academy (Del Norte High School) - administered staff; developed curriculum; managed budget; provided progress reports to the California Department of Education's Specialized Secondary Programs and the Del Norte Schools' Board of Trustees
- Del Norte Schools in Service Program (District-wide) – provided professional development for over 125 teachers; established over 70 community partnerships with federal/state/local government agencies and nonprofit organizations; managed budget; developed and administered teacher mini-grants; organized annual recognition events for students and classrooms involved in service learning; provided reports and grant renewals to the California Department of Education's CalServe Program and Del Norte Schools' Board of Trustees.
- Environmental Science Education Program (District-wide) – worked with teaching/administrative staff and community partners to develop a K-12 standards-based curriculum; managed relationships with Redwood National and State Parks' staff, the U.S. Forest Service and the California Department of Fish and Game to provide fieldtrip opportunities for over 5,000 students; managed multiple grant budgets that funded the program

- California Regional Environmental Education Community Network for Region 1 (Del Norte to Sonoma County) –governed the Region 1 Advisory Committee; reported to the California Department of Education’s Environmental Education Department; operated the website

California Public Schools

Teacher

1986 - 1994, 1997 - 2003

- Taught 4th grade through Community College – primarily science, but also math, language arts, social sciences, career education, work experience, driver’s training, American Indian history, Future Teachers and English as a Second Language

Monterey Peninsula Regional Park District

District Naturalist

January 1994 - June 1997

- Program Administration - developed a natural history museum; created a docent program; oversaw the implementation of a self-guided nature trail; managed Junior Rangers and school outreach programs; offered public hikes and programs; made numerous self-guided nature brochures
- Creation of a two-year constructivist science curriculum with habitat restoration as the outcome, carried out through more than 400 K-12 students over two years, planting thousands of native plants at Garland Ranch Regional Park and resulting in an MS degree in Environmental Science

Chico State Foundation – Eagle Lake

Interpretive Ranger

Summers 1986 and 1987

- Program Administration – Junior Rangers, nature walks, campfire programs

Licenses and Certifications

Real Estate Appraisal and Broker Licenses (California)	2004
Supplemental Certification: EcoBroker	
Administrative Services Credential (preliminary)	2003
Multiple Subjects Teaching Credential	1986
Supplemental Authorizations: General Science, Social Science	

Author

Coast to Caves Audio Tour - for visitors traveling from Del Norte County to the Oregon Caves
 Redwood Medicinals - research showcasing edible and useful plants found in California’s coastal redwood forests

Awards and Memberships

Kappa Delta Pi - International Honor Society in Education
 Recycling Merit Award – California Recycling Advisory Committee

Volunteer Activities (current in bold)

Lincoln City Rotary Club – Co-Chair, Youth Services; Scholarships Committee Member;

Co-Chair, Rotary Foundation;

United Way of Linn, Benton and Lincoln Counties - Community Impact Advisory Council Member

Mid Coast Watersheds Council – Board Member representing Education

Evergreen Ridge Property Owner’s Association – President

Redwood Parks Conservancy – Board Vice-Chair and Governance Chair

Yaquina Bay Estuary Management Plan - Advisory Council Member

GRID Alternatives – Advisory Committee

Sweet Springs Nature Preserve – Crew Leader

San Luis Obispo Rotary Club – Grants Chair

San Luis Obispo County P-16 Math/Science Task Force

Paso Robles Rotary Club – Grants Committee

Paso Robles Youth Task Force - Member

Del Norte County Blue Ribbon Task Force – Education Committee Chair

Del Norte County Fish and Game Commission – Vice-Chair

Del Norte County Resource Advisory Committee – Chair

Curriculum Facilitator (since 1985) - Nine state-funded curricular programs focused on environmental education

6. Adjournment

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.