



October 23, 2019

## **Board Vacancy Candidates**

(in alphabetical order)

- Letters of Interest
- Resumes
- Answers to Candidate Questions

**October 28, 2019**

Tompkins Boardman Administration Building  
412 Webster, Traverse City, MI 49686  
Conference Room C - 2nd Floor

**Board Vacancy Interview Schedule**

6:15 pm - Kathy van Houwelingen

6:30 pm - Josey Ballenger

6:45 pm - Benjamin L. McGuire

7:00 pm - Scott Morey

7:15 pm - Douglas R. Morgenstern

7:30 pm - Donna Olendorf

7:45 pm - HT Snowday

8:00 pm - Bill O. Smith

8:15 pm - Patricia Henkel

# Josey Ballenger

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phone: [REDACTED]

September 27, 2019

Pamela Forton, Secretary, TCAPS Board of Education  
c/o Stacey Hozak  
412 Webster Street  
Traverse City, MI 49686

Dear Ms. Forton and the TCAPS Board of Education,

My interest in serving on school board started developing 6 years ago, when I was living in rural Oregon and my eldest child entered kindergarten. In the fall of 2013, when the federal government was shut down for 16 days, I started volunteering in his classroom—reading to the children as a group, assisting with class projects, and otherwise giving the teacher a helping hand. I also became involved in the school's parent-teacher organization—eventually serving as its vice president—to help organize educational and social events, support the school with supplemental funding, and build community. At the same time, I attended the local school district's monthly board meetings and became familiar with the challenges that administrators faced in trying to raise performance in a relatively poor area with subpar education outcomes (test scores, attendance, and graduation rates), budget cuts, and an increasing population of second-language learners. As the years passed and I moved to Traverse City in 2016, I have continued to volunteer in my son's and daughter's classrooms, and by the time they were each in 3<sup>rd</sup> grade, I could see the disparities grow between the students at the top and bottom of their classes—and how important early intervention is in helping children acquire strong literacy and math skills. (My daughter attends Long Lake ES, and my son is now a 6<sup>th</sup> grader at West Middle School.)

Recognizing the impact that school board leadership can have in meeting the educational needs of our children, I decided during a fellowship with MSU's Michigan Political Leadership Program in 2018 that the time might be right to serve my community and apply my professional experience in a new way. I have devoted my professional life to serving the public with objective, nonpartisan, fact-based information—17 years with the U.S. Government Accountability Office (GAO), and 11 years as a journalist prior to that—with the goal of helping leaders make informed decisions, develop sound public policy, and improve the status quo. For GAO, I have led numerous reviews—spanning agriculture, food safety, environmental protection, nuclear weapons, nuclear power, and federal lands issues—for both political parties and chambers of Congress. Regardless of the subject matter or situation, I have tackled complex material, anticipated and solved problems, directed the work of more than a dozen analysts, and built strong relationships both internally and externally. Ultimately, my success is shared with the teams I have led in delivering high-quality reports to our clients—and in the number of recommendations that have been implemented by the federal agencies concerned or, in some cases, through legislation.

As a professional, a parent, and a 5<sup>th</sup> generation Michigander, I am invested in my community and strive to make a positive difference. The future of our state and our nation depends on a strong educational system that prepares students for careers in a global economy and nurtures their well-being in an increasingly complex world. I would be honored to work with the TCAPS Board of Education, administration, and staff to help achieve those outcomes.

Thank you for your consideration,

/s/ Josey Ballenger

# Josey Ballenger

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phone: [REDACTED]

• email: [REDACTED]

## MISSION

To support public, nonprofit, and private sector organizations achieve greater impact, effectiveness, and efficiency with their programs, strategies, and policies. As a professional, a parent, and a native Michigander, I am invested in my community and strive to make a positive difference in the state.

## RECENT WORK EXPERIENCE

### U.S. Government Accountability Office (GAO) Senior Analyst / Project Manager

Washington, DC  
June 2005 – present

As a Senior Analyst in GAO's Natural Resources and Environment division, I have led or assisted teams of analysts—and collaborated with dozens of subject matter experts—to evaluate the effectiveness, impact, and efficiency of federal programs and policies for Congress. In managing these projects, I have:

- Made numerous recommendations to federal agencies that have been implemented
- Briefed our results to Congressional staff, the Comptroller General, and COO
- Been a principal author of several GAO reports and testimonies
- Interviewed hundreds of federal government officials
- Consulted state government, industry, academic, and nonprofit representatives
- Researched and analyzed extensive data from various agencies
- Reviewed federal laws, regulations, and agency documents

Covered a broad range of issues and federal agencies, spanning programs run by the U.S. Departments of Agriculture, Energy, State, and Homeland Security, EPA, FDA, NOAA, National Park Service, Bureau of Reclamation, Nuclear Regulatory Commission, International Atomic Energy Agency, and others.

#### GAO reports and testimonies:

- Federal efforts to combat antibiotic resistance (current review; report expected Jan. 2020)
- Food safety and nutrition (FDA key activities and measuring progress)
- Environment (harmful algal blooms, water projects, national parks and air tours, coal mining)
- Agriculture (pesticide and fertilizer usage, animal ID, import inspections, USDA admin services)
- Energy (nuclear power reactor decommissioning)
- Homeland security (national strategies related to terrorism)
- Nuclear weapons (IAEA safeguards and security)

### U.S. House Appropriations Committee Investigator (GAO detailee), Surveys & Investigations Staff

Washington, DC  
June – Sept. 2007

- Selected by GAO management to serve as a “detailee” to Congress on a quick turn-around review of how a Department of Interior agency allocated its fiscal year (FY) 2007 budget; fewer than 12 GAO employees (out of 3,000) serve as Congressional detailees at any one time.
- Led the 4-person team’s largest segment of work (despite being the team’s most junior member) and wrote the report’s most complex section on key appropriations accounts; also reviewed and copyedited the rest of the team’s sections.

- Orally briefed House Appropriations Committee staff of both parties and responded to questions pertaining to the report's most complex section.
- Commended by the Surveys & Investigations Staff's Director, Branch Chief, and Team Leader for being a role model representative and for demonstrating "conscientiousness in assuring the accuracy and integrity" of a limited-distribution report to the Committee.

**U.S. Government Accountability Office (GAO)**  
Analyst

**Washington, DC**  
**March 2002 – June 2005**

Served as an Analyst team member on the following projects in GAO's Natural Resources and Environment, Homeland Security and Justice, and International Affairs and Trade divisions:

- EPA Fiscal Years 2005 and 2006 Budget Justification Reviews, resulting in briefings to Congressional staff and financial accomplishments
- Agroterrorism
- World Trade Organization
- U.S. nuclear weapons stockpile

## **OUTSIDE POSITIONS HELD**

**Michigan Legacy Art Park**  
Board of Directors member

**Crystal Mountain, Michigan**  
Feb. 2017 - present

- Provide input on various matters presented to this non-profit organization's board.
- Assisted the Executive Director and staff in updating its strategic plan and mission statement and in developing evaluation and performance measures; monitor progress on an ongoing basis.
- Serve on the Education Committee to help identify ways to improve the organization's outreach and impact on school-age children.

**Michigan Political Leadership Program, MSU**  
2018 Fellow

**East Lansing, MI**  
Feb. - Nov. 2018

One of 24 women and men selected from across the state to learn about current political and policy issues, running a campaign, and effective governance. Since 1992, nearly 600 MPLP graduates have put the skills and relationships acquired through the program to work in their communities and in statewide office.

**Astor Elementary School Parents Club (PTO)**  
Vice President

**Astoria, Oregon**  
2015-16 school year

- Conducted extensive research to facilitate brainstorming on special, extra-curricular events; organized an all-school assembly with the Oregon Museum of Science & Industry.
- Contributed numerous fundraising ideas that excited students and teachers, such as personalized art products and a local ice cream shop's Astor Elementary flavor-of-the-month.
- Liaised with principal, teachers, and parents to gather their input and build consensus.
- Improved social media and traditional communication tools for better outreach, and made translating into Spanish a priority for the community's growing bilingual population.

**Parks & Recreation Department, City of Astoria**  
Advisory Board member

**Astoria, Oregon**  
Jan. - June 2016

- Appointed by the Mayor to be a member of the board that advises City Council on issues and business related to an extensive network of parks and recreation facilities in a town heavily visited by tourists on the NW Oregon coast.
- Evaluated and provided input on the development of the Parks & Rec Department's first-ever *Comprehensive Master Plan*, which involved extensive community outreach and set a course for the

next 15 years. Paid particular attention to, and made recommendations regarding, costs vs. benefits of services based on usage, income generation, and ongoing maintenance needs.

- Discussed with board members at monthly meetings other business pertaining to the city's numerous properties and services such as child care, fitness, aquatic center, and cemeteries.

**University of Michigan Alumni Club of Greater Washington, DC**

- Board of Governors member
- Programming & Events Chair
- Award for Meritorious Service

**Washington, DC**

Dec. 2001 - June 2004

Jan. 2002 - June 2003

Feb. 2003

**PRIOR WORK EXPERIENCE**

**The Center for Public Integrity**

**Writer, *The Public i***

**Washington, DC**

**Aug. 2000 – Nov. 2001**

- Part of award-winning staff of the Center for Public Integrity's *The Public i*; recipient of Investigative Reporters and Editors' (IRE) 2000 prize for Best Investigative Website.
- Researched and wrote investigative and special reports evaluating federal government policies, programs, and legislation for the Center's award-winning, nonpartisan website. Examined campaign finance, conflicts of interest, and public-sector ethics issues in the Clinton and Bush Administrations and on the 2000 presidential campaign trail.
- Collaborated with other staff writers and worked independently on research, reporting, and writing; worked closely with the Managing Director. Guided interns in their reporting.

**Environmental Resources Trust and *Inside EPA***

**Researcher/Reporter**

**Ann Arbor, MI and Washington, DC**

**Nov. 1999 – May 2000**

- Researched electricity deregulation and potential legislation in the Great Lakes region for the "clean energy" arm of non-profit Environmental Defense; interviewed state officials (Nov. – Dec. 1999).
- Reported on policies, regulations, and legislation pertaining to water, genetically modified crops, pesticides, chemicals, and "livability" issues for newsletter, *Inside EPA*. Covered Congressional hearings; interviewed Hill staffers, environmentalists, industry representatives, EPA, and other federal agency officials and state authorities (Jan. – May 2000).

***The Sunday Independent***

**Reporter/Writer**

**Johannesburg, South Africa**

**Aug. 1998 – June 1999**

- Wrote news, features, and analyses on June 1999 elections and other political, socioeconomic, and environmental issues for national newspaper *The Sunday Independent* and its *Business Report* and *Reconstruct* sections, as well as its sister newspapers *The Star* and *Saturday Star*.
- Broke several exclusive stories; collaborated with editors on post-election Cabinet shake-up.
- Was also the South African agricultural stringer (covered commodities markets, genetically modified foods and crop estimates) for Dow Jones Newswires, which fed *The Wall Street Journal Europe*.

***Business Day***

**Senior Reporter**

**Johannesburg, South Africa**

**Sept. 1996 – Aug. 1998**

**Health & Environment** (Sept. 1997-Aug. 1998): Covered health ministry and its controversial legislation, regulations and policies regarding drugs, HIV/AIDS, public hospitals and doctors' conditions, insurance, and more. As the paper's first environmental reporter, wrote on climate change, conservation, energy efficiency, EIAs, pollution, water affairs, and waste management.

**Financial Markets** (Sept. 1996-Aug. 1997): Wrote daily stock market column, "Diagonal Street;" front-page stories on equity, bond, currency, and gold markets; and weekly column on special issues.

***Dow Jones & Company, Inc.***

**Reporter/Copy Editor, AP-Dow Jones**

**New York, NY**

**Jan. 1995 – April 1996**

Covered foreign exchange, currency futures, and spot news. Edited macroeconomic and corporate stories from overseas bureaus and *The Wall Street Journal* for this 24-hour financial wire service.

**Associate, Corporate Relations**

**May - Dec. 1994**

Contributed features and news stories; and assisted with photography, editing, and layout of biweekly newsletter, *DJ Bulletin*. Monitored news coverage of Dow Jones. Acted as a company spokesperson.

***Various Magazines & Books***

**New York, NY**

**Writer, Researcher, Fact-Checker**

**Jan. 1992 – May 1994**

Contributed business, "Best of New York," health and other articles, music and film reviews to *Columbia Journalism Review*, *Business & Incentives*, *Hysteria*, *NY Perspectives*, *NY Weekly* and other publications. Researched entries for *Our Times*, a 20<sup>th</sup> century encyclopedia (Turner Publishing, 1995). Verified facts for *The Rolling Stone Album Guide* (Random House, 1992).

***Columbia Journalism Review, Rolling Stone***

**New York, NY**

**Intern**

**Sept. – Dec. 1991**

Conducted published survey of journalists' opinions; researched materials for *CJR*'s editors and art director; fact-checked and proofread articles; and tracked media trends. Reviewed *Rolling Stone*'s unsolicited manuscripts and assisted editors and writers with special projects.

***The Michigan Daily***

**Ann Arbor, MI**

**Deputy Editor, Weekend Magazine**

**Jan. – April 1991**

Assigned, developed and edited investigative, news, and feature articles; wrote first-person columns; laid out and pasted up campus newspaper's weekly, 16-page magazine. Circulation: 17,500.

**Night Editor, Crime Reporter**

**Sept. 1989 – Dec. 1990**

Administered the "nightside" news production of *The Daily*: selected, edited and proofread copy, and laid out inside pages. Compiled city and campus crime summaries as beat reporter, covered controversial "deputization" of University security force. Started as General Assignment reporter.

***The Town Crier***

**Mackinac Island, MI**

**Associate Editor**

**May – Sept. 1990**

Managed three beats (State Parks Board, Public Works Dept. and largest employer on Island, the Grand Hotel) and covered governor's race for 20-page, weekly newspaper. Wrote average of five stories per week, from hard news to features, and took accompanying photos. Circulation: 3,000.

**EDUCATION**

**The University of Michigan  
B.A., Economics**

**Ann Arbor, MI  
May 1991**



## **Board Vacancy Candidate Questions**

**Submitted by Josey Ballenger, Oct. 11, 2019 (response are in blue)**

**NOTE:** Please submit answers to the following questions by 5:00 pm on October 11, 2019 to:

Superintendent's Office  
TCAPS  
412 Webster Street  
Traverse City, MI 49685

Or [hozakst@tcaps.net](mailto:hozakst@tcaps.net)

1. Why would you like to be a member of the TCAPS Board of Education?

In my professional life, I have worked for a congressional agency for 17 years, evaluating the effectiveness and efficiency of executive branch programs and policies and making recommendations for improvement—skills that would suit me well for school board. My job also requires me to collaborate with others in collecting and reporting the facts, in a non-biased, non-partisan way, for year-long studies of various issues of interest to Congress. In addition, I have two children attending TCAPS schools, so I am personally invested in their education and well-being, as well as their peers'. Furthermore, I have volunteered in my children's classrooms for the past 6 years (since my first child went to kindergarten) and have seen first-hand the kinds of academic and behavioral challenges that teachers face on a daily basis, and the impact those challenges have on the rest of the classroom and student achievement.

2. Please provide details of any experience you may have with regard to:

A. Working with TCAPS and/or other community organizations.

Since I moved to Traverse City three years ago, I have volunteered in my children's classrooms at Long Lake Elementary School (K-3<sup>rd</sup> grades), and I have been an active member of Long Lake's PTO. In addition, I have chaperoned my kids' field trips and served on the Michigan Legacy Art Park's Board of Directors and its Education Committee to help identify ways to improve the organization's outreach and impact on school-age children. I have also taken training to prevent and respond to sexual abuse from the Traverse Bay Children's Advocacy Center (TBCAC); I was a coach in 2019 for a Battle of the Books team; and I presented at the Watershed Center Grand Traverse Bay's Freshwater Summit in 2017 on my work for the Government Accountability Office (GAO) on federal efforts to address harmful algae. I am also a supporter of the Traverse Area District Library, Traverse Area Recreation and Transportation Trails, and TBCAC.

B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?



I have a fundamental understanding of how public schools in Michigan are funded and recognize that it is complex. In terms of planning, in addition to managing typically year-long research projects on complicated issues for Congress, I have conducted formal strategic planning efforts while serving on public and non-profit boards. For example, as a board member of Michigan Legacy Art Park, I assisted the Executive Director and staff in updating its strategic plan and mission statement, developing evaluation and performance measures, and monitoring progress on an ongoing basis. While I lived in Astoria, Oregon, I also served on the advisory board of the city's parks and recreation department. In that capacity, I evaluated and provided input on the development of the department's first-ever comprehensive master plan, which involved extensive community outreach and set a course for the next 15 years.

3. What is your understanding of the time commitment involved in this position?  
Approximately 12-20 hours per month.
4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?  
Only my sense of humor.
5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?  
(a) Experience – I have spent the past 17 years with a congressional agency (GAO) evaluating the effectiveness and efficiency of executive branch agencies' programs and policies (please refer to my resume for details).  
(b) Professional development – Yes, absolutely.
6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?  
Strengths: (1) Communications from the district about upcoming events and news, from certain schools and teachers (although it is not uniform) to parents, and on TCAPS' website. (2) Increasing awareness and support for students' social and emotional well-being; for example, the recent grant awarded to the district. (3) The arts program; for example, requiring middle school students to take up an orchestra or band instrument, participate in choir, or take a general music class.  
  
Opportunities for improvement: (1) Soliciting parents' and community input. An excellent example is when TCAPS conducted a survey in spring 2019 to solicit input on the qualities the Board should prioritize in selecting a new superintendent. Why not broaden that approach and hold annual "town hall" meetings so that the Board knows what is most important to the community – for example, is it curriculum, social-emotional supports, safety and security, after-school activities, food services/nutrition, facilities and infrastructure, IT, and/or something else?  
(2) More information on the district's performance and strategic plan (Blueprint) so that the public better understands our current performance, our vision and goals, our challenges, and progress along the way.  
(3) More information on the district's school funding and how residents can help TCAPS achieve more equitable funding – for example, by contacting their legislators and the Governor's office, and better promotion of the TCAPS Foundation. (4) Build a more robust volunteering program in the schools through after-school tutors, Big Brothers, seniors, and parents.

7. Are there any areas of district operations for which you would have to disclose a conflict of interest?

None known or anticipated at this time, but I would evaluate, on an ongoing basis, the impact of Board activities on my job and personal pursuits, and vice versa.

8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?

I ask a lot of questions to understand the “full picture” in order to make informed decisions; I take it as my responsibility to understand the background and context for a given situation, our collective goals, and the repercussions of an action, no action, or alternative solutions. In addition, I have the ability to learn quickly, listen, research, and consider all sides to a given issue. I also have extensive experience in oversight, project management planning, and policy evaluation. Lastly, I am hard-working and conscientious but fun, and I am accustomed to working in a team environment.

# # #

Pamela Forton, Secretary, TCAPS Board of Education  
c/o Stacey Hozak  
412 Webster Street  
Traverse City, MI 49686

Patricia Henkel

[REDACTED]  
(231) 642-0255  
patricia.henkel@gmail.com

10/2/2019

Trustee Forton,

It would be an honor and privilege to serve on the TCAPS School Board, and I am writing to submit my official letter of interest.

In addition to meeting all of the requirements outlined by TCAPS, my qualities and experience include first and foremost a deep and sincere care for education in the State of Michigan, especially for those economically disadvantaged. I have a passion for reading and math literacy, and the belief that every child has infinite potential. TCAPS should lead the state in student achievement, and I would love to join the Board in this quest for excellence.

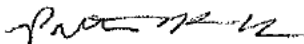
My husband Jeff and I moved to Traverse City 19 years ago and we have a son who just graduated from Central High School last year, a daughter in the SCI-MA-TECH program at Central High School, a daughter at East Middle School, and another daughter who will join the TCAPs next year. With over 12 years of enrollment in TCAPS (and many more years to come), I hope to help bring a parent voice to the table.

I received my undergraduate degree at The University of Michigan and a J.D. at Stetson Law School in St. Petersburg, FL. I worked in digital marketing management for most of my career with 8 years at Reed Elsevier/LEXIS-NEXIS, 10 years as a stay-at-home mom while working part-time at a marketing firm, and I am currently a Manager in the Marketing Science Unit at GTB on behalf of Ford Motor Company.

I have served on several boards, including the beloved Traverse City Cooperative Pre-School, Old Mission Peninsula School PTO as a member of the Technology Committee, and as Treasurer of Design Dance Company. I also have volunteered in many positions in the community, including co-founding Munson Hospital's NICU STEPS, a parent support group for families with babies in the NICU, coaching Girls on the Run, soccer, and basketball for my kids' teams, helping with reading in elementary schools, and religious education positions at Immaculate Conception and St. Joseph's Catholic Church.

As an endnote, one of my strengths is collaboration and the ability to get along well with others. In the last year, and have been pleased and inspired by all the positive momentum, I hope that I can join this team!

Sincerely,



Patricia Henkel

# Patricia Henkel

• 231-642-0255 • patricia.henkel@gmail.com

EDUCATION      Stetson University College of Law      Aug 93 – May 95  
J.D. May 1995, Cume Laude

University of Michigan, B.A.      Aug 87 -May 91

EMPLOYMENT      GTB Manager, Organic Search (SEO) -- for Ford Motor Company      06/16- current  
Traverse City, MI

- Creates, plans and drives digital marketing recommendations and executes plans for Ford Motor Company, Ford Customer Service Division (FCSD) and e-commerce sites in Ford North America.
- Responsible for an overarching search engine optimization strategy to increase natural search results, guide SEO/SEM plan and support marketing goals in the United States as well as around the globe.
- Manages, coaches and inspires a team of SEO analysts who provide analytics and recommendations to help increase organic search visits, conversions and revenue, while supporting overall account goals.
- Exceptional written and verbal communication skills, with ability to successfully pitch content marketing strategy and direction to clients.
- Oversees and executes strategy for site migrations and redesigns.
- Provides technical requirements & contract analysis for negotiations.
- Manages best practices and workflow process of SEO deliverables.
- Works collaboratively with senior leadership and cross-functional teams to plan, implement and improve account performance aligned with client goals & initiatives.

Presented, Content World 8/2016 "Using Content to Convert Search Interest to Customers."

Senior Organic Search (SEO) Analyst, Ford Customer Service Divisions      06/13- 06/16  
Traverse City, MI

- Presented strategic analysis and recommendations to clients to increase market share, conquest competitors and provide best ROI.
- Consistently exceeded account goals by executing SEO strategy.
- Conducted keyword research, overall search interest & competitive landscape analysis, data analytics reporting, on-page optimizations, competitive analysis, link growth strategies, technical analysis, pre-launch & post-launch site audits, QA & more.
- Implemented technical SEO & performed site audits including site architecture, metadata, schema, canonical tags, 301 redirects, headline tags, asset optimization (images, video, PDFs), mobile optimizations, HTTPS (secure search), global optimizations (geo-targeting with hreflang tags) and more.
- Worked collaboratively with teams including content strategy, UX (user experience architects), account, project managers, managers, developers, and other disciplines to meet the needs of the business.
- Exceptional presentation skills and ability to communicate complex details to developers or to summarize recommendations to clients.

SEO tool set: Adobe Analytics (formerly Site Catalyst or Omniture), Google Analytics, Google Search Console, Bing Webmaster Tools, SEO

Moz, Hitwise, Conductor Searchlight, Compete, Raven Tools, Screaming Frog, Xenu, basic HTML, CSS, JavaScript & more.

**REACH MARKETING, President**

6/00 – 5/13  
Traverse City, MI

- Owned and operated an award-winning digital and direct mail marketing/advertising firm that mailed to 600,000 home annually.
- Created marketing strategy and consultation for small and mid-sized companies for direct mail, radio, outdoor & digital advertising.
- Wrote and designed advertising campaigns for direct mail, radio, outdoor, signage, email, social media, website design & more.
- Negotiated contracts and media placement. Implemented benchmarking tools (QR coding, POS systems, call tracking).
- Analyzed results with Click Dimensions and Google Analytics.
- Managed and coached sales reps and creative designers, as well as external resources, under tight deadlines.
- Exceeded sales growth goals and earned awards 2004, 2006, 2007.

**LEXIS-NEXIS/Reed Elsevier Account Manager**

5/95 – 6/00  
Atlanta, GA

- Managed territory of \$245 million.
- Relationship-building selling in online research.
- Managed a team of 11 attorney consultants, associates & analysts in Large Law and Government markets.
- Presidents Club 1999, top 10% award trips 1997, 1998
- Selected and attended the Accelerated Career Development Program at the University of Michigan Business School.
- Promotion offered, but not accepted, Branch Manager in Chicago.

**LEXIS-NEXIS Legal Consultant**

5/95-4/96  
Tampa, FL

- Taught online presentations to lawyers, partners, judges
- Created specialized practice group presentations for commercial, intellectual property, tax, more
- Managed a territory of \$22 million, exceeded sales objectives.
- Promotion offered and accepted as Account Manager in Atlanta, GA.

**LEXIS-NEXIS Associate – Stetson College of Law**

9/93 – 5/95  
St. Petersburg, FL

- Taught online search classes to faculty and students.
- Advertised and marketed LEXIS-NEXIS. Won award for number one school in the country for growth in online research.

**Judicial Law Clerk Intern) – 13<sup>th</sup> District Court**

Summer 1993  
Tampa, FL

- Drafted legal memoranda, briefed cases, & conducted legal research.
- Selected by the Honorable Judge Kovachevich to present "Corporate Liability in Environmental Law," published in Florida Bar CLE.

**BAR MEMBER**

Florida, Georgia, and Illinois Bar

**PHILANTHROPIES**

Co-founder, NICU STEPS, Munson Hospital, parent support group  
Gold Sponsor, Interlochen Center for Arts  
Volunteer, Women's Resource Center  
Coach TBAYS soccer, Old Mission Elementary basketball, Girls on Run  
Catechism Teacher, Immaculate Conception & St. Joseph's  
Technology Committee, Old Mission Elementary

2010 - 2017  
2004 - 2012  
2008 - 2011  
2009 - 2017  
2011- 2017  
2009 - 2015

## Board Vacancy Candidate Questions – Patricia Henkel

1. Why would you like to be a member of the TCAPS Board of Education?

I have a deep and sincere care for education in the State of Michigan, especially for those economically disadvantaged. I have a passion for reading and math literacy, and the belief that every child has infinite potential. TCAPS should lead the state in student achievement, and I would love to join the Board in this continued drive for excellence.

For my kids and all the children in the district, I would love to serve as a Trustee on the TCAPS Board of Education.

2. Please provide details of any experience you may have with regard to:

A. Working with TCAPS and/or other community organizations.

I have worked extensively with TCAPS as a volunteer and for many community organizations as well.

For TCAPS, I have been a member of the PTO and on the Technology Committee and Fundraising Committee at Old Mission Elementary School, a reading aid for K – 2<sup>nd</sup> grade, a volunteer coach for LEAP basketball, a volunteer at our school library, a SCI-MA-TECH parent volunteer, on the work bee committee for teachers, the committee to celebrate and honor teachers, room mom more years than I can count, help with the great Pumpkin Walk, School Carnival, more.

For the community, I have also been involved in many ways including several board memberships:

- Design Dance Company, Board Member and Treasurer
- Board Member, Income Treasurer, Traverse City Cooperative Pre-School
- Co-founder, NICU STEPS, Munson Hospital, parent support group
- Gold Sponsor, Interlochen Center for Arts
- Volunteer, Women's Resource Center
- Coach, TBAYS soccer
- Coach, Girls on Run
- Catechism Teacher, Immaculate Conception & St. Joseph's
- Triton Rowing Parent Volunteer

B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?

My skill set is well-aligned to help develop and execute the strategic direction for TCAPS.

In terms of finances and budgets --and my knowledge of school budgets:

In my role as Account Manager for Reed Elsevier/LEXIS-NEXIS, I managed a \$250 million territory with 11 attorney consultants. My job was to manage my team and retain and grow the business with law firms. I was able to meet or beat the market goals set each year and was honored at President's Club or the Top 10% Company Award Trip numerous years.

As a Board member for the Traverse City Cooperative Preschool, I was Income Treasurer and worked hand-in-hand with the Expense Treasurer to manage and produce financial reports to ensure the 100-family school was financially sound.

In terms of school budgets, I have reviewed the TCAPS school budget for a few years; it is always impressive how great TCAPS performs each and every year, despite getting so much less than downstate schools. I don't pretend to understand every line item, but I have a working knowledge of it.

I am very familiar with how schools are funded, and the inequitable school funding situation across the state of Michigan. I certainly support the Board's direction to fight for more equitable funding.

In terms of planning and oversight experience:

One of my strengths is relationship building and the ability to execute well-orchestrated 3-5 year strategic plans, within budget. I am no stranger to a deeply layered enterprise with multi-faceted governance. My work to collaborate with numerous stakeholders at Ford and GTB, from senior leadership to cross-functional teams (creative, strategy, user experience team, development & IT teams)—even internationally—has provided me with solid experience to help align goals for TCAPS with many parties at the table.

I am very detail-oriented, excellent with analyzing data, and making good sound decisions based on that data. In my professional experience, I have exceptional digital marketing expertise (website design, SEO, social media, Paid Search, CRM) with well-rounded experience in traditional advertising mediums (direct mail, radio, outdoor, more). My professional experiences has helped me plan and provide oversight to execute media plans on-budget and on-time.

The secret to my success is preparation, collaboration, and strategic planning that is based on human-centered, data driven precision marketing. My decisions are evidence-based and data driven. My first step on a project is to listen, learn and absorb so that I can support overall account goals with tenacious execution. My last step on a project is to benchmark success, measure KPI's, and then provide recommendations and insights to evaluate whether to advance investment in additional projects.

My use of technology and ability to execute strategic detail, has helped give me an advantage, allowing me to work smarter and more effectively. I have the heart of a teacher and truly enjoy managing and inspiring an enthusiastic team.

I would apply the same evidence-based methodology and hard work to research and serve our students, teachers, principals and community members for TCAPS.

3. What is your understanding of the time commitment involved in this position?

10-15 hours per week, but sometimes more or less

4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?

No

5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?

See answer 2(B) above, and also I would add that I am committed to ongoing professional development. I am a sponge for learning and would enjoy MASB training sessions or any other training that is offered.

I have already attended the "how to be a good Board Member" session offered by the MASB last year.

6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?

TCAPS is an amazing district with absolutely wonderful teachers, principals and staff!

I am so lucky to have had 4 children in the district to observe elementary school, middle school and high school for over 15 years with multiple children.

I think the strength of TCAPS are the teachers, principals and staff. I think the weakness in our district is unfair and inequitable state funding. It is ridiculous that some districts get almost twice as much as TCAPS on a per student basis. My evidence is first-hand knowledge in the schools and through keeping myself informed through Bridge and other news sources, as well as reading and digging deep into

7. Are there any areas of district operations for which you would have to disclose a conflict of interest?

No.

8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?

I am eager, enthusiastic and have a tenacious spirit that will help continue moving this district forward in a positive direction. I sincerely desire to work well with his team for the betterment of our district.

Thank you for your consideration!



Benjamin McGuire  
1852 Carlisle Rd  
Traverse City, MI 49696

3 October 2019

Pam Forton, Board Secretary  
c/o Stacey Hozak  
TCAPS  
412 Webster Street  
Traverse City, MI 49686

Dear School Board members,

I am writing to apply for the position as interim school board member on the TCAPS district school board. I am currently registered to vote in the TCAPS district. I am more than 18 years old and have been living within the school district boundaries for nearly twenty years.

When I was in grade school, my father was elected to the Elk Rapids school board. As he explained to us (his family), he felt an obligation to give back to the community that was helping to educate and raise his children. I now have three children of my own, two of whom graduated from Central High School, and a third that is on his way (currently a sophomore at Central High). Their time within the public-school system has been marked by an engagement not only in their educational pursuits but in an array of extra-curricular activities. Our family has benefited greatly from the TCAPS commitment to excellent education, and TCAPS has been a tremendous partner for me and my wife in raising and educating our children. I find myself in a position now to fulfill my own desire to give back more to this community by participating on the public board of the TCAPS district.

My own background is in technology, including a six-year period when I was employed as the technology director at Forest Area Schools in the Fife Lake/South Boardman community. I currently work as the technology director for Meadow Brook Medical Care Facility, an organization owned by Antrim County. Both organizations are directed by publicly elected governing boards. Working closely with these board members has given me some familiarity and with the roles and functions of these officials, as well as an expectation of the commitment in time and energy that will come if I am chosen to fill this position. Additionally, my experience as a part of an administrative team overseeing a moderately large public organization, entrusted with the care of others, and existing in a highly regulated work environment will help me be a benefit to the school district and the other board members. I understand the need for regulations, and regulatory review, as well as how new legislation and governmental interpretation can create a need for change within the district.

I see myself as an advocate for students, an advocate for appropriate and responsible technology use within the district, and as a voice for the responsible use of public funding that comes out of my own experience working with those same public funds.

I can be reached during business hours at my desk at 231-533-8661 ext. 122 or on my cell phone at 231-350-0589.

My personal e-mail address is cromis72@gmail.com

Thank you for your consideration.

Benjamin McGuire

## **Benjamin L. McGuire**

1852 Carlisle Rd., Traverse City, MI, 49696  
(231) 350-0589  
cromis72@gmail.com

### **OBJECTIVE**

Appointment to TCAPS School Board

### **PROFESSIONAL EXPERIENCE**

- 7/07 – Present Meadow Brook Medical Care Facility Bellaire, MI  
**Technology Director**
- Oversee technical projects in alignment with our organizational mission and goals
  - Direct the effective delivery of technological and network resources to the staff, as well as develop and maintain disaster recovery systems and processes
  - Evaluate and update corporate technology policies for compliance with state and federal regulations
  - Produce and manage department budgets, capital appropriation proposals and staffing policies
  - Research new projects and technologies
  - Work closely with the organization's management team to produce a comprehensive emergency response plan to meet the organizational needs as well as to meet regulatory expectations.
- 7/01 – 7/07 Forest Area Community Schools Fife Lake, MI  
**Technology Director**
- Responsible for all district technology (4 locations)
  - Provided installation services for all hardware and software purchases and upgrades.
  - Wrote RFPs, evaluated bids, and made recommendations for purchasing.
  - Maintained District technology WAN and LAN infrastructure.
- 4/01 – 7/01 Independent Contractor Traverse City, MI
- Self-employed contractor servicing clients from small businesses to public school districts.
- 1/99 – 4/01 TerraCom, Inc Traverse City, MI  
**Technology Director**
- Engineered LAN and WAN network communications solutions
  - Provided installation and configuration support for network electronics and servers
  - Maintained in-house technology systems
- 2/98 – 12/98 TechServ Systems, Inc. Orem, UT  
**Support Supervisor**
- Managed and scheduled a team of 15 employees engaged in phone support
  - Provided training for team members and acted as a technical resource for other teams.
  - Provided OEM technical support for computers manufacturers.

### **EDUCATION**

Brigham Young University: Candidate for Bachelor of Science Degree in Computer Science

**Ben McGuire**

**1. Why would you like to be a member of the TCAPS Board of Education?**

The primary reason I am interested in participating on the TCAPS School Board is to give back to the TCAPS community. I was raised to view this participation as part of my civic responsibility and engagement. I have a deep appreciation for the public-school system and the benefits it has provided to my family.

**2. Please provide details of any experience you may have with regard to:**

**A. Working with TCAPS and/or other community organizations.**

My experience working with TCAPS is limited to my experience as a parent (this includes working as a mentor to the First Robotics team at CHS for several years). My current employer is Meadow Brook Medical Care Facility – the Antrim County medical care facility with oversight provided by the county Health and Human Services Board. The facility employs around 250 individuals, and I am one of the department heads. My previous employer was Forest Area Schools, where I worked as the technology director. I have spent almost twenty years working on the administrative team of a public organization overseen by a governance board of this sort, and this experience has given me some understanding of the role and function of these public governance boards.

**B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?**

I am responsible for the budgeting process in my own department at my current employer, and I work closely with the business manager who provides the budgeting for the entire organization. While I am not well versed in all of the details of our budgets, I have participated in the budgeting process enough to understand that public school budgeting has special challenges. I am familiar with the process of putting out a public millage, public bonds, the importance of credit ratings for public institutions, bidding processes, and so on. I am aware that school districts (like the medical care facility where I currently work) provide budgets that are (at least initially) estimates based on trends and expected reimbursement and funding from state government agencies. I know that this funding is subject to change and sometimes delay. I also understand the connection between funding and regulatory oversight. I have some working experience with other important finance issues for the district including capital appropriations and depreciation and long-term liabilities in retirement plans (and the differences between fixed benefit and fixed contribution plans as well as switching from one to the other). I also understand the need to plan for unexpected costs and costs associated with regulatory intervention rising from complaints and lawsuits.

In terms of oversight, my experience is all on the receiving end – working with auditors and having my budget items and capital appropriations requests reviewed by public governance boards. I also understand how difficult it can be to balance employee compensation with the need to attract good talent in a job market that leans heavily in favor of employees. And with regulations, when citations are given, I have participated in the process of developing and documenting plans of correction.

**3. What is your understanding of the time commitment involved in this position?**

I understand that there are regularly scheduled board meetings that I would be expected to attend, along with scheduled committee meetings (if I am placed on one or more committees). Additionally, I understand that in preparation for each board meeting, I would receive a packet with a variety of materials that I would be expected to review. And, I also understand that various circumstances can arise that require unscheduled meetings and additional time commitment (legal issues, union negotiations, and so on). My understanding is that the time commitment is significant but that the board and the district work to keep this commitment from being overly burdensome.

**4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?**

No.

**5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?**

I have my job history working on the administrative team as a department head of a public organization. Included in this, I participate routinely in the organizations Quality Assurance process.

I am strongly committed to ongoing professional development. For individuals who are tasked with the care of others (whether it is the elderly or children), there is a need to continue to improve our knowledge (and focus on best practices) and to be reminded of our responsibilities and obligations in providing that care.

**6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?**

In terms of weaknesses and strengths of TCAPS, I don't really have a drum to beat. My interactions with TCAPS have generally been very good. The teachers have generally been excellent. I have found the school district to be responsive to the academic needs of my children. My oldest son participated in the Scimatech program, and my daughter graduated with the early college option (with an associates degree and her diploma). As my oldest son told me after his graduation, even though he wasn't the highest achiever in his group, just being a part of that group changed his high school experience for the better. My experience has really been one sided in this regard.

The size of TCAPS provides the district with the resources to provide these opportunities. And at the same time, I have experienced where district size and the macro-view haven't worked as well. My children participated in robotics leagues in Middle School. This was a largely parent driven program that was taken over by LEAP. When that happened, the extra bureaucratic barriers really reduced involvement in the program. I think that TCAPS strengths and weaknesses are often connected in this way – and aren't issues that are particularly unique to TCAPS. The large size of the district means that data becomes essential to making decisions for the district, and yet, the emphasis on data also makes it easier to lose individuals.

From my perspective, the biggest challenge facing TCAPS right now is the problem with shifting populations here in this part of Michigan. TCAPS has struggled in the past with a decline in student population, but the ways that we work to reverse this are more about the community as a whole – quality jobs, affordable housing, and so on. For me, to sit on the school board would entail working to find ways to make the community more appealing to young families with children.

**7. Are there any areas of district operations for which you would have to disclose a conflict of interest?**

No.

**8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?**

I have been involved in the last several years with extensive disaster planning. I have participated in active shooter training. I helped with a county-wide disaster planning drill that was hosted by my current employer. With the events that we have seen nationally in the past few years, helping to provide adequate safety measures for our children in the public schools is important to me.

I have a strong technology background. Technology is an incredible tool when used appropriately but can also be misused (both by students and by district employees). I see myself as an advocate for responsible technology use as a member of the school board.

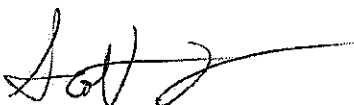
Greetings,

My name is Scott Morey and I am writing to apply for a seat on the Traverse City Area Public Schools Board of Education. I have lived and owned a home in Traverse City for nine years and currently serve as Assistant Director at Traverse Area District Library. I have a Masters of Arts in Education degree from the University of Michigan and served four years as the Education Technology Coordinator at Interlochen Center for the Arts. I believe that high quality public education is one of the cornerstones of democracy and that my background, education, and abilities would allow me to be an asset on the board.

I pride myself on being a clear communicator and working with others to build consensus and shared vision. I have been elected to twice and currently serve on the advisory board of Merit Network, a non-profit that provides internet access to Michigan's research universities and hundreds of schools, libraries, hospitals and non-profit organizations. I was also recently appointed to the Traverse City Parks and Recreation Commission. My experience serving on other boards and commissions, as well as my time working with the library board, have given me a great appreciation for how boards work and a sense of what it takes to be an effective board member.

In preparation for applying for this seat, I reviewed previous school board meetings and documents on your website. After surveying this material, it was apparent that now is a time of both great challenge and opportunity for the school district. In the face of many challenges, I have been very impressed with the views and orientation of the district's new leadership and look forward to the opportunity to help navigate the organization toward a brighter future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Morey', with a long horizontal flourish extending to the right.

Scott Morey

630 S Union  
Traverse City, MI 49684  
[swmorey@gmail.com](mailto:swmorey@gmail.com)  
(231) 360-0226

# Scott Morey

231.360.0226

[swmorey@gmail.com](mailto:swmorey@gmail.com)

## PROFILE

A teacher by training and technologist by trade, I have built my career around helping schools and libraries implement and manage technology. Experienced in leading small teams and collaborating with stakeholders to innovate, enhance user experience, and further goals, I am committed to fanatical customer service, making a difference, and having fun.

## EXPERIENCE



### **ASSISTANT DIRECTOR FOR TECHNOLOGY 2010 - PRESENT TRAVERSE AREA DISTRICT LIBRARY**

Chief technology officer for network of eight public libraries in Northern Michigan. Supervise team of nine IT professionals and lab attendants to provide world class IT service for library staff and the community we serve.

**Data Management & Reporting** - Integrated disparate data sources into single, self-service online reporting interface. Created automated quality assurance reports for stakeholders to ensure accuracy. Leveraged solution to create an accessible performance dashboard for trustees and public ([tadl.org/stats](http://tadl.org/stats)).

**Cloud Migration** - Lead transition from obsolete Novell ecosystem to a hybrid Active Directory and Google Apps authentication, communication and storage environment. Moved enterprise services to hosted, multi-client environment, cutting cost and improving uptime.

**Web Development** - Lead efforts to provide ebook service, online streaming videos and an enhanced website. Developed an online registration system, mobile applications, and a security notification system. Oversaw creation of employee portal and online payroll.

**Self-Service & Automation** - Implemented NFC based circulation and inventory management system. Oversaw selection and implementation of self-service checkout system that sustains over 90% customer utilization. Automated computer reservation and print payment functions, freeing staff for training and higher level customer service.



### **EDUCATION TECHNOLOGY COORDINATOR 2006 - 2010 INTERLOCHEN CENTER FOR THE ARTS**

Oversaw technology support and implementation in the education division of a large arts organization, providing service to boarding school students, summer campers, adult learners, and both artistic and academic faculty. Managed support for all computer labs, classrooms, libraries, and related online services.

**Instructional Coaching** - Provided training to academic and artistic faculty on effective ways to incorporate technology into their curriculum. Worked with department heads to establish baseline expectations for technology use. Modeled effective use of technology in learning by assisting in the creation of and co-teaching of an information literacy class.

**Digital Arts** - Lead efforts to integrate technology in newly constructed Visual Arts building. Managed a budget to implement building wide wireless, automated classroom AV systems, digital imaging labs, and a state of the art printing studio.

**Online Learning** - Implemented school's first online learning management system. Built partnerships with colleges and conservatories for online auditions and masterclasses. Developed online training environment in collaboration with human resources and education leadership.

**Project Management** - Managed seasonal transitions from boarding school to arts camp. Worked with stakeholders to ensure equipment, data and training needs were met. Streamlined staff and student registration and training process. Managed team to deploy network and telecommunication infrastructure across a +1,000 acre campus. Developed process for continual improvement and metrics to measure effectiveness.

## EDUCATION

### **MASTER OF SCIENCE IN EDUCATION TECHNOLOGY** UNIVERSITY OF MICHIGAN-FLINT, 2010

Collaborated with non-profit organizations from the Democratic Republic of the Congo and Cozumel, Mexico to develop online learning initiatives. Participated in online classes as well as intensive residencies in Geneva, Switzerland and Cozumel, Mexico.

### **BACHELOR OF SCIENCE IN EDUCATION** CENTRAL MICHIGAN UNIVERSITY, 2006

Earned double major and secondary teaching certification. Student taught composition and creative writing at Gladwin High School and a remedial English course for college freshmen. Assisted the University's English department in the implementation of Turnitin's anti-plagiarism software.

## SKILLS

### **TECHNICAL:**

Ruby, SQL, Javascript, HTML5, CSS, Android/iOS development, Networking, Salesforce, Google Apps, Wordpress, Active Directory, Mac OS Server, Adobe Creative Suite, FinalCut Pro, Linux, Mac OS, Windows 10, Microsoft Office

### **MANAGEMENT:**

Agile Project Management, Training, Process Mapping, Budgeting, E-Rate, Strategic Planning, Consensus Building, Employee Development, Contract Negotiation, Change Management, LEAN, Grant Writing, Vendor Selection, CRM/ERP Implementation

## PRESENTATIONS

**"Getting it Together Online"** - Michigan Library Association Annual Conference

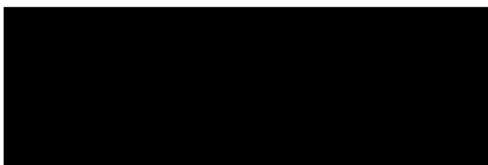
**"Cyber Security: Staying Safe Online"** - Northland Library Cooperative

**"Connected & Open: Using Technology to Enhance Service"** - Mid-Michigan Library League

**"Shared Security & Notifications"** - Michigan Library Association Annual Conference

**"Improving Productivity with RFID & AMH"** - 3M Automation Summit

## REFERENCES





1. Why would you like to be a member of the TCAPS Board of Education?

I believe public education is one of the cornerstones of democracy and that a school board benefits from having a diverse representation of the community it serves. As a young professional who has never had a child attend a TCAPS school, I feel I can bring an outside and objective perspective to the table that will benefit the district. I also think those charged with making decisions, especially in regards to things like curriculum and educational technology investments, should have a clear understanding of modern pedagogic theory, something my educational and professional background has afforded me.

2. Please provide details of any experience you may have with regard to:

A. Working with TCAPS and/or other community organizations.

My only real experience working with TCAPS has been through my work at the Traverse Area District Library. We have had discussions about making it easier for TCAPS students to access the library's electronic resources and providing every TCAPS student with a library card and waiving previous overdue fees and fines. Both of these initiatives are still very much a work in progress, but I have confidence that we are moving in the right direction on both fronts. Beyond that I have volunteered at a Newton's Row event, helping judge an event where TCAPS students designed and constructed 3D printed cars.

In terms of working with outside organizations, I serve on the advisory board of Merit Network, a non-profit that provides internet access to many schools, libraries, universities, hospitals, and nonprofits. I also was recently appointed to Traverse City's Park and Recreation Commission. I also have been employed as Assistant Director at Traverse Area District Library for the past nine years.

B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?

I have a strong skill set when it comes to pedagogy and technology due to my educational and professional background. I also have a great deal of experience when it comes to finance/budgeting from serving as Assistant Director at Traverse Area District Library where I help oversee a \$5.4 million budget. I also have experience with planning and oversight serving on the Merit Networks advisory board and assisting with strategic planning both at Traverse Area District Library and Interlochen Center for the Arts.

3. What is your understanding of the time commitment involved in this position?

I recognize that serving on the school board will require a major time investment. Between regular board meetings, committee meetings, and events, it is easy to imagine that some months could require +20 hours of attention, including preparing for meetings and reviewing the various documents and reports. I'm ready for this commitment.

4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?

No. I believe I conduct myself at a very high moral level both professionally and personally. I don't believe any of my former colleagues would describe me as anything other than hardworking and conscientious. I have no criminal record and don't intend on ever having one.

5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?

As mentioned in an earlier question, I serve on two other boards and have been Assistant Director at Traverse Area District Library for the last nine years. This combination of both serving on and working with boards, has provided me with a great deal of experience, but I am also open and grateful for opportunities for professional development.

6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?

### **Strengths**

Community support: The 2018 millage passed with 68% support. This is a clear indicator that community supports TCAPS and wants to see the district continue to make improvements.

Extracurricular offerings: From robotics to drama to band to football, I believe TCAPS offers students many opportunities to explore their interests and find their passion. I know many parents who have transferred their students to TCAPS in order to take advantage of this.

### **Weaknesses**

Culture: It is clear that there is a level of distrust and ongoing conflict at multiple levels within TCAPS. As an outsider, I do not know all the details, but I do believe that a negative and chaotic culture erodes confidence at all levels and will impact the quality of education we provide our students. We owe them better.

Funding: The funding formulas designed by the State of Michigan put TCAPS at a disadvantage compared with other school districts. This coupled with demographic changes that may lead to declining enrollment means that school board must think critically about long term investments and exercise a conservative approach to how the district invests its capital.

7. Are there any areas of district operations for which you would have to disclose a conflict of interest?

Other than my work at the library where we are in the process of trying to enhance our relationship with TCAPS and its students, I don't have any other conflict of interest and even in that case, I stand to gain nothing of substance on a personal level.

8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?

I recognize this is a short term appointment, but I look forward to the chance to help the school district transition through what appears will be a trying time. I pride myself on being professional and being able to work well even with those who I hold opposite opinions. I believe that conduct at the board level should model the behavior we wish to see throughout the school system and feel I can contribute to helping instill a culture that is transparent, supportive, and dedicated to creating a world class educational environment for the district's students, teachers, and staff.

October 3, 2019

Pam Forton, Board Secretary  
c/o Stacey Hozak  
TCAPS  
412 Webster Street  
Traverse City MI 49686

Sent via email: [hozakst@tcaps.net](mailto:hozakst@tcaps.net)

Dear Ms. Forton:

I am writing to express my interest in the TCAPS Board of Education vacancy recently created by the resignation of Doris Ellery.

I believe my work and personal experiences would be a strong match for an appointment to the Board of Education vacancy:

- Resident of Grand Traverse County and the TCAPS school district since 2005
- Have 3 children who all attended and graduated from TCAPS (2013, 2016 and 2019)
- Attended and graduated from a public school system (Mona Shores Public Schools, 1985)
- Have 30 years of experience in the banking industry including the last 25 either in management or handling commercial / business banking responsibilities.
  - o The commercial banking responsibilities require strong knowledge and understanding of accounting and business financial statements, budgeting and performance.
- Have served on the board of directors of 8 different non-profit organizations over the past 25 years assisting with fundraising, strategic planning, budgeting and executive oversight.

I would value the opportunity to further serve our community by providing direction and oversight of our public school system to assist in the educational development of our youth.

I look forward to hearing back from you on the next steps in this process.

Sincerely,



Douglas Morgenstern



## **DOUGLAS R. MORGENSTERN**

### **SUMMARY**

A highly accomplished, knowledgeable and dedicated TOP FINANCIAL SERVICES EXECUTIVE with a strong background in sales, business development, lending, credit and financial analysis, and community relations. Possesses established capabilities in employee relations, talent development and performance management. Works directly with staff members and customers to solve problems and improve satisfaction. Fosters successful sales behavior to create acceptable outcomes for all stakeholders.

### **EXPERIENCE**

#### **HUNTINGTON NATIONAL BANK – 2012 – present**

##### **Vice President, Business Banking Officer – Traverse City, MI**

Managing a business banking portfolio of over 50 active clients with \$37 million (MM) in outstanding loan balances and \$30MM in deposits. Responsible for the portfolio management and new business development including active prospecting for new business in the greater Northwest Michigan area.

#### **FIFTH THIRD BANK – 2009 - 2012**

##### **Vice President, Business Banking Relationship Manager – Traverse City, MI**

Managing a commercial banking portfolio of over 20 active clients with \$21MM in outstanding loan balances and \$22MM in deposits. I assisted 5 businesses with significant expansion financing over 3 years and working with companies with annual revenue ranging from \$3MM to \$35MM.

#### **NATIONAL CITY BANK – 1993 - 2008**

##### **Market Executive, Senior Vice President, Traverse City, Michigan 2005-2008**

Oversaw 48-office retail branch network covering expansive geography in Northern and Central Michigan. Responsible for retail branch sales performance, business banking and overall balance and profitability growth. Market had 410 employees including 10 direct reports, \$25 million (MM) operating budget, \$1.9 billion in deposits and \$650MM in loans. Directed talent development and performance management. Served as member of branch network senior management team to provide support network-wide and participate in retail bank strategy development.

##### **Community Bank President, Muskegon, Michigan 2000-2005 (concurrent with below position)**

Led bank functions and lines of business to community in Muskegon to enhance bank's image. Ensured lines of business communicated and worked effectively together to present one image. Served in community organizations such as Rotary Club, board of directors for 5 different nonprofit organizations and volunteered with several others.

##### **Business Banking Area Sales Manager, Vice President, Muskegon, Michigan, 1998-2005**

Managed business banking sales force of up to 11 direct reports. Held responsibility for sales management as well as credit submission, review and coaching. Maintained loan authority and responsible for balance growth of business loan and deposit portfolios as well as revenue drivers on income statement. Created west Michigan team covering ten counties, forming group as business unit. Served in management team to craft credit processes and sales management practices.

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**Commercial Lender, Muskegon and Grand Haven, Michigan, 1994-1998**

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Served in accelerated commercial lending credit analyst position to prepare for predetermined lending role in Muskegon. Held day-to-day responsibilities for commercial lending relationships ranging up to \$10,000,000 in exposure including ownership of production, credit preparation and adjudication, presentation to loan committee, credit quality and portfolio growth.

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**ADDITIONAL EXPERIENCE**

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**NATIONAL CITY BANK**, Jenison, Michigan, **Branch Manager**, 1993-1994. Held responsibility for day-to-day operations of \$15,000,000 branch office with staff of five. Oversaw new account and customer acquisition, including business customer calling responsibilities. At this time the bank was known as First of America Bank.

**NBD BANK NA**, Detroit, Michigan, **Branch Management Training Program**, 1989-1993. Directed four locations as senior assistant manager. Oversaw district office with \$120,000,000 in deposits and staff of 15. Served three months as teller and completed six-week rotation in branch auditing department.

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**EDUCATION**

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**WESTERN MICHIGAN UNIVERSITY**, Kalamazoo, Michigan  
Bachelor of Business Administration, Finance, Management, 1989

**CURRENT VOLUNTEER ACTIVITIES**

United Way of Northwest Michigan board of directors; Michael's Place board of directors and treasurer;

**PAST VOLUNTEER ACTIVITIES**

American Red Cross of Northwest Michigan, past board member including board chair; Traverse City West Football fundraising volunteer; Muskegon Museum of Art Foundation board member; Muskegon Area Chamber of Commerce board member and treasurer; Muskegon Area American Red Cross board member; Muskegon Family YMCA board member; Hume Home for Aged (Muskegon) board member; Community Foundation for Muskegon County committee member.

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**PROFESSIONAL DEVELOPMENT**

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*Consumer Bankers Association Graduate School of Retail Bank Management, 2004-2006*  
*Various National City Sales and Leadership Training, 1993-2008*

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**PERSONAL**

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Married with three children. Enjoys traveling, reading and participating in sports, including running and golf. Have successfully completed 10 marathons over the past 9 years.

# Board Vacancy Candidate Questions

Doug Morgenstern

- I. Why would you like to be a member of the TCAPS Board of Education?
  - Assist with further improving public school education for the children in our community
  - Provide a business person's perspective for the financial oversight of the district
  - Apply 30 years of experience in the business community to strategic decisions the district requires for future growth and stability.
  - Further develop my understanding of the requirements for operating a large public school system
  
- II. Please provide details of any experience you may have with regard to:
  - A. Working with TCAPS and/or other community organizations.
    - Our 3 children attended and graduated from TCAPS (TC West) and participated in school events and athletics. Daughter also participated in TAG @ Central Grade school.
    - I have worked with 10+ community organizations (primarily non profit organizations and serving on their board of directors) in the Traverse City and Muskegon community over the past 25 years. This work included setting and overseeing organization budgets, fundraising activities and working on short and long term strategic planning.
  
  - B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience.
    - 30 years in the banking industry. The last 25 have been spent directly assisting business owners with the financing of their companies. This requires an in-depth knowledge of business financial statements, accounting concepts and financing structures to most benefit the business and protect the bank.
    - 10 years of experience in managing banking groups including 3 years overseeing a 400 employee market area banking group in Mid and Northern Michigan. The market area had a \$26 million annual budget.
    - Involvement with 10+ community non profit organizations and sitting on the board of directors providing direction on organization strategy, oversight and finances.

III. What is your understanding of the time commitment involved in this position?

- Twice a month board meetings, involvement in board committees, preparation work for the various meetings and occasional community events / community relations.
- My estimate of this time commitment would be between 10 – 20 hours / month.

IV. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?

- No

V. What experience do you have with high level governance and / or management and are you committed to ongoing professional development as part of the Board of Education?

- As indicated above I have both work experience with managing banking groups including 3 years overseeing a large market as defined by geographic territory, annual budget and employee count. That position also required annual budget setting (with assistance from banks accounting group) and adherence to that budget.
- I have served as Treasurer for at least 5 of the non profit organizations I have worked with over the past 25 years.
- I would look forward to additional professional development especially that directed toward public school / municipal government oversight.

VI. What do you believe to be TCAPS strengths and weaknesses?  
What evidence supports your beliefs?

**Strengths:**

- Well-rounded / well balanced between general and targeted education, arts, athletics and other extracurricular activities.
  - Evidenced by outside recognition received for the school district. (i.e. US New & World Report "Best High Schools")
- Well thought out reinvestment into district infrastructure
  - Evidenced by continual investments into several schools building including New buildings for Long Lake Elementary and Eastern Elementary as well as various improvements and upkeep to existing structures.

**Weaknesses / Areas for Improvement:**

- EXTERNAL – Inequity in School Funding from state of Michigan




- Evidenced by known inequity that continues to occur and resolution to that effect passed by the Board of Education in May 2019.

VII. Are there any areas of district operations for which you would have to disclose a conflict of interest?

- My wife, Jennifer Morgenstern, is a Service Area Supervisor with the TBAISD and her coverage area includes various TCAPS school buildings so there could be potential situations where a conflict may exist if someone were to involve her involvement in a student or building situation.
- I am employed by Huntington Bank so any banking or financing situation for TCAPS requiring Board of Education review that may involve Huntington Bank would require me to abstain.

VIII. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?

- Hard working, dedicated business professional with strong experience of board membership and oversight in the non profit sector.
- Not hesitant to share insight and opinion even when it may not agree with the accepted or anticipated position.
- Willing to provide any professional and personal references if desired.



September 31, 2019

Dear TCAPS Board of Education,

I am writing to apply for the interim Board of Education position that runs from October 2019 to December 2020. I am currently employed part time as the Adult Education Director at Central United Methodist Church and would welcome this opportunity to further serve the community. In anticipation of an opportunity, I recently completed Michigan State's Get Engaged Workshop, created to help citizens learn more about local government and how to get involved in the Traverse City community. Attached please find my resume.

As a leader, I build strong teams by establishing trust and being flexible, welcoming opposing viewpoints with an invitational attitude. I can express my ideas clearly in writing, and years of graduate study have developed my critical thinking skills. I believe in people and view myself as a systems thinker who lets computers do the "heavy lifting" so I can focus on big-picture strategy.


Most importantly, I support public education and the importance of creating a level playing field for all children regardless of socio-economic status. I'm particularly concerned about young male adults who do not plan to attend college and face economic challenges for which they are seldom prepared.

My work experience reflects my commitment to community and my passion for learning. After almost 30 years as an editor and project manager for Cengage Learning, which publishes textbooks and databases for secondary schools, I completed my library science degree and started a second career as an educator, working in the West Senior High School Media Center to help roll out the One to World computer program. Now I am using all these skills as the director of Adult Education for Central Church.

I am also a good administrator who knows how to manage budgets. My background in technology makes me comfortable with the Microsoft suite, including Word, Powerpoint, Excel, and I am a big fan of Google docs, which allows sharing of online documents. Thank you for your consideration. I hope to hear from you about an interview soon.

Sincerely,

Donna Olendorf, MIS



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# Donna Olendorf

Religious Education Director



## SKILLS

Dedicated Director of Adult Education, with over eight years experience in teaching high school and administering adult and youth church programs seeks position as an interim Board of Education member for TCAPS. I am a certified librarian, strategic thinker, and lifelong learner, who is passionate about public schools.

## EXPERIENCE

### **Central Church, 222 Cass St., TC, MI 49684 - Director of Adult Education**

July 2018 - February 2018--

- Convert the church library of 2,250 books from a paper card catalog to an online OPAC available to anyone with an internet connection
- Revitalize the church's Wednesday lecture series by bringing in speakers of topics of interest to the congregation, including "Making Garbage Matter" and "Understanding Suicide"
- Develop curricula, and evaluate materials and experiences, ensuring they embody the mission and values of Central Church
- Supervise and provide administrative oversight for each program
- Utilize the electronic database system to help market classes, record attendance, track class offerings, and other required needs
- Support and show appreciation to adult volunteers
- Prepare and follow the Adult Education budget
- Maintain an "open door" policy for all parishioners, responding appropriately to needs expressed by each

### **Grace Episcopal Church, 341 Washington St., TC, MI - Youth Director**

August 2016 - February 2018

- Fostered full participation of youth in our community and worship in members from nursery age through high school and developed a comprehensive curriculum

### **Traverse City Area Public Schools, West Senior High School - Technology Assistant and One2World Program Administrator**

October 2010 - June 2016

- Taught and trained student technicians and helped develop curriculum for classroom use

- 
- Managed daily operations of the WSH One2World program, including asset management, bug tracking, and computer repair
  - Provided technology support for staff using laptops as well as students using netbooks, including reimaging machines, mapping printers, uploading files to the cloud; resetting and troubleshooting password issues, resolving Google Doc snafus; and filing School Dudes
  - Developed the Tech Tracker to capture metrics on student repairs

**Cengage Learning - Gale Group Farmington Hills , Michigan - *From Assistant Editor to Senior Project Manager***

February 1982 - June 2010

- Editor of numerous reference books including, *Contemporary Authors*, *Something About the Author*, *Gale Encyclopedia of Medicine*, and *Grzimek's Animal Life Encyclopedia: Birds*
- Project manager for online databases, such as Health & Wellness Resource Center and Academic One File
- Assigned and managed resources; provided oversight for staff and offshore vendors in developing and migrating online products
- Identified, tracked, reported on meaningful performance/progress metrics, and assisted the team in achieving performance goals, developing procedures and process improvements as appropriate
- Coordinated day-to-day operations
- Created and oversaw project estimates, budgets, and forecasts. Executed debriefings
- Utilized emerging technologies for classroom and online teaching

## **EDUCATION**

**University of Michigan, Ann Arbor, MI - *Master of Information Science, 2007***

**Wayne State University, Detroit, MI - *Master of Arts, English***

**Eastern Michigan University, Ypsilanti, MI - *Master of Arts, Education***

**University of Michigan, Ann Arbor, MI - *Bachelor of Arts, Speech and History***

## **AWARDS**

**St. Luke's Epistle Newsletter:**

- Lois Leonard Award for Excellence in Church Journalism, General Excellence Blue Ribbon, 2000
- Lois Leonard Award for Excellence in Church Journalism, General Excellence Red Ribbon and Sharp Lay-out and Appearance Red Ribbon, 2001
- Lois Leonard Award for Excellence in Church Journalism, Special Interest Story Red Ribbon, 2003, and Honorable Mention, 2008

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## **CERTIFICATIONS**

- Get Engaged in Local Government Program, October 2017
- Safeguarding God's Children, 2014
- Michigan Continuing Teaching Certificate
- Library of Michigan, Librarian's Professional Certification, 2011
- American Heart Association CPR AED training, 2011
- Crucial Confrontations Certification, 2010
- UM Ross School of Business, Basic Management, 1992

## **AFFILIATIONS**

- Grace Episcopal Church, Clerk of the Vestry 2014, Senior Warden, 2015 - 2016
- Safe Harbor coordinator for Grace Church

## Board Vacancy Candidate Questions

1) Why would you like to be a member of the TCAPS Board of Education?

a) I want to serve my community and public education is an area in which I have experience, expertise, and passion.

b) I have a deep respect for public schools and a natural tendency and preference for serving people and advocating for the disenfranchised. I am civic minded and student focused.

c) I have developed emotional intelligence enabling me to successfully manage my emotions, interact with people whose views are different from mine, and lead high-performing teams.

d) I have the ability to envision future goals and then define strategies to achieve the vision. I harness my motivations to sustain the energy needed for this activity.

2) Please provide details of any experience you may have with regard to:

a) Working with TCAPS and/or other community organizations.

**Full time employment at TCAPS from 2010 - 2016**, working in the Media Center at West Sr. High School, first as a library assistant and then a tech assistant and administrator for the One2World program, providing school issued computers for all students and using library software for tracking. As a certified librarian, I was able to provide valuable expertise to my team.

**Part time employment as director for youth at Grace Episcopal Church from 2016 - 2018 and for adults at Central United Methodist Church from 2018 - present.** My ability to work with different age groups at different denominations reflects my flexibility, open-mindedness, and commitment to community service.

**Volunteer coordinator for Safe Harbor from 2016 - present.** Although I work for Central Church, I maintain active ties to the Episcopal church and its Outreach Ministry at Safe Harbor, where I organize volunteers for our host week.

- b) Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?

**Budgeting/Finances:** Responsible for Adult Ed budget at Central Church; as Senior Warden of Grace Episcopal Church from 2015 - 2016 I was responsible for oversight of the entire church budget; as a Sr. Project Manager at Cengage Learning I was responsible for budgeting materials and resources for multi-million dollar projects.

**Planning:** As a Senior Project Manager at Cengage Learning, I Identified, tracked, reported on meaningful performance/progress metrics, and aligned company resources in a manner that supported the company's priorities. I also assisted the team in achieving performance goals, developing procedures and process improvements. Now, I plan the adult education classes and small groups for Central Church's 2000+ members.

**Oversight:** I supervised a department of 14 employees as editor/supervisor of Contemporary Authors and planned daily work for software development engineers; now, I foster productive relationships with the volunteer leaders who teach classes.

**Curriculum development:** As the Adult Education director at Central Church, I collaborate with the pastors to create classes and choose curricula that supports the church's vision, and I identify and implement strategies to guide participants towards that goal.

- 3) What is your understanding of the time commitment involved in this position?  
I estimate 4 - 5 hours per week or about 20 hours per month, spent at twice monthly board meetings, sub-committee meetings, and doing homework to stay informed.
- 4) Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board? No.
- 5) What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?

Clerk of the Vestry at Grace Episcopal Church from 2014- 2015, and Senior Warden from 2015 - 2016. The rector resigned during my term, which made me responsible for oversight of the parish.

Safe Harbor steering committee member and volunteer coordinator for Grace Episcopal Church.

Senior project manager at an information company, overseeing a team of a dozen software engineers.

I seek ongoing professional development in whatever situation I find myself, most recently spearheading a project to create an online public access catalog for the Central Church library, by leveraging open source tools and a smartphone app called LibraryThing. I have proposed that the UM School of Information adopt our library as a graduate project for the winter term.

- 6) What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?

**TCAPS strengths:**

- Solidly financed and fiscally sound, as evidenced by a balanced budget, successful passage of a 10-year capital bond proposal, and contracts in place with all labor groups.
- Excellent academic opportunities for college-bound students, evidenced by K-12 STEM, SCI-MA-TECH, and Robotics programs as well as AP and Dual Enrollment opportunities.
- Strong arts programming, as demonstrated by award-winning music and performing arts programs.
- TCAPS employs outstanding teachers who are dedicated to public education.

**TCAPS weaknesses:**

- Inability to engage non-traditional students as evidenced by the risks facing young adults aged 18 - 23 who do not attend college and struggle to build productive careers.
- Challenge of giving average achievers individual attention in a large district of 10,000 students. All students need to be engaged in learning skills and developing knowledge demanded by a sophisticated, global economy.
- Over-reliance on standardized tests, as evidenced by the number of days students spend taking M-STEP, NWEA, SAT, and other standardized tests which deprive them of learning time in the classroom.
- Lack of support for school media centers (aka libraries), especially at the elementary and middle school level.

- 7) Are there any areas of district operations for which you would have to disclose a conflict of interest? No.
- 8) Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?

I completed the 7-session "Get Engaged: A Guide to Getting Involved in Your Community" class offered by the Michigan State University Extension department in



2017. Each session taught specific topics about local government, the rights and responsibilities of citizens, and how to get involved in the community.

I care deeply about education and the future of our country. When I read the goals of the Launch Michigan partnership, I realized that they perfectly describe what I want for our children and our state: A strong, diverse, and growing economy; plentiful and rewarding jobs; a vibrant, thriving place to put down roots; communities abundant with opportunities and thoughtful, engaged people; an income and lifestyle that exceeds our own.

Thank you for the opportunity to be considered as an interim member of the TCAPS Board of Education.

28 September 2019

Dear TCAPS Board of Education,

I am interested in filling the recently posted interim board position. I served a similar interim position in the fall of 2018. Though brief, I hope I made a positive contribution, and if selected I hope to continue with more substantive support.

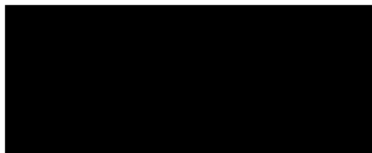
I was a Michigan elementary public school principal for sixteen years, seven of them for Traverse City Public Schools at Eastern Elementary School (1997-2004). Before that, I taught for thirteen years in Illinois and Oregon, grades four through seven. During these years, I served in many administrative capacities, including Curriculum Coordinator, Native American liaison, and Special Education and Chapter One supervisor.

During my tenure with TCAPS, Eastern Elementary received more statewide honors than any other Michigan elementary school - four Golden Apple awards, given to Eastern as both the highest achieving **and** the most improved school in Michigan, as determined by MEAP scores. Now retired, I have authored four well-received picture books since 2012.

If you seek a board member who is a good listener without hidden agenda, who is willing and able to quickly get up to speed on a variety of educational issues, and one who is compassionately concerned with delivering a quality education for all within our financial parameters, please strongly consider my application.

Thank you for providing this opportunity to serve –

Bill O. Smith



Phone:



Email:



# **WILLIAM O. SMITH**

## **CONTACT INFORMATION:**



Phone: [REDACTED] Email: [REDACTED]

## **EDUCATION:**

1987-present	Educational Administrative Certification University of Oregon  Over 300 hours post-graduate credit
1981	M.S. in Education Northern Illinois University
1970	B.A. in English, Phi Beta Kappa, Magna Cum Laude Michigan State University

## **CAREER:**

2012-present	TCAPS Board of Education, Interim, Fall, 2018 Author, Publisher, Distributor of Children's Books
2004-2008	Principal, Schroeder Elementary School; Troy, MI
1997-2004	Principal, Eastern Elementary School; Traverse City, MI
1990-1997	Principal, Suttons Bay Elementary School; Suttons Bay, MI
1987-1990	Head Teacher, Assistant Principal Beaverton School District; Beaverton, OR
1977-1987	Teacher, Chicago Junior School; Elgin, IL, Grades 4-8 Beaverton Schools; Beaverton, OR, Grades 4-6
1972-1977	Asst Producer and Producer, Chicago Public Television, WTTW

## **HONORS AND PROFESSIONAL LEADERSHIP:**

Four Golden Apple Awards; Social Studies Coordinator; Curriculum, Special Ed, and Chapter One Coordinator; Native American liaison; Reading Recovery Administrative Certification

REFERENCES: Numerous current/former TCAPS administrators, staff, and parents  
Available Upon Request

## Board Vacancy Candidate Questions

hozakst@tcaps.net

1. Why would you like to be a member of the TCAPS Board of Education?

I served on the TCAPS board briefly during the fall of 2018. I enjoyed making a very small contribution and would like to continue to serve our schools and community.

2. Please provide details of any experience you may have with regard to:

A. Working with TCAPS and/or other community organizations.

B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?

I was principal of Eastern Elementary for six years (1997-2003). I am a volunteer with Munson Hospice, Grand Traverse Regional Conservancy, and Cherryland Humane Society. I served on the TCAPS board in fall of 2018. My experience is in setting school and district budgets, curriculum planning, and oversight of multiple school staffs.

3. What is your understanding of the time commitment involved in this position?

In my experience, the time commitment of board members ebbs and flows. At times it involves attending both board and committee meetings, along with analyzing received documents in a routine manner. On occasion, issues may arise that may be all-consuming for a period of time.

4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?

My wife and I have travel plans during 2020 winter/spring (about six weeks) which could cause a negative perception.

5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?

No experience beyond that outlined above. I would be committed to ongoing professional development.

6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?

As a principal in the better-financed Troy School District downstate, I have first-hand information to be able to confirm that TCAPS does an excellent job with its very limited resources, both in core academics and with electives such as the fine arts and AP courses. As with most districts, TCAPS still struggles with pulling up its most academically-challenged students to grade-level performance, as standardized scores confirm. The new third grade law presents a huge challenge for all Michigan districts, though I know TCAPS has already been substantively addressing this. Attracting and keeping quality educators in a period of significant shortages is also a huge challenge.

7. Are there any areas of district operations for which you would have to disclose a conflict of interest?

Not that I am aware of.

8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?

I would be eager to serve, and dedicated to doing what's best for TCAPS and our community, if selected. Having said that, I fully understand and support the selection of another candidate, should he or she have specific skills needed by the board and our community.

HT Snowday



October 4, 2019

Pamela Forton, Secretary, TCAPS Board of Education  
c/o Stacey Hozak  
412 Webster Street  
Traverse City, MI 49686

Dear TCAPS Board of Education:

My name is HT Snowday and I'm writing to you to submit my interest in being considered as a candidate / appointee for the interim TCAPS Board position.

I am currently a Vice President at Midmark Corporation, the parent company of local company Versus Technology, where I previously served as its President. I have helped to grow and build this local organization for over 20 years. During my time with Versus, I have served on several corporate and healthcare industry boards and organizations. I also served as an executive of a public company and have a deep understanding of and experience with board communication process, as well as public entity financial reporting.

I also have extensive background and experience in technology development and deployment, including hardware development, and online software applications. I'm very excited about TCAPS' continued commitment to technology platforms and new forms of communication and collaboration for students. I firmly believe that the application and education of technology programs in schools are critical to the long-term success of our students, and I look forward to the opportunity to help reinforce and shape our continued commitment to this process.

Finally, I'm simply excited about the opportunity to give back to TCAPS. I have extensive experience with TCAPS, both as a student and parent. I attended TCAPS schools from fourth grade through graduation from Central High School in 1989, and I can point to numerous examples of being well-prepared for my education at the University of Michigan and beyond. As a parent, I have two children in TCAPS, at both the elementary and high school levels, as well as a recent graduate (West Senior High, 2019). My wife Lauren and I have been parents at Willow Hill Elementary School for 14 years, West Middle School for 6 years, and West Senior High for 4, with many more to come. It has been an absolute joy to watch my kids attend TCAPS, and experience both the old and familiar as well as the wonderfully new things TCAPS has to offer its students. We have volunteered and supported the schools in many roles, including the TCAPS Long Term Planning and District Advisory Committees. I believe with this position, I can do even more. I'm very proud of TCAPS and this community, and I firmly believe TCAPS' greatest strength is in people; its administration, staff, amazing teachers, and of course incredible families and students. It would be an honor to work with TCAPS and this community in this capacity, and I appreciate your consideration.

Thank you again for this unique opportunity.

HT Snowday  
[ht@snowday.com](mailto:ht@snowday.com)



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## HT Snowday

Cell: [REDACTED]  
Email: ht@snowday.com

### Summary

Leader with significant ability in the guidance and mentorship of creative and technology teams as well as public entity / corporate management. Expansive background and blend of skills in management, technology, creative marketing services, and product development.

### Experience

#### MIDMARK CORPORATION (MIDMARK RTLS)

Dayton, OH / Traverse City, MI

##### **Vice President of Innovation and Technology Development 2019-Current**

- Generated innovative next-generation Real-Time Locating technology development project
- Responsible for product operations and technology investment

##### **Vice President of Workflow Technologies 2017-2019**

- Executed integration of Versus Technology into Midmark Corporation
- Responsible for all operations for healthcare workflow products, as well as site leadership for the Traverse City locations
- Managed transition to new strategic direction and focus for organization; new channel distribution model

#### VERSUS TECHNOLOGY, INC.

Traverse City, MI

##### **President 2012-2017**

- Responsible for executive management of and strategy for public company in Traverse City, MI with over 90 employees
- Responsible for public company operations including reporting, board management, and regulatory compliance
- Facilitated transition to new channel strategy opportunities, and significant advancement of software implementation services and software solution offerings
- Helped to Facilitate new key customer relationships, including **Memorial Sloan Kettering, Stanford Healthcare, Johns Hopkins Healthcare, The Cleveland Clinic, Mayo Healthcare**, and many others
- Achieved year-over-year growth of over 20% during leadership tenure
- Shepherded acquisition of Versus Technology by Midmark Corporation in 2016

##### **Chief Technology Officer 2003-2012**

- Member of top management for public corporation, including day to day management of personnel. Responsible for both Software Development and Implementation teams at company
- Facilitated relationship and contract with **IDX Corporation** to market product to Emergency Departments nationwide and in the UK Responsible of continued management of contract, creation of consulting arm to serve contract
- Managed the introduction of Versus software into major Health Care Interoperation standards, including HL7. Re-launched the software as web-available services built on Microsoft platform solutions

#### AGENCY.COM, Ltd.

New York, NY

##### **Creative Director 2000 - 2002**

- Directed teams of creative staff in the New York headquarters during client engagements at a leading Internet professional services firm. Provided core creative vision, tone, and online brand direction for client engagements with *Fortune 100* companies. Central point of client contact regarding execution of projects
- Elected by New York staff to represent office at global branding summit
- Regular pitch team member for new business development
- Recognized expert on brand and human fundamentals of wireless internet technologies. Performed as instructor in related seminar providing training to executive staff of **Sony Corporation, Johnson and Johnson, Goldman Sachs, and Merrill Lynch**
- Developed online brand and technology solutions for **Goldman Sachs** over a 12 month period. Created online / offline brand and functional specifications for **Goldman Sachs** Wealth Management (wealth.goldman.com), a service for high net worth individuals, providing direction to an internal staff of 30 and a Goldman Sachs staff of over 300
- Created CW-ONE for **Cushman and Wakefield**, swiftly and unanimously adopted by realtor population
- Created internal online cross-reference product management system for **Knoll Corporation**

- Developed core online brand and architectural direction for **Compaq.com**. Participated in global communication of the project internally at Compaq

#### **Information Architect 2000 - 2001**

- Developed new architectural solution for Compaq Direct Plus, **Compaq's** online store for businesses. Sales on site increased 400% after execution of the new architecture and design

#### **Project Manager 1999 – 2000**

- Responsible for the creation of project execution plans and budgets in excess of 2M. Responsible for the assembly of teams at project initiation. Primary point of contact with client for project process and budgetary elements

OLMSTED ENGINEERING CO. / VERSUS TECHNOLOGY, INC.

Traverse City, MI

#### **Director of Development 1997-1999**

- Responsible for primary engineering of next-generation tracking badge. *Awarded patent for design*
- Responsible for launch of VIS (Versus Information Systems) brand Application Programming Interface and related marketing material, allowing independent companies to develop applications for Versus hardware
- Facilitated the addition of three major corporations (**Dukane Corp., Rauland-Borg Corp., and Zettler Corp.**) to the Versus distribution channel

#### **Director of Sales and Marketing / Advanced Technology 1994-1997**

- Responsible for the development, training, and management of sales department, including direct sales representatives, and corporate account relationships
- Responsible for all accounting, operating budgets, projections, forecasting and scheduling for sales division
- Facilitated relationship and contract with Marquette Medical Systems to market product nationwide. Responsible for continued management of contract
- Responsible for creating and managing hardware and software development teams for new infrared-based personnel and equipment tracking product. Original developer of software and system specifications

UNIVERSITY OF MICHIGAN'S ROSS SCHOOL OF BUSINESS

Ann Arbor, MI

#### **Computing Services Technical Consultant 1989-1994**

- Designed software and systems for the Michigan Business school staff and professors across several platforms
- Designed several original projects including creating the Michigan Business School's M-Track solution/database (Student career tracking and development) system. Note, while it has evolved, (renamed in 2018) this system continues to serve students to this day.
- Extensive experience with computer business applications on Macintosh and Windows operating systems

SHOUTMEDIA

New York, NY / Traverse City, MI

#### **Owner / Consultant 1989-Current**

- Provided special hardware and software solutions for the professional audio industry
- Co-developed multimedia application for **Borland International and IBM corporation** as demonstration application targeted for K-12 educational market introducing and involving young users in scientific exploration
- Developed a variety of internet and multimedia applications for clients

## **Education**

### **THE UNIVERSITY OF MICHIGAN**

#### **Bachelor of Arts - English Program, Honors College - Graduated with honors**

- Emphasis in modern literature and drama
- Study included variety of subjects including advanced mathematics, computer science, and programming courses

#### **Bachelor of Fine Arts, School of Music - Graduated with honors**

- Emphasis in study of Theater and Drama Performance



TCAPS Board Vacancy Candidate Questions 10/11/2019:

**HT Snowday**

**1. Why would you like to be a member of the TCAPS Board of Education?**

I'm interested in further serving in the community. I care a great deal about the growth of the Traverse City area and participating in the vision and goals for our school district is an exciting opportunity.

**2. Please provide details of any experience you may have with regard to:**

**A. Working with TCAPS and/or other community organizations.**

- Parent TCAPS District Advisory Council member
- TCAPS Long Term Planning committee member
- Willow Hill Elementary School volunteer: Webmaster, WHO (PTO) Member, other functions
- Crystal Mountain ski program liaison for Willow Hill Elementary School (9 years)
- TC West Senior High volunteer: Choir program / Musical production
- Frequent Old Town Playhouse Volunteer
- Cherry Festival Volunteer

**B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?**

I have extensive business management and public accounting experience, including serving as President of a public company, responsible for budgets, strategy, financial auditing, and compliance.

**3. What is your understanding of the time commitment involved in this position?**

I've reviewed the board policies online at a high level and have made myself familiar with the primary board calendar and committee calendars. I know weekly time commitment can vary relative to active subjects. However, I would welcome any additional guidance relative to this expectation.

**4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?**

No

**5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?**

I have extensive management experience, serving at a VP and C-level in several Organizations.

I'm looking forward to the opportunity for ongoing professional development relative to this position.

**6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?**

Strengths would include outstanding faculty, facilities, and educational opportunities. I think TCAPS has a great reputation for education – particularly in secondary education – and does a good job preparing students for college and beyond. I believe our broad high school curriculum options, third party evaluations, and college enrollment all support this.

Weaknesses would include a bit of negative perception in the broader TC community relative to board process, millage, budgets, and property management. Evidence to support is difficult, since I see this as a perception issue, but would point to historical millage proposal pushback and other press.

**7. Are there any areas of district operations for which you would have to disclose a conflict of interest?**

No

**8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?**

The TCAPS Board of Education deserves to have a Snowday!

October 2, 2019

Kathy van Houwelingen  


Pam Forton, Board Secretary  
c/o Stacy Hozak  
412 Webster Street  
Traverse City, MI 49686

Dear Ms. Forton.

As an educator with over 40 years of experience in a variety of positions and settings, I feel humbly qualified to apply as a candidate for the Board of Education interim vacancy. Flexibility, integrity, compassion, a sense of humor, and the ability to learn quickly are all qualities I valued as a teacher, and feel I continue to possess. As well as my teaching position with TCAPS for 20 years, the classes and activities my three children had as students here also help me to appreciate the variety of offerings available to TCAPS students - from honors classes to instrumental and vocal music, to extra curricular activities such as sports, debate, musicals and model UN.

Since moving to the Traverse City area in late 1993, I have been a resident of the school district and a registered voter. I resided with my children near NMC in the city of Traverse City until 2004, when I moved to my current address in East Bay Township.

I valued my time as a teacher in the Traverse City Area Public Schools. Enjoying my retirement since June 30, 2013, I have participated in numerous volunteer and community activities, I am interested in now contributing to the TCAPS and Traverse City community as a board member. The enclosed resume highlights my educational and professional experience.

Thank you for the opportunity to apply for the position of Interim Traverse City Area Public Schools board member.

Sincerely,

  
Kathy van Houwelingen  


# Kathy van Houwelingen

## Profile

As an experienced and versatile educator for over forty years, in a variety of positions and settings, I value the educational excellence exemplified by the Traverse City Area Public Schools. I am interested in continuing to contribute to the community of TCAPS students, parents and staff as a candidate for the interim board position.

## Professional Experience

- 09/1994-06/2013. Teacher, TCAPS, Traverse City, MI  
Special Education Teacher Courtade Elementary and Central High School - Resource room and Co-teaching/inclusion classes. (Reading, Math, Writing, Economics, Civics, 9th, 11th, and 12th grade English)
- 08/1989-06/1993. Special Education Teacher, Menasha High School, Menasha Joint School District, Menasha, Wisconsin. 9th through 12th students with emotional, learning, and/or mild cognitive disabilities in a self contained integrated and resource setting.
- 02/1981-08/1984. Adjunct Faculty,  
Southwestern Michigan College, Dowagiac, MI  
Instructor, General Psychology 101, Human Development and Learning 215. Two Year College, day and evening courses, 2-4 courses per term.
- 09/1974-06/1975. Teacher Consultant, Berrien County Intermediate School District, Berrien Springs, MI. Responsibilities included administering educational assessments, coordinating and conducting inservices, consulting with teachers regarding instructional materials and techniques, behavior management and classroom organization.
- 08/1976-11/1979 Summer 1980
- 08/1975-06/1976 First Grade Teacher, American Community School, London, England - Cobham, Surrey branch of a private school for American students.
- 09/1971-06/1974. Special Education Teacher, Grand Rapids Public Schools, Grand Rapids, MI. Primary and Intermediate Emotionally Impaired students.

## Education

- 1977 Michigan State University, East Lansing, MI  
Master of Arts Degree Special Education, Learning Disabilities
1971. Michigan State University, East Lansing, MI Bachelor of Arts Degree with High Honor. Major: Special Education, Emotionally Disturbed  
Minors: Social Science and Science
- 21 credits, post Master's Degree: Grand Valley, MSU, Spring Arbor College

## Community/Activities

Kids Hope Co-Coordinator and Mentor, Central United Methodist Church  
at Willow Hill Elementary - 01/2014 - present

CUMC Community Outreach - Operation Breakfast monthly

Safe Harbor volunteer - overnight once a year

CropWalk Coordinator, CUMC - 2014 - present

HolidayView Condominiums - Association Board of Directors

East Bay Township election inspector, 2018-2019

Our Neighbors Garden 2018-2019

Traverse City Film Festival Volunteer. - 14 of 15 years

State and Bijou Theater volunteer with Grand Traverse Retired Educators

Hobbies - Reading, walking, yoga, travel, visits with children/grandchildren

## **TCAPS Board Vacancy Candidate Questions**

1. Why would you like to be a member of the TCAPS Board of Education?

An educator with over forty years of experience, I have enjoyed the last six years since retiring, volunteering in the community, traveling, and visiting my children/grandchildren. I recently fulfilled my number one wish on my retirement bucket list. I believe I now have the time, energy, and abilities to further contribute to the community and school system that I care deeply about, as a TCAPS Board of Education member.

2. Please provide details of any experience you may have with regard to:

A. Working with TCAPS and/or other community organizations

A special education teacher for TCAPS for 20 years, I taught in elementary (Courtade, Interlochen, Bertha Vos) and secondary (Central High School) schools. As a resource teacher of students with learning disabilities, emotional impairments, and mild cognitive impairments, I was a teacher in inclusive co-taught and limited self contained settings, working collaboratively with regular and special education teachers, and assistant principals and principals.

A member of Central United Methodist Church, I am Kids Hope co-coordinator for our mentors serving at Willow Hill, and co-coordinator of CropWalk. I have also worked at Community Outreach Operation Breakfast, and am a member of CUMC's Reconciling Ministries team. I volunteer at Safe Harbor, and at Our Neighbors Garden. As a member of Grand Traverse Retired Educators, I volunteer at the State and Bijou theaters, and have volunteered at the Traverse City Film Festival fourteen of fifteen years. Since 2018 I have been an election inspector for East Bay Township, and have served on the Holiday View Condominium Board of Directors over several years in three officer positions.

B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience.

On the Holiday View Board of Directors, I work with the property manager and other officers to formulate and set the annual budget and association dues for our seventy-two condominium units. As president, I chaired monthly association meetings as well as the annual meeting, and, with the other directors, I assure that association rules and bylaws are followed. As a director, I was involved in consolidating the Master Deed Amended and Restated Condominium and Association ByLaws, and participated in the Reserve Study to insure proper resources for our association's building repair and replacement budget. As an educator for over forty years in a variety of positions and settings (see resume), short and long term planning for students, classes, elementary, secondary and college level courses, and individual education plans (IEPs) were a given.

What I know about how schools are funded: Schools in Michigan after Proposal A's passage are funded roughly 90% by the school district's foundation allowance, in which the state distributes education funds on a per pupil basis to each district. The remaining approximately 10% is for the most part from state and federal programs, usually designated for a certain expenditure category. The formula for determining pupil enrollment is based on count days enrollment (90% in October and 10% in February). Despite ongoing and relatively futile attempts to make the amount each district receives per pupil more equitable across the state, Traverse City still receives the lowest per pupil amount. This amount is included in the annual State of Michigan budget, due by October 1. School district budgets run from July 1 to June 30, causing uncertainty as the district attempts to set a balanced budget for the next school year.

3. What is your understanding of the time commitment involved in this position?

In addition to the regular monthly board and committee meetings and community/school district gatherings, many hours will need to be spent researching, reading and understanding reports, and reviewing packets. And initially the learning curve will be more intense, so an even greater time commitment will be necessary in order to participate in the TCAPS's school board orientation process, attend a MASB workshop for new board members, review board policies and bylaws and procedures.

4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?

No.

5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?

As a teacher consultant for an Intermediate School District, I planned and conducted inservice workshops, and consulted with teachers and administrators regarding student educational assessments, instructional materials and techniques, behavior management, and classroom organization. I have served on the Holiday View Condominiums' Board of Directors over three different terms for nine of the fifteen years I've lived here - as Treasurer, Vice President, and President of the Association. Currently I am an at-large interim member.

Throughout my educational career, I have participated in and valued professional development and continued education. If I am honored to be chosen as a member of the Board of Education, I will definitely be committed to professional development. (Initially on November 8 at the Grand Traverse Resort for the Michigan Association of School Boards Fundamentals of School Board Service (CBA 101) training.)



6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?

Strengths: A community that values education, well trained staff, the ability to budget effectively even though our foundation allowance is lowest in the state, a cooperative working relationship with community leaders, (Chamber, National Writers Series, TCFF, Rotary Charities, etc.) Also a variety of excellent educational programs and services (Music programs, Debate, Advanced Placement, etc.), coordination with Career Tech and NMC, the Step Program, Montessori Preschool and Elementary, Young Fives...) Student population has remained relatively stable (a slight increase of students in this October count).

Weaknesses: Despite being a larger district in the state in terms of population (and serving a large geographical area) we are one of the lowest districts in terms of money received through the foundation allowance, and rank low in teacher and administrative salaries. We are a two-sided district - East/West. The community has socioeconomic divides, and lacks diversity and affordable housing.

7. Are there any conflicts of interest of district operations for which you would have to disclose a conflict of interest?

No

8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?

Honest, trustworthy, and conscientious, I am open to listening and learning, and will be respectful of board relationships.

My three children graduated from TCAPS, with not only rich academic and extracurricular experiences and a desire to pursue professional careers, but with a commitment to life long learning and care for other people and their environment. I am indebted to the district and would like to be of service.

Respectfully submitted,  
Kathy van Houwelingen





October 23, 2019

## **Board Vacancy Candidates Withdrawn**

(in alphabetical order)

- Letters of Interest
- Resumes
- Answers to Candidate Questions

# Hilary Alpers

Cell: [REDACTED]

To Whom It May Concern;

My name is Hilary Alpers. I am a lifetime resident of Traverse City Michigan and have a great love for our idyllic community and a great desire to serve its residents. I have worked for the past 11 years at the Charter Township of Garfield in an administrative capacity. Before that I worked for 17 years as the General Manager at a local shopping center representing the Landlord and being a support to managers and staff of 33 stores.

My current job has consisted of serving the residents of Garfield Township by visiting their properties, assessing their home, outbuildings, site improvements and land, processing and collecting tax payments, balancing township checking/saving and investment accounts, scanning and attaching building plans to the appropriate parcels dating back to 1970, I process all the transfer of ownership and deaths for our township, and other required data entry to help the township run smoothly, as well as answering questions in person, on the phone and via email all day long. My favorite part of my job is the residents/customer service. I love when I can answer their questions, help them understand how the assessment system works and see the look of relief when they leave knowing they understand a little more of where their money is going.

I am comfortable learning new programs, speaking in front of people, coordinating events and implementing new processes. I am a happy person with a positive outlook on life. I love to serve where I'm needed most and I have great work ethic and strong integrity. I have been a youth leader for the past 8 years at the church I attend and work in various capacities organizing events, scheduling fundraisers and providing fun and memorable service projects and lessons for the youth ages 12-18.

I have two children that have gone through the TCAPS system and one currently in her last year. The experience has been enjoyable and challenging. I can't imagine raising my children anywhere else. I believe that the people you represent and serve deserve your attention and respect and sometimes something as simple as a listening ear. I feel that I would be an asset to Traverse City Area Public Schools school board and would be able to fill the vacancy with honesty and integrity. I look forward to the opportunity of meeting with you in person to discuss this position further.

Thank you so much for your time and consideration.

Sincerely,

Hilary Alpers

# Hilary Kay Alpers

Cell: [REDACTED]

## Experience

07-2009-Present

Charter Township of Garfield

Assessing Assistant/Treasurer Clerk/Office Coordinator/Residential Appraiser - 40 hrs/week

- Responsible for entering sales, property transfer affidavits, principal residence affidavits/ rescinds/conditionals/denials
- Maintains Township wide assessing database
- Assists Township Residences with complex & individual matters concerning assessing, taxes & general subjects
- Order supplies for Township staff and general operations of the building
- Receives tax payments & balances accounts
- Accountable for answering multi-line phone system
- Aids Building Department in maintaining permit records
- Sketching and pricing of parcels to maintain assessment rolls for the Township

02/2014-04/2017

Pathway Homes

Sales Associate - 40 hrs/week

- Implemented the sales of home from beginning to conclusion
- Represented Builder to potential buyers
- In charge of showing homes for open houses
- Prepared sales contracts
- Held responsible for managing sales floor

03/1992-07/2009

Horizon Outlet Mall

General Manager - 40+ hrs/week

- Represented owner to prospective & existing tenants
- Balanced all accounts
- Prepared & implemented leases
- Prepared and implemented annual budgets
- Oversaw 33 stores
- Responsible for advertising, marketing & promotion of mall
- Supervised 6 employees (maintenance and office staff)

## Certifications

Michigan Certified Assessing Officer (MCAO)  
Residential Builders Sales Person License

## Activities

2000-Present Church Youth Group Leader

2001-Present Annual Youth Dinner and Dessert Auction/Fundraiser Coordinator

## Skills

- Proficient in: Microsoft Office (Word, Excel, Power Point, Publisher, Access, Outlook), BS&A
- Time Management
- Communication
- Self-Motivation
- Spanish Speaking (6 years in HS and college)
- Adaptability
- Ability to Work Under Pressure
- Decision Making

Superintendent's Office  
TCAPS  
412 Webster St  
Traverse City, MI 49685

Or [hozakst@tcaps.net](mailto:hozakst@tcaps.net)

1. Why would you like to be a member of the TCAPS Board of Education? As my children are growing up and moving on to their next stages in their lives I find myself with extra time on my hands. I would love to be a part of something that helps my community and creates an impact on the lives of the children that are our very future.
2. Please provide details of any experience you may have with regard to:
  - a. Working with TCAPS and/or other community organizations? I have never been employed by TCAPS. When my children were younger I volunteered as much as they would let me in all areas of need (carnival, PTO, library, popcorn, book sales). I also serve as a coordinator to the Board for Safe Harbor. This is a homeless shelter in the Traverse City area that provides a meal, shower and warm shelter for those that find themselves in situations of homelessness. The shelter is open from Nov to March each year.
  - b. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience? In my experiences with mall management, Treasurers assistant and Assessor at the Charter Township of Garfield I have had many opportunities to prepare and implement leases, annual budgets, balance all accounts, supervision of staff, assist Township Residents with assessments, taxes and general subjects, fieldwork and have assisted the Treasurer often prepare tax disbursements which help certain community programs operate. I have had many opportunities to work with people of all walks of life and in every emotional state. I speak some Spanish (I understand it better than I speak it).
3. What is your understanding of the time commitment involved in this position? I understand that this position requires attendance at Board Meetings, Special Meetings, Study sessions, and other school related functions that require Board presence. Other than these mostly evening engagements, I am unaware of the time commitment.
4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board? I have a clean record, work a full time job for the Charter Township of Garfield, I live a pretty simple, uncomplicated life. My youngest is a senior this year (at west) and will be off to college – leaving me with a lot of extra time on my hands, with which I would love to serve my community.
5. What experience do you have with high level of governance and/or management and are you committed to ongoing professional development as part of the Board of Education? With my job at Garfield Township, I am required to have a certain number of hours of continuing education each year. I expect that this position would be no different in that we can always increase our knowledge and the networking that comes out of these such events is a positive tool in one's success in their position. In my prior profession of mall management, I represented the landlord to our 33 tenants. This required knowledge of types of leases, marketing, rents, general operations. Currently I work at the Charter Township of Garfield as a residential appraiser. As I am not in a managerial position I am on the team that assess Garfield Township and it's 11,000 parcels which generates tax dollars that help with the operations of many organizations in Grand Traverse County.
6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs? While I'm not aware of any weaknesses, that's not to say that there aren't weaknesses in any organization that go unnoticed to the untrained eye. As for strengths, I have 2 children that have graduated with honors and one that will this coming spring. Our family has been so blessed by the dedication and compassion of the instructors and admin at each of the schools my children have attended (Silver Lake, Willow Hill, West Middle and TC West Sr High).
7. Are there any areas of district operations for which you would have to disclose a conflict of interest? I don't feel there I am a part of any areas of conflict of interest. Possibly that I work for Garfield Township and we are one of the main suppliers of disbursement funds to help operate TCAPS.
8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member? I feel I would be a positive addition to the TCAPS Board of Education. I have integrity and will stand up for what is right – not for what is popular. Creating a learning environment that is safe and fair for all students is important to me.

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

October 1, 2019

Dear Colleagues:

This letter of interest is for an interview for the TCAPS BOE position. My qualifications are on the attached resume, however this letter will give you a brief snapshot into my experience in education. I had a successful twenty-year tenure teaching in the Ann Arbor Public Schools followed by fourteen years as a high school administrator in a variety of socio-economic settings, I am ready to utilize the skills I have gained from these experiences to provide a blending voice with the existing TCAPS Board of Education. My strengths in curriculum, union contracts, communication / listening, problem solving and staff development, along with experiences gained from a lifetime of navigating educational situations provides a deep background to be able to step into a guiding role with minimal disruption to the existing projects and direction set forth by the BOE.

While my undergraduate majors in Psychology and Social Studies suited me well for the classroom, my M.A. in Educational Leadership led me to develop many skills that ultimately made my tenure as an administrator successful and rewarding. Working with myriad personalities (and agendas) of teachers, students, parents and colleagues strengthened my approach to a variety of situations. When amicable resolutions to disputes have been called for, my background in psychology, combined with leadership experiences on education committees in Lansing and a time-honed "gut level" feel for peoples' feelings have helped me to resolve situations quickly, fairly and in a way that respects the dignity of all parties involved. I have learned to be firm when needed, yet I have always used empathy in all of my decision. A deep level of curricular development throughout my career provides a strong basis from which to articulate K-12 programs. Providing teachers the tools and resources to utilize best teaching practices through staff development programs is essential to closing the loop for maintaining quality programs.

Thank you for your time and consideration. I look forward to discussing the TCAPS BOE position in person.

Sincerely yours,

Sheila A. Brown

Cell phone [REDACTED]  
Email: [REDACTED]

# Sheila A. Brown

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## Career Objective

To provide effective leadership and resource support in the areas of which my skill base is strong. These areas include; staff development, student situational triage, school climate support, organizational structuring, psychological support, financial planning, crowd structuring and teacher master scheduling.

## Education

**1982 – 1987** **Eastern Michigan University** **Ypsilanti, MI**  
**Master of Arts – Educational Leadership – Administration Certification K-12 (ES)**

**1978 – 1982** **University of Michigan** **Ann Arbor, MI**  
**Bachelor of Arts – Majors: Psychology (CE) and Social Studies (CX)**

**1976 - 1978**

### **Associate of Arts**

Liberal Arts, Jazz Studies	Southwestern Michigan College	Dowagiac, MI
Symphonic and Jazz Studies	Lake Michigan College	St. Joseph, MI

## Relevant Experience

**2017 – 2018** **Britton Deerfield Public Schools, MI**  
**Interim Assistant Superintendent, Educational Consultant**

**2012** **Monroe Public Schools, MI**  
**Interim Assistant Principal, Educational Consultant**

**2008-2012 (Retired)** **Ann Arbor Public Schools, MI**  
**Principal, Ann Arbor Technological High School**  
***School Reform Leader (from behavior containment model to transition/turnaround model)***

- Educational Staff Development Leader and Lead Learner
  - Washtenaw Community College Transition Coordinator
  - Hybrid Program creator and coordinator
  - Curriculum Revision/Review Facilitator
  - Danielson Teacher Evaluation Model Trainer and Evaluator
  - NCLB Compliance Administrator
  - Master Schedule/Staffing Coordinator
  - NCA Accreditation Administrator
  - School Improvement Steering Committee
  - Federal, State, Mandates & Accountability Administrator
  - Pupil Accounting Administrator
  - Staff Development Innovator and Presenter
-

**2005-2008**  
**Principal, Belleville High School**

**Van Buren Public Schools, MI**

**2001-2005**  
**Assistant Principal, Northville High School**

**Northville Public Schools, MI**

**1983 - 2001**  
**Teacher, Huron High School**

**Ann Arbor Public Schools, MI**

- Psychology Instructor
- History Instructor
- Street Law Instructor

**Additional  
Professional  
Experiences**

**Member:** Learning Disabilities Association  
ASCD

**Presenter and Creator: “Unmasking Youth-At-Risk!”**

California Association of School Psychologists, 2016  
National Learning Disabilities Association Conference, 2014, 2015, 2016, 2017, 2018  
23<sup>rd</sup> National Youth-At-risk Conference, Savannah, Georgia  
MiWorks! Planning Center, Benton Harbor, Michigan  
University of Michigan Masters Administration Intern Program  
University of Michigan Undergraduate Teacher Education Program  
Eastern Michigan University Student Teacher Conferences  
Livonia Churchill High School Staff Development, Livonia Public Schools

**Educational Consultant, President/CEO, AlphaConcept, EDU. Inc.**

**Council for Understanding/Educating Children of Poverty - Creator** *Northville High School*

**Mentor** - Administrative Interns *University of Michigan School of Business Administration*

**Mentor** - Student Teachers *University of Michigan MAC (M.A. with Certification)*

**Mentor** - Student Teachers *University of Michigan Undergraduate Education*

**Mentor** - Student Teachers *Eastern Michigan University*

**Trainer / Participant** *Milan Federal Corrections Facility*

- Coached the prison's Juvenile Awareness Group (JAG – *Scared Straight-type inmate panel*) on effective communication strategies with high school students
- Partnership with prison personnel to educate non-adjudicated students on good decision-making

**Personal**

Professional musician, vocalist, artist  
Race and cruise sailboats on the Great Lakes  
Personal shopper for plus size women



**1. Why would you like to be a member of the TCAPS Board of Education?**

Having made a career out of Public Education, I have an understanding of the depth and breadth of school organizational issues. Too many BOE elected members have a single agenda which can deter genuine progress for the overall district. I have no agenda.

**2. Please provide details of any experience you may have with regard to:**

**A. Working with TCAPS and/or other community organizations.**

I have no experience working with TCAPS. I put in an application to be a sub-administrator should the need arise in the district.

I am however, a volunteer Docent at the Historic Barns and Gardens. I play in a Praise Band for the Traverse Bay United Methodist Church. I am also a member of the Grand Traverse, Benzie and Manistee Counties Community Emergency Response Team (CERT) which is sponsored by FEMA.

**B. Specific skills set, such as knowledge of finances/budgets (how schools are funded), planning experience, and oversight experience?**

My resume outlines the skill sets that speak to the above. My work with the Michigan Department of Education in Lansing also supports a strong background in the above. I used Powerschool At Northville High School which can be a benefit to gaining report data.

**3. What is your understanding of the time commitment involved in this position?**

I understand the largeness of this commitment. Formal MASB training, bi-monthly meetings, quarterly retreats, various committee obligations and community outreach. Additionally, becoming familiar with each building's personality and leadership is paramount to understanding district issues. Being present at various student functions is essential to the community optics of the BOE.

**4. Is there anything about you or your past history which would negatively impact your ability to serve on the TCAPS board or which could cause negative perception of you or the board?**

A misdemeanor Impaired driving ticket in 2013.

**5. What experience do you have with high level governance and/or management and are you committed to ongoing professional development as part of the Board of Education?**

Assistant H.S. Principal for 5 years, H.S. Principal 6 years, Interim Assistant Superintendent 1 year. Yes on professional development.

**6. What do you believe to be TCAPS strengths and weaknesses? What evidence supports your beliefs?**

Strengths : Supports the physiological needs of all levels of socio-economic students through the Community Outreach programs like TC Cares, College night, and an ongoing variety of community building programs. Strong academics per TCAPS Student Assessment Data. Inclusive of multiple

educational settings such as the Montessori School and Christian School. Strong extra-curricular programs per the district calendar.

Weakness: One East Middle School subgroup's academic performance on testing per the District Report.

**7. Are there any areas of district operations for which you would have to disclose a conflict of interest?**

No.

**8. Is there anything else you would like the Board of Education to know about you and your capacity as a potential board member?**

- I have a particular interest and understanding of the needs of students at risk – especially the 15 – 20 year old students.
- I researched setting up an International Baccalaureate program in both Northville and Ann Arbor.
- I mentored and worked with the University of Michigan's undergrad and grad Student Teaching programs and sat on a committee to create UM's MAC (Master's and Accelerated Certification) program.
- I set up an Early College program in Northville Public Schools and Belleville Public Schools.
- I had good relationships with students and parents throughout my career. Diffusing issues was a strong skill set for me.
- I don't hesitate to make tough decisions even though it may be painful.

# Dr. Daniel Handysides, DrPH, MPH, CHG

[REDACTED]  
[REDACTED]  
[REDACTED]  
909-254-3720

September 24, 2019

TCAPS School Board

RE: TCAPS School Board Member

C/O Stacey Hozak

Greetings to Board,

I would like to express my interest in the TCAPS School Board Member posting with TCAPS Board of Education and the opportunity to apply my expertise in service to the School District. For the past 10 years I have and continue to work in High Education teaching at the master's and doctoral level both nationally and International. I have a passion for learning and love to see young minds open to previously unknown opportunities. My doctoral studies are in Public Health focusing on Health Education specifically Behavior Change. In my past roles of Assistant Dean and Program Director I have been responsible with keeping our academic programs in line with accrediting agencies, as well as ensuring our curriculum remained vibrant for the workforce. I continue to teach full-time online for Loma Linda University. I have sat on numerous boards ranging from small local NGO's to multinational UN chartered organization. My previous roles have strengthened my abilities in collaboration and decision-making, including a focused attention to details and the need for accuracy. I believe my well-rounded background in education and community work makes me an ideal fit for the School Board Member position.

My family moved from Southern California over a year ago to be closer to Grandparents. My eldest daughter just started kindergarten at Westwoods Elementary and we have been very pleased with the quality of education and commitment from the principle to the cafeteria staff. It is my desire to continue to assist TCAPS to continue its traditions of excellence and to improve to meet the future needs of our youth.

Thank you for your time and consideration

Sincerely,

Dr. Daniel Handysides

Daniel George Handysides, DrPH, MPH, CHG

[REDACTED]

909-254-3720

[REDACTED]

**Education:**

Loma Linda University, Loma Linda, CA **2010**  
**DrPH in Health Education**

Loma Linda University, Loma Linda, CA **2006**  
**MPH in Environmental and Occupational Public Health**  
Honors: Chancellors award

Andrews University, Berrien Springs, MI **2003**  
**BS in Biology**  
Major: Zoology

**Certifications:**

TotalSDI **2017**  
**Certified Facilitator**

National Commission for Health Education Credentialing **2011**  
**Certified Health Education Specialist (CHES)**  
**CHES # 19130**

National Board of Public Health Examiners **2008**  
**Certified in Public Health (CPH)**

Loma Linda University, Loma Linda, CA **2007**  
**Certificate in Health Geoinformatics (CHG)**

**Awards:**

Loma Linda University, Loma Linda, CA **2009-2010**  
Hulda Crooks Public Health Practice and Research Award

Loma Linda University, Loma Linda, CA **2005-2006**  
Chancellors award in academic excellence

### **Administrative Experience:**

Loma Linda University, Loma Linda, CA  
**Assistant Dean of Public Health Practice** **2015 – 2018**

Loma Linda University, Loma Linda, CA  
**Program Director - Health Education MPH** **2013 - 2015**

### **Teaching Experience:**

Loma Linda University – School of Dentistry,  
Loma Linda, CA  
**Contract Assistant Professor** **2015 - Current**

- DNES 794 Public Health Dentistry
- On Campus Course
  - Introducing community dentistry, epidemiology, infectious diseases, public health programs, preventive dentistry, health education, community change strategies, and behavior change.

Loma Linda University – School of Allied Health Professionals,  
Loma Linda, CA  
**Contract Assistant Professor** **2015 – Current**

REHAB THEORIES/APPL Health Care

United Arab Emirates University, Al Ain, UAE  
Department of Community Medicine,  
Faculty of Medicine and Health Sciences  
**Assistant Professor** **2012 – Jun 2013**  
Taught in the Occupational Health Course

Loma Linda University – School of Public Health,  
Loma Linda, CA  
**Adjunct Assistant Professor** **2018 - Current**

- PHCJ 618 Transformative Communication
- Online Course
  - Doctoral Level
  - The purpose of this course is to prepare doctoral students to communicate public health science effectively and with purpose to diverse stakeholders. Students will learn general theories of communication, develop a personal philosophy of communication and will learn to use thoughtful visual aids, including images and media, to enhance communication. Communicate public health science recognizing different communication styles and tools to diverse stakeholders including individuals at all levels of health literacy, for purposes of influencing behavior and policies

PHCK 606 Public Health Fundamentals

- Online Course
- Doctoral Level
- This introductory course provides an overview of three areas of public health: Health Behavior, Environmental Health, and Public Health Policy. Introduces key health behavior - change theories and psychosocial determinants of health behaviors. Introduces rural and urban environmental factors that affect human health status, environment of the quality of life, and human survival. Introduces concepts of health policy process and factors that impact health and access to health care.

PCOR 501 Public Health and Community Resilience

- On-Campus and Online Course
- Masters Level
- Provides an integrated public health core experience, focusing on the health of communities. Major focus areas include biostatistics, epidemiology, health policy and management, environmental health sciences, and social behavioral sciences (health education). Also includes general public health principles and cross-cutting content, and as viewed through the lens of faith, health equity, and global health.

PCOR 502 Public Health for a Healthy Lifestyle

- On-Campus and Online Course
- Masters Level
- Provides an integrated public health core experience focusing on the health of individuals, identifying factors influencing behavioral and physical health. Introduces service learning. Major focus areas include biostatistics, health policy and management, environmental health sciences, epidemiology, and social behavioral sciences (health education). Also includes general public health principles and cross-cutting content as viewed through the lenses of faith, health equity, and global health.

PCOR 503 Public Health and Health Systems

- On-Campus and Online Course
- Masters Level
- This course is designed to expose you to the various systems that support health and how to leverage information to communicate issues or challenges and to suggest solutions to them.

HPRO 544 Health Education Evaluation and Measurement

- Online Course
- Doctoral Level
- Student selects and develops health education and psychosocial measurement instruments, determines validity and reliability of evaluation tools, provides overview of data-collection methods and protocols, analyzes and interprets results, and communicates evaluation findings.

HPRO 588 Health Behavior Theory and Research

- Online Course
- Doctoral Level
- In-depth analysis of factors contributing to decisions about health behavior. Theory and research relevant to individual, family, organization, and community behavior. Readings from original theorists and researchers on topics related to health behavior. Emphasizes development of critical thinking skills, professional written work and oral presentations. Application of theory to development of a basic research proposal.

HPRO 539 Policy and Issues in Health Education

- Online Course
- Masters Level
- Examination and discussion of health policy issues, current trends, and strategies relating to health education including: HIV/AIDS, women's health, injury prevention and control, tobacco and other drug issues, and health issues in ethnically diverse populations. Provides opportunities to develop and improve presentation skills.

Loma Linda University – School of Public Health,  
Loma Linda, CA

**Assistant Professor**

**2010 - 2018**

HPRO509 Principles of Health Behavior

- Online Course
- MPH Level

HPRO 536 Program Planning and Evaluation

- Online and On Campus Course
- MPH Level

HPRO 539 Policy & Issues in Health Promotion and Education

- Online Course
- MPH Level

HPRO 544 Health Education Evaluation and Measurement

- Online Course
- Doctoral Level

PHCJ 606 Public Health Fundamentals

- Online Course
- Doctoral Level

Loma Linda University, Loma Linda, CA  
**Student Professor:** **2010**  
 HPRO 509: Principles of Health Behavior (Winter Quarter)

Loma Linda University, Loma Linda, CA  
**Teaching Assistant:** **2009**  
 HPRO 509: Principles of Health Behavior (Winter Quarter)  
 Assisted during labs by explaining concepts  
 Assisted with the creation and posting of quizzes  
 Assisted with the statistical analysis of the quizzes  
 Assisted in grading papers and reports

Loma Linda University, Loma Linda, CA  
**Teaching Assistant:** **2006-2010**  
 HPRO 536: Program planning and evaluation  
 Assist students during their labs by explaining concepts and reviewing topics  
 Provide outside review sessions prior to midterm and final exams  
 Assisted with this course 5 times

Dine College, Shiprock, NM **2006**  
**Lecturer/Field Coordinator**  
 Capacity Building using GIS as a tool for the Navajo Nation  
 Developed syllabus and overall course structure, administered all grades

Partnership for Quality Medical Donations (PQMD) **2005-2006**  
 Honduras  
**Tech Support/Instructor**  
 Helping members learn to use GPS data collectors  
 Working to strength PQMD data collection and integrity  
 Worked with companies like Pfizer, Johnson and Johnson and Merck  
 Worked with NGOs like Project Hope, International AID

### **Consultancies:**

**Health to Hope** **2015 – 2018**  
 Board Member  
 Health to Hope is a non-profit focused on providing clinical services to homeless individuals in Riverside County.

**Inland Temporary Homes** **2014 – 2018**  
 Board Member  
 ITH is a rapid rehousing non-profit, focusing on homeless families within San Bernardino County.

**ICPA** **2012 - 2013**  
 Working for the International Commission for the Prevention of Alcoholism and Drug Dependency  
 Focused on Smoking cessation within the UAE  
 Project Director

**Office of Public Health Practice** **2011**  
 Provide expert review of presentations and material

**Youth Hope** **2010 – Current**  
 Board approved Health Educator  
 Local non-profit focused on homeless youth and rehabilitation.



## **Related Experience:**

- Best Practices Conference** **2015**  
Loma Linda, CA  
Partnered with the San Bernardino County Sheriff's office to host a 1-day conference on ending Homelessness. (500 people attended)
- United Arab Emirates ICPA Project Director **2012-2018**  
Al Ain, Abu Dhabi, UAE  
**Project Director**
- Geographic Information Systems Lab, **2004-2008**  
Loma Linda University, Loma Linda, CA  
**Graduate Research Assistant**  
Working on local and international GIS projects and programs  
Developing maps and solutions  
Provided assistance to students in need of GIS help  
Worked with companies like Pfizer, Johnson and Johnson and Merck
- Tasba Raya Adventist Clinic, Francia Sirpi **2003-2004**  
RAAN, Nicaragua  
**In Country Mission Director**  
Provided leadership for 7 local churches and 1 clinic  
Developed a youth center and programs  
Implemented a beans/rice seed exchange program  
Maintained accounting and budget for clinic and mission  
Responsible for all ambulance services
- National Waterski Instructor, Canada **1998-2001**  
**Level 1 National Coaching**  
Identifying and correcting mistakes students make when learning to ski  
Psychology of Coaching and Motivation

## **Publications:**

### **Peer Review Publications**

Fayomi Agboola, R. Patti Herring, Naomi Modeste, Daniel Handysides, Mark Ghamsary and Keiji Oda (2018) Healthier communities in food deserts: Indications for reinforcing health education and promotion, especially in disadvantaged populations. *International Journal of Food Research* (2018)

Carrie Rosario, Naomi Modeste, Hildemar Dos Santos, Daniel Handysides, Thelma Gamboa-Maldonado, Kendal Boyd. (2017)

An Examination of Ecological Predictors of Health Literacy in Black College Students  
*Journal of American College Health*, June 2017

F. Agboola, P. Herring, M. Ghamsary, N. Modeste, D. Handysides, K. Oda (2017)  
Exploring Community-Supported-Agriculture Farmshare Programs; Need for reinforcing better Lifestyle Choices especially in Disadvantaged Population Settings  
*Annals of Global Health*, Volume 83, Issue 1, 88

Fayomi Agboola, R. Patti Herring, Mark Ghamsary, Daniel Handysides, Naomi Modeste and Keiji Oda. (2017) Enhancing culture of health in food deserts: Reports of a

community supported agriculture study in San Bernardino, CA *International Journal of Food Research* August 2017

Agboola, Y., Herring, P., Ghamsary, M., Handysides, D., Modeste, N., Oda, K. (2016). Towards improving healthy food access through community-supported-agriculture-farmshare programs in food desert areas and among low income populations *Annals of Global Health* 82(3):397-398 · May 2016;

Loney, T., Aw, T., Handysides, D., Ali, R., Blair, I., Grivna, M., Shah, S., Sheek-Hussein, M., El-Sadig, M., Sharif, A., & El-Obaid, Y. (2013). An analysis of the health status of the United Arab Emirates: the 'Big 4' public health issues. *Global Health Action*

Handysides, D. 2004. "Arctocephalus philippii" (On-line), Animal Diversity Web. [http://animaldiversity.ummz.umich.edu/site/accounts/information/Arctocephalus\\_philippii.html](http://animaldiversity.ummz.umich.edu/site/accounts/information/Arctocephalus_philippii.html).

### **Non-Peer Review Publications**

Handysides, D., & Jamieson, M. (2004). Greetings from Jungle Boy; A student missionary's e-mails to home. *The Adventist Review IAD*

### **Selected Manuscripts in Preparation**

Handysides D., Hopp Marshak H., Herring P., Modeste N., Morenco J. The Role of Unrealistic Optimism in Explaining Preventive Behaviors in High versus Low Endemic Malaria Settings in Belize, Central America. Manuscript in preparation

Handysides D., Hopp Marshak H., Herring P., Modeste N., Morenco J. Reappraisal of the Accuracy Hypothesis using Malaria and Preventive Behaviors in High versus Low Endemic Malaria Settings in Belize, Central America. Manuscript in preparation

Handysides, D., Pepper, S. Weaver, J., McBride, D, & Hopkins, G.L. The influence on parental perceptions on adolescent risk behaviors in rural Idaho. Manuscript in preparation.

Yossef, C., Handysides, D., Pepper, S., Weaver, J., McBride, D, & Hopkins, G.L. A multivariate analysis of neighborhood context and the parental influence on Inhalant use among youth in rural North-Central Idaho. Manuscript in preparation.

McDavid, H, Pepper, S., Handysides, D., Weaver, J., Hopkins, G.L., & McBride. The maternal influence on substance use in a rural sample in Idaho. Manuscript in preparation.

Drader, J., Handysides, D., Pepper, S., Weaver, J., McBride, D., & Hopkins, G.L. The influence on parental monitoring and neighbor factors on adolescent risk behaviors in rural Idaho. Manuscript in preparation.

Santos, S.L., Pepper, S., Handysides, D., Weaver, J., Hopkins, G.L., & McBride, D. The relationship between at risk behaviors and youth perception of police efficiency in a sample in rural Idaho. Manuscript in preparation.

Gonzalez, F., Handysides, D., Pepper, S., Weaver, J., McBride, D., & Hopkins, G.L.. The relationship between social capital and the prevention of risky behaviors in a sample in rural Idaho. Manuscript in preparation.

## **Presentations:**

### **Conference/Poster Presentations**

#### **Conference Paper**

**2014**

*Implications of Community Supported Agriculture-Farm share Programs as Alternative Food Networks*

Fayomi Agboola, R. Patti Herring, Daniel George Handysides, Peter C Gleason

Nov 2014 142nd APHA Annual Meeting and Exposition 2014

#### **Peer-reviewed Poster**

**2014**

Chandni Kazi, Daniel George. Handysides, Peter C. Gleason

*Posttraumatic symptomatology among the homeless youth in San*

*Bernardino County, California* Nov 2014 142nd APHA Annual Meeting

and Exposition

#### **Guest Lecture: Obstetrics Grand Rounds**

**2011**

Loma Linda University, Medical School

“Patient perception the reality of your career”

#### **Peer-reviewed Poster**

**2009**

Daniel Handysides, David Kasaji, Rebecca Medina, Tina Pruna, Patti Herring, Juan Carlos Belliard, Susanne Montgomery. “Service-learning in faith-based universities: Synergies and challenges” Academic Public Health Caucus Poster Session II: Board 4, APHA. Philadelphia, PA. November 10, 2009

#### **Peer-reviewed Poster**

**2009**

S. Wiafe, A. Haglund. J. Banta. E. Tong, D. Handysides, D. Dyjack, W. Wekesa. “Rapid Need Evaluations Using Geographic Information Technologies for Vector Control Surveillance in San Bernardino County”. Supported by Grant #5U90TP924259-03 from the U.S. Centers for Disease Control and Prevention

#### **ESRI Health GIS Conference**

**2007**

#### **Presented Abstracts:**

“A Model for Health Geoinformatics Workforce Development: the LLUSPH-Diné Experience”

- Primary author

“Environmental Assessment of Uranium with Geotechnologies”

- Secondary author

### **Previously Funded Research:**

Center for Health Research, School of Public Health award **2011-2012**  
Award # 682215-3877  
Title: Effective Screening of Traumatic Brain Injury amongst the Homeless.

### **Research Interests:**

- Community based participatory research (CBPR)
- Risk perceptions
- Health Communications
- Health disparities
- Community-based approaches to high risk behaviors

### **Professional Society Memberships:**

American Public Health Association (APHA) **2010 – Current**  
- Member  
Society for Public Health Education (SOPHE) **2010 – Current**  
- Member

### **Guidance Committees:**

#### **Current:**

#### **Doctoral Dissertation:**

R. Tuttle  
M. Alghamdi  
R. Griffiths  
B. Hinds

#### **Past:**

#### **Doctoral Dissertations (Chair)**

D. Nguyen **2018**  
S. Armstrong **2018**

#### **Doctoral Dissertations (Member)**

S. Gozalians **2012**  
P. Mukaire **2013**  
C. Rosario **2016**  
Y. Agboola **2017**

### **Languages:**

English – Native language  
Miskito – Functional fluency