

Barbara Burell

Consultant

SUMMARY OF SKILLS

Highly motivated bi-lingual, challenge seeker, willing to take risks, make decisions, and accomplish goals. Visionary manager with demonstrated success in strategic planning, organizational operations and restructuring, needs assessment, evaluation, project implementation. Successful, energetic, and dynamic communicator who maintains rapport and is sensitive to needs of diverse groups. Excellent record for developing, implementing, promoting concepts, ideas, and events. Able to monitor, coach, motivate, train, counsel, move people to action through written and spoken word. Innovative and creative within budget restrictions.

EMPLOYMENT

1/03 to present President, *consulting company*
Selected clients: Esperanza Community Services, After School Matters, Mikva Challenge, Chicago Foundation for Education, Poetry Foundation, Small Schools Workshop, Chicago High School Restructuring Initiative, charter school developers, Chicago Public Schools (central office and schools), Sylvan, Montessori, Latino Policy Forum, Jane Addams Resource Center, United Way of Essex County New Jersey, Chad Foundation, Small Schools Workshop, Control Co., Renaissance 2010, Woods Foundation, Golden Apple Foundation, Playground Improv Theater, StirFriday Theater Company.
Strategic Planning Recommend planning and implementation strategies regarding organizational and projects restructuring, development, recruitment, marketing, PR, personnel, training issues; facilitate strategic planning retreats and plans; provided needs assessments for schools, businesses, community-based organizations, theatres groups, and individuals; work with organizations, individuals on education and workforce/career development issues to generate, implement strategies and options; wrote curriculum for several schools; develop and present workplace readiness, marketing, leadership seminars, and parent involvement workshops for parents and teachers. Career counseling for individuals: facilitate self-assessment of skills; produce results-oriented resumes.
Fundraising Develop fundraising plans; write grants and solicitation letters; research prospects; efforts have generated more than 8.5MM for clients
Advisor/mentor to CPS, nonprofit leaders, new teachers.
Evaluator for Rush Neurobehavioral Center and Chicago Public Schools – interview, analyze data, write, edit report.
Project director for major education company in supplemental education services under *No Child Left Behind*; oversaw development, implementation of tutoring program for 6800 students, 750 teachers at 130 CPS sites; generated \$4.6 million in revenue; served as internal consultant on Chicago education issues and processes; managed project, analyzed processes, and provided recommendations to facilitate change; supervised staff of 35; improved, enhanced teacher recruitment.
Events planned, implemented city-wide conferences for Chicago Public Schools on parent involvement and new-school development.
Editorial/writing/technical writing work for companies/nonprofits. Project on *No Child Left Behind* for Washington, DC based school policy organization. Concept/program development and grant writing for Notre Dame University.

9/91 to 1/03 **Executive Director**, *from August 1996, education nonprofit, Chicago.*
Engineered agency reorganization; developed and implemented strategic plans; added new, innovative projects and assessment/monitoring tools repositioning agency to fill unmet needs in current Chicago education climate. Directed all aspects of the organization's work; facilitated implementation of revised mission; represented agency in public forums. Planned, implemented 6-8 annual events and forums. Conducted research, focus groups, interviews; wrote, published reports. Issues included: quality information dissemination, parent involvement, small schools, assessment/accountability, charter schools, workforce development, education/business partnerships, local school council training, improving school models, bi-lingualism, teacher preparation, drop-out and student mobility rates. Provided leadership for special initiatives; created and oversaw citywide task force effort to improve parent involvement in education.

Wrote and taped public services announcements about education issues for WYCC-TV.

Assistant Director, 1991-96, fund raising and development responsibilities (\$500k-1million budget); editorial and content oversight of educational publications (periodicals, special reports, databook); day-to-day operations and personnel.

Facilitator/Manager, 1992-94, Chicago School-to-Work Initiative; built and directed citywide task force (Mayor's office, City Colleges, Chicago Public Schools, Illinois State Board of Education, employers, foundations, community-based organizations, and others) to plan, develop, implement school-to-work system. Established neutral environment for collaboration of public and private institutions. Recruited volunteer participants (employers, parents, educators, community based organizations, students, government representatives, others); bridged gaps among special interests and diverse agendas to create consensus. Established system for integration and delivery of services; developed committee structure, convened and staffed meetings; created workplans. Developed and wrote proposal. Served on state committee. Assisted with budget preparation; designed and implemented marketing strategies and tools. Created central clearing house for project related issues. Hired, supervised consultants; represented initiative in public forums.

1987 to
1991

Admission Director/Public Information Director, Boys High School (Catholic boarding/day boys' high school). Redesigned and had full management responsibility for recruitment, enrollment, retention, and marketing. Generated \$1million of revenue annually; developed, analyzed data to assess fiscal issues. Created and implemented strategic plans; counseled candidates, parents, current students. Helped strengthen network of other independent schools to promote common interests. Spokesperson to media; created marketing pieces, press releases, PSAs; planned, implemented direct-mail campaigns; recruited, trained volunteers; produced marketing video. Presented institution's case to clients, trustees, staff, media; averaged 36 speaking engagements yearly.

1980 to
1991

Freelance

Diversity Experience: Assessed needs, developed and implemented individualized programs for foreign nationals to address their concerns regarding US workplace, social, political customs; provided translation services, assisted in their relocation, cultural adjustment, orientation, language acquisition. English as a second language and Spanish language teacher in US, Mexico. Intermediary and translator for foreign nationals doing business in US; assisted with special cultural, educational, language, personal requirements. Advocate for foreign students attending US high school. Translator/member of conflict resolution team for local school council. Counselor for City Colleges of Chicago under Simpson-Mazzoli Act.

Other Projects: Served as associate dean and instructor of business college evening division; counseled and advised adult students; made referrals; mediated disputes; taught communications, English, career development, workplace readiness; assisted with hiring, supervision, evaluation. Writer/consultant on education and staffing issues for firm developing national and international training proposals to federal government. Evaluator for grant proposals and awards. Executive director small Chicago chamber of commerce in Latino community; administered programs; developed membership and provided services; generated newsletter and marketing strategies; worked with neighborhood economic development issues; represented organization in public forums. Bi-lingual writer/editor, translator. Team member for development, writing, editing, production of Spanish textbooks and other products for use in elem/high schools.

1978 to
1987

Public Relations Representative, insurance company; prepared scheduled, gave PR/sales/training presentations; presented AIL's message to union management to strengthen company image; sales; customer relations.

Account Executive, WTAQ Radio Mexicana (no longer on air), Chicago; development and sale of Hispanic market to Chicago advertising agencies; proposal writing; sales; customer service.

Instructor of Spanish and English, High School, Chicago; taught grades 9-12. *Elementary School*, taught grades 1-8.

EDUCATION

Northeastern Illinois University, Chicago, BA, High Honors, Spanish major, English/education minor; Sigma Delta Pi National Spanish Honor Society.

Northwestern University.

Universidad de las Americas, Puebla, Mexico.

Cuanhuahuac Instituto, Mexico.
Instituto Cervantes, Chicago.

ADDITIONAL ACTIVITIES

Community Related – served on city-wide task force on housing issues; former member of Mujeres Latinas en Accion board, children’s day camp, and Chicago Heart Association communications committee; Girl Scout leader; Chicago Cares volunteer.

Sports – Managed swim programs, supervised/trained staff; coached swim team.

Theater – Assistant director, costumes, publicity, various other backstage and organizational duties for adult and school theater groups.

School Related – CPS High School Service Learning and Local School Council Elections.

Travel – Lived, studied, worked in Mexico, Spain; visited Italy, France, Canada.

Computer – Microsoft Office Professional Suite, Lotus Notes, Internet.

PUBLICATIONS

Initiative Status Reports[™] (evaluations of programs/policies relative to their stated goals)

- **Tuition Based Pre-Schools** – fee-based preschool programs at CPS schools.
- **High School Book Club** – mayoral efforts to address adolescent literacy by offering high school students the time, choices, and support to become more accomplished readers.
- **Charter School Facilities** – charter school operators efforts to deal with challenging physical facilities, shared space, securing funding for continued growth, expansion, renovations, and facility upgrades.
- **Evening High Schools** – CPS high schools with alternative, flexible schedules.
- **National Board Certification: A Chicago Initiative** – implementation of national standards and certification for Chicago teachers.
- **Leadership Academy and Urban Network for Chicago** – principal training and certification alternative for Chicago public schools.
- **Structured Curriculum** – evaluates the level and quality of structured curriculum implementation in CPS schools and its impact on teacher creativity.
- **Teachers for Chicago** – instructional and evaluative resource to explain, evaluate, and select alternative certification options for people changing careers into education field.
- **Transition Centers** – alternative program for students not prepared to make the transition to main stream high schools.
- **Service Learning** – evaluation of efforts to require high school students to complete forty hours of community service before graduation.
- **School Technology** – findings revealed the need for uniform, city-wide teacher training to ensure computers be integrated into the curriculum of elementary schools and were used to strategic plans for school development.
- **Summer Bridge** – evaluates CPS efforts to deliver summer school programs systemwide.
- **Board-School Communication** – findings reveals redundancies and communications breakdowns between CPS central office and its schools.
- **Small Schools** – evaluation of characteristics, impact, and benefits of small schools and learning communities in Chicago public schools.
- **Parents as Teachers First** – CPS efforts to encourage better parenting skills for low income families.
- **School Prototype Designs** – use of prototype building designs to build new CPS schools.
- **Learning Disabilities: A Private Partnership** – discusses the impact of outside contracted services on working with learning disabled children.
- **Year-Round Schools** – assessment of the impact of year-round schools on teachers, students, and families.
- **Edge/Up: A school to Work Initiative** – examines the impact of a school-to-work program in a city community.
- **High School Technology** – evaluates the status of computer use in high schools.
- **Rush Neurobehavioral Center/Catholic School Partnership** – examines a collaboration to pilot a program for the identification and instruction of students with learning disabilities.
- **Executive Function Skills** – evaluates a learning management system to help children develop time management, organization, problem-solving, prioritizing, goal-setting skills.

Climate Analysis Surveys[™] (assess the climate of narrowly defined education questions to deliver comprehensive, district-wide information in a short period of time)

- **Principal's Time** – assesses the complex and changing realities of over 80% of CPS principals' time; explores the extent to which principals are able to devote time and attention to the implementation of the school vision, instructional leadership, and curriculum development.
- **Teacher Volunteerism**[©] – documents the extent to which teachers contribute uncompensated time and other resources as volunteers in their own schools.
- **Parent Involvement** – evaluates parent involvement in 93% of Chicago public schools.

Applications Of Research (brochures that extend the reach of significant research into schools and communities)

- **Staying Put** – research-based, multi-pronged-approach, awareness campaign to reduce impact of mobility on student achievement.
- **Will Your Child Drop Out of School?** – Positive intervention early in a child's education has been proven to determine future school performance. Learn how to predict and prevent trouble in children's education. (English and Spanish)
- **Start the School Year on the Right Foot...** – Guide for parents and children, including a checklist of things to remember at the beginning of the year and ways to be active in your children's education. (English and Spanish)
- **Time for Learning** – More time for learning means that students learn more. Examines time use in schools and offers suggestions to strategically address the shortage of learning time. (English and Spanish)
- **When Adults...** – Adults can help children achieve in these ways. (English and Spanish)
- **30 Minutes A Day** – Ideas for parents to encourage their children's academic development at home and at school. (English and Spanish)
- **Continuous Learning Experience**[™] – Children can lose up to three months of learning during summer vacation. Includes suggestions to prevent this loss and enrich children's education over the summer. (English and Spanish)
- **If You Move...** – Transferring schools affects students' achievement in the classroom. Learn how to reduce student mobility and its negative impact on school performance. (English and Spanish)
- **Overcoming Barriers to Parent Involvement** – Practical solutions for parents and teachers to common barriers to parent involvement: communication, logistics, experience, and child resistance. (English and Spanish)
- **Start early... Read often** – The ability to read is the most valuable gift a child can receive. Offers reading tips and suggestions to parents, teachers. (English and Spanish)

Case Studies of Improving Schools

- **Reform Reports** on individual schools allow educators to learn from the experiences of others in the areas of: reading and writing curriculum; year round education; and the challenges of integrating diverse student populations into one school. Series of twelve reports published. Topics: academics, school-level initiatives and programs, and changing trends in education.

Other Projects

- *An Education Plan for Chicago Public Schools* – CPS.
- *Small Schools, Next Steps: Voices from the Field* – Business and Professional People for the Public Interest.
- *Student Mobility and Local School Improvement in Chicago* – Howard University Quarterly Review.

- *Implementing the No Child Left Behind Act: A First Look Inside 15 School Districts* – Center on Education Policy.