

COMMITTEE APPLICATIONS

Countywide Priority Setting Committee Applicants

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Cathy Cortez *	X		X	2
Ida Green *	X			4
Allison Lavington	X			6
Isis Spinola-Schwartz	X			20
Lynette Stewart	X			25
Veda Florez		X		28
Philip Feffer *		X		30
Donald Cowan			X	33
Jack Krystal			X	36
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*Current member of the PSC

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name	Cathy Cortez
Applicant Email Address	[REDACTED]
Do you live in Marin County?	<input type="radio"/> Yes
Primary Residential Address	[REDACTED] TIBURON, 94920
Phone Number	[REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you:	Ethnic minority/disability
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Are you over 18 years of age?	<input type="radio"/> Yes
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Are you employed?	<input type="radio"/> No
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Would you be representing an organization in your PSC membership?	<input type="radio"/> No
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County region to represent (includes neighboring unincorporated areas)	Belvedere, Mill Valley, Sausalito, Tiburon, and adjacent unincorporated communities, including Marin City and Tam Valley
	<input type="radio"/> Countywide, at-large member

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

I am a current member of the CDBG PSC and would like to continue to serve and assist in making funding priorities for projects that serve low income Marin County residents and affirmatively further fair housing. The PSC is comprised of a wide range of Marin County residents, including community

members of the protected classes, elected officials, and people of different income levels. The different perspectives, experiences, knowledge, and input are beneficial when making the often difficult decisions in prioritizing funding. I have been privileged to have had the opportunity to serve on the committee and am hoping to continue.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

Fair Housing of Northern California provides a wide range of services for both landlords and tenants/prospective tenants through education and investigation.

Please describe any other relevant experience you bring to the PSC.

I am a current member of the PSC and a former Housing Commissioner. As an affordable housing advocate belong to the National Low Income Housing Coalition and have attended housing policy conferences in Washington D.C.

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

An applicant who is an employee or an officer of an organization that receives CDBG or HOME funding **may not** be eligible to serve as a Committee Member due to a potential conflict of interest. Refer to the [Code of Federal Regulations](#) for more information.

Documents

Please feel free to attach any additional documents or information pertaining to your candidacy for the Priority Setting Committee.

NOTE: This application will remain valid for a period of one year. The County may require Committee Members to file a financial disclosure form (listing sources of income, interests in real property, investments, and business positions), which will be a public document.

By checking this box

I certify that all information included in and attached to this application form is true and correct.

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name

Ida Green

Applicant Email Address

[REDACTED]

Do you live in Marin County?

Yes

Primary Residential Address

[REDACTED]

Marin City, CA 94965

Phone Number

[REDACTED]

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List any federal protected classes you are a member of or represent. Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you:

Black/African American

Are you over 18 years of age?

Yes

Are you employed?

Yes

Current Occupation

Sr. Program Coordinator

Employer's Name

[REDACTED]

Employer's Address

[REDACTED]

, San Rafael, CA 94904

Would you be representing an organization in your PSC membership?

No

County region to represent (includes neighboring unincorporated areas)

Belvedere, Mill Valley, Sausalito, Tiburon, and adjacent unincorporated communities, including Marin City and Tam Valley

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

I had the awesome opportunity to serve on the Priority Setting Committee for the last two years. As a member of a protected class I believe its pertinent to lend a voice that is often left out of decision making.

Many of the decisions that can adversely affect individuals in the protected class within the Priority Setting Committee should have representation. I feel strongly that my representation for those who are unable to be in this space is import.

For these reason, I am re-applying for the Priority Setting Committee to lend a voice and be in a position to make decision which may strongly affect communities and residents of color within the County of Marin.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

Too often services for the protect class are lacking. Marin County has a lot of wealth but most importantly individuals who are among the working poor, low to very low wage earners.

Some important but basic services should include: affordable child-care (based on low to very low employee wages); Mental Health Services and Housing for those dealing with mental health challenges and are unhoused; Conversion of empty building into housing; better access to public transportation; extension of health care services for moderate, low, to very low residents.

The poor will always be among us but how we care for them will best serve everyone.

Please describe any other relevant experience you bring to the PSC.

I am a lifetime resident of Southern Marin living in Marin City. I have spent most of my adulthood building bridges among communities in Marin County. I have serve in public office and am active in my community and county. I belive in being an active listener to discover the best means to help others.

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

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By checking this box

I certify that all information included in and attached to this application form is true and correct.

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name Allison Lavington

Applicant Email Address [REDACTED]

Do you live in Marin County? Yes

Primary Residential Address [REDACTED]
Tiburon, 94920

Phone Number [REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Sex, age, disability, and familial status
Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you:

Are you over 18 years of age? Yes

Are you employed? No

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Belvedere, Mill Valley, Sausalito, Tiburon, and adjacent unincorporated communities, including Marin City and Tam Valley

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

In Marin County, the SES gap is wide and requires attention to maintain a thriving economy and robust community. I am interested in addressing the disparity through the application and distribution of funds to move the needle towards greater opportunity and affordability as well as addressing necessary services for our area.

Like many in Marin County, we moved here specifically for the public school system due to the high-

quality education which is comparable to a private institution. As a single mother of a Redwood High School freshman, the student body serves as a representative sample for the population. Specific to the Priority Setting Committee, when we consider if parents can meet basic needs such as housing, that lens provides an opportunity for short term decision making. When we think of whether most of these kids will be able to affordably live in their hometowns upon graduation, that lens affords an opportunity for long term planning.

As a former state, county, and city civil servant and administrator, I have had the opportunity to observe and tackle barriers which impact protected classes including my lived experiences. Those experiences propel my desire to continue to engage in projects which promote community improvement(s). My goal is to support and optimize programs which enrich lives and communities.

I hold a Master of Science in Applied Statistics and Research Methodologies; and a Bachelor of Arts in Psychology (emphasis on behavioral science research and dyadic interactions) and a minor in Communication (emphasis on public speaking and group settings). I began community-based projects as a student at Santa Rosa Junior College, when in 1989-90, I co-constructed the campuswide recycling program, which now has an overall diversion rate of more than seventy percent—followed by serving as a student representative to the Planning Commission for the City of Santa Rosa. After which, I spent several years conducting anti-stigma research designed to study human behavioral and social traits with an emphasis implicit social cognition including prejudice (emotional bias), stereotypes (cognitive bias), and discrimination & racism (behavioral bias).

My professional expertise includes strategic planning & funding, program evaluations & needs assessment, performance improvement, logic models & quality assurance, trainings and professional development—research methods range from survey & oral history to mixed methods & experimental designs. I believe my varied skill set and background would be of serve to the Marin County Priority Setting Committee.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

Marin County needs affordable housing and resources for its workforce—this includes the appropriate funding and legislation being leveraged for protected classes and low SES. There may also be opportunities for greater public access to online information by revising &/or expanding the County's current offerings. Access should be made known & advertised across platforms and resources assessable through user-friendly platforms. Public transit plays a key role as well as our libraries for members without the appropriate devices and/or internet.

Please describe any other relevant experience you bring to the PSC.

Please see attached CV and former Committees—

- Boulder County, HHS, Contracts & Evaluation Management Team: Operation & Oversight
- Colorado Department of Education, Office of Competitive Grants and Awards: Colorado Reading First Performance Standards Setting Committee, Operational Advice and Oversight Committee, Leadership Team, Think Tank, Steering Committee, and Competitive Grants and Awards Unit—Colorado State Board of Education attendance and CRF presentation
- American Institutes for Research, Association of American Medical Colleges: Medical College Admission Test Item Verification Committee and Medical College Admission Test Technical Advisory Committee
- American Institutes for Research, South Carolina Department of Education: Content Review Committee and Sensitivity/Bias Review Committee
- American Institutes for Research, Ohio Department of Education: Fairness/Bias and Content Review Committee
- Central Washington University, Academic Services: Suspension Review Committee, Residency Review Committee, and Application Review Committee

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

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Documents

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File Upload



ALavington_CV_October_202... .pdf

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By checking this box

I certify that all information included in and attached to this application form is true and correct.

Allison Lavington, M.S.

PROFESSIONAL SUMMARY

My background consists of over twenty years in education, social, and behavioral science research. Professional expertise includes strategic planning & funding, program evaluations, needs assessment, performance improvement, logic models & quality assurance, testing, trainings & professional, development, and postsecondary psychology instruction. Research methods range from survey & oral history to mixed methods & experimental designs.

I am a collaborative leader, team member, and analytical problem solver with hearty soft skills—capable of adjusting to variable situations and communicating with diverse groups of people. My strengths include organization, planning, and counterintuitive & critical thinking. I contribute both glue & grease—by pulling a project together, streamlining, and propelling it forward for effective outcomes. My driving passions are research ethics, data literacy, and promoting positive social engagement. My goal is to support and optimize programs which enrich lives and communities.

SKILLS

Administrative—Manage contracts, grants, and awards; develop cross-functional teams and drive collaborative work; maximize team performance to meet demanding deliverable deadlines through the use of effective communication, process improvement, and balanced schedules; identify and procure funds via RFPs and grant applications; forecast and administer budgets including federal and state sponsored projects; develop strong professional relationships in both the public and private sectors (e.g., point-of-contact with agencies, contractors, and general public); facilitate positive stakeholder relations; strategic planning, advisory, and general committees; establish project designs and oversee schedules; conduct efficient team meetings; execute presentations; coordinate trainings and large scale events; and marketing materials • familiarity with federal education programs Title I, II, III, ESEA/NCLB • Hiring selection interviews, project staffing, training, performance reviews, addressing complaints, resolving problems, and exit interviews; sustaining contract and client confidentiality • Contract scope and size have ranged from independent projects to managing teams, across multiple projects, with annual budgets at \$4.4 million (contract budgets exceeding \$64 million).

Research and Evaluation—National- and state-level high-stakes test development; technical content and bias/sensitivity reviews, form assembly, field testing, and item analysis; passage, item, and rubric writing; facilitate item writing workshops; database design, management, and quality assurance; coordinate test administration contractors; create standard operating procedures (SOPs), technical and style guides • Qualitative, quantitative, and mixed methods; experimental and quasi-experimental studies; develop and implement process, summative, and outcome evaluations including cost allocation, cost effective, and cost-benefit; survey research; focus groups; conducting interviews and observations; policy analysis • Establishing study designs; staffing; field research, on-site study coordination, and laboratory management; participant recruitment, screening, informed consent, orientation, and debriefing; conducting observations (laboratory and classroom), informal, structured, and exit interviews; administer and score measures; instrument development; inter-rater reliability testing and training; collect, code, and analyze data (descriptive and inferential statistics) • Technical report writing and editing; standards setting; curriculum and literature reviews • Ensure ethical standards related to confidentiality, privacy, secure materials, and institutional policies and practices; compliance with state and federal mandates including FERPA, HHS protection of human research subjects, and IRB protocols.

EDUCATION

- 2010, M.S., University of Northern Colorado, School of Education and Behavioral Sciences, Applied Statistics and Research Methods, Concentration in Research Methodologies
- 1997, B.A., Central Washington University, College of Behavioral, Natural, and Social Science, Psychology major (emphasis on behavioral science research and dyadic interactions) with a minor in Communication (emphasis on public speaking and group settings)

EMPLOYMENT HISTORY—CONSULTANT

2021, St. Vrain Valley School District (SVVSD), Program Evaluation for the Department of Assessment, Curriculum, and Instruction, Project Launch

2017, Mile High 360, Strategic Planning

2014, Impact360, Grant Submission for The Denver Foundation, Community Grants

2013 – 2015, Impact 360, Program Evaluation

2013 – 2014, University of Northern Colorado, Ethics Review for the Institutional Research Board (IRB)

EMPLOYMENT HISTORY

City of Longmont, Longmont Public Library

350 Kimbark Street, Longmont, CO 80501

Library Technician, November 2019 – November 2021

St. Vrain Valley School District, Westview Middle School Library

1651 Airport Road, Longmont, CO 80503

Assistant Instructional Librarian/Media Technician, June 2019 – November 2019

Boulder County, HHS, Contracts & Evaluation Management Team

1333 Iris Avenue, Boulder, CO 80304

Quality Assurance & Program Evaluation Specialist, October 2018 – May 2019

City of Longmont, Longmont Museum

400 Quail Drive, Longmont, CO 80501

Volunteer Coordinator, November 2015 – December 2016

Front Range Community College, Boulder County Campus

Social and Behavioral Sciences Department

2190 Miller Drive, Longmont, CO 80501

Psychology Instructor, August 2014 – May 2015

Cambium Learning Group, Inc./Voyager Learning

Research and Evaluation Division

4093 Specialty Place, Longmont, CO 80504

Research Associate, February 2006 – March 2010

Colorado Department of Education

Competitive Grants and Awards

201 E. Colfax Street, Denver, CO 80203

Consultant, October 2003 – February 2006

American Institutes for Research

Educational Assessment and Workforce Research & Analysis Divisions

1000 Thomas Jefferson St, NW, Washington, DC 20007, and

2720 Gateway Oaks Drive, Suite 250, Sacramento, CA 95833

Research Associate, November 1998 – March 2003

Central Washington University

400 E. 8th Street, Ellensburg, WA 98926

Admissions Officer, Academic Services, January 1998 – June 1998

Instructional Media Resource Technician, Brooks Library, April 1995 – June 1997

Research Assistant, Psychology Research Lab, April 1995 – September 1997

PROFESSIONAL DEVELOPMENT

- 2020, Colorado Department of Education, Library Research Service, DART Analytics & Statistics
- 2020, City of Longmont, Microsoft Forms for Surveys & Quizzes
- 2019, OverDrive, Librarian Workshop
- 2019, SVVSD, Social Media, Media Literacy & Digital Safety, Copyright Policy, Digital Library, Interlibrary Loans, Cataloging, Circulation Support, Mandatory Reporting & Sexual Misconduct
- 2019, American Red Cross, Adult and Pediatric First Aid/CPR/AED
- 2018, Boulder County, Cultural Responsiveness, and Inclusion
- 2015, Front Range Community College, Ethics in the Workplace, Title IX, VAWA and Clery Act, HIPAA, and Unlawful Harassment Prevention for Higher Education
- 2013, University of Northern Colorado, Research Ethics
- 2006, Colorado Department of Education, Leadership Retreat
- 2005, Colorado Department of Education, Program Evaluation Training Series
- 2000, George Washington University, College of Professional Studies, Leading Technical Teams
- 2000, George Washington University, College of Professional Studies, Organization Performance Improvement
- 2000, National Institutes of Health, Office of Human Subjects, Protection of Human Research Subjects
- 2000, New Horizons Learning Centers, Software Certification for Access, Excel, Windows, and Word

SOFTWARE SKILLS

- Desktop Applications: Microsoft Office Suite (i.e., 365, Excel, Word, Outlook, etc.) and Google Software
- Relational Databases: Access, Paradox, Banner, and other custom Oracle-based programs
- Statistical Software Packages and Syntax Commands: SPSS, DART, SAS and SYSTAT
- Library Databases & Apps: PIKA, SIERRA, Follett Destiny, Sora/Libby/Overdrive, PastPerfect, etc.
- Device & Web Content Management: JAMF, MDM, WebWeaver

HARDWARE SKILLS

- Computers and Devices: PC and MAC, iPad, Kindle, Android Tablets and Phones
- Equipment: Smart Boards, Projectors, Video, Digital and Film Cameras (including darkroom), Scanners, Printers, Fax, and Microform Machines

PROJECT EXPERIENCE

Consultant/Research Scientist, St. Vrain Valley School District (SVVSD), Department of Assessment, Curriculum, and Instruction, Project Launch Grade 5 Accelerated Mathematics Program (2021). Conducted formative program evaluation and statistical analysis for accelerated mathematics program utilizing pre/posttest and progress monitoring scores, demographic, attendance, and survey data for presentation to the SVVSD Board of Education.

Library Technician, City of Longmont, Longmont Public Library, Children’s and Teens’ Reference Desk (2019–2021). Interact with patrons to provide effective customer service; conduct reference interviews and locate information using library tools including database proficiencies; recommend resources for purposes of education, information, or recreation; implement library policies; and data collection for library statistics.

Assistant Instructional Librarian/Media Technician, St. Vrain Valley School District, Westview Middle School, Library and Instructional Media Center (2019). Responsible to provide effective service and instruct student patrons in the utilization of library resources; conduct reference interviews and locate information using library tools including online and database proficiencies; recommend resources for purposes of education, information, or recreation including digital library apps; serve as school district Learning Technology Plan Site Coordinator; iPad and Chromebook deployment and support; computer lab scheduling; attend District Media Services professional development; and implement school policies and library procedures. Supervise after school/homework club, classes, and book fairs.

Quality Assurance & Program Evaluation Specialist, Boulder County, HHS, Contracts & Evaluation Management Team (2018–2019). The formation of a county government team designed to conduct program evaluations and develop quality assurance protocols—such as feedback loops and standard operating procedures (SOPs)—for the improvement of HHS and workforce programs and partnerships. Deliverables: Conduct a process

evaluation for Workforce Boulder County and basic adult education at the GED Learning Lab, database development projects for child welfare case coordinators, out-of-home child placement analysis, MOU contract assessment with school districts, professional development tracking for IMPACT partnership training, substance abuse contract monitoring & analysis, develop SOPs, policy analysis & literature reviews, and conduct hiring selection interviews. Collaborative work with Colorado Judicial Branch – 20th Judicial District, Mental Health Partners, and Colorado Works; and utilized various county and state data management systems such as ETO, ICM, HHSCv2, SENTRY, and TRAILS.

Volunteer Coordinator for Archives, City of Longmont, Longmont Museum, The Greenwood Fund of the Denver Foundation and the Longmont Community Foundation Grant and Trust (2015–2016). The Longmont Museum and Cultural Center is a municipally funded institution which collects and interprets the history and culture of the St. Vrain Valley in Colorado. Responsible for outreach to recruit, screen, and schedule volunteer archivists/librarians, develop the training system, and provide ongoing support in the practice of archival preservation and cataloging for the Longmont Times-Call Newspaper clipping collection. In creating the searchable catalog, data descriptions were created through qualitative coding framework to identify patterns and themes within and across categories. Additional support by request (e.g., archive requests, marketing materials).

Psychology Instructor, Front Range Community College, Boulder County Campus (2014–2015). Provide instruction on the scientific study of mental functions and behavior including scientific method, descriptive and experimental research methods, ethics, history and systems of psychology, psychobiological and physiological processes, psychological disorders and treatment, and social psychology (social thinking, influence, and relations). Maintain compliance with standards for State Guaranteed Transfer courses, copyright laws, and other institutional practices (i.e., FERPA, Ethics in the Workplace, Title IX, VAWA and Clery Act, Unlawful Harassment Prevention for Higher Education).

Consultant/Research Scientist, Impact360, The Denver Foundation Community Grants Application (2014). The Denver Foundation community grants are awarded to resident groups and 501(c)(3) nonprofit organizations working in the areas of Basic Human Needs, Economic Opportunity, Education, and Community Leadership. Data collected for the Impact360 program evaluation was analyze and summarize for grant submission.

Consultant/Research Scientist, Impact360 Program Evaluation (2013–2015/ongoing consultation to 2017). The Impact360 program is designed to bridge the opportunity gap and prepare lower-income, minority youths for a life of independence and choice. There are thirteen consecutive years of academic, life skills, health, and wellness programs for students sixth grade through age twenty-four, including goal setting for successful matriculation into postsecondary institutions. The purpose of the evaluation was to assess process implementation and outcomes to design the framework necessary to conduct an impact evaluation. The evaluation included case studies and the analysis of standardized state assessments, quantitative trend analysis of GPA and attendance rates. The quantified findings and qualitative themes resulted in best practice recommendations for student enrichment and program improvement.

Director and Technical Lead, Cambium Learning, English Learner Results in Language and Reading for the Hawthorne School District (2010). The goal of this evaluation was to assess progress in reading and language skills for middle school English learners enrolled in the *LANGUAGE!* curriculum at one and two years of instruction. The evaluation used a single group pretest-posttest design with the analysis of silent word fluency and state standards in English language arts and English language development. District interviews and other data collection methods were included in the evaluation.

Director and Technical Lead, Cambium Learning, Longitudinal Evaluation of the Districtwide Literacy Intervention for the Hillsboro School District (2010). The goal of this longitudinal, mixed method evaluation was to assess the impact of the districtwide *Read Well* curriculum adoption on literacy skill acquisition and reading achievement at grades four through twelve. District interviews and other data collection methods were included in the evaluation.

Technical Lead, Cambium Learning, Cambium Learning Assessment System (CLAS) Data Analysis and Literacy Intervention Reports (2010). The project goal was to measure the impact of the *LANGUAGE!* literacy curriculum intervention by grade and overall results for several districts and states across the country, including: The Baltimore County Public Schools in Maryland, Buffalo Public Schools in New York, Clark County School District in

Nevada, Baton Rouge Parish in Louisiana, Jefferson Parish in Louisiana, Lubbock Independent School District in Texas, and statewide results for Florida, Louisiana, and Texas.

Technical Lead, Cambium Learning, CLAS Systemwide Analysis of 4th Edition Outcomes (2010). The goal of this project was to analyze the systemwide trends for schools and districts using the 4th Edition of *LANGUAGE!* curriculum disaggregated by grade, ethnicity, general and special education, and English learners.

Technical Lead, Cambium Learning, California CLAS Writing Results (2010). The embedded *LANGUAGE!* writing assessment is a content mastery test designed to allow students to demonstrate how well they can apply what they have learned. Based on a four-point rubric scale, results were analyzed by percent of students at benchmark.

Research Associate, Cambium Learning, Cost Effective Analysis of Professional Development Models (2010). A cost-effective evaluation was conducted to compare the professional development models used between Cambium Learning and Voyager Learning as part of the company merger.

Technical Lead, Cambium Learning, Longitudinal Evaluation of the Early Literacy Intervention for the Tacoma Public Schools (2009). The goal of the evaluation was to assess longitudinal growth by following a group of students from kindergarten to first grade, when the *Read Well* curriculum was piloted—to the end of second grade, one year after exiting the program. Measurement analysis included outcomes for tests in early literacy and reading skills and the state reading acquisition assessment. District interviews and other data collection methods were used in the evaluation.

Technical Lead, Cambium Learning, Pilot Results for the Districtwide Early Literacy Intervention for the Tacoma Public Schools (2009). The goal of the evaluation was to assess student growth in early literacy and reading skills during the first-year pilot of the districtwide adoption of *Read Well* curriculum at kindergarten and first grade. Measurement analysis included outcomes for tests in early literacy and reading skills and the state reading acquisition assessment. District interviews and other data collection methods were included in the evaluation.

Grant Administrator, Cambium Learning, Intellitools Number Concepts and Automaticity, National Institutes of Health (NIH), National Institute of Child Health and Human Development (NICHD) Grant (2009). This was an NIH federally sponsored grant. Responsible to record and submit project expenditures to the U.S. Department of Health and Human Services, monitor the budget, and communicate administration details across multiple sites.

Technical Lead, Cambium Learning, Retrospective Evaluation of the Middle School Literacy Intervention for the Sunnyside Unified School District (2008). This middle school retrospective evaluation of the *LANGUAGE!* curriculum implementation analyzed reading performance within a high poverty, low performing school district with a substantial number of English learners receiving special education services. The state standard instrument was used to measure reading outcomes. District interviews and other data collection methods were included in the evaluation.

Grant Administrator, Project Manager, and Onsite Study Coordinator, Cambium Learning, Teaching Reading Essentials Utilization Study, NIH NICHD Grant (2006–2008). This was a utilization study of a DVD-based professional development program which evaluated how the program was used in three schools over the course of an academic year. The study was sponsored by the NIH and required expenditure reporting to the U.S. Department of Health and Human Services.

Project Manager, Cambium Learning, Quasi-Experimental Study on Literacy Programs for Anonymous Alabama School Districts (2006–2007). This quasi-experimental study was conducted to examine the extent to which *Read Well* curriculum was effective in improving student outcomes at kindergarten and first grade. First, the study examined the relationship between levels of implementation of *Read Well* and student achievement outcomes. Next, a comparison of the growth achieved by students receiving *Read Well* instruction to growth achieved by students receiving instruction in another instructional method which was also designed to improve early literacy skills. District interviews and other data collection methods were included in the evaluation.

Project Manager, Cambium Learning, Quasi-Experimental Study on a Mathematics Program for an Anonymous Boulder Valley School (2006). A quasi-experimental study was conducted to examine the impact of *TransMath* curriculum on general and special education students at grades six through eight. Measurement analysis included embedded assessment outcomes and the state standards for mathematics proficiency.

Project Manager, Cambium Learning, Comparative Mixed Methods Evaluation on Mathematics Programs for an Anonymous Connecticut School (2006). A comparative, mixed methods evaluation was conducted to measure on the impact of the *Voyages* mathematics curriculum and compare it against another program using general education students in grades four and five. The state mastery test in mathematics was the primary measure.

Project Manager, Cambium Learning, Longitudinal Evaluation of Mathematics Program Implementation for an Anonymous Connecticut School (2006). A longitudinal, retrospective evaluation was conducted to measure the impact of *Voyages* mathematics curriculum with general education students in grades four and five. The state mastery test in mathematics was the primary measure. District interviews and other data collection methods were included in the evaluation.

Project Manager, Cambium Learning, Comparative Mixed Method Evaluation on Literacy Programs for the Denver Public Schools (2006). A mixed methods design with a comparative component was employed. One group of students participating in the *LANGUAGE!* curriculum were matched on demographic variables known to affect student achievement against to a group of comparison students who were using an existing curriculum program within the district. Quantitative measures included both state standardized tests and three independent assessments.

Project and Database Manager, Cambium Learning, Literacy Intervention Studies (2006). Bought on to manage companywide research efforts. Initial tasks included reorganizing and managing data entry staff, databases, data collection, scoring, and quality assurance tasks. Responsible to analyze state standardized tests, and independent assessments, for the studies already in progress for the 2005–2006 school year, including districts within the states of California, Colorado, Florida, Mississippi, Montana, North Carolina, and Washington.

Professional Development Project Manager, Colorado Department of Education (CDE), Office of Competitive Grants and Awards, Colorado Reading First Program (CRF) (2003–2006). The grant was sponsored by the United States Department of Education through Title I under ESEA/No Child Left Behind Act. It was designed to support the adoption and implementation of evidence-based practices for scientifically proven methods of reading instruction and assessment to ensure all children learned to read well by the end of third grade. The grant also provided ongoing professional development (PD) to enhance the quality of teacher instruction. PD was delivered to administrators, instructional coaches, reading specialists, K-3 teachers, K-12 Special Education teachers, regional consultants, and CDE staff through state conferences, regional trainings, online courses, and webinars—with survey research for participant feedback and process improvement—and ongoing evaluation efforts for grant funding decisions and respond to federal oversight agencies. Responsible to meet ongoing federal requirements; strategic planning; pre- and post-award phases including school site visits, interviews, classroom observations, and presentation of findings; point of contact to communicate PD with 54 districts and 82 schools, with over 1600 participants; conference planning and administration; surveys and evaluations; ensure the completion of school and district accountability requirements under the provisions of the grant; automated online data collection and storage system used to track and analyze participant, school, and district-level professional development activities; calculate student target gains on state assessments tied to grant funding decisions; write and edit the Annual Performance Report for Reading First and the Consolidated State Performance Report for multiple year submissions to the United States Department of Education; prepare accountability documentation for the federally appointed Contract Monitor; Southwest Educational Development Laboratory (SEDL) award submissions; curriculum review panels and the evaluation of instructional resources; policy analysis (e.g., bilingual education); and develop standard operating procedures. Committee membership: CRF Performance Standards Setting Committee, Operational Advice and Oversight Committee, Leadership Team, Think Tank, Steering Committee, Competitive Grants and Awards Unit, with attendance and CRF presentations to the Colorado State Board of Education.

Proposal Manager, Colorado Department of Education, Office of Competitive Grants and Awards, Teacher Quality—Reading and Writing Proposal to the Institute of Education Sciences (IES) (2005). *Applying neurocognitive research to enhance teacher practices in developing grades 1-3 proficient readers: Quality instruction and systemic change.* This proposal to the IES outlined an approach to apply neurocognitive research to pre-service teacher programs through clearly defined content and implementation practices. Proposal efforts were made across staff and faculty at the University of Northern Colorado Office of Sponsored Programs, University of Colorado at Boulder, and Brain Matters, Inc.

Public Policy Analysis, Bilingual Education, Colorado Department of Education, Office of Competitive Grants and Awards (2005). National policy analysis for the development of the CDE bilingual education policy.

Scholarship Evaluator, Colorado Department of Education, Office of Competitive Grants and Awards, Robert C. Byrd Honors Scholarship Program (2004–2005). The Robert C. Byrd Honors Scholarship Program (Title IV, Part A, Subpart 6 of the Higher Education Act of 1965, amended) is a state-administered, United States Department of Education federally funded program to promote exceptional achievement in students who show promise of continued academic excellence in postsecondary education.

Project Manager, AIR Sacramento, South Carolina End-of-Course Examination Program, Physical Science and Biology 1/Applied Biology 2, Test Development Contract for the South Carolina Department of Education (2002–2003). This project was for the development of a high school end-of-course examination program for physical science and biology. Committee membership: Content Review Committee and Sensitivity Review Committee.

Research Associate, AIR Sacramento, South Carolina End-of-Course Examination Program, English Language Arts, Test Development Contract for the South Carolina Department of Education (2002). This project was for the development of a high school end-of-course examination program for language arts.

Research Associate, AIR Sacramento, South Carolina Exit Examination Proposal to the South Carolina Department of Education (2002). This proposal was for the development of a high school exit examination program.

Project Manager, AIR Sacramento, Ohio Reading Achievement Program (Grades 3-8), Test Development Contract for the Ohio Department of Education (2002). This project was for the development of a reading achievement test for students in grades three through eight. Committee membership: Fairness and Content Review Committee.

Research Associate and Site Proposal Manager, AIR Sacramento, Ohio K-5 Assessment System Proposal to the Ohio Department of Education (2002). This proposal outlined a comprehensive system of diagnostic and achievement tests in reading, writing, mathematics, science, and social studies for use in kindergarten to grade five classrooms.

Project Manager, AIR Sacramento, Texas Region X ELA Grades 3-8 Item Bank Development for Harcourt (2002). The goal of this project was to develop an online, professional development item bank for teachers.

Research Associate, AIR Sacramento, California High School Exit Exam Test Development Proposal for the California Department of Education (2002). This proposal was for the development of the electronic high school exit examination program.

Project Manager, AIR Washington DC, Medical College Admission Test (MCAT), Test Development Contract for the Association of American Medical Colleges (1998–2002). The Association of American Medical Colleges contracted with AIR to develop a valid and reliable assessment for the selection of medical school candidates. Responsible for the integrity of the operational assessment process for its use in national and international selection. Specific duties: Manage the efforts of the project team through item development and form assembly including the multi-layered technical content and bias/sensitivity review process; facilitate project meetings; point-of-contact for the client and administration contractor; establish and maintain the test development schedule for maximum efficiency and productivity; coordinate the development schedule across contractors and client; construct test forms with the principal investigator using computerized item banking software across classical item and test statistics (e.g., content and cognitive domain specifications, mean, standard deviation, item difficulties, internal consistency reliability, discrimination indices such as point-biserial, etc.); create the operational and scrambled test form layouts with discrete items, passage item sets, and embedded field test items; rate item cueing for the writing sample section practice prompts against operational and anchor form content; ensure accuracy of key files to be used in scoring; manage the cataloging of items across disciplines and ensure content accuracy within the electronic banking system; execute quality assurance tasks for anchor forms, item bank, and databases; edit test forms to maintain content reliability (i.e., format consistency and scientific notation in text, tables, and figures); final approval for camera-ready forms; lead the collaboration with test administration contractor to create shared style guide and SOPs; oversee the in-house response process to item challenges from test takers; conduct field test and operational item verification using classical item analysis and IRT principles with the principal investigator and content editors; write and present technical reports (e.g., Form Assembly Report, Field Test Item Report, and sections of the Item Bank Status Report); estimate budget; modify and implement project procedures; ensure security measures; and execute special task orders (e.g., Practice

Test Publications, converting item bank into new software program, etc.). Committee membership: MCAT Item Verification Committee and MCAT Technical Advisory Committee.

Research Associate, AIR Washington DC, Project of Technical Assistance to the Secretary of Education of Bahia, Brazil (2001). This was a project to develop and implement a program of evaluation to routinely assess student and school performance for the purpose of process improvement aimed at identifying and informing instructional needs to increase student achievement.

Research Associate, AIR Washington DC, Performance Model of the Medical Education Process for the Association of American Medical Colleges (2000). The purpose of this project was to develop a model of performance to identify and define the critical dimensions that distinguish successful from unsuccessful performance during medical school. Information on student performance, school structure, curriculum, licensure examination steps, medical residency, and other relevant factors were collected and analyzed. The results were used to modify the national medical school education process.

Research Associate, AIR Washington DC, Evaluation and Revision of the Science Content of the MCAT for the Association of American Medical Colleges (2000). This project was designed to revise the content specifications for the MCAT based on findings from an AIR predictive validity study. The project utilized focus groups, survey research, nationwide literature review of medical school curriculum, and multimethod analysis.

Passage and Item Writer, AIR Washington DC, Test Development Contract for the IBEW National Joint Apprenticeship Training Program Committee (1999). AIR was contracted to develop and validate aptitude tests to improve the selection of candidates into the national electrical apprenticeship programs, National Electrical Contractors Association, and the International Brotherhood of Electrical Workers. The team developed reading comprehension and reasoning passages and items based on technical and sensitivity guidelines.

Proposal Manager, AIR Washington DC, Manpower, Personnel, and Training Analyses Proposal for the Defense Manpower Data Center, DOD (1999). This proposal addressed aptitude and interest testing, computerized testing, score equating, training evaluation, and recruiting data analysis research for the Department of Defense (e.g., ASVAB).

Research Associate, AIR Washington DC, Job Analysis for the Space Telescope Sciences Institute, National Aeronautics and Space Administration (NASA) (1999). This was a project to design and conduct a job analysis for managers of scientific and technical personnel at a high-technology laboratory funded by NASA.

Research Assistant, AIR Washington DC, Assessment Model and Validation Study for Bright Vista (1998). The purpose of this project was to develop a model of key variables used by the client in its assessment system. Additionally, a validation study was completed on the adjective checklist (ACL) created for this project.

Research Assistant, AIR Washington DC, MCAT Test Development Contract for the Association of American Medical Colleges (1998). This was a project to develop the biannual assessment for the selection of medical school candidates. Responsible as the RA to coordinate the technical and bias/sensitivity review process and create SOPs.

Admissions Officer, Central Washington University, Academic Services (1997–1998). The Office of Admissions worked with student prospects, applicants, high school counselors, college advisors, administrators, faculty, and academic departments to recruit, screen, select, and retain university students. The department also implemented admission policies; conducted committee meetings; utilize SIS system to process undergraduate, graduate, and foreign applications; run daily statistics and produced monthly reports; and acted as a liaison for the university regarding admissions. Committee membership: Suspension Review Committee, Residency Review Committee, and Applications Review Committee.

Technical Lead, Central Washington University, Cost Allocation Evaluation for the Brooks Library Instructional Media Center (1997). A cost allocation evaluation was conducted across the units within the library department to determine the cost per unit of service. The outcomes were used for the application of price modifications, budget justification, and staff management, as well as revised service and patron data collection.

Instructional Media Resource Technician, Central Washington University, Brooks Library Instructional Media Center (1995–1997). This library department was responsible to facilitate learning by collecting, cataloging, publishing, and circulating materials for the university including print, audio, and film (e.g., books, periodicals, manuscripts, maps, documents, cassettes, DVDs, video, photography, and media equipment). Responsible to provide customer service, recommend resources for the purpose of education, instruct patrons in the use of library resources, and provide general administrative and technical support related to various library functions (e.g., statistical reporting). Cataloging, indexing, APA abstracts and citations, archiving, and circulation (loan desk charging in/out and shelving). Supervise the use of non-circulation materials including government documents and obtain copyright permissions. Create SOPs and train student hires. The media center also managed the scheduling and operation of the distance education classrooms. [*Formerly served as an Instructional Media Assistant at the Health and Medical Center, Santa Rosa Junior College.*]

Research Assistant and Laboratory Coordinator, Central Washington University, Psychology Research Lab (1995–1997). The laboratory conducted experimental research designed to study human behavioral and social traits with an emphasis on implicit social cognition including prejudice (emotional bias), stereotypes (cognitive bias), and discrimination & racism (behavioral bias). The research examined and analyzed dyadic and small group interactions, psychophysiological data, and nonverbal communication including eye contact and proxemics. Responsible for Department of Psychology’s graduate school web content management.

COMMITTEE MEMBERSHIP

- Boulder County, HHS, Contracts & Evaluation Management Team: Operation & Oversight
- Colorado Department of Education, Office of Competitive Grants and Awards: Colorado Reading First Performance Standards Setting Committee, Operational Advice and Oversight Committee, Leadership Team, Think Tank, Steering Committee, and Competitive Grants and Awards Unit—Colorado State Board of Education attendance and CRF presentation
- American Institutes for Research, Association of American Medical Colleges: Medical College Admission Test Item Verification Committee and Medical College Admission Test Technical Advisory Committee
- American Institutes for Research, South Carolina Department of Education: Content Review Committee and Sensitivity Review Committee
- American Institutes for Research, Ohio Department of Education: Fairness and Content Review Committee
- Central Washington University, Academic Services: Suspension Review Committee, Residency Review Committee, and Application Review Committee

PROFESSIONAL MEMBERSHIPS (*currently inactive*)

- American Psychological Association (APA)
- American Educational Research Association (AERA)
- National Council on Measurement in Education (NCME)

HONORS AND AWARDS

- Psi Chi National Honor Society
- Academic Honors Award, Central Washington University
- Doyle Scholarship, Frank P. Doyle & Polly O’Meara Doyle Trust
- Department of Psychology Certificate of Merit, Central Washington University
- Department of Communication Undergraduate Honors Thesis, Central Washington University
- Certificate of Recognition for Dedication and Service, Central Washington University Libraries

LEADERSHIP TRAINING, INTERNSHIPS, AND VOLUNTEERISM

- U.S. House of Representatives, California’s 1st Congressional District, Campaign Intern
- County of Sonoma, Board of Supervisors, 3rd District, Campaign Intern
- City of Santa Rosa Planning Commission, School Representative
- Santa Rosa Junior College, Recycling Program for Campus Facilities Operations, Program Co-Founder
- Santa Rosa Junior College, STI HIV Testing for Student Health Services, Committee Co-Chair
- Santa Rosa Junior College, Leadership Retreat, Gualala, California

- Santa Rosa Junior College, Survey Commissioner
- Santa Rosa Junior College, Inter Club Council, Secretary
- Santa Rosa Junior College, Kent Hall Council Representative
- Santa Rosa Junior College, Associated Student Body, Secretary
- Santa Rosa High School, Parent Teacher Student Association, Student Representative
- Santa Rosa High School, SAFE RIDES, Volunteer Driver
- Oregon School for the Deaf, Leadership Academy, Salem, Oregon
- Tillamook Care Center, Nursing Care Facility, Senior Care Volunteer and Companion

PUBLICATIONS

Lavington, A. (2023). *IRB procedural ethics in behavioral science research: The protection of a hidden population vulnerable to psychological harm*. Manuscript in preparation.

Lavington, A., & Simon, J.A. (2010). *English learner results with the LANGUAGE! curriculum in the Hawthorne School District*. Longmont, CO: Cambium Learning Group, Inc./Voyager.

Cambium Learning Group, Inc. (2010). *Early literacy results with Read Well in Oregon's Westridge Elementary School (Revised)*. Longmont, CO: Author.

Cambium Learning Group, Inc. (2010). *The Los Angeles County Office of Education results with the LANGUAGE! curriculum and at-risk students (Revised)*. Longmont, CO: Author.

Cambium Learning Group, Inc. (2010). *Results with the LANGUAGE! curriculum in the Elk Grove Unified School District (Revised)*. Longmont, CO: Author.

Cambium Learning Group, Inc. (2010). *Results with the LANGUAGE! curriculum in the Sacramento City Unified School District (Revised)*. Longmont, CO: Author.

Cambium Learning, Inc. (2009). *Evaluation of Read Well at the Tacoma Public Schools: Districtwide and longitudinal results*. Longmont, CO: Author.

Moats, L., McCabe, J., Lavington, A., McGoldrick, J., & Willis, C. (2008). *Teaching Reading Essentials (TRE): Utilization study of a DVD-based professional development program*. Longmont, CO: Cambium Learning, Inc.

Cambium Learning, Inc. (2008). *Language! The Comprehensive Literacy Curriculum, Sunnyside Unified School District, Arizona: Middle school retrospective evaluation with state data*. Longmont, CO: Author.

American Institutes for Research. (1999). *National Joint Apprenticeship Training Committee Aptitude Test*. Washington, D.C.: Author.

REPORTS AND TECHNICAL GUIDES

St. Vrain Valley School District. (2021). *Project Launch Accelerated Mathematics Program*. Longmont, CO: Author.

Impact360. (2014). *College Bound Readiness Program Evaluation*. Denver, CO: Author.

Colorado Department of Education. (2005). *Annual Performance Report for Reading First, United States Department of Education*. Denver, CO: Author.

Colorado Department of Education. (2004). *Annual Performance Report for Reading First, United States Department of Education*. Denver, CO: Author.

Colorado Department of Education. (2003). *Consolidated State Performance Report for State Formula Grant Programs Under the Elementary and Secondary Education Act as Amended by the No Child Left Behind Act of 2001, United States Department of Education*. Denver, CO: Author.

Colorado Department of Education. (2003). *Annual Performance Report for Reading First, United States Department of Education*. Denver, CO: Author.

American Institutes for Research. (2002). *South Carolina End-of-Course Examination Program, Science Item Writer's Guide*. Sacramento, CA: Author.

American Institutes for Research. (2002). *South Carolina End-of-Course Examination Program, Technical Reviewer's Guide*. Sacramento, CA: Author.

American Institutes for Research. (2002). *Ohio Grades 3-8 Reading Achievement Program, Teacher's Manual*. Sacramento, CA: Author.

American Institutes for Research. (2002). *Medical College Admission Test, Field Test Report: Fall 2001 and Spring 2002 Administrations*. Washington, D.C.: Author.

American Institutes for Research. (2001). *Medical College Admission Test, Form Assembly Report: December 2001*. Washington, D.C.: Author.

American Institutes for Research. (2001). *Medical College Admission Test, Field Test Report: Fall 2000 and Spring 2001 Administrations*. Washington, D.C.: Author.

American Institutes for Research. (2001). *Medical College Admission Test, Item Bank Status Report*. Washington, D.C.: Author.

American Institutes for Research. (2000). *Medical College Admission Test, Form Assembly Report: December 2000*. Washington, D.C.: Author.

American Institutes for Research. (2000). *Medical College Admission Test, Field Test Report: Fall 1999 and Spring 2000 Administrations*. Washington, D.C.: Author.

American Institutes for Research. (1999). *Medical College Admission Test, Form Assembly Report: December 1999*. Washington, D.C.: Author.

American Institutes for Research. (1999). *Medical College Admission Test, Field Test Report: Fall 1998 and Spring 1999 Administrations*. Washington, D.C.: Author.

Central Washington University. (1998). *Cost Allocation for the Brooks Library Instructional Media Center*. Ellensburg, WA: Author.

Central Washington University. (1998). *Academic Services: Office of Admissions Statistics and Enrollment Report, June 1998*. Ellensburg, WA: Author.

Central Washington University. (1998). *Academic Services: Office of Admissions Statistics and Enrollment Report, May 1998*. Ellensburg, WA: Author.

Central Washington University. (1998). *Academic Services: Office of Admissions Statistics and Enrollment Report, April 1998*. Ellensburg, WA: Author.

Central Washington University. (1998). *Academic Services: Office of Admissions Statistics and Enrollment Report, March 1998*. Ellensburg, WA: Author.

Central Washington University. (1998). *Academic Services: Office of Admissions Statistics and Enrollment Report, February 1998*. Ellensburg, WA: Author.

Central Washington University. (1997). *Cost Allocation for the Brooks Library Instructional Media Center*. Ellensburg, WA: Author.

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name Isis Spinola-Schwartz

Applicant Email Address [REDACTED]

Do you live in Marin County? Yes

Primary Residential Address [REDACTED]
Mill Valley, 94941-2506

Phone Number [REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you: NA

Are you over 18 years of age? Yes

Are you employed? Yes

Current Occupation CSO

Employer's Name [REDACTED]

Employer's Address [REDACTED]
SAN FRANCISCO, 94104

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Belvedere, Mill Valley, Sausalito, Tiburon, and adjacent unincorporated communities, including Marin City and Tam Valley

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

I am a long time Marin County Resident and have a great interest in the development of affordable housing in the County and beyond. More specifically, as a resident who raised two children here I am fully aware of how affordable housing is out of reach for many people who were raised in the County, especially for people who like my son, became a school teacher and moved out of state.

I believe my skills in the development of affordable housing will be an asset and I am delighted to have the opportunity to contribute to this need

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

More housing, without additional housing people from low income are priced out. We need this to change. The opportunities to make an impact on how long it takes to get to and from work, have access to good schools, improve the traffic flow on our roads depends on the increase in the housing supply in an equitable manner to reach all categories: low income, workforce housing, and so forth.

Please describe any other relevant experience you bring to the PSC.

Within the county, I was the project manager for mixed use residential project developed in San Rafael at the corner of 2ND and B Street. I was the project manager and primary liaison with the City Planning Department, public works, and PG&E and worked to obtain all permits for the project. More recently as the COO of Forge Development I managed the teams of architects, engineers, and all consultants for the development of two residential, mixed-use apartment towers in the Tenderloin in SF.

I worked with local community groups to address the concerns of residents of the surrounding buildings, which included TNDC and the Curry Senior Center, among others. This ability to work with a diverse constituency and my technical skills are reasons why I believe I will be able to contribute to the development of this important project.

Some of the skills I have specific to the requirements of sustainable development of workforce housing, community engagement, property development and construction, purchase and acquisition, leases and contract management for all parties in the development process. I am a licensed LA with extensive PM Experience.

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

An applicant who is an employee or an officer of an organization that receives CDBG or HOME funding **may not** be eligible to serve as a Committee Member due to a potential conflict of interest. Refer to the [Code of Federal Regulations](#) for more information.

Documents

Please feel free to attach any additional documents or information pertaining to your candidacy for the Priority Setting Committee.

File Upload

 Isis Spinola-Schwartz-Resu... .docx

NOTE: This application will remain valid for a period of one year. The County may require Committee Members to file a financial disclosure form (listing sources of income, interests in real property, investments, and business positions), which will be a public document.

By checking this box

I certify that all information included in and attached to this application form is true and correct.

ISIS SPINOLA-SCHWARTZ

Mill Valley, CA 94941 ■ [REDACTED]

Sustainability professional with international experience in land use, green building, environmental policy, corporate sustainability, greenhouse gas emissions reduction, and climate change adaptation. Core expertise in REAL ESTATE DEVELOPMENT & CONSTRUCTION (residential, commercial, sustainable development, LIHTC, infrastructure, land use, pre-construction permitting) and SUSTAINABLE PROJECT MANAGEMENT (water reuse, solar & renewable energy, electric vehicle implementation, team building, vendor management). MBA in Sustainable Enterprise Management.

Overview:

- Focus on due diligence, financial assessment, and team building to promote sustainability.
- 10+ years in real estate development, directing projects ranging from \$100K to \$100M in budget.
- Strong skill set in financial analysis: modeling, budgets, forecasting, loans, and economic development.
- Co-author of Climate Action Plans for City of San Rafael and City of Antioch, California

Selected Core Competencies:

Sustainability Assessment; GHG Inventory and Analysis; Real Estate Development; ESG Framework management; Energy Conservation for Real Estate Assets; Financial Analysis; Economic Development; Program Management; Land Use Planning; Environmental Policy; Negotiation; Climate Change Adaptation; Design Review; Development Codes & Permits

PROFESSIONAL EXPERIENCE

FORGE DEVELOPMENT PARTNERS, LLC – San Francisco, CA – 2020-Present

Real estate development company specializing in workforce and middle-income housing in the SF Bay Area.

Chief Operating and Sustainability Officer

Oversee project budget, timeline, and deliverable schedule. Manage design fees in excess of \$3M per project. Manage accounting team and draw schedule for loans. Work with CFO to obtain bridge loans to take projects from design development to construction. Provide strategic planning and process development for business growth, adherence to sustainability goals, and portfolio expansion.

- **Hired a team of professional bookkeepers and accountants** to manage project costs for improved budgetary control and smoother loan application and loan payback processes.
- **Obtained challenging permits from PG&E** for the installation of the first single-meter multi-family housing development in California in decades, saving >\$8M in total building development costs.
- **Implemented a sustainability strategy** that resulted in the adoption of a Blackwater recycling system across the portfolio and expanded electric vehicle stations in new development projects. Ensured ESG and Climate Risk assessment was built/designed across a portfolio of new development projects.

MONAHAN PARKER, INC – San Rafael, CA – 2019-2020

Privately held Bay Area real estate development company with 10 employees.

Senior Real Estate Development Manager

Senior project manager overseeing two large real estate projects. Responsible for budget reconciliation, permit procurement, and building design management. Managed all accounts payable and lender draws with responsibility for change orders approvals and other services required for successful project completion.

- **Managed entitlement, permitting, and construction** of a 41-unit residential development in San Rafael, CA.
- **Worked with CEO on negotiations** and approval of guaranteed maximum price contracts.
- **Spearheaded relocation of existing utilities and transformer** to conform to the footprint of a new building prior to construction, completing complex negotiations in 1/5 the typical time.

VERITAS REAL ESTATE INVESTMENTS, PRIME PORTFOLIO – San Francisco, CA – 2016-2019
Real estate investment firm managing mixed-use multifamily and retail properties in the SF Bay Area.

Development Manager

Worked with company CEO to obtain approvals for the design of additional dwelling units (ADUs), managing all contracts with architects and other design professionals. Managed project budgets and demonstrated in the proformas the value-add of ADUs. Supervised 4 direct reports.

- **Managed real estate development** for 60+ properties in San Francisco (value of \$300M+) plus additional dwelling units, infrastructure, and seismic retrofits.
- **Conducted due diligence and feasibility analysis** for potential site/property developments to ensure alignment with construction standards, building, city, and regional codes, economical specifications, and green design.
- **Successfully obtained 80+ ADU permits**, 2-3X more than any other company employee, increasing revenue by an average of 15% for each completed unit.

PRIOR POSITION

Climate Planner GHG Analyst – Dominican University Graduate School, San Rafael, CA, 1 year

EDUCATION & CREDENTIALS

M.B.A in Sustainable Enterprise Management – DOMINICAN UNIVERSITY – San Rafael, CA

B.S. in Urban Planning and Landscape Architecture – LOUISIANA STATE UNIVERSITY – Baton Rouge, LA

Certification – PMP Certification, Stanford University; Circular Economy and Sustainability Strategies, University of Cambridge, Cambridge, UK; RLA 3998 - Registered Landscape Architect; GRI Certified - Sustainability Credential

Boards – Curry Senior Center, San Francisco, CA; Strawberry Design Review Board: Chair and Member, Mill Valley, CA; Strawberry Recreation District: Board Member and Chair, Mill Valley, CA

Technology Summary – MS Office Suite; Smartsheet Project Management; Adobe Creative Suite

Foreign Languages – Portuguese (native speaker proficiency); Spanish (professional proficiency); French (conversational proficiency)

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name Lynette Stewart

Applicant Email Address [REDACTED]

Do you live in Marin County? Yes

Primary Residential Address [REDACTED]
Marin City, 94965

Phone Number [REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you: A woman, Learning Disabilities, Mental Health Struggles

Are you over 18 years of age? Yes

Are you employed? Yes

Current Occupation Teacher

Employer's Name [REDACTED]

Employer's Address [REDACTED]
Novato, 94545

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Belvedere, Mill Valley, Sausalito, Tiburon, and adjacent unincorporated communities, including Marin City and Tam Valley

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

I am a mother of two Bi-racial sons. We were experiencing homelessness in Marin County for the year of 2022 and most of 2023. We were able to secure permeant housing last month of September. We now are living in Sausalito/Marin City at Golden Gate Village.

I am employed full-time as a associate teacher apprentice at a children's center in Novato during the day and at night I attend College Of Marin taking ECE classes to obtain my Lead Teacher Permit next year 2024. I look forward to transferring to USF to continue to pursue my dream of becoming a Teacher. My biggest reason for applying a second time to be apart and contribute my experience to PSC is I know what it is to be a homeless person struggling scared worried stressed and all other negative emotions you can think of and I want to make sure the chosen few on the panel who represent the areas know exactly where the money is most needed. Ask yourselves this have you been without a safe place to sleep? Have you ever skipped meals so your children could eat? Have you ever stepped into a homeless shelter in Marin? Do you know the step by step process it takes to advocate for yourself and your children to be housed? Have you asked a social worker, or a nonprofit in Marin what their case load is like and what those families are in need of? If not please do so if you are voted to get onto the PSC. I can bring all of these questions a firm answer and that is YES, I have and I have the experience of knowing where this money should be spent.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

If you are someone with a Section 8 housing voucher and you are discriminated against. You need a list of emails and phone numbers you can reach out to immediately. In order to get someone to help you communicate with the property owner to explain that the voucher is guaranteed and that the person or family are good tenants.

Please describe any other relevant experience you bring to the PSC.

I have attended housing meetings for Marin City, Golden Gate Village for four years now. I have a very good understanding of what the residents need and want. I was recently awarded the 2023 Community Courage Award from Community Action Marin. In which I was awarded for being outspoken about homelessness and what it is really like for families. I am a UWBA and advocate for the homeless on the meetings we have. I am also a member of Movement Building across the country where I help advocate for UBI or GI.

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

An applicant who is an employee or an officer of an organization that receives CDBG or HOME funding **may not** be eligible to serve as a Committee Member due to a potential conflict of interest. Refer to the [Code of Federal Regulations](#) for more information.

Documents

Please feel free to attach any additional documents or information pertaining to your candidacy for the Priority Setting Committee.

File Upload



NOTE: This application will remain valid for a period of one year. The County may require Committee Members to file a financial disclosure form (listing sources of income, interests in real property, investments, and business positions), which will be a public document.

By checking this box

I certify that all information included in and attached to this application form is true and correct.

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name	Veda Florez
Applicant Email Address	[REDACTED]
Do you live in Marin County?	<input checked="" type="radio"/> Yes
Primary Residential Address	[REDACTED] San Anselmo, 94960
Phone Number	[REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you: BIPOC community, Latinx community, Senior community

Are you over 18 years of age? Yes

Are you employed? No

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Fairfax, Ross, San Anselmo, and adjacent unincorporated communities

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

I am interested in a focused equity lens on housing in Marin County. Members of the BIPOC community, seniors, those who find themselves homeless, and those with disabilities need assurances of fair housing practices.

I have been involved with the described communities since my move to Marin in 2010 with particular interest in representing my Latinx community. I worked in priority-setting communities at the Marin County Elections Department, Marin Transit, and Metropolitan Transportation Commission.

I would enjoy returning to the CBDG committee and my input would be a welcome addition. I bring a wealth of community experience and enjoy seeking long-term solutions for Marin County.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

The ability to tele-attend the meeting. State Legislation allows meetings off-site as long as the agenda is posted 7 days in advance and the meeting is open to the public. Such locations could be the public library or community rooms.

Please describe any other relevant experience you bring to the PSC.

*Past Member - CDBG committee.

*9 years member - Public Advisory Council for the Metropolitan Transportation Commission (4/2014 - 9/2023) and 2 year Chair of Equity and Access Subcommittee.

*Alternate Member - Transportation Authority of Marin representing the Novato area.

*Housing Committee Member - League of Women Voters of the Bay Area

*Board Member - Marin Grass Roots

*Advisory Council Member - Luther Burbank Center for the Arts Latino Council

*Principal - Latino Marin/North Bay Latinx Community

*Member - Los Cien - Sonoma County

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

An applicant who is an employee or an officer of an organization that receives CDBG or HOME funding **may not** be eligible to serve as a Committee Member due to a potential conflict of interest. Refer to the [Code of Federal Regulations](#) for more information.

Documents

Please feel free to attach any additional documents or information pertaining to your candidacy for the Priority Setting Committee.

NOTE: This application will remain valid for a period of one year. The County may require Committee Members to file a financial disclosure form (listing sources of income, interests in real property, investments, and business positions), which will be a public document.

By checking this box

I certify that all information included in and attached to this application form is true and correct.

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name Philip Feffer

Applicant Email Address [REDACTED]

Do you live in Marin County? Yes

Primary Residential Address [REDACTED]
Fairfax, 94930

Phone Number [REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you: African-American and Jewish

Are you over 18 years of age? Yes

Are you employed? Yes

Current Occupation Lawyer

Employer's Name [REDACTED]

Employer's Address [REDACTED]
San Francisco CA, 94104

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Fairfax, Ross, San Anselmo, and adjacent unincorporated communities

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

Growing up in New York City in a bi-racial (black) Jewish household, community representation has always been important to me. Having visited Fairfax and Marin county regularly (my wife was born and raised in Fairfax) for the 10 years prior to my move to Fairfax almost 5 years ago, I would like to continuing doing what I can as a member of this committee for the past 4 years to make sure Marin is a representative and supportive community for my children and for all other children to grow up in. Supporting our underserved and low-income populations is an important way to make sure people coming from diverse backgrounds receive the aid needed to overcome a long history of oppression and live better and happier lives.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

Free and subsidized child-care is critical, as is housing. Marin County should be increasing the number of housing units, in addition to supporting strong tenant protections and programs to help low-income individuals and families purchase their own homes. Public transportation is also very important, commuting costs are burdensome and Marin County needs to have expansive public transportation options within the county and to other nearby parts of the bay area where many Marin County residents work.

Access to information is key as we need to make sure everyone we are trying to help with these programs knows about them and know how best to take advantage of available support systems. This means making free or low cost information providers available (not only on the internet, phone services and in person services will be needed), and making sure such services are available at a variety of times of day so people working outside standard business hours or working long hours or multiple jobs can access key information as well.

Please describe any other relevant experience you bring to the PSC.

Attorney - Admitted to practice in California and New York.

I have been a member of this committee for two two-year cycles prior to the one I am applying for and it has been a valuable experience. I can see the value added to the committee by those members who have participated for longer periods of time and know the history of what projects apply for funding regularly and how applicant organizations utilize grants. I would like to continue developing that institutional knowledge to further assist this committee in its work.

I have a broad and sophisticated transactional/corporate law practice at a large well respected San Francisco based law firm. I am accustomed to reading and analyzing complex documents which has been very helpful in reviewing the materials regularly provided to the committee members (including grant applications and proposals).

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

An applicant who is an employee or an officer of an organization that receives CDBG or HOME funding **may not** be eligible to serve as a Committee Member due to a potential conflict of interest. Refer to the [Code of Federal Regulations](#) for more information.

Documents

Please feel free to attach any additional documents or information pertaining to your candidacy for the Priority Setting Committee.

NOTE: This application will remain valid for a period of one year. The County may require Committee

Members to file a financial disclosure form (listing sources of income, interests in real property, investments, and business positions), which will be a public document.

By checking this box

I certify that all information included in and attached to this application form is true and correct.

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name Donald Cowan

Applicant Email Address [REDACTED]

Do you live in Marin County? Yes

Primary Residential Address [REDACTED]
SAN RAFAEL, 94901

Phone Number [REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you: disabled

Are you over 18 years of age? Yes

Are you employed? Yes

Current Occupation Peer Support Specialist for The Unhoused

Employer's Name [REDACTED]

Employer's Address [REDACTED]
San Rafael, 94901

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Fairfax, Ross, San Anselmo, and adjacent unincorporated communities
 Countywide, at-large member

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

Marin County is a dynamic and thriving community with a very educated and creative populace at all levels. Our housing shortage, mental health issues, childcare shortage and other issues are all imminently solvable with the talent and resources and organizations that exist here. Also we have thriving arts, community events and wonderful recreation areas. Helping direct resources in the right direction would be exciting and fulfilling. I know the community well and think I would be a very positive, responsible and fair influence on this process.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

I think more outreach and education utilizing effective technologies and in-person outreach for those not technologically proficient would be very effective. Right now the housing process in Marin is somewhat mystified and clunky to navigate. A crystal clear resource portal and kiosks would be great, especially in the Canal, Marin City, Novato, Fairfax and other cities.

Please describe any other relevant experience you bring to the PSC.

I expert in affordable housing and landlord and tenants rights, deep understanding of civic governance and process, wide knowledge of the non-profit, religious and civic organizations, and I know Marin and all of it's communities very well.

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

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Documents

Please feel free to attach any additional documents or information pertaining to your candidacy for the Priority Setting Committee.

File Upload



Donald Cowan Resume (1).pdf

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By checking this box

I certify that all information included in and attached to this application form is true and correct.

Donald M. Cowan 501



OBJECTIVE: Legal Process Assistant II

EDUCATION

Juris Doctor, John F. Kennedy College of the Law, May 2014

Bachelor of Arts, Politics, University of California at Santa Cruz, 1996

RECENT WORK EXPERIENCE

Macy's, Inc., Corte Madera, CA 2017 -Present

Receiving Team Leader and Employee Ambassador. Responsible for helping run shipping and receiving office, providing reliable and accurate preparation and documentation of logistics. Use advanced logistics software for all aspects of receiving operations. Organize and maintain efficient product flow from truck to sales floor, including supporting and assisting with interviewing and guidance upon hire.

G.E.M Community Garden, San Rafael, CA 2017 -2017

Horticulture Assistant

Assisted team in managing a community supported agriculture program. Worked to plant, grow, harvest and sell produce and participate in community outreach throughout Marin County.

JFK Housing Advocacy Clinic, Pleasant Hill, CA 2012- 2014

Certified Law Student,

Worked in law office. Helped manage and organize law office, maintained legal calendar and organize files. Practiced landlord-lord tenant law, wrote motions, as well as provided legal advice on telephone hotline. Maintained detailed records of calls.

Alameda County Office of the Public

Defender, Oakland, CA

Summer, 2009

Law Clerk

Worked in law office. Wrote legal motions, maintained court calendar, conducted client intakes and interviews and represented criminal defendants in courtroom proceedings.

OTHER EXPERIENCE

Carpenter

2002 - 2007

Carpenter's Local 405, San Jose, CA; L.E. Boyd Structural Roofs, Urata Concrete Company, Los Gatos Construction Company

Interests

Hiking Marin Trails, playing guitar, Member of Rotary International and Marin Chapter of Business Men's Fellowship.

References Available Upon Request

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name Jack Krystal

Applicant Email Address [REDACTED]

Do you live in Marin County? Yes

Primary Residential Address [REDACTED]
San Rafael, 94904

Phone Number [REDACTED]

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List any federal protected classes you are a member of or represent. N/A
Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you:

Are you over 18 years of age? Yes

Are you employed? Yes

Current Occupation Businessman

Employer's Name [REDACTED]

Employer's Address [REDACTED]
San Rafael, 94901

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Countywide, at-large member

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

I care and have the experience as well as the expertise to assist our County and its residents!

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

The will, monies and knowhow to make it happen!

Please describe any other relevant experience you bring to the PSC.

I have developed, built, acquired and sold residential housing throughout the West coast, including Marin county

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

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Documents

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By checking this box

I certify that all information included in and attached to this application form is true and correct.

Priority Setting Committee (PSC) Application Form

Applicant Information

Applicant Name	Shannon Nakooka
Applicant Email Address	[REDACTED]
Do you live in Marin County?	<input checked="" type="radio"/> Yes
Primary Residential Address	[REDACTED] Novato, 94941
Phone Number	[REDACTED]

Under federal fair housing laws, "protected classes" include race, religion, color, national origin, sex, disability, and familial status. For this PSC recruitment, we are seeking individuals who are members of a racial or ethnic minority, people with disabilities, and/or people who represent these interests.

List any federal protected classes you are a member of or represent. Disability
Representing a protected class is not a requirement; enter Not Applicable if this does not apply to you:

Are you over 18 years of age? Yes

Are you employed? No

Would you be representing an organization in your PSC membership? No

County region to represent (includes neighboring unincorporated areas) Countywide, at-large member

Narrative Information

Please describe your reasons for applying to be a member of the Priority Setting Committee.

I would like to be involved due to seeking that things are being handled appropriately and that communities concerns are being addressed. Being proactive could solve a lot of issues. We can't make changes immediately to some problems but being proactive can resolve a lot of problems that are usually due to systems in place where agency's are on a incentive based program or not heavily supervised process.

Under fair housing laws, it is illegal to discriminate in housing-related transactions based on

race, color, religion, national origin, sex, disability, and familial status. What services, if any, do you see are needed in Marin County for members of these protected classes to access information, opportunity, and options to live where they choose without discrimination?

I believe that there needs to be more a landlord awareness a online quarterly or annual check in form possibly along with recertification process or inspection to see that both parties have been appropriately addressing any issues. Also more advocates or assistance for those with special needs physical or mental health wise. I find it disturbing that a lot of paperwork and communting is expected from those disadvantaged due to impairments or income. I would say most issues are due to lack of assistance with providing services to the disadvantaged. The should at least be a media plate form where all benefits agency can log on with clients and communicate with one source of where they can sign into the information they need if client wishes to participate in to make less paper waste. Fuel emissions, less stress or fear and smoother transaction and time consuming issues that are a big part of mental health triggers. If we could put this in place most participants would not always be on pins and needles worry about qualifying when obviously they were qualified in the first place. They fear of not knowing they can turn in paperwork or have all the documents ready or if units are being maintained slum lords people are not taking advantage of the system by being able to checking in with clients or just that there is information available to observe the interactions between or history of landlords and clients addressing issues and there being a public record. A online platform where clients and landlords can seek actual information they could tell give client or landlord a good idea they want to take a chance with getting involved in the beginning. Especially if they have a troubling pattern of fall outs. There should be steps to address any issues but also a limit on how many times until they should move on.

Please describe any other relevant experience you bring to the PSC.

I have experienced first hand many of the issues that have or could be issues that make the system flawed and I would like to be be part of something I believe that there needs to be more a landlord awareness a online quarterly or annual check in form possibly along with recertification to improve the situation.

Has any organization of which you are an officer or employee received federal funds from the County, or plans to request such funds in the future? (Federal funds include the Community Development Block Grant (CDBG) and HOME programs.)

No

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Documents

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By checking this box

I certify that all information included in and attached to this application form is true and correct.

PATHWAYS TO REMOVING OBSTACLES TO HOUSING

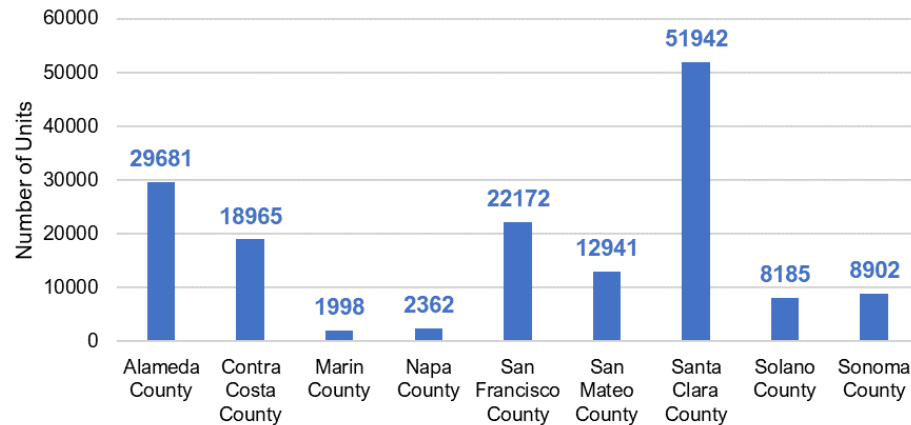
Pathways to Removing Obstacles to Housing Grant Application Vision Statement

Marin County is a very wealthy, predominantly white community with a housing stock that is primarily comprised of single-unit or “single-family” homes and where there has been long-standing opposition to increasing multiunit and affordable housing in all areas of the County. It is also a County that aspires to improve and transform its underserved and under resourced communities to create housing opportunities that are affordable in high resourced areas of the County. While Marin County is one of the wealthiest Counties in the Country and in California, in 2018 Marin County was named the most racially disparate County in California, according to the Race Counts survey. Since then, its ranking has gone from first to third, but there continues to be many disparities, including that, “Across indicators, Marin County’s Black residents are most impacted by racial disparity.” And according to the Othering and Belonging Institute at UC Berkeley, three Counties in the Bay area are more segregated in 2020 than they were in 2010, with Marin County as “the most segregated county in the region by far.”

Governmental policies have contributed to the lack of affordable housing through Marin’s housing policies including zoning and land use, racially restrictive covenants, and discriminatory lending policies. The downstream effects of those policies have led to housing assessment and valuation policies based on race, and a lack of investment in low-income communities. Those governmental policies have, in turn, resulted in communities of color lacking the resources and opportunities for housing security and stability, good jobs, access to transportation, good schools, community assets including access to financial institutions, healthy grocery stores and open spaces. Many of these historic and racially motivated policies can be attributable to the wealth and income gaps for people of color throughout the County that exist today. Disparities in homeownership also fall along racial lines and are especially prevalent in Marin County. While almost two-third of non-Hispanic White households are homeowners, one-third and one-quarter of Hispanic/Latino(x) and Black/African American households are homeowners, respectively.

In addition to systemic, regulatory barriers, community opposition to multiunit and affordable housing has been unbridled, with the continuous characterization that affordable housing will change the “character” of existing communities. As a result, since 2010, Marin has produced the smallest number of housing units across all Bay Area counties.

Housing Built After 2010 Across Bay Area Counties



The effects of these policies and the inaction of creating new housing and in particular, affordable housing, for decades has resulted, in part in:

- High costs for purchasing, renting, and building affordable housing.
- Households using a significant portion of their income towards housing – 37% of households are cost-burdened (spending over 30% of income).
- A majority (64%) of Marin’s workforce commuting from areas outside of the County.
- Overcrowded households in low-income communities.
- Agricultural and farm workers living in substandard housing.
- Displacement for people of color and for residents who are low income.
- Eviction tactics and rates that disproportionately affect families and people of color.
- Seniors unable to afford to live in and maintain the homes in which they have lived in for decades.
- Young people unable to find housing to meet the employment demands and aging population of the County.
- Limited housing options for residents with disabilities.
- A growing wealth and generational wealth gap between homeowners and renters.
- Decreasing opportunities for people of color to participate in homeownership.
- Lack of housing opportunities in high resourced communities for low, very low- and middle-income people.
- Lack of mobility opportunities for residents from low resourced communities to move into high resourced communities.
- Inability of existing subsidized housing vouchers (e.g., Section 8 Vouchers) to meet the need of eligible households.

The State of California has developed several state laws and regulations to combat and address barriers to the creation of affordable housing, including:

- State Assembly Bill 686 (AB 686) mandates that local governments identify meaningful goals to address the impacts of systemic issues such as residential segregation, housing cost burden, and unequal educational or employment opportunities to the extent these issues create and/or perpetuate discrimination against protected classes. Marin County and its jurisdictions have included several programs in their Housing Elements and department work programs to address AB 686.

- Government Code Section 65863 (No Net Loss Law) ensures development opportunities remain available throughout the planning period to accommodate a jurisdiction's regional housing need allocation (RHNA), especially for lower- and moderate-income.
- Pursuant to Government Code Section 65583.2, some housing sites in the County are subject to by-right approval exempt from CEQA and subject only to design review based on objective standards, when a project includes 20 percent of the units affordable to lower-income households and no subdivision is proposed. The County went above and beyond and all Housing Element housing sites are subject to by-right approval when they meet the Housing Overlay Designation requirements.
- Development on all nonvacant sites designated in the Housing Element, at all income levels, that contain existing residential units, or units that were rented in the past five years, is subject to the replacement housing requirements specified in Government Code sections 65583.2 and 65915.
- California's Density Bonus Law (Gov. Code §§65915 - 65918) allows a developer to increase density on a site above the threshold set in the Countywide (or general) Plan. Affordable projects have the most flexibility and potential with the density bonus law.
- **ADU legislation in California has alleviated constraints set by local laws including minimizing parking standards, expediting review processes and allowing larger units.**

Yet despite the recognition of the need for more affordable housing and the recent regulatory efforts to address barriers to develop affordable housing, Marin County has not significantly increased its affordable housing stock in over 20 years. Much of the resistance to new housing has been attributed to attitudes about race, assumptions about the people who live in affordable housing, and resistance to change and adapting to the demographic trends nationwide and locally. In addition, the imbalance of power for those who have had opportunities to be homeowners and property owners and those who have been disenfranchised, denied and unable to participate in housing policies that directly affect their lives, has created further inequities in decision-making, agency and the ability to create home security and generational wealth through homeownership.

To increase, preserve and expand housing at all income levels requires a new approach, strategy and vision that will ensure long-term, sustainable affordable housing, and that when housing is created, those less represented and more marginalized are included in the decision-making process and are provided opportunities for safe, affordable housing in high resourced areas. To increase affordable housing opportunities, the County's new strategies will expand its current efforts to create a Countywide approach for:

- Missing Middle Housing.
- Countywide Community Land Trust and Shared Equity Homeownership Programs for low- and moderate-income households, with a focus on those who have historically been shut out; with a governing structure to oversee these new programs that will consist of people and populations who have previously not participated in decision-making, who have historically been denied housing opportunities and resources, and who represent indigenous and people of color and other members of the protected classes.
- Creating opportunities for community or tenant ownership of housing.

The following proposed activities are intended to address and mitigate existing barriers, and to create a pathway for sustainability and continued growth for affordable housing, to develop and expand affordable housing preservation strategies, preserve existing housing, reduce

displacement particularly for members of the protected classes and those in underserved communities, and increase homeownership opportunities particularly for people of color.

Increasing Affordable Housing

The high cost of living in Marin is directly related to the extremely high housing costs and the limitations on affordable housing development. A recent study by United Way Bay Area estimates that 28% of Marin County households do not earn enough to meet their basic needs, and the cost of housing is by far the largest component of the typical housing budget. Nearly half (46%) of County households spend more than 30% of their income on housing. Of the 9 Bay Area counties, Marin holds the lowest rental and homeowner vacancy rates, which further exacerbate the difficulty in accessing housing, and especially affordable housing.

California State law requires that all cities and counties in California have a compliant Housing Element as part of their General Plan, which must be updated every 8 years. The Element lays out the goals, policies, and programs to become a more equitable and inclusive County, to remove barriers that have created unequal access to housing among certain racial and ethnic groups in the past and present, and to support and advance these goals while addressing issues such as climate change, environmental quality, transportation, and economic vitality. As part of State housing law, each jurisdiction was allocated a specific number of units that must be planned for in its Housing Element particularly for low- and moderate-income households. The Regional Housing Needs Allocation (RHNA), as determined by the Association of Bay Area Governments (ABAG), allocated the total 2023-2031 RHNA for all counties and municipalities in the Bay Area as 441,176 units. Marin County and its 11 cities and towns received 3.3 percent of the regional housing assignment, or 14,405 units.

And while there are repercussions if the California Department of Housing and Community Development determines that a Housing Element fails to substantially comply with the State's Housing Element Law, there continue to be challenges to implementing long-term solutions to create more affordable housing in Marin. As a result, the County is proposing a new, strategic approach to produce, protect and preserve affordable housing in all areas of the County and at all income levels.

Missing Middle Housing (MMH)

Recently, housing advocates and policymakers have begun to understand the applicability of including missing middle housing as part of its strategy to increase affordable housing and housing mobility and choice. Missing middle housing refers to housing stock that ranges in size and density from Accessory Dwelling Units (ADUs) to small-scale apartment buildings of ten to twenty units, including smaller-scale duplexes, fourplexes, cottage courts, and courtyard buildings. While these structures have been utilized in the past, they are less common in new homebuilding, especially in Marin where the median new home exceeds 3,500 square feet.

And while restrictive covenants are no longer legal, their legacy remains and challenges for creating MMH in Marin include policies that favor single-family housing, large minimum lot sizes, parking requirements and height limitations. These zoning practices have determined the type of housing within communities and how or if affordable housing can be developed, which has limited the ability to move into single-family neighborhoods that have greater amenities and resources. These policies have resulted in creating and maintaining segregated communities, particularly for low-income households and people of color.

The strategy for expanding affordable housing stock through missing middle can also create opportunities for affordable "starter homes" that allow new buyers to enter otherwise competitive

housing markets, particularly for BIPOC households and younger households looking for homeownership opportunities; that creates housing mobility for residents and families from underserved communities to move into high resource communities; and that present new options for seniors choosing to downsize and stay within their communities of support.

According to The Turner Center for Housing Innovation, UC Berkeley, “Historically, missing middle homes have been a more attainable housing option to lower- and moderate-income families, those who make about 50-110 percent of area median income (AMI). The research found that single-family homes are on average 2.7 times more expensive in overall price than the condos that would be built as a result of the missing middle upzoning. The required annual household income to purchase a home would decrease significantly.”

In 2020, 74% of Marin’s Black/African Americans households were renters, yet 33% were earning more than \$100,000 per year; for Latinx households, 67% were renters yet 40% of those households were earning more than \$100,00 per year. These households of color are potential candidates for missing middle housing.

From an economic perspective, development of MMH can create opportunities to support local economies and address the need for local workers. Small builders, contractors, nonprofit housing developers, BIPOC contractors and subcontractors, who are often left out of large-scale housing developments, could participate in the creation of local, affordable housing projects.

Community Land Trusts (CLT) and Shared Equity Homeownership Programs

While there is a critical need for affordable housing in every city and town in Marin, increasing affordable housing in high resource areas of the County for people of color and from underserved communities is imperative to address Marin’s longstanding history of racism in housing, to desegregate our communities, and prevent ongoing displacement of households of color. One key strategy for reaching this goal is through the creation of community land trusts and equity homesharing.

Community Land Trusts

Generally, Community land trusts (CLTs) are nonprofit organizations governed by a board of directors comprised of land trust residents, community residents and public representatives that provide homeownership or long-term rental opportunities for families and low-income residents. CLTs are often a nonprofit corporation run by a board, staff, and community members, that holds land on behalf of a community, while serving as the long-term steward for the affordable housing and other community benefits such as community gardens, civic buildings, commercial spaces and other community assets on behalf of a community.

A typical community land trust for affordable housing works like this:

- A family or individual purchases a house that sits on land owned by the community land trust.
- The purchase price is more affordable because the homeowner is only buying the house, not the land.
- The homeowners lease the land from the community land trust in a long-term (often 99-year), renewable lease.
- The homeowners agree to sell the home at a restricted price to keep it affordable in perpetuity, but they may be able to realize appreciation from improvements they make while they live in the house.

The community land trust balances the interest of its residents, the broader community, and the

public interest to promote wealth building, retention of public resources, and solutions for community needs.

Currently, Marin County has several existing hyper local housing CLTs and a number of cities, towns and nonprofit organizations that have expressed interest in developing CLTs for their communities, including our low-income communities. In addition, the County engaged residents of Marin City, a community serving the largest population of African American/Black residents who have been directly affected by racial discrimination in housing including racially restrictive covenants, discriminatory lending practices, and more recently by appraisal discrimination in their community, to create a CLT in Marin City for the benefit of those who were denied homeownership opportunities.

To begin to address the challenges for local communities to establish a CLT, including the amount of time, resources and expertise required to create, develop, and maintain the CLT itself, the County is proposing the creation of a Countywide Community Land Trust. The benefits of having a countywide or regional approach to a CLT are many:

- Allows for potential new affordable housing across the entire County, including developing new and preserving existing affordable housing.
- Allows for different types of housing to reflect different communities.
- Addresses and unmet need of a developer able to undertake smaller MMH developments
- Affirmatively furthers fair housing by creating real housing choice and promoting housing mobility particularly for people of color and people of color in low-income communities.
- Developing affordable housing in high resource communities is needed to overcome historic patterns of segregation, which are especially prevalent in Marin.
- Sets the framework for local community leadership, capacity building, and autonomy over their community assets.
- Decreases the average cost per unit for development and operating costs.
- Increases opportunities to access funding through a Countywide approach.
- Increase opportunities for homeownership for low and moderate income households
- Ensures, to a greater extent, that fair housing laws are implemented, that affirmative marketing is being conducted, and that entities are in compliance with state and local laws.

In addition to developing new affordable housing and preserving existing affordable housing, a Countywide Community Land Trust specifically addresses racial inequities and the impacts of housing segregation. Not only does a CLT acknowledge the County's historic discriminatory practices but ensures real fair housing choice by increasing rental and homeownership opportunities for people of color in all areas of the County, including high resource areas, which represents the vast majority of the County's neighborhoods.

Shared Equity Homeownership Programs

Although the different types of shared equity programs vary in structure, they are all distinguished by a common emphasis on owner occupancy, long-term or perpetual affordability, and equity sharing. Shared equity homeownership offers an alternative option to renting and traditional homeownership and is an umbrella term for programs that provide homeownership opportunities with lasting affordability, or long-term affordability. Typically, a nonprofit or government entity provides a subsidy to lower the purchase price of a housing unit, making it affordable to a low-income buyer. In return for owning a home at an affordable cost, the homeowners agree to certain restrictions including limitations on returns on investments upon resale or limitations on conveyances of the property in an effort to continue to provide opportunities for future

homeowners.

According to HUD, shared equity programs also help reduce some of the risks associated with homeownership for low-income and minority households. First, by buying homes at below-market prices, shared equity homebuyers are insulated to a significant extent from falling home values; and second, the purchase of a less expensive shared equity home may free up funds in some buyers' budgets to use for basic living expenses and investing in asset building strategies such as retirement savings, education savings, etc.

Community or Tenant Ownership of Housing (TOPA/COPA)

A key preservation and anti-displacement housing strategy that removes properties from the speculative market while preserving properties as permanently affordable, is creating opportunities for community or tenant ownership of housing. Tenant Opportunity to Purchase Act (TOPA) or Community Opportunity to Purchase Act (COPA) are policies that provide tenants, community land trusts, and nonprofits with a pathway to organize and utilize preservation dollars to rehabilitate and purchase housing, keeping it affordable for future generations. TOPA/COPA are anti-displacement tools that can preserve affordable rental housing stock, keep housing within community hands, and stabilize communities of color that have long faced displacement, disinvestment, and exclusion.

COPA policies complement TOPA policies. In order to prevent displacement, stabilize current residents and existing communities, and preserve affordable housing for the long term, TOPA policies give tenants and/or qualified organizations representing tenants living in multifamily buildings, advance notice that the landlord is planning to sell their building and presents the opportunity to the tenants or the qualified organization to collectively purchase the building. COPA policies allow qualified nonprofits to make a first offer to purchase a building with low-income tenants if the property owner decides to sell. Properties purchased through these policies may allow for permanent affordability restrictions, increasing the jurisdiction's affordable housing stock and permanently removing property from the speculative market.

These policies generally require landlords to provide an "Intent to sell" notice to their tenants, along with a timeframe for the tenants to form a tenant association and express interest in purchasing the units, exercise the "right of first offer" and "right of first refusal" and additional timeframes for the tenants to secure financing. From a community/nonprofit perspective, nonprofits and other qualified organizations need to have the infrastructure, funding mechanism and capacity to track and respond quickly to TOPA/COPA opportunities. In Marin, nonprofit organizations are neither fully funded nor supported to be innovative or challenge the existing structures for creating and developing new housing. As a result, committed organizations who represent members of the protected classes are not prepared to participate in Countywide or regional approaches to address the affordable housing crisis in Marin.

Governing Body

Marin County has a serious equity, racial and inclusivity problem when it comes to addressing barriers to affordable housing. The ability to create new, preserve existing and produce affordable housing throughout the County, particularly for those who are low-income, who are from disadvantaged communities and/or are indigenous and people of color, requires a new approach and perspective heretofore not seen in the Bay area neighborhoods or in exclusive, suburban communities like Marin. In addition, to develop, support and sustain a new and ambitious strategy for increasing and preserving affordable housing, requires the creation of a sustainable entity to lead, oversee, manage, and enforce the basic tenants of this piece of the County's overall strategy.

To create and sustain a community land trust, expand missing middle housing development, develop shared equity homeownership programs and create community or tenant ownership programs, there is a need to create an entity to oversee, manage, foster and lead this effort – separate from, yet with the support from, County government, philanthropy, business and other stakeholders. To date, such an entity does not exist in Marin County. The creation of such a governing body with local and regional support, would lead to the establishment of a 501(c)(3) with a shared vision and membership that represents County residents from all areas of the County, and includes representation from all the protected classes, low-income residents, renters, indigenous and other people of color.

The goals of the governing body would include:

- **Developing a collaborative that includes the unincorporated County, cities and towns, nonprofit organizations and other stakeholders that ensures full participation from all.**
- **Advising County and City/Town staff on implementation and strategies for a successful outcome that increases affordable housing for low-income residents.**
- **Helping to address the distrust of residents, people of color and local jurisdictions with the County. Working collaboratively on an effort that is viewed as a new approach that can create a different and more inclusive outcome.**
- **Increasing knowledge, capacity and leadership for all participants including residents, nonprofits and local jurisdictions.**
- **Developing a robust community engagement strategy.**
- **Identifying strategies and funding sources to encourage and facilitate homeownership opportunities for people of color.**

A consensus decision-making process for residents, nonprofits and other committed stakeholders, will create a new model for exclusive, suburban communities to address similar affordable housing strategies willing to advance efforts to affirmatively furthering fair housing.

Income Self-Certification and Request for Stipend Payment

About the Committee Stipend Program:

- Committee members who choose to participate in the stipend program must self-certify to income requirements annually each July (see “Self-Certification of Income” below)
- Stipend amount is \$50 per Committee meeting
- Stipend payments will be paid after each July for meetings attended July – June
- Checks will be payable to the commission member only
- Receipt or waiver of stipend will not affect eligibility or selection for committee appointments and this stipend self-certification is not part of the committee application process; this self-certification and your voluntary receipt of meeting stipends is confidential
- The County will issue an [IRS Form 1099](#) for stipend payments totaling more than \$600 annually. Stipend payments may be taxable income. Please consult your tax professional for more information
- Members of committee will be required to complete an [IRS Form W-9](#) and register as a payee of Marin County in the [County's vendor system, Munis](#). See below for form, link, and instructions

Part 1: Self-Certification of Income

I, _____, certify that I am an appointed member of a Committee conducting public business for the County of Marin; and I certify that my household income falls below the following Self-Sufficiency Standard¹ for Marin County (see income table below):

Household Size	Annual Income
1 Adult	\$ 67,334
2 Adults	\$ 82,540
1 Adult, 1 Child²	\$ 114,710
2 Adults, 1 Child	\$121,108
1 Adult, 2 Children	\$144,657
2 Adults, 2 Children	\$149,089
Each Additional Child	Add \$23,276

(1) Self-Sufficiency Standard adapted from the University of Washington “Insight Family Needs Calculator (2021). More information at <http://www.selfsufficiencystandard.org/california>

(2) “Child” refers to any dependent claimed on your federal tax return

Committee Member Name:

Committee Appointed To:

Member Phone Number:

Email:

Mailing Address:

City:

State:

Zip

Signature:

Date:

Income Self-Certification and Request for Stipend Payment

Part 2: Meeting Log and Request for Payment

- Please submit this form for each stipend payment you request during your appointment term
- If this is your first stipend payment request, please complete the IRS Form W9 (below), and register to receive payments from the County Payment System, Munis at <https://selfservice1.marincounty.org/vss/Vendors/default.aspx>
- If you have previously submitted a Form W9 and/or registered in Munis, you do not need to register again unless there has been a change to your name, taxpayer status or banking (direct deposit) information
- For questions about the stipend program, or assistance with your application, please contact the staff liaison assigned to your committee at Federalgrants@marincounty.org or (415) 473-6279

Please enter each committee meeting you have attended in the previous year (July – June) in the space below:

	Committee	Meeting Date	Start Time	End Time
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Total Meetings Attended:

.....**Total Stipend Amount:**

I certify that I attended the Committee meetings indicated above, and that I meet the household income guidelines as indicated in the *Committee Stipend Program Self-Certification*:

Signature:

Date: