

MR. LLEWELLYN (*LEW*) BLACKBURN, PH.D.

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PROFILE

A gifted educational leader and administrator with more than 35 years as a classroom teacher, Assistant Principal, Principal, Central Office Administrator, School Board Trustee, and Educational Consultant. Career highlights include impeccable credentials for providing financial leadership in challenging environments, impressive record of improving student achievement, developing emerging principals at the graduate school level, and leading the board in finance, policy making, and oversight of the 2nd largest school system in Texas.

PROFESSIONAL QUALITIES

Academic Improvement	Governance
Organizational Management	Financial Management
Strategic Planning	Human Resources

CAREER PREPARATION

Doctor of Philosophy, Educational Administration
University of Texas-Austin, Texas

Dissertation: *Principals' Interpersonal Communication Influence Tactics In Collaborative Decision Making*
Cooperative Superintendency Program

Master of Educational Administration * Bachelor of Music Education
Texas A&M University-Commerce - Commerce, Texas

Texas Certifications
Superintendent * Mid-Management * All-Level Music

High School Diploma
Franklin D. Roosevelt High School, Dallas, Texas

PROFESSIONAL HIGHLIGHTS

Educational Leadership Associates, LLC, Dallas, Texas

September 2018 – Present

President

Provide contracted consulting services related to educational leadership, governance, and achievement. Clients have included public schools, charter schools, childcare, and other education-related firms.

Texans Can Academies, Dallas, Texas

July 2006 – August 2018

Chief Special Projects Officer *March 2016 – August 2018*

Assumed full leadership for five state licensed Early Childhood Development Centers, located on campuses in Dallas and San Antonio. We have approximately 50 staff working with an average enrollment of 275 children ages 4 months to 5 years, working with an annual budget of approximately \$675,000. The department had experienced financial insolvency, since its inception more than 10 years ago. For the first time, the centers are operating in the black.

- Increased average enrollment from c. 150 to 275 over a 3-year period
- Annual revenues increased from c. \$400,000 to \$675,000 over a 3-year period
- Partnered with other child care agencies to improve operations and increase revenues
- Texas Rising Star ratings; of seven centers, two centers were TRS-4 and two were rated TRS-2

Vice President, Chief Business Officer *March 2007 – March 2016*

Direct the daily activities of five major departments (Finance, Human Resources, Student Nutrition, Early Childhood, Grants and Legal) supporting 10 charter schools in five major Texas cities. Inherited a dire financial situation including an unhealthy reliance on credit cards and an accounting staff with little accounting background or experience. More than 500 employees; managing a budget of \$35 million.

- Accumulated cash reserves more than \$12 million.
- Implemented over \$2 million in emergency cost cutting strategies in 2006, raising the cash reserve fund from \$50,000 (1% of budget) to more than \$6,000,000 (10%+) in 2010.
- Recruited a professional and experienced accounting staff, replacing nearly 80% of the staff in one year.
- Upgraded the equipment in the nutrition department to professional grade coolers, freezers, ovens and sinks; lead the nutrition department from producing an annual loss exceeding \$50,000 to realizing \$200,000 in profit in 2010.

Executive Director - Human Resources *July 2006 - March 2007*

Recruited to add stability and effectiveness at all positions, for an operation facing issues created by rapid expansion during the late 1990's. Implemented a thorough review and revision of Human Resource operations and company policies.

- Lead the revision of policies and procedure, expanding what had been a 45-page booklet into a 500-page user-friendly electronic manual.
- Developed a new staffing allocation plan for each of the ten campuses resulting in cost reductions. Re-positioned the compensation plan to increase staff recruitment and retention.

Wilmer-Hutchins Independent School District, Dallas, Texas

June 2002 – June 2006

Executive Director – Human Resources *June 2002 – June 2006*

Accountable for maintaining professional staffing levels, ensuring that the teaching staff reflected the demographics of the local community and achieving certification for provisional teachers. Added responsibility for Auxiliary Services, Food Service, and Student Attendance in 2004.

- Improved diversity throughout the district, reducing the African American teacher presence from 82.4% in 2002 to just 68.5% in 2004 while increasing white teachers from 15.7% to 26.9% and Hispanics from 2.0% to 4.6% in the same period.
- Developed and implemented a New Teacher Induction Program designed to transition professionals and businesspeople into the teaching profession. The program, in part, helped reduce teacher turnover from 26.6% in 2002 to just 15% in 2004.

Director – Auxiliary Services *September 2004 – June 2006*

Managed a \$1 million maintenance and repair budget and a 10-person staff. Increased response time for maintenance and repairs from a week to one day. Reduced the staff from 10 to 4 within two years.

Coordinator – Student Attendance *September 2004 – June 2006*

Collaborated with PEIMS Coordinator to ensure accurate attendance accounting. Decreased truancy and improved overall attendance.

Texas A&M University-Commerce, Commerce, Texas

July 1999 – June 2002

Lecturer – Department of Educational Administration

Taught graduate level courses for teachers aspiring to become principals. Lectured on: Administration of Special Programs; School Law; Communication for Leaders; Principalship; and Urban School Leadership. Supervised and mentored nearly 120 administrator interns.

Byrd Middle School - Duncanville Independent School District, Duncanville, Texas

June 1998 – June 1999

Principal

Lead a 60-person staff delivering education to students in grades 7 and 8 and improving student behavior and discipline. Created programs to involve parents and the community. Improved test scores in Math and Writing, from 78.3% to 83.5% in Math and 77.4% to 89.6% in Writing. Improved African American teacher levels from 14.4% to 26.1% in one year.

Goodrich Independent School District, Goodrich, Texas

July 1997 – June 1998

Principal

Reorganized the two schools (elementary and high) into three; elementary, middle and high, creating an opportunity for the elementary and high schools to earn a “Recognized” rating from the Texas Education Agency.

Texas Education Agency - Austin Texas

July 1995 - July 1997

School Accountability Officer

Responded to school district personnel concerning issues regarding alternative schools and site-base decision making as they pertained to the Texas Education Code.

RELATED EXPERIENCES

Communities in Schools, Dallas Region, Dallas, TEXAS

April 2023 – Present

Member, Board of Directors

Communities In Schools of the Dallas Region is a 501(c)(3) non-profit founded locally in 1985. The Communities In Schools intervention is a series of evidence-based best practices within the community school model, placing trained staff on campuses to provide daily intervention to high-need students and families. The four main components of service delivery include academics, behavior/mental health, social services, and attendance. Once these barriers to success are addressed, Communities In Schools is able to re-direct these K–12 children towards improved outcomes in a coordinated, caring, and individualized way.

Dallas Independent School District, Dallas, Texas

June 2001 – May 2019; June 2011 – June 2013 (*President*)

Member, Board of Trustees

Provide leadership in developing and setting policies for the total operations of the district, with more than 225 schools. Establish priorities for the school system, allocating financial and personnel to meet the priorities, and evaluating performances. Leadership positions: President, Vice President, Secretary, Committee Chair; Finance, Audit, Education, Policy. Led the Board in a successful nationwide search for a superintendent. Led the Board towards educational reforms.

Dallas Central Appraisal District

August 2016 – June 2019

Member, Board of Directors

The Dallas Central Appraisal District (DCAD) appraises property in all of Dallas County, covering an area of approximately 900 square miles and is responsible for almost 815,000 tax accounts.

The agency is organized very similarly to a corporation, with a Board of Directors that represents the 61 governments of Dallas County. The Board appoints an Executive Director/Chief Appraiser who is responsible for the daily operation of the district. Staffing of the district varies according to the workload, but is approximately 229 employees.

The Board of Directors of the Dallas Central Appraisal District consists of five voting members and one nonvoting member. The Directors are appointed or elected by the County of Dallas, the City of Dallas, the Dallas Independent School District, all other suburban cities in Dallas County, and all other suburban independent school districts in Dallas County. The non-voting member is the current Tax Assessor-Collector for Dallas County.

Texas Association of School Boards
January 2010 – December 2010
Member, Board of Directors

Leadership TASB Alumni (Texas Association of School Boards)
January 2020 – Present
Member, Executive Board of Directors

CURRICULUM VITA

Midwestern University
Fall 2012

EDLE 5663 Community Politics and Public Relations

A study of theories, techniques, and essential information school administrators must know when communicating and coping with a diverse community. The course enabled administrators to develop and implement information services which interpret the school to the community and the community to the school. Additionally, the class provided models for dealing constructively and effectively with needs, problems, issues and crises inherent within an educational enterprise.

Prairie View A&M University
Fall 2009 – Spring 2010

ADMN 5033 School Business Management

The goal of this course was for candidates of school administration. A panoramic view of the complex field rather than an in-depth analysis of each major dimension of administration was presented. Special emphasis was placed on professional competencies in leadership, decision-making, planning and management techniques, the structure of public education, the administration hierarchy and team, and the operational problems in public schools.

ADMN 5103 School Personnel Administration

The goal of this course is to prepare students who are aspiring to be school administrators and/or enhance the skills of those individuals who are currently serving in the field of education administration. Special attention will be given to the roles of leaders concerning human resource administration and to current issues, trends, and challenges.

ADMN 5133 School Community Relations

The course was intended to create awareness and eliminate any misunderstanding of public relations. The basis of the course was to develop an understanding of the various publics with which schools have relationships and to bring about an understanding of effective communication with the various publics. Further, the course presented both the theory of public relations and the practical application of successful methods in the field.

CNSL 5153 Cross-Cultural Issues in Education

This course was a study of sociological and cultural factors impacting individuals within a multi-cultural educational setting. Emphasis was placed on understanding, serving, and managing in multi-racial, multi-ethnic, and multi-cultural educational settings.

SUPV 5113 Principles of Supervision

This course was designed to prepare students who were aspiring to be school administrators and/or enhance the skills of those individuals who are currently serving in the field of education administration. During this course, participants examined the nature of supervision. Special attention was given to the roles of the administrator and to the practical dimensions and operational challenges in supervision.

Concordia University
Spring 2009

EDAD 5352 Principal as School Resource Leader

A course of study centered on the administrator's ability to effectively manage and utilize the human resources, utilize and manage the financial resources, and physical resources for the optimum benefit of students and the learning environment. The principal must be aware of all the resources available in order that students will have the best opportunity to learn. Human and facility resources must complement each other so all can operate at the highest level of efficiency at the local educational agency (LEA).

University of North Texas
Fall 2005 - Fall 2006

EDAD 5600 Race, Class and Gender Issues in Education

Race, class and gender inequities exist throughout educational systems. Students critically examined issues related to providing leadership for a diverse student population. Students learned what it means to be a culturally responsive leader and to review, research and debunk stereotypes and negative views. Students begin to recognize all learners as capable, motivated, resilient and able to build on cultural strengths.

Paul Quinn College
Fall 2002

EDUC 2301 Introduction to Education

Students were provided information concerning the field of education, schools and students, teachers and the teaching profession, parental and community involvement and governance of schools. Additionally, the requirements for admission to the teacher education program were presented.

Texas A&M University-Commerce
Fall 1999 – Spring 2002

EDAD 566 Administration of Special Programs

This course developed candidates for program leadership by providing opportunities to synthesize, practice, and apply knowledge from coursework in real settings. Practice-based coursework assignments related to program leadership were synthesized in a theory-based, reflective research paper that serves as a comprehensive program examination of preparedness for program coordinators or directors.

EDAD 602 Communication for Effect Learning

This course was designed to provide prospective school leaders with the opportunity to assess and improve verbal, written, and oral communication skills. The course focused on group dynamics, conflict management, team building and overcoming communication obstacles to impact improved student learning.

EDAD 615 Leading Effective Schools

This introductory course provided an overview of school administration in Texas, which included roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards were examined and applied to the current challenges of leading 21st century schools in Texas.

EDAD 626 Using the Law in Educational Practice

This leadership course served as an in-depth examination of federal and state school law for educational leaders addressing legal issues that impact the operation of public schools.