

tangible
clear concepts & compelling design

DESIGN SERVICES BY EMILY YAHN

ABOUT EMILY

With over 10 years experience in creative direction, art direction and design, Emily offers creative and technical strengths which combine conceptual and design skills for digital and print.

At KSA-Plus Communications, she helped clients develop branding, annual reports, websites, corporate identities, and brochures. The firm's focus on non-profit and education has helped Emily develop strong data visualization skills and information-driven designs. She joined KSA-Plus Communications after working at Ketchum Public Relations, where she produced advertising and integrated marketing campaigns for a wide variety of consumer-facing and business-to-business clients. At Ketchum, Emily also directed photoshoots, collaborated on new business pitches, and developed her client facing skills. Prior to Ketchum, Emily was the art director and webmaster for Event Solutions, a monthly trade magazine for event planners. The tight monthly deadlines honed her ability to design quickly while managing production and publication.



EMILY S. YAHN

EXPERIENCE

ART DIRECTOR

KSA-Plus Communications
Arlington, VA
November 2009–Present

Branding, print and web design for primarily education-related and non-profit clients. Sample clients: Bill & Melinda Gates Foundation, DC Public Schools and US Department of Education. Duties include art direction and design for brochures, annual reports, identities and related materials, e-newsletters, websites, and videos; supervise production team of three and freelance designers.

SENIOR GRAPHIC DESIGNER

Ketchum Communications
San Francisco, CA
September 2004–
November 2009

Print and web design for large, national clients in consumer and business to business channels. Sample clients: Clorox, Kikkoman, Häagen-Dazs, Chase credit cards, Skinny Cow Ice Cream, Ghirardelli, and DIRECTV. Duties include art direction and design for brochures, press kits, mailers, trade show displays, advertising (print and web), sales training presentations, video production and website design through all stages of production. Supervise and direct photoshoots and illustrators. Active member of new business pitching team, helping to win several key accounts.

ART DIRECTOR/ WEBMASTER

Event Publishing
Tempe, AZ
September 2003–May 2004

Design monthly 4-color, 60-page magazine, *Event Solutions*, for 50,000 event-industry professionals. Redesigned magazine at beginning of 2004. As webmaster, update site and create pages as needed. Traffic all advertising for magazine, create ads for clients, design in-house marketing materials.

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TECHNICAL EXPERTISE

Adobe
Creative
Cloud

Microsoft
Office

WordPress

Squarespace

Weebly

HTML, CSS

Photography

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PORTFOLIO

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PRESCHOOL iPad CURRICULUM

CLIENT

Sesame Street

DETAILS

iPad app mock ups for digital preschool curriculum that incorporated daily lesson plans with online tools.



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WORKSHOP 10
Super Tools! Ramps!
 Investigating force and motion by building ramps & pathways

Miranda's Workshop
 Friday, April 20, 2012

Young children are **active engineers!** This use what they know and observe in the course of figuring out **how things work** & to draw conclusions about their **physical world**. Workshop 10 helps you create an environment where your children **explore, design, build, and share** simple block structures. In doing so, they will be developing their abilities in engineering and design.

Other kinds of problems motivate children to engage in engineering design, and **what does engineering design look like in early childhood?** Among the many learning centers in early childhood classrooms that are rich with opportunities for engineering design, one stands out—the **block center**.

As your children explore and construct ramps and pathways, they will be incorporating developmentally appropriate **math, science, technology, and language & literacy skills**.




WORKSHOP 10
Goals & Objectives

Mathematics	Language & Literacy	Social/Emotional
<ul style="list-style-type: none"> • Develops spatial and behavioral flow • Lay out 2D • Identify numbers 1-10 • Recognize spatial, build shape, size, orientation, and position • Understand the distinction of corner, edge, and circular structure (right, rounded, etc.) • Construct length of two blocks using measurement and units of measurement 	<ul style="list-style-type: none"> • Uses phrases, labeling, and writing to compare, contrast, and describe • Counts for words in an environmental text • Learns another word 	<ul style="list-style-type: none"> • Uses collaboratively constructed • Attempts to use newly-learned vocabulary
Science	Technology	Social Studies
<ul style="list-style-type: none"> • Makes connections between things • Explores physical properties of solid objects (shape, mass, etc.) 	<ul style="list-style-type: none"> • Uses tools 	<ul style="list-style-type: none"> • Explores human-made structures (pyramids & monuments)
Engineering	Physical Development	The Arts
<ul style="list-style-type: none"> • Designs projects 	<ul style="list-style-type: none"> • Communicates knowledge of spatial relationships (shape, movement) • Explores how color affects space (the look) 	<ul style="list-style-type: none"> • Represents ideas through art (shape, size) • Uses words to describe, compare, and contrast • Represents how color affects space (the look)



Set Up Your Classroom



Learning Station
 Study Center

Circle Time

- Story Table 10
- Science Table 10A & 10B
- Big Books 10A & 10B
- Work Wall Pocket 10
- Shared Writing Tray 10

Teacher Table

- Workshop Table 10
- Life Books 10A & 10B
- Ball Cabinet 10
- Number Line
- Pencil

Teacher Supports & Resources

Workshop Project: Block Center

- Blocks
- Glue
- Markers
- Other objects to build and connect bridges and roads

Learning Station
 Art & Writing Area

Learning Station
 Math Station

Learning Station
 Counting Center

Circle Time

Engage the Learning

Watch the Story Video, invite the children to watch and discuss a new Story Video with you—“Super Sticky Things” in this story, Super Sticky 2.0 comes to the rescue! They really do stick to you and help out Super Sticky even by the power of **Sticky Feet**, super-sticky, sticky investigations, and that and more to Super Sticky to help you. You get down from the top of the landing. Super Sticky models how to stick to you. **Use Story Video Discussion Guide.**

Your Notes



VIDEO **First Viewing**

Highlight the Big Idea

Talk about the Story Video. Engage the children in a discussion about what they saw and learned from the Story Video. Bring out the following ideas:

- Helping out other kids for something is called **helping**.
- Always help! It's how to building a great world in every place you go to.
- We need to investigate or explore in situations—something that happens—figure out the problem.
- A simple can be used to help those objects from one place to another—either up or down.

Model New Knowledge: Force and Motion

You will need to use force, a motion is when an object moves. You can use force to make something happen or to stop it. You can use force to make something move or to stop it. You can use force to make something stop or to start it.

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Engage the Learning Invite the children to watch and discuss a new Story Video with you—“Super Sticky Things” in this story, Super Sticky 2.0 comes to the rescue! They really do stick to you and help out Super Sticky even by the power of **Sticky Feet**, super-sticky, sticky investigations, and that and more to Super Sticky to help you. You get down from the top of the landing. Super Sticky models how to stick to you. **Use Story Video Discussion Guide.**

Connect the Learning

Show the children how to use the sticky tape by letting them know that they will be working together in small teams to design and build their own sticky tape structures that can hold up and stay.

What's Next?

Invite the children to use the sticky tape to make a structure that can hold up and stay. You can use the sticky tape to make a structure that can hold up and stay. You can use the sticky tape to make a structure that can hold up and stay.

Language & Literacy

Invite the children to use the sticky tape to make a structure that can hold up and stay. You can use the sticky tape to make a structure that can hold up and stay. You can use the sticky tape to make a structure that can hold up and stay.



Learning Centers

Designing Structures

Invite the children to design a structure that can hold up and stay. You can use the sticky tape to make a structure that can hold up and stay. You can use the sticky tape to make a structure that can hold up and stay.

Fuzzy Mommies

Invite the children to make a fuzzy mommy. You can use the sticky tape to make a fuzzy mommy. You can use the sticky tape to make a fuzzy mommy.

Make Hoops!

Invite the children to make a hoop. You can use the sticky tape to make a hoop. You can use the sticky tape to make a hoop.






LESSON PLAN

Week 1
Monday, April 23, 2012

At a Glance

In this module, children will:

- Develop responsibility and accountability in target, small, and peer groups (social-emotional)
- Count forward and backward from 1 to 10 (number sense & operations)
- Compare lengths of two objects using standard and nonstandard units of measurement (measurement)

Use language to express ideas and needs (language & literacy)

Use drawing, dictation, and writing to compose informational texts (language & literacy)

Design structures that contain ramps and pulleys (engineering)

Use tools and other technologies to accomplish tasks (physical science)

Program Objectives

- Story: "Super Hero's Super"
- Language Game: "Build a Ramp"
- Big & Little Book: "1-10"
- Character: Paper "Super"
- Family: See List 2
- Teacher's Book

Classroom Materials

- Book of 10 dots
- Card making: 10 paper plates and cut in lengths of 1, 1.5, 2, and 3 inch
- Standard number, word cards, toy car and objects with wheels, tape and glue
- Paper, string, string, construction paper
- Pencils, markers, modeling dough

Building, talking, and listening. These partnerships, used to the best of the team to build an elaborate structure using several ramps, pulleys, a few cardboard boxes, one chair, number, and some models. Partners work on building the structure and playing with it at a more engaged level.



LESSON PLAN

Wrap-Up

Reflect on the Learning

Summarize the learning that took place today.

- We all learned that ramps can help people and some objects move more easily from high to low.
- We also learned how to make it move by using a ramp.
- There were some that did pretend to count from zero to five, some made lists how to keep the things moving, and some of us began designing for our structures.
- Let's talk about one thing you learned today. I'm going to count to ten, and we will start with the 8th child.

As the children take time sharing their ideas, listen for their use of the new key words. You may want to chart their ideas for parents to read and enjoy.

Your Notes



Family Time!
Encourage children to tell their families about the day.

LESSON PLAN

Teacher Table

Engage the Learning

Ask the children at your Teacher Table to count off to determine how many of you are at the table. Then ask the children to point to high number on the number line.

How many of us are at the table today? Number shows how many!

Take the table line with the children by letting them know that they will be counting from 0 to 1 and learning to read the numbers 0, 1, 2, 3, 4, and 5.

Model New Knowledge

Counting from 0 through 5. Begin by making a Dot Paper Plate. Each plate has a different amount of dots from no dots to five dots. The back of each plate shows the corresponding numeral from 0 to 5. Use the dot plates to know which child:

- Count the dots on the plate and say the number.
- Place a button on each corresponding dot on the or the count.

Assist the children in subtracting and naming similar arrangements of 1-3 dots.

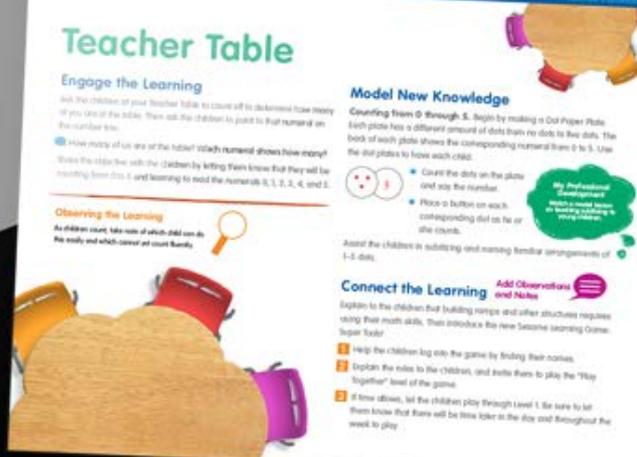
My Professional's Experience
I will use this to help me work with my young children.

Connect the Learning

Add Observations and Notes

Explain to the children that building ramps and other structures requires using their math skills. Then introduce the new Sesame Learning Game: Super Tower!

- 1 Help the children log into the game by finding their names.
- 2 Explain the rules to the children, and invite them to play the "Play Together" level of the game.
- 3 If time allows, let the children play through Level 1. Be sure to let them know that there will be time later in the day and throughout the week to play.



DIRECTV FOODSERVICE CAMPAIGN

CLIENT

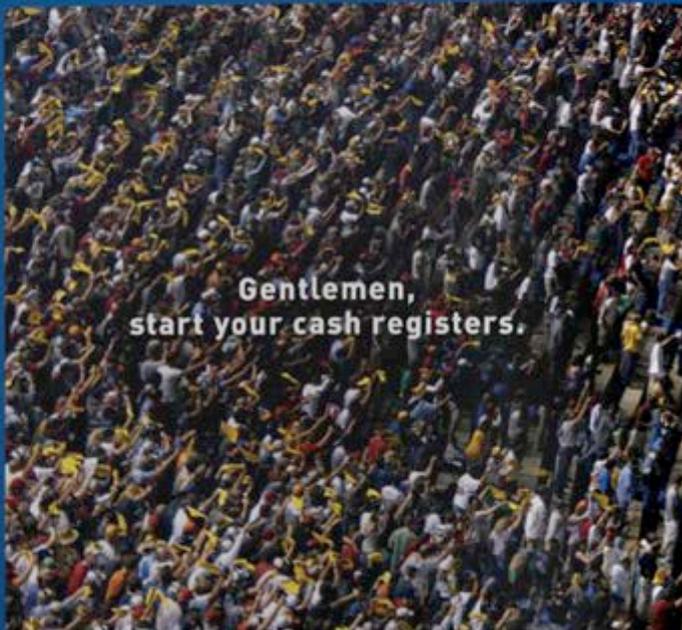
DIRECTV

DETAILS

Ad campaign to market DIRECTV's sports packages to restaurants and bars. Print and web ads developed, as well as direct mail and blow-in cards to coordinate with print placements. Campaign won Silver Addy in San Francisco.



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*Based on a 2007 nationwide independent survey of bar/restaurant management, conducted by Nielsen Consulting Group. †Based on national offering of exclusive sports packages and other major sports programming in HD. ††2007 American Customer Satisfaction Index, University of Michigan Business School. (Satisfaction Index) Some restrictions apply. Call for more details. (Satisfaction Index) Programming copyrighted, as defined by national copyright laws, and may be subject to license restrictions. All trademarks and service marks are the property of their respective owners.

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GATES FOUNDATION RESEARCH

CLIENT

Bill & Melinda Gates
Foundation

DETAILS

Translated cutting-edge research that examined best practices to predict student growth into easy-to-understand reports, summaries, and graphical presentations that engaged educators and opinion leaders.



EMILY S. YAHN

Quality Teaching Matters

Recent on the ground that is making improvements in the nation's education system will come only with effective teaching in every classroom, the Bill & Melinda Gates Foundation announced in 2009 to invest up to \$200 million in three school districts and a consortium of four charter management organizations (CMOs) willing to take on an ambitious goal: improving teaching across an entire school system.

Three district leaders, which have been joined by additional school systems, are demonstrating that when school leaders, teachers and their unions, and other stakeholders work together, any and all types of districts can build effective teaching systems that grow.

- Most ambitious leaders use teacher professional development and supports for teaching.
- High-impact measures improve effectiveness.
- A greater number of effective teachers.
- Better teacher recruitment and retention.
- New leadership roles for teachers, and.
- Placement of effective teachers in classrooms that will benefit the most.

Change of this magnitude is challenging and takes time, but many districts are still getting their bearings. One way to get a sense of the progress is to see the impact of the partner efforts, which are measured by an independent review on relative quality in other local and national settings. Here are some of the district leaders and their other partners and what they think their relative role will be in the future.

Engaging and Changing Practice

To build and refine effective teaching systems, our partners have engaged directly with thousands of teachers to create a systematically understood set of new experiences, new practices, and new ways of measuring the effectiveness of teaching. While these efforts initially were met with some resistance, the altered understanding of expectations for quality teaching are beginning to shift teacher practice.

- Approximately 70 percent of teachers in the initial partner districts had 100% completed the new effective teaching systems (see teacher effectiveness infographic on page 10).
- More than 75 percent of teachers are using the new effective teaching systems in their classrooms.
- Approximately 70 percent of teachers are using the new effective teaching systems in their classrooms.
- More than 75 percent of teachers are using the new effective teaching systems in their classrooms.

Signs of Student Growth

Effective teaching should lead to gains in student learning, and two years into the implementation, we're just starting to see the impact of these changes in our partner schools. Much work remains to be done, and it's clear that student achievement has been most pronounced within individual schools. But there are signs that our partner systems are on a track toward improving the quality of learning for all their students. There's a lot to be optimistic about.

- More than half of the students have achieved or exceeded growth in both math and reading over the course of the school year (2011-12).
- All but one of the initial partner systems have seen gains in college readiness, with six of the eight districts and CMOs having seen improvements in these additional college readiness skills.
- Four of the initial partner systems have experienced gains in reading and math proficiency ranging from 2 to 7 percentage points, depending on the subject, age, and student population.
- All of the initial participating systems have affected teacher student ratio gains in certain production roles.

Four partners have made great strides in increasing student teacher ratios in Washington. For example, only 50 high-performing teachers left the 12,000-teacher district over the past two years. Meanwhile, the many low-performing and ineffective teachers that effective teaching temporarily eliminated will have moved on to other schools. Across the board, low-income minority students in these systems continue to show a higher probability of being high-performing teachers than other students and a lower probability of being high-performing teachers in the same subject of math and reading. An organizational and implementation quality continues to improve. Sustainable achievement results should increase significantly by the end of the 2014-15 school year.



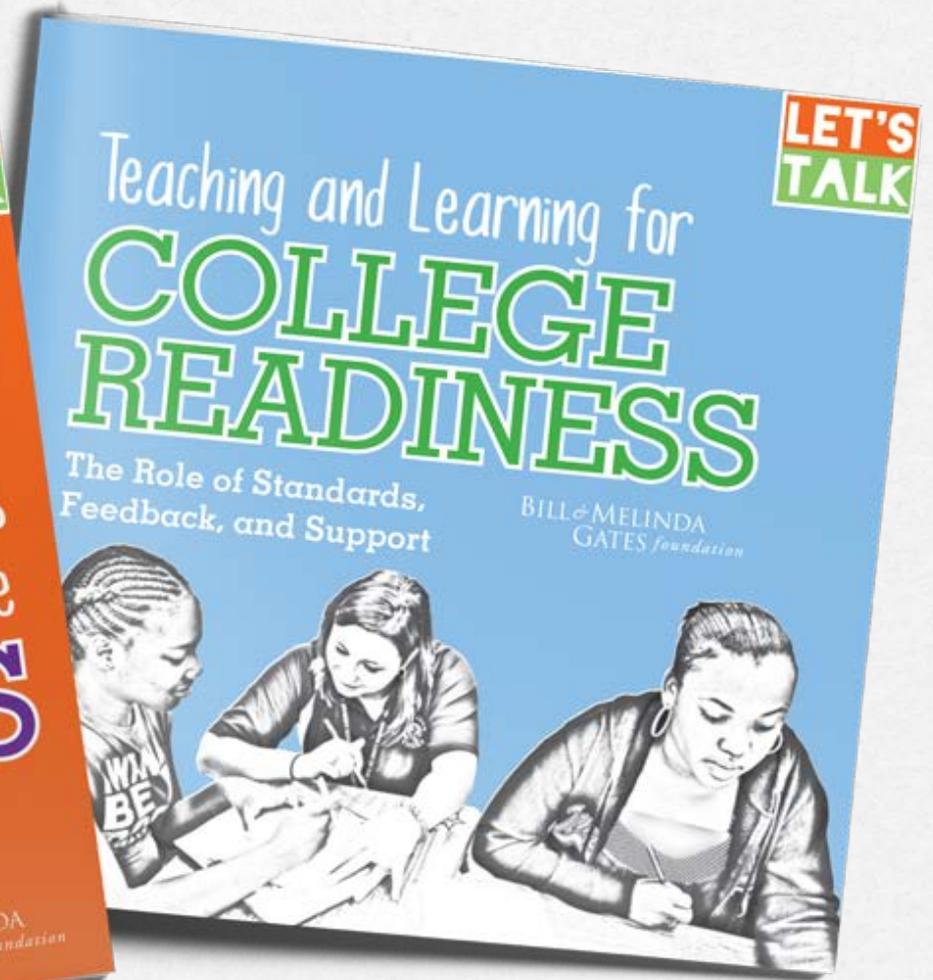
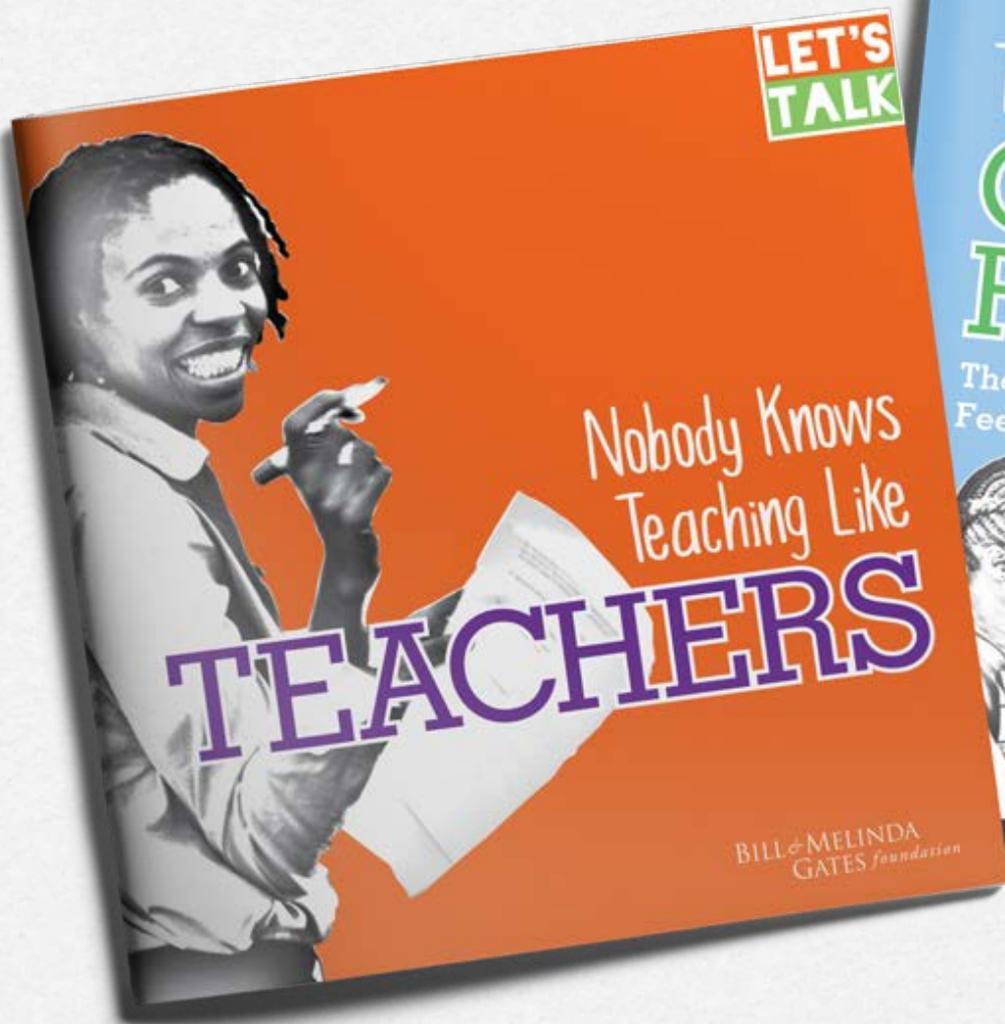
TAKING STOCK

The Impact of Effective Teaching Systems
The First Five Years

Looking Ahead

As the initial partner systems continue to refine their teaching systems, we expect to see further improvements in student learning and teacher effectiveness. The following are some of the key areas of focus for the future:

- Continued investment in teacher professional development and supports for teaching.
- Expansion of the initial partner systems to other districts and CMOs.
- Further refinement of the effective teaching systems to improve student learning and teacher effectiveness.
- Increased focus on data-driven decision making to improve student learning and teacher effectiveness.
- Continued focus on equity and access for all students.



EMILY S. YAHN



FLUCTUATIONS

A former student's father of mine has cancer. She said that if he passes away soon, she wants me to walk her down the aisle when she gets married. Five minutes before this, I broke up a fight in the library.

Brandon White, Middle School English Language Arts Teacher

© Let's Talk

What We BELIEVE

At the Bill & Melinda Gates Foundation, we believe that nobody knows teaching like teachers.

The most innovative ideas about how to dramatically accelerate student success will come from classroom teachers as they find better ways to give feedback to and get feedback from their students.

We believe that teachers are central to dramatically increasing student learning. There is nothing more powerful in the classroom than the relationship between teachers and students. Research shows it, and each and every one of us knows this from our own experiences as students.

We believe that the most radical shifts in the teaching profession will come from classroom teachers when they are given opportunities to share their stories, collaborate with their colleagues around improving practice, and increasingly hold leadership roles without having to leave the classroom. Research suggests that an increase in teachers' reported sense of professional community is a leading indicator of improved practice and greater student achievement.



Nobody Knows Teaching Like Teachers 5

EMILY S. YAHN

What We SUGGEST

Early research and real-world examples from those making progress suggest several strategies worth considering ... and avoiding.

CONSIDER

- ❖ **Making sure that the primary goal of feedback and evaluation is to improve instruction.** The MET research found that it is possible to develop a set of objective measures that can identify great teachers whose classroom practices cause their students to learn more. The study identified teachers who produced higher-than-average student achievement gains on state tests compared to other teachers in the same school, grade, and subject. These measures (classroom observations, student surveys, and student test score gains) helped accurately predict teachers' future performance.
- ❖ **Using multiple measures to assess instruction, including observations, student surveys, and student achievement growth.** MET also found that a balanced combination of multiple, different measures provides a more reliable and consistent gauge of teaching effectiveness over time than one that is focused primarily on a single measure, such as student achievement gains. Using multiple measures can prevent unintentional distortion that could lead teachers to over-focus on a single area of teaching to the exclusion of others, hoping to improve their scores. Multiple measures also can make it more difficult to manipulate or game the system.
- ❖ **Listening to the students.** A well-designed student perception survey can provide cost-effective and reliable information about components of teaching practice that predict student learning, according to MET.
- ❖ **Using multiple observers.** Accurate classroom observation ratings for teachers require two or more observations by individuals who are trained and certified, according to MET. Having multiple observers produces more reliable results than having a single observer rate multiple lessons. Although administrators tended to score teachers from their own schools higher, their rankings were similar to the teacher rankings made by evaluators from outside the school.
- ❖ **Investing what's necessary.** An evaluation by RAND/ AIR found that the initial costs of establishing a fair and valid teacher evaluation system, based on multiple measures, should be 0.5 percent of a district's annual operating budget (or 1.3 percent of teacher compensation and benefits). For ongoing costs, districts should plan to spend about 0.25 percent of their budget. That's not much compared to the importance of a system's teaching talent.
- ❖ **Combining the above with more aggressive efforts to attract and retain teaching talent,** such as hiring early, providing mentors and coaches for new teachers, and matching teachers and schools through a mutual consent process.

AVOID

- ❌ **Using any single measure in isolation.**
- ❌ **Publicly releasing individual teacher value-added data or evaluation results.**
- ❌ **Creating new assessments for non-tested grades and subjects that are not reliable and valid and that cannot strongly inform instructional improvement.**
- ❌ **Assuming that you need to create measures and instruments from scratch or assuming that you can do this without investing resources in building people's understanding and capabilities.** Check out some of the new observation tools and student surveys available, such as those from TNTP, Possema, Tripod, My Student Survey, and YouthTruth.
- ❌ **Removing human judgment from decision-making processes by over-relying on algorithms or formulas to make determinations about teaching performance.**
- ❌ **Focusing only on teaching effectiveness without also addressing effectiveness of all levels of the school system (i.e., principals, coaches, principal supervisors, human resources, curriculum, etc.).**
- ❌ **Making instructional improvement a priority without establishing plans to measure factors that inform improvement in your system, such as the quality of teacher practices, the rigor of student work, and the effectiveness of professional development and instructional leadership.**

I ask students what they like and don't like about a lesson, what's confusing and what didn't make sense. From there, everything gets tweaked based on their answers. It's my favorite way of thinking about whether something is effective or not.

Tina Kravakis, Middle School Math Teacher, Brooklyn, New York





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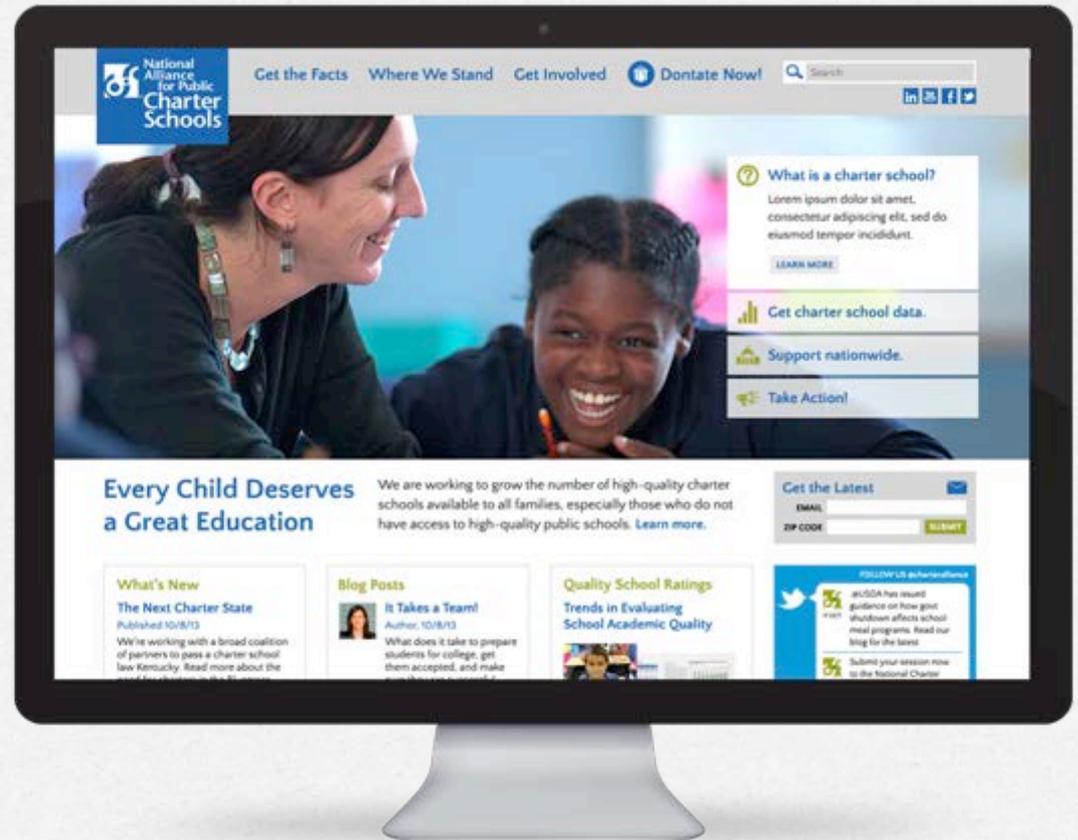
CHARTER SCHOOL WEBSITE

CLIENT

National Alliance for Public Charter Schools

DETAILS

Redesigned website to allow for updated CMS and expanded visual capacity. Model law database and data dashboard redesigned for more robust data visualizations.



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 **What is a charter school?**
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt.
[LEARN MORE](#)

 **Get charter school data.**

 **Support nationwide.**

 **Take Action!**

Every Child Deserves a Great Education

We are working to grow the number of high-quality charter schools available to all families, especially those who do not have access to high-quality public schools. [Learn more.](#)

Get the Latest 

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What's New

The Next Charter State

Published 10/8/13

We're working with a broad coalition of partners to pass a charter school law Kentucky. Read more about the need for charter in the Bluegrass.

Blog Posts

It Takes a Team!

 Author, 10/8/13

What does it take to prepare students for college, get them accepted, and make sure they are successful?

Quality School Ratings

Trends in Evaluating School Academic Quality



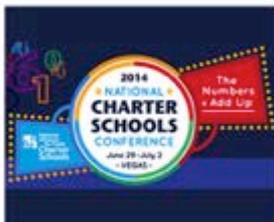
FOLLOW US @charteralliance

  @USDA has issued guidance on how gov't shutdown affects school meal programs. Read our blog for the latest.

 Submit your session now to the National Charter



Get Involved



NATIONAL CONFERENCE



NATIONAL CHARTER SCHOOLS WEEK



CHARTER SCHOOL LAWYERS NETWORK



TAKE ACTION

Measuring Up to the Model

To help states create laws that support high-quality public charter schools, the National Alliance has developed a **model state law**. Each year, we rank states based on how well their laws align to this model. We also examine how well states are implementing their laws.

Alignment to Model

By Total Score

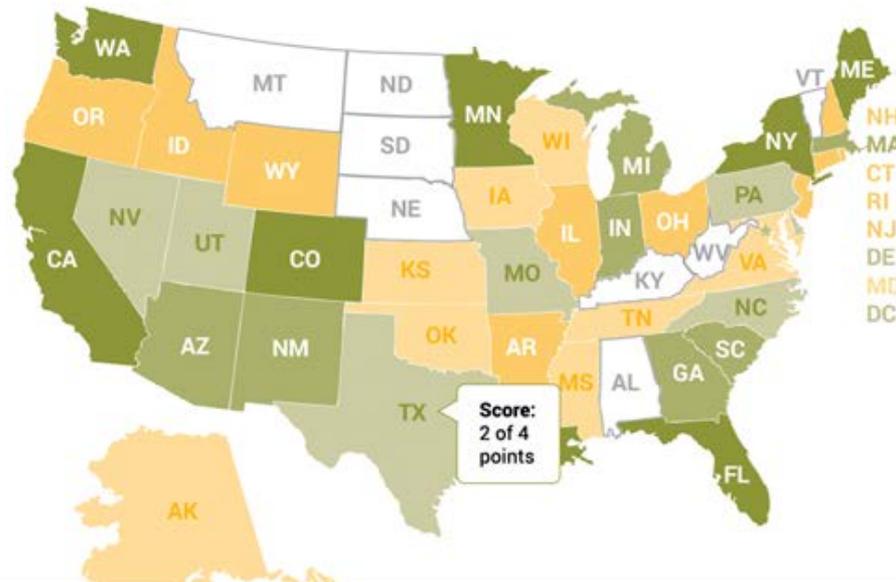
By Component of Law

No Caps

SCORING SCALE

- 4** The state does not have a cap.
- 3** The state has a cap with room for ample growth. OR the state does not have a cap, but allows districts to restrict growth.
- 2** The state has a cap with room for some growth.
- 1** The state has a cap with room for limited growth.
- 0** The state has a cap with no room for growth.
- Not scored for this component

Implementation



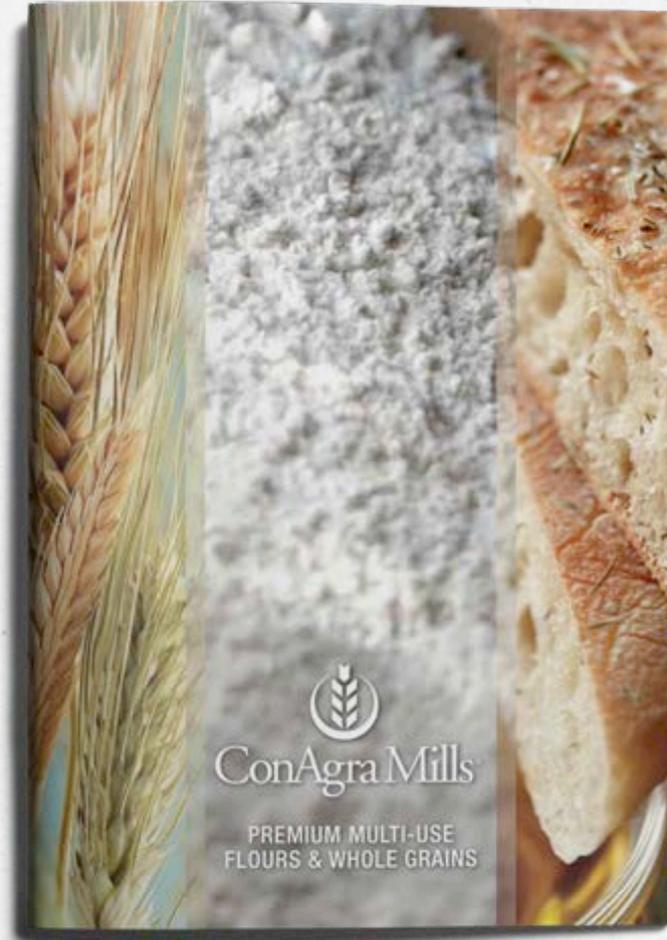
CONAGRA MILLS BROCHURE

CLIENT

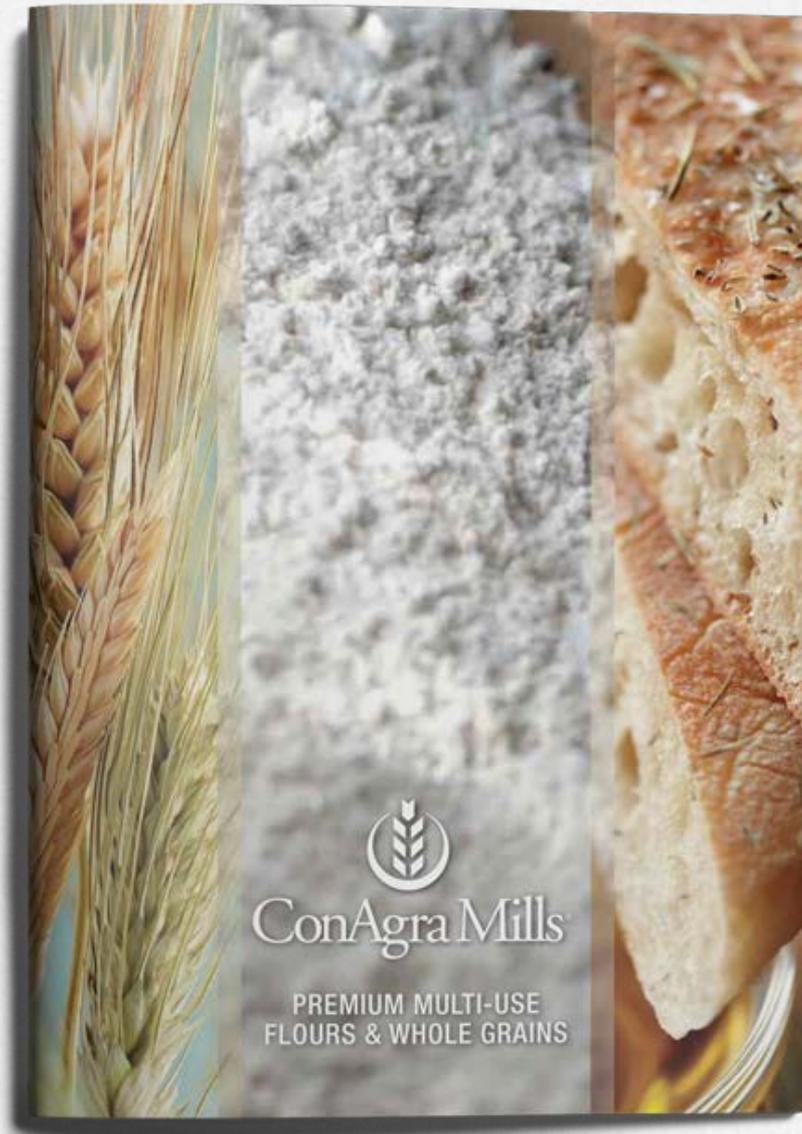
ConAgra Mills

DETAILS

Rebranding and launching new product lines for ingredient manufacturer. Art directed photoshoot and designed brochure.



EMILY S. YAHN



EMILY S. YAHN

Innovation Milled Here.



MALIBU DUSTED WITH ANCIENT GRAINS, QUINUA FLOUR AND CORN & SOYAN & SEED FLURS

As the industry's leading flour supplier and innovator, we offer our customers more than high-quality ingredients. We offer the most comprehensive selection of premium multi-use flours, whole grain ingredients and customized multigrain blends, all with the promise of reliability, consistency and support.

We keep our customers at the forefront of trends and consumer demand with pioneering whole grain products like Ultragrain® whole wheat flour, Sustagrains® ultra-high fiber barley and Ancient Grains—proprietary ingredients that drive industry growth in a limitless variety of applications.

If your product demands it, we can mill it.

SELECTION IS JUST THE START

At ConAgra Mills, we pride ourselves on being your single point of contact throughout the product development cycle—from concept through formulation and testing to product launch and beyond.

As your supplier and partner, we give you access to our valuable functional resources. Culinary, technical, regulatory, nutrition, consumer insight and risk management experts are just some of the team members available to support your growth:

- **Culinary support**—Our chefs are passionate about creative commercial food products. They support your new product development process with artistic and thoughtful concepts that tap into culinary, demographic and lifestyle trends.
- **On-site technical assistance**—Technical specialists located strategically across the country stand ready to provide on-site, timely formulation and production solutions.
- **Food safety and packaging expertise**—Our food safety, engineering and packaging experts understand how raw materials behave in prepared-food systems. Let them field your questions about flour selection, packaging choices and anything in between.
- **Assistance with developing great-tasting, “better for you” products**—An in-depth understanding of labeling and regulatory matters, coupled with our catalog of healthful whole grain ingredients, lets us suggest applications and formulations that target the nutritional benefits you and your customers are seeking.
- **Consumer Insights**—Our insights team is on top of emerging trends and changing consumer sentiments, along with the sensory and societal forces that shape purchasing decisions. We're committed to providing actionable insights to our customers.

PARTNERING TO MANAGE RISK

Our customers' risk management goals are as diverse and dynamic as the market, which is why we collaborate with our customers to actively manage market exposure. Our goal is to help you achieve your desired results, balancing risk with reward.

By capitalizing on our knowledge, size and position in the grain market, we pass on actionable information to our customers, large and small. It's all part of how we keep your long-term success top of mind.

- **World-class commodities specialists**—We stay ahead of developments that impact grain markets, including energy, weather, transportation and world events.
- **Constant market intelligence**—Our sales and commodities staff monitor the continuous fluctuations in the cost and availability of wheat along with those of other commodities.
- **Futures expertise**—Hedging strategies let our customers lock in predictable commodity prices for long-term business success.
- **Risk management services**—We offer a full portfolio of risk management strategies with options tailored to your specific needs and objectives. From economic research and analysis to risk solution execution, we've got you covered.

EMILY S. YAHN

The Latest Wave

To Hit
Whole
Grain
Innovation
Is Ancient



We're witnessing a renaissance in consumer interest in Ancient Grains, and ConAgra Mills has led the effort to revitalize these heirloom "superfoods." Since the dawn of history, amaranth, millet, quinoa, sorghum and teff have served civilizations as staple grains. Now, in their quest for health and variety, American consumers are discovering the natural nutrition, exciting textures and unique flavors of these grains. By sourcing reliable supplies and milling these grains into functional forms like single-grain flours and multigrain blends, we've added the quality and scale that will support the industry's 21st-century introduction of Ancient Grains. With functionality across a wide range of applications—from pizza crusts to breakfast cereals and bars—it's no wonder these Ancient Grains are making waves all over again. Many of our Ancient Grains products are also naturally gluten-free, offering a new world of flavor and nutrition for your gluten-free applications.

AMARANTH



- Very small, light-colored grain with an appealing mild flavor
- Native to the Americas and prized by the Aztec civilization, it was a dietary staple and a revered symbol of the culture
- Amaranth flour works well in a variety of applications, such as baked goods, pasta and RTE cereals
- Amaranth protein quality is among the highest relative to other grains. It also has comparatively more calcium and iron
- Naturally gluten-free

MILLET



- Small, pale, round yellow grain with a mild flavor that's ideal for blending with the flours of other grains
- A staple in India and common in Africa, millet was domesticated more than 4,000 years ago from a wild West African grass
- Whole grain millet flour works well in applications including pasta and flatbreads
- Millet nutrients include the B vitamins—thiamin, riboflavin, niacin, pantothenic acid, B₆ and folic acid—along with a number of other important nutrients
- Naturally gluten-free

QUINOA



- Small, light-colored round grain with an unmistakably nutty, earthy flavor
- Indigenous to South America, where the Incas praised it as the "mother of all grains"
- Lively flavor complements breakfast cereals, pizza, artisan-style breads and more
- Higher protein quality compared with that of many other grains; a powerful source of minerals, including calcium, magnesium, potassium and iron
- Naturally gluten-free

SORGHUM



- Medium-sized round grain with a mild, lightly sweet taste that melds well with other flavors
- Originated in Africa; today, it's the fifth most important cereal crop in the world
- Highly versatile—sorghum can be used in extruded snacks and flaked cereals, formulated into baked goods and even brewed into beer
- Naturally gluten-free

TEFF



- Tiny, dark or ivory-colored grain whose lightly sweet, molasses-like flavor is compatible with other grain flours
- This grain is a principal source of nutrition in the Ethiopian diet.
- Ideal for use in flatbreads, waffle and pancake mixes, breads, cookies and other applications
- Notable source of calcium and magnesium
- Naturally gluten-free

CONAGRA MILLS ANCIENT GRAIN FLOURS BRING 21ST-CENTURY FUNCTIONALITY TO MILLENNIA OF TRADITION:

- A selection of high-quality Ancient Grain flours, multigrain blends and inclusions from one of the industry's most trusted sources
- Functionality across a wide range of applications
- Distinctive flavor profiles for inspiring the next generation of whole grain product development
- An impressive nutritional portfolio, including protein, fiber, vitamins, minerals and antioxidants
- Custom multigrain blends and blends with chia available



DELICIOUS BREAD MADE WITH 9-GRAIN WHOLE GRAIN FLOUR & WHOLE MILLET FLOURS

POTATO BROCHURE

CLIENT

United States Potato Board

DETAILS

Recipe brochure for school foodservice operators to encourage incorporating potatoes in healthy recipes beyond fries and tater tots. Art directed recipe photoshoot.



EMILY S. YAHN

FOODCAST NEWSLETTER

CLIENT

ConAgra Food
Ingredients

DETAILS

Quarterly newsletter for food industry developers, which also promoted client's spice products, to help developers stay on trend. Designed all materials, including packaging, and art directed recipe photoshoots for each issue.



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FoodCast™

Trends & insights to help you innovate.

Comfort Comes in Many Flavors

Welcome to FoodCast™, your inside line to the ideas and innovations shaping the way Americans eat today.



FoodCast™

CAJUN SKEWERS

The Cajun skewers blend hot red pepper with notes of fresh peeled garlic, earthy onion and a hint of thyme and oregano.

INGREDIENTS: Soft-shell crab, natural spice extractives, less than 2% soybean oil and canola oil added as carriers.

Gilroy Foods & Flavors

FoodCast™

CREOLE SKEWERS

The rich Creole-flavored skewers impart vine-ripened tomato, brown butter, fresh basil and oregano and are finished with garlic.

INGREDIENTS: Soft-shell crab, medium chile peppers, natural flavor, less than 2% soybean oil added as a carrier.

Gilroy Foods & Flavors

FoodCast™

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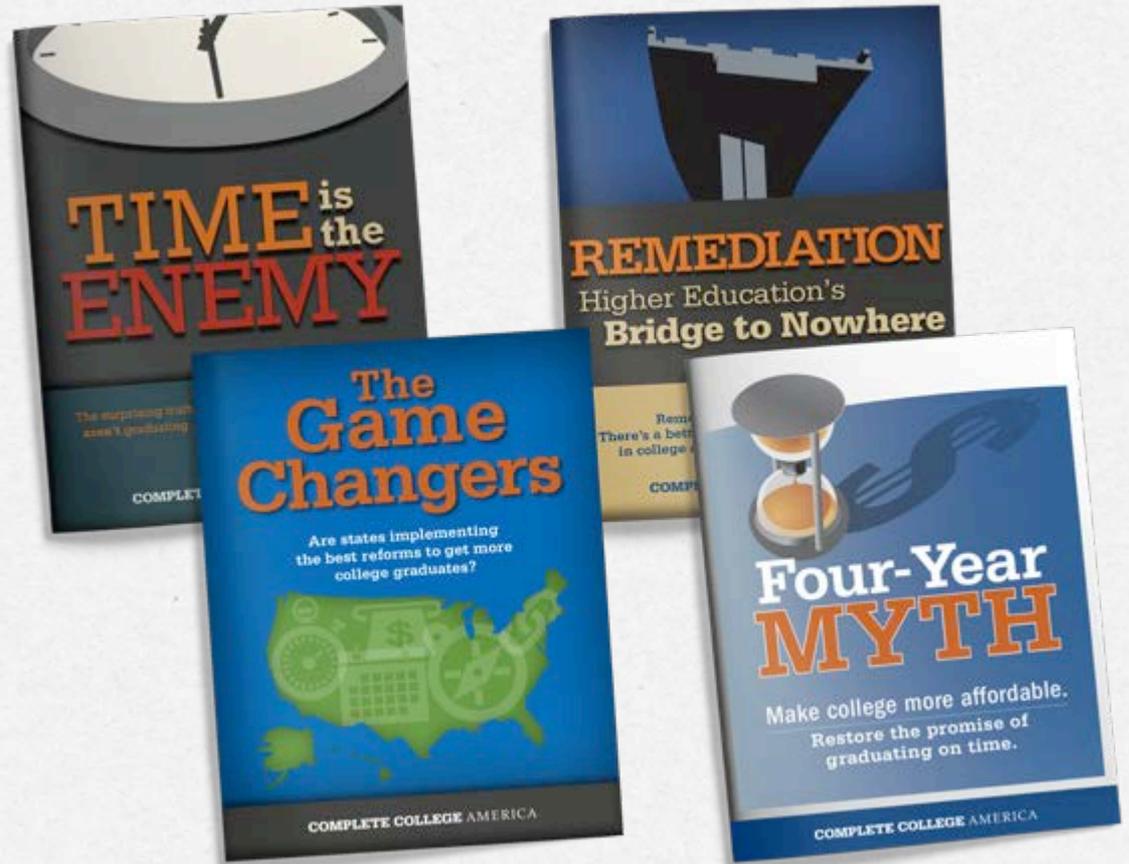
COLLEGE COMPLETION REPORTS

CLIENT

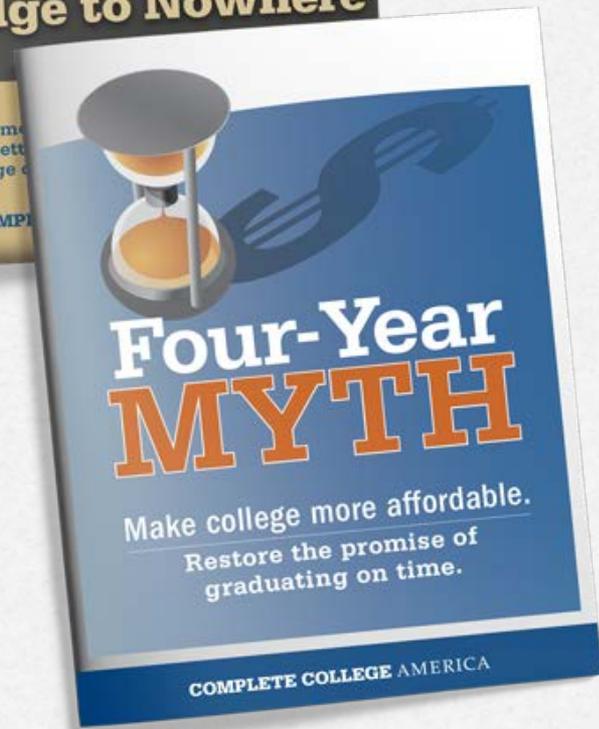
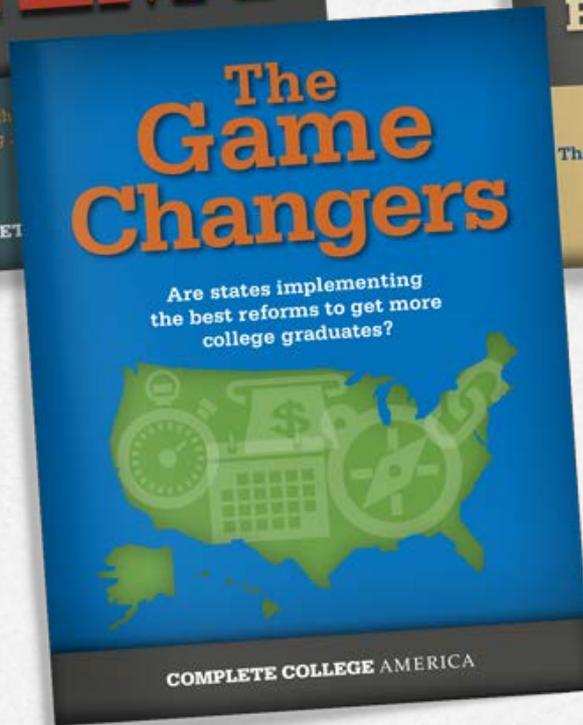
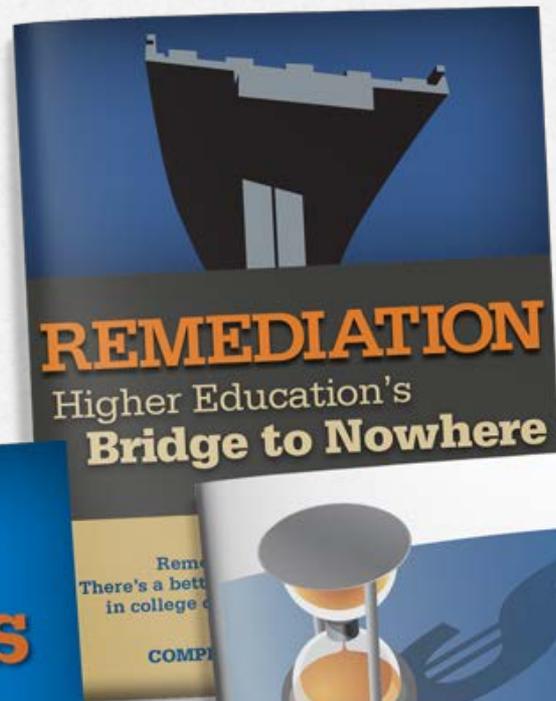
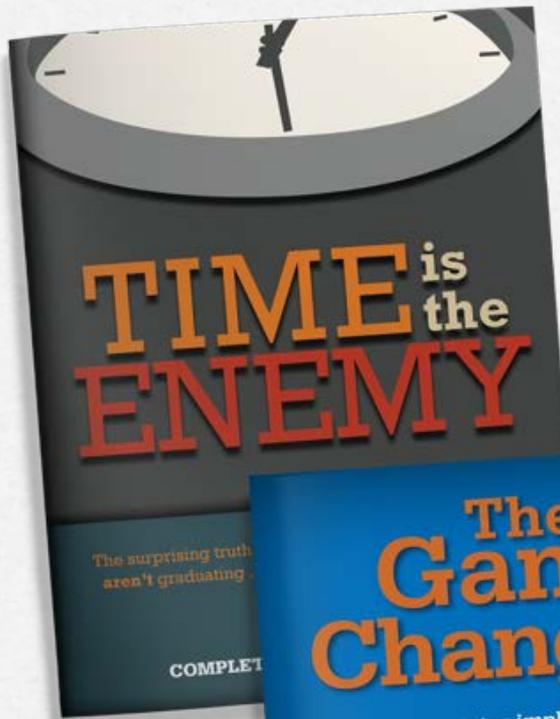
Complete College
America

DETAILS

Creative direction and design for national reports with complex infographics to highlight client's key findings and recommendations. Reports were featured in numerous media outlets and brought new work to the firm due to its revolutionary method of story telling.



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WHERE WE STAND

The National Picture

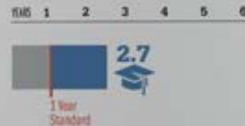
Most full-time students don't graduate on time.



Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.

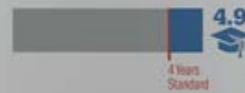
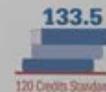


COST OF EACH ADDITIONAL YEAR

\$15,933 in cost of attendance*

+\$35,000 in lost wages

\$50,933 total for each student seeking associate degree



COST OF EACH ADDITIONAL YEAR

\$22,826 in cost of attendance*

+\$45,327 in lost wages

\$68,153 total for each student seeking bachelor's degree



KNOW THIS: The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.
*Includes tuition and fees, room and board, books and supplies, transportation, and other expenses.
For more information, see state profiles.

WHERE WE NEED TO BE

Guided Pathways to Success (GPS) at a Glance

Most American college students do not graduate on time. Using GPS, students make choices of "packaged deal" majors, not random courses. Then they are required to proceed on highly structured degree maps, geared for on-time completion. GPS leads to more graduates overall and makes college more affordable.

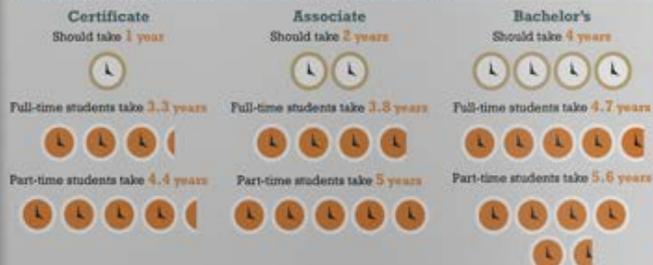


Detailed GPS on pages 14-15.

FINDING 4 Students are wasting time on excess credits ...



... and taking too much time to earn a degree.



Staying in school longer doesn't significantly increase students' chances of graduating.

For instance, giving full-time community college students **one extra year** to earn an associate degree and giving full-time college students **two extra years** to earn a bachelor's degree **only increases graduation rates by 4.9 percent** — for both groups.

We must help them complete faster.

ACTION It's time to give students more efficient pathways to success.

What do we do about it?

Colleges need to recognize that time is the enemy. With today's student population, **more time and more choices often add up to less success.** Being able to engage in an extended period of self-discovery or sample multiple courses out of catalogues the size of phone books might work for students who have the luxury of unlimited time and money. But this approach doesn't work for the nearly 50 percent of students who work more than 20 hours a week or for the 25 percent of community college students who work more than 35 hours a week.

Colleges should:

- 1 Require formal, on-time completion plans for every student, updated annually.
- 2 Enact caps of 120 credit hours for a bachelor's degree and 60 credit hours for an associate degree.
- 3 Create a common general education core program to ensure consistency.
- 4 Require full transferability of common core courses.
- 5 Adopt alternative pathways to help students earn college credits, such as through Advanced Placement, online learning, and accelerated competency-based courses.

PROGRESS: Some states are boosting productivity

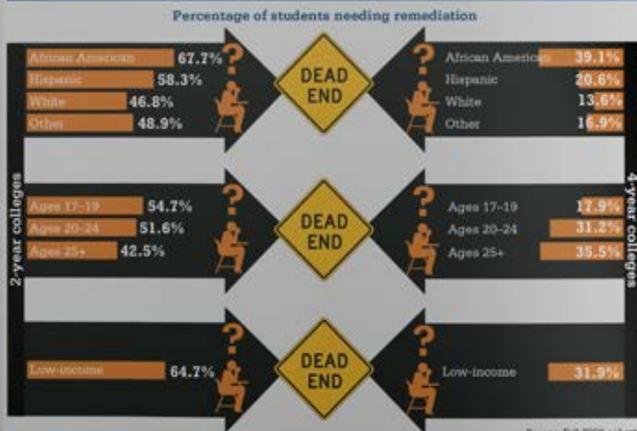
Connecticut: Full-time enrollment in community colleges increased dramatically when colleges began using full-time enrollment status as the default when processing student financial aid applications. The strategy shows students that attending college full-time is often more affordable than they expect.

Texas: To reduce the likelihood that students will earn unnecessary and excessive credits, colleges and universities lose their state subsidy for students who exceed a certain credit-hour threshold. Additionally, students are charged out-of-state tuition if they exceed limits for repeating courses or if they take classes that have content essentially identical to ones they have already completed.

Florida: The state is using comprehensive degree acceleration strategies such as dual enrollment (allowing students to earn college credit while in high school), early admission, credit by examination, and Advanced Placement/International Baccalaureate credit. These strategies are made possible through a common course-numbering system that allows credits from two-year colleges to be easily transferred to four-year institutions.

KNOW THIS**Too many entering freshmen need remediation.**

If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.



Strengthen high school so that students are actually prepared for college.

© Copyright College Assessment

DO THIS!**Fully prepare students for college.**

Students should be college-ready upon graduating high school. However, colleges and universities have a responsibility to fix the broken remedial system that stops so many from succeeding.

◆ **Adopt and implement the new Common Core State Standards in reading, writing, and math.** These

voluntary standards, currently supported by more than 40 states, offer multiple opportunities for states and sectors to work together to:

- Align high school curriculum to first-year college courses;
- Develop bridge courses; and
- Create support programs to help students make a smooth transition to college.

◆ **Align requirements for entry-level college courses with requirements for high school diplomas.** Academic

requirements for a high school diploma should be the floor for entry into postsecondary education. K-12 and higher education course-taking requirements should be aligned. Provide 12th grade courses designed to prepare students for college-level math and English.

◆ **Administer college-ready anchor assessments in high school.** These tests give students, teachers, and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college.

◆ **Use these on-track assessments to develop targeted interventions.**

K-12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.

◆ **Use multiple measures of student readiness for college.**

- Recognize that current college placement assessments are not predictive and should be supplemented with high school transcripts to make recommendations for appropriate first-year courses.
- Have all students taking placement exams receive a testing guide and practice test and time to brush up on their skills before testing.

DONE THIS: Some states are ensuring that more entering freshmen are prepared.



California: The California State University (CSU) system added a series of college readiness questions to the state's 11th grade exam. After students take the test, they are told whether they are on track for college-level classes in the CSU system. Plus, CSU is helping high school teachers work with unprepared students and is developing a 12th grade transitional curriculum.



Indiana: Since 2005, Core 40 graduation requirements have been the required high school curriculum and the minimum admissions requirement for the state's four-year public universities. Developed jointly by the K-12 and higher education systems, they ensure that high school graduates are prepared for college and careers.



Virginia: This is one of several states (including Texas, Florida, and Kentucky) creating 12th grade transitional courses and end-of-course tests based on college readiness standards and first-year courses. Students who earn high enough scores can bypass additional placement tests and proceed directly into full-credit college courses.

Remediation: Higher Education's Bridge to Nowhere ■ 7

K MAGAZINE

CLIENT

Kikkoman

DETAILS

Quarterly magazine for consumers, featured food trends and original recipes that highlight Kikkoman products. Launched after company redesigned logo, so design was bold and modern to convey new brand position. Art directed recipe photoshoots.



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saucy and side dishes, in the same way that tomatoes, onions and garlic are blackened on a comal in Mexican cooking.

The umami factor

What makes Asian grilling truly different from western-grilling is its flavors—and in particular, its nearly universal use of ingredients rich in umami—the meaty, savory or brothy taste found in food like Parmesan cheese, sautéed mushrooms and naturally brewed soy sauce.

These ingredients come into play in marinades and wet rubs (most notably in the form of soy sauce in Japan, China and Korea, and fish sauce in Southeast Asia), in basting sauces and glazes, and in table sauces. And all of this added umami helps give those modest portions of meat a bigger "presence" in the meal. (We're so excited about the umami power of Kikkoman Soy Sauce and other products, we'll be devoting our fall issue to this timeless—and timely—culinary topic.)

Manage the heat—Because Asian rubs, marinades and basting glazes often include sugar and other ingredients that burn easily, start with a two-level fire, with a pile of hot coals on the side of the grill and lower embers on the other. This allows you to find the right spot for cooking the food thoroughly without burning the exterior.

Grill with a light hand—Skewered items and things about meat can easily overcook, so remove them from the grill when heat has barely reached the center but the exterior is crisp, or food is "just done" and still moist.

Slash first—Slash the skin of poultry and fish to allow more marinade to penetrate and help retain shape as the skin shrinks.

Layer flavor—For best flavor, marinate—even for just a few minutes—with a high umami product such as Kikkoman Soy Sauce or Teriyaki Sauce, then grill and use a thicker sauce such as Kikkoman Teriyaki Glaze or Yakimori Collection Sauce for basting—or simply as a glaze, brushed onto the food right after a session off the grill.

Try a cleaner fuel—Japanese chefs use becho, a type of oak charcoal that burns extremely hot and does not produce smoke or ash. If you can't find becho, use hardwood charcoal like mesquite, not briquettes, which can impart an off odor.

Mesh for success—Use a fine mesh basket or screen placed over the grill to smother items like mushrooms.



ASIAN GRILLING A COOK'S TOUR

Here's a quick run-down of some Asian grilling culinary inspirations.

japan



- **Yakitori**—small pieces of chicken, including skin, gizzards, hearts or livers, threaded on bamboo skewers. The skewers are dipped in a mixture of soy sauce, honey, sake, mirin and sugar and grilled over charcoal.
- **Sho-yaki (sash-grilling)**—a popular way to prepare fish, especially richer fish like mackerel. The fish is salted liberally before grilling or broiling, and served with grated daikon and a splash of lemon to cut the oiliness.
- **Yakimono** ("grilled meat")—bite-size pieces of meat and vegetables cooked over charcoal or a gas or electric grill. (In restaurants these grills are built into the table.) The cooked foods are dipped in sauces known as *yakimori* before being eaten. A typical sauce consists of soy sauce, sake, mirin, sugar, garlic and sesame. Meat-based dips are also popular and sometimes yakimori is seasoned simply with salt.

thailand

- **Tom makrut** season (grilled eggplant salad)—long Asian egg plant, grilled whole alongside shallots, garlic and fresh chiles, crushed in mortar and seasoned with cilantro, lime juice, mint, fish sauce and sesame seeds.
- **Go yang yang** (grilled chicken with hot and sweet dipping sauce)—a street food specialty featuring chicken breasts and legs marinated in cilantro root, black pepper and garlic and served with a dipping sauce of vinegar, sugar, garlic and pepper flakes.

ASIAN GRILLING
A COOK'S TOUR

Indonesia

Steak, when spotted with a powder of brown turmeric from Southeast Asia—turmeric, ginger, turmeric, the Philippines and Thailand. Chunks of steak of beef cut into one-inch cubes, grill, cook, then toss with turmeric, ginger, turmeric, and chili. The steaks are served with turmeric, ginger, and chili. The steaks are served with turmeric, ginger, and chili. The steaks are served with turmeric, ginger, and chili.

Vietnam

Thin slicing of ground pork steaks—A mixture of ground pork, sugar, fish sauce, salt and pepper. After grilling, they are served in a paper wrapper with herbs and onions, with hot sauce for dipping.

Steak are still fun eating Vietnam, but grilling steaks isn't... Fun is marinated in fish sauce, sugar, garlic and onions and grilled, layered on French bread with pickled carrots and daikon, cucumbers, chilies, a few dashes of soy sauce, and a bit of mayonnaise, butter or ghee.



Korea

Bulgog (literally "fire beef")—A popular Korean beef dish served with rice. The meat is marinated in soy sauce, sesame oil, scallions, chilies and garlic. The grilled meat is served with rice, spicy condiments like fermented soybean paste (doenjang) and hot red pepper paste (gochujang), and lettuce leaves to wrap it all up in.

After grilling, the steaks are served with a dipping sauce. The steaks are served with a dipping sauce. The steaks are served with a dipping sauce.

Pinco name food stores are serving over once reusing

THANK YOU

For more samples, please visit www.emilyyahn.com

tangible
clear concepts *of* compelling design

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