

DMPS Board of Directors Vacancy  
ATTN: Rosie Rios  
2100 Fleur Drive  
Des Moines, IA 50321

DMPS School Board and Community Members,

*Our diversity is not just a statistic, it is our superpower.*

– Jackie Norris, 2024 DMPS State of the Schools

It is with much reflection and great honor that I express my interest in the role of Des Moines Public Schools Board of Directors – District 4. For over 10 years, I have served as a bridge builder both in professional and personal capacities, connecting students to resources and opportunities, while defending their potential. Providing equitable access to education and employment, by encouraging structures of accountability are all areas where I have a proven track record of experience and success. As an education and community ambassador, my passions center around improving our community’s outcomes on all levels, beginning with our students.

I am proud to work in a space that supports one of our community’s greatest differentiators, education. I approach this work with a lens of intentionality, empathy, integrity, and with the strength that is required to bring about change for our most vulnerable populations. To successfully advocate for representation of the community's vision and values in pursuit of the DMPS Board's student outcomes-focused goals and guardrails, it is important to acknowledge the purpose and my positionality of such a significant responsibility. “School board members are not to operate as being one layer above management, but instead, as **one layer below community** (Student Outcomes Focused Governance - School Board Basics)”. My commitment is to continue being a rising tide, in moving this ship forward, within our community.

I humbly submit my letter of interest because the duties and responsibilities of the DMPS Board of Directors are in perfect alignment with my competencies, experiences, and the areas I am most passionate. I plan to advocate for representation of the community’s visions and values in pursuit of the Boards student outcomes focused goals and guardrails, in the following ways:

### **Goal 1 – Literacy:**

1. **Consistent Communication:** Maintain open lines of communication with stakeholders, including parents, educators, administrators, and community members, to keep them informed about progress toward achieving the community's vision for literacy education. Seek feedback regularly to ensure that advocacy efforts remain aligned with the community's evolving needs and values.
2. **Community Engagement:** Regular attend and engage with community forums, surveys, and meetings to gather input from parents, educators, and other stakeholders about literacy priorities and strategies.
3. **Collection of Data:** Collect and analyze data on literacy outcomes to track progress and identify areas for improvement. Use this data to advocate for targeted interventions or adjustments that better align with the community’s vision and values.

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## Goal 2 – Career and College Ready:

1. **Community Partnerships:** Enhance partnerships with local businesses, colleges, and community organizations to provide students with internships, job shadowing opportunities, and college preparation programs that align with the community's values and aspirations.
2. **Considerations of Equity:** Advocate for equitable access to career and college readiness programs, particularly for historically marginalized groups, and ensure that resources are allocated in a way that addresses disparities.
3. **Collaborative Efforts:** Encouraging student input into the development of career and college readiness initiatives, ensuring that programs are relevant and responsive to students' aspirations and needs. Also, by providing resources and support for parents to help their children navigate pathways to career and college readiness, including information on financial aid, college applications, non-degree seeking opportunities, and career exploration.

## Guardrails Advocacy:

1. **Equity (Guardrail 1):** Monitor data on student outcomes to identify and address disparities in access to educational opportunities, advocating for policies and practices that promote equity and inclusion.
2. **Social and Emotional Learning (Guardrail 2):** Advocate for the implementation of evidence-based social and emotional learning programs that address the needs of all students and adults in the school community.
3. **DEI (Guardrail 3):** Ensure that practices prioritize diversity, equity, and inclusion, and advocate for ongoing professional development on cultural responsiveness.
4. **Safety (Guardrail 4):** Advocate for policies and resources to create a safe and supportive learning environment, including mental health support services, anti-bullying initiatives, and crisis intervention protocols.
5. **Engagement (Guardrail 5):** Work to foster strong partnerships with families and community members, ensuring that they are involved in decision-making processes and have a voice in shaping the direction of the district.

By actively engaging with the community, advocating for policies that reflect their values, and monitoring progress toward goals and guardrails, representation of the community's vision and values can be effectively integrated into the work of the DMPS Board and system.

In partnership,

*Skylar Mayberry-Mayes*

Skylar Mayberry-Mayes, Ph.D.

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<https://www.assess.co.polk.ia.us/cgi-bin/web/tt/infoqry.cgi?tt=card/card&dp=1200563900000>



LOTS 27 & 28 BLK 6 CORR PLAT 1ST ADD TO THOMAS  
HEIGHTS

SKYLER MAYBERRY-MAYES  
5709 SW 2ND ST  
DES MOINES, IA 50315-5104

# SKYLAR MAYBERRY-MAYES, PH.D.

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## PROFESSIONAL EXPERIENCE

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### **Grand View University, 12/2023 - Current**

#### **Executive Director, The Jacobson Institute**

- The primary purpose of The Jacobson Institute is to enable Grand View University to be a resource by providing skills, training, and assessment for a future ready workforce. The Jacobson Institute was created to improve the education system through innovation, while equipping learners at all levels with the right skills at the right time to improve career outcomes.

### **University of Northern Iowa, 01/2019- Current**

#### **Adjunct Lecturer, Professional Readiness Program®**

- Lecturer within the Wilson College of Business - Professional Readiness Program® designed to provide students with wrap-around job skill services, in the focus areas of upskilling, job-training, and career development. Primary focus areas include professional writing, intercultural awareness, and communicating with confidence.

### **Principal Financial Group, 05/2022 - 12/2023**

#### **Senior Strategist, Community Relations and Principal® Foundation**

- Managed the Higher Education grant portfolio and worked closely with leadership to strengthen our relationships with stakeholders, build brand affinity, and develop an evolved employee engagement program.
- Stayed abreast of relevant research trends, and policy issues; fostered a culture of learning, gathered independent, rigorous data and evidence about the effectiveness of grantees' strategies, and helped adapt practice as needed.
- Cultivated a network of professional relationships with key education, government, philanthropic, and community leaders; oversaw development of journey mapping and helped position Principal as a thought leader; developed opportunities for innovation and collaboration.

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## PROFESSIONAL SUMMARY

Education and career-readiness researcher, practitioner, and advocate with many years of experience in developing and leading data-driven initiatives. Proven leader of community engagement, training and facilitation, program development, and communication practices that enhance learner experiences. Servant-leader transforming cultures in the education, corporate, and nonprofit sectors.

## **Nationwide Insurance, 05/2015 - 05/2022**

### **Voice of the Customer**

#### **Corporate Citizenship & External Affairs**

#### **Personal Lines and Commercial Lines Underwriter**

- Established business partner relationships and helped identify needs around customer experience and data analysis.
- Helped business partners track customer experience improvements by developing and monitoring insight scorecards.
- Designed and provided consultation to senior management on tactical communication plans for the organization; represented the organization during key partner meetings.

## **Bankers Trust Company, 05/2012 - 05/2015**

### **Senior Credit Analyst, Commercial Lending**

#### **Leadership Development Rotation Program**

- Examined financial statement data of borrowers, guarantors, and vendors to assess credit worthiness.
- Reviewed financial covenants and compliance obligations in determining borrower's ability to service debt obligations.
- Acquired an understanding of all divisions within the bank (Human Resources, Finance, Audit, Compliance, Wealth Management, Trust Services, Consumer Retail & Capital Management).

## **COMMUNITY LEADERSHIP**

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- Des Moines Public Schools Foundation
- Oakridge Neighborhood Services
- Big Brothers Big Sisters
- Polk County Housing Trust Fund
- UNI@DMACC
- ZKL Educational Foundation
- UNI College of Business
- Investing In My Future, Inc.
- Iowa Department of Health and Human Services
- Leadership Development Institute
- Alpha Phi Alpha Fraternity, Inc.

## **EDUCATION**

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Doctor of Philosophy (Ph.D.)

Drake University

*Education*

Master of Business Admin. (MBA)

Iowa State University

*Leadership*

Bachelor of Arts (BA)

University of Northern Iowa

*Finance*

**SkylarMM@gmail.com**

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