

LUIS B. SOLANO

School System Executive

B.A., M.A., M.B.A., Ed.S. (Projected Ed.D. Completion in 12/2027)

Detroit, MI | lbsolano@yahoo.com | 305.804.3372

EXECUTIVE SUMMARY

I have dedicated my life to public service—first as a soldier, and for the past 28 years as an educator committed to empowering all students, regardless of background or ability, to achieve their academic and career aspirations. My leadership journey spans classroom teaching, turnaround school leadership, and 15 continuous years as a cabinet-level executive across three large, diverse school systems. I currently serve as Deputy Superintendent of Michigan's largest district and have previously held roles as Associate Superintendent of Teaching and Learning and Chief Operating Officer.

Throughout my nearly three decades in PreK–14 education, I have led systemic improvement efforts that raised graduation rates, improved student achievement, and advanced operational excellence. I began as a special education teacher and went on to transform underperforming high schools into “A-rated” institutions. In Collier County Public Schools, my leadership contributed to the District earning seven consecutive “A” ratings—Florida's only district to achieve this distinction.

Spearheaded a nationally recognized Human Resources transformation that reduced teacher vacancies from over 500 to just 28 in seven years.

As Associate Superintendent, expanded high-impact instructional strategies, closed achievement gaps, and led large-scale academic and career-readiness initiatives across districts serving up to 345,000 students. I have launched innovative Career and Technical Education (CTE) programs—including Aviation, Engineering, Culinary Arts, Cybersecurity, and the INCubatoredu entrepreneurial experience.

Developed and implemented robust and inclusive gifted education program designed to meet the unique academic and social-emotional needs of gifted learners. Through differentiated instruction, acceleration opportunities, and enrichment experiences, the district provides a rigorous curriculum that challenges students to think critically, solve complex problems, and pursue their passions. Gifted services are delivered by certified teachers using individualized education plans that foster creativity, leadership, and advanced academic achievement across all grade levels.

I bring deep experience in managing multimillion-dollar budgets with transparency, cultivating strong stakeholder relationships, and implementing evidence-based strategies that improved literacy, reduced chronic absenteeism, strengthened school safety, and ensured all students are taught by certified, well-supported educators.

I am honored to apply for the role of Superintendent of Schools with the Honorable St. Johns School Board of Education. Based on my research, our priorities closely align, including: (1) accelerating achievement through data-driven instruction; (2) expanding academic, emotional, and mental health supports; (3) scaling transformative literacy and numeracy strategies; (4) fully staffing all roles through targeted recruitment and retention; (5) strengthening community engagement through monthly Parent Listening Sessions; (6) fostering inclusive decision-making; and (7) expanding programming for gifted and advanced students.

As Superintendent, I will champion a culture of responsiveness, high expectations, and continuous improvement—ensuring equitable access, individualized supports, and robust pathways for every student to thrive.

Thank you for considering my candidacy. I look forward to the opportunity to serve the Honorable St. Johns School Board of Education and to lead this community in delivering a world-class education for every child.

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- Current Deputy Superintendent of Detroit Public Schools Community District and former Chief Operating Officer, overseeing the implementation of strategic initiatives in Michigan's largest school system.
- Previous roles include Associate Superintendent of the Division of Teaching and Learning within Collier County Public Schools in Florida, and education and school leader within Miami Dade County Public Schools.
- Skilled transformation leader, who positioned Collier County Public Schools to achieve "A" rating for seven consecutive years, the only district with this distinction in the State of Florida.
- Strategic talent expert, who implemented turnaround strategy in Detroit, reducing vacancies to historic low of 25.

EDUCATION, TRAINING AND CERTIFICATIONS

- Ed.D. Completion, 12/2027, in C&I
- Nova Southeastern University
- University of West Florida
- Master of Business Administration
- Nova Southeastern University
- Educational Specialist in Educational Leadership
- Master of Science in Special Education
- Bachelor of Science in Special Education
- Florida International University

CERTIFICATIONS: Elementary/Secondary Admin K-12 and Central Office Certifications, State of Michigan

- Future Chief, Chiefs for Change

- Superintendents Academy, American Assoc. of School Superintendents
- American Assoc. of School Superintendents—Michael Casserly Institute
- National Superintendents Academy, Atlantic Research Partners
- Leadership Development Program, Florida International University
- Project Lead Strong, Harvard GSE
- Superintendent's Urban Principal Initiative, Harvard GSE
- Data Wise Leadership Institute, Harvard GSE
- Negotiating Labor/Management Agreements, Michigan State University

PROFESSIONAL WORK EXPERIENCE

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT, Wayne County, Michigan

2017 – Present

Deputy Superintendent, 2019 – Present

Chief Operating Officer, 2017 – 2019

Detroit Public Schools Community District (DPSCD) is the 94th Largest School District in the U.S. and the largest School District in Michigan, serving 54K ± Students (78%± FRL Rate | 82% African American | 13.6%± Hispanic | 2.4% ± White | 14.7%± ESE (Exceptional Student Education)± | 12.6% ELL (English Language Learner) | 1.2%± Migrant) with 7,200 ± Employees and \$904M Operating Budget. As Deputy Superintendent, and the former Chief Operating Officer, I report directly to the Superintendent.

STRATEGIC LEADERSHIP

- Transitioned into the role of Chief Operating Officer and thereafter promoted as Deputy Superintendent following the successful release of District State emergency management. Led efforts to restructure key district offices and established Board policies, districtwide systems, and processes to inform district transformation efforts and progress.
- Created key divisions under my leadership including the Offices of High School Transformation, Legislative and Community Affairs, Human Resources, and Labor Relations, among others.
- Served as a Cabinet leader overseeing the District Police Department and realignment of law enforcement operations with district priorities. Led collaboration with other City Police departments to enhance safety and Security, districtwide.
- Key accomplishments include: (1) Improved coordination across district schools, (2) Partnered with law enforcement to gather intelligence necessary to ensure campus and community safety, tracked nefarious activity and coordinated with law enforcement agencies and community violence intervention groups to prevent violence across district schools which yielded a reduction of code of conduct infractions by 45%.

With over 15 years of experience as a cabinet-level executive in Labor Relations developed and implemented comprehensive strategies across large urban and suburban school districts to ensure productive collective bargaining activities. I have successfully negotiated multi-year labor contracts with major unions, including AFT, DFT, UAW, Teamsters 1 & 2, AFSCME, OSAS, DFP 1 & 2, and IUOE, among other unions, all while avoiding major labor unrest. My expertise includes ensuring compliance with labor laws, fostering positive labor engagement,

all while meeting the district's financial and operational goals. Successfully negotiated nine (9) collective bargaining agreement (CBA) cycles with 15 labor unions, with the most recent bargaining cycle totaling \$98.3M million in salary and compensation increases across seven bargaining units over a two-year period.

INSTRUCTIONAL LEADERSHIP

- Implemented sweeping academic strategy which has yielded gains in graduation rates, from a 60.2% four-year graduation rate in 2017 to a 74.3% four-year graduation rate in 2023.
- Designed and oversaw the strategic expansion of academic programs across the district:
 - Expanded literacy programs, with ELA proficiency rates increasing by 12% over 5 years.
 - I overhauled Math and Science curriculum and technology resources, with proficiency rates in both areas increasing by 14% during my tenure.
 - Grew Advanced Placement (AP) offerings and dual-credit courses by 42%; AP exam pass rates increased by 18%, and post-secondary enrollment rose by 22%.
 - ELL student proficiency improved by 20% over 4 years.
 - Suspension rates decreased by 34%, and academic performance in core subjects increased by 24% following the implementation of social emotional learning programs.
 - Special education student achievement increased by 15%, with graduation rates improving by 10%.
 - CTE enrollment rose by 18%, and post-graduation employment rates increased by 15%.
 - State test scores increased by 8%, and achievement gaps between subgroups narrowed by 10%.
- Implemented district-wide 1:1 technology initiative: test scores in math and literacy improved by 12% on average across all grade levels achieved a notable decline, with the rate dropping
- Implemented strategy focused on active monitoring of student attendance, districtwide, and provided targeted interventions to students missing at least 10% of the school year, which equates to approximately 18 school days, for any reason. Through implementation of various interventions to support students and families in maintaining consistent attendance chronic absenteeism improved districtwide by an 11% decrease compared to the same period in previous year.

Implemented a districtwide Data Dialogues process, fostering structured group conversations that helped educators districtwide to engage with and better understand their data. This process involved district and school leadership teams utilizing multiple data sources to promote openness, relational trust, and positive energy. It encouraged reflective thinking and guided school teams toward strategic changes to enhance student achievement.

As Associate Superintendent of Teaching and Learning and Deputy Superintendent, I led the adoption of the DataCom/Data Dialogues process across all large urban and suburban school districts I served. This strategy enabled school leadership teams to collaboratively analyze student achievement data, identify trends, and make informed decisions to improve instructional practices and student outcomes. Multiple "A Rated" school districts like multiple Miami-Dade County Public Schools and Collier County Public Schools directly experienced consistent growth in student performance, particularly in literacy and math. Targeted interventions, evidence-based strategies, and robust professional development led to substantial gains, especially for struggling students, through data-driven decision-making and a focus on foundational skills. These efforts reflected a strong commitment to academic excellence across the PreK-12 continuum across all districts served to date. The Data Dialogues process was anchored on the following procedural tenets:

1. **Data, Assessment & Accountability:** Under my leadership the District maintained accurate, high-quality, and timely data about how students and District are performing. Achieved this by effective administration of assessments. The District also supported the organization, production, and management of student data via an enterprise data warehouse. This process ensured that school and district level staff and leaders can access data on the most important student outcomes. Under my leadership the district conducted analyses and research to support the district's measures of teacher

and leader effectiveness. Collaborative Discussions – Educators, administrators, and stakeholders engage in structured dialogues to interpret data, assess progress, and align strategies with district goals.

2. **Root Cause Analyses** – Teams explored underlying factors affecting performance, including curriculum alignment, instructional practices, and student support systems.
3. **Action Planning** – Based on data insights, schools developed targeted improvement plans, set measurable goals, and implemented interventions.
4. **Monitoring & Continuous Improvement** – Schools regularly reviewed data, tracked progress, and adjusted strategies to ensure effectiveness. This process is still widely used in the districts I served, to date, to drive data-driven decision-making, improve literacy and mathematics outcomes under my leadership.
5. Under my tenure across three large school districts, I implemented the Data Dialogues process to serve as a strategic accelerant of school improvement across all academic content areas and grade levels.

HUMAN CAPITAL LEADERSHIP

- Created and executed a comprehensive Human Resources strategy that focused on operational efficiency, leadership development, and technology integration.
- Negotiated and implemented nine collective bargaining units leveraging Interest-Based Bargaining Strategies to focus on collaborative problem-solving, proactively addressing labor concerns and negotiating fair and sustainable collective bargaining agreements that align with the district's goals and financial resources.
- Developed and implemented competitive employee compensation plans for teacher hard-to-fill roles.
- Established mentorship and Induction Programs that provided support to early career teachers and provided ongoing professional development programs to all instructional staff.
- Implemented turnaround strategy to address urgent operational needs, leadership development, technology integration and a multi-prong resulting in filling over 500 instructional vacancies reducing vacancies to 28.
- Hired over 2,500+ teachers between 2017- 2025, focusing on hard-to-staff positions such as special education, bilingual education, and STEM disciplines.
- Hired 300+ administrators, including principals, Assistant Principals, and central office administrators
- Hired 1,000+ support staff, including custodians, clerical workers, and paraprofessionals to ensure cleanliness.

OPERATIONS AND FISCAL LEADERSHIP

- Work with adopted a General Fund budget of approximately \$1.127 billion for the fiscal year ending June 30, 2025.
- Eliminated repetitive tasks or bottlenecks that impeded organizational systems and processes.
- Implemented new software solutions, automation tools, and digital communication platforms.
- I identified potential risks and developed mitigation strategies to minimize impact on intended objectives.
- Negotiated multi-year rate guarantees over a 7-year period to procure health, dental, vision, and life insurance plans for 5,500 employees. This effort saved the district an average of \$2M annually/\$14M over the negotiated periods through service guarantees, efficient plan designs, and renewal rate caps, all while improving employee choice and plan performance.
- After negotiating

SCHOOL BOARD SUPPORT

Collaborated with the full Board and cabinet to strategically revamp an outdated and incomplete Board Policy volume consisting of over 450 policy documents under the direction of the Board. Led the modernization of policies, administrative guidelines, and other Board documents to ensure alignment with best practices and regulatory requirements. Drafted Board policies to uphold the highest standards of teaching, learning, and operations while fostering safe, effective school environments. Adoption of updated policies provided essential guidance and tools necessary to drive organizational success and continuous improvement. Additionally, led site visits with School Board members to assess policy implementation and strengthen districtwide Board governance. Engaged individual school board members through tailored professional development sessions,

school visits, and briefings for informed decision-making and building strong partnerships with school site and district leadership. The ongoing dialogue facilitated deeper understanding of school programs, staff, and student needs, keeping Board members well-versed in educational practices and district goals.

COMMUNITY ENGAGEMENT LEADERSHIP

- Strengthened and expanded partnerships with government entities, non-profit organizations, academic institutions, and private firms to enhance productivity and output.
- Through the establishment of the Office of Legislative and Community Affairs, achieved the following:
 - Built annual Legislative Agenda promoting legislative issues supported by the School Board and the District. It includes the work of a registered lobbyist in Lansing who collaborates with the Board of Education and representatives in the House and Senate to address Wayne County's education concerns.
 - Engage an average of 170+ constituents on a monthly basis including parents, students, district employees, and other community members to engage in monthly virtual community updates and discussions on topics or matters of interest.
 - Established Community Engagement Leader Program –Program equipped community members at-large with the skills and knowledge to foster meaningful partnerships between the district and the community.
 - Led lobbying activities and community advocacy efforts, inclusive of providing testimony during annual legislative sessions
 - Facilitated parent, student and district employee advocacy through Legislature and Community Engagement Activities

COLLIER COUNTY PUBLIC SCHOOLS, *Collier County, Florida*

2012 – 2017

Associate Superintendent Division of Teaching and Learning

Collier County Public Schools (CCPS) is the 115th Largest School District in U.S., with 63 Traditional Schools serving 55K± Students (57% FRL (63 Schools Under the Title I Program) | 11.1% Black | 32.05% White | 53% Hispanic | 15% ESE± | 13.78% ELL | 4.4% Migrant), and nearly 7,000 Employees and a \$1.2B Operating Budget.

STRATEGIC LEADERSHIP

- Led the development and implementation of a three-year strategic plan aligned the district's vision and goals.
- Monitored twenty-five, three-year performance targets and 23 Strategic Imperatives, each with its own Key Performance Indicator (KPI). Over the three-year span, 26 of the 30 key performance indicators were attained.
- Established Collier County Virtual School (CCVS) in 2013 which annually serves on average 700 students as of January 2024, the district reported a graduation rate of 91.5% surpassing the state average of 88%.
- Established the Office of Accountability and Data Management to track and support progress toward full implementation of the Board-approved District Strategic Plan; During tenure on the team, CCPS:
 - Achieved remarkable student performance and learning gains, tying for the third-highest percentage points (66) among Florida districts, a significant rise from its 33rd ranking in 2011.
 - Only 30% of Florida districts earned an "A" grade, with CCPS among this elite group.
 - 50% of CCPS schools (27 of 54) earned an "A," with 22 schools maintaining their "A" ratings and 5 charter schools improved to "A" ratings.
 - Ten additional schools improved their state issued grades, including two high schools, two middle schools, and seven (7) "A" rated charter schools authorized, monitored, and supported by my office.
 - I established the High School Transformation Office (HTO), which implemented systems and processes that continue to deliver positive results in the realm of increased high school graduation rates. In the 2024-25 school year the district saw a notable improvement in graduation rates with the 4-year graduation rate rising by 3.8 percentage points to 78.1%. This growth outpaced the state's increase of 1.1%, reducing the gap to just 4.7 percentage points below the state average of 82.8%.

Additionally, 79% of our high schools (19 out of 24) experienced improvements in graduation rates, highlighting the district's sustained success in enhancing high school graduation outcomes.

INSTRUCTIONAL LEADERSHIP

- Positioned CCPS to achieve significant and consistent academic gains by deploying literacy coaches across all district schools co-developing data warehouse generated reports, and convening instructional leaders and Principals for structured data dialogues through research-based process. Developed and implemented districtwide named “Data Dialogues” whereby district Principals engage on a quarterly basis to engage in structured conversations to openly analyze and discuss data insights yielded from student performance data with the primary goal of capturing key findings and actionable takeaways highlighting data insights, trends, patterns to be presented by oral reports in front of their colleagues highlighting data insights often highlighting trends, patterns and implications for decision making across all district schools.
 - Led the implementation of online end-of course assessment regime from grade 3 through 12 from the ground up.
- Led districtwide Implementation of System of Interventions in the areas of Reading and Mathematics. Designed and implemented the Multi-Tiered System of Supports, districtwide across the PreK-12 continuum to ensure all interventions needed by students were provided d with fidelity.

IMPLEMENTATION OF SYSTEMS OF SCHOOL SUPPORT

Implemented districtwide structured system of Instructional reviews and instructional rounds across all district schools to drive continuous improvement, accountability, and alignment with district goals. The system included: Curriculum Audits – Evaluating alignment with state standards and the effectiveness of instructional materials. Classroom Observations – Using structured rubrics to assess teaching practices and student engagement. Student Performance Data Analysis – Tracking achievement trends to inform targeted interventions. Successfully negotiated the implementation of Orton Gillingham, LETRS and Science of Reading professional development programs for all teachers of Reading. Professional Learning Communities (PLCs) and common planning were implemented with fidelity across the district to strengthen collaboration and refine instructional systems, strategies, and student progress monitoring. Additionally Multi-Tiered System of Supports (MTSS) reviews ensured that interventions effectively met the diverse needs of students. Stakeholder feedback surveys, incorporating input from students, parents, and staff, played a vital role in shaping instructional decisions. These reviews followed a structured support cycle, leveraging data to drive instructional adjustments, targeted professional development, and interventions—cultivating a culture of continuous improvement across all district schools.

HUMAN CAPITAL AND OPERATIONS LEADERSHIP

- Implemented centralized student registration and withdrawal system saving the district \$400K annually in personnel costs.
- Adopted zero-based budgeting in the Curriculum and Instruction (C&I) Division, yielding reductions ranging from 5% to 20% in the first year, with potential for sustained savings over time.
- Fostered a culture of learning among all organizational stakeholders to ensure continuous improvement.
- Developed evaluation processes to assess the effectiveness of staff, educational programs, and initiatives.
- Facilitated year-round professional development institutes and professional development to all district staff.
- Implemented Project Management Office to manage and enhance on-time project deliveries on budget.

COMMUNITY ENGAGEMENT

- Established the Office of Family and Community Engagement to strengthen relationships between schools, parents, stakeholders, and community partners.
- Built partnership with the Collier County Police Department, resulting in the implementation of secure school entrances and scalable security measures district-wide, enhancing student and staff safety.

- Collaborated with the Collier County Chamber of Commerce to establish internship programs for students, enhancing their real-world learning opportunities – over 200 participants.
- 16,700 families successfully engaged on a monthly basis, achieving significant increases in both parent and student involvement and community engagement.

MIAMI DADE COUNTY PUBLIC SCHOOLS, Miami, Florida

1997 – 2012

Feeder Pattern Principal High School, Liaison

High School Principal, Vice Principal, Assistant Principal

High School Administrative Assistant Coordinator: Small Learning Communities, Testing, AVID Program, Career and Technical Education, Exceptional Student Education Program Compliance Officer.

Teacher: Exceptional Student Education and Business Education Teacher and Career and Technical Education.

Miami Dade County Public Schools (MDCPS) is the 3rd Largest School District in the U.S., with 362 Traditional Schools serving 364,000 PreK± Students (65% FRL | 19.1% Black | 6.4%± White | 72.7%± Hispanic | 15% ESE± | 12.6%± ELL Learners | 7.3%± Migrant), with 34,400± Employees and an operating budget of nearly \$12.7 billion (about \$39 per person in the US) dollars. Promoted over course of tenure rising from substitute teacher to Principal Supervisor.

- Forged partnerships and implemented programs with the organizations that follow to mentor the whole child through collaborative partnerships with the organizations that follow (1) City Year, (2) College Summit, (3) Teach for America, (4) 5,000 Role Models of Excellence to provide wraparound supports to all children in areas that follow: eradication of excessive absenteeism, tutoring, student achievement, and college exposure.
- Expanded advanced academic programming, particularly among traditionally underrepresented student groups, while dramatically increasing student achievement outcomes in gifted, International Baccalaureate, Advanced Placement, Dual Enrollment, and Industry Certification examinations.
- Selected as *Teacher of the Year*, and later by Superintendent of schools, Alberto Carvalho and serve as Ambassador of district's bid for \$1.2B general bond referendum program, which passed by voters with overwhelming support and led to rebuilding of the high school I served as a teacher and led as Principal.
- Represented the District's evaluation by Eli Broad Foundation in the district's successful bid in 2012.Prize.

UNITED STATES DEPARTMENT OF THE ARMY

1990 -1995

Military service instilled in me a wide range of leadership qualities and operational skills that translated extremely well into my c leading of large comprehensive school districts: (1) Mission-Driven Focus, (2) Strategic Planning & Execution, (3) Chain of Command & Accountability, (4) Adaptability Under Pressure, (5) Team Cohesion & Morale, (6) Decision-Making with Limited Information, (7) Logistics & Operations, (8) Service Before Self, (9) Resilience (10) Mental Toughness, and (11) Leading Safety and Security Operations across Large Multi-building Campuses.

ADHOC COMMITTEE MEMBERSHIPS, TEAMS, WORKGRUPS, AND TASK FORCE ASSIGNMENTS

1.	District Liaison Collier County Public Schools Coalition Of Unions Task Force	2012-2017
2.	Naples Daily News Editorial Board On School District Matters	2012-2017
3.	Collier County Faith Based Community Coalition	2012-2017
4.	Collier County Public Schools Coalition Of Unions	1997-2012
5.	Collier County Early Childhood Coalition Community Alignment Task Force	1997-2012
6.	District Liaison, Naples Children & Foundation Workgroup—Mobile Health Hubs Initiative	1997-2017
7.	2 District Liaison, Greater Naples Chamber Of Commerce—Paid Student Internships	1997-2012
8.	Skillman Foundation - Teach 313 Initiative To Scale Teacher Talent Acquisition	1997 – 2012
9.	District Liaison, NAACP Collier County Branch	1997 – 2012
10.	District Liaison, Naples Children Community Foundation	2012 – 2017
11.	District Liaison, Boys & Girls Club Of Collier County	2012 – 2017
12.	District Liaison, Champions For Learning Foundation	2012 – 2017
13.	District Liaison Community Foundation	2012 – 2017

14. District t Liaison, Jewish Federation of Greater Naples	2012 – 2017
15. District Liaison, City of Miami Gardens Anti-Violence Initiative	2013-2017
16. District Liaison, NAACP Miami-Dade County Branch	2014 – 2017
17. District Liaison, The Immokalee Foundation & Detroit Hispanic Development Corporation	2014 – 2025
18. District Liaison, NAACP Detroit Branch—Labor and Literacy Workgroups	2017 – 2024
19. Facility Master Plan Workgroup—20 Year Vision and Implementation	<u>2019–2025</u>
20. Literacy Lawsuit \$94M Settlement Negotiation and Implementation workgroup	2023 – 2024
21. District Liaison Detroit Coalition of Unions workgroup	2017 – 2025



Dr. Nikolai P. Vitti
Superintendent of Schools

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detroitk12.org

October 14, 2024

Dear Superintendent Hiring Committee,

It is both an honor and privilege to provide a letter of recommendation on behalf of Mr. Luis B. Solano, in support of his candidacy for the position of Superintendent of Schools. It is with pride and excitement that I recommend a highly esteemed, lifelong educator of twenty-six years, and cabinet executive of 12 years that I have come to know professionally and personally over the past fifteen years. Mr. Solano will bring to your district the professionalism, commitment, and track record of school and district improvement that your internal and external constituents expect of your next Superintendent.

I first became professionally acquainted with Mr. Solano approximately 15 years ago, after I was appointed Assistant Superintendent of Education Transformation for Miami-Dade County Public Schools (MDCPS). One of the schools I led was Miami Norland Senior High School (MNSHS), a low performing large urban high school situated in Miami Gardens. After placing Mr. Solano as the principal of the school, MNSHS demonstrated significant accomplishments. Mr. Solano led the increase of the school's letter grade from a low "D" rating in 2009-10, to a "C" rating in 2010-11, and to "A" ratings in 2011-2012 and 2012-2013. Mr. Solano's work also led students to consecutive higher proficiency rates in math, reading, science, and writing, as well as increased advanced placement and industry certification exam passage rates with graduation rates above the District and State averages, and vastly transformed the school's culture, climate, and school spirit. The work of Mr. Solano at MNSHS established a proof-point for the successful turnaround of persistently underperforming urban high schools to achieve transformational academic results for high-need students. Until present day, Mr. Solano's high school transformation playbook continues to inform the strategies responsible for high school transformation across MDCPS, and influenced the District's recognition as a Board Prize Winner in Excellence in Urban Education.

Fifteen years after that point, Mr. Solano continues to exercise the same level of commitment, care, urgency, and passion for students. Shortly after assuming the position of Superintendent at DPSCD, I recruited Mr. Solano for his wide range of leadership experiences and proven track record of success in turning around schools, and central office divisions throughout his career. Mr. Solano joined my cabinet in July 2017 as Chief Operating Officer, and was later promoted to Deputy Superintendent. Upon arrival in DPSCD, Mr. Solano was tasked the extraordinary professional challenge to do his part to rebuild a once ailing school district from the ground-up and co-author a new story for traditional public education in Detroit. His work enabled a new beginning for DPSCD. Through the district's reorganization, Mr. Solano continually provided well-received counsel and direction in his areas of expertise. No organizational challenge was too small for Mr. Solano. He is selfless in his work and jumps in at moment's notice to assist senior staff and their direct reports with organizational projects, no matter the scope and size. Mr. Solano is known as someone who can always

be counted on as a highly experienced thought partner or collaborator to accelerate decision making without sacrificing quality.

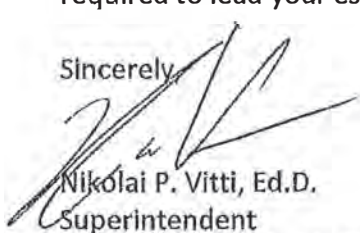
During his tenure, Mr. Solano was tasked with executing divisional and departmental restructures, reconfigurations, and restarts of varying depths, while providing day-to-day leadership necessary to optimize district performance across key functional areas including Human Resources, Board Policy, Development, and Labor Relations. Mr. Solano serves as the labor relations executive and chief negotiator of all labor agreements and collective bargaining agreements. His leadership has led to hundreds of Board-approved policies, hundreds of letters of agreement to address issues outside of collective bargaining agreements, and two collective bargaining agreements with eight unions.

Mr. Solano's military service instilled a valuable foundation for a disciplined, respectful, and collegial approach to executing the district's work and strategic imperatives precisely and with fidelity. Mr. Solano's military background provides the structure, discipline, and tenacity to work under pressure - all necessary attributes for a successful Superintendent focused on the mission of closing student achievement gaps and improving children's lives through strategic, systemic approaches to district reform.

Many internal and external constituents who have come to know Mr. Solano have described him as a caring and capable leader who authentically relates to all organizational stakeholders. He has also earned high recommendations and accolades from current and previous Board Members. I have positively observed, and experienced Mr. Solano's ability to connect with internal and external constituents through respectful, trusting, and collegial communications grounded on mutual trust and respect. Mr. Solano consistently takes the time and effort to know all individuals he meets by name and builds the relationships necessary to create spaces in which honest, authentic dialogue necessary to provide the conditions for effective communications to occur. He is also open-minded, empathetic, approachable, and a visible leader—all critical attributes of a successful Superintendent.

In summary, I am confident that Mr. Solano possesses the knowledge, skills, dedication, and passion required to lead your esteemed school district as your next Superintendent.

Sincerely,



Nikolai P. Vitti, Ed.D.

Superintendent

Detroit Public Schools Community District

Students Rise. We all Rise

DPSCD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, age, religion, height, weight, citizenship, marital or family status, military status, ancestry, genetic information, or any other legally protected category, in its educational programs and activities, including employment and admissions. Questions? Concerns? contact the Civil Rights Coordinator at (313) 240-4377 or dpscd.compliance@detroitk12.org or 3011 West Grand Boulevard, 14th Floor, Detroit MI 48202.

Kamela K. Patton, Ph.D.

Phone: (305) 447-8835 • Email: kamelapatt@gmail.com

October 14, 2024

Honorable School Board Members,

I am a lifelong educator, award winning with state and national recognition, and having served as School Superintendent for 12 years in Collier County Public Schools, in Florida, culminating in being named National Finalist as American Association of School Administrators (AASA) Superintendent of the Year in 2022. Prior to Collier County, I also served in the Miami-Dade County Public School system in a variety of leadership roles, where I first worked with Luis Solano. I am pleased to provide my strongest recommendation on behalf of Mr. Luis B. Solano, a talented, professional, and consummate lifelong educator whom I have professionally known through varying professional positions and roles over a twenty-year period and highly recommend Mr. Solano as your next Superintendent of schools. I came to know Mr. Solano as a dynamic, student-centered educator, and cabinet level executive with an impeccable professional bearing, positive attitude, and tireless work ethic.

Since 2004, Mr. Solano has continually impressed me with his ability to not only identify the exact cause and solution for instructional and operational challenges he experienced in the individual districts he served, but he has also developed the ability to find innovative and strategic ways to turn these instructional and operational challenges into new opportunities for the districts he has served across several administrative positions and roles over two decades.

Mr. Solano is a consistent, high performing, bright, diligent, articulate, enthusiastic, dependable, and highly capable educator and cabinet level executive. Our most recent professional association was during Mr. Solano's five-year tenure as the Associate Superintendent of Teaching and Learning at Collier County Public Schools, a high-performing, multi-year "A" rated, majority-minority, Florida school district of 48,000 students, the majority of which are classified as economically disadvantaged minorities which I had the honor to serve as Superintendent for the prior 12 years. Mr. Solano was recruited by me after I became intimately aware of his exemplary instructional leadership background, project management capacities, as well as many other strengths, abilities, and capacities. Without any reservations, I have nothing but full-confidence in Mr. Solano and all he has accomplished on behalf of the children and families served by the Miami-Dade County Public Schools, Collier County Public Schools, and the Detroit Public Schools Community District.

I have been professionally acquainted with Mr. Solano since 2004, at such time he worked at a large, striving, urban Miami-Dade County Public School (MDCPS) I supervised and supported as a central-office District official. As the principal's designee in said high school, Mr. Solano was assigned all the school's complex, prohibitive cost/high yield return projects/assignments/initiatives which possessed the potential accelerate the school's transformation agenda in alignment to the district's theory of action for school improvement. Mr. Solano served with distinction and in alignment with the district's, School Board's and Community Partners' priorities and expectations. Thereafter, I experienced the privilege of supervising Mr. Solano as principal of a large comprehensive high school which he successfully transformed from a borderline "F" grade to an "A" rated high school in less than three years as confirmed by the Florida Department of Education. The programs associated support systems and processes established by Mr. Solano remain in place at Miami Norland Senior High School today and continue to provide better opportunities for the students and community Luis once served as principal. The high school transformation strategies, tactics and practices implemented under Mr. Solano's leadership were implemented district wide through the MDCPS's high school transformation office plan.

After I was selected to serve as the Collier County Public Schools Superintendent of schools, I aggressively recruited Mr. Solano to serve as my Associate Superintendent of the Division of Teaching and Learning due to his exceptional talent and ability to implement a teaching and learning transformation strategy at scale. During his tenure as the Associate Superintendent for the school district I led as Superintendent, Mr. Solano led all aspects of Teaching and Learning Division in a diverse, high-performing school district of over 48,000 students and over fifty schools. Within the Teaching and Learning Division, Mr. Solano meritoriously led 14 division

departments/offices. I have observed Mr. Solano from multiple perspectives over a 20-year period and can think of no one better nationally to assume this important role in your school district.

As the Associate Superintendent of the Division of Teaching and Learning, Mr. Solano provided direct oversight of the departments/offices of Assessment and Data Management; School Choice Options Including Charter Schools and Home Education; Content Area Development and Planning For Elementary and Secondary Programs; Exceptional Student Education and Gifted Education; Leadership Development; Career and Technical Education; Continuous Improvement Initiatives; Fine and Performing Arts; Interscholastic Athletics; Virtual Learning; Instructional Technology; and Media Services. Oversight of a budget of \$41 million, with application of return-on-investment processes. Luis also led the expansion of Academic Competitions and Advanced Studies programming at all levels. During his tenure he was also instrumental in establishing career themed academies across all high schools, established the Parent Academy Office, entrepreneurship programs, and established a Charter School office that was responsible for authorizing, overseeing, and supporting authorized charter schools. In sum, Mr. Solano was instrumental in establishing a multitude of programs, systems and processes which contributed significantly to the enhancement of the district. Mr. Solano equally knows how to work with and motivate staff members to meet district wide strategic imperatives. He has shown 26 years a deep commitment to equity, not just in rhetoric but in action. He is accessible to students, parents and community members and has meritoriously served as an outstanding ambassador for the district. Mr. Solano understands the importance of supporting the social and emotional development of all students. He was also a consistently excellent steward of community resources. He is also adept in identifying and implementing at district wide scale evidence-based best practices. Mr. Solano embraced and promoted at scale the productive use of student performance data for continuous improvement. Mr. Solano cares about the healthy development of all students, district wide.

I would be remiss if I did not highlight Mr. Solano's relationship-building abilities with internal and external constituents who allow him to be a very effective agent of change and systems transformation. Luis is consistent day in/out with a very positive and optimistic outlook about the possibilities for the students he serves and their future. He is a quality individual, an extremely hard worker and thoughtful professional; a respected educator, all wrapped up in an inclusive style of leadership. Mr. Solano's persona coupled with his capacity and tenacity to implement a district wide transformation agenda has earned him the respect of the superintendents, the school boards, and other internal and external constituents Mr. Solano has served has been acquainted with on a local, state and or national level. Luis is talented, adept, and knowledgeable about strategic and tactical educational initiatives and preparing students for 21st century hyper connected economies and communities of tomorrow. In sum, Mr. Solano is a dynamic leader and organizer of staff and associated efforts who possesses the knowledge, skills, and aptitude necessary to encourage and mobilize a school district transformation agenda that is energized around district strategic initiatives, as well as Board and community imperatives without ever losing site of the main objective—provide a world class education for all students, regardless of their zip code or educational abilities, and recognizing the leader in every child.

In closing, I strongly recommend, without hesitation that you seriously consider Mr. Luis Solano's candidacy as your next Superintendent of schools, as I am certain he will serve your community and its internal and external constituents with distinction.

Respectfully Submitted,



Kamela Patton, Ph.D.
President and CEO of Patton Solutions
2022 National Finalist, AASA Superintendent of the Year



Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Phone: (213) 241-7000

Alberto M. Carvalho
Superintendent

Board of Education

Jackie Goldberg, President
Scott M. Schmerelson, Vice President
Dr. George J. McKenna III
Dr. Rocío Rivas
Nick Melvoin
Kelly Gonez
Tanya Ortiz Franklin

November 29, 2024

Dear Members of Superintendent Selection Committee:

It is with great pleasure that I recommend Mr. Luis Solano for the position of Superintendent of Schools. Having worked alongside Mr. Solano during his early years as an Assistant Principal at North Miami Senior High School and Principal at Miami Norland Senior High School, I have observed firsthand his passion for improving student outcomes and his transformative leadership.

Throughout his 28-year career in public education, Mr. Solano has demonstrated a steadfast commitment to ensuring that every student has access to a high-quality education, regardless of background. His trajectory from growing up in extreme poverty and working as a migrant laborer to becoming a distinguished educational leader reflects his deep understanding of the challenges many students face—and his ability to build systems that support their success.

Mr. Solano's breadth of experience in senior cabinet roles, including as Deputy Superintendent of Detroit Public Schools Community District and Associate Superintendent of Teaching and Learning in Collier County, Florida, positions him to excel as the leader of a school system. His leadership has been instrumental in stabilizing and improving Detroit Public Schools Community District after years of state intervention, driving increases in student enrollment, academic performance, and financial stability.

Notably, Mr. Solano's achievements extend to his work in transforming teaching and learning. He played a pivotal role in leading Miami Norland Senior High School to earn its first-ever "A" rating from the Florida Department of Education in 2012. Moreover, his leadership at Collier County Public Schools resulted in a comprehensive overhaul of instructional practices that raised academic standards and enhanced student outcomes. Mr. Solano's focus on evidence-based training for educators is a testament to his commitment to continuous improvement.

In the realm of human resources, Mr. Solano has been a steady hand, successfully negotiating collective bargaining agreements with 14 unions. His ability to foster collaboration between labor and management has boosted morale, improved recruitment and retention, and ensured that districts are fully staffed with highly qualified educators. His strategic recruitment initiatives, including offering signing bonuses and establishing partnerships with historically Black colleges and universities, demonstrate his innovative approach to addressing staffing challenges.

With over a dozen years of experience managing large school district budgets, Mr. Solano's financial stewardship is equally impressive. His emphasis on conservative fiscal planning, including the use of zero-based budgeting, has ensured the long-term financial health of the districts he has served. He is

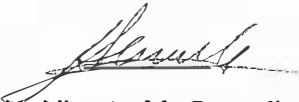
a transparent leader who understands the importance of involving the community in financial decisions to foster trust and accountability.

Most importantly, Mr. Solano's personal experiences have driven his unwavering commitment to educational equity. Like myself, he understands the impact of poverty on children's lives and has dedicated his career to building inclusive, equitable systems that give all students the opportunity to succeed. His journey is a testament to the power of education and leadership.

I am confident that Mr. Solano's combination of operational excellence, instructional leadership, human resources expertise, and financial acumen make him an outstanding candidate for the role of Superintendent. His collaborative leadership style and ability to implement systemic reforms will bring significant progress to any district he serves.

Please do not hesitate to contact me at alberto.carvalho@lausd.net if you need further information or insights into Mr. Solano's qualifications. I wholeheartedly endorse his candidacy and believe he will have a lasting impact in your community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alberto M. Carvalho', with a horizontal line drawn underneath it.

Alberto M. Carvalho
Superintendent

Florida International University
Office of the Registrar
11200 SW 8th St
Miami, FL 33199

Official Transcript
FICE: 009635

Page 1 of 4

Undergraduate and Graduate Record

Name: Luis Solano
Student ID: [REDACTED]
SSN: [REDACTED]
Birthdate: [REDACTED]
Sex: Male

Degrees Awarded

Degree: Bachelor of Science
Confer Date: 04/18/1997
Plan: Special Education

Degree: Master of Science
Confer Date: 12/04/1998
Plan: Special Education

Degree: Education Specialist
Confer Date: 12/13/2008
Plan: Educational Leadership - NCATE Accredited

Send To: LUIS SOLANO
13097 SILENT WOODS DR
SHELBY TOWNSHIP, MI 483154205

Transfer Credits

Transfer Credit from Military Schooling
Applied Toward Pre-Bacc - Ugrd Spec Program

1992 SUMR

Course	Description	Attempted	Earned	Grade
A	0 Data Comm Sys Troubl	Accepted	2.000	P
A	0 Computer Literacy	Accepted	1.000	P
B	0 Files Management	Accepted	2.000	P
BIO	180 Humanity Environmt	Accepted	3.000	B
C	0 Intro Voice Com Netw	Accepted	3.000	P
CSI	100 Dp Computer Sci	Accepted	3.000	B
SPC	101 Intro Public Speak	Accepted	3.000	B

Transfer Credit from Monterey Peninsula Coll
Applied Toward Pre-Bacc - Ugrd Spec Program

1992 FALL

Course	Description	Attempted	Earned	Grade
HIS	117 Hist Of U S I	Accepted	3.000	C

Transfer Credit from Miami-Dade CC

Applied Toward Pre-Bacc - Ugrd Spec Program

1987 FALL

Course	Description	Attempted	Earned	Grade
ACG	2021 Financial Accounting	Accepted	3.000	A
ACG	2021L Financial Accounting	Accepted	1.000	A
APB	1150 Gen Education Biology	Accepted	3.000	D
ARH	1000 Art Appreciation G6	Accepted	3.000	B
BSC	1005 Gen Education Biology	Accepted	3.000	WI
CGS	1060 Intro To Micro Comput	Accepted	4.000	C
CGS	1580 Microcom Desktop Pub	Accepted	4.000	B
DEP	2000 Hum Growth Dev G6	Accepted	3.000	WI
DEP	2000 Hum Growth Dev G6	Accepted	3.000	B
EDC	2013 Prin Eco Macro G6	Accepted	3.000	A
EDF	1005 Intro Education G6	Accepted	3.000	B
ENC	0007 Coll Prep Writing 2	Accepted	4.000	P
ENC	1101 English Comp I G6	Accepted	3.000	C
ENC	1102 English Comp II G6	Accepted	3.000	B
ENC	2301 Adv Composition G6	Accepted	3.000	B
FIN	2000 Survey Of Finance	Accepted	3.000	A
HUM	1020 Humanities Hu G15	Accepted	3.000	C
HUN	1201 Essentials Nutrition	Accepted	3.000	WI
HUN	1201L Essent Nutrition Lab	Accepted	1.000	A
HUS	1410 Basic Couns Skills	Accepted	3.000	C
MAR	1011 Survey Of Marketing	Accepted	3.000	A
MAT	0024 Coll Prep Algebra	Accepted	4.000	P
MAT	1033 Gen Coll Math	Accepted	3.000	WI
MAT	1033 Gen Coll Math	Accepted	3.000	WI
MAT	1033 Gen Coll Math	Accepted	3.000	WI
MAT	1033 Gen Coll Math	Accepted	3.000	WI
MAT	1033 Gen Coll Math	Accepted	3.000	WI
MAT	1033 Gen Coll Math	Accepted	3.000	B
MGF	1113 Gen Coll Math G	Accepted	3.000	C
PEL	1441 Racquetball	Accepted	1.000	C
PEM	1441 Karate	Accepted	1.000	B
PET	2822C Tech Of Athletic Tral	Accepted	2.000	C
PPE	2001 Dyn Of Behavior	Accepted	3.000	B
PSB	2442 Psyc Of Addiction	Accepted	3.000	A
PSC	1515 Energy Nat Env Hs G15	Accepted	3.000	B
PSY	1000 Indiv Trans Ss G15	Accepted	3.000	WI
PSY	1000 Indiv Trans Ss G15	Accepted	3.000	C
PSY	2012 Intro Psychology G6	Accepted	3.000	C
REA	0002 Coll Prep Reading 2	Accepted	4.000	P
SOP	2772 Human Sexuality	Accepted	3.000	C
SOP	2002 Social Psychology G6	Accepted	3.000	B
SSI	1120 Social Env Ss G15	Accepted	3.000	C

[Signature]
Kevin B. Connelly, Ph.D.
University Registrar

Florida International University
Office of the Registrar
11200 SW 8th St.
Miami, FL 33199

Official Transcript
FICE: 009635

Page 2 of 4

Name: Lulu Solano
Student ID: [REDACTED]
SSN: [REDACTED]
Birthdate: [REDACTED]

Undergraduate and Graduate Record

Course	1000	Description
ARH	1000	Art Appreciation G6
DEP	2000	Hum Growth Dev G6
HUN	1201	Essentials Nutrition
HUN	1201L	Essential Nutrition Lab
MAT	1033	Gen Coll Math

Attempted	Earned	Grade
Accepted	3.000	B
Accepted	3.000	B
Accepted	3.000	WI
Accepted	1.000	A
Accepted	3.000	WI

Course	2013	Description
ECO	2013	Prin Eco Macro G6
EJN	2000	Survey Of Finance
MAR	1011	Survey Of Marketing
STA	2023	Statistical Methods G

SPR 2002

Attempted	Earned	Grade
Accepted	3.000	A
Accepted	3.000	A
Accepted	3.000	A
Accepted	3.000	C

Course	1033	Description
MAT	1033	Gen Coll Math
PEM	1441	Kinetics
SOP	2772	Human Sexuality

Attempted	Earned	Grade
Accepted	3.000	WI
Accepted	1.000	B
Accepted	3.000	C

Course	2021	Description
ACG	2021	Financial Accounting
ACG	2021L	Financial Accounting

SUMR 2002

Attempted	Earned	Grade
Accepted	3.000	A
Accepted	1.000	A

Course	1110	Description
HUS	1110	Basic Course Skills
PPE	2001	Dyn Of Behavior
PSB	2442	Psyc Of Addiction
PSY	2012	Intro Psychology G6

Attempted	Earned	Grade
Accepted	3.000	C
Accepted	3.000	B
Accepted	3.000	A
Accepted	3.000	C

Transfer Credit from Basic Military Train
Applied Toward Pre-Bacc - Ugrd Spec Program

WINT 1992

Attempted	Earned	Grade
Accepted	1.000	F
Accepted	1.000	F
Accepted	1.000	F
Accepted	1.000	F

Course	1180	Description
APB	1180	Gen Education Biology
MAT	1033	Gen Coll Math
SOP	2002	Social Psychology G6
SYG	2000	Intro Sociology G6

Attempted	Earned	Grade
Accepted	3.000	D
Accepted	3.000	WI
Accepted	3.000	B
Accepted	3.000	B

Course	0	Description
A	0	Outdoor Skills Pract
B	0	Maritime Skills
C	0	Personal Health
D	0	Personal Phys Cond

Transfer Credit from Transfer Credit Limitation
Applied Toward Pre-Bacc - Ugrd Spec Program

Beginning of Undergraduate Record

Course	1005	Description
EDP	1005	Intro Education G6
MAT	1033	Gen Coll Math

Attempted	Earned	Grade
Accepted	3.000	B
Accepted	3.000	B

Program: Pre-Bacc - Ugrd Spec
1993-05-08: Active in Program
Plan: Non-Degree Seeking Student Major

Summer 1993

Course	1080	Description
CGS	1080	Intro To Micro Comput
CGS	1580	Microcomp Desktop Pub
MGF	1113	Gen Coll Math G

Attempted	Earned	Grade
Accepted	4.000	C
Accepted	4.000	B
Accepted	3.000	C

SUMR 1996

Course	1005	Description
BSC	1005	Gen Education Biology

Attempted	Earned	Grade
Accepted	3.000	WI

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Dulce M. Beltran
Dulce M. Beltran
University Registrar

Florida International University
Office of the Registrar
11200 SW 8th St
Miami, FL 33199

Official Transcript
FICE: 009635

Page 3 of 4

Name: Luis Solano
Student ID: [REDACTED]
SSN: [REDACTED]
Birthdate: [REDACTED]

Undergraduate and Graduate Record

Session: Summer C

Course	Description	Attempted	Earned	Grade	Points
EDG 3321	Gain Tech Skill Lab I	3.000	3.000	A	12.000
EDG 3321L	Gain Tech Skill Lab I	2.000	2.000	A	8.000
EEX 3010C	Intro Exc Child/Yout	3.000	3.000	A-	11.010
EEX 3202	Per Soc Found Excep	3.000	3.000	A	12.000

Session: Summer A

Course	Description	Attempted	Earned	Grade	Points
EDP 3004	Intro Educ Psycholog	3.000	3.000	B	9.000

Term GPA	3.715	Term Totals	Attempted	Earned	GPA Units	Points
			14.000	14.000	14.000	52.010

Cum GPA	3.715	Cum Totals	Attempted	Earned	GPA Units	Points
			14.000	74.000	14.000	52.010

Fall 1995

Program: 1995-05-08
Plan: Pre-Bacc - Ugrd Spec Active in Program Non-Degree Seeking Student Major:

Session: Regular Academic Session

Course	Description	Attempted	Earned	Grade	Points
EDF 3521	Education In History	3.000	3.000	B	9.000
EDF 3542	Phil Of Education	3.000	3.000	A	12.000

Term GPA	3.500	Term Totals	Attempted	Earned	GPA Units	Points
			6.000	6.000	6.000	21.000

Cum GPA	3.651	Cum Totals	Attempted	Earned	GPA Units	Points
			20.000	80.000	20.000	73.010

Spring 1996

Program: 1996-01-08
Plan: Arts and Sciences - Upper Div Active in Program Psychology Major:

Session: Regular Academic Session

Course	Description	Attempted	Earned	Grade	Points
EDF 3723	Schooling in America	3.000	3.000	B+	9.990
EDG 3322	GL- M ulticulEd	3.000	3.000	B	9.000
EEX 3221	Assmnt Stud W/Excep	3.000	3.000	B	9.000
EEX 4240	Nature & Needs Stud	3.000	3.000	B	9.000
EEX 4801	Bhvr App Claim Lrn I	3.000	3.000	B+	9.990

Term GPA	3.132	Term Totals	Attempted	Earned	GPA Units	Points
			15.000	15.000	15.000	48.980

Cum GPA	3.428	Cum Totals	Attempted	Earned	GPA Units	Points
			35.000	65.000	35.000	119.980

Summer 1996

Program: 1996-01-08
Plan: Arts and Sciences - Upper Div Active in Program Psychology Major:

Session: Summer C

Course	Description	Attempted	Earned	Grade	Points
EEX 4940	Field Exp: Spec Ed	0.000	0.000	P	0.000
Grading Basis: RED	Pass/Fail Teach Primary Read	3.000	3.000	B	9.000

Session: Summer A

Course	Description	Attempted	Earned	Grade	Points
LAE 4314	Teach Elem Lang AR	3.000	3.000	B	9.000
SPA 3000	Int/Lan Dev Comm DI	3.000	3.000	B+	9.990

Session: Summer B

Course	Description	Attempted	Earned	Grade	Points
MAE 4310	Teach Elem Math	3.000	3.000	B+	9.990

Dulce M. Beltran
Dulce M. Beltran
University Registrar

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Florida International University

Office of the Registrar

11200 SW 8th St.
Miami, FL 33199

Official Transcript

FICE: 009635

Page 4 of 4

Name: Luis Solano
Student ID: [REDACTED]
SSN: [REDACTED]
Birthdate: [REDACTED]

Undergraduate and Graduate Record

Term GPA	3.155 Term Totals	Attempted	Earned	GPA Units	Points
		12.000	12.000	12.000	37.980
Cum GPA	3.361 Cum Totals	Attempted	Earned	GPA Units	Points
		47.000	107.000	47.000	157.970

Fall 1996

Program: Education - Upper Div
1996-08-26: Active In Program
Plan: Specific Learning Disabilities Major:

Session: Regular Academic Session	Course	Description	Attempted	Earned	Grade	Points
	EED 4212	Bkgr App Cts Lmg II	3.000	3.000	A	12.000
	EEX 4905	Dtr Stud Spec Ed	3.000	3.000	A	12.000
	ELD 4230	Cur Tch Stud Wld	3.000	3.000	A-	11.010
	ELD 4240	Strat Tch Stud Wld	3.000	3.000	A	12.000

Term GPA	3.918 Term Totals	Attempted	Earned	GPA Units	Points
		12.000	12.000	12.000	47.010
Cum GPA	3.474 Cum Totals	Attempted	Earned	GPA Units	Points
		59.000	119.000	59.000	204.980

** Degree List **

Spring 1997

Program: Education - Upper Div
1996-08-26: Active In Program
Plan: Specific Learning Disabilities Major:

Session: Regular Academic Session	Course	Description	Attempted	Earned	Grade	Points
	EEX 4881	Student Teaching	8.000	8.000	B	27.000
	EEX 4936	St Tch Sem Sp Ed	3.000	3.000	B+	9.990

Term GPA	3.083 Term Totals	Attempted	Earned	GPA Units	Points
		12.000	12.000	12.000	36.990
Cum GPA	3.408 Cum Totals	Attempted	Earned	GPA Units	Points
		71.000	131.000	71.000	241.970

Undergraduate Career Totals

Cum GPA:	3.408 Cum Totals	Attempted	Earned	GPA Units	Points
		71.000	131.000	71.000	241.970

Non-Course Milestones

GLAST Status: Program Milestone Level: Milestone Title: Date Attempted: Completed Education - Upper Div Satisfactory MATH208 READ 324 ELS 298 ESSAY 05 - 02/91 02/01/1991 Completed

End of Undergraduate and Graduate Record

Dulce M. Beltran
Dulce M. Beltran
University Registrar

NOVA SOUTHEASTERN
UNIVERSITY3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Date Issued: 23-JUL-2018

Record of: Luis B. Solano

Page: 1

Issued To: Luis B. Solano

Course Level: Masters - RCBE

SUBJ NO.

COURSE TITLE

CRED GRD

PTS R

Comments:

Academic Requirements Completed: 1/31/2004

Institution Information continued:

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 21.00 GPA: 3.50

Degrees Awarded Master of Business Admin. 31-JAN-2004

Ehrs: 43.00 GPA-Hrs: 39.00 QPts: 149.10 GPA: 3.82

College: Huiegon Coll of Bus/Entrepre

Major: Business Administration

Summer II 2003

GMP 5070

Managerial Marketing

3.00 A

12.00

GMP 5080

Applying Managerial Fin

3.00 A

12.00

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

SUBJ NO.

COURSE TITLE

CRED GRD

PTS R

INSTITUTION CREDIT:

Summer II 2002

GMP 5012

Twenty-First Century Mgmt Prac

3.00 A

12.00

GMP 5015

Legal, Ethical, & Soc Val Bus

3.00 A

12.00

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Fall 2003

GMP 5090

Entrepreneurial Thinking

3.00 A

12.00

GMP 5095

Operations/Systems Mgmt

3.00 A

12.00

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Winter 2004

GMP 5102

Value Integration Capstone

4.00 A

0.00

Ehrs: 4.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Fall 2002

GMP 5014

Inf Tech Appl in Mgt Dec

3.00 A

11.10

GMP 5017

Deliv Sup Customer Value

3.00 A

12.00

GMP 5020

Managing Org Behavior

3.00 A

11.10

Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 34.20 GPA: 3.80

***** TRANSCRIPT TOTALS *****

Earned Hrs GPA Hrs Points GPA

TOTAL INSTITUTION 43.00 39.00 149.10 3.82

TOTAL TRANSFER 0.00 0.00 0.00 0.00

OVERALL 43.00 39.00 149.10 3.82

***** END OF TRANSCRIPT *****

Winter 2003

GMP 5030

Managing Human Resources

3.00 A

12.00

GMP 5040

Quantitative Thinking

3.00 B

9.90

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 21.90 GPA: 3.65

Spring 2003

GMP 5050

Economic Thinking

3.00 A

12.00

GMP 5060

Acct For Decision Makers

3.00 B

9.00

***** CONTINUED ON NEXT COLUMN *****

This officially sealed and signed transcript is printed on high SECURITY-SAFE security paper with the name of the university printed in white type across the top of the document. A raised seal is also required. When photocopied the words COPY-VOID and the name of the university should appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!

G. Elaine N. Paff, Director of University Registrar's Office

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TRANSCRIPT

EXPLANATORY LEGEND AND AUTHENTICITY STATEMENT PRINTED ON BACK

TO VERIFY TRANSLUCENT GLOBE LOGOS MUST BE VISIBLE WHEN HELD TOWARD A LIGHT SOURCE

Florida International University
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11200 SW 8th St.
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Page 1 of 4

Name: Luis Solano
Student ID:
SSN:
Birthdate:

Undergraduate and Graduate Record

Degrees Awarded

Degree: Bachelor of Science
Confer Date: 04/18/1997
Plan: Special Education

Degree: Master of Science
Confer Date: 12/04/1998
Plan: Special Education

Degree: Education Specialist
Confer Date: 12/13/2008
Plan: Educational Leadership - NCATE Accredited

Send To: LUIS SOLANO
LBSOLANO@YAHOO.COM

Transfer Credits

Transfer Credit from Military Schooling
Applied Toward Pre-Bacc - Ugrd Spec Program

SUMR 1992

Course	Description	Attempted	Earned	Grade
A	0	Data Comm Sys Troubl	Accepted	2.000 P
BIO	160	Humanity Environmt	Accepted	3.000 B
CSI	100	Dp Computer Sci	Accepted	3.000 B
SPC	101	Intro Public Speak	Accepted	3.000 B

FALL 1993

Course	Description	Attempted	Earned	Grade
A	0	Computer Literacy	Accepted	1.000 P
B	0	Files Management	Accepted	2.000 P
C	0	Intro Voice Com Netw	Accepted	3.000 P

Transfer Credit from Monterey Peninsula Coll
Applied Toward Pre-Bacc - Ugrd Spec Program

FALL 1992

Course	Description	Attempted	Earned	Grade
HIS	117	Hist Of U S I	Accepted	3.000 C

Transfer Credit from Miami-Dade CC
Applied Toward Pre-Bacc - Ugrd Spec Program

FALL 1987

Course	Description	Attempted	Earned	Grade
ENC	0007	Coll Prep Writing 2	Accepted	4.000 P
MAT	0024	Coll Prep Algebra	Accepted	4.000 P
PET	2622C	Tech Of Athletic Trail	Accepted	2.000 C
REA	0002	Coll Prep Reading 2	Accepted	4.000 P

WINT 1988

Course	Description	Attempted	Earned	Grade
ENC	1101	English Comp I G6	Accepted	3.000 C
HUM	1020	Humanities Hu G15	Accepted	3.000 C
MAT	1033	Gen Coll Math	Accepted	3.000 W1
PSY	1000	Indiv Trans Ss G15	Accepted	3.000 W1

SUMR 1988

Course	Description	Attempted	Earned	Grade
SSI	1120	Social Env Ss G15	Accepted	3.000 C

FALL 1988

Course	Description	Attempted	Earned	Grade
ENC	1102	English Comp II G6	Accepted	3.000 B
MAT	1033	Gen Coll Math	Accepted	3.000 W1
PEL	1441	Racquetball	Accepted	1.000 C
PSC	1515	Energy Nat Env Ns G15	Accepted	3.000 B

WINT 1989

Course	Description	Attempted	Earned	Grade
ENC	2301	Adv Composition G6	Accepted	3.000 B
MAT	1033	Gen Coll Math	Accepted	3.000 W1
PSY	1000	Indiv Trans Ss G15	Accepted	3.000 C

SUMR 1989

Course	Description	Attempted	Earned	Grade
DEP	2000	Hum Growth Dev G6	Accepted	3.000 W1

WINT 1990

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Page 2 of 4

Name: Luis Solano
Student ID:
SSN:
Birthdate:

Undergraduate and Graduate Record

Course		Description	Attempted	Earned	Grade
ARH	1000	Art Appreciation G6	Accepted	3.000	B
DEP	2000	Hum Growth Dev G6	Accepted	3.000	B
HUN	1201	Essentials Nutrition	Accepted	3.000	WI
HUN	1201L	Essent Nutrition Lab	Accepted	1.000	A
MAT	1033	Gen Coll Math	Accepted	3.000	WI

SUMR 1990

Course		Description	Attempted	Earned	Grade
MAT	1033	Gen Coll Math	Accepted	3.000	WI
PEM	1441	Karate	Accepted	1.000	B
SOP	2772	Human Sexuality	Accepted	3.000	C

FALL 1990

Course		Description	Attempted	Earned	Grade
HUS	1110	Basic Couns Skills	Accepted	3.000	C
PPE	2001	Dyn Of Behavior	Accepted	3.000	B
PSB	2442	Psyc Of Addiction	Accepted	3.000	A
PSY	2012	Intro Psychology G6	Accepted	3.000	C

WINT 1991

Course		Description	Attempted	Earned	Grade
APB	1150	Gen Education Biology	Accepted	3.000	D
MAT	1033	Gen Coll Math	Accepted	3.000	WI
SOP	2002	Social Psychology G6	Accepted	3.000	B
SYG	2000	Intro Sociology I G6	Accepted	3.000	B

FALL 1994

Course		Description	Attempted	Earned	Grade
EDF	1005	Intro Education G6	Accepted	3.000	B
MAT	1033	Gen Coll Math	Accepted	3.000	B

WINT 1995

Course		Description	Attempted	Earned	Grade
CGS	1060	Intro To Micro Comput	Accepted	4.000	C
CGS	1580	Microcom Desktop Pub	Accepted	4.000	B
MGF	1113	Gen Coll Math G	Accepted	3.000	C

SUMR 1996

Course		Description	Attempted	Earned	Grade
BSC	1005	Gen Education Biology	Accepted	3.000	WI

SPR 2002

Course		Description	Attempted	Earned	Grade
ECO	2013	Prin Eco Macro G6	Accepted	3.000	A
FIN	2000	Survey Of Finance	Accepted	3.000	A
MAR	1011	Survey Of Marketing	Accepted	3.000	A
STA	2023	Statistical Methods G	Accepted	3.000	C

SUMR 2002

Course		Description	Attempted	Earned	Grade
ACG	2021	Financial Accounting	Accepted	3.000	A
ACG	2021L	Financial Accounting	Accepted	1.000	A

Transfer Credit from Basic Military Train
Applied Toward Pre-Bacc - Ugrd Spec Program

WINT 1992

Course		Description	Attempted	Earned	Grade
A	0	Outdoor Skills Pract	Accepted	1.000	P
B	0	Marksmanship	Accepted	1.000	P
C	0	Personal Health	Accepted	1.000	P
D	0	Personal Phys Cond	Accepted	1.000	P

Transfer Credit from Transfer Credit Limitation
Applied Toward Pre-Bacc - Ugrd Spec Program

Beginning of Undergraduate Record

Summer 1995

Program: Pre-Bacc - Ugrd Spec
1995-05-06: Active in Program
Plan: Non-Degree Seeking Student Major:

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Page 3 of 4

Name: Luis Solano
Student ID: [REDACTED]
SSN: [REDACTED]
Birthdate: [REDACTED]

Undergraduate and Graduate Record

Session: Summer C

Course	Description	Attempted	Earned	Grade	Points
EDG 3321	Gen Tchg Skill Lab I	3.000	3.000	A	12.000
EDG 3321L	Gen Teac Lab I	2.000	2.000	A	8.000
EEX 3010C	Intro Exc Child&Yout	3.000	3.000	A-	11.010
EEX 3202	Per Soc Found Excep	3.000	3.000	A	12.000

Session: Summer A

Course	Description	Attempted	Earned	Grade	Points
EDP 3004	Intro Educ Psycholog	3.000	3.000	B	9.000

Term GPA	3.715	Term Totals	Attempted	Earned	GPA Units	Points
			14.000	14.000	14.000	52.010

Cum GPA	3.715	Cum Totals	Attempted	Earned	GPA Units	Points
			14.000	74.000	14.000	52.010

Fall 1995

Program: Pre-Bacc - Ugrd Spec
1995-05-08: Active in Program
Plan: Non-Degree Seeking Student Major:

Session: Regular Academic Session

Course	Description	Attempted	Earned	Grade	Points
EDF 3521	Education in History	3.000	3.000	B	9.000
EDF 3542	Phil Of Education	3.000	3.000	A	12.000

Term GPA	3.500	Term Totals	Attempted	Earned	GPA Units	Points
			6.000	6.000	6.000	21.000

Cum GPA	3.851	Cum Totals	Attempted	Earned	GPA Units	Points
			20.000	80.000	20.000	73.010

Spring 1996

Program: Arts and Sciences - Upper Div
1996-01-08: Active in Program
Plan: Psychology Major:

Session: Regular Academic Session

Course	Description	Attempted	Earned	Grade	Points
EDF 3723	Schooling In America	3.000	3.000	B+	9.990
EDG 3322	Glt: Multicul Ed	3.000	3.000	B	9.000
EEX 3221	Assmnt Stud W/Except	3.000	3.000	B	9.000
EEX 4240	Nature & Needs Stud	3.000	3.000	B	9.000
EEX 4601	Bhvr App Clasm Lm I	3.000	3.000	B+	9.990

Term GPA	3.132	Term Totals	Attempted	Earned	GPA Units	Points
			15.000	15.000	15.000	48.980

Cum GPA	3.428	Cum Totals	Attempted	Earned	GPA Units	Points
			35.000	95.000	35.000	119.990

Summer 1996

Program: Arts and Sciences - Upper Div
1996-01-08: Active in Program
Plan: Psychology Major:

Session: Summer C

Course	Description	Attempted	Earned	Grade	Points
EEX 4940	Field Exp: Spec Ed	0.000	0.000	P	0.000
Grading Basis: RED 4150	Pass/Fail Teach Primary Read	3.000	3.000	B	9.000

Session: Summer A

Course	Description	Attempted	Earned	Grade	Points
LAE 4314	Teach Elem Lang Art	3.000	3.000	B	9.000
SPA 3000	Intr Lan Dev Comm Di	3.000	3.000	B+	9.990

Session: Summer B

Course	Description	Attempted	Earned	Grade	Points
MAE 4310	Teach Elem Math	3.000	3.000	B+	9.990

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Page 4 of 4

Name: Luis Solano
Student ID:
SSN:
Birthdate:

Undergraduate and Graduate Record

			Attempted	Earned	GPA Units	Points
Term GPA	3.165	Term Totals	12.000	12.000	12.000	37.980
Cum GPA	3.361	Cum Totals	47.000	107.000	47.000	157.970

Fall 1996

Program: Education - Upper Div
1996-08-26: Active in Program
Plan: Special Education Major:

Session: Regular Academic Session	Course	Description	Attempted	Earned	Grade	Points
EED	4212	Bhvr App CIs Lmg II	3.000	3.000	A	12.000
EEX	4905	Dir Stud Spec Ed	3.000	3.000	A	12.000
ELD	4230	Cur Tch Stud W/Ld	3.000	3.000	A-	11.010
ELD	4240	Strat Tch Stud W/Ld	3.000	3.000	A	12.000

			Attempted	Earned	GPA Units	Points
Term GPA	3.918	Term Totals	12.000	12.000	12.000	47.010
Cum GPA	3.474	Cum Totals	59.000	119.000	59.000	204.980

** Dean's List **

Spring 1997

Program: Education - Upper Div
1996-08-26: Active in Program
Plan: Special Education Major:

Session: Regular Academic Session	Course	Description	Attempted	Earned	Grade	Points
EEX	4861	Student Teaching	9.000	9.000	B	27.000
EEX	4936	St Tch Sem Sp Ed	3.000	3.000	B+	9.990

			Attempted	Earned	GPA Units	Points
Term GPA	3.083	Term Totals	12.000	12.000	12.000	36.990
Cum GPA	3.408	Cum Totals	71.000	131.000	71.000	241.970
Undergraduate Career Totals						
Cum GPA:	3.408	Cum Totals	71.000	131.000	71.000	241.970

Non-Course Milestones

CLAST
Status: Completed
Program: Education - Upper Div
Milestone Level: Satisfied
Milestone Title: MATH 309 READ 324 ELS 298 ESSAY 05 - 02/91
Date Attempted: 02/01/1991 Completed

End of Undergraduate and Graduate Record

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Dulce M. Beltran
University Registrar



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ACADEMIC TRANSCRIPT

Page: 1

Record of: Luis Bienvenido Solano

Student Number: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

Residency: FL Resident

Date Issued: 21-JAN-2024

School Code: 003955

Level: Specialist

Issued To: Luis Solano
Parchment DocumentID: TET4609E

Course Level: Specialist

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Summer 2016

EDF 7990 Sem in Sch Writing & Research 3.00 A 12.00
Hrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Good Standing

Last Standing: Good Standing

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	3.00	3.00	12.00	4.00

TOTAL TRANSFER	0.00	0.00	0.00	0.00
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OVERALL	3.00	3.00	12.00	4.00
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***** END OF TRANSCRIPT *****

Copy of Transcript

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ACADEMIC TRANSCRIPT

Page: 2

Record of: Luis Bienvenido Solano

Student Number: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

Residency: FL Resident

Date Issued: 21-JAN-2024

School Code: 003955

Level: Doctoral

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	RSUBJ NO.	COURSE TITLE	CRED	GRD	PTS
Institution Information continued:					Institution Information continued:				
Summer 2019					Spring 2022				
EDG 8980	Dissertation	1.00	S	0.00	IEDG 8980	Dissertation	1.00	S	0.00
Ehrs: 1.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00	Ehrs: 1.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00
Good Standing					Good Standing				
Fall 2019					Summer 2022				
EDG 8980	Dissertation	3.00	S	0.00	IEDG 8980	Dissertation	1.00	S	0.00
Ehrs: 3.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00	Ehrs: 1.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00
Good Standing					Good Standing				
Spring 2020					Summer 2023				
Extraordinary Circumstances Encountered (COVID-19)					EDG 8980	Dissertation	1.00	S	0.00
EDG 8980	Dissertation	3.00	U	0.00	Ehrs: 1.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00
Ehrs: 0.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00	Good Standing				
Good Standing					Fall 2023				
Spring 2021					EDG 8990	Special Topics Course	3.00	B+	9.90
EDG 8980	Dissertation	3.00	S	0.00	Ehrs: 3.00 GPA-Hrs: 3.00 QPts:		9.90	GPA:	3.30
Ehrs: 3.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00	Good Standing				
Good Standing					Last Standing: Good Standing				
Summer 2021					Spring 2024				
EDG 8980	Dissertation	1.00	S	0.00	IN PROGRESS WORK				
Ehrs: 1.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00	IEDG 8990	Seminar: Final Dissertation	3.00	IN PROGRESS	
Good Standing					In Progress Credits	3.00			
Fall 2021					***** TRANSCRIPT TOTALS *****				
EDG 8980	Dissertation	1.00	S	0.00	Earned Hrs GPA Hrs Points GPA				
Ehrs: 1.00 GPA-Hrs: 0.00 QPts:		0.00	GPA:	0.00	TOTAL INSTITUTION	72.00	51.00	198.00	3.88
Good Standing					TOTAL TRANSFER	0.00	0.00	0.00	0.00
***** CONTINUED ON NEXT COLUMN *****					OVERALL	72.00	51.00	198.00	3.88
					***** END OF TRANSCRIPT *****				

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ACADEMIC TRANSCRIPT

Page: 1

Record of: Luis Bienvenido Solano

Student Number: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

Residency: FL Resident

Date Issued: 21-JAN-2024

School Code: 003955

Level: Doctoral

Issued To: Luis Solano
Parchment DocumentID: TET4609E

Course Level: Doctoral				SUBJ NO.	COURSE TITLE	CRED GRD	PTS
Current Program				Institution Information continued:			
Program : C&I Curr & Assessment				Summer 2017			
SUBJ NO.	COURSE TITLE	CRED GRD	PTS	EDF 8937	Research Applications	3.00 A	12.00
				EDF 7676	ADV INSTR DSG THEORY	3.00 A	12.00
				Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00			
INSTITUTION CREDIT:				Good Standing			
Fall 2015				Fall 2017			
EDA 7931	Sen High Perf Edu Leaders	3.00 A	12.00	EDF 7191	Psych Foundations Education	3.00 A	12.00
EDF 6725	Critical Issues American Edu	3.00 A	12.00	EDF 8936	Qualitative Res & Strats: Spec	3.00 A	12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00				Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00			
Good Standing				Good Standing			
Spring 2016				Spring 2018			
EDF 6475	Qual Research I - Methods	3.00 A	12.00	EDF 7489	Adv Research: Mix Methods	3.00 A	12.00
EDF 7573	Contemporary Curr Issues	3.00 A	12.00	EDG 7256	Assessing Curricula & Programs	3.00 A-	11.10
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00				Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 23.10 GPA: 3.85			
Good Standing				Good Standing			
Summer 2016				Summer 2018			
EDF 6404	Educational Statistics I	3.00 A	12.00	EDF 7438	Social Change & Reform	3.00 A	12.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00				EDF 8932	Doctoral Seminar II	3.00 S	0.00
Good Standing				Ehrs: 6.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00			
				Good Standing			
Fall 2016				Fall 2018			
EDF 7685	Foundations: Phil / MC Ans	3.00 A-	11.10	EDF 8935	Doctoral Seminar III-Pre-Pro	3.00 S	0.00
EDF 8289	Curriculum Design	3.00 A	12.00	Ehrs: 3.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00			
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 23.10 GPA: 3.85				Good Standing			
Good Standing				Spring 2019			
Spring 2017				EDF 8933	Doctoral Seminar IV: Proposal	3.00 S	0.00
EDF 7407	Educational Statistics II	3.00 A	12.00	Ehrs: 3.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00			
EDG 7935	Research Design Seminar	3.00 B+	9.90	Good Standing			
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 21.90 GPA: 3.65				***** CONTINUED ON PAGE 2 *****			
Good Standing							
***** CONTINUED ON NEXT COLUMN *****							

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ACADEMIC TRANSCRIPT

Page: 2

Record of: Luis Bienvenido Solano

Student Number: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

Residency: FL Resident

Date Issued: 21-JAN-2024

School Code: 003955

Level: Doctoral

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	RSUBJ NO.	COURSE TITLE	CRED	GRD	PTS
Institution Information continued:					Institution Information continued:				
Summer 2019					Spring 2022				
EDG 8980	Dissertation	1.00	S	0.00	IEDG 8980	Dissertation	1.00	S	0.00
Ehrs: 1.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00	Ehrs: 1.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00
Good Standing					Good Standing				
Fall 2019					Summer 2022				
EDG 8980	Dissertation	3.00	S	0.00	IEDG 8980	Dissertation	1.00	S	0.00
Ehrs: 3.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00	Ehrs: 1.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00
Good Standing					Good Standing				
Spring 2020					Summer 2023				
Extraordinary	Circumstances Encountered (COVID-19)				EDG 8980	Dissertation	1.00	S	0.00
EDG 8980	Dissertation	3.00	U	0.00	Ehrs: 1.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00
Ehrs: 0.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00	Good Standing				
Good Standing					Fall 2023				
Spring 2021					EDG 8990	Special Topics Course	3.00	B+	9.90
EDG 8980	Dissertation	3.00	S	0.00	Ehrs: 3.00	GPA-Hrs: 3.00	QPts:	9.90	GPA: 3.30
Ehrs: 3.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00	Good Standing				
Good Standing					Spring 2024				
Summer 2021					IN PROGRESS WORK				
EDG 8980	Dissertation	1.00	S	0.00	IEDG 8990	Seminar: Final Dissertation	3.00	IN PROGRESS	
Ehrs: 1.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00	In Progress Credits 3.00				
Good Standing					***** TRANSCRIPT TOTALS *****				
Fall 2021					Earned Hrs GPA Hrs Points GPA				
EDG 8980	Dissertation	1.00	S	0.00	TOTAL INSTITUTION	72.00	51.00	198.00	3.88
Ehrs: 1.00	GPA-Hrs: 0.00	QPts:	0.00	GPA: 0.00	TOTAL TRANSFER	0.00	0.00	0.00	0.00
Good Standing					***** OVERALL *****				
***** CONTINUED ON NEXT COLUMN *****					72.00 51.00 198.00 3.88				
					***** END OF TRANSCRIPT *****				

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ACADEMIC TRANSCRIPT

Record of: Luis Bienvenido Solano

Student Number: [REDACTED]

Page: 2

SSN: [REDACTED]

Date of Birth: [REDACTED]

Residency: FL Resident

Date Issued: 26-APR-2023

School Code: 003955

Level: Doctoral

SUBJ NO.	COURSE TITLE				CRED	GRD	PTS	R SUBJ NO.	COURSE TITLE				CRED	GRD	PTS	
Institution Information continued:								Institution Information continued:								
Summer 2019								Spring 2022								
EDG 8980	Dissertation				1.00	S	0.00	I	EDG 8980	Dissertation				1.00	S	0.00
Ehrs:	1.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00		Ehrs:	1.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00
Good Standing								Good Standing								
Fall 2019								Summer 2022								
EDG 8980	Dissertation				3.00	S	0.00	I	EDG 8980	Dissertation				1.00	S	0.00
Ehrs:	3.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00		Ehrs:	1.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00
Good Standing								Good Standing								
								Last Standing: Good Standing								
								***** TRANSCRIPT TOTALS *****								
								Earned Hrs GPA Hrs Points GPA								
								TOTAL INSTITUTION 68.00 48.00 188.10 3.92								
								TOTAL TRANSFER 0.00 0.00 0.00 0.00								
								OVERALL 68.00 48.00 188.10 3.92								
								***** END OF TRANSCRIPT *****								
Spring 2020																
Extraordinary Circumstances Encountered (COVID-19)																
EDG 8980	Dissertation				3.00	U	0.00	I								
Ehrs:	0.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00									
Good Standing																
Spring 2021																
EDG 8980	Dissertation				3.00	S	0.00	I								
Ehrs:	3.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00									
Good Standing																
Summer 2021																
EDG 8980	Dissertation				1.00	S	0.00	I								
Ehrs:	1.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00									
Good Standing																
Fall 2021																
EDG 8980	Dissertation				1.00	S	0.00	I								
Ehrs:	1.00	GPA-Hrs:	0.00	QPts:	0.00	GPA:	0.00									
Good Standing																
***** CONTINUED ON NEXT COLUMN *****																

Adam Burgess

Interim University Registrar

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OFFICE OF THE REGISTRAR
11000 UNIVERSITY PARKWAY
PENSACOLA, FLORIDA 32514-5750
850.474.2244

ACADEMIC TRANSCRIPT

Page: 1

Record of: Luis Bienvenido Solano

Student Number: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

Residency: FL Resident

Date Issued: 26-APR-2023

School Code: 003955

Level: Doctoral

Issued To: Luis Solano
Parchment DocumentID: TWCCUV7M

Course Level: Doctoral				SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
Current Program				Institution Information continued:			
Program : C&I Curr & Assessment				Summer 2017			
SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	EDF 8937	Research Applications	3.00 A	12.00
				EME 7676	ADV INSTR DSG THEORY	3.00 A	12.00
				Ehrs: 6.00 GPA-Ers: 6.00	QPts: 24.00 GPA: 4.00		
INSTITUTION CREDIT:				Good Standing			
Fall 2015				Fall 2017			
EDA 7931	Sem High Perf Edu Leaders	3.00 A	12.00	EDF 7191	Psych Foundations Education	3.00 A	12.00
EDF 6725	Critical Issues American Edu	3.00 A	12.00	EDF 8936	Qualitative Res & Strats: Spec	3.00 A	12.00
	Ehrs: 6.00 GPA-Ers: 6.00	QPts: 24.00 GPA: 4.00		Ehrs: 6.00 GPA-Ers: 6.00	QPts: 24.00 GPA: 4.00		
Good Standing				Good Standing			
Spring 2016				Spring 2018			
EDF 6475	Qual Research I - Methods	3.00 A	12.00	EDF 7469	Adv Research: Mix Methods	3.00 A	12.00
EDF 7573	Contemporary Curr Issues	3.00 A	12.00	EDG 7256	Assessing Curricula & Programs	3.00 A-	11.10
	Ehrs: 6.00 GPA-Ers: 6.00	QPts: 24.00 GPA: 4.00		Ehrs: 6.00 GPA-Ers: 6.00	QPts: 23.10 GPA: 3.85		
Good Standing				Good Standing			
Summer 2016				Summer 2018			
EDF 6404	Educational Statistics I	3.00 A	12.00	EDF 7638	Social Change & Reform	3.00 A	12.00
	Ehrs: 3.00 GPA-Ers: 3.00	QPts: 12.00 GPA: 4.00		EDF 8932	Doctoral Seminar II	3.00 S	0.00
Good Standing					Ehrs: 6.00 GPA-Ers: 3.00	QPts: 12.00 GPA: 4.00	
Fall 2016				Good Standing			
EDF 7685	Foundations: Phil / MC Ana	3.00 A-	11.10	Fall 2018			
EDF 8289	Curriculum Design	3.00 A	12.00	EDF 8935	Doctoral Seminar III-Pre-Pro	3.00 S	0.00
	Ehrs: 6.00 GPA-Ers: 6.00	QPts: 23.10 GPA: 3.85		Ehrs: 3.00 GPA-Ers: 0.00	QPts: 0.00 GPA: 0.00		
Good Standing				Good Standing			
Spring 2017				Spring 2019			
EDF 7407	Educational Statistics II	3.00 A	12.00	EDF 8933	Doctoral Seminar IV: Proposal	3.00 S	0.00
EDG 7935	Research Design Seminar	3.00 B+	9.90		Ehrs: 3.00 GPA-Ers: 0.00	QPts: 0.00 GPA: 0.00	
	Ehrs: 6.00 GPA-Ers: 6.00	QPts: 21.90 GPA: 3.65		Good Standing			
Good Standing				***** CONTINUED ON PAGE 2 *****			
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License Number: 773358

Current Date: 04/13/2024 09:17 PM

Name: SOLANO, LUIS B
 License Type: 5 Year Renewable Professional
 License Status: Certified
 Expiry Date: 06/30/2024
 Effective Rank Date: 07/01/1997

District Affiliation

Licensee's Role: Individual

Related Party Role: District

Related Party Name: License Type

Address

NAPLES, FL

COLLIER

341090019

Subject Area(s)	Rank	Status	Effective Date	Expiration Date
Business Education	5 Year Renewable Professional	Issued	07/01/2014	06/30/2024
Coordinator of Cooperative Ed	5 Year Renewable Professional	Issued	07/01/2014	06/30/2024
Director of Career and Technical Ed	5 Year Renewable Professional	Issued	07/01/2014	06/30/2024
Educational Leadership	5 Year Renewable Professional	Issued	07/01/2014	06/30/2024
English for Speakers of Other Languages	5 Year Renewable Professional	Issued	07/01/2014	06/30/2024
School Principal	5 Year Renewable Professional	Issued	07/01/2014	06/30/2024
Specific Learning Disabilities	5 Year Renewable Professional	Issued	07/01/2014	06/30/2024

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Michigan Educator Credential Status and PIC Lookup

Certificate Information

Name: LUIS B SOLANO
PIC: 961132
Certificate #: SA0000000987808
Certificate Type: School Administrator Certificate
Issue Date: 2/14/2019
Expiration Date: 6/30/2024

Subject / Grade Level
CENTRAL OFFICE (CO)
ELEMENTARY & SECONDARY ADMIN K-12 (ES)

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