



Christopher Lowe



www.ChristopherDLowe.com



C.David.Lowe@gmail.com



765-416-1714

A gifted education advocate with experience as a teacher, working all the way up to an administrator for a handful of prestigious schools while training teachers and leaders in countless institutions across more than a dozen countries.



Summary

An enthusiastic leader offering a 11+ year history of successful educational leadership as a Principal, Vice Principal, and Director of Teaching & Learning as well as 22+ years of teaching experience. Beginning as a teacher, moving up as a department head, to teacher trainer, secondary vice principal, and eventually into a multi-division administrator in a day and boarding school, I have developed into a dynamic leader with expertise in achieving collaboration in multiple areas and talent for navigating challenges. Sometimes it takes a little creativity and curiosity to find the answer. I have strong analytical, communication, and teamwork skills, with a proven ability to quickly adapt to new environments, eager to contribute to team success and meet educational goals of the entire community, both staff and students. **Known for adaptability, flexibility, creativity, and a results-oriented growth mindset**, I am always committed to making meaningful contributions and advancing organizational goals. My collaborative leadership and adept relationship-building fosters community trust and promotes success for students through a positive attitude, commitment to continuous learning, and genuine connection. Being personable and outgoing, I easily develop relationships among faculty and administrators, students and parents, building rapport throughout diverse cultural and socioeconomic backgrounds.



Education

Doctoral Degree, In progress
American College of Education

Major: **Educational Leadership**
Graduation: Spring 2027

Master's Degree
American College of Education

Major: **Educational Leadership**
Graduation: May 2022

Bachelor's of Fine Arts
Auburn University

Major: **Philosophy**
Graduation: December 1998

High School Diploma
Evangelical Christian School

Major: **General Education**
Graduation: May 1994



Certifications

Danielson Framework For Teaching
Framework For Teaching: A Common
Vision Of Instructional Excellence (15 hrs)

Teaching License, Wisconsin, USA

Certified Instructional Coach

Danielson Framework For Teaching
Talk About Teaching: Growth Focused
Observation And Feedback (30 hrs)

Certified Kagan Trainer For 10 Courses:

Kagan Cooperative Learning 5-Day Institute
Instructional Leadership 5-Day Institute
Multiple Intelligences 5-Day Institute
Brain Friendly Teaching 4-Day Institute
Cooperative Learning & ELL
Accelerating Achievement
Mighty Vocabulary
Cooperative Meetings
Cooperative Learning For Kindy Kids
Reading Between The Lines

Backward Design
Choosing The Right Assessment Tools For Your
Students & Planning For Instructional Strategies And
Learning Activities (54 hrs)

Google Level I



Keynotes Delivered

2017 CASAK Annual Conference
2016 WEF Int'l Conference (China)
2016 KSCEIT Annual Conference

2015 KORCOS Int'l Conference
2015 CESEK Annual Conference



Skills

Leadership and Management

School Administration
Strategic Leadership
Organizational Planning
Performance Evaluations
Budget Creation and Management
Human Resources Management
Goal Setting
Process Improvements
Policy Development

Teaching & Professional Development

Engaging Teacher
Lesson Planning
Teacher Improvement Planner
Teaching & Learning Assessments
PD Delivery
Technology Integration
Standardized Testing Management
Classroom Management
Public Speaking and Presentations
Keynote Speaker

Student Relations and Achievement

Student Discipline
Conduct Enforcement
Behavior Management
Student Performance Analysis
School Culture Development

Community Engagement

Relationship Building
Parent Engagement
Team Collaboration and Bonding
Cultural Competency

Compliance, Safety, and Operations

Regulatory Compliance
Safety and Security Mgmt
Verbal & Written Communication
Continuous Improvement Planner



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25-Years of Experience

United Christian Academy

New Jersey, USA: 2022 - Present

- ✓ Implement mission and vision
- ✓ Liaise with the school board
- ✓ Head the Leadership Team
- ✓ Student pastoral care program development
- ✓ Maintain best practice policies & procedures

- ✓ Hire & develop high-caliber educators
- ✓ Lead monthly professional development
- ✓ Hands-on classroom Coach
- ✓ Facilities management and care
- ✓ Build & maintain fiscal budgets

- ✓ Teacher: MS Math
- ✓ Substitute Teacher: All grades
- ✓ Develop engaging lesson plans
- ✓ Student discipline
- ✓ Faculty discipline

Highlight For the 1st time in its 20-year history, I lead UCA through the successful accreditation process.

As the Head Principal for this day and boarding, multi-divisional private school, I have worked closely with the board and head of school to set and manage the budget, develop a strong leadership team, ensure effective implementation and monitoring of the school's strategic plans, and led by example using a coaching and mentoring approach. I have instilled a strong sense of accountability in staff for the impact of their work on student learning. My heart is for the highest standards of pastoral care ~ the development of the whole student ~ ensuring that student welfare, social interaction, moral, and personal development inform all decisions made within the school. This is accomplished by being a visible presence within the staff body, encouraging and promoting teaching that is inspirational, innovative, and professional. I constantly assess, monitor, and evaluate teaching standards across the curriculum to continuously improve practice and maintain first-class learning throughout UCA. Recruiting, development, and retention of high caliber staff is constant to ensure that UCA continues to deliver high-class learning at all levels. I promote the personal and professional development of staff, providing appropriate support, guidance, and training on a weekly basis. During my time at UCA, I continue to successfully lead change, including managing several simultaneous growth projects, whilst ensuring the engagement and support of students, parents, and colleagues. **Though small, this school has been a proving ground, on a small scale, of what I can achieve on a larger scale.**

**Held the following positions simultaneously ~ at Kagan PD during summers, The Catalyst Initiative and Fayston Prep year-round.*

Fayston Preparatory School*

Yongin-si, South Korea: 2018 - 2022

- ✓ Leader for professional development
- ✓ Daily teacher observation
- ✓ Classroom Coach
- ✓ Department Head bi-weekly meeting leader

- ✓ **Lead re-accreditation for the school**
- ✓ Monitor secondary division budget allocations
- ✓ Create effective policies & procedures
- ✓ Lead re-accreditation for the school

- ✓ Teacher: MS & HS
- ✓ Created engaging lesson plans

As one of the three top executive leaders for this multi-division private Christian school, my position was defined in two parts. As the Secondary Principal, I lead bi-weekly meetings with department heads, academic leadership, curriculum coordinators, and the administrative leadership team. I was also responsible for creating, maintaining, and disbursing the financial budget for the high school. I worked hand-in-hand with the Head of School to maintain a positive, creative, engaging, and effective learning environment for both students and faculty while also creating procedures, policies, and expectations to bring everyone into alignment with the school vision and mission. As the Director of Teaching & Learning for K-12, I was responsible for the coordination of effective teaching and learning, development of all best practices for teaching and learning, and delivery of top-of-the-line, relevant professional development. I lead training for the faculty in multiple cooperative learning and collaborative programs, facilitated in-classroom, hands-on coaching, carried out observations and gave real-time feedback as well as presented beginning-of-the-year orientations. **I was tapped by the Head of School to take all the lessons I learned here at this medium size school about leading an educational institution and reproduce the results as the leader at its smaller sister school, United Christian Academy.**

Kagan Professional Development*

San Clemente, CA: (Summers) 2014 - Present

- ✓ Lead teacher training workshops (500+)
- ✓ Trained teachers to coach other teachers

- ✓ Coach teachers using Kagan structures
- ✓ Trained school leaders how to get buy-in from their teachers

- ✓ Strategic planning with boards & HOS's

KPD is the leading professional development provider for educational leaders and teachers. Being a trainer for KPD is a coveted position as one must be chosen to apply, picked from video training, and then pass a strict training bootcamp. Only a handful of applicants go on to become trainers. I accomplished this and every summer since, I have traveled all over the United States to the middle east and the southeast Asia region delivering Kagan Professional Development workshops to public and private school teachers. I also meet with district and school leaders on how to best implement the training that the teachers receive. Training size ranges from smaller schools with 10 teachers to larger schools with 300 teachers. I am certified in, and can deliver, any of the different training courses listed under certifications. This is a summer position that is always in alignment with the vacation days that my full-time school position has set for the summer.

The Catalyst Initiative*

Yongin-si, South Korea: 2013 - 2022

- ✓ Lead teacher training workshops (500+)
- ✓ Coach teachers using Kagan structures
- ✓ Trained teachers to coach other teachers

- ✓ Train school leaders how to best lead and teach their educators for max buy-in
- ✓ Develop PD programs for international, private, & public schools
- ✓ Consult with school leaders to merge curriculum with cooperative learning methodology

TCI is the Kagan Professional Development franchise plant for South Korea and the southeast Asia – Pacific region. This meant the delivery of all Kagan professional development programs in private, international, public, and alternative schools, along with universities and businesses in South Korea and Guam, Micronesia. I consistently delivered advanced engagement training, worked closely with leadership to support their faculty, and used my knowledge and experience with curriculum design and development to help implement the best teaching into classrooms.

**Head Principal  Director of Teaching & Learning
Middle School Teacher**

**Secondary Principal  Director of Teaching & Learning
Middle & High School Teacher**

International Educational Trainer

Director of Teaching & Learning  Head Trainer



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25-Years of Experience, continued . . .

Central Christian Academy

Yongin-si, South Korea: 2010 - 2013

- ✓ Taught grades 6 – 12 English reading, speaking, and writing
- ✓ Participated in hosted conferences as the MC
- ✓ Lead bi-monthly teacher training for the English faculty
- ✓ Developed engaging lesson plans
- ✓ Delivered high-energy lessons to make learning fun
- ✓ Lead departmental devotions and Bible studies

CCA is a leading, prestigious private Christian school in a southern suburb of Seoul, South Korea. Founded by Billy Kim, translator and close friend of Dr. Billy Graham, CCA has continued to lead Christian initiatives in Korean education. Being part of that as one of the secondary school English teachers, I was responsible for lesson planning, delivering a rigorous curriculum that promoted strong language skills, critical thinking, and cultural literacy while integrating Christian principles into each lesson. I saw my role as not just an educator but also a mentor, guiding students in their spiritual growth by connecting literary themes to biblical truths. I prioritized cultural sensitivity, balancing the introduction of Western teaching methods with respect for South Korean traditions. My greatest successes included fostering students' confidence in English communication, facilitating cross-cultural understanding, and witnessing their spiritual and personal development. I was committed to shaping students who were not only academically competent but also deeply rooted in Christian values, prepared to serve and lead in an increasingly globalized world. CCA was the first school in South Korea to bring Kagan Cooperative Learning into the classrooms. Because of the school's relationship with Kagan Professional Development & Publishing and the training we received, I was hand-picked by Dr. Spencer Kagan to become the Kagan School Trainer. I was then responsible for conducting teacher training sessions twice a month for all English educators as well as lead in-class coaching to help teachers implement cooperative learning in their classrooms. These responsibilities and successes illustrate the multifaceted role of an English teacher in a private Christian school in South Korea, blending academic rigor with faith-based mentorship and cultural engagement.

English Teacher

 School Kagan Trainer

Jung Chul Academy

Yongin-si, South Korea: 2009 - 2010

- ✓ Taught grades 5 – 12 English reading, speaking, and writing
- ✓ Held movie nights to make practice fun
- ✓ Developed engaging lesson plans
- ✓ Worked with owners to engage parents

As a *hagwon* (private academy) English teacher in South Korea, my responsibilities involved creating engaging and effective English lessons tailored to meet the needs of students ranging from elementary to high school. This role required a strong focus on developing students' language proficiency in reading, writing, speaking, and listening. Lesson planning often emphasized vocabulary building, grammar, and conversational skills to help students excel in school and standardized exams, such as the TOEFL or college entrance tests. I also conducted assessments, provided feedback, and maintained an environment conducive to active learning and participation.

Unique successes in this position included building strong rapport with students and fostering a dynamic learning environment that motivated them to develop their English skills. The structured yet flexible nature of *hagwon* classes allowed me to experiment with creative teaching techniques, enhancing engagement and retention. Additionally, I took pride in seeing significant improvement in students' language abilities over short periods, which not only boosted their academic performance but also their confidence in using English practically. Another notable achievement was cultivating a culturally sensitive classroom where students felt comfortable expressing themselves and learning about diverse perspectives, preparing them for global interactions.

English Teacher

DanceSport USA

Scottsdale, AZ: 2004 - 2009

- ✓ Founded & managed this ballroom dance school
- ✓ Lead daily teacher training
- ✓ Lead daily customer service training
- ✓ Taught students ranging from beginner to advanced

Founding, owning, and managing a ballroom dance studio comes with diverse responsibilities and notable successes that reflect both entrepreneurial skill and passion for dance education. On the operational side, I oversaw all aspects of the business, including financial management, marketing, client acquisition, and maintaining profitability. Developing comprehensive dance programs tailored for various age groups and skill levels was essential, as was hiring and training instructors to maintain high teaching standards. Ensuring a welcoming environment involved strong customer relationship management and regular communication. Additionally, planning events like showcases and competitions added vibrancy to the studio's offerings. The unique successes included building a strong, inclusive community where individuals felt valued and connected, transforming the studio into a social and learning hub. Witnessing students' growth from beginners to confident performers, winning in competitions, and expanding their skills was immensely fulfilling. Implementing innovative classes and workshops kept the curriculum engaging, which contributed to the studio's strong reputation and organic growth through word-of-mouth. Founding and running a ballroom dance studio required not only business management expertise but also a commitment to creating an environment that fostered both technical learning and personal enrichment, resulting in a successful, community-driven dance center.

Owner Manager

 Head Teacher

NDC

Nashville, TN: 1999 - 2004

- ✓ Taught students ranging from beginner to advanced
- ✓ Participated in weekly dances
- ✓ Became a top nationally ranked teacher
- ✓ Developed engaging lesson plans
- ✓ Trained teachers as the GRC in customer service
- ✓ Successfully competed nation-wide with my pro-partner

What does one do upon graduating college with a Philosophy degree? Become a professional ballroom dancer! I started teaching dance with NDC under the guidance of industry leaders. I was always surrounded by top instructors, coaches, performers, and managers. They not only taught me to dance but taught me to teach. Because I learned from the best, I rose to the top of the field, consistently one of the top 2 teachers nationwide (determined by weekly data all studios submit). I became a leader, example, trainer, and mentor for the newer instructors. This was an amazing introduction to my love for relationships and teaching.

Teacher

 Guest Relations Coordinator



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Personal Statement

I don't do anything I don't believe in. As an experienced educational leader and administrator, my personal statement reflects my commitment to fostering academic excellence, community, and personal growth. With over 25 years in education, my journey spans roles from teacher to multi-division administrator in diverse, cross-cultural settings. My leadership philosophy emphasizes building strong relationships, inspiring trust, and nurturing an environment where educators and students thrive. I believe that leading effectively means empowering others through relational, co-creative, and solutions-oriented approaches. My tenure includes spearheading professional development, guiding schools through successful accreditation, and introducing innovative teaching methodologies, such as Kagan Cooperative Learning. I have a proven ability to adapt and lead in complex situations, ensuring both student achievement and staff professional growth. My dedication to integrating faith, strategic planning, and a growth mindset supports continuous improvement and a positive school culture. I am deeply committed to fostering environments that uphold high educational standards while promoting spiritual and personal development, ultimately preparing students to impact the world with integrity and resilience.

Praise For Performance

“Chris’ strong desire and ability to instantly build rapport and respect with students, combined with his exceptional leadership and training skills, ensures he will be remembered as a person that makes a difference. Chris affects every person and every environment he comes into contact with, a definite mover and shaker!”

Linda Hoffman, Principal

Freedom Academy Charter School

“Chris is a man of integrity, ingenuity and talent. His charismatic personality draws people in, cutting through barriers other people couldn't or wouldn't. He is an asset to any company or institution he works for. He is a true leader by example. Don't miss out on the opportunity to have this man as part of your team!”

Rob Maurice

Manager, NDC

“Chris is one of those people that attracts you, captures you, and engages you upon the first moments of meeting him. He has a way of entertaining his audience while getting learning to occur. You walk away from his trainings energized, inspired, and retaining what was taught. The best part is that he teaches others to do the same thing. He's a genuine leader and lover of people. He's definitely doing just what he should be doing!”

Kimberly Bowman

CEO, Kagan Korea Consulting

“The absolute best at what he does! I have never seen a more dynamic leader get everyone engaged and fully collaborating in any school. He is passionate about what he does, loves inspiring people, and is an inspiring leader that people want to follow. He has the ability to implement curriculum, get everyone on-board with initiatives, facilitate meetings, get people working together, know everyone's names, and lead with a servant's heart. Chris is the best example of a leader training up others to be the same.”

Lisa Walker

Assistant Principal, Fayston Preparatory School
Head of Curriculum and Accreditation Teams

“One of the best teachers and leaders I have ever seen. Staff and students follow him naturally and with ease. He's genuine and that's what people need.” **Sara Ma, Principal, Sejeong Alternative School**

About Me

❶ I have participated in fundraising events for my church as the MC as well as performed in local events as the main entertainment. My hobbies include reading, listening to podcasts, and playing games with my two children. I love serenading my wife as well as enjoying an impromptu dance in our kitchen.

🏹 I enjoy sports, especially golf, ballroom dancing, and American college football.

👰 I have been married for 24 years and have two children ~ a daughter who is 21 and a son who is 17.

Connect With Me

Follow me personally on Facebook and get a glimpse into my life. You will find me listed as “cdlowe75” located in New Jersey, USA. Head over to my website, www.ChristopherDLowe.com, to read more about me, personally and professionally.



Leadership Philosophy

My leadership philosophy encompasses the 5 most identified elements an effective leader must possess. Each is essential in leading all entrusted to me to the fullest.

✓ Relational

I make the decision to be in relationship with everyone I encounter on a regular basis. It requires a surrender to feel empathy for other people. This yields very practical benefits. Engaged employees are more productive and more likely to remain loyal to an organization. By being a relational leader, I empower others. I see the strengths and weaknesses of each member of my team and work to build on their strengths and improve weaknesses. The professional and personal growth of others is important to me as a relational leader. As an ethical leader that values honesty over everything in relationships, I always aim to set a good example. Finally, as a relational leader, I value the process, encouraging reflection and collaboration to be the best version of ourselves.

✓ Humor-based

It is important to me to cultivate a working environment in which people feel joyful and at ease. I love any environment in which laughter plays an important role. That's not to say I don't take challenges seriously. On the contrary. My team can only thrive if I approach problems with the understanding that they need to be addressed. And, when these challenges present themselves, I find ways to prevent unnecessary stress from creeping in. Leading with a sense of humor and levity always helps. When my team members see that I don't allow problems to worry me, they'll also be less worried. Workplace laughter allows anyone to connect, improves communication and, for me, shows that I'm human, too, and not merely looking at the bottom line. Humor also softens the mood in even the tensest of rooms, dissipating tension to move on to productivity. Humor is one of my innate abilities and comes out naturally in everything I do.

✓ Co-Creator

One way to ensure that I remain strong in my leadership and vision, while also being agile enough to hear and incorporate the ideas of others, is to be a co-creator leader. I enjoy laying out the vision of what I am trying to accomplish and to create consistent exercises for my team to make the vision come to reality by coming to their own conclusions on how to get there along with my guidance. Consistency is key. I have to be sure to act, lead, decide, and work in a consistent and timely fashion. When possible, I love to act in real time, provide real-time feedback, and show how the organizations expectations have been met. As a co-creator leader, it means I can surround myself with an amazing team who makes up for my weaknesses.

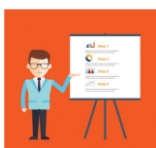
✓ Solutions-Oriented

All leaders encounter challenges. I am almost enthusiastic about them. I don't focus on the problems. Instead, I see challenges as new opportunities to develop unique solutions. I also understand that being forced to develop new solutions helps me and my team members cultivate new skills that will be applicable down the road. By being solution oriented, it supports leaders by increasing employees' decision-making and judgment abilities. The process creates a culture of motivation, focusing on what is working and how to continue the progress. As a solution-focused leader, it is easy to develop committees, teams, and leaders into experts in productivity.

✓ Positive Future Vision

I believe in the unlimited potential of every individual. I am optimistic about everyone's potential and am constantly on the lookout for qualities and traits team members wish to cultivate in themselves and others. Leading with an optimistic and positive vision of the future improves chances of leading a successful team. Focusing on everyone's innate potential gives more opportunities to leverage the unique talents of employees. I believe that not only myself but everyone around me has the ability to succeed.

I use a mix of these together in every situation I encounter because no situation or person is the same.



Educational Philosophy

My educational philosophy is a composition of my many years of teaching, training, and learning. Being on all sides has given me a well-rounded approach to education.

✓ All Can Learn

I believe that all students can learn no matter what the age, grade, level, or subject. It takes positivity, relationships, trust, knowledge, and a bit of humor to achieve, but it is achievable none-the-less.

✓ Safe Learning Environments

Learning environments should be creative and positive so that it helps students feel safe enough to take risks and express themselves. Learning never occurs in negative, cold, or bland spaces.

✓ Growth Mindset

Having a growth mindset is one of the keys to being open to new ideas and concepts outside one's scope of knowledge. Using this in education means that not every student is the same so sometimes you have to learn new ways of teaching to get learning to occur.

✓ Whole Student Teaching

Everyone on the education team plays an essential role in helping students reach their full potential. Educators must consistently keep students healthy, safe, engaged, supported, challenged, and ready to learn.

✓ Professional Growth

Students cannot be whole unless educators are whole. In the ever-changing world of new information, ways to teach, and technology, teachers must continue to participate in professional development AND work to implement what they learn into their classrooms.

✓ We Can't Do It Alone

Professional Learning Communities (PLC's) are fundamental to the success of teachers. Educators need to be supported and feel supported. Together, sharing ideas and brainstorming solutions in our common environments, we all can do better together than just on our own.

✓ Physical Knowledge

This isn't about what we know in our brains about education, it's about knowing how the body works when learning. All educators should know how the brain reacts to new information and what it needs to retain it. All learners need oxygen and glucose to the brain to save new information. We need to get students up and moving to get them the glucose and oxygen they need to learn.

✓ I'm Not Always The Best Teacher

Sometimes, students can teach each other better than I can. As educators, that means we need to get students working with each other more. Students can work together to retell each other what the teacher is working to get them to learn. This is a great tool to use to make sure that all students are involved in the learning process.

✓ Engagement Is Key

If educators can't get engagement to happen, it's most likely they aren't going to get learning to occur either. I believe in structuring for engagement in a cooperative way in every single lesson. By doing this, the daydreamers, doodlers, introverts, low achievers, and even non-speakers (lessons are taught in a different language) are required to be a part of the lesson. They are now responsible for their learning, retaining the content, and having fun while doing it!



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Professional References

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(Created and Delivered Professional Development Training & Coaching)

Dalian American International School

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If you want a mediocre individual that **does not** build relationships or believe in education,
then I am **not** the person you are looking for.