

# Francellis Quiñones

## Executive Profile

Highly motivated Chief Executive involved in the successful building of a company and multiple business lines performing numerous individual and mixed use projects. A bottom line, quality product focus, result oriented and service driven approach responsible for all facets of business operations, business development and extensive hands on knowledge in the field of education and nonprofits.

## Skill Highlights:

- Leadership/communication skills
- Business operations organization
- Client account management
- Self-motivated
- Market research and analysis
- Small business development
- Budgeting expertise
- Customer-oriented
- Customer relations

## EXPERIENCE Quinones Culture Consultants LLC, President

October 2020-present

- Plan, prepare, and deliver training and workshops around topics that help shift the culture of the organization, including topics ranging from toxic masculinity, classroom management, and therapeutic art sessions, to help everyone feel a sense of belonging that encourages all to do their very best work.

## UTEC, Organizing Program Manager

February 2021-present

- Collaboratively supported staff and young adults in defining “social justice” and “organizing” at UTEC in order to identify aligned priorities and Collaboratively supported program managers and directors in identifying opportunities to embed social justice into current programming
- Supported young adult leaders to develop their own action plans to apply their growing skill-sets to changemaking, coach and encourage positive young adult progress and uphold program expectations; and with support of Director of Learning, identified areas of growth and create a multi-year plan for UTEC to embed social justice practices into all areas of programming.
- Created and facilitated learning activities that support and utilize social justice practices for Young Adults while supporting the staff’s ongoing learning and understanding of UTEC’s definition of social justice.
- Expanded UTEC’s involvement in local community issues
- Created a “crew” of Young Adults to support and lead the social justice and organizing work at UTEC with a primary focus on:
  - Creating spaces for Young Adults to take leadership roles and drive UTEC’s social justice and civic engagement work forward
  - Support young adults in the development of UTEC competencies
  - Connect the curriculum to project-based learning opportunities including young adult involvement in UTEC’s policy advocacy.
  - Involving young adults in the facilitation of daily morning activities and/or weekly workshops
  - The crew equip young adults with skills (public speaking, facilitation, conducting power analyses, and more) to prepare them for a post-UTEC career in community organizing and advocacy.
- Met regularly with the Organizing and Center For Excellence team to connect the crew’s project-based learning to UTEC’s ongoing community mobilization and policy advocacy work.
- Carried out the annual youth-led candidate forums

## UTEC, Educator

May 2020-present

- Provide personalized instruction to three to six young adults from the ages of 17-24 who have not succeeded in the traditional classroom setting due to gang involvement, teenage parenthood, incarceration, and/or court involvement.
- Utilize pre-assessments, personal inventory of gifts, interests, and talents, and post-assessments to design personalized units designed to build the skills necessary for success on the HiSET equivalency test.

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- Participate in the Diversity Equity and Inclusion committee in their attempts to provide fair and equitable treatment to young adults and staff organization-wide.

## **Bradford Christian Academy, Administrative Assistant**

Dec 2018-April 2020

- Assistant to the Lower School Dean, Assistant to Athletics and Theater, Collect and manage money, field trips, and operational communications school-wide. And many other smaller, daily and seasonal tasks to make sure the school runs smoothly like nurse, after-school care, and coached soccer.
- Taught Spanish to Grades 1-4 twice a week, for a half an hour implementing the Rockalingua Curriculum.

## **Greater Lawrence Technical School, STEAM Innovation Program, Humanities Teacher, Aug 2017-June 2018**

- Co Founded and designed a transdisciplinary curriculum that focuses on teaching skills and tools from each discipline in order to create and design solutions to real world problems. The disciplines include but are not limited to: Science, biotechnology, computer science, music, humanities, economics, engineering, and mathematics.

## **Boston Public Schools, History Department, Instructional Resource Specialist,**

Jan 2004-June 2014 *Boston Public Schools*

- Collaborate with history/humanities teachers throughout the district to develop instructional resources such as unit and lesson plans, projects, Close Reads, and student handouts including units on economic empowerment and financial freedom.

## **Humanities Teacher, September 2008-July 2016 West Roxbury Educational Complex, Boston, MA**

- Improve writing skills of heterogeneous groups of freshman and sophomores by focusing on Common Core writings goals around claim, evidence, and reasoning. This brought our MCAS scores so much higher than the previous years, and had no student fail. • Help students reach leadership potential and develop self-advocacy by serving as faculty advisor to the Student Government.
- Increased the classroom readiness, instructional understanding and classroom management skills of four student teachers from Boston College and Northeastern University by serving as cooperating teacher.
- Improved cohesion of course materials across and within grades by collaboratively creating new school-wide Humanities curriculum, as well as, a new school-wide instructional goal that is now driving all instruction in the school.
- Recommended and supported whole school improvements as member of Instructional Leadership Team and Data Inquiry Team.

## **Humanities Teacher, September 2005-July 2008 The Engineering School, Hyde Park, MA.**

- Improved writing skills of heterogeneous groups of ninth, tenth, eleventh, and twelfth graders with moderate disabilities by adopting the curriculum to fit the students I serviced.
- Improved collaboration among Humanities teachers and increased student engagement in reading and writing through participation in CCL cycle, and improved school-wide instruction through participation in teacher training institutes.

## **Resource Room/History Teacher, September 2004-July 2005 Boston Community Leadership Academy, Brighton, MA •**

Improved instruction and school climate as a member of the Governing Board of Boston Community Leadership Academy.

- Improved reading, writing, and math skills of a five groups of heterogeneous ninth, tenth, eleventh, and twelfth graders.
- Celebrated diversity through participation in race, gender, and ethnicity teacher workgroups.

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## **EDUCATION**

**Master of Arts in International Relations**, May 2001 University of Essex, Colchester, England.

**Bachelor of Arts in Political Science**, May 2000. Certificate in International Relations. University of Massachusetts, Amherst, MA.

## **CERTIFICATION**

Massachusetts Certification # 465864 in Moderate Learning Disabilities, Grades 5-12 /Massachusetts Certification #426828 in History, Grades 5-12 / SEI Certification, Spring of 2015 LANGUAGE SKILLS **Spanish**: native fluency REFERENCES: Available upon request.