RICHARD BERLINER AIA, LEED, NCARB

PROFESSIONAL EXPERIENCE

I have over 34 years of experience in the architectural profession, most of which has been focused on the creation of innovative educational spaces through collaboration with educational entrepreneurs and visionaries. After growing up in New York City, I studied architecture at the Rhode Island School of Design, from which I graduated in 1979. Moving to California, I worked for large firms such as Gensler; during this time, I was involved in the design of numerous public and private buildings including university libraries, classroom buildings, creative entertainment office space, and corporate headquarters, as well as master planning and interior design projects. My design of creative office environments and the flexible and collaborative spaces that help these companies evolve and grow quickly informs much of my work designing schools. Changing technology, pedagogy, and curriculum require new kinds of spaces that will help students and teachers flourish.

After sixteen years of practice, I formed my own firm—Berliner and Associates Architecture—in 1996. Now known as Berliner Architects, the firm has completed a wide variety of projects for various long-term clients. My interest in educational architecture has led to K-14 projects comprising the majority of the firm's projects; at present, my team of architectural professionals and I have worked with over twenty districts and institutions on nearly thirty separate campuses. I have personally overseen each project as firm principal, ensuring that each design not only takes sustainability and aesthetics into account, but is catered toward both the specific academic vision of each school and the needs and desires of the communities they serve. I have been involved in the design of charter schools for over 15 years, assisting educational entrepreneurs in realizing their visions for innovative pedagogy and curriculum by designing learning environments that support and enhance the teacher and student experience.

I strongly believe in a design process based on collaboration with all school stakeholders. Projects grow out of the insights that come from charrettes, workshops, interviews, and tours. Only after we develop a shared understanding and vocabulary of spaces, forms, and adjacencies, along with the schools values, goals, and mission, do we begin to design. Our projects have won numerous regional and national awards, including the XQ Super School competition for Vista Challenge High as Design Architect.

LAUSD Wright MS Educational Visioning

FORMAL EDUCATION

Rhode Island School of Design Bachelor of Fine Arts in Architecture, 1979
Rhode Island School of Design Bachelor of Architecture
Harvard Graduate School of Design Certificate in Library Design
Harvard Graduate School of Design Certificate in Student Dormitory Design
Harvard Graduate School of Design Certificate in Campus Master Planning

PROFESSIONAL DEVELOPMENT AND CERTIFICATION

SCUP Arizona Conference 2010
SCUP Pasadena Conference 2011
Finland school tours AIA CAE 2014
Florida School Tours AIA CAE 2015
Oregon School Tours AIA CAE 2017
LEED AP
NCARB

WHY ALEP?

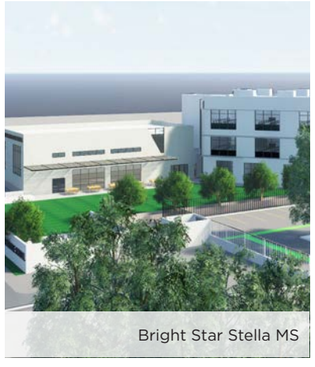
My application for ALEP designation is the culmination of 25 years of experience working in the planning and design of learning environments. Reflecting on this experience and the skill-sets I've developed has given me a unique insight in helping educators to realize their academic visions and best serve their students. Working with educators is my passion, and my hope is that ALEP designation would help me to connect with more of these individuals and their innovative pedagogies – particularly those whose schools would cater to underserved communities, both in Los Angeles and across the country. In doing so, I would have the opportunity to provide first-rate facilities for those organizations and, more importantly, their students, providing them with the environments and materials they need to succeed.

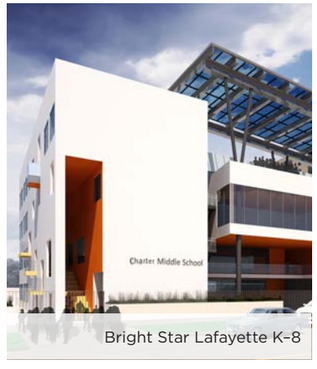
TESTAMENT

All of the work listed in the following portfolio was created by me and my direct supervision of the project team. I am the primary author of this portfolio.

Richard Berliner AIA, NCARB August 1, 2018

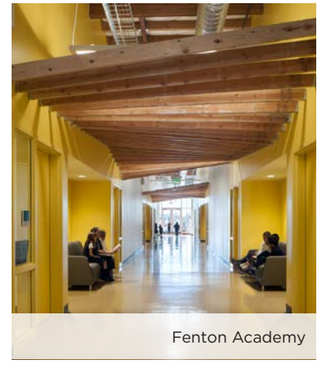
HT-LA MS


Bright Star Stella MS

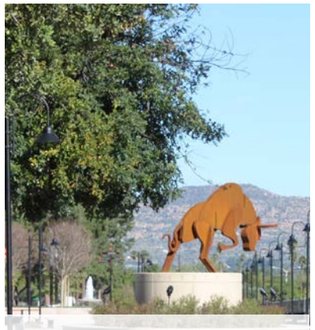


Bright Star Lafayette K–8


Loyola Law School - Founders Hall


Fenton Academy


Pressman Academy


Pierce College


KIPP Academy of Innovation

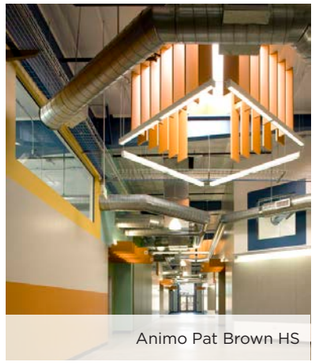

HOLA

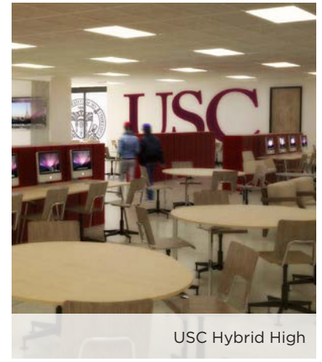

Alliance HS & MS


Green Dot MPR


HT-LA HS


Stratford Schools Cahuenga


Animo Pat Brown HS

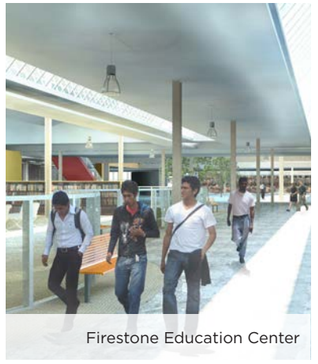


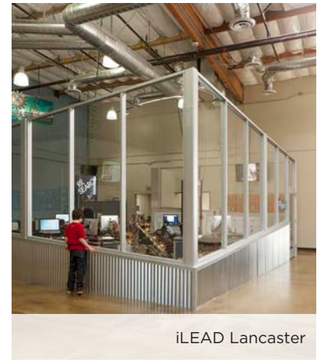
USC Hybrid High

Dorsey Media Academy


LMU - Seaver Hall


SCVi


Firestone Education Center


iLEAD Lancaster

iLead Lancaster Charter School
SEE CASE STUDY #1 | 2015

District	iLEAD Schools
Location	Lancaster, CA
Scope	Tenant Improvement
Title	Principal
Role and Responsibility	Designer | Facilitated charrette. Directed design team. Incorporated acoustical analysis. Reviewed budget and scope to meet client goals.
Specific Competencies	A, B, C, D, E, F, G

SCVi
SEE CASE STUDY #1 | 2014

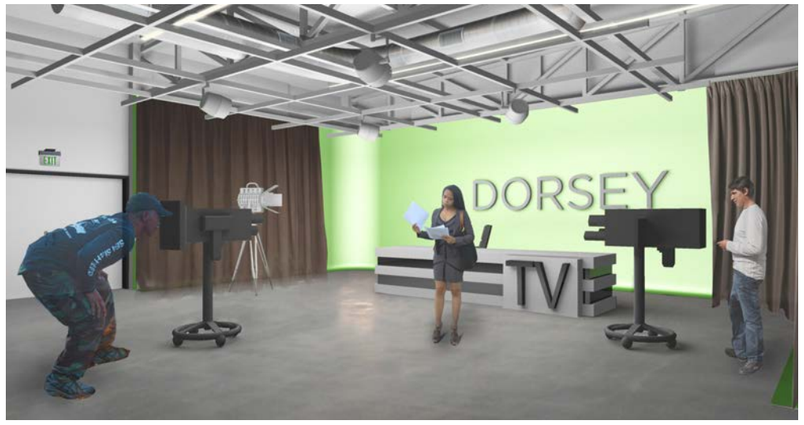
District	iLEAD Charter Schools
Location	Santa Clarita Valley, CA
Scope	Adaptive Reuse
Title	Principal
Role and Responsibility	Designer | Worked on concept design and directed project team. Coordinated design charrette.
Specific Competencies	A, C, D, E, F

Alliance Morgan McKinzie HS & Middle Academy 8
SEE CASE STUDY #2 | 2014–2018

District	Alliance For College Ready Public Schools
Location	East Los Angeles, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Developed design and phasing concept to allow for use of multiple public and private funding sources. Worked with community leaders and artists to integrate historic murals into building design
Specific Competencies	A, B, C, D, E, G

Wright Makers Space and Robotics Lab
SEE CASE STUDY #3 | 2017–IN PROGRESS

District	LAUSD
Location	Los Angeles, CA
Scope	Modernization
Title	Principal
Role and Responsibility	Project Manager | Coordinated charrette and student tours/ visit to my office.
Specific Competencies	A, B, C, D, E, G



Dorsey Media Academy
SEE CASE STUDY #3 | 2017–IN PROGRESS

District	LAUSD
Location	Los Angeles, CA
Scope	Modernization
Title	Principal
Role and Responsibility	Project Manager/Designer | Directed design team to integrate industry standard technology and facility requirements into design.
Specific Competencies	A, B, C, D

Cleveland HS New Media Academy
SEE CASE STUDY #3 | 2006

District	LAUSD
Location	Los Angeles, CA
Scope	Modernization
Title	Principal
Role and Responsibility	Project Manager/Designer | Facilitated design charrette. Worked with faculty to design industry standard quality production facility.
Specific Competencies	A, B, C, D

Pierce College
SEE CASE STUDY #4 | 2002–2015

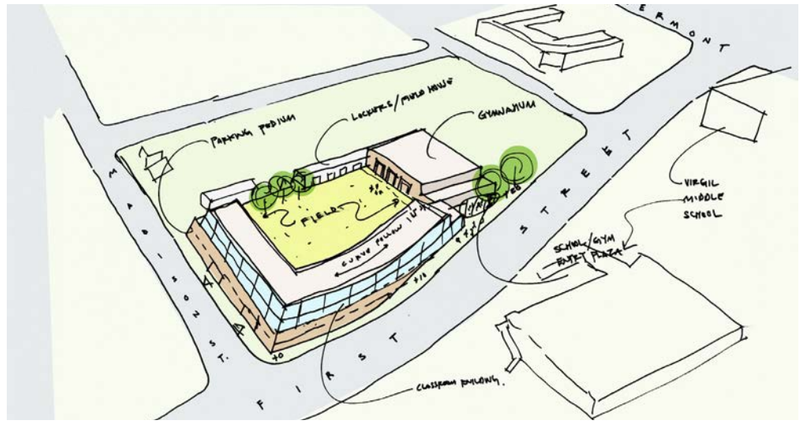
District	Los Angeles Community College District
Location	Woodland Hills, CA
Scope	Renovation/Masterplanning/Campus Wide Improvements
Title	Principal
Role and Responsibility	Project Manager/Designer | Served as campus architect, establishing design guidelines across campus. Reviewed designs for over $400M in new construction for compliance with design guidelines.
Specific Competencies	A, B, C, D, E, F, G

HT-LA High School
SEE CASE STUDY #5 | 2002–2015

District	HT-LA
Location	Van Nuys, CA
Scope	Modernization & Addition
Title	Principal
Role and Responsibility	Project Designer | Facilitated charrette. Assisted with fund raising. Wrote grant application for California Energy Commission Grant. Led concept design.
Specific Competencies	A, B, C, D, E, F, G

HT-LA Middle School
SEE CASE STUDY #5 | 2017–IN PROGRESS

District	HT-LA
Location	Van Nuys, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Concept design. Led review charrette. Coordinated design with YMCA co-location. Directed team on design development.
Specific Competencies	A, B, C, D, E, G



Bright Star Schools - Prop 51 - Lafayette HS
SEE CASE STUDY #6 | 2017– IN PROGRESS

District	Bright Star Schools
Location	Los Angeles, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Concept design. Directed team on development of cost effective structural and MEP systems. Implemented Bright Star design standards developed on all Bright Star projects.
Specific Competencies	A, B, C, D, E

Bright Star Stella MS
SEE CASE STUDY #6 | 2017–IN PROGRESS

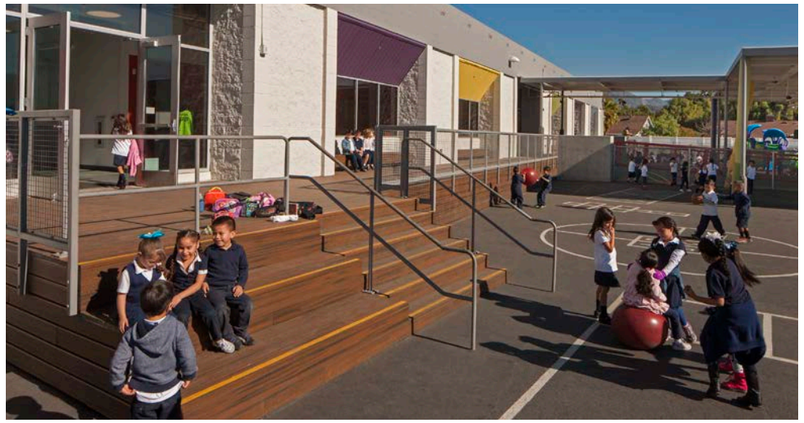
District	Bright Star Schools
Location	Los Angeles, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Project Designer | Concept design. Led design team on multiple Bright Star projects. Presented to stakeholders groups.
Specific Competencies	A, B, C, D, E, G

Bright Star Schools - K-8
SEE CASE STUDY #6 | 2017–IN PROGRESS

District	Bright Star Schools
Location	Los Angeles, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Led design team. Development of Bright Star design standards. Programming of K–8 School with stakeholders.
Specific Competencies	A, B, C, D, E, G

Pressman Academy
SEE CASE STUDY #7 | 2017–IN PROGRESS

District	Pressman Academy/Temple Beth Am
Location	Los Angeles, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Directed design team on campus master plan, integrating existing and new school with temple. Visioning and programming. Project phasing.
Specific Competencies	A, B, C, D, F, G



Fenton STEM and Leadership Academy
2015

District	Fenton Schools
Location	Los Angeles, CA
Scope	Adaptive Reuse
Title	Principal
Role and Responsibility	Designer | Lead visioning charrette for developing two elementary schools in adaptive reuse of office building.
Specific Competencies	A, B, C, D, E, G

Magnolia Santa Ana Charter School
2014–2018

District	Magnolia Public Schools
Location	Santa Ana, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Concept design. Phasing strategy. Completion of CDE and OPSC applications for funding. Directed successful application for High Performance Energy grant.
Specific Competencies	A, B, C, D, E, G

Nova Academy Charter School - Santa Ana
2016

District	Nova Academy Children's Foundation
Location	Santa Ana, CA
Scope	Adaptive Reuse
Title	Principal
Role and Responsibility	Designer | Developed seismic dampening system with structural engineer to allow for adaptive reuse of medical office building for school use.
Specific Competencies	A, B, C, D, F, G

USC Hybrid High School
2014–2016

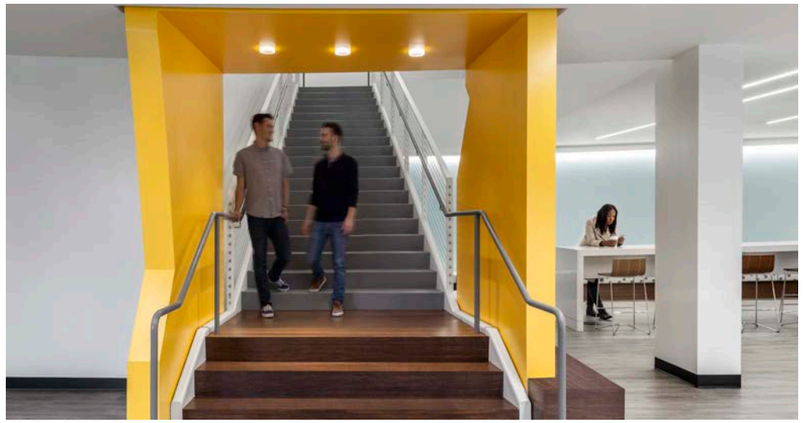
District	University of Southern California
Location	Los Angeles, CA
Scope	Renovation
Title	Principal
Role and Responsibility	Project Manager/Designer | Worked with school founder on designing school facilities for new pedagogy and scheduling. Developed prototype school to test concepts.
Specific Competencies	A, B, C, D, F, G

Heart of Los Angeles After-School Music Program
2009–2019

District	HOLA
Location	Los Angeles, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Worked with executive director for over 8 years to identify site. Worked with modular/container manufacturer to develop first ever after-school program building located in a city park.
Specific Competencies	A, B, C, D, E, G

Firestone Education Center
2013

District	Los Angeles Community College District
Location	East Los Angeles, CA
Scope	Master Planning
Title	Principal
Role and Responsibility	Project Manager | Master planning, adaptive reuse of former Firestone Tire Factory. Structural and architectural evaluation of existing structures for suitability of educational use.
Specific Competencies	A, B, C, D, E, G



Loyola Law School - Founders Hall
2017

District	Loyola Law School
Location	Los Angeles, CA
Scope	Tenant Improvement
Title	Principal
Role and Responsibility	Project Manager/Designer | Programmed building. Developed concept stage plan. Directed design development.
Specific Competencies	A, B, C, D, E, F, G

Harbor College Old Administration Building
2016

District	Los Angeles Community College District
Location	Los Angeles, CA
Scope	Modernization
Title	Principal
Role and Responsibility	Designer | Concept design. Led design team for design-build project.
Specific Competencies	A, B, C, D, E

KIPP Academy of Innovation
2016–IN PROGRESS

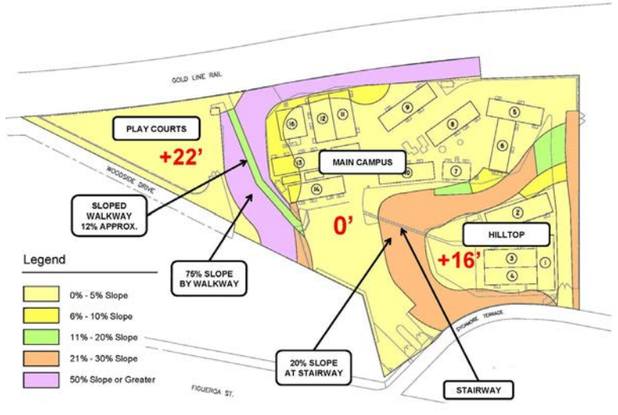
District	KIPP Los Angeles Schools
Location	Los Angeles, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Project Designer | Concept design. Directed design team.
Specific Competencies	A, C, D, E

Animo Pat Brown High School
2009

District	Green Dot Public Schools
Location	Los Angeles, CA
Scope	Adaptive Reuse
Title	Principal
Role and Responsibility	Designer | Concept design for adaptive reuse of factory building. Directed application for LEED Silver Certification. Conducted post occupancy interviews with teachers and students.
Specific Competencies	B, C, E, F

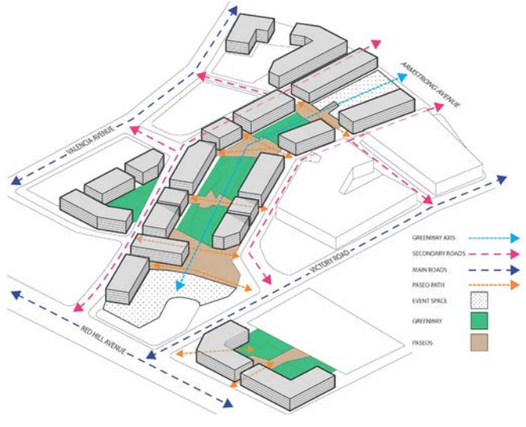
Stratford Schools Cahuenga
2016

District	Stratford Schools
Location	Los Angeles, CA
Scope	Renovation
Title	Principal
Role and Responsibility	Designer | Led team on evaluating multiple sites for private school developing in Southern CA. Market-feasibility studies on 8 sites. Complete design of Cahuenga K–8.
Specific Competencies	A, C, D, E



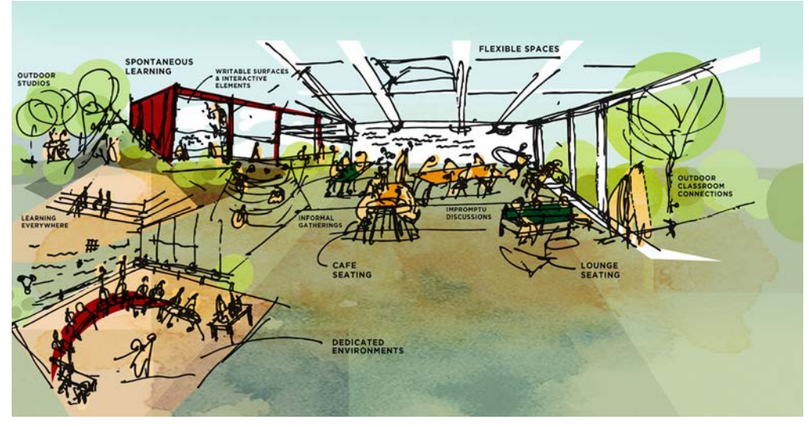
Arroyo Seco Magnet Master Plan
2009

District	LAUSD
Location	Highland Park, Los Angeles, CA
Scope	Master Planning
Title	Principal
Role and Responsibility	Project Manager/Designer | Master planned renovation of existing LAUSD K–8 campus. Visioning, campus design, and facilities evaluation.
Specific Competencies	A, B, C, D, E



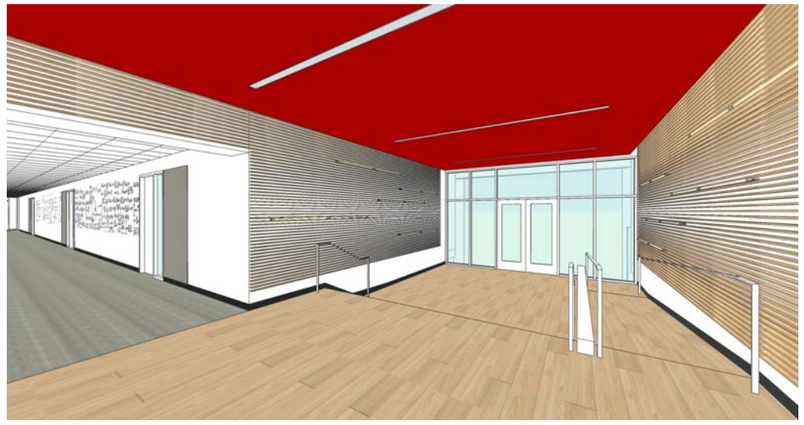
Advanced Technology Education Park
2017–2018

District	South Orange County Community College District
Location	Tustin, CA
Scope	Design Guidelines
Title	Principal
Role and Responsibility	Project Manager | Led design team to develop design guidelines for new public-private partnership community college campus. Published guidelines booklet used to guide design of new building and site work.
Specific Competencies	A, B, C, E



XQ Super School
2016–2017

District	Vista High School
Location	Vista, CA
Scope	Conceptual Design
Title	Principal
Role and Responsibility	Designer | Led award-winning design team for architectural component for XQ Super School competition for Vista Challenge High. Wrote architectural guidelines.
Specific Competencies	A, B, D, G



Loyola Marymount University - Seaver Hall
2017

District	Loyola Marymount University
Location	Los Angeles, CA
Scope	Renovation
Title	Principal
Role and Responsibility	Project Designer | Led building evaluation feasibility study for re-purposing of science building to flexible classroom use. Programming for new uses.
Specific Competencies	A, B, C, E

Lili'oukalani Community Center
2017–2018

District	Lili'oukalani Trust
Location	Honolulu, HI
Scope	Conceptual Design
Title	Principal
Role and Responsibility	Project Manager/Designer | Led visioning charrette for new after-school program building. Developed concept and feasibility study.
Specific Competencies	A, B, C

Green Dot Multipurpose Room
2017–IN PROGRESS

District	Green Dot Public Schools
Location	Lennox, CA
Scope	New Construction
Title	Principal
Role and Responsibility	Designer | Concept design for new infill multi-purpose room for high school in residential neighborhood.
Specific Competencies	A, B, C

iLEAD/SCVI Santa Clarita, CA

TYPE OF PROJECT
Adaptive Reuse

SIZE
37,000 SF /20,000 SF

DATE COMPLETED
2013 & 2014

ABOUT

I worked with iLead Schools over several years, assisting them to realize their vision of creating a charter school in the Santa Clarita Valley that offered an alternative to traditional public-school education. Their pedagogy, inspired by the ideas of Dr. David Thornburg, is focused on project-based learning and a flexible open learning environment organized around different learning modalities using the Cave, Watering Hole, and Campfire metaphors. We designed their first and second schools: SCVi and iLEAD Lancaster.

SCVi was iLEAD Charter School's first school facility, a K-12 school designed to meet the need of the growing spectrum of culturally minded parents seeking a well-versed education for their children. SCVi's educational model is specifically designed to prepare children and teens to become compassionate world citizens. SCVi occupies a space within an existing retail shopping center. The architectural design was geared toward enhancing their project-based learning approach with open, flexible classroom spaces that encourage interaction, not only between classes but also among grade levels. Architecturally-designed objects such as a serpentine bench or the formation of an artificial mountain ridge define smaller spaces within the greater space. These spaces become gathering and reading areas, promoting collaboration and openness.

iLEAD Lancaster is designed to optimize interaction between and amongst the classes of various grades which it serves. The 35,000 SF school does not have a single traditional enclosed classroom with a door. The challenge which the design faced was to promote these interactions while simultaneously maintaining reasonable sound levels throughout the school. To this end, the scheme utilizes a number of semi-enclosed "campfire hutches" designed to accommodate focused, teacher-driven instruction. Smaller "caves" are dispersed throughout the building to allow for quiet, individual study. Connecting each class is a communal "watering hole" to allow teachers to easily organize grade-wide activities and events. By strategically placing these elements, we have created a flexible, open learning environment that allows for multiple learning styles.

iLEAD Lancaster - Campfire Space Teaching

CORE COMPETENCIES

A. EDUCATIONAL VISIONING

The design process for iLEAD Lancaster did not start in the office. Instead, the future teachers, students, administrators, and community members who held a stake in the project were called together for a series of intensive design charrette meetings, allowing their collective vision for the school to inform the design from the start. Their contributions were used to create a program with specific goals, ensuring that the end product would not only meet the specific pedagogical needs of iLEAD, but would inspire a sense of community ownership and pride.

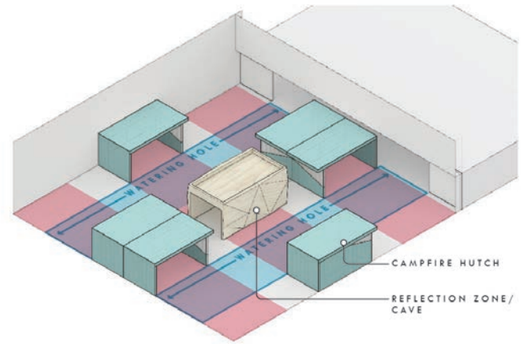
DAY ONE

Time	Goals
9:00-9:30	Welcome and Introduction to the process
9:30-10:30	**GOALS DISCUSSION** Essential project characteristics stated as critical success factors, core values, or guiding principles, and published in a charette sketchbook.
11:00-12:00	**FACTS DISCUSSION** These are not opinion or flexible attributes of the site, processes, or regulations. For example microclimate, site conditions, contract constraints, building codes, etc.
12:45-2:00	**NEEDS DISCUSSION** Define the functional, operational, schedule. This is more than an "Architectural Program", as it includes the student/staff day/year schedule, and high level budget information, in addition to the physical space attributes.
2:00-2:15	Charette Summary

DAY TWO

Time	Goals
9:00-9:30	Welcome and review of Goals+Facts+Needs
9:30-10:15	**CONCEPTS** Presentations (15 Minutes Each) These are sketches representing of the goals+facts+needs.
10:15-11:00	Gallery Walk of Presentation Materials to take notes
11:00-12:00	**SOLUTION** Roundtable commentary and selection of concept. This is the design developed to a point of communicating how/what satisfies the goals+facts+needs and is based on the comments from the evaluated concepts. This is what gets further refined and developed.

I structured the charrettes in such a way that, although they were meant to be driven by the ideas of participants, they would inform stakeholders of the particular design issues relating to their vision and begin the process of resolving those issues early in the design process. Given the "watering hole / cave / campfire" model desired by iLEAD—the open plan of which would potentially have acoustical challenges—making sure to explain and explore this in the charrette was integral to the efficient and effective completion of the project overall, all the while respecting the culture which the school hoped to create.



Typical Learning Community Concept Design

CORE COMPETENCIES CONTINUED

B. COMMUNITY ENGAGEMENT

Much of the design for iLEAD was intended to provide unique educational resources in a region which was largely limited to conventional teaching models. As several parents noted after iLEAD Lancaster opened its doors, there was simply nothing else like the school in the area, and the presence of a more forward-thinking, STEM-focused facility was a significant development in Lancaster's school system. This location also became a model for other schools within iLEAD's network: representatives planning to develop new campuses frequently tour the Lancaster location, and more than one new iLEAD school has incorporated ideas which were first employed in Lancaster.

C. EDUCATIONAL FACILITY IMPLEMENTATION/PROJECT MANAGEMENT

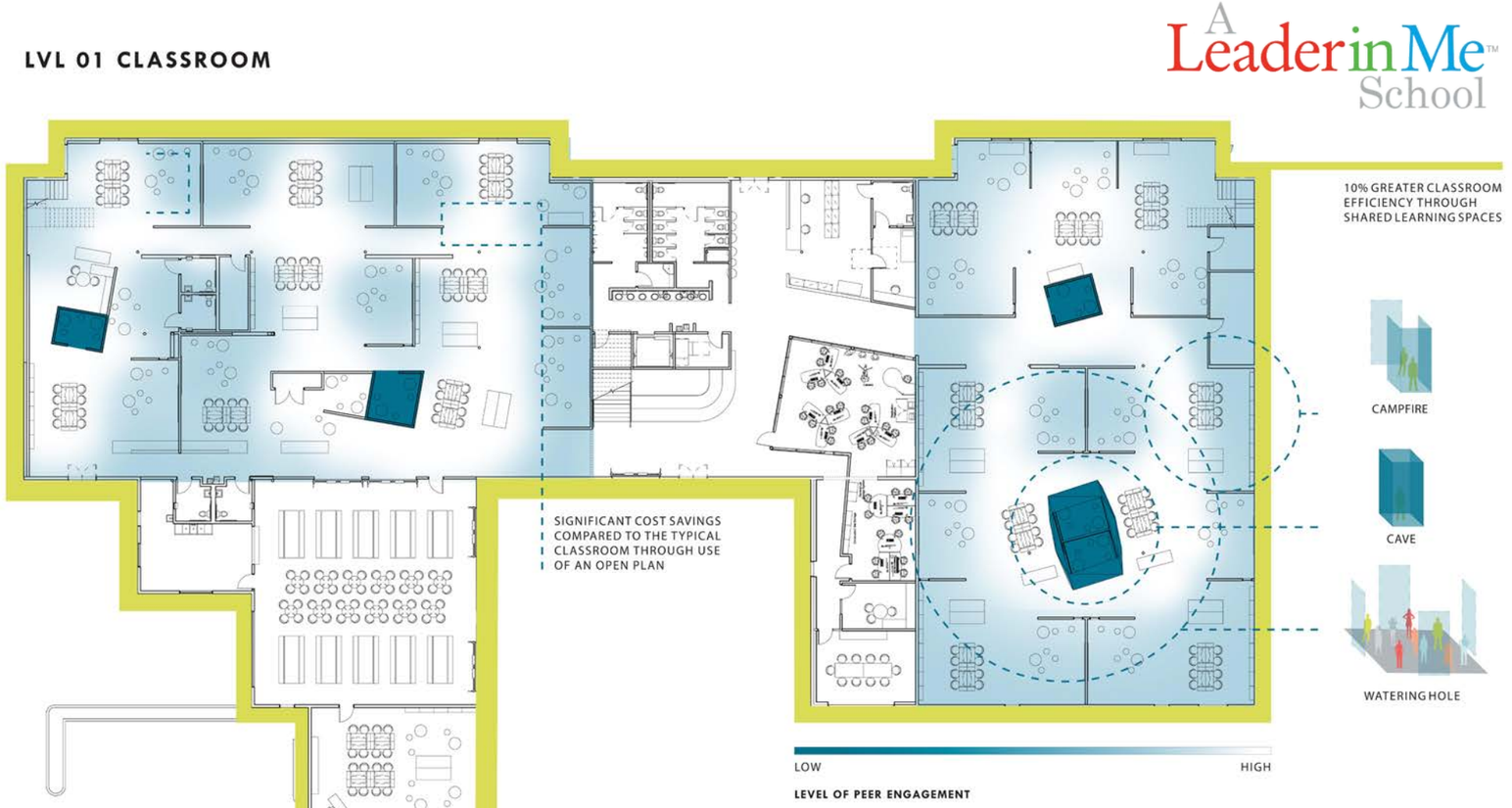
Much of the work on iLEAD's new facility centered around bringing its classroom-free vision of education to fruition. Planning the spatial organization of the school involved a balancing act between iLEAD's pedagogical intent and the expert input from consultant Newson Brown Acoustics, as the lack of physical barriers between the various teaching spaces could easily lead to auditory disruption. Deploying the solitary, gathering, and social spaces in a manner which facilitated iLEAD's particular vision for education required not only an intuitive understanding of the pedagogical model they wished to follow, but also a more general familiarity with the needs of a K–8 school community.

D. DESIGN OF LEARNING ENVIRONMENTS

My team's involvement allowed for the pedagogical model employed by iLEAD Lancaster to serve as a practical convenience, as well. Whereas the boundaries between traditional classrooms limit interaction to being between a single teacher and their class, the more fluid arrangement of iLEAD Lancaster affords teachers the opportunity to interact, watch each other's students, or even to spontaneously collaborate. This freedom was something which teachers at the new site would later specifically note as one of their favorite aspects of the space.

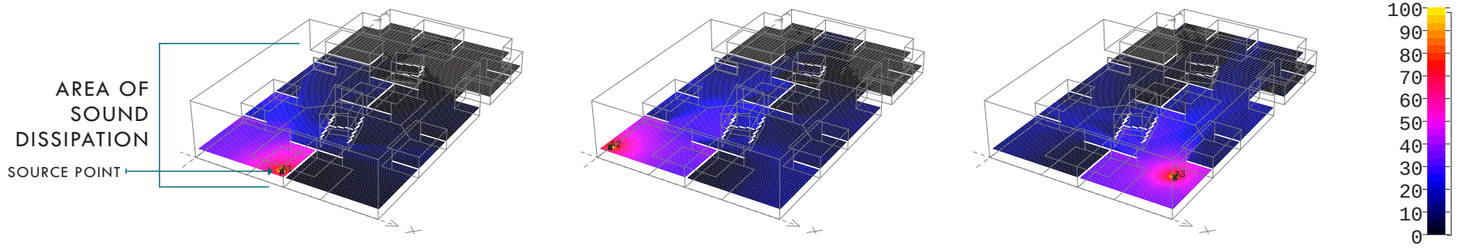
E. EDUCATIONAL FACILITY IMPLEMENTATION/PROJECT MANAGEMENT

The collaboration over time with iLEAD allowed for lessons learned in the delivery of one project to be applied to the next. The construction process for SCVi followed a standard design-bid-build format; iLEAD Lancaster, however, employed a lease-leaseback method, providing efficiencies in both time and costs expended on the project. I worked closely with iLEAD to help the organization understand the benefits of both methods and to select the most practical option.



Study of Peer engagement mapping cave, campfire, and wateringhole spaces

SCVi's 'Mountain' Separates Smaller Spaces



CATT Acoustic Software Modeling for iLEAD Lancaster

CORE COMPETENCIES CONTINUED

F. ASSESSMENT OF THE LEARNING ENVIRONMENT

Once iLEAD Lancaster had entered service, I interviewed students, parents, teachers, and staff to see what they thought of their new school. Although the majority of questions were related to people's experience of the different types of spaces, their wording and intentions varied based on each category interviewed. Students were asked what their favorite spaces were, and what they wanted more of; teachers and staff were asked to compare the effectiveness of the new layout to that of their former facilities, and if anything was hampering their ability to perform their jobs.

Each interview was recorded, and the results were compiled into a document which was broken down by spaces. The information derived from this assessment was useful not only in understanding how iLEAD itself had been received but has since been used as a tool to inform other educational environments I have designed. iLEAD itself, meanwhile, has become a 'leader school' in its region, serving as an example for other campuses or institutions which are preparing to build their own new facilities.

"The cave is to work out our problems, you don't want to leave!"
- 4th Grade iLEAD Lancaster Student

G. ETHICS/PROFESSIONALISM

A major point of consideration in the design of iLEAD Lancaster was how it might inspire students to be curious about STEM professions. Being located in Lancaster, California, a hub for the aerospace industry, it seemed only fitting to include an aeronautics laboratory in the design; iLEAD also features a robotics laboratory, providing two major outlets for students with an interest in mechanics or computer science. In a more subtle move to generate such interest, we left the building's mechanical systems exposed as a didactic display. One student found this particularly fascinating, and reportedly enlisted the help of a maintenance employee to identify and explain each component. He has since expressed an interest in pursuing engineering later in life, thanks in part to his experience of the iLEAD building.

iLEAD Lancaster's Aerospace Flight Simulation Lab

iLEAD campfires allow for quieter types of learning

"The open floor plan and campfires allow for a lot of community building between my teacher partner and I" - 5th grade iLEAD Lancaster Teacher.

ALLIANCE COLLEGE READY PUBLIC SCHOOL Los Angeles, CA

TYPE OF PROJECT
New Construction

SIZE
54,000 SF

DATE COMPLETED
2016

ABOUT

I led the design of two new charter schools for construction on a tight urban lot. The middle school serves 450 students and opened in June 2013, after permitting by the County of Los Angeles. The high school, approved by DSA, serves 600 students and opened in September 2016.

When designing the First Street Campus, the focus was on impacting the quality of life through invigorating and revitalizing a vital core in the East Los Angeles community as the site was originally home to the First Street Store, a department store that once played an important role on this street but has sat vacant for several years.

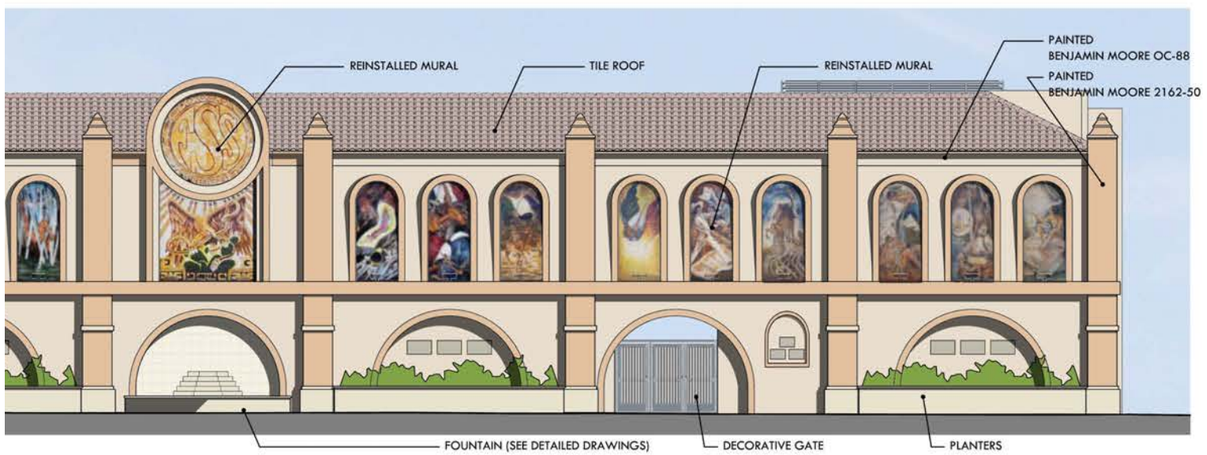
The master planning of the site and close work with the County of Los Angeles eliminated the need for a Conditional Use Permit (CUP), cutting months off the entitlements schedule.

CORE COMPETENCIES

B. COMMUNITY ENGAGEMENT

The site chosen for Alliance's new campus necessitated a great deal of communication and mediation between the clients and the community. A pre-existing building on the site featured a series of historic tile murals produced by Chicano artist Johnny D. González in 1974; my firm played a key role in helping stakeholders in the Boyle Heights community reach a consensus on the preservation of the murals in a series of meetings. Ultimately, the county raised the money to restore and preserve the murals, which were then integrated into Alliance's campus for the appreciation of students and community members for years to come. The murals have since been featured in LACMA's exhibition "UNFRAMED Self-Guided Driving Tour of L.A., Part 2."

Alliance First Street Multi Purpose Room, Shared by Middle & High School



Alliance First Street and Neighboring Historic Murals are Reflected in New School Architectural Forms

CORE COMPETENCIES CONTINUED

C. EDUCATIONAL FACILITY PRE-DESIGN PLANNING

Careful master planning was essential to making the mixed-grade Alliance campus work on a relatively small, urban site. Although the new campus was hoped to cultivate an air of community and openness, it could not sacrifice security to do so; it was also necessary to create a certain degree of separation between the middle and high school portions of the campus while allowing for access to some of the same facilities. These issues had to be resolved while simultaneously navigating the difficulties of a site which was owned by two different entities, all for a school which was receiving its funding from both public and private sources.

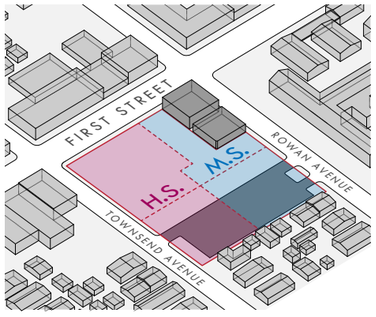
A solution to many of these issues was to design the campus around a large central courtyard. This opening in the center of the school provides a common gathering and recreation space for students without exposing them to an unsecured environment. Separate entrances were laid out for the middle and high schools, giving the impression of two separate facilities on one campus and allowing younger students to feel safely sheltered from the older students.

D. DESIGN OF LEARNING ENVIRONMENTS

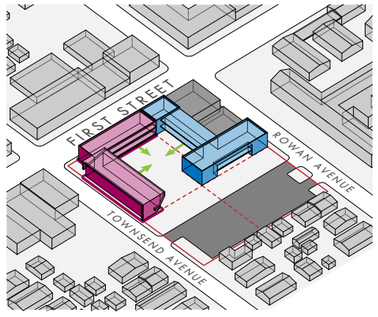
I strove to reconcile Alliance's vision for a contemporary learning environment with the need to acknowledge and preserve the historic elements of the site. The arches of the First Street Store inspired curved elements throughout the new campus which, while not directly mimicking the historic architecture, create a subtle visual continuity between old and new. This blending parallels the compromise between the school and the community: Alliance can introduce something which is new and unique in the neighborhood, while simultaneously paying respect to the established culture and history of the people who live there.

Large Central Courtyard - Safe Common Gathering and Recreational Space

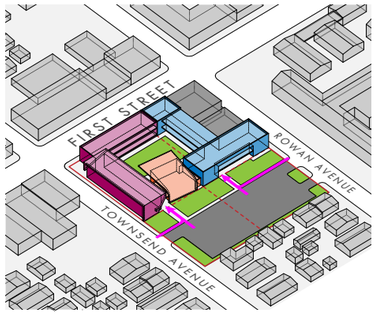
Curves Inspired by the Murals were Mimicked Throughout the Campus



HS & MS Separate Lots



Sharing Central Courtyard



Separate Entrances

G. ETHICS/PROFESSIONALISM

Much of my interest in taking on the Alliance project stemmed from the school's intended student demographic: largely Latino children in a lower-income neighborhood. Aside from standard design work, we assisted the school in securing Prop 1D funding, allowing their vision of a new educational space for underserved youth to become a reality. Alliance Media Arts Entertainment High School's first graduating class achieved an astounding 99% college acceptance rate, an achievement which the school's faculty claimed was due, in no small part, to having an effective and welcoming school facility. My firm and I also strove for transparency while dealing with the community during the design process, ensuring collective understanding about the issues pertaining to preservation of the historic murals and allowing the people of Boyle Heights a voice in the future of what is meant to become a cornerstone of their neighborhood.

BEST HIGH SCHOOLS U.S.News & WORLD REPORT GOLD

LAUSD CONTEMPORARY LEARNING ENVIRONMENTS Los Angeles, CA

Cleveland HS New Media Academy | Dorsey HS Arts, Media, and Entertainment | Wright MS Makers Space & Robotics Lab

TYPE OF PROJECT
Renovation

SIZE
Multiple Sizes

COMPLETED
2002 – In Progress

ABOUT

I began working with the Los Angeles Unified School District (LAUSD) in 2002 on a series of New Media Academies. This work has evolved over the years to create multiple contemporary learning environments at schools within LAUSD.

At Cleveland High School an existing print and metal shop of approximately 8,500SF was renovated for use as a Regional Occupation Center and New Media Academy. The space included areas for instruction in new media technologies, including 3D Visualization, Graphic Design, and Web Site Design. A new state-of-the-art television production studio is also included in the program, which will provide recording, editing and production facilities for the students. The design included the addition of a 3,000SF mezzanine for teacher offices, additional meeting space and work stations. The design concept creates a space similar to those of professional creative production studios to allow students to understand how to work in a contemporary work environment.

LAUSD Dorsey High School received a California Department of Education Industry Grant enabling the expansion and capabilities of the existing Media, Arts, and Theatre Pathway. Industrial Arts Building #1 on the campus will have a new broadcast room, collaboration space, and instructional learning classroom. The new facility will provide state-of-the-art learning spaces that will put students on a pathway to quintessential California media and entertainment careers and opportunities. The space will also host the CalArts Community Arts Partnership, a high performing program for college and career readiness that uses a project based learning model to help students develop technical proficiency, visual literacy, critical thinking, and analysis of the arts through storytelling, screen writing and production courses.

LAUSD Wright Middle School is a S.T.E.A.M. (science, technology, engineering, arts and mathematics) magnet school where my team and I have taken on the challenge of renovating two of their existing spaces to meet the current and future needs of this interdisciplinary school. These two new classrooms include an expanded Robotics Classroom and a new Flexible Engineering Classroom.

My background and experience with commercial office, entertainment industry production and studio spaces influences this design of contemporary learning environments. These environments allow students to step away from the traditional factory-designed high school education into a more nuanced, practical introduction to the modern workforce.

LAUSD Dorsey HS Production Studios

LAUSD Wright MS Flexible Engineering Classroom

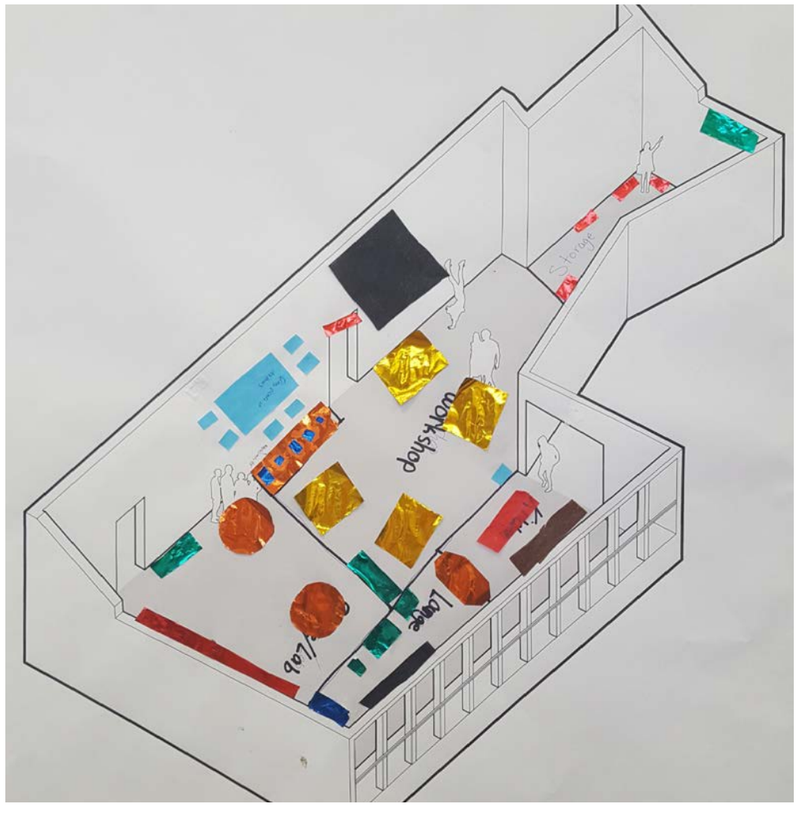
CORE COMPETENCIES

A. EDUCATIONAL VISIONING

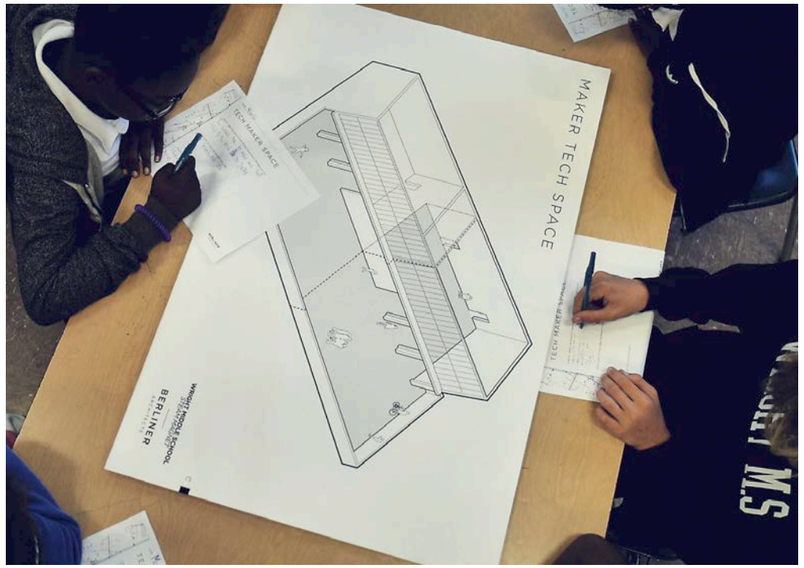
An important part of the Wright Middle School visioning process for the new facilities included a half-day design charrette with the teachers and students in the actual space to be renovated. After a group discussion, the students engaged in space planning exercises on architectural plans to better understand their future space and get insight into the field of architecture. During the visioning, students emphasized a desire for multiple-zones within the classroom to be able to have traditional, directed learning alongside teacher-approved downtime. In response, the design team planned for soft, informal seating in addition to adjustable height tables on lockable casters.

Listening to the students describe the types of projects they work on, we hoped to highlight that enthusiasm through display of robots-in-progress. Instead of hiding away their designs, the design team chose to create shelving in display cases so that students could see what others are working on, both in active discussion during class time, and passively through the room's decoration.

Student input was solicited from the start of the design process. Several ideas proposed or hinted at by students were considered in the design, from small ideas like adjustable-height tables to more ambitious concepts like multi-level spaces. The intent behind these visioning workshops allowed the resulting Maker Space to cater more specifically to the school's interests, in turn making it feel more personal to their community.



LAUSD Wright MS - Student Spatial Collage



LAUSD Wright MS Educational Visioning - Full Video Available - https://youtu.be/h1zQLVxcjy4

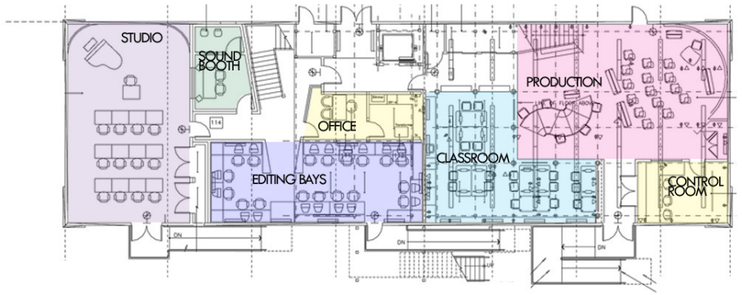
D. DESIGN OF LEARNING ENVIRONMENTS

I worked closely with LAUSD staff to adapt the district's design guidelines to the specific needs of the Maker and production spaces that we were tasked to create. Apart from simply understanding the value of district standards, I used this knowledge to implement them in new ways, allowing for the unique learning environments which the district desired.

C. ETHICS/PROFESSIONALISM

Ingrained in both the design processes and the finished buildings for LAUSD was a consistent dedication to prepare students for careers after graduation. Providing the facilities for public school students to learn specialized skills such as video production or robotics engineering was not just a project brief—it was an effort which lined up with my goal to make spaces which positively affect the course of students' lives.

In both this spirit, as well as in hopes of illuminating the architectural design process, we invited students from Wright Middle School to my office during the planning phase for their Maker Space. By being invited into a space where architectural work was taking place, the students were given an opportunity both to see firsthand how their campus was being planned and transformed and to take a close look at a potential career path.



LAUSD Cleveland HS - New Media Floor Plan

LAUSD Dorsey HS - Production Studio

LAUSD Cleveland HS - Production Studio

PIERCE COLLEGE Woodland Hills, CA

TYPE OF PROJECT
Master Planning, Campus Improvements, Renovation

SIZE
120,000 SF

COMPLETED
2002 – 2015

ABOUT

Over a period of 11 years, my firm and I worked with the administration, staff, faculty, students, and surrounding community of Pierce College. I was involved in over 30 projects, ranging from campus master planning and infrastructure planning to the design of wayfinding, campus-wide improvements, and major renovations to existing buildings. Over that time, I built relationships with many stakeholders at the campus and helped re-imagine the Pierce campus for the 21st century.

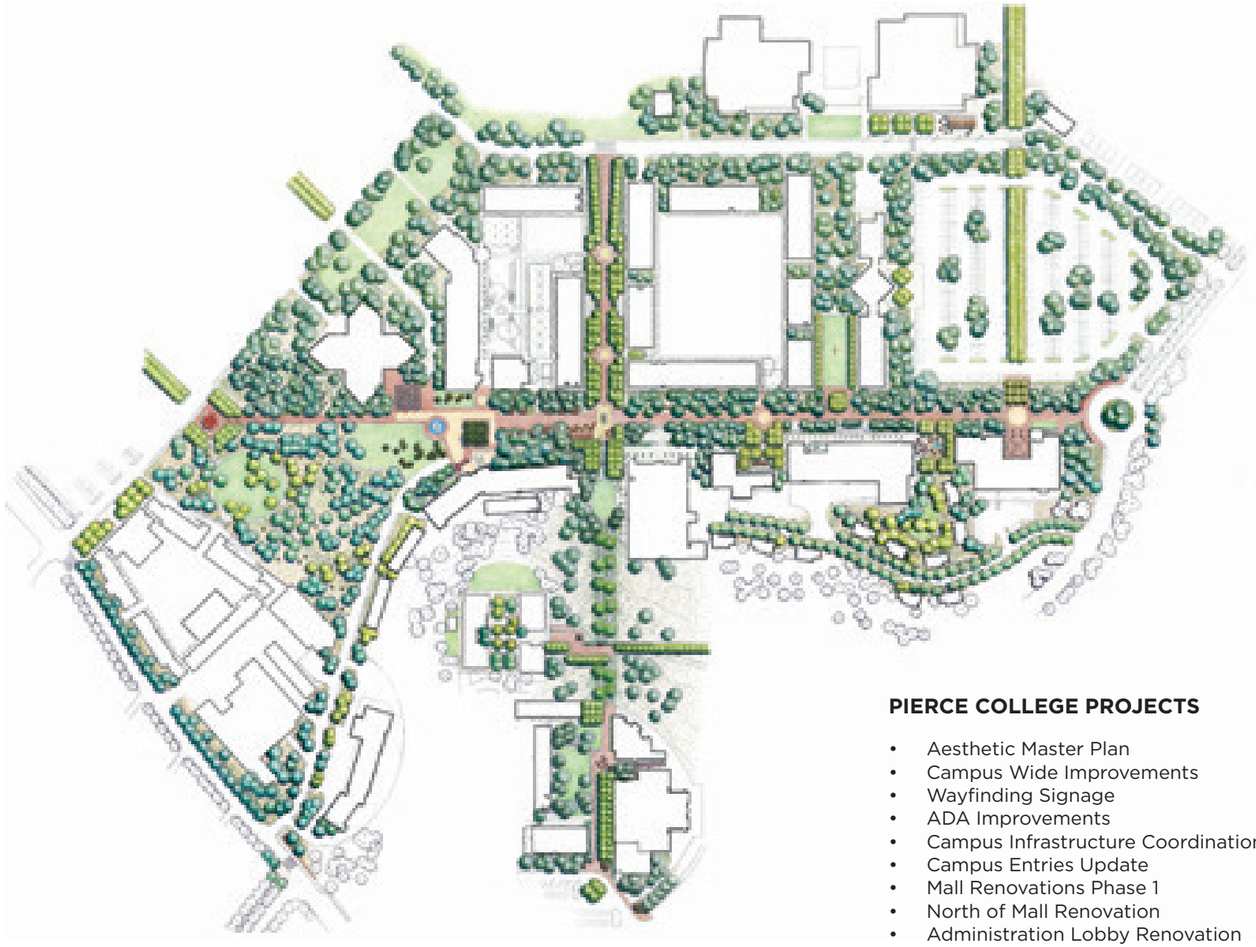
The North of Mall Renovation (NOM) project is one of the biggest campus projects that I have completed and encompasses exterior and interior renovations on a total of 11 buildings, including nine academic buildings, the administration building, and the campus center building. The project aims to unify the buildings and make them more compatible with the Mediterranean style of the campus while maintaining a contemporary feel. Interior renovations include new partitions, doors, windows, flooring, ceilings, new furniture and finishes, restrooms, MEP upgrades as required, and ADA compliance for classrooms, lecture halls, labs, and offices in the 11 buildings. Exterior renovations and architectural enhancements include exterior windows and doors, column wraps, arcade paving, exterior lighting, and site improvements such as walkways, landscaping and irrigation. Two site structures, a tower and a garden pavilion, were also added.

Also included in the scope of work were IT enhancements throughout and sustainability features such as reduced energy and water usage, sustainable finishes and materials, and native and adapted-native landscaping.

CORE COMPETENCIES

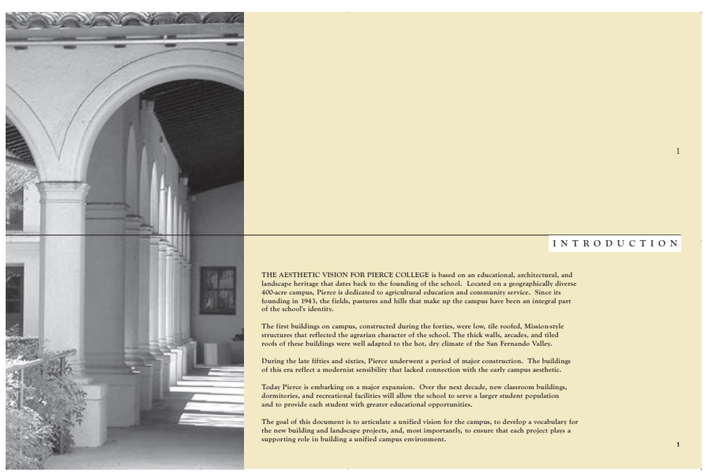
B. COMMUNITY ENGAGEMENT

Both the scope of the projects undertaken for Pierce and the length of time which my team has spent working on the campus mean that I have interacted with a great number of the college's students, faculty, and staff. The North of Mall Renovation project particularly impacted a large number of people, and accordingly hosted a series of charrette sessions, workshops, and interviews in order to resolve issues between myriad stakeholders. Half-day visioning workshops gathering large numbers of these interested parties have proven instrumental to extracting consensus from chaos; the information gathered is condensed into posters which facilitate understanding of the communal vision through helpful graphics. I have personally met with over 100 people at Pierce College, ensuring that all stakeholder voices are heard and that the entire campus community can enjoy a sense of ownership over the resulting designs.



PIERCE COLLEGE PROJECTS

- Aesthetic Master Plan
- Campus Wide Improvements
- Wayfinding Signage
- ADA Improvements
- Campus Infrastructure Coordination
- Campus Entries Update
- Mall Renovations Phase 1
- North of Mall Renovation
- Administration Lobby Renovation
- Animal Sciences Renovation
- Agricultural Sciences Renovation
- Brahma Bull Sculpture
- Life Sciences Building Renovation
- Math Building Renovation
- Physics Building Renovation
- Chemistry Building Renovation



Pages from the Aesthetic Master Plan

CORE COMPETENCIES CONTINUED

C. EDUCATIONAL FACILITY PRE-DESIGN PLANNING

An important early step in working on Pierce College was gathering and compiling information on the college's existing buildings. More than a simple inventory, this data was instrumental in developing a series of planning and aesthetic guidelines to cohesively unify new and historic structures on the campus. The conclusion of this effort was the production of clear design guidelines which would guide future projects by my team and other firms, safeguarding the newly-cultivated Pierce College identity. The formulation of design guidelines that included FFE, low voltage systems, audiovisual systems, building materials and colors, landscape palettes, campus signage and site development standards were among the many roles that I led over a period of eleven years.

E. EDUCATIONAL FACILITY IMPLEMENTATION/PROJECT MANAGEMENT

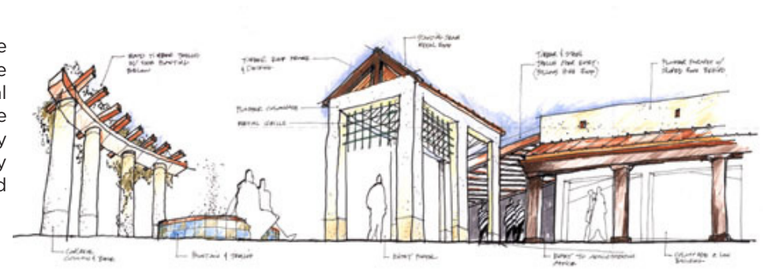
I worked with the college construction project manager, CPM, to develop campus standards for infrastructure, as well as to evaluate central plant capacity, chilled water loop, and electrical service capacity. Such review would not only provide for the renovations which we designed, but facilitate the addition of other facilities further in the future, reducing costs in the long run. I also led our team evaluating several hundred thousand square feet of existing facilities that formed the basis for planning future renovations on the campus, some of which my team designed. Working with CPM, we helped evaluate the cost benefit analysis of renovations versus new construction, determining how best to provide for the growing needs of the college with the resources they already had and which projects would be the most effective to undertake.

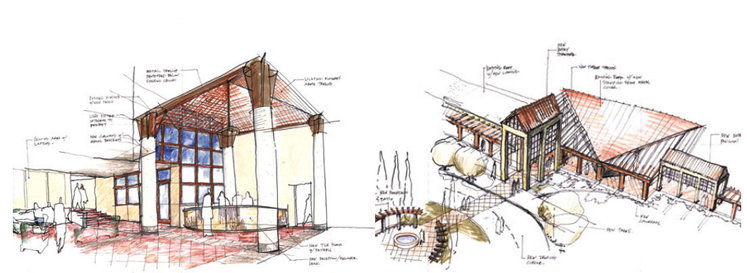
G. ETHICS/PROFESSIONALISM

While overhauling Pierce College's campus, I endeavoured to achieve one goal which, while somewhat less tangible than most pedagogical visions, has proven highly valuable to the college community: a clear sense of identity. As many of Pierce's programs serve as vocational education rather than preparation for four-year universities, providing an environment with a more cohesive college atmosphere gives students a sense of pride and inspiration which they previously found lacking. The design of the bull sculpture which now graces the campus has particularly become a focus for the school community, with a campus magazine having since been titled *The Bull.*

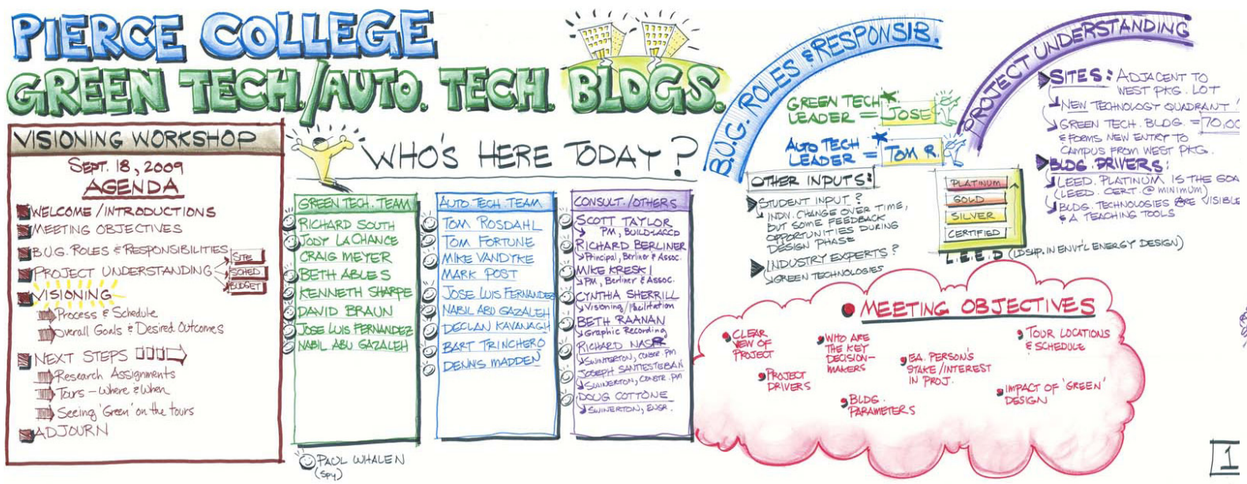
Campus Wide Updates, Lighting, Signage, Landscape

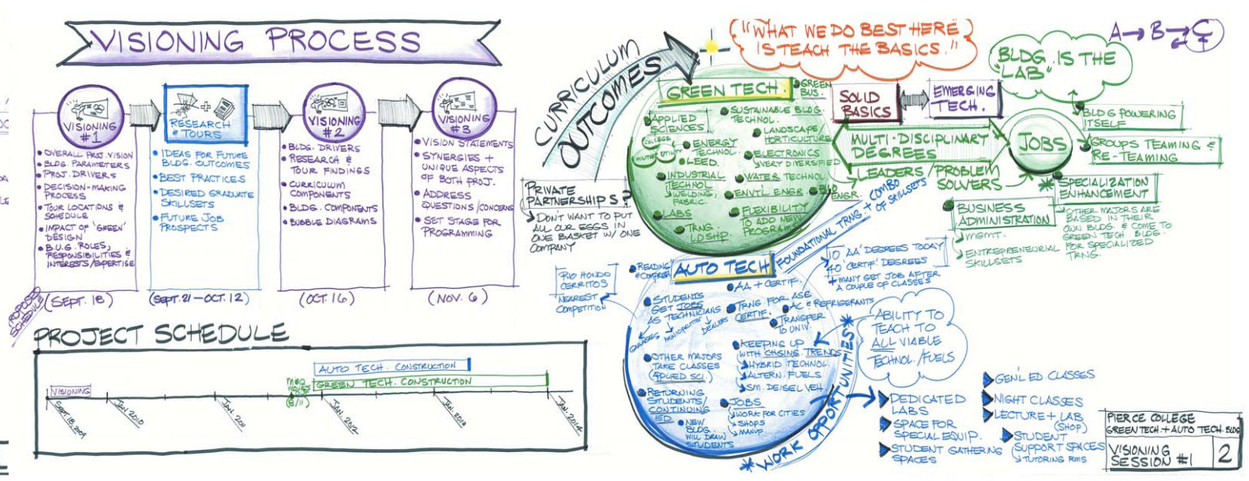
Pierce College Brahma Bull Sculpture - Designed By Me & Made from CorTen Steel





My Campus Style Sketches





Visioning Workshop and Process Banner Created with Stakeholders and User Groups

HT-LA HIGH & MIDDLE SCHOOLS Van Nuys, CA

TYPE OF PROJECT
Modernization

SIZE
33,000 SF

COMPLETED
HS 2005 - MS in Progress

ABOUT

I worked with educational entrepreneur Roberta Weintraub and the High Tech High Charter school organization in San Diego on the design of one of their first replicated high schools. Located on the LAUSD Birmingham High School campus, High Tech Los Angeles, now called HT-LA was among the first schools in Los Angeles to offer a STEM, Project-Based education. Following this educational model, we worked to create spaces which optimize collaboration and team building among HT-LA's student population.

Continuing the long-standing relationship which began with the design of HT-LA High School, my firm is currently designing a new middle school for grades 6-8. The school is intended as a feeder school for HT-LA High School.

The new 29,000SF school supports STEM education through a combination of traditional classrooms and collaborative work spaces. Co-located with the Lenox YMCA, HT-LA looks forward to a strong community partnership with the Y.

HT-LA Middle School will comprise 16 classrooms, two of which are specialty rooms designed to foster arts and robotics learning. The school will also feature gender-neutral bathrooms, among the first of their kind in a K-12 setting.

COLLABORATIVE FOR HIGH PERFORMANCE SCHOOLS

HT-LA - High School - Common Area

HT-LA - Middle School - Rendering

CORE COMPETENCIES

A. EDUCATIONAL VISIONING

I led visioning workshops with the founders of HT-LA including the new principal, teachers and staff to identify the program, pedagogy, curriculum and types of spaces and adjacencies that would best support their cutting edge program. The documents that came out of these workshops served as a benchmark for the design process to assure that the goals set were achieved. Basing our work on the foundations established by High Tech High San Diego benefited us with lessons learned and incorporating those lessons into HT-LA. A similar process was utilized in the design of the middle school that is now under way. Lessons learned from 12 years of operation of HT-LA high school were incorporated into the middle school along with evolving thinking about security, gender issues, bullying issues, and the need for economical construction and operation.

B. COMMUNITY ENGAGEMENT

As described above, stakeholder engagement was central to our design process. In the case of the design of the middle school, co-locating on the parking lot of the YMCA working with the Y was essential to address issues of shared facilities, parking and circulation, and shared expenses.

C. EDUCATIONAL FACILITY PRE-DESIGN PLANNING

Both the HT-LA High and HT-LA Middle School campuses were designed with a specific emphasis on sustainability strategies. Although such design techniques have both public relations value and demonstrate an awareness of environmental concerns, they were also employed with an eye toward efficient school operations. Investment in conservation or high-performance systems during the design and construction phases was employed specifically to reduce operations costs over the long term, allowing the High Tech facilities to be practical and innovative for the foreseeable future. These features also allow the building to serve as a didactic display: the exposed building systems, including HVAC and structure, function as instructional tools that are incorporated into the school's curriculum.

CORE COMPETENCIES CONTINUED

D. DESIGN OF LEARNING ENVIRONMENTS

My familiarity with progressive educational models was essential in my oversight of the HT-LA design team. My input particularly helped to resolve the problem of creating workspaces for teachers in an environment without dedicated classrooms. The solution was to incorporate shared teacher offices which, while adjacent to teaching spaces, were still enclosed. This decision allowed teachers to have secure spaces which they could call their own without requiring them to 'claim' spaces which were meant to be used by anyone and everyone, and without creating a sense of isolation from the greater school environment.

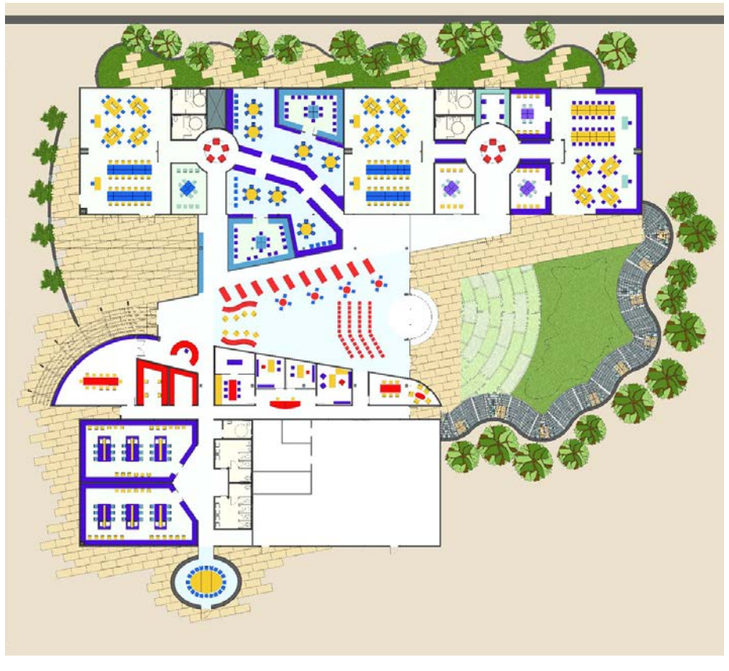
F. ASSESSMENT OF LEARNING ENVIRONMENTS

I interviewed several students, teachers, and administrators at HT-LA HS regarding what worked and what didn't work in their new school. The most commonly praised design elements were the transparency of spaces throughout the school and the collaboration spaces; a frequent complaint, however, was the relative lack of storage space. We subsequently applied this information in our design for HT-LA MS, which capitalizes on the use of flexible storage furniture rather than fixed storage. In reference to other items mentioned in our post-occupancy survey, we also increased the ratio of classrooms to total students, implemented gender-neutral single-occupancy restrooms, and provided shared learning spaces in a non-rated corridor made possible through code changes since the construction of the High School. Although the Middle School is based on many of the same pedagogical principles as its predecessor, these adjustments will allow it to better serve the needs of its students and teachers, whose impressions will then go on to inform work we do in the future for both HT-LA and other clients.

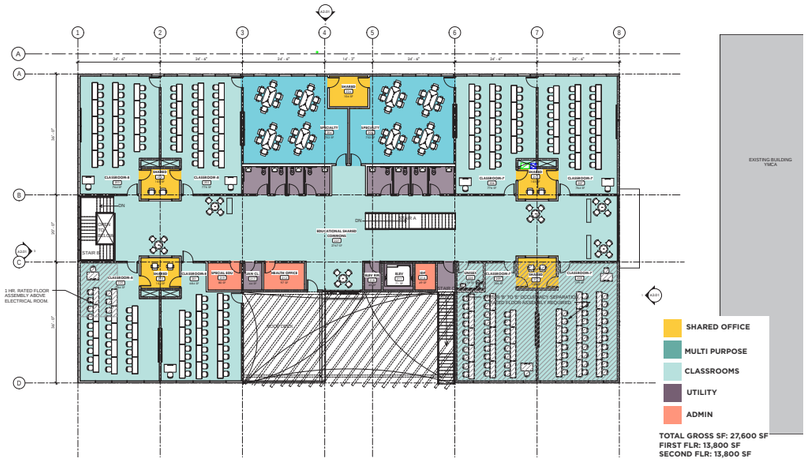
G. ETHICS/PROFESSIONALISM

Berliner's expertise was a key factor in securing funding for HT-LA HS. Sustainable design, while included to reduce operating costs, was also used to acquire a High-Performance Initiative (HPI) grant for the school. Aside from its financial benefits, the energy-efficient design of HT-LA has earned acclaim from the California Energy Department, promoting the design of environmentally-conscious school facilities. HT-LA was funded through a public/private partnership between LAUSD and several foundations and technology companies; I worked closely with the founder of HT-LA to prepare fundraising materials and assist in fundraising pitches. HT-LA was also one of the first CHPS-certified schools in California, completing certification in 2005.

HT-LA - High School - Fundraising Model



HT-LA - High School - Floor Plan



HT-LA - Middle School - Floor Plan

HT-LA - High School - Robotics Lab

HT-LA - Middle School - Classroom

BRIGHT STAR SCHOOLS Los Angeles, CA

TYPE OF PROJECT
New Construction

SIZE
Varies

COMPLETED
In Progress

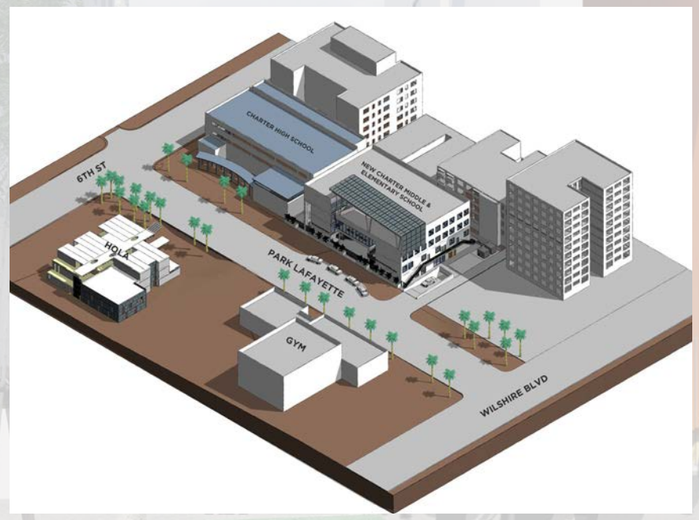
ABOUT

I have been working with Bright Star Schools for over ten years, and in the last 18 months I have assisted them with the development of 7 new schools located in three clusters around Los Angeles. Established 15 years ago, Bright Star Schools is a public charter school organization focused on improving the educational opportunities in underserved communities with poorly-performing LAUSD public schools.

CORE COMPETENCIES

B. COMMUNITY ENGAGEMENT

Bright Star's schools are intended to support the communities in which they are located, and my team and I worked to incorporate this vision in the schools we have designed for them. A particularly poignant example is that of Bright Star's proposed facility adjacent to Lafayette Park, where we previously designed a new facility for the Heart of Los Angeles (HOLA) – a non-profit program which provides musical education to underserved youths in the city. Conceived in relation to this facility, the new Bright Star Lafayette campus would exist not as an isolated learning environment, but as part of a greater network of educational venues within its Los Angeles neighborhood.



Bright Star Schools - Lafayette Education District

Bright Star Schools - Lafayette

CORE COMPETENCIES CONTINUED

D. DESIGN OF LEARNING ENVIRONMENTS

Experience gained from work on previous educational environments has been applied to make Bright Star's new campuses as efficient and safe as possible. Standardization of several elements—from mechanical systems to branding and even color schemes—across multiple Bright Star schools not only minimizes maintenance and training costs, but allows each campus to project the same shared identity and values. Several security features have been incorporated into each design, such as secured vestibule entries and bullet-resistant glass at access points; although not specifically requested by Bright Star, these elements had proven effective in previous projects we have undertaken.

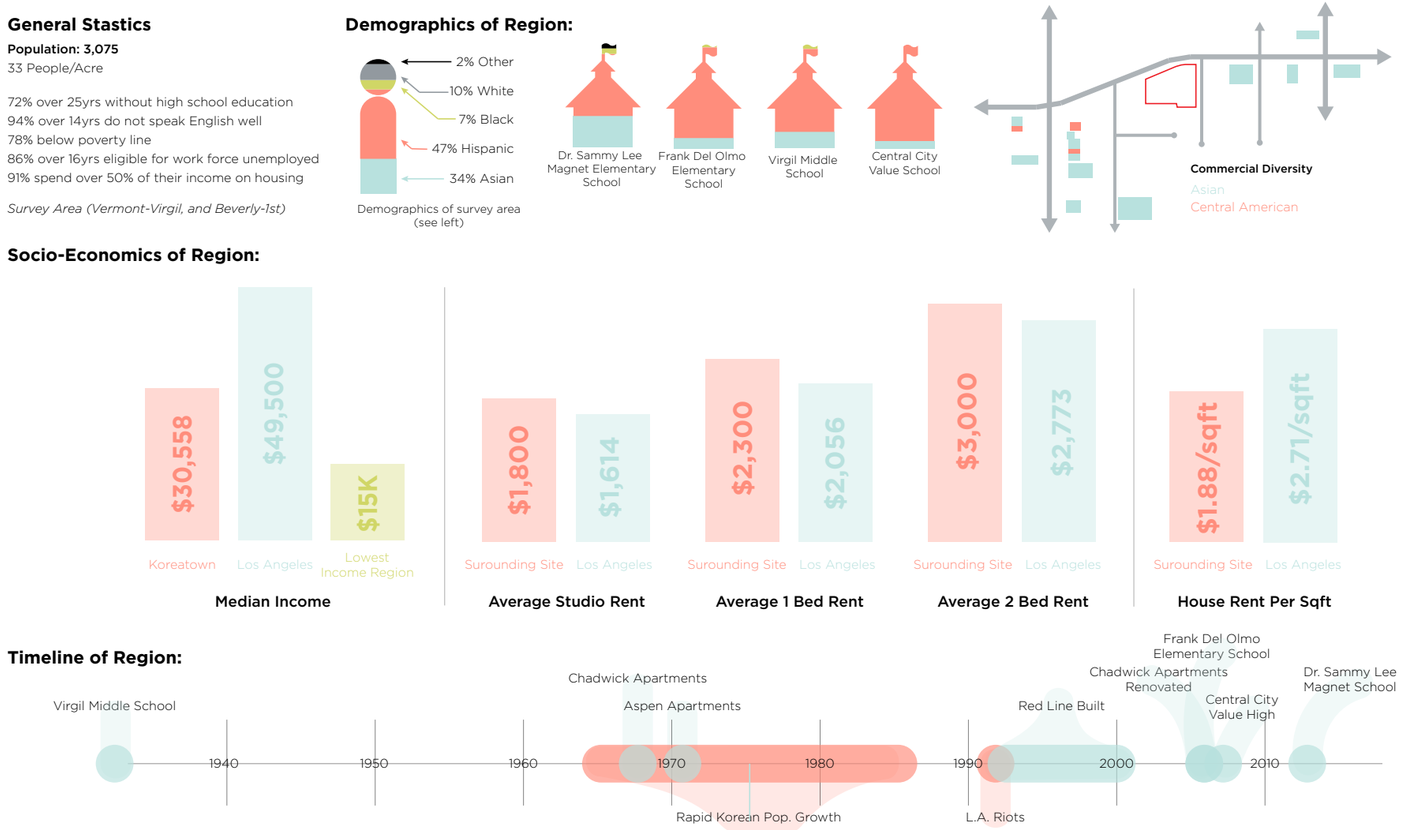
An emphasis on more mundane student safety concerns can be seen in the treatment of restrooms in the Bright Star campuses. Mindful of the bullying issues which often take place in school restrooms, I specified single-occupant, gender-neutral lavatories in each of the new Bright Star schools. Along with added privacy, these restrooms help to prevent violence between students, allowing them to focus their attention on learning in a more relaxed, non-threatening environment.

E. EDUCATIONAL FACILITY IMPLEMENTATION/PROJECT MANAGEMENT

Working on multiple Bright Star campuses allowed my team to push for standardization of numerous features: HVAC and other mechanical systems, electrical, lighting, and plumbing fixtures are now largely identical in each of the new Bright Star Schools. The result of this standardization effort is that once a maintenance employee is trained how to work at one location, they would be able to transfer that knowledge to any of the others; time and money spent on training are thereby significantly reduced. Not only does this afford Bright Stars' maintenance and facilities staff an unusual degree of flexibility, but the reduction in costs improves the overall survivability of the organization as a whole.

G. ETHICS/PROFESSIONALISM

My team is assisting Bright Star Schools in utilizing funding obtained through Proposition 51, a California Public School Facility Bond, allowing them to expand their vision of schools which provide students with both academic instruction and social-emotional support. My knowledge and efforts were particularly useful in helping Bright Star's proposed campuses to meet the requirements laid out by both the Proposition and LAUSD design standards, as well as complying with DSA requirements. Having worked extensively with DSA, I continue to assist in ensuring that all necessary information and documents are prepared for proper review and approval as expediently as possible.



Bright Star Schools - New High School Demographic & Socio-economic studies

Bright Star Schools - Stella Middle School - Classroom

Bright Star Schools - Stella Middle School - Graphic Incorporation

PRESSMAN ACADEMY Los Angeles, CA

TYPE OF PROJECT
New Construction

SIZE
35,000 SF

COMPLETED
In Progress

ABOUT

The design process for this private Jewish middle school adjoining Temple Beth Am began with a series of visioning meetings that involved every one of its teachers, the administration, leaders, and the greater community. These meetings informed the conceptual intent for the project: a thoroughly contemporary learning environment filled with maker spaces and incorporating space for the community as well as the school program.

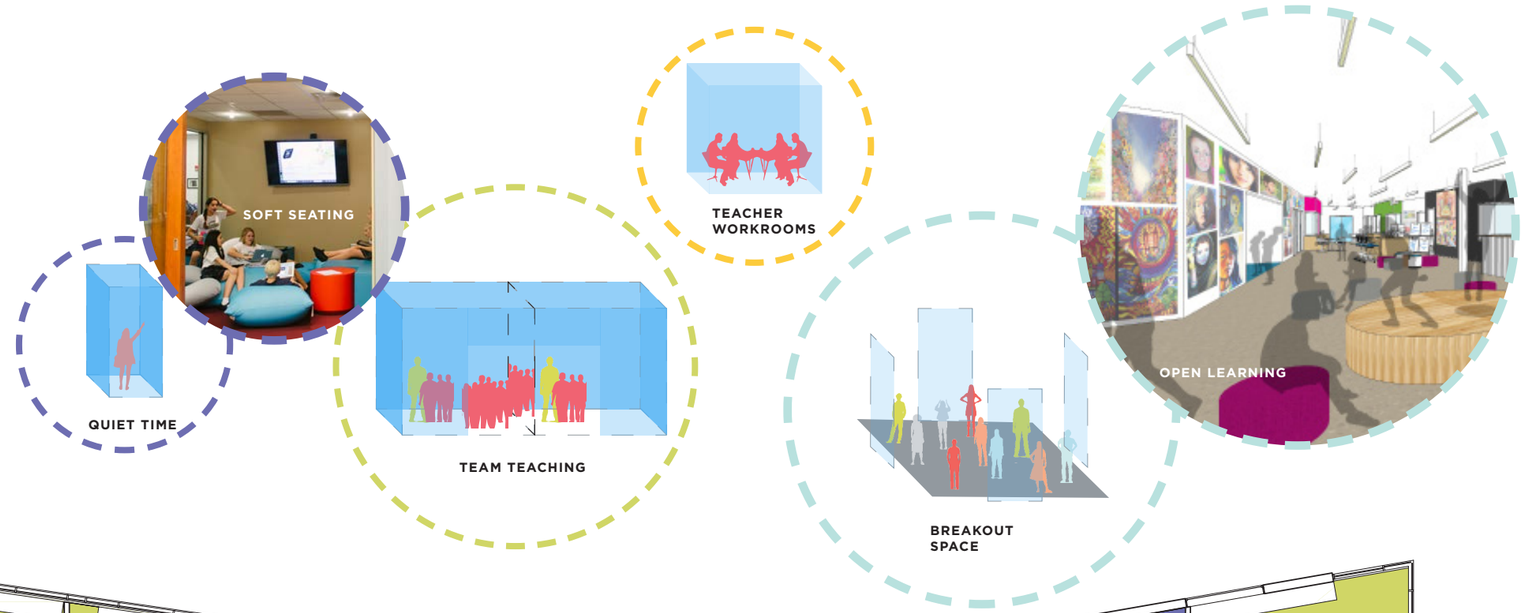
The resulting design is not the typical double-loaded corridor layout used in most middle schools, but a more flexible and open plan which immediately allows visitors to understand an alternative learning model is in play. A high level of connectivity between indoors and outdoors establishes a visual and spatial sense of the community. The plan is additionally designed to be accomplished in phases, allowing for greater flexibility in the construction process.

The Berliner Team took security very seriously on this project, meeting with 3 different security consultants over the course of a year. We worked between the consultants and Temple Beth Am to create a manageable plan that worked with both the openness of the school and the budget. The focused study spaces, or caves, are soft-surfaced calming spaces that quickly can become safe rooms, complete with bulletproof walls and doors.

CORE COMPETENCIES

A. EDUCATIONAL VISIONING

I led multiple workshops and interviews over the course of three months with all stakeholders, including Temple members and 16 teachers, as part of the campus master planning. Through these visioning sessions, we built a shared understanding of how the Temple and Pressman Academy can both benefit from the new outdoor shared spaces and the use of the Chapel and Library. The Visioning formed the basis of the conceptual spatial organization of the school and adjacencies and circulation patterns between the school and temple. The resulting Boulevard not only physically connects the disparate elements of the expanded campus, but provides a social center which facilitates the Temple's vision of a cohesive community. Its potential as a venue for large events also provides the Temple with a means of welcoming in members of the surrounding neighborhood, allowing a formerly insular property to serve as a focal point for a community reaching beyond the Temple itself.



CORE COMPETENCIES CONTINUED

B. COMMUNITY ENGAGEMENT

Pressman Academy was not created in a vacuum: it was to be inserted as part of an existing temple campus which was itself part of a larger neighborhood. In planning for the new school, it was therefore necessary to produce a new master plan for the shared grounds; this became an opportunity to create tranquil and inviting outdoor spaces which previously did not exist on the site. What was once an alleyway behind the temple sanctuary has now become a Boulevard, connecting the sanctuary and the school facilities with a sheltered outdoor plaza. A high level of indoor-outdoor porosity in the new school building also allows for many of its spaces to be used as gathering venues for the temple community when school is not in session, providing the entire congregation with new spaces for social gatherings.

Temple Beth Am - Campus Diagram

C. EDUCATIONAL FACILITY PRE-DESIGN PLANNING

From the start of the project, the client had a clear vision for a project-based learning environment; after work with their previous design partners had produced a largely conventional school layout, Temple Beth Am approached Berliner Architects for help in achieving their more progressive pedagogical goals. Merging the client's vision with my own experience of contemporary learning environments, I helped to develop a plan which combined the benefits of both a traditional system and a more flexible model by providing elements of both, with some spaces able to be opened or closed as needed.

Security was also a key consideration throughout our work on the project. Early in the design process, I met with representatives from the Jewish Federation to discuss the particular safety issues confronting a Jewish school, and particularly to determine where and how it would be most effective to invest in security infrastructure. The result was that the most closed, private spaces in the design were made to double as bulletproof safe-spaces in the event of an emergency; the educational model was thus made to enhance both security and learning for students and faculty alike.

First Floorplan - Temple Beth Am & Pressman Shared Spaces

D. DESIGN OF LEARNING ENVIRONMENTS

My own experience with designing progressive learning environments greatly informed the manner by which Temple Beth Am's vision became a practical reality. The model of caves, campfires, and watering holes which had been employed in the iLEAD project was adapted and improved for application at the Pressman Academy, allowing for more of a hybrid between the fluidity of this system and the rigidity of a traditional school. My team and I also met with the Jewish Federation to discuss issues of security specific to a Jewish school. This blend of Pressman's vision, the Jewish Federation's concerns, and my experience with crafting educational spaces resulted in a design which is both practical and pleasing to all parties.

F. ASSESSMENT OF THE LEARNING ENVIRONMENT

Pressman Academy is a poignant example of how I employ the lessons learned from prior experience. As previously noted, iLEAD Lancaster's pedagogical model—and specifically, the responses from its users—greatly informed the design process for the Pressman Academy, allowing its concepts to be repeated in a more nuanced and effective manner. Although it retains much of the earlier school's sense of openness, there is greater flexibility in the design to facilitate the closing-off of certain spaces as needed.

CORE COMPETENCIES CONTINUED

G. ETHICS / PROFESSIONALISM

As a private school, the design and construction of Pressman Academy was heavily dependent on private donations. My team and I worked with these concerns, producing materials for fundraising efforts at multiple stages throughout the project. A scale model illustrating the new site plan served as a major feature for donor events, and a donor package was prepared in preparation for the school's groundbreaking. I worked closely with the client and with consultants to ensure that cost-efficiency measures would not compromise the Temple's educational vision or the security of the new school facility.

Temple Beth Am & Pressman Academy - Fundraising Rendering