

Application for Re-approval as a Governance Training Provider for the 2017-2018 school year.

Submitted by: Phil Andrews of Charter School Solutions

Ms. Janelle Cornwall
Georgia Department of Education

Ms. Cornwall,

I am submitting this application on behalf of my company, Charter School Solutions, Inc. (CSS), to continue providing governance training services for charter schools in Georgia during the 2017-2018 school year. Most of the information from last year's application remains unchanged or only changed in minor ways. Therefore, I am submitting responses to the following items which have changed since last year:

2. During the past school year, CSS has provided training to the DeKalb Academy of Technology and Environment.

12. Seven of the nine DATE board members were present at that training. They included: Mr. Jones (President of the Board); Ms. Lundie (PTO President); Mr. James (Technology Specialist); Ms. Garrett (Environmental Specialist); Ms. Saxby (Board Secretary); Ms. Carreker (Parent); and one other who arrived late and I didn't get his name written down.

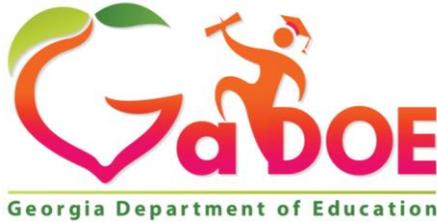
11. Training Evaluations from all seven participants are attached to this submission.

10. Responses to the three hypothetical training situations are also attached to this submission.

If you need anything else from me please let me know. Thank you.

Phil Andrews

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charterguy@bellsouth.net



Richard Woods, Georgia's School Superintendent

"Educating Georgia's Future"

Please provide responses to all three hypothetical questions given below.

Hypothetical #1 – You are working with Charter School XYZ's founding board that is comprised of mostly parents. The school is in its first year of operation. The board has hired a principal and the principal has hired a staff. The school is located in a wealthy part of town and does not provide transportation. As a result, the students are majority high income. The board has issues with the way that the teachers are trained and on-boarded onto the staff. The board also has concerns that their Principal is not handling carpool well. Some teachers are complaining that the principal is too strict. Lastly, the facility has had many issues and concerns including a leaky roof. As a result of all of these things, the board is meeting today to consider firing the principal. Also one board member is related to a teacher.

- How would you advise this board in terms of duties, roles and responsibilities, and next steps?
- What are some considerations moving forward to avoid these conflicts?

Hypothetical #2 – A well-established charter school has recently come under public scrutiny for not reflecting the diversity of the community served by the charter school. The school has decent student achievement data, and has been in existence for over ten years. The board does not believe that there is anything it can do to diversify. It also believes that it does not need to diversify. The board is about half parents and half other community members.

- What would you do with this board and why?
- What are the issues here?

Hypothetical #3 – An established charter school is having some serious board turnover in a way that is unprecedented. You are the board's trainer. You attend a board meeting and notice that there is not any real discussion. The items pass without any questions or comments. There is not time for public comment. The principal's report is sparse and does not include any academic data. Additionally, the CFO was unable to answer questions about the financial documents. When asked questions, the principal spoke up to answer questions about the financial statements. Several board members seem to have a very friendly demeanor with the principal.

- What are your thoughts on this?
- What are some suggestions you would make to the board?
- How would you incorporate this into the training?

Responses to Hypothetical Questions regarding governance issues.

By: Phil Andrews of Charter School Solutions

Hypo 1. Firing the principal.

- a. How would I advise the board in terms of duties, roles and responsibilities, and next steps?

Since the meeting to decide the fate of the principal is today, I would focus squarely on that. The hypo states that the school serves predominantly students from high income families which is reflective of the neighborhood in which it is located but does not indicate that is in violation of the charter or otherwise an issue with respect to whether to fire the principal. Therefore, without more information I would just make a note of this potential issue but not focus on it today.

There are four issues raised that impact the decision regarding whether to fire/discipline the principal. I would focus my attention on those issues. I would ask them about the budget and whether there is a facility fund or any general money that can be directed toward the facility. I would ask them about whether there are parents/staff/community members who would volunteer to help out with car pool. I would ask them about policies that are in place for hiring and training new teachers. I would want to help them see that the tools they need to solve some of these issues may already be in their hands. If there is not sufficient money in the budget or policy/procedures in place, I would suggest we work together to develop some procedures and find some money. Since they are in a wealthy community with many wealthy families I would engage them in a discussion about some targeted fundraising for the facility or teacher training.

I would want to give them a reminder of all rules relating to Open Meetings and Executive Sessions. I would focus on the fact that the board can engage in discussion regarding their assessment of the principal and what actions shall be taken, if any. However, if there is to be any evidence received or arguments made regarding whether or not the principal should be fired, that must occur in open session as must any vote on the issue.

Next I would focus on their duties as a board in general in a situation like this. In case the meeting today is not a regularly called meeting I would check to make sure the proper notice was given for the called meeting. I would remind them of the potential legal implications involved and make sure they have been briefed by their attorney on this. Next I would remind them that it is not just their duty to hire/fire the CEO but also to supervise and support them. I would ask them to show me any policies they have developed/approved regarding the principal's duties and regarding their duty to supervise and support the principal. If I was not satisfied with the answers to any of these inquiries, I would recommend they not proceed with a meeting today and take the time to get all of their ducks in a row before they reconvene.

As for the member with a potential conflict, I would ask whether or not the public is aware which teachers have complained about the principal or will become aware. If the public will not be made aware which teachers were involved or if his/her relative is in fact one of the teachers involved, I would suggest that board member recuse him/herself from any part of the meeting that deals with disciplining the principal so as to avoid any actual or perceived conflict of interest.

b. What are some considerations moving forward to avoid these conflicts?

First of all there needs to be a clear understanding of the board's role and the principal's role. Not only must they understand this at the board level, they must make sure they communicate it clearly to the principal, staff, and parents. A well-defined set of policies and procedures will give the principal a clear understanding of what is expected of him/her and what are the parameters within which he/she is permitted to work. If, after the principal's role has been clearly defined, it appears he/she does not have the capacity to attend to car pool in a sufficient manner, the board should work with the principal to determine a solution that will allow the principal to do his/her main job functions while giving the board a level of comfort with how car pool is working. If, after attempting to work through the issue with the principal, the board is not comfortable with the methods the principal will use to hire and train staff, it should consider either placing a stronger mandate on the principal or making a leadership change.

I would seek input from all parties on the issues between the principal and the teachers. I would want to be sure there are sufficient procedures in place to allow staff to present their grievances to the principal and to the board, if necessary, and allow a full but efficient vetting. I would also want to see clear guidelines for the principal to reach a decision on what action to take relative to the teacher concerns if any, and communicate that decision to the board. The bottom line is the board made the decision to hire this school leader so they need to give the needed support and guidance to their principal or if they feel they made a mistake, they need to own that decision and make a change.

As for the board member who is related to a teacher, if this member is on the board it means they should have signed a conflict of interest form and should be very familiar with the school's conflicts of interest policy. If the school does not have a clear conflicts policy, one needs to be created as soon as possible. This is a good time to remind everyone on the board to be aware of any actual or possible conflicts and to be sure to mention any conflicts to the other board members when they notice them.

Hypo 2. School Diversity.

a. What would I do with this board and why?

The first thing I would want to know is why are we here? Who raised this issue? The answer to that question will impact the course of action. For example, if the authorizer raised the issue then a speedy and effective resolution may be necessary in order to avoid losing the charter either during the term or when it comes up for renewal. If the issue was raised from within the community that is still just one step away from becoming an authorizer issue and it also has the potential to bring the school down from within by dividing the community. In either case, the issue will need to be resolved but the steps the board must take to resolve could be somewhat different. It is important that the board understands these potential negative implications that can result from inaction. Even if they are not technically in violation of the charter, the board needs to realize that they need to address the issue for the good of the school.

In any case, it all starts with the charter. I would engage the board in a discussion about what the charter has to say about diversity in the student body and what the school promised to do to achieve a student body that is reflective of the community it serves. If there was a plan in the charter application for how the school would achieve and maintain a student body reflective of the community that plan needs to be examined to determine what parts are and are not being put into action. If the whole plan

is being implemented, why is it not working? Who are the groups that are under-represented? Who are the leaders of those communities? If the plan is not working or if there is not a sufficient plan, a new plan will need to be developed. I would recommend the school reach out to leaders and families from the under-represented groups to see why they are not applying to the school as much as other groups and what can be done to make them feel welcomed. I would also recommend the board try to recruit members of the under-represented groups into leadership positions either on the board or in various committees.

b. What are the issues?

There are three issues that I can see from the hypo. First, someone has obviously found and raised the issue of the lack of diversity in the school. That means there is either an actual or a perceived problem that needs to be addressed. Second, the board thinks there is nothing they can do to increase diversity. That is just short-sighted and likely a result of their feelings relative to the third issue. The third issue is that the board thinks it does not need to increase diversity. This goes back to subsection a. of this hypo and the fact the board needs to be informed and convinced of the need to act in this area for the good of the school.

Hypo 3. Board apathy.

a. What are my thoughts?

I would make sure I know the back-story with this school. Based on the information in the hypo I would guess the school leader is either the founding principal or a long-term incumbent. In either case, he/she has risen to a level where the board trusts them implicitly – to the point that they don't even really question anything the principal does. This would appear to also be true of the staff – such as the CFO who is either incompetent or who is kept out of the loop to some extent by the principal. The tail is wagging the dog here and it is going to take a bit of work to get the board to understand its role and help it develop the will to carry out its role.

b. What are some suggestions I would make to the board?

First of all I would point out that there are many new board members so some very basic level governance training might be in order to make sure everyone is up to speed with the rules and requirements for charter school boards and with their individual and collective duties and responsibilities as board members. I would point out that they represent the bottom line for this school and are the group that is ultimately responsible to the authorizer to make sure everything is working properly. I would do this in a very gentle way so as not to scare them into leaving the board. I would also point out that with some training and practice they are very capable of fulfilling their duties well and efficiently. I would point out some of the things that I noticed from the meeting I attended like the principal answering financial questions and the CFO not knowing the answers and the fact there is not much discussion on agenda items and why that concerns me. There are many more specific suggestions I would want to make but prior to training would not be the best time in my opinion. There is a lot of work to be done in a case like this where the principal is acting more like a dictator than an employee to help the board move from lemmings to leaders. Baby steps seems like the order of the day.

c. How would I incorporate this into the training?

I would start the training with a session on governance basics – a discussion about the roles of the board and the principal. I would use examples and ask them how they think they should deal with that issue at a board meeting. I would work with them to get them understanding what they should be doing and then ask them how that compares to what they have been doing so far. I would probably set aside two hours on the agenda for this discussion but expect that it may run long. I would start to gage their appetite for additional training sessions and use that to determine if we move into a different topic at the first session or spend more time on roles of the board and how they can transition from their current style as followers and turn that into them becoming leaders and holding the principal accountable.

Assuming the board is open for additional training sessions, I would shift the focus of the remaining time in the first session to another topic like governance logistics – how to run a meeting; procedure to use for Executive Session and what can or cannot be covered. At the end of the session I would make sure we set a date for the next session that is not too far in the future so they can continue working on how to govern more effectively. At the following session I would work with them on specific ideas and strategies to make sure they have all of the information they need to confirm the school is on track financially and academically, that the principal is keeping staff (such as the CFO) fully involved, that families and other community members feel welcomed and have the opportunity to address the board while not taking away too much time from the rest of the agenda. I would attend at least the next two board meetings to see how they are doing at incorporating what we have covered and to provide some accountability for them so they will not easily fall back into old habits.

Charter School Solutions Governing Board Training

Section 1

I. Overview of the individual(s) or entity wishing to provide training

Charter School Solutions (CSS) has been providing a broad array of services to charter schools in Georgia since February 2007. CSS's owner and President, Phil Andrews has been working with charter schools in various capacities since January of 2000. Phil has served on the founding Board of two charter schools in Atlanta (Neighborhood Charter School and Atlanta Charter Middle School) and assisted with the merger of those two schools into one K-8 charter. He was a founding member of the Georgia Charter Schools Association and served as that organization's first Executive Director. In February of 2007 Phil left GCSA and started his consulting firm – Charter School Solutions. He has served as the President and CEO of CSS since that time.

II. Experience in providing charter school governing board training (experience in providing local board governance training and experience with charter schools may be mentioned in this section).

Phil Andrews has several types of experiences in the area of Governing Board training. First, as a member of two charter school founding boards, he has attended Governance training as one of the trainees. Second, as someone who has been actively involved in the charter school support sector both in Georgia and nationally Phil has studied best practices in Governance and Governing Board training by reading many different publications on governing excellence; by attending seminars and other training sessions on how to provide governance training; and, by talking one on one with other practitioners with extensive experience in providing governing board training. Finally, Phil has served as a trainer for several charter school boards and many other individual charter school board members in his capacities as Executive Director of the Georgia Charter Schools Association and as the owner of a private charter school consulting firm. Phil has led several governance training sessions for charter schools in Georgia. He designed and led several governance training sessions for multiple charter school boards and/or board members in his role with GCSA. He participated in a multi-day board training retreat in Colorado including providing individualized training for the members of one particular charter school board at the request of the Colorado League of Charter Schools.

III. Instructors' qualifications

Phil Andrews' qualifications are largely based on his various experiences outlined above. He has spent several years serving on charter school boards. He has attended numerous board training sessions and workshops. He has read about governance excellence and how best to train boards to be good stewards of the public trust. He has studied charter school laws and regulations extensively including the laws and regulations regarding open meetings and public records. Finally, he has been providing governance training for charter school boards for several years in Georgia and elsewhere.

Charter School Solutions Governing Board Training

IV. Indication of type of charter school for which training will be provided

Training will be available to any charter school that would request it but is particularly tailored to start-up charter schools that are either individual, one off entities or part of a small family of related start-up charter schools.

Section 2

V. Name(s) of training courses(s)

- **Governance Basics** (one four-hour segment – see item VI, below).
- **How to Write Effective & Empowering Policies** (one or two segments).
- **Governing for Excellence** (one or two segments).
- **Topics in Governance – Best Practices.** This is a user defined course consisting of one or more segments that address issues specific to a particular client.

VI. Length of training course(s)

The CSS board training courses are divided into 4 hour segments. These segments can be mixed, matched, and modified to fit the needs of a particular charter school board. Training sessions can be as short as a single four hour refresher course that covers the basics; updates any relevant changes in the law or regulations affecting charter school boards; and, responds to a few questions or issues that are specific to that school. They can also range up to a full 1 ½ to 2 day board retreat covering not only the basics and any changes in law but also diving much more deeply into ways a charter school governing board can help facilitate and empower the school to achieve higher levels of success.

VII. Syllabus, which includes standard(s) to which each course is aligned

Syllabi for each course offered are included at the end of this form. These syllabi include course objectives; course descriptions; proposed location, length and fees for each course; and, the Georgia DOE standards to which each course is aligned.

VIII. Probable delivery method for delivery of content (whole board, large or small group, virtual, etc.). See attached syllabi.

IX. Proposed location(s) of training courses(s). See attached syllabi.

X. Fees (if any) to be charged for each training course. See attached syllabi.

Charter School Solutions Governing Board Training

- XI. Participant evaluations of each training course provided in 2014 – 2016.
- XII. List of Georgia charter school governing board members who participated in training courses during 2014-16.

Charter School Solutions was not an approved provider during the 2014 – 2016 time period.

- XIII. Training instructors must sign and return the attached agreement of nepotism assurance.

Syllabi for each training course are included below:

Training Provider:	Charter School Solutions, Inc.	Instructor:	Phil Andrews
Course Title:	Governance Basics	Length of Course:	4 hours
Course Description:	<p>Part A covers the Roles of the Governing Board including several items that are always governance issues and a few ways to help a board determine what other issues are governance issues vs. management issues.</p> <p>Part B goes in depth on Open Meetings requirements including all requirements related to executive sessions of the Board. It also covers Public Records requirements and highlights several key concepts relative to parliamentary procedure.</p>		
Alignment to Standards:	This course aligns with standards IA; IB; IC; ID; IIB; IIIA; V; VIB; VIIA; and, VIII.		
Delivery Method:	<p>Training is delivered in person to the whole board or as many as are able to attend. Every effort is made to find a time during which all board members can attend and the importance of full participation is made clear during the scheduling process. Content is delivered primarily through power point slides and handouts and in a manner that is designed to lead to healthy discussion of topics at a deeper level. There is also a significant amount of question and answer time including questions from the board members and questions posed to the board members by the presenter.</p>		
Course Objectives:	<p>The objective of this course is to meet the requirements of O.C.G.A. § 20-2-2072 by ensuring the board has a full understanding of Open Meetings and Public Records laws; Major regulations and guidelines that apply to charter school governing board; and, Several best practices of charter school governance including ways for the Board to delineate between governance and management functions.</p>		
Training Location:	Usually on site at the school or at an agreed upon off-site location.	Fee:	\$750 for one four hour segment.
Submitted By:	Phil Andrews	Date Submitted:	May 20, 2016

Charter School Solutions Governing Board Training

Training Provider:	Charter School Solutions, Inc.	Instructor:	Phil Andrews
Course Title:	Governing for Excellence	Length of Course:	One or two 4 hour segments.
Course Description:	<p>This course opens with a refresher on Open Meetings and Open Records as needed. The amount of time spent on those subjects depends on the board’s level of experience as well as whether the board has received basic level training recently.</p> <p>The bulk of this course is spent on issues related to developing the vision and culture of the organization. This is a more advanced training for more mature boards or to be included in a multi-day retreat along with the basics of governance. It dives deep into topics like “core values”, “culture”, and “vision” and helps boards to develop those areas in ways that are infectious and permeate the entire organization.</p> <p>This course also focuses on finding red flags. It shows boards common problems that develop in an organization that can lead to trouble. There is a particular emphasis on issues that have tended to side-track or undermine charter schools historically. This course will help the board spot potential problems and fix them before they become real problems.</p> <p>This course closes with a review of all of the issues discussed and an application of various tests to help the board determine whether each item is a board item or a staff item. It also helps boards know how to deal with board items and how to ensure the staff is effectively dealing with staff items without micro-managing.</p>		
Alignment to Standards:	<p>This course is focused on the following standards: IIA; IIB; IIIA; IIIB; IIIC; VIA; and, VIB. It also touches on Domains I, V, and VII in varying levels depending on the needs of each board. Ethical considerations from Domain VIII are interwoven into all training courses.</p>		
Delivery Method:	<p>Training is delivered in person to the whole board or as many as are able to attend. Every effort is made to find a time during which all board members can attend and the importance of full participation is made clear during the scheduling process. Content is delivered primarily through power point slides and handouts and in a manner that is designed to lead to healthy discussion of topics at a deeper level. There is also a significant amount of question and answer time including questions from the board members and questions posed to the board members by the presenter.</p>		
Course Objectives:	<p>This course seeks to ensure the board is up to date on all of the basic requirements of O.C.G.A. § 20-2-2072. In addition, this course dives more deeply into the best practices arena by spending the bulk of the time discussing issues related to vision, core values, strategic planning, hiring and supporting the right school leader, and avoiding pitfalls common to charter schools.</p>		

Charter School Solutions Governing Board Training

Training Location:	Usually on site at the school or at an agreed upon off-site location.	Fee:	\$750 per 4 hour segment. In addition, the school is responsible for any costs associated with holding the training at a neutral site (if applicable).
Submitted By:	Phil Andrews	Date Submitted:	May 20, 2016

Training Provider:	Charter School Solutions, Inc.	Instructor:	Phil Andrews
Course Title:	How to Write Effective and Empowering Policies	Length of Course:	One or two 4 hour segments.
Course Description:	<p>This course explores the different type of policies that the school will likely need. It covers a couple of different ways to organize and categorize policies that already exist and suggests parameters for how the school could develop its own system. Next it moves into helping the board develop a policy framework. This includes whether the board generally wants to use prescriptive or proscriptive policies; how to go about organizing policies once the board has selected the general ways to categorize and name policies; and, how to make sure the policies are easily accessible to all interested parties. This course also covers issues related to the depth of policies – how the board can know when it has regulated enough that it is comfortable with the policy or set of policies but still allows for the freedom to be innovative and responsive to changing needs or circumstances.</p> <p>This course concludes with the practical exercise of creating a new policy that the board has identified as needed or revising an existing policy that the board is not currently satisfied with. Time will not always allow this policy creation/revision process to be concluded during the training session. However, at a minimum it will allow the board to get familiar with the process of implementing the methods that were discussed during the training session and the trainer to get a sense that the board is capable of applying what they have been discussing.</p>		
Alignment to Standards:	This course focuses on standards relating to creating and following policies. This includes: IC; IIIB; IV; V; VIA; VIB; VIIB; and, VIII.		
Delivery Method:	Training is delivered in person to the whole board or as many as are able to attend. Every effort is made to find a time during which all board members can attend and the importance of full participation is made clear during the scheduling process. Content is delivered primarily through power point slides and handouts and in a manner that is designed to lead to healthy discussion of topics at a deeper level. There is also a significant amount of question and answer time including questions from		

Charter School Solutions Governing Board Training

	the board members and questions posed to the board members by the presenter.		
Course Objectives:	This main objective of this course is for the board to become very good at creating policies as a governance best practice.		
Training Location:	Usually on site at the school or at an agreed upon off-site location.	Fee:	\$750 per 4 hour segment. In addition, the school is responsible for any costs associated with holding the training at a neutral site (if applicable).
Submitted By:	Phil Andrews	Date Submitted:	May 20, 2016

Training Provider:	Charter School Solutions, Inc.	Instructor:	Phil Andrews
Course Title:	Topics in Governance – Best Practices	Length of Course:	One or two 4 hour segments.
Course Description:	This course is designed to be offered alone or in conjunction with the Governance Basics course and is designed specifically for the identified needs of any particular governing board. Often boards struggle with financial issues such as understanding how charter school funding is determined, how to project and plan for school growth, etc. However, that is just one example of the type of issues that may be identified by a board for a particular course of intensive training.		
Alignment to Standards:	This course may be aligned to different standards depending on the identified needs of the board. At a minimum it would include all of the Standards in Domain I – Governance and would include elements from Domain VIII - Ethics.		
Delivery Method:	Training is delivered in person to the whole board or as many as are able to attend. Every effort is made to find a time during which all board members can attend and the importance of full participation is made clear during the scheduling process. Content is delivered primarily through power point slides and handouts and in a manner that is designed to lead to healthy discussion of topics at a deeper level. There is also a significant amount of question and answer time including questions from the board members and questions posed to the board members by the presenter.		
Course Objectives:	To cover the basics of charter school governance as well as offering a deep discourse into one or more best practices identified by the client.		
Training Location:	Usually on site at the school or at an agreed upon off-site location.	Fee:	\$750 per 4 hour segment. In addition, the school is responsible for any costs associated with holding the training at a neutral site (if applicable).
Submitted By:	Phil Andrews	Date Submitted:	May 20, 2016

Charter School Solutions Governing Board Training

Charter School Governing Board Training

Nepotism Assurance Agreement

As an instructor/trainer for Charter School Solutions I will not provide charter school governance training to charter school governing board members who are immediate members of my family without obtaining prior approval from the Associate Superintendent for Policy and Charter Schools or his designee. For the purpose of this assurance, immediate family members shall include a spouse, child, sibling, parent or the spouse of a child, sibling or parent.


Signature

Philip S. Andrews
Name [printed]

5/19/2016
Date

Charter School Solutions, Inc.
Organization

**Charter School Solutions Governance Training
Evaluation Form**

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Not sure</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. The presenter(s) were knowledgeable in all areas covered during the training.	()	()	()	()	()
2. The presenter(s) took time to answer all of the questions I had.	()	()	()	()	()
3. All questions were answered clearly and completely.	()	()	()	()	()
4. The presenter(s) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	()	()	()	()	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	()	()
6. The presentation had a good balance between depth of coverage and breadth of coverage.	()	()	()	()	()
7. I know more about issues that affect me as a charter school board member after the training than I did before.	()	()	()	()	()
8. The training was highly relevant to my job as a charter school board member.	()	()	()	()	()
9. I would recommend this training to other charter school boards.	()	()	()	()	()

Name of School: _____

Date of Training: _____

Name of Presenter(s): _____

**Charter School Solutions Governance Training
Evaluation Form**

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. The presenter(s) were knowledgeable in all areas covered during the training.	()	()	()	()	(✓)
2. The presenter(s) took time to answer all of the questions I had.	()	()	()	()	(✓)
3. All questions were answered clearly and completely.	()	()	()	()	(✓)
4. The presenter(s) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	(✓)	()	()	()	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	()	(✓)
6. The presentation had a good balance between depth of coverage and breadth of coverage.	()	()	()	(✓)	()
7. I know more about issues that affect me as a charter school board member after the training than I did before.	()	()	()	()	(✓)
8. The training was highly relevant to my job as a charter school board member.	()	()	()	()	(✓)
9. I would recommend this training to other charter school boards.	()	()	()	()	(✓)

Name of School: D.A.T.E.

Date of Training: March 4, 2017

Name of Presenter(s): Phil Andrews

**Charter School Solutions Governance Training
Evaluation Form**

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. The presenter(s) were knowledgeable in all areas covered during the training.	()	()	()	()	(X)
2. The presenter(s) took time to answer all of the questions I had.	()	()	()	()	(X)
3. All questions were answered clearly and completely.	()	()	()	()	(X)
4. The presenter(s) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	(X)	()	()	()	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	()	(X)
6. The presentation had a good balance between depth of coverage and breadth of coverage.	()	()	()	()	(X)
7. I know more about issues that affect me as a charter school board member after the training than I did before.	()	()	()	()	(X)
8. The training was highly relevant to my job as a charter school board member.	()	()	()	()	(X)
9. I would recommend this training to other charter school boards.	()	()	()	()	(X)

Name of School: D.A.T.E.

Date of Training: March 4, 2017

Name of Presenter(s): Phil Andrews

**Charter School Solutions Governance Training
Evaluation Form**

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. The presenter(s) were knowledgeable in all areas covered during the training.	()	()	()	()	(✓)
2. The presenter(s) took time to answer all of the questions I had.	()	()	()	()	(✓)
3. All questions were answered clearly and completely.	()	()	()	()	(✓)
4. The presenter(s) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	()	()	()	(✓)	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	(✓)	()
6. The presentation had a good balance between depth of coverage and breadth of coverage.	()	()	()	(✓)	()
7. I know more about issues that affect me as a charter school board member after the training than I did before.	()	()	()	()	(✓)
8. The training was highly relevant to my job as a charter school board member.	()	()	()	(✓)	()
9. I would recommend this training to other charter school boards.	()	()	()	()	(✓)

Name of School: D.A.T.E.

Date of Training: March 4, 2017

Name of Presenter(s): Phil Andrews

**Charter School Solutions Governance Training
Evaluation Form**

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. The presenter(s) were knowledgeable in all areas covered during the training.	()	()	()	()	<input checked="" type="checkbox"/>
2. The presenter(s) took time to answer all of the questions I had.	()	()	()	()	<input checked="" type="checkbox"/>
3. All questions were answered clearly and completely.	()	()	()	()	<input checked="" type="checkbox"/>
4. The presenter(s) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	<input checked="" type="checkbox"/>	()	()	()	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	()	<input checked="" type="checkbox"/>
6. The presentation had a good balance between depth of coverage and breadth of coverage.	()	()	()	()	<input checked="" type="checkbox"/>
7. I know more about issues that affect me as a charter school board member after the training than I did before.	()	()	()	()	<input checked="" type="checkbox"/>
8. The training was highly relevant to my job as a charter school board member.	()	()	()	()	<input checked="" type="checkbox"/>
9. I would recommend this training to other charter school boards.	()	()	()	()	<input checked="" type="checkbox"/>

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	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. The presenter(s) were knowledgeable in all areas covered during the training.	()	()	()	()	()
2. The presenter(s) took time to answer all of the questions I had.	()	()	()	()	(X)
3. All questions were answered clearly and completely.	()	()	()	()	(X)
4. The presenter(s) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	(X)	()	()	()	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	()	(X)
6. The presentation had a good balance between depth of coverage and breadth of coverage.	()	()	()	()	(X)
7. I know more about issues that affect me as a charter school board member after the training than I did before.	()	()	()	()	(X)
8. The training was highly relevant to my job as a charter school board member.	()	()	()	()	(X)
9. I would recommend this training to other charter school boards.	()	()	()	()	(X)

Name of School: D.A.T.E.

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Evaluation Form**

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Not sure</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. The presenter ^{WAS} (<input checked="" type="radio"/>) were knowledgeable in all areas covered during the training.	()	()	()	()	(X)
2. The presenter(<input checked="" type="radio"/>) took time to answer all of the questions I had.	()	()	()	(X)	()
3. All questions were answered clearly and completely.	()	()	()	()	(X)
4. The presenter(<input checked="" type="radio"/>) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	(X)	()	()	()	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	(X)	()
6. The presentation had a good balance between depth of coverage and breadth of coverage.	()	()	()	(X)	()
7. I know more about issues that affect me as a charter school board member after the training than I did before.	()	()	()	(X)	()
8. The training was highly relevant to my job as a charter school board member.	()	()	()	()	(X)
9. I would recommend this training to other charter school boards.	()	()	()	()	(X)

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	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1. The presenter(s) were knowledgeable in all areas covered during the training.	()	()	()	()	(✓)
2. The presenter(s) took time to answer all of the questions I had.	()	()	()	(✓)	()
3. All questions were answered clearly and completely.	()	()	()	(✓)	()
4. The presenter(s) did NOT make an effort to tailor the presentation to the specific needs of my school/board.	()	(✓)	()	()	()
5. The visual aids were helpful. They supplemented rather than distracted from the presentation.	()	()	()	()	(✓)
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