

Ed Innovation Partners, LLC

Connectivity, Solutions, Results

Renewal Proposal for Charter School Governance Board Training

**Submitted to Georgia Department of Education
May 2016**

www.edinnovationpartners.com

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Section 1

Overview of the entity wishing to provide training

Ed Innovation Partners, LLC is a Georgia-based consulting firm comprised of team members with decades of combined experience and leadership among higher education, business, K-12 education, local/state government, and non-profit institutions as well as a sustained commitment to educational transformation, workforce development, and community development initiatives.

Ed innovation Partners, LLC’s core mission is “.....to foster client innovation, connectivity, and efficiencies through proven expertise and comprehensive resources to ensure high quality options for students, schools, and communities.”

The Ed Innovation Partners team is results-oriented while driving education and business initiatives as well as public-private partnerships characterized by *effective leadership, intense collaboration, and measurable outcomes.*

Ed Innovation Partners, LLC serves as a hub of collaborative resources, services, and solutions to a diverse client base while specializing in education and corresponding wrap-around programs and services essential to successful schools, students, and communities. Services and resources range from strategic planning and development, support and professional services, and operator/authorizer guidance to comprehensive needs such as school support, resource development, and policy development, guidance, and leadership. Examples of our services and support include:

Ed Innovation Partners: Services and Support			
Strategic Planning and Development	School Services	Resource Development and Strategic Partnerships	Authorizer Guidance and Support
Organizational Planning and Development	Start-Up and Support	Board Development	Authorization Policy, Process, and Management
Charter School Planning and Development	Back-Office Support including Financial, Human Resources, and Other Functions	Comprehensive Resource Development and Fundraising	Authorizer-Operator Relationship, Infrastructure, and Capacity-Building
Strategic Partner-Building and Stakeholder Engagement	Essential Support and Professional Services	Innovation Development and Strategic Partnerships	Operations Support and Collaboration
Planning and Start-Up Funding Procurement	Operations Support and Collaboration	Collaborative Development and Stakeholder Engagement	Collaborative Support and Professional Services
Marketing and Outreach Activities	Academic/Instructional Support and Training	Education Policy Guidance and Development	Academic/Instructional Support and Training
Programming and Best Practices Matching	Governance Support and Training	Government Relations	Shared Monitoring and Compliance
Needs Assessment and Evaluations	Monitoring and Compliance	Financial Capacity-Building and Infrastructure	External Planning and Evaluation
External Planning and Evaluation	Technology Solutions, Infrastructure, and Support Facilitation	Grant-Writing and External Funding Management	Definition, Implementation, and Support of Innovative Programs and Partnerships
Innovation Connectivity	Facilities Solutions Support	Talent Recruitment	Talent Recruitment

Experience in Providing Charter School Governance Training:

As outlined below, members of the Ed Innovation Partners team have presented and conducted strategic planning, training, and other activities in a number of settings across the state of Georgia. The most recent direct governance training has been focused on start-up charter schools in the area of governance as also integrated in strategic development and compliance activities and services. 2015-2016 groups participating with EIP in governance training include:

- **Georgia Charter Educational Foundation (GCEF)** – State Charter Schools Commission existing board serving as governing board of both Coweta Charter Academy and Cherokee Charter Academy. Additionally, the GCEF’s local advisory boards have participated in sessions as well.
- **Scintilla Charter Academy (SCA)** – State Charter Schools Commission authorized start-up charter school opened in August 2015.
- **Georgia School for Innovation and the Classics (GSIC)** – State Charter Schools Commission authorized start-up charter school opened in August 2015.
- **Fulton Academy of Science and Technology (FAST)** – Locally approved (Fulton County) start-up charter school scheduled to open in August 2016.

Instructor Qualifications:

Danny Brewington: Danny Brewington is the Managing Partner at Ed Innovation Partners, LLC, founded in August, 2011. Mr. Brewington brings a diverse set of experiences, skills, and a commitment to educational transformation, workforce development, and community development initiatives and has committed extensive time and resources to expanding educational, entrepreneurial, and leadership development opportunities throughout Georgia and the Southeast as a faculty member at the University of Georgia’s Fanning Institute of Leadership, Program Coordinator at UGA’s College of Education, and consultant working from grassroots advocacy organizations to state leadership and policy reform.

Mr. Brewington and Ed Innovation Partners bring proven experience and results through complex projects and successful initiatives local, regional, and statewide developing and supporting innovative ideas, strategies, content, and solutions with services and resources ranging from strategic planning and resource development to comprehensive needs such as full organizational management; business development; and organizational policy development, guidance, and leadership. The principals of EIP have played significant roles in the advisory, planning, development, review, or authorization of dozens of charter schools and/or career academies over the past decade as well as leading successful youth development, educational transformation initiatives, and policy reform across the Georgia.

Most recent approvals and/or implementation of charter schools include Macon’s Academy for Classical Education, Valdosta’s Scintilla Charter Academy, Georgia School for Innovation and the Classics in Hephzibah, Georgia, and Fulton Academy of Science and Technology (FAST) in Roswell, Georgia. EIP has been certified through the Georgia Department of Education as both Charter School Governance Trainers and Local Board of Education Governance Trainers since

2014. Mr. Brewington is also actively engaged in leveraging entertainment, athletic, education, and business partnerships to create distinctive and transformative opportunities of local and national impact on youth and community as well as facilitating the C7 Initiative to encourage confidence, character, and individuality through positive interpersonal interactions, hands-on learning, creative connectivity, and mentorships in the lives of children who otherwise lack opportunities for creative, artistic, service, leadership, and/or entrepreneurial endeavors. Mr. Brewington is an accomplished professional with extensive experience in strategic planning, educational transformation and leadership, program planning and design, business development, community partnerships, fundraising, and collaborative development.

Mark Peevy: Mark is a seasoned leader in the charter school and school reform arenas. He has extensive experience as a charter school authorizer, as well as a depth of experience in start-up operations of new schools.

Mark Peevy served as the inaugural executive director for the Georgia Charter Schools Commission. The Commission is a seven-member, state-level panel established by the General Assembly during the 2008 legislative session. The Commission functioned as an independent alternative authorizer for charter schools. His main duties were to lead the process of evaluating charter petitions and holding Commission charter schools accountable for excellence in student achievement. The Commission authorized seventeen charter schools in its initial two years of work under Mark's leadership.

Prior to joining the Georgia Charter Schools Commission, Mark served for five years as the founding CEO of the Walton Career Academy (WCA), a school focused on the development of career preparation and post-secondary engagement for high school students. In this role, he also served as acting director for a local technical college campus, and was the driving force behind the business community's extensive involvement in the school's development. During his tenure, the WCA was recognized as the "2007 Innovator of the Year" by the Southern Growth Policies Board.

Mark's business background includes experience as a founding member of The Structure Group, an International Consulting firm in the Energy Industry that grew from an initial nucleus of 10 to over 300 employees in 6 years, as well as several years of leadership/management experience as an officer in the United States Army. He is also the owner of a local Indoor Gun Range in Snellville, GA.

Mark is a 1992 graduate of Princeton University with a degree in Politics. He currently serves as a board member for the Athens Technical College Foundation Board, and he is an alumnus of both Leadership Walton and Leadership Georgia. He also serves as a Major in the US Army Reserves.

Section 2:

Training Option #1: Governing Board Capacity-Building and Strategic Development

<i>Training Provider: Ed Innovation Partners, LLC</i>	<i>Submission Date: May 20, 2016</i>
<i>Course Title: Governing Board Capacity-Building and Strategic Development</i>	<i>Instructors: Danny Brewington or Mark Peevy</i>
<i>Location: On-Site at Location TBD</i>	<i>Cost: \$4,000.00 (up to 20 Contact & Preparation Hours -& Maximum of 20 Participants)</i>

Training Overview

Component	Minimum Contact Hours	Brief Description	Alignment to Standards
*Best Practices in Charter School Governance – Strategic Development and Capacity-Building	3.0	Provides an overview of expectations and requirements of charter schools and allows interaction among board members on key requirements and foundational knowledge prior to deeper topical sessions.	Domain I: Standards A-D including all Elements Domain II: Standards A & B including all Elements Domain IV: Standard A including All Elements Domain V: Standard A including Elements 1, 5, and 9 Domain VI: Standards A and B including All Elements

Component	Minimum Contact Hours	Brief Description	Alignment to Standards
*Best Practices in Charter School Governance - Legal Requirements	<i>1.5</i>	Provides an overview of legal and state/local board policy expectations and requirements for charter schools. This include legal compliance, reporting, and public board and school expectations.	<i>Domain I: Standard B including All Elements</i> <i>Domain V: Standard A including Elements 5 and 9</i>
*Best Practices in Charter School Governance - Board Meetings Expectations and Requirements	<i>1.0</i>	Provides a deeper overview of legal and state/local board policy expectations and requirements for Board meeting structure, access, policy, process, protocol, coordination, and management.	<i>Domain V: Standard A including All Elements</i>
*Best Practices in Charter School Governance – Financial Compliance and Accountability	<i>1.5</i>	Provides a deeper overview of legal and state/local board policy expectations and requirements for Financial Compliance and Accountability including policy, process, protocol, coordination, and management.	<i>Domain VII: Standards A & B including All Elements</i>
*Best Practices in Charter School Governance - Policies, Internal Controls, and Budgeting	<i>1.0</i>	Provides guidance and development of policy expectations and requirements specifically focusing on policy development, internal controls, and budgeting.	<i>Domain I: Standard C including All Elements</i> <i>Domain IV: Standard A including All Elements</i> <i>Domain VII: Standard B including All Elements</i>

Component	Minimum Contact Hours	Brief Description	Alignment to Standards
*Best Practices in Charter School Governance – Financial, Budget, and Resource Planning and Development	<i>1.0</i>	Provides guidance and best practice on expectations and requirements for Financial Planning and Development including policy, process, protocol, coordination, and management.	<i>Domain VII: Standards A&B including All Elements</i>
*Best Practices in Charter School Governance - Academic Accountability	<i>1.0</i>	Provides guidance and best practice on expectations and requirements for Academic Accountability including policy, process, protocol, coordination, and management.	<i>Domain II: Standards A&B including All Elements Domain IV: Standard A including All Elements</i>
*Best Practices in Charter School Governance - Academic Accountability – Additional Understanding of Performance Expectations and Compliance	<i>1.0</i>	Provides deeper overview on expectations and requirements for Academic Accountability focusing specifically on performance framework and expectations for compliance.	<i>Domain II: Standards A-C including All Elements</i>
#Best Practices in Charter School Governance – Recruiting and Onboarding Board Members	<i>1.0</i>	Provides guidance and best practice on expectations and requirements for Board Development and Recruitment including policy, process, protocol, coordination, and management.	<i>Domain II: Standards A&B including All Elements Domain III: Standards A&B including All Elements</i>
#Best Practices in Charter School Governance – Community Engagement	<i>1.0</i>	Provides guidance and best practice on expectations and requirements for Stakeholder Engagement including policy,	<i>Domain III: Standards A&B including All Elements</i>

Component	Minimum Contact Hours	Brief Description	Alignment to Standards
		process, protocol, coordination, and management.	
#Best Practices in Charter School Governance – Human Resources and Personnel	<i>1.0</i>	Provides guidance and best practice on expectations and requirements for personnel and human resource functions including policy, process, protocol, coordination, and management.	<i>Domain VI: Standards A&B including All Elements</i> <i>Domain IV Standards A&B including All Elements</i>
#Best Practices in Charter School Governance – Admissions and Enrollment	<i>1.0</i>	Provides deeper guidance and best practices on expectations and requirements of student recruitment, admissions, and enrollment functions including policy, process, protocol, coordination, and management.	<i>Domain II: Standards A&B including All Elements</i> <i>Domain III: Standards A&B including All Elements</i> <i>Domain IV: Standard A including All Elements</i>
#Best Practices in Charter School Governance –Understanding the College and Career Ready Performance Index	<i>1.0</i>	Provides deeper overview on expectations and requirements for Academic Accountability focusing specifically on CCRPI expectations for compliance.	<i>Domain II: Standards A&B including All Elements</i> <i>Domain IV: Standard A including All Elements</i>
#Board Defined Topics	<i>TBD</i>	Provides deeper guidance and best practices on topics of board choosing.	<i>TBD</i>
#Case Studies for Advanced Board Members	<i>TBD</i>	Provides deeper guidance and best practices on topics of board choice.	<i>TBD</i>

*Indicates components provided to ALL Boards.

#Indicates other components to complete the 15 Hour Course Minimum.

Training Option #1: Educational Entrepreneurship and Innovation

Training Overview

Training Provider	<i>Ed Innovation Partners, LLC</i>	Submission Date	05/20/2016
Course Title	<i>Educational Entrepreneurship and Innovation</i>	Instructors	Danny Brewington Mark Peevy
Course Description	The course provides training opportunities geared to develop education boards and leaders who can better leverage both the business and education sides of market-oriented and innovative public schools such as charter schools, magnet schools, and themed schools to maximize public-private partnerships, and drive new models of education and leadership in the 21 st century. Training will be centered on new educational structures and models and the necessary skills required for successful leadership in these models.	Delivery Method (Check)	<input checked="" type="checkbox"/> Small group <input checked="" type="checkbox"/> Large group <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Whole board <input type="checkbox"/> Other

Alignment to Standards	Domain II: Strategic Planning – Standards A&B Domain III: Board and Community Relations – Standards A, B, and C Domain IV: Policy Development Domain VII: Financial Governance	Proposed fee	\$3,200 (up to 20 participants)
Proposed location (s)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LBOE sites <input type="checkbox"/> Regional locations <input checked="" type="checkbox"/> Webinars <input type="checkbox"/> Pre-conference workshops 	Length of course	<ul style="list-style-type: none"> <input type="checkbox"/> One hour <input type="checkbox"/> Three hour <input type="checkbox"/> Six hour <input checked="" type="checkbox"/> Other

Overall Course Objective(s)	<p>The course is designed to better enable board members and administrative leadership to leverage both the business and education sides of market-oriented and innovative public schools.</p> <p>An outcome of the course is to increase board and leadership expertise and knowledge base of innovative and transformative education governance around the following:</p> <ul style="list-style-type: none">• The Role of Authorization in Innovative Educational Models• Best Practices and Transformative Models in Public Education• Public-Private Partnerships and Leveraging of Resources• Procuring Central Support Services for Transformative Models• Collaborative Development and Community Relations• Marketing and Economics of Transformative Education Models• School Finance Planning and Reporting• Facilities Challenges and Solutions• Public Policy Update• Organizational Capacity-Building and Strategic Planning• Strategy Development and Evaluation• School Law and Ethics for Innovative Educational Strategies• Management and Human Resource Challenges and Solutions• Strategic Development Action Plan and Timeline
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Syllabus Sample

SUBMITTING AGENCY: Ed Innovation Partners, LLC

COURSE TITLE: Educational Entrepreneurship and Innovation

CONTACT: Danny Brewington
Managing Partner
Office: 706-247-4478
Email:
dbrewington@edinnovationpartners.com

COURSE DESCRIPTION:

The course provides extended training opportunities geared to develop education boards and leadership who can better leverage both the business and education sides of market-oriented and transformative public schools such as charter schools, magnet schools, and themed public schools to maximize public-private partnerships, and facilitate new models of education and leadership in the 21st century. Training will be centered on best practice educational structures and models and the necessary skills required for successful leadership in these models.

NUMBER OF CONTACT HOURS

The Educational Entrepreneurship and Innovation Course provides 16-hours of contact which can be provided in a Two-Day Retreat model or divided among eight 2-hour OR four 4-hour modules for a total of 16 contact hours inclusive of strategic development action plan and timeline facilitation.

MAJOR ACTIVITIES:

Delivery will depend upon the particular needs of the board; however, there will be a mixture of face-face, strategic workshops, and action-research for the program beyond required topic areas. Additionally, designated members will participate in structured mentorship and/or network opportunities with other board and leadership across the state/region.

Entrepreneurship and Innovation in Educational Leadership Time Commitment

Component	Participant(s)	Timeline	Commitment
Entrepreneurship and Innovation Course	Local Board Leadership Designated Staff	2-day Consecutive Session Or Four 4-hour Sessions	16 Hours

		Or Eight 2-hour Sessions	
Action Research Project	Local Board Leadership Designated Staff	Ongoing	TBD
In-Field Mentorship	Local Board Leadership Designated Staff	Varies	Varies

Training Goals/Objectives:

The course is designed to better enable local school boards members and administrative leadership to leverage both the business and education sides of market-oriented and innovative public schools.

An outcome of the course is to increase board and leadership expertise and knowledge base of innovative education around the following:

- The role of Authorization in Transformative Educational Models
- Innovative and Transformative Models in Education
- Public-Private Partnerships and Leveraging of Resources for Education
- Leveraging Central Support Services for Transformative Educational Models
- Collaborative Development and Community Relations
- Marketing and Economics of Innovative and Transformative Education Models
- School Finance Planning and Reporting for Innovative and Charter Models
- Facilities Challenges and Solutions
- Public Policy Update
- Organizational Capacity-Building and Strategic Planning
- Strategy Development and Evaluation
- School Law and Ethics for Innovative Educational Strategies
- Management and Human Resource Challenges and Solutions

Target Audience:

- Primary
 - Charter School Governing Boards (Full Board and Committees)
 - School Leadership (ie charter, magnet, conversion, other)
 - Designated Staff and/or Partners
- Secondary
 - Local Board(s) of Education interested in Innovative/Transformative Models such as Charter Schools
 - Local School(s) and/or District Leadership interested in Innovative/Transformative Models such as Charter Schools

Training Times:

Face-Face Sessions will be built around client schedules.

Typical Institute Sessions will be:

8:00 AM - 5:00 PM for consecutive session(s)/Retreat

8:00 AM - 12:00 PM or 1:00 PM - 5:00 PM for split sessions

4:00 PM – 6:00 PM or 6:00 PM – 8:00 PM for split sessions

Final Program Schedules will be determined by participants.

Training Dates/Locations:

Dates/Locations will be determined by participants.

Additional Faculty/Trainers:

Additional faculty will be selected according to subject matter expertise locally, statewide, or nationally with oversight and accountability provided by EIP as outlined.

Registration Fee:

Educational Entrepreneurship
and Innovation Institute: \$3,200 (up to 20 participants)

Governing Board Participants – 2016

- **Georgia Charter Educational Foundation (GCEF)** – State Charter Schools Commission existing board serving as governing board of both Coweta Charter Academy and Cherokee Charter Academy. Additionally, the GCEF’s local advisory boards have participated in sessions as well.
- **Scintilla Charter Academy (SCA)** – State Charter Schools Commission authorized start-up charter school opened in August 2015.
- **Georgia School for Innovation and the Classics (GSIC)** – State Charter Schools Commission authorized start-up charter school opened in August 2015.
- **Fulton Academy of Science and Technology (FAST)** – Locally approved (Fulton County) start-up charter school scheduled to open in August 2016.

Sample Evaluation

(*Note: Participant Evaluations have not been completed as all 4 groups have remaining hours to complete prior to June 30, 2016)

Governance Training Survey

1. Did the topics covered meet your expectations?

Yes

No

Comments

2. On a scale of 1-5, with 5 being "most effective and 1 being "least effective", how would you rate the overall effectiveness of the trainer(s)?

5

4

3

2

1

Comments

3. On a scale of 1-5, with 5 being "most effective and 1 being "least effective", how would you rate the relevance of the material covered in the training?

5

4

3

2

1

Comments

4. How would you describe your knowledge of governance roles and expectations prior to participation?

- Excellent - Thorough understanding of roles, expectations, and challenges
- Good-Prepared but clarification needed in specific areas
- Fair-Clear in some areas but questions in others
- Poor-Understand general expectations but many questions remain
- None-I am learning for the first time

Comments

5. How would you describe your knowledge of governance roles and expectations after participation in the training session?

- Excellent - Thorough understanding of roles, expectations, and challenges
- Good-Prepared but clarification needed in specific areas
- Fair-Clear in some areas but questions in others
- Poor-Understand general expectations but many questions remain
- None-I am learning for the first time

Comments

6. What was the most valuable section of the training? (check all that apply)

- The Role of Authorization in Innovative Educational Models
- Best Practices and Transformative Models in Public Education
- Public-Private Partnerships and Leveraging of Resources
- Procuring Central Support Services for Transformative Models
- Collaborative Development and Community Relations
- Marketing and Economics of Transformative Education Models
- School Finance Planning and Reporting
- Facilities Challenges and Solutions
- Public Policy Update
- Organizational Capacity-Building and Strategic Planning
- Strategy Development and Evaluation
- School Law and Ethics for Innovative Educational Strategies
- Management and Human Resource Challenges and Solutions
- Strategic Development Action Plan and Timeline (Development Activity)

Other (please specify)

7. What was the least valuable section of the training? (check all that apply)

- The Role of Authorization in Innovative Educational Models
- Best Practices and Transformative Models in Public Education
- Public-Private Partnerships and Leveraging of Resources
- Procuring Central Support Services for Transformative Models
- Collaborative Development and Community Relations
- Marketing and Economics of Transformative Education Models
- School Finance Planning and Reporting
- Facilities Challenges and Solutions
- Public Policy Update
- Organizational Capacity-Building and Strategic Planning
- Strategy Development and Evaluation
- School Law and Ethics for Innovative Educational Strategies
- Management and Human Resource Challenges and Solutions
- Strategic Development Action Plan and Timeline (Development Activity)

Other (please specify)

8. In what areas do you see potential improvement in the Training?

9. In what areas do you feel you need additional support and/or improvement?

10. Do you feel prepared for the responsibilities of being a governing board member?

- Yes
- No

Comments

References

Robert Buchwitz

Board: Hephzibah Charter Foundation
School: Georgia School for Innovation and the Classics
Phone: 706-592-9150
Email: rbuchwitz@unimin.com

Lyn Carden

Board: Georgia Charter Education Foundation and Cherokee Charter Academy Local Governing Council
School: Cherokee Charter Academy and Coweta Charter Academy
Phone: 770-298-2243
Email: lyn@tri-mconsultants.com

Zachary Cowart

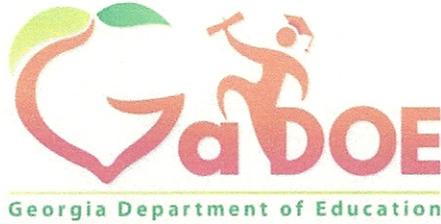
Board: Scintilla Charter Academy Governing Board
School: Scintilla Charter Academy
Phone: 229-300-1420
Email: zcowart@cowartandperry.com

June Erickson

Board: Fulton Academy for Science and Technology (FAST) Governing Board
School: FAST
Phone: 770-875-4663
Email: june.erickson@fastk8.org

Bob Young

Board: Georgia Charter Education Foundation
School: Cherokee Charter Academy and Coweta Charter Academy
Phone: 706-825-1011
Email: mayoryoung@comcast.net



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training

Nepotism Assurance Agreement

As an instructor/trainer for Ed Innovation Partners, 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

Name [printed]

Date

Organization



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training
Nepotism Assurance Agreement

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Mark Peery
Signature

Mark Peery
Name [printed]

5/20/16
Date

Ed Innovation Partners
Organization

Rob Fortson: Rob is a partner with McGuireWoods LLP and serves as a senior vice president in McGuireWoods Consulting's state government relations group. He has experience in education, administrative law, and labor and employment matters. His education practice focuses on advising schools and education service providers on a variety of corporate and operational issues including board governance, facilities acquisition, financing and leasing, charter applications and renewals, FTE allotment and appropriations issues, employment disputes, IDEA and 504 compliance, student disciplinary issues, and vendor contract negotiations. He has also represented school board members and concerned citizens in matters related to board governance and school system accreditation. Rob leads the education team for McGuireWoods Consulting, which represents online universities and charter schools, academic intervention services companies, curriculum and assessments providers.

Before joining McGuireWoods Consulting, he served as of counsel at Georgia360 Public Affairs and as a litigation and trial attorney with Turner Bachman & Garrett. He has also served in various roles in and related to federal, state and local government, including stints in the legal counsel's office at the U.S. Department of Education and the Georgia Municipal Association, and a two-year clerkship for U.S. District Court Judge Thomas W. Thrash. Rob received his J.D., magna cum laude, from the University of Georgia School of Law and was inducted into the Order of the Coif.

A former teacher and coach in the Baltimore City School System and Teach For America alumnus, Rob stays involved with Teach For America and several other educational organizations. He and his wife, Meeghan, are both Atlanta natives and reside in East Atlanta with their two sons.

Education

- University of Georgia School of Law, J.D., *magna cum laude*, 2005
- University of Virginia, B.A., 2000
- University of Edinburgh, Studies in Honors English, Spring 1999

Past Positions

- Of Counsel, Georgia360, 2009-11
- Attorney, Turner Bachman & Garrett, 2009-11
- Attorney, Alston & Bird, 2007-09
- Federal Law Clerk, U.S. District Court, Judge Thomas W. Thrash, 2005-07
- Legal Extern, Georgia Municipal Association, 2005
- Legal Intern, U.S. Department of Education, 2004
- Teacher, Baltimore County School System, 2000-02
- Corps Member, Teach for America, 2000-02

Civic Affiliations

- Next Generation Men, Board Vice Chair and Secretary
- KIPP Strive Academy, Advisory Council
- Taxpayers for Efficient Government, Inc., CEO
- Teach for America-Atlanta, Alumni Board of Directors
- The Ben Franklin Academy, Board of Overseers
- Village Church of East Atlanta, Founding Member and Legal Counsel
- Young Professionals for Education Equity, Steering Committee

Publications and Events

- Co-author, "Tinker's Material World: How The Supreme Court's First Amendment Student Speech Precedent Fails To Confront Indiscriminate Acts Of Violence In Schools" GA. ED. L. & POL'Y FORUM, VOL. 1 (2005).

- Presenter, *Don't Tread on Me! Everything Charter Schools Need To Know (But Are Afraid to Ask) About Georgia's Open Meetings, Open Records and Procurement Laws*, Georgia Charter Schools Conference, October 2012.
- Panelist, *The Legal Implications of House Bill 797*, Georgia Charter Schools Conference, October 2012.
- Moderator, *Changes in the Charter Environment: What it Means for Students, Teachers, and Families*, Teach For America Alumni Summit, December 2009.

Practice Groups

- Coalition Development
- Executive and Legislative Affairs
- Local Government Relations
- Strategic Communications & Grassroots

Education Clients Since 2007

- | | |
|--|---------------------------------------|
| • Accelerated Learning Solutions | • Ivy Preparatory Academy |
| • Academy for Classical Education | • K12, Inc. |
| • Atlanta Classical Academy | • Leadership for Educational Equity |
| • Atlanta Preparatory Academy | • Leadership Preparatory Academy |
| • Catapult Learning, LLC | • Latin Academy Charter School |
| • Cherokee Charter Academy | • Macon Charter Academy |
| • Columbia County School for the Arts | • Mosaica Education, Inc. |
| • Coweta Charter Academy | • Odyssey Charter School |
| • DeKalb Academy of Technology and Environment | • Pataula Charter Academy |
| • Excelsior College | • SAS Institute, Inc. |
| • Fulton Academy for Science and Technology | • Scintilla Charter Academy |
| • Georgia School for Innovation and the Classics | • Tapestry Charter School |
| • Georgia Charter Schools Association | • Teach for America |
| • Heritage Classical Charter School | • The GLOBE Academy |
| • Heritage Preparatory Academy | • The Intown Academy |
| • Hinds Feet Montessori Charter School | • The University Financing Foundation |
| • International Academy of Smyrna | • University of Phoenix |
| | • Utopian Academy for the Arts |



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training
Nepotism Assurance Agreement

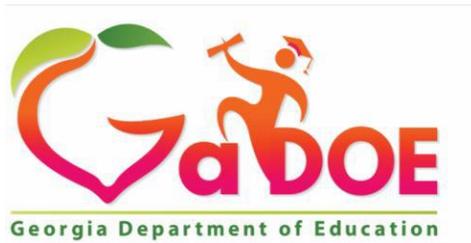
As an instructor/trainer for McGuire Woods, I will not provide charter school governance training to charter school governing board members who are immediate members of my family without obtaining prior approval from the Associate Superintendent for Policy and Charter Schools or his designee. For the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

[Signature]
Signature

ROBERT L. FORTSON
Name [printed]

6/17/16
Date

McGuire Woods LLP
Organization



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?

There appears to be an overarching issue at the root cause - structure. This begins with the structure of the board. If the school is operational then it is beyond time to transition from founding board to a governing board. It is not uncommon for a founding board to be a majority of parents but the school is open and the board should have been restructured prior to opening. It appears this has not happened yet. We would advise the board delay any plans to dismiss the school leader until they have resolved internal conflicts and/or structural issues. This resolution begins with evaluating governance structure. We would revisit the articles of incorporation and structure outlined in the charter application. If approved without a board structure that included the majority of board members being community members, we would spend some time talking about best practices. Collectively we would explore membership and board composition and determined strategies and next steps to create student-school centered solutions.

A next step would be advisement of the board to review the evaluation process of its school leader. In addition to the state LKES expectation, the board and principal should have a clearly defined understanding of roles and responsibilities. How the board evaluates the leader, and by what measure, should be clearly agreed upon by the board as well as presented to the school leader upon hiring. If that has not been done it is a matter of urgency. We would work with the board to identify priorities of leadership based upon the mission, vision, and unique aspects of the school as well as how the leader will be evaluated in management (with both clearly understanding the difference in governance vs management of the school). We would recommend to the board that they work with the school leader to identify solutions to the issues without creating a new problem. If the board feels they are unsure of how to accomplish this we would offer to help them create strategies (such as ad hoc committees) to focus on researching issues and solutions and bring that information to the board as a whole. After those strategies have been exhausted if the board feels that the work the principal is doing (including

onboarding and staff training) does not align with the mission and vision of the school then potential direction and decision can be discussed. We would remind the board that the principal was hired by the board to act as the school leader and it is important that the board allow the leader to do that and monitor, measure, evaluate and make decisions upon that.

As for the facility issues including the leaky roof, we would advise the board as the facility tenant or property holder they are responsible to ensure the students and staff are in a safe environment and it is critical they work with the principal to find a solution to the facility problems quickly. It is possible that the board may need to re-evaluate the budget to accommodate repair costs if it is not part of warrantee work which is likely for year one of operation.

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?

There are certainly things that can be done to address a need for diversity, but the first question to the board would be does the scrutiny have warrant? Does the school clearly reflect the area in which it is located? We have seen a great many accusations thrown at charter schools by those that oppose them and diversity is one of them. So before the board responds to the issue, we would recommend that they look at their school's population, the population of the community served (including the district schools), and the make-up of the board. If all three of those factors align, then perhaps there is no issue; however, the board is going to have to carefully consider with perception vs reality. Regardless of conclusion, we would suggest they create a strategy to ensure diversity issues and concerns are addressed – real or perceived. Initial suggestions would be to explore the marketing campaign for the school. They need to identify key stakeholders in the community and ensure that when marketing and advertising for the school extra attention is paid to underserved and/or underrepresented populations. Additionally, recruitment for representative populations is essential.

The question implies that the board may be an even number or more parents than community members - which could cause problems in decision making. We would recommend any new board member be a community member and not a parent, which would not only solve the diversity issue, but also correct a potential board design flaw.

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?

This issue is likely board engagement. For whatever reason the board has disconnected from its duties and obligations to the school and become completely disengaged. The first item to accomplish is to identify the cause. One recommendation is an open conversation with the board about what it views as internal issues that

are causing the turn over. Perhaps pose the question, what does the board see as solutions? This might offer some insight; generally it may fall under one of the following reasons:

- 1) They have not been properly trained and either do not understand the expectations of a charter school board or they do not understand the information being presented. If that is the case then as the trainer we would take them back to the beginning, as if they were a new board.
- 2) They are burned out because they have served for so long they no longer wish to be engaged. If that is the case we would go over their succession plan with them to see if it needs to be re-evaluated. If they do not have one then the team will work with them so they could create one and allow members to begin the transition off and on board engaged board members.
- 3) Someone in a leadership position is so strong the rest of the board feels they do not have a voice which will cause a board to disconnect. In the case of this example one would suspect that the principal may be operating above the board and in reversal of best practices model. As a part of training we would have the board review roles and responsibilities of the board vs. school leadership as well as the principal's responsibility in meetings and in reporting. If this issue is in play then a strengthening of the board's disposition will be in order. It is important that a spirit of cooperation exist between the board the school leadership but not at the expense of what is in the best interest of students. Regardless, a difficult conversation about separation of roles and best practices will be necessary.

Once the issues are identified, appropriate training can be put into place which would include management of board meetings and discussions and input from the public. Additionally, this would include a revisit of the board and leadership roles in governance vs management.

New Trainer Biography

Lyn Carden – Ms. Carden is the owner of Tri-M Consultants, a boutique marketing firm handling local direct and internet marketing for small business clients across the state. Ms. Carden retired as a 20-year broadcaster, co-hosting morning radio shows as well as managing radio station marketing and promotions departments. Ms. Carden has organized hundreds of community events including concerts, relief efforts, directing Savannah's Miss St. Patrick's Day pageants, and was selected as Savannah air talent of the year 4 years in a row. Lyn's family moved to Cherokee County in 2006 where taught herself web design and social media marketing and then launched Tri-M Consultants. In Cherokee, Lyn joined the Georgia Charter Educational Foundation which was a partner with a group of Cherokee County community members interested in starting a charter school. Lyn eventually was elected as the chair, a post she held for 2 years. With the GCEF she led a team through the petition and approval process of Cherokee Charter Academy, as well as first year startup of Coweta Charter Academy. As a representative of the GCEF she joined the statewide effort for that ultimately helped pass a Constitutional amendment to re-establish an alternate authorizer in Georgia. Ms. Carden has remained focused on Cherokee Charter Academy's governance and development. Ms. Carden has over 8 years of experience as board member and/or chair. During that time and currently Ms. Carden's guidance and knowledge has been sought in the areas of governance, school start-up, mentoring, and marketing.

Chad W. Mote - Chad W. Mote currently provides educational support services to schools and districts and training to charter school governing boards. This work draws on a range of experiences in dozens of schools with diverse populations for almost twenty years. Chad began his career as a high school science teacher, later focusing on AP/honors chemistry, instructional technology leadership, and innovative projects such as Direct 2 Discovery with STEM faculty at Georgia Tech. Mr. Mote left teaching and the state to begin an educational leadership doctoral program at the University of Pennsylvania. During this time, he spent a year at the Science Leadership Academy and participated in a research project that leveraged video game design and computer programming. Chad came back home to co-direct the creation of the first rural STEAM charter school in the state, and later to work as an administrator at the Rockdale Career Academy. Mr. Mote is currently finishing up his doctoral thesis on the topic of innovation in the Georgia charter sector, while pursuing innovative projects.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training

Nepotism Assurance Agreement

As an instructor/trainer for Tri-M Consultants / EIP, 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.

Lynn Carden

Signature

Lynn Carden

Name [printed]

5/23/17

Date

Tri-M Consultants

Organization

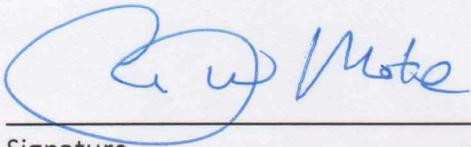


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Signature

Chad W. Mote

Name [printed]

5/15/17

Date

EIP / Founder, Mote Ed

Organization