



**Carl Vinson
Institute of Government**
UNIVERSITY OF GEORGIA

Proposal to the Georgia Department of Education to Provide Charter Board Governance Training

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Proposal to the Georgia Department of Education to Provide Local Charter School Board Governance Training

Submitted by the Carl Vinson Institute of Government (CVIOG)
University of Georgia

<u>Table of Contents</u>	<u>Page</u>
Section I: Background, Experience and Qualifications	2
1. Overview of the Carl Vinson Institute of Government (CVIOG)	2
2. Experience Working with Charter School Governing Boards, Local School Districts, and Boards of Education	3
3. References	5
4. Instructor Qualifications	6
Section II: Proposed Training Curriculum, Syllabi, and Delivery	7
1. Board Governance Modules and Training Courses	
Module 1 – Board Leadership, Governance, and Development	
Module 2 – Visioning, Strategic Planning, and Board and Community Relations	
Module 3 – Policy Development	
Module 4 – Effective Board Meetings: Public Records, Public Information, Public Participation	
Module 5 – Personnel Management	
Module 6 – Financial Management and Governance	
Module 7 – Moral and Ethical Leadership	
2. Target Audiences	10
3. Course Length	
4. Course Syllabi Aligned with Charter School Board Governance Standards	
5. Platforms and Methods for Delivering Governance Training Courses	
6. Training Course Locations	
7. Training Course Fees	
8. Participant Evaluations	12
9. List of Georgia Charter School Governing Board Members Course Participants	
10. Training Instructor Agreements of Nepotism Assurance	
Section III: Attachments	
1. Instructor Qualifications	
2. Board Governance Training Curriculum Framework	
3. Course Syllabi Aligned with Governance Standards	
4. Charter School Financial Management Certification Program	
5. Course Participant Roster	
6. Participant Course Evaluation	
7. Instructor Nepotism Agreements	

SECTION I: BACKGROUND, EXPERIENCE AND QUALIFICATIONS

1. Overview of the Carl Vinson Institute of Government, University of Georgia

In 1927, the Carl Vinson Institute of Government opened its doors to "provide a forum to study international, national, state, and local affairs and to make recommendations for improved governance." Drawing upon the knowledge and resources of the University of Georgia, the Vinson Institute has worked with local and state public officials throughout Georgia for more than 80 years to improve governance and people's lives, help navigate change, and forge strong directions for a better Georgia.

The Institute provides education, training, research, analysis, and technical assistance for state and local government officials in on-site, classroom, and online formats. Our work includes:

- Board leadership development and governance training
- Approved provider for local school board governance training
- Citizen relations and community engagement
- Communication skills, public speaking, and media relations
- Demographic profiles and employment trends for state, regional, county, and community planning
- Economic development planning and technical assistance
- Environmental management, historic preservation
- Local and state public law, ethics, regulations, and procedures
- Financial management, financial planning, budgetary reviews, tax and revenue analysis
- Grant and program evaluation, service delivery and equity studies
- Human resources and personnel, cultural diversity and sensitivity, interviewing and hiring, job roles and responsibilities, job classification, compensation plans, performance evaluation, and sexual harassment prevention
- Leadership development, change management, strategic planning, team building, workforce development, motivation, and performance management
- Management development, negotiation, mediation, conflict resolution, discipline strategies, organizational excellence, and Gov360™ managerial assessment
- Parcel mapping, addressing systems, data conversions, and web-based applications using geographic information systems (GIS) technology
- Performance appraisal, promotion system assessments, and performance measurement studies
- Strategic visioning and planning, retreats, and meeting management and facilitation
- Supervisory development, staffing studies, executive searches, executive coaching, succession planning, employee benefits analysis, and workplace climate studies

- Leadership development programs for municipal, county, public schools, and state elected and appointed officials

Today, as the university's enrollment approaches 35,000 and the state's population is nearing 10,000,000, the Vinson Institute is dedicated to helping improve municipal, county, state, and charter school governance and the quality of life for all Georgians by bringing the resources and expertise of the university to bear on critical issues and challenges facing public officials, public organizations, and public jurisdictions across the state.

2. Experience Working with Charter School Governing Boards, Local School Districts, and Boards of Education

Following are some examples of our public service faculty's experience in teaching, training, consulting, writing, and working with charter schools, charter districts, and local school districts. Additional examples are available upon request.

- A. Currently working with the Georgia Charter Schools Association and the State Charter School Commission in developing and delivering our financial management certificate program.
- B. We have worked and are currently working with nine charter schools helping them develop value-based strategic plans and then following up with each school as implementation occurs (Connections Academy in Duluth, Pataula Charter Academy in Edison, Utopian Academy in Riverdale, Ivy Academy in Atlanta, and Gwinnett County, Fulton Leadership Academy in East Point, Odyssey Charter in Neman, Foothills Charter High School in Madison, and Liberty Tech in Peachtree).
- C. Sponsored and conducted a statewide School Board Governance Symposium focusing on "Improving Schools through Board Governance" for Georgia school boards and School Leaders to address the intersecting responsibilities of the School Leader and the school board, featuring the National School Boards Association, the Georgia School Boards Association, AdvancED, DeKalb County School District, Gwinnett County School System, Hall County School System, Jefferson County School System, and a former member of the Georgia State Board of Education.
- D. Worked with the Atlanta Charter schools board to develop a mediation plan to address issues outlined by AdvancED/SACS in order to be taken off probation and have full accreditation restored.
- E. Consulted with Clayton County Charter school leaders and community stakeholders to strengthen the district's communication, conflict resolution, and coordination and to institutionalize protocols and best practices for continuous improvement and evaluating progress against strategic objectives.

- F. Worked with school district leadership in both Putnam and Richmond counties to help them develop student assignment policies to provide more equitable educational opportunities for students of color and economically disadvantaged students.
- G. Consulted with the DeKalb County Charter schools School Leader and Board in developing the district's plan for closing opportunity gaps between economically advantaged and disadvantaged students.
- H. Designed and delivered classes and workshops for the National School Boards Association, the Public Education and Business Coalition, and school board associations in nearly 30 states.
- I. Designed and developed the University's governance training curriculum for local school boards approved by the Georgia Department of Education.
- J. Consulted with the N.C. School Boards Association on course design and train-the-trainer sessions for a Master Board Program delivered on-site to boards of education by experienced former board members and school administrators. Courses addressed understanding school boards in a democracy, improving communication, solving problems and making decisions, working through conflict, team building, connecting with the community, board self-assessment, and evaluating the School Leader.
- K. Revised the Georgia Department of Education's (DOE) Financial Management Manual used by local school boards, covering governmental accounting, budgeting, purchasing, financial policies, cash and investments, records management, capital assets and improvement plan, inventories, payroll, risk management, Quality Basic Education Act funding, basic financial statements, comprehensive annual financial statements, principal accounts, charter schools, DOE reporting, debt administration, and annual audits.
- L. Facilitated strategic planning for the Georgia Alliance of Education Agency Heads ~ *Developing a Strategic Vision Plan for Georgia's Alliance of Education Agency Heads* (February 2013)
- M. Consulted with the State Charter Schools Commission of Georgia in planning and facilitating their Board and Policy Governance Retreat (October 2013)
- N. Presented at and participated in national and state convenings addressing board governance and public education. Examples include:
- "Understanding School Boards in a Democracy" – National School Boards Association Trainers Conference
 - "Do You Speak Democracy? Preserving the "Public" in Conversations about Charter schools" – Coalition for Essential Schools

- “School Board Leadership in a Democratic Society” – National School Boards Association Leadership Conference
- “Responsible Discourse in A Democratic Society” – Council of Urban Boards of Education
- “From Common Schools to School Choice: Rediscovering the Public in Public Education” – National School Boards Association State Presidents’ Conference
- “Public Education and the Public Good” – N.C. State Board of Education Dialogue on the Direction of Public Education
- “Strengthening the Work of School Boards in Pennsylvania: Report on K-12 Governance” – The Education and Policy Leadership Center

3. References (additional references available upon request)

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4. Instructor Qualifications (Attachment 1)

The Institute brings a variety of subject-matter experts and skilled course designers and trainers to bear on the scope of charter board governance training. Following is a brief summary of our instructors' qualifications. See Attachment 1 for more detailed instructor qualifications.

- Tracy Arner manages the Institute of Government's Financial Management Program, which provides specialized training and certification to finance officers, elected officials, and others who serve in local governments and state agencies. Tracy also leads the instructional design unit which focuses on delivering online content through webinars and tutorials. Prior to joining the Institute of Government, Tracy worked with governments as a public accountant and finance professional and as a consultant to libraries, implementing accounting systems, providing accounting expertise, and writing requests for proposals.
- Phillip Boyle is a national board governance consultant, trainer, and author.
- Myra Byrd provides accounting and auditing instruction in state and local government financial management programs.
- Russ Cook has worked in the Georgia public school arena for 40 years as a teacher and administrator including school superintendent. He has managed and developed projects involving local boards of education through roles as advisor, facilitator and trainer.
- Beth Horacek provides financial management training for state and local government officials and personnel. Prior to joining the Institute of Government in 2017, Beth worked in financial management for local governments in Georgia over the previous 15 years. She also served as a part-time instructor with the Institute of Government. Beth, a certified public accountant, serves on the Georgia Government Financial Officers Association board of directors and is a member of the American Institute of Certified Public Accountants, the Georgia Society of Certified Public Accountants and the Government Finance Officers Association.
- Mike Hourihan manages the Institute's state training programs, teaches in Institute training programs, and facilitates board retreats and strategic planning efforts.
- John Hulsey provides financial management training for state and local officials, has served as a county finance director, and currently serves as the president of the Georgia Government Finance Officers Association.

- David Lakly provides financial management training for state government officials and personnel through the Institute's Financial Management Program. Prior to arriving at the Institute, he was the education division director in the Governor's Office of Planning and Budget (OPB).
- Gordon Maner designs and conducts board development programs in leadership, motivation, team-building, ethics, performance measurement, management and supervisory roles, and group dynamics.
- Chrissy Marlowe works with local jurisdictions on comprehensive planning, quality growth, zoning and historic preservation, and teaches courses in leadership, motivation, team-building, ethics, management and supervisory roles, and group dynamics.
- Walt McBride manages continuing education, professional development and certification programs for local government, conducts workshops for elected officials and staff in effective leadership and management, and facilitates organizational and planning projects and retreats.
- Jennifer Nelson provides economic development training to local governments and state agencies as well as a variety of professional organizations. She manages and develops training programs for authority board members in governance and leadership development.
- Eric Robinson provides customized management and leadership development training for elected and appointed officials.
- Mara Register Shaw works with a variety of local jurisdictions on neighborhood, community, and economic development.
- Jim Stephens is a trainer and facilitator who has worked with federal, state and local government leaders and has published writings in the public administration and human resource development resource fields. He is lead faculty for executing a contract agreement with the Georgia Charter Schools Commission supporting the strategic planning for start-up charters.

SECTION II: PROPOSED TRAINING CURRICULUM, SYLLABI, AND DELIVERY

The Carl Vinson Institute of Government at the University of Georgia has developed a training curriculum for locally-approved start-up and conversion charter schools and college and career academies for the 2017-18 school year that meets the Department of Education's and the State Board of Education's requirements for charter school board governance training, including governance, strategic planning, board and community relations, policy development, board meetings, personnel, financial governance, and ethics. Attachment 2 shows our proposed governance training framework, including modules, courses, training hours, delivery platforms, and alignment with charter school governance standards.

1. Board Governance Modules and Training Courses (Attachment 2)

Our core charter school board governance training curriculum is organized into seven (7) modules, totaling 24 training courses. Through our charter school financial management certificate program, we have five additional financial governance courses (see Module 5) for a grand total of 29 courses available to charter schools.

Module 1 – Board Leadership, Governance, and Development

Developing and leading high-performing charter boards that govern themselves according to applicable rules and statutes, distinguish between policymaking and administration, understand the concept of a whole board and best practices for board-building, focus on improving student achievement and organizational effectiveness, and hold themselves to the highest governance standards:

1. The 3 R's: Board Roles, Responsibilities, and Relationships
2. Working as a Board: Collaborative Problem Solving and Decision Making
3. Board Building: Expectations, Obligations, and Self-Assessment
4. Interpersonal Communication, Relationships, and Leadership
5. Working with and Through Others: Facilitative Leadership for Board Chairs
6. Board Building: Leveraging Individual and Governance Team Strengths Through Emergenetics

Module 2 – Visioning, Strategic Planning, and Board and Community Relations

The board employs state-of-the-art visioning, strategic planning, and community engagement processes to strengthen charter schools, board governance, and relationships with the community, develops and adopts a strategic plan designed to improve student achievement and organizational effectiveness that is developed in partnership and collaboration with internal and external stakeholders, assesses its and the school's performance against the strategic plan, and adopts best practices for continuous improvement:

1. Engaging the Public in Public Education: Tools for Community Conversations
2. Community Visioning and Strategic Planning: Tools for Visioning the Future
3. Working Across Boundaries: Engaging Business, Community, and Government Leaders in Building Effective Charter Schools

Module 3 – Policy Development

The board understands the importance of developing, adopting, and following effective written policy to guide the work of the board and the school leader; understands the nature and types of policy problems that arise in charter schools; discusses and incorporates appropriate visions and values of public education into board policies; and understands as a board how to use policy differences to craft good policy and make good policy decisions:

1. Policy Choices in Charter Schools: Visions, Values, and Goals
2. Policy Problem Solving: Facts, Values, and Conflicts
3. Policy Decision Making: Domination, Compromise, and Integration
4. State of Education in Policy Decision Making: Federal, State and Local

Module 4 – Effective Board Meetings: Public Records, Public Information, Public Participation

The governance leadership team plans and conducts board meetings in accordance with the Open Meetings Act, maintains records in accordance with the Open Records Act, adopts a process for developing the agenda that incorporates board member and public input, understands the appropriate uses of open and closed sessions, and uses appropriate parliamentary procedures for managing board meetings and making board decisions.

1. Board Meetings: Communication, Participation, and Operating Principles and Procedures
- 2.

Module 5 – Personnel Management

The board is equipped to recruit, hire, develop, and evaluate a School Leader who can assist the board in crafting its vision, developing a strategic plan, engaging its community, and evaluating its performance and progress against its strategic plan:

1. Essentials of School Personnel Management
2. Recruiting, Hiring, and Maintaining Your School Leader
3. Setting Performance Expectations and Evaluating Your School Leader

Module 6 – Financial Management and Governance

The board understands the basics and essentials of school finance, budgeting, and accounting; how to develop sound financial management policies and procedures; how to read financial statements, how to develop and adopt internal controls to help manage basic financial functions such as payroll and purchasing; and plan for long-term fiscal sustainability:

1. Essentials of School Financial Management
2. Understanding Audited Financial Statements
3. Developing Sound Financial Policies
4. Planning for Long-Term Fiscal Sustainability

The Institute has also developed a financial management certification program for charter schools (Attachment 4), which is available to charter schools independently or as part of this charter school board governance training program. In addition to the board governance courses listed above, the following financial governance course are also available:

1. Budgeting for Charter Schools
2. Introduction to Accounting
3. Introduction to Purchasing
4. Basics of Payroll Administration

5. Internal Controls for Managing Risk

These courses are included in our Charter School Governing Board Governance Training Curriculum (Attachment 2) to show how charter school boards might incorporate them into their board governance training. For a brief description of the content of these courses, see Attachment 4.

Module 7 – Moral and Ethical Leadership

Board members understand the ethical obligations of being a board member; applicable ethics laws, rules, and codes; how to develop an ethics policy based on the Charter School Model Code of Ethics; how to use this policy to recognize and avoid potential conflicts of interest; common ethical dilemmas and decisions boards face; how ethical and moral considerations influence policy making and decision making; and leadership principles for resolving ethical dilemmas:

1. Building an Ethical Board: Ethics Laws, Codes, and Conflicts of Interest
2. Governing Charter Schools: Moral Obligations and Ethical Responsibilities of Board Members
3. Ethical Leadership: Values, Ethics, and Morality in Policy Making

2. Target Audiences: Locally Approved Charter Governing Boards; College and Career Academies; State Charter Schools

The CVIOG charter board governance training curriculum is designed to address four specific board governance training needs and requirements:

1. New members of charter school governing boards and members of newly approved charter schools who must complete 15 hours of training within one year of taking office, with a minimum of three hours of training in charter school finance and budgeting and three hours of training in best practices on charter school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulations, three hours of financial governance training, three hours whole board training and three hours that covers a topic within the Standards for Effective Governance of Georgia for Nonprofit Charter school Governing Boards
2. Board members with one or more years of board service who must complete a minimum of nine hours of training annually, three hours of which should include the whole board governance team training provision, three hours of financial governance training and three hours that covers a topic within the Standards for Effective Governance of Georgia for Nonprofit Charter school Governing Boards.
3. Governing boards who wish to meet their minimum of three hours annually of whole board governance team training to enhance the effectiveness of the governance team and to assess the continuing education needs of the board and school leader.

4. Board chair training related to the leadership duties of a board chair.

3. Course Length

Courses are designed in several time formats. Most of our proposed training courses are designed to be delivered in either a 3-hour to 6-hour format: 3-hour courses require a half-day commitment, while 6-hour courses require a full-day commitment.

Two 3-hour courses may be combined to create a 6-hour or day-long course, depending on the needs and preferences of boards and board members.

One course exceeds 6 hours: *Introduction to Accounting*, is 18 hours. This course can be offered on either separate or consecutive days.

4. Course Syllabi Aligned with Charter School Board Governance Standards

We have designed all of our training courses to meet both individual board member and whole board training requirements. Boards and board members may meet their annual governance training requirement by taking courses within a single module or by mixing courses across modules. CVIOG will award training credit hours only for approved content aligned with the State Board of Education governance standards for charter schools.

5. Platforms and Methods for Delivering Board Governance Training Courses

Currently, our courses are configured for in-person delivery, as we believe peer interaction and learning are essential components of professional and adult education. Our courses can be provided in small group, larger group, and whole board formats.

Within some modules, courses are progressive and sequential, meaning that boards and board members seeking training in a specific module would begin with Course #1 and proceed in sequence. For example, in the School Personnel Management module, Course #1, *Essentials of School Personnel Management*, would be taken before Course #2, *Recruiting, Hiring, and Maintaining Your School Leader*, which in turn would be taken before Course #3, *Setting Performance Expectations and Evaluating Your School Leader*.

However, specific circumstances may warrant taking courses in a different order. For example, a board anticipating the upcoming retirement of their School Leader may wish to take the course in recruiting and hiring your School Leader. Or a board that already has a School Leader may wish instead to take courses in setting performance expectations or evaluating the School Leader. We will discuss course

sequence and selection with individual boards and board members to help them choose courses that best meet their training needs and interests.

6. Training Course Locations

CVIOG proposes to conduct training sessions at times and sites to be determined in conjunction with local boards contracting for board governance training.

7. Training Course Fees

Fees are stated in minimum entry level amounts. Pricing will be adjusted depending on location, travel, lodging, and customization of topics based on a needs assessment.

Individual board member training = \$125 per participant for a half-day (3-hour training course) or \$250 per participant for a full-day (6-hour training course).

Whole board training = \$1250 for a half-day (3-hour training course) or \$2500 for a full-day (two 3-hour training courses or one 6-hour training course).

Financial Management Certification courses are \$199.00 for a 6 hour course and \$360.00 for an 18 hour course.

8. Roster of Training Course Participants

- See Attachment 5

9. Participant Evaluation of Training Courses

- See Attachment 6

10. Training Instructor Agreements of Nepotism Assurance

- See Attachment 7

11. Hypothetical Question Responses

- See Attachment 8

Attachment 1

Instructor Resumes

Tracy Arner, CPA
Program Manager
Carl Vinson Institute of Government
Financial Management Training Program
tarner@uga.edu

EDUCATION

Master of Education, Learning, Design & Technology, University of Georgia, 2016
Bachelor of Arts in Accounting, University of West Florida, 1988

PROFESSIONAL CERTIFICATION

Certified Public Accountant, State of Georgia, September 1990

PROFESSIONAL ORGANIZATIONS

American Institute of Certified Public Accountants
Association for Talent Development
Georgia Government Finance Officers Association
Government Finance Officers Association
Georgia Fiscal Management Council

PROFESSIONAL AWARDS

President's Award, Georgia Fiscal Management Council, 2014 and 2015
Walter Bernard Hill Award, Distinguished Achievement in Public Service and Outreach,
University of Georgia, 2017

PROFESSIONAL EXPERIENCE

Public Service Associate, Carl Vinson Institute of Government, July 2015 to present

Public Service Assistant, Carl Vinson Institute of Government, December 2010 to June 2015

Consultant, Tracy Arner Consulting, October 2000-November 2010

Assistant Director for Business Services, Gwinnett County Public Library, April 1994 – May 2000

Accountant, City of Pensacola, Florida, May 1991-April 1994

Auditor, Saltmarsh, Cleaveland & Gund, May 1988 – May 1991

CONTRIBUTIONS TO TRAINING AND DEVELOPMENT

- Classes taught from 2010-2016
 - Advanced Financial Concepts for Elected Officials *
 - Balancing the Budget*
 - Budget Administration for State Government *
 - Budgeting for Departments *
 - Capital Improvement Program
 - County Government Finance *
 - County Audit Process
 - Debt Administration for State Government *

- DeKalb Bright Futures – Budgeting *
- Federal Grant Compliance Update *
- Finance I *
- Financial Management for Libraries *
- Financial Concepts for Non-Accountants*
- Georgia Clerks Institute *
- Intermediate Accounting
- Intermediate Budgeting
- Internal Control for State Government
- Internal Controls for Accounts Payable and Cash Disbursements
- Internal Controls for Accounts Receivable and Cash Receipts
- Internal Controls for Payroll
- Introductory Budget
- Introductory Governmental Accounting Part I
- Introductory Governmental Accounting Part II
- Language of Accounting *
- Library Financial Update 2016 *
- Newly Elected Officials Institute 2012 *
- Newly Elected Officials Institute 2016 *
- Overview of Governmental Accounting and Financial Reporting *
- Payroll Administration
- Posting Appropriations Act *
- Preparing Year End 1099 Forms
- Revenue Administration for State Government *
- Revenue and Expenditure Analysis *
- Tax Policy, Concepts, and Practice
- TeamWorks Literacy and Orientation *
- The County Audit Process
- Uniform Chart of Accounts and Preparing for the Audit for Libraries *
- Writing Financial Policies *

*Developed and/or updated class content

- Conference Speaker Topics from 2010-2016
 - Analyzing Personnel Services
 - Budget and Fiscal Management
 - Single Audits : What Are They Really Looking For
 - Financial Management Certification – Help Schools Reduce Their Risk
 - Financial Self Examination: How to Improve the Strength of the Office
 - Impact of GASB 54 on Government Financial Statement Reporting
 - Budgeting: Where Good Financial Management Begins
 - Excel Shortcuts
 - Navigating Circular A-133
 - Making Pivot Tables Work for You
 - Top Ten Things to Know about Federal Grant Compliance Update
 - Accounting for Capital Assets

- Using E-Verify and SAVE to Comply with Georgia Law

TECHNICAL ASSISTANCE

- Updated Georgia Department of Education, Financial Management for Georgia Local Units of Administration Manual, 2008 and 2017
- Organizational review for Board of Regents Controller's Office
- Updated the Department of Community Affairs Uniform Chart of Accounts with recommendations for compliance with recently issued Governmental Accounting Standards Board statements
- Supervised the researching of a technical matter associated with the accrual of teachers' salaries in the annual audited financial statement for the State Accounting Office
- Supervised preparation of a checklist to be used in the annual financial statement review by the State Accounting Office

SUMMARY OF SIGNIFICANT ACCOMPLISHMENTS

Charter Schools

- Created Charter Schools Financial Management Program

Libraries

- Created a Library Financial Management Certification Program for Georgia public libraries to offer business managers and librarians
- Delivered three, one hour webinars in the spring of 2013 for Texas Public Libraries
- Instructed Texas Public Libraries at five locations in budgeting, accounting, purchasing, and financial planning in the spring of 2012
- Instructed the Mississippi Public Libraries for three days in budgeting, accounting, financial policies, and internal control, August 2011

Online Training

- Identified and partnered with consultants to add Revenue Administration, Introductory Budget, Capital Improvement, Intermediate Budgeting, Purchasing, Internal Controls for Payroll and Internal Controls for Capital Assets to online curriculum
- Entire Level I Local Government Certificate Program is available online

Local Government

- Introduced six new courses in 2012-2013 – *Tax Digest Revealed*, *Property Taxes the Ropes to Skip and the Ropes to Know*, *Nuts and Bolts of SPLOST*, *Preparing for the Audit*, *Preparing W-2s*, and *Overview of Audited Financial Statements*. Identified and collaborated with consultants to create course content.

- Introduced two new electives for 2013-2014 - *Strategic Budgeting: A Roadmap to Success* and *Fundamentals for Writing a Request for Proposal*. Identified and collaborated with consultants to create course content.
- Identified and contracted for 2014-2015 the development of *Budgeting for Long Term Sustainability* and *Local Government Fraud*.
- Collaborated on development of *Federal Grant Compliance Update* and taught the class, 2015-2016
- Coordinated development of a one day Single Audit Training class for the UGA, College of Public Health. Class delivered to Clayton County Board of Health, Georgia Department of Early Care and Learning, and the Georgia Department of Public Health.

State Government

- Created the State Budget and Financial Management Certification Program (BFMCP)
- Created and taught three new courses in 2012-2013 for the BFMCP, *Language of Accounting*, *TeamWorks Literacy and Orientation*.
- Collaborated on the development of *Budget Administration for State Government* and *Revenue Administration for State Government* in 2014-2015 for the BFMCP.
- Collaborated on the development of *Debt Administration for State Government* in 2015-2016 for the BFMCP.
- Developed and delivered "Posting the Appropriations Act" webinar for the Governor's Office of Planning and Budget in 2014. Supervised the creation of tutorials for "Posting the Appropriation Act" in 2015 and 2016.
- Identified consultant to deliver Basic Excel and Advanced Excel.
- Introduced *Federal Grant Compliance Update* and *2015 GAAP Update*.

Other

- Developed and/or coordinated a series of free, 6-10 minute informational tutorials

CONTRIBUTIONS TO UNIVERSITY OF GEORGIA COMMUNITY

- Collaborated with the College of Education, Career and Information Studies to provide project ideas for Learning, Design, and Technology graduate students to have experiential learning opportunities 2014-2016
- Created an Instructional Design graduate assistantship in the Financial Management Training Program
- Collaborated with College of Public Health to offer single audit training
- Continued collaboration with Georgia Center for online curriculum
- Chaired search committee for School Training faculty, 2014
- Chaired search committee for Financial Management Program faculty, 2014 and 2016

Phillip Boyle, Ph.D.

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Phil earned a B.A. from Monmouth University, a M.S. from Columbia University, and a Ph.D. from the Graduate School of Public Affairs, University of Colorado at Denver. After completing his master's degree, he was selected as a Presidential Management Intern and served as special assistant to the Assistant Secretary for Administration in the U.S. Department of Health and Human Services, working on a variety of projects in concert with the President's Council on Management Improvement, the Office of Management and Budget and the Office of Personnel Management. He was selected as a LEGIS Fellow and completed the 30-day residential Leadership for a Democratic Society program at the Federal Executive Institute.

After completing his doctorate, he joined the School of Government at the University of North Carolina at Chapel Hill, teaching in the MPA program and in a variety of programs for elected and appointed public officials, and overseeing the School's programs for newly-elected mayors and council members, county commissioners, and school board members. He worked closely with the N.C. Association of County Commissioners, the N.C. League of Municipalities, and the N.C. School Boards Association, designing board training, facilitating strategic goals initiatives, and designing a Local Elected Leaders Academy.

After leaving UNC-CH to start a public leadership consulting practice, he worked with numerous local government jurisdictions, community organizations, public universities, state municipal, county, and school board associations, and national public purpose associations (including the National League of Cities, the National Conference of State Legislatures, the National School Boards Association, and the Council of State Governments) on policy navigation, public problem solving and decision making, public ethics, board governance, strategic visioning and planning, and public engagement. He also designed customized conference workshops addressing specific public issues, including state lotteries, immigration, public health, public works, public power, public transportation, annexation, community development, creating downtowns, panhandling, skateboarding, local government strategies for responding to declining revenue, and school district student assignment.

In addition to teaching at UNC-Chapel Hill, he also taught at the Graduate School of Public Affairs at the University of Colorado at Denver, the School of Professional Studies at Regis University, the Institute of Public Policy at George Mason University, and Metropolitan State College of Denver. His academic teaching includes graduate and undergraduate courses in American national government, public administration, public policy formulation and implementation, public governance and institutions, ethics and public policy, democracy and policymaking, research methods, action research, management and leadership processes, organizational change, social welfare policy, interviewing and assessment, and the politics of the administrative process.

He has published a number of popular and professional articles on topics ranging from educating for the new public service, bridging the politics-administration schism, the Supreme Court's *Brown* decision, distance learning and the public sphere, organizational tools for navigating the future, how boards and councils lead in a democratic society, and transitioning from campaigning to governing. In 2012 his book, *Preserving the Public in Public Schools: Visions, Values, Conflicts, and Choices*, was published by Rowman & Littlefield.

Myra Davis Byrd, CPA
Financial Management Program
Carl Vinson Institute of Government
Public Service Associate

EDUCATION:

1991, Master of Accountancy, University of Mississippi

PROFESSIONAL EXPERIENCES:

March, 2003 – Present, Public Service Associate – Financial Management Program, Carl Vinson Institute of Government, Governmental Training, Education and Development Division, The University of Georgia.

- ❖ Conduct faculty instruction of up to 100 days annually of training and facilitation in the state primary accounting series program, the state budget and financial management certificate program and the local government finance officer's certification program.
- ❖ Conduct training programs in, but not limited to, the following areas: accounting, auditing, internal control, debt, fraud and specialized software applications.
- ❖ Update already developed curriculum and develop new course curriculum.
- ❖ Developed/co-developed seven (7) Web-based finance training in collaboration with the Georgia Center of Continuing Education at the University of Georgia, including Introductory Governmental Accounting Part I, Introductory Government Accounting Part II, Intermediate Governmental Accounting, Debt Administration, Internal Controls—Accounts Receivable and Cash Receipts, Internal Controls—Accounts Payable and Cash Disbursements.
- ❖ Developed/co-developed four (4) Web-based training courses in collaboration with the Georgia Department of Revenue and the Georgia

Center of Continuing Education at the University of Georgia. These courses include the Boards of Equalization and Appeals Process, Specialized Assessments, Hearing Officers Annual Update and Exempt Properties.

- ❖ Supervised consultant online development of Revenue Administration, Capital Improvement Program and Intermediate Budget.
- ❖ Developed process for initiation of online examinations in the state certificate and local government certification programs.
- ❖ Develop and update online training tutorials for the State Accounting Office of Georgia, the Georgia Government Finance Officers Association. These tutorials are theory based and also supplement many of the CEU awarding courses offered by the Carl Vinson Institute of Governments finance courses.
- ❖ Review continuing professional education programs through the NASBA (National Association of State Boards of Accountancy) Registry Reviewer Program.

December 2001 – January, 2003, Staff Accountant and Auditor, Rushton and Company, Gainesville, Georgia

- ❖ Performed financial audits of local governments in Georgia.
- ❖ Financial advisor to monthly clients consisting of financial statement and payroll preparation.
- ❖ Prepared corporate, trust, and individual annual income tax returns.
- ❖ Implemented company software conversion and trained staff on the use of such software

December, 1999 – December, 2001, Staff Accountant and Auditor, Ashby and Associates, Tupelo, Mississippi

- ❖ Planned and performed audits of manufacturing and healthcare organizations. The planning phase included audit budget and communication with client. The performance phase included completing audit workpapers in accordance with GAAP and preparation and release of audit reports.
- ❖ Supervised audit staff.

- ❖ Prepared corporate and individual tax returns.
- ❖ Completed special projects, as assigned.

December, 1996 – December, 1999, Audit Manager, BDO Seidman, Memphis, Tennessee/Tupelo, Mississippi

- ❖ Planned and performed audits for different types of organizations, including manufacturing, healthcare, and employee benefit programs.
- ❖ Supervised audit staff.
- ❖ Completed special projects, as assigned.
- ❖ Served as Continuing Education Coordination for the Memphis, TN/Tupelo, MS CPA firm.

July, 1992 – December, 1996, Auditor, State of Mississippi Auditor's Office

- ❖ Planned and performed audits for local governments and colleges and universities.
- ❖ Investigated fraud in local governments.

CONTRIBUTIONS TO INSTRUCTION AND TEACHING:

Instruction and Teaching – Teaching and Curricula Design

- ❖ Taught classes in select areas of financial management (accounting, auditing, debt, technology, internal control and financial processes) during period of March 2003 to the present in 6 hour training blocks for a total in excess of 3,000 training hours. (2003 – 2014)
- ❖ Supplied quarterly newsletter articles on technical topics to state and local government finance associations, Georgia Fiscal Management Council and Georgia Government Finance Officers Association. (2003 – 2006)
- ❖ Update participant textbook, visual aids, exercises and examinations for “Introductory Governmental Accounting, Part I”, “Introductory Governmental Accounting, Part II”, “ Intermediate Governmental

Accounting, Part I”, Intermediate Governmental Accounting, Part II”, and “Internal Controls”. (2003 – 2011)

- ❖ Developed tool kits (lesson plans and active learning exercises) for Introductory Governmental Accounting, Part I, Introductory Governmental Accounting, Part II, and “Intermediate Governmental Accounting”. (2005)
- ❖ Researched, developed and taught for the newly formed Georgia State Accounting Office “End of Year Preparation” for all chief financial officers of each state agency. (2005)
- ❖ Prepared and presented a six hour training session “SAS 99” for local government auditors through the Georgia Department of Audits. (2004)
- ❖ Researched, developed and presented technical training for internal and external audit staff with the Georgia Department of Transportation and the Georgia Department of Audits. Courses include “Workpaper Preparation”, “Written Communication Skills for Auditors”, “Interviewing Skills for Auditors”, and “Developing and Presenting Audit Findings”. (2004 and 2010)
- ❖ Assisted in development of an assessment tool to evaluate technical and audit ability of potential employees and current employees eligible for promotion for the Department of Transportation. (2005)
- ❖ Partnered and collaborated with the Professional and Personal Development and the WebID Departments of the Georgia Center for Continuing Education in the co-development of seven Web-based governmental finance courses, “Introductory Governmental Accounting, Part I”, “Introductory Governmental Accounting, Part II”, “Intermediate Governmental Accounting”, “Debt Administration”, Internal Control—Accounts Receivable and Cash Receipts”, Internal Control—Accounts Payable and Cash Disbursements” and “Revenue Administration”. (2003 – 2011)
- ❖ Updated the Web-based governmental accounting courses, “Introductory Governmental Accounting, Part I” and “Introductory Governmental Accounting, Part II in anticipation of release to national market in late 2006. (2006)
- ❖ Partnered and collaborated with the Georgia Center for Continuing Education in January, 2006 in the co-development of the remaining course in the governmental accounting series, “Intermediate Governmental Accounting”. Released in 2006 to a national market. (2006)

- ❖ Presented annually different topics to the Georgia Fiscal Management Council at their state-wide annual conference with conference registration approximately 300 members. Topics include “Excel Shortcuts”, “Internal Controls, Riding the Wave of Change”, “Showcasing Technology”. (2004 – 2006, 2011)
- ❖ Conducted governmental accounting training “Introductory Governmental Accounting I” and “Introductory Governmental Accounting II”, for the accounting and finance staff at the City of Atlanta (2005) and the Atlanta Public Schools. (2013)
- ❖ Developed and presented instruction to Georgia agencies and departments on specialized DocuAnalyzer Software. State agencies and departments include Department of Human Resources, Board of Pardons and Paroles, Department of Public Safety, Department of Insurance Commissioner, and the Office of Planning and Budget. This software training with the support of the Georgia Fiscal Management Council is currently offered through open enrollment to state employees. (2003 – 2006)
- ❖ Developed Web-based tutorials on Fund Accounting, Understanding Bases of Accounting and Uniform Charts of Accounts. These are offered as free resources through the Institute’s website.

Instruction and Teaching – Publications

- ❖ Hardy, Paul T., Betty J. Hudson, **Myra Byrd**, Richard W. Campbell and Paul E. Glick. *Compliance Auditing in Georgia Counties and Municipalities, A Practical Guide to State Laws for Auditors and Local Government Officials*. (2006 - 2011 editions)
- ❖ Gordon, Jr., Robert E., Paul T. Hardy, Betty J. Hudson, **Myra Byrd**, Richard W. Campbell and Paul E. Glick. *Compliance Auditing in Georgia Counties and Municipalities, A Practical Guide to State Laws for Auditors and Local Government Officials*. (2012 - 2013 edition)

PROFESSIONAL SOCIETIES AND LICENSES:

- ❖ Certified Public Accountant (CPA), Mississippi State Board of Accountancy (1992); Reciprocal Georgia State Board of Accountancy (2002)

Russell W. Cook
460 Washington Street
Jefferson, Georgia 30549
706 540-8836
email: russcook@uga.edu

PROFESSIONAL OBJECTIVE	To facilitate training and assistance to local school boards in the areas of governance, leadership development, visioning, policy, planning, financial management, moral and ethical leadership
EDUCATION	
Post-Graduate	University of Georgia, Athens, Georgia Ed.D. Degree, Education Administration, 1980
Graduate	University of Georgia, Athens, Georgia Masters Degree, Speech Communications, 1976
Undergraduate	Mercer University, Macon, Georgia Bachelors Degree, English and Speech, 1973
Georgia Professional Certificate	L-7 Administration Supervision

**PROFESSIONAL EXPERIENCE
AND RESPONSIBILITIES**

2015-present	Public Service Assistant, UGA Carl Vinson Institute
2003-2014	Executive Director Northeast Georgia Regional Education Service Agency (RESA) Winterville, Georgia

- Provide regionally-based education programs and services delivered to 13 member school systems including school board member training for Clarke, Barrow and Social Circle Schools
- Perform as the educational leader of the RESA coordinating a staff of 60 professionals including the faculty of a special purpose school, Rutland Academy
- Serve as the Chief Executive Officer of the RESA Board of Control - membership composed of 13 school superintendents, Dean, University of Georgia College of Education and Deputy President, Athens Technical College
- Responsible for the financial management of an annual budget of approximately 8 million dollars including the construction of an 8.7 million dollar educational facility, Rutland Academy

1993-2003

Field Services Director, Region 3
Executive Director, Northeast Georgia School Service Center
Executive Director, Georgia Leadership Academy
Georgia Department of Education

- Provide regionally-based education services to 27 local school systems and two RESAs
- Provide school board member training for local boards of education and administrative staffs
- Coordinate school board training certification and documentation for all Georgia board of education members- 180 school systems.
- Coordinate education services and activities among the Regional Educational Service Agencies (RESAs), local school systems and the Department of Education divisions
- Facilitate school improvement processes with the Georgia Department of Education, RESA, local school systems, schools and other appropriate agencies
- Serve as lecturer, presenter and speaker to local and state educational organizations, college and university classes, committees for the Georgia General Assembly and at public hearings on education issues
- Write and execute contracts, grant proposals and funding requests, develop budgets and approve expenditures
- Provide information and support, prepare board items to the Georgia Board of Education
- Represent the State Superintendent of Schools at meetings and events within assigned region

Additional duties assigned while serving as Field Services Director

- Interim Executive Director, Georgia Education Leadership Academy, 05-1995 to 12-1996
- Department liaison to 16 Regional Educational Service Agencies (RESA), 05-1995 to 12-2001
- Department liaison to the Georgia Association of Elementary School Principals (GAESP), 03-1999 to 04-2003
- Department representative, Georgia Accrediting Commission, 06-1993 to 04-2003

1976-1993

Jackson County Schools
Jefferson, Georgia

- Superintendent of Schools
- Curriculum Director
- Principal, South Jackson Elementary School
- Teacher, South Jackson Elementary School
- Teacher, Jackson County High School

1974-1976

Department of Speech Communications
University of Georgia

- Graduate Teaching Assistant

ADDITIONAL PROFESSIONAL
EXPERIENCE AND RESPONSIBILITIES

2011-2014	Member, Board of Directors Georgia School Superintendents Association
2011-2014	Legislative liaison to the Georgia General Assembly on behalf of the Georgia Regional Education Service Agency(RESA) Association
2011-2012	President, Georgia RESA Directors Association
2009-2014	Member, Conference Program Design Team, UGA College of Education State of Education Conference
1999-Present	Piedmont College ➤ Adjunct graduate faculty member
1978-1998	Truett-McConnell College ➤ Adjunct faculty member
1975-1978	Clarke County Schools (fiscal agent) ➤ Part-time Adult Education Teacher, Jackson County site

ACTIVITIES AND ACCOMPLISHMENTS

Instructor, local Board of Education member training program to meet O.C.G.A. §20-2-230 requirements-approved by the Georgia State Board of Education as a trainer

Coach, Leadership Preparation Performance Coaching (LPPC)

Facilitator for development of school improvement plans through the (SACS) Southern Association of Colleges and Schools process for 30 northeast Georgia schools

Chairperson, (SACS) Southern Association of Colleges and Schools Peer Review Team for four schools

Team member, Georgia Department of Education School Improvement Team for 17 schools

Facilitator for development of system-wide strategic plan for 3 school districts

Instructional Improvement Coordinator (IIC), Georgia's Leadership Institute for School Improvement, Social Circle City Schools

Member, design team for the development of "Creating High Performance School Teams" curriculum and training modules in collaboration with the J. W. Fanning Institute for Leadership Development, University of Georgia - served as a trainer for four years

Coordinator and presenter for the Governor's School Leadership Institute (GSLI), New Leaders Institute (NLI), Superintendent Professional Development Program (SPDP) and New Superintendent Orientation Workshops

Mentor, Superintendent Professional Development Program (SPDP)

Design team leader, Georgia's Inaugural Teacher Conference

Facilitator, administrative search for two school principalships

Coordinator and Technical Advisor, State Board of Education member hearings for the Ninth and Eleventh Congressional Districts

Adhoc member, statewide School Safety and Violence Task Force

Member, program committee, Ninth District Superintendents Organization

Liaison from the Department of Education to Georgia's sixteen Regional Education Service Agencies (RESAs)

Grant writing advisor to numerous schools and school systems regarding school improvement, Crossroads, Pay for Performance and other initiatives

Trainer, Georgia School Council model

Member, Georgia committee Milken Family Foundation Outstanding Educator Recognition Program

Member, Georgia delegation Milken Family Foundation Teacher Advancement program

Chairperson, State-wide Task Force for Student Assessment and Testing (1989-91)

Facilitator, Georgia's Schools of Excellence regional reading teams

Facilitator and design team member for numerous school system and school leadership retreats

Instructor, local Board of Education member training program to meet O.C.G.A. §20-2-230 requirements

Technical advisor, local Board of Education policy manual revisions

Presenter, Georgia Association of Elementary School Principals (GAESP) annual conferences and assistant principal conferences

Regional Manager, Region C school improvement intervention teams for first year of implementation

Consultant, Certified Asbestos Inspections and Program Management

PERSONAL INFORMATION

Spouse: Joy McEver Cook
Retired
Assistant Principal for Instruction
Gum Springs Elementary, Jackson County

Children: Emily Cook Davis
Teacher,
North Jackson Elementary School
Jackson County Schools

Church Involvement: Jefferson First United Methodist
Served as treasurer 1999-2013

LETTERS OF REFERENCE

Dr. Wanda Creel, Superintendent
Gainesville City Schools
508 Oak Street
Gainesville, GA 30501
770 536-5275

Dr. Debra Harden
Professional Development Director
Georgia School Superintendents Association
Georgia State University
P.O. Box 3977
Atlanta, GA 30302
404 413-8136

Mrs. Carol Williams
Former Board Member Georgia State Board of Education
Board Member, Clarke County Board of Education
115 St. George Place
Athens, GA 30606
706 254-3716

OTHER REFERENCES

Dr. Jack Parish
Associate Dean, Outreach and Engagement
College of Education
The University of Georgia
G-10Y Aderhold Hall
Athens, GA 30602
706-542-2221

Dr. Philip D. Lanoue
Superintendent - Clarke County School District
240 Mitchell Bridge Road
Athens, GA 30606
Office: 706 546-7721

Dr. April Howard
Superintendent - Jackson County School District
1660 Winder Hwy
Jefferson, GA 30549
Office: 706 367-5151

Dr. Allen McCannon
Superintendent - Madison County School District
800 Madison St.
Danielsville, GA 30633
Office: 706 795-2191

Dr. John Jackson
Superintendent - Jefferson City Schools
345 Storey Lane
Jefferson, GA 30549
Office: 706 367-2880

Mr. Gary Hobbs
Superintendent - Walton County School District
200 Double Springs Church Road
Monroe, GA 30656
Office: 706 266-4520

Arthur(Andy) M. Horne, Ph.D.
President, Society of Counseling Psychology (APA Division 17)
Dean Emeritus; Professor Emeritus
College of Education
The University of Georgia
Athens, GA 30605
706 247-3765

Dr. Martha Reichrath
Deputy State Superintendent
Georgia Department of Education
Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334
Phone: 404 656-2804

Ms. Clara Keith
Associate Superintendent
Georgia Department of Education
Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334
404 656-2573

Dr. Howard H. Hendley,
Director, Policy Division
Georgia Department of Education
2053 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334
Phone: 404 657-2965

The Honorable Tommy Benton,
Georgia House of Representatives, District 31
177 Martin Street
Jefferson, GA 30549
706 658-5734

The Honorable Terry England,
Chairman, Appropriations
Georgia House of Representatives, District 116
245 State Capitol
Atlanta, GA 30334
404 463-2247

Mrs. Carolyn Williams,
Executive Director, Muddle Georgia RESA
Immediate Past President,
Georgia RESA Directors Association
80 Cohen Walker Drive
Warner Robins, GA 31044
478 719-7158

Dr. Stanley W. DeJarnett,
Executive Director
Vision for Public Education
706 474-2807

Mr. Paul Chambers,
NE Georgia Regional Director, External Affairs
AT&T
125 Reese Street
Athens, GA 30601
706 353-1069

JEANNA ELIZABETH (BETH) CARSON HORACEK, CPA
761 APPIAN WAY
STATHAM, GEORGIA 30666
(706) 207-2726 Cell

PROFESSIONAL OBJECTIVE:

To obtain a position that would provide me with the opportunity to apply the governmental knowledge, as well as, leadership, accounting and auditing skills that I have acquired.

EDUCATION:

Bachelor of Business Administration

University of Georgia

Major: Accounting

Graduation Date: June 1992

Master of Business Administration

West Georgia University

Graduation Date: December 1993

Primary Areas of Graduate Study:

Managerial Accounting, Auditing, Activity-based Costing, Financial Management, Business Cycles, Forecasting, and Quantitative Applications of Advance Business Concepts.

POST GRADUATE - CONTINUING PROFESSIONAL EDUCATION:

August 2015 – Georgia Society of CPA's – *Southeastern Accounting Show*, Cobb Galleria Centre, Atlanta Georgia

September 2014 – Georgia Government Finance Officers Association – *Charting the Course*, 29th Annual Conference- Savannah Georgia

- Presenter – *The Budgeting Process A-Z*

May 2014 - Government Finance Officers Association's (GFOA) 108th Annual Conference, – Minneapolis, Minnesota

June 2013 –Government Finance Officers Association's (GFOA) 107th Annual Conference, *Bridges to Financial Sustainability* – San Francisco, California

- General Session
- Improving Finance Department Performance Through Interdepartmental Cooperation

- Improving Results with Lean Government
- What's New in Long-Term Financial Planning
- Lean Process Improvement: A New Role for the Budget Office?
- Looking a Gift Horse in the Mouth: Improving Grant Management
- Attaining Financial Sustainability
- A Perennial Challenge: Preventing Fraud in Revenue Collections
- More than Compliance: Accountability for Results in Performance Management

December 2012 – Mauldin and Jenkins, Certified Public Accountants, LLC - Got Grants?

June 2012 – Government Finance Officers Association's (GFOA) 106th Annual Conference, *Winds of Change: Public Finance in Transition* – Chicago Illinois

- General Session
- The Accounting and Auditing Year in Review
- It's All in the Details: A Practice Update
- Automating Capital Asset Management
- Improving Processes by Going Lean: Introduction to GFOA's Lean Finance
- Interpreting Actuarial Information
- CIPFA roundtable
- Digging for Dirt: Detecting Fraud in the Public Sector
- Splitting the Check: Allocating Indirect Costs

December 2011 – University of Georgia Carl Vinson Institute of Government, Intermediate Budget Course – Completed towards Level 1 Financial Officer Certification.

November 2011 – The Government Finance Officers Association – Annual Governmental GAAP Update

September 2011 – Internal Controls Over Cash Receipting and Disbursement Processes/Fraud

June 2011 – University of Georgia Carl Vinson Institute of Government, Debt Administration Course – Completed towards Level 1 Financial Officer Certification.

May 2011 – Government Finance Officers Association's (GFOA) 105th Annual Conference, *Navigating the New Normal in Government Finance* – San Antonio Texas

January 2011 – University of Georgia Carl Vinson Institute of Government, CIP Course – Completed towards Level 1 Financial Officer Certification.

December 2010 – University of Georgia Carl Vinson Institute of Government, Budgeting Course – Completed towards Level 1 Financial Officer Certification.

November 2010 – University of Georgia Carl Vinson Institute of Government, Purchasing Course – Completed towards Level 1 Financial Officer Certification – Passed with score of 100.

November 2010 - University of Georgia Executive Writing.

October 2010 - University of Georgia Carl Vinson Institute of Government, 2010 Financial Accounting and Reporting Issues Seminar

June 2010 – University of Georgia Center for Continuing Education, Critical Thinking.

November 2009 – Professional Education Services, “Financial Analysis Modeling and Forecasting Techniques.”

December 2008 – Professional Education Services, “Essentials of Cash Flow.”

September 2008 – CareerTrack - “Interpersonal Communication Skills for Business Professionals.”

December 2007 – Professional Education Services, “Time Management.”

December 2007 – Professional Education Services, “Auditing for Fraud Detection.”

December 2007 – Professional Education Services, “Auditing Developments.”

October 2007 – Georgia Government Financial Officers Association Conference –

- “Legislative Update.”
- “Accounting, Auditing and Financial Reporting Updates.”
- “Monitoring Internal Controls to Prevent / Minimize Fraud.”
- “Investment Strategies – Cash Flow Management.”
- “Capital Project Budgeting, Monitoring, and Reporting.”
- “Jumpstarting Financial Policies and Procedures.”
- “GASB Update – An Actuarial Perspective.”
- “GFOA Budget Committee Recommended Practices.”
- “The Economic Outlook for the U.S. and Georgia.”
- “Fundamentals of Appraisals, Taxation and Property Tax Rollback.”

August 2007 – CareerTrack - “Managing Emotions under Pressure.”

March 2007 – Rockhurst University Continuing Education Center – “Fish Into Your Workplace.”

October 2006 – Georgia Government Financial Officers Association Conference –

- “Communicating Effectively With Elected Officials.”
- “Audit and Accounting Update.”

- “Excel Class.”
- “Through the Eyes of the Actuary; GASB 43 And 45.”
- “Fines, Fees, and Forfeitures.”
- “Leadership.”
- “GASB No 44.”

August 2006 – Region II EMS Director’s Association – “EMS Collections 101.”

August 2006 – Region II EMS Director’s Association – “EMS Compliance 101.”

March 2006 – Lorman Education Services – “Internal Controls.”

March 2006 – UGA Carl Vinson Institute of Government – “Management Development Program (MDP) – Course 2 – Core Leadership Skills Part 2”. – Participants included Barrow County Department Directors and Elected Officials only.

January 2006 – UGA Carl Vinson Institute of Government – “Management Development Program (MDP) – Course 1 – Core Leadership Skills Part 1”. – Participants included Barrow County Department Directors and Elected Officials only.

December 2005 – Professional Education Services, “How To Say It At Work.”

May 2005 – UGA Carl Vinson Institute of Government – “Management Development Program (MDP) – Course 3 – Core Management Skills”.

February 2005 – Kronos Incorporated, “Workforce Payroll 5; Processing Payroll / Administering Payroll.”

January 2005 – Kronos Incorporated, “Workforce Timekeeper User Essentials.”

January 2005 – Kronos Incorporated, “Workforce Timekeeper System Administration.”

January 2005 – UGA Carl Vinson Institute of Government – “Management Development Program (MDP) – Course 2 – Core Leadership Skills Part 2”.

December 2004 – Professional Education Services, “Fraud Examination for Managers and Auditors.”

December 2004 – UGA Carl Vinson Institute of Government Local Government Financial Management Certification Program, “ACCG / GEBCorp Defined Benefit Plan Workshop.”

September 2004 – UGA Carl Vinson Institute of Government – “Management Development Program (MDP) – Course 1 – Core Leadership Skills Part 1”.

November 2003 – American Payroll Association, “2003 Accounts Payable Disbursements / Preparing For Year-End And 2004.”

June 2003 – UGA Carl Vinson Institute – Audits of Local and State Government Units.

April 2003 – Rockhurst University Continuing Education Center – “Management Skills for First-Time Supervisors”.

March 2003 – Lorman Education Services – “Financial Statement Analysts; Understand and Interpret Financial Results for Better Management Investment and Credit Decisions.”

February 2003 – UGA Carl Vinson Institute of Government Finance Officers Certification and Professional Development Program, “Purchasing.”

August 2002 – Lorman Education Services – “Payroll Management in Georgia.”

June 2002 – UGA Carl Vinson Institute of Government Financial Management Program Courses, “GASB 34 – Part II.”

June 2001 – UGA Carl Vinson Institute of Government Financial Management Program Courses, “GASB 34 – Part I.”

CERTIFICATIONS / MEMBERSHIPS:

CPA Certification – September 1999

Georgia Government Finance Officers Association Board of Directors

Member of Georgia Society of Certified Public Accountants

Member of American Institute of Certified Public Accountants

Member of Government Financial Officer’s Association

University of Georgia, Carl Vinson Institute of Government, Certified Local Government Finance Officer – Level I

GFOA Certified Public Financial Officer (CPFO) – Fulfilled Operating and Capital Budgeting, Treasury and investment management, and Accounting and Auditing requirements

Lean Certification – Completed courses and test towards lean certification

RELATED WORK EXPERIENCE:

May 2013 – Present

The University of Georgia, Carl Vinson Institute of Government, 201 N. Milledge Avenue, Athens Georgia, 30602.

Consultant for the Financial Management Training Program – Duties include instructor for the Financial Officer Level I and II classes as well as development of course materials.

July 2014 – Present

DeKalb County Board of Commissioners, 1300 Commerce Drive, Decatur, Georgia
(404) 687-3757

Department of Finance – Controller – Duties include: Oversight for preparation of the Annual Audit and Comprehensive Annual Financial Report. Supervise the functions of accounts payable and accounting services. Oversight for all DeKalb County Funds consisting of a combined annual operating budget of approximately \$1.3 billion. Duties include overseeing the operations of the County accounting system and accounts payable as well as the development, implementation and review of the accounting procedures. Oversee the development and preparation of the Comprehensive Annual Financial Report; Monitoring expenditures under the current budget; advising Deputy Chief Financial Officer and Chief Financial Officer regarding financial matters; preparing financial reports; performing cost analysis of County operations and analyzing cash balances, revenues, and expenditures for budget and management decisions; investigating instances in which misappropriations of funds may exist; oversight of the external audit; review accounting activity to ensure compliance with Generally Accepted Accounting Principles (GAAP) and implementation of new standards issued by Governmental Accounting Standards Board (GASB).

May 2010 – June 2014

Gwinnett County Board of Commissioners, 75 Langley Drive, Lawrenceville, Georgia
(770) 822-7822

Department of Financial Services – Division Director – Accounting and Service
Duties include: Oversight for preparation of the Annual Operating and Capital Budget. Supervise the functions of budget, grants and service. Oversight for all Gwinnett County Funds; Duties include overseeing the operations of the County accounting system and the development, implementation and review of the accounting procedures. Oversee the development and preparation of the Comprehensive Annual Financial Report and Annual Operating and Capital Budget. Supervise the functions of accounting, financial reporting, and debt and forecasting, for the County; Monitoring expenditures under the current budget; advising Deputy Administrator and Director of Financial Services regarding financial matters; preparing financial reports; performing cost analysis of County operations and analyzing cash balances, revenues, and expenditures for budget and management decisions; investigating instances in which misappropriations of funds may exist; assists external auditors as needed; review accounting activity to ensure compliance with Generally Accepted Accounting Principles (GAAP) and implementation of new standards issued by Governmental Accounting Standards Board (GASB).

September 2000-July 2009

Barrow County Board of Commissioners, 233 East Broad Street, Winder, GA 30680
(770) 307-3000

Chief Financial Officer – Duties include: Oversight for all Barrow County and Barrow County Water and Sewerage Authority Funds. Performs professional, administrative financial work in the supervision, coordination, and direction of the Financial Administration Department. Work involves overseeing the operations of the County accounting system and the development, implementation and review of the accounting procedures. Supervise the functions of payroll, accounts payable, internal audits, emergency medical service billing and accounting for the County; develop the annual County operating and capital budget, as well as, monitoring expenditures under the current budget; advising department directors, elected officials, and Chief Administrator regarding financial matters; preparing financial reports; performing cost analysis of County operations and analyzing cash balances, revenues, and expenditures for budget and management decisions; investigating instances in which misappropriations of funds may exist; preparing budget amendments for the Board of Commissioners approval; monthly financial updates to the Board of Commissioners; preparing information needed by the external auditors; oversee grant administration; assists external auditors as needed; review accounting activity to ensure compliance with Generally Accepted Accounting Principles (GAAP) and implementation of new standards issued by Governmental Accounting Standards Board (GASB). Major accomplishments included implementation of a new financial and purchasing software system, as well as conducted training for all end –users of the new system which included Department Directors, Elected Officials and their respective staff. Also, conducted several lunch and learn series to educate participants on the fundamentals of governmental finance and accounting practices. The participants included Elected Officials, Department Directors and their respective staff.

September 1994-September 2000

Oliver Rubber Company, Athens, GA

Corporate Cost Accountant – Duties included: Bank and inter-company reconciliations, relocation analysis, sales tax, 1099 forms, payroll, auditing of employee expense reports / accounts payable, internal audits of various plant operations, budgeting and inventory controls and procedures for all plants, budget preparation, audit cost accounting, assist plants in developing and maintaining forecast models, calculate and review all components of standard costs, establishing and implementing new procedures, various accounting schedules and financial analysis.

*Promoted in 1996 to Staff Account

*Promoted in 1999 to Corporate Cost Accountant

COMPUTER KNOWLEDGE:

Microsoft Outlook, Microsoft Excel, Microsoft Word, Microsoft Power Point, Kronos Payroll, Kronos Human Resources, Kronos Timekeeper and Attendance, Ortivus Emergency Medical Billing Software, SAP, SharePoint, Maximus Indirect Cost Allocation Software and Tyler Technologies (Munis) Financial and Purchasing Software.

REFERENCES:

Available upon request

MICHAEL J. HOURIHAN
2866 Green Cove Way SE
Smyrna, GA 30080
404.444.3710

UNIVERSITY OF GEORGIA - Carl Vinson Institute of Government, 2003 - Present
State Government Program Manager, 2010 – Present

- Provide leadership, direction and execution of training and educational programming
- Market existing and innovative services to state agencies and professional organizations
- Ensure instructor and consultant development through coaching, guidance and consultation
- Manage multiple contracts and create revisions/amendments
- Provide professional business coaching to agencies and individuals for developmental, productivity, growth or succession planning purposes
- Supervise the work of client liaison faculty, program coordinators and faculty associated with state government management, leadership and public service programs
- Provide strategic vision and operational execution of new and existing service initiatives
- Manage faculty and staff to identify future needs and determine methodologies to enhance curriculum, programs and processes
- Cultivate existing client relationships and develop contemporary business ventures
- Instruct and facilitate courses, retreats, seminars and meetings for public service entities
- Ensure cost recovery of state government programs
- Provide course development and on-site instruction in China for elected officials

Faculty Liaison to Client Groups

Furnish oversight of educational components of state government educational conferences, supervise faculty liaisons to agencies and groups, and serve as faculty liaison/program manager for state training programs.

Customer Relations and Business Development

Build, augment and sustain customer relations with current and future clients and client groups and develop new business opportunities. Establish and maintain strong relationships and partnerships with state government client groups. Interact regularly with client group boards and key stakeholders.

Government/Public Service

Comprehend and demonstrate identification with and appreciation of the complexities of state government and political environments. Extensive experience in partnering with all levels of public service including public safety, elected, appointed and recruited officials and staff, cross-functional groups of public servants and both matrix and silo-type organizations. Thorough understanding of bipartisan organizations and singular or consolidated political structures.

Public Service Faculty, Adjunct Faculty, Consultant, 2003 – 2010

Provide training and facilitation to clients of the University of Georgia's Carl Vinson Institute of Government: county and municipal government, professional state associations and statewide agencies. Accountabilities included curriculum design,

developmental coaching, group retreats, classroom instruction, agency consultation, and executive assessment/coaching/succession planning. Expertise includes strategic planning, project management, group facilitation, public speaking, business ethics, customer service, behavior analysis, problem solving and decision making, conflict resolution and mediation

COMPLETE SOLUTIONS, Atlanta, Georgia, 1999 – Present (Owner)

Create and deliver business services in Strategic Planning, Business Development, Group Facilitation, Performance Management, Leadership Development, and Training and Human Resources. Plan and manage goal and objective based initiatives, learning and education strategy and execution, project management, compliance assessment, and employment and succession planning services. Expertise in sales and service operations, performance planning, goal setting, team development, communications, incentive and recognition systems.

Strategic Planning, Business Development, Group Facilitation

- Conduct and facilitate quarterly and annual strategic planning and goal development workshops for government, non-profit and public/private entities
- Develop and manage partnerships to stimulate and control service expansion, address competitive pressure, manage downsizing and divestiture
- Identify and react to cultural shifts, react to community and market evolution, and continuous improvement programs for service and productivity
- Develop organization structures to maximize employee performance and customer service
- Develop succession planning processes for profit and non-profit organizations
- Plan and conduct group functions: logistics, settings, budgets and facilitation

Performance Management

- Design and implement exempt and non-exempt performance management systems
- Establish, deliver and evaluate sales, service and supervisory training programs
- Create *Assessment Centers* to evaluate internal and external candidates
- Originate and write *Individual and Location Development Plans* to ensure personal and strategic business growth within specific timeframes
- Design and administer personal/professional coaching for individuals and groups

Leadership Development, Training and Human Resources

- Develop and conduct managerial training programs focusing on professional development including *Fundamentals of Leadership, Leadership Coaching, Motivation/Power/Influence, Change Management, Conflict Resolution/Mediation and Strategic/Project Management*
- Design and coordinate training programs such as *Team Building, Interview and Selection Skills, Communication Skills, Customer Service, and Ethics*
- Plan and conduct hiring centers to meet ongoing business requirements
- Implement computer-based training
- Develop and manage Employee Recognition programs

C.R.BARD, INC., Covington, Georgia, 1994 - 1999

Division Manager, Training and Development

Organization and skill development, competency training, strategic planning, compensation and incentive systems. Created and delivered learning/development initiatives, project management, reward and recognition programs, and company magazine.

CIRCUIT CITY STORES, INC., Atlanta, Georgia, 1987 – 1993

District Operations Manager, 1991 – 1993

Responsible for 10 store district: 800 employees, \$89MM in sales. Customer service, distribution, office and cash management, inventory, loss control, merchandising, labor and staffing, service and returns/repair.

Southeast Region Manager, Human Resources, 1987 – 1991

Directed new store openings, training and development, employee relations and communications. Grew region from 29 stores/1200 employees to 80 stores/5000 employees encompassing 9 states

PEPSICO, INC. – Pizza Hut Corporation, 1984 – 1987

Southeast Region Manager: Delivery Team, Atlanta, Georgia

Team established to create and launch Delivery Business segment. Accountable for concept plan, human resource management, expense control and recruiting, hiring and training. Grew business from conception to 90 units representing \$17M in annual sales in 12 months.

BAUSCH AND LOMB, INC., Rochester, New York, 1981 – 1984

Manager, Human Resources

CITY of CANANDAIGUA, New York, 1977 – 1981

Budget Director; also responsible for Personnel and Community Outreach departments.

PROFESSIONAL

- PHR (Professional in Human Resources) Certification
- Registered Mediator for the State of Georgia
- Certification in Hogan Assessments and Leadership Versatility Index (LVI)
- Certification in Myers Briggs Type Indicator, Behavior Profile and Analysis
- Certified Zenger-Miller Facilitator
- P.O.S.T. Certified (Peace Officer Standards Training)
- GFSTC (Georgia Firefighter Standards and Training Council) Instructor

EDUCATION

Master of Arts – Leadership, Shorter University, Rome, Georgia

Bachelor of Science – Education, Slippery Rock University, Slippery Rock, PA

John G. Hulsey, CGFM
4726 Shady Lake Circle
Gainesville, Georgia 30507
770.532.3711
jhulsey36@comcast.net

EDUCATION

Bachelor of Arts in Accounting, August 1998
North Georgia College & State University

Master of Public Administration, December 2007
North Georgia College & State University
Graduated with Distinction, GPA 4.00/4.00

PROFESSIONAL CERTIFICATION

Certified Government Finance Manager
Association of Government Accountants, 2010

Certified Finance Officer, Level I & II
Carl Vinson Institute of Government, July, 2004

PROFESSIONAL ORGANIZATIONS

Member of Association of Government Accountants
Member of Government Finance Officers Association (GFOA)
President of Georgia Government Finance Officers Association (GGFOA)

SUMMARY OF PROFESSIONAL EXPERIENCE

- Public Service Assistant – Carl Vinson Institute of Government;
- Finance Director for Jackson County Government;
- Instructor for Carl Vinson Institute of Government – Financial Management Program

PROFESSIONAL EXPERIENCE

2012-Present

Carl Vinson Institute of Government, Public Service Assistant

Provide financial management training for state and local government officials and personnel through the Institute's Financial Management Program.

1998-2012

Jackson County Government, a unit of local government with a budget of \$65,000,000, serving a population of 60,485.

Director of Financial Administration – Responsible for the many aspects of financial management of the organization including preparation of the annual budget, debt management, governmental accounting, financial reporting, investing county funds, interim financial reporting, project management and guiding the annual audit process.

Supervise a staff of six. Provide guidance in day-to-day operations including accounts payable, receipting, payroll, purchasing, budgeting, project accounting, and financial reporting. Provide accounting and financial reporting services to the Jackson County Airport Authority, a component unit, the Jackson County Industrial Development Authority and the Jackson County Boys and Girls Club.

1995-1998

Accounting Technician - Responsible for coordination of the accounts payable function, tracking/reporting capital assets, assisting with the procurement function, maintenance of the general ledger, preparation of various supporting audit schedules, note disclosure, and coordination of the annual audit function.

2011-2012

Instructor for University of Georgia, Carl Vinson Institute of Government, Financial Management Program

Instruct state and local government employees in introductory and intermediate governmental accounting principles, best practices in accounts payable and understanding the difference between business licenses and occupational taxes.

CONSULTING AND TRAINING/INSTRUCTION EXPERIENCE

Carl Vinson Institute of Government, University of Georgia, 2011 – 2012

Presented the following courses for the State of Georgia Financial Management Certification Program –

- Introductory Governmental Accounting I and II
- Intermediate Governmental Accounting

These courses introduce the participant to governmental accounting principles with the final goal to read and interpret basic financial statements for state government.

Presented the following courses for the Local Government Financial Management Certification Program –

- Introductory Governmental Accounting I and II;
- Best Practices in Accounts Payable;
- Understanding the Difference between Business Licenses and Occupational Taxes

These courses introduce the participant to governmental accounting principles with the final goal to read and interpret basic financial statements for local government.

Other Work -

Co-instructed “Internal Controls” GATO Conference, May 2011.

Panelist - “What Counties Can Expect from Georgia’s Economic Outlook” ACCG Annual Meeting, May 2011.

Instructed “Best Practices in Accounts Payable” GGFOA Conference, October 2011.

Instructed “Budgeting in Today’s Economy” GGFOA Conference, October 2010.

Instructed “Preparing the Annual Budget Document” GGFOA Conference, October 2009.

Panelist – “Balancing the County Budget” ACCG Fall Policy Conference, September 2009.

Instructed “Best Practices – Getting Ready for an Audit” Governmental A&A Conference, Georgia Society of CPAs 2009.

COMPUTER EXPERIENCE

Microsoft Word, Excel and PowerPoint.

David L. Lakly

243 Clifton Lane
Peachtree City, GA 30269
404.917.7943
davelakly@yahoo.com

Education

Master of Public Administration, Management and Finance Concentration **Andrew Young School of Policy Studies, Georgia State University | 2005-2008**

- Concentration: Management and Finance
- GPA: 3.8
- **Honors:**
 - Recipient of the 2007 Governor Joe Frank Harris Award for academic excellence
 - Nominated for annual Best Term Paper award
 - Member of Public Administration honor society, Pi Alpha Alpha

Bachelor of Arts in Journalism

Grady College of Journalism and Mass Communication, University of Georgia | 1996-1999

- Major: Telecommunications; Minor: Film Studies
- GPA: 3.7
- **Honors:**
 - Student in the UGA Honors program
 - Graduated *Cum Laude* with Honors

Work Experience

Public Service Assistant, Carl Vinson Institute of Government **University of Georgia | August 2014 – Present**

Major Duties

- Develop text, visual aids, active learning exercises, and examinations
- Conduct finance and budget training workshops
- Provide technical assistance, consultation, and other services to state and local governments
- Write text and develop interactive exercises for online finance courses
- Work with other faculty, professional staff, consultants, and other others on Institute projects and activities
- Manage the Charter Schools Financial Management Certification program

Key Accomplishments

- Presented "Financial Management Certification: Help Schools Reduce Their Risks" at the National Charter Schools Association's 2015 annual conference
- Developed text and course materials for "Budget Administration" and "Revenue Administration," two new state government classes in 2015

Risk Management Analyst

Georgia State University | April 2013 – August 2014

Major Duties

- Assisted Director with developing and implementing annual enterprise risk management plans for the University and promote and institutional culture of enterprise risk management
- Prepared reports and memos to present to University Administration and the Board of Regents
- Performed business analysis of complicated data to assist with financial management
- Managed University-wide Payment Card Industry (PCI) compliance by meeting with merchants on campus and advising on compliant practices
- Compiled information from many sources to complete annual reporting and SACS review requirements
- Acted as liaison to state auditors during annual audit process

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Key Accomplishments

- Performed evaluation of Panther Ambassadors safety program and contributed findings to the Enterprise Risk management Annual Report
- Developed a report card template after the winter storm emergencies to be used in reporting response to future campus emergencies

Division Director, Educational Development Division Governor's Office of Planning and Budget | April 2012 – April 2013

Major Duties

- Managed division personnel, including direct supervision of three program analysts and one policy coordinator, and oversaw hiring and staff evaluation processes
- Planned, organized and supervised the development of the education portion of the annual operating budget for the Governor in conjunction with the Director, Deputy Director, and other Division Directors – this portion of the budget includes the Department of Early Care and Learning, the Department of Education, the Georgia Student Finance Commission, the University System of Georgia, and the Technical College System of Georgia, a combined \$17.5 billion budget
- Presented budget and policy issues to the Director and Governor for the divisional areas of program responsibility
- Supervised the preparation of budget procedures and instructions, reviewed agency requests for critical equipment and personnel with divisional staff, and reviewed and approved agency budget submissions, budget amendments, allotments and expenditure reports with divisional staff
- Represented the Governor and Director on task forces, study groups, and commissions related to divisional areas of responsibility
- Monitored proposed legislation in divisional areas of program responsibility and presented the position of the Governor as appropriate
- Provided information to the Governor, Governor's staff, legislators, other state agencies, and the general public regarding assigned program areas

Key Accomplishments

- Served on the staff working group for the Higher Education Finance Study Commission, and assisted the Commission with developing final recommendations for the Governor
- Supervised zero-based budget analysis on the Department of Education, a \$9.2 billion budget

Deputy Director Senate Budget and Evaluation Office | August 2010 – April 2012

Major Duties

- Managed personnel, including direct supervision of seven program analysts, and oversaw hiring and staff evaluation processes
- Administered analyst training on all internal and external budget applications, as well as office policies and procedures
- Assisted staff in supporting a policy-driven budget process with appropriate production of information and research as needed
- Provided leadership for staff on development of the Senate's appropriations bills
- Acted as primary contact for Senators' budget-related questions and coordinated all responses, ensuring accuracy, objectivity, and timeliness
- Assisted Director and Senate Leadership during the "Green Door" and "Conference Committee" phases of budget development, ensuring that Senate priorities are accurately reflected in the budget document
- Completed quality assurance and final sign-off of the Senate appropriations bills
- Analyzed Governor and House budget recommendations during the legislative session for the Bonds section of the Appropriations bill

David L. Lakly

243 Clifton Lane
Peachtree City, GA 30269
404.917.7943
davelakly@yahoo.com

Key Accomplishments

- Served as Senate Staff point person on HOPE Scholarship and lottery-funded program reform
- Served as staff support for the Education Finance Study Commission, and assisted the Support Services subcommittee with developing formula revision recommendations

Program Analyst, K-12 and Higher Education

Senate Budget and Evaluation Office | December 2007 – August 2010

Major Duties

- Analyzed Governor and House budget recommendations during the legislative session for the Senate Education and Higher Education Subcommittees on Appropriations
- Worked closely with legislators and Senate leadership to develop Senate budget recommendations
- Responded to requests for information from Senators and other government agencies for assigned subcommittees
- Supervised interns in the Education policy area
- Developed agendas for and staffed Subcommittee hearings, briefing Senators prior to meetings, responding to Senators' questions following meetings, and coordinating follow-up questions with government agencies
- Reviewed operating efficiencies of various state programs
- Ran PeopleSoft reports to analyze current expenditure data for government agencies

Key Accomplishments

- Provided detailed analysis of the K-12 budget at the school system level to help inform legislative decisions
- Compiled information and performance data for government activities as part of the Best Value in Government Task Force

Web Development Specialist

Emory University | September 2005 – December 2007

Major Duties

- Managed websites for the Candler School of Theology and the Pitts Theology Library
- Planned and taught workshops on communication tools and information technology
- Coordinated with faculty and staff on new communications projects
- Developed, edited and maintained web pages and applications and SQL Server databases

Key Accomplishments

- Complete redesign of the Pitts Theology Library and Candler School of Theology websites, including content reorganization, design creation, template creation and coding, database integration, and WordPress blog integration
- Developed and presented a reference request statistics tracking application at the American Theological Library Association's 2007 Annual Conference

Information Associate

Electronic Data Systems | July 2002 – September 2005

Major Duties

- Managed Intranet sites for the National Center for Environmental Health (NCEH) and the Agency of Toxic Substances and Disease Registry (ATSDR), and edited and maintained NCEH/ATSDR Intranet and Internet pages
- Assessed Section 508 (Americans with Disabilities Act) compliance of all Web documents
- Developed and maintained several tracking and reporting web applications

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Key Accomplishments

- Identified as a Top Performer for EDS at NCEH/ATSDR in three straight annual reviews
- Created new design templates for redesigned NCEH and ATSDR websites and presented to Senior Management, the Communications Council, Web Redesign Task Force, and the Web Developers Forum

Web Developer

Atomic Fusion | May 2000 – July 2002

Major Duties

- Served as the primary web developer on various projects
- Maintained and updated multiple internal and client websites
- Executed client-side and server-side coding and testing, and created and optimized graphics
- Developed web-based database applications (Access and SQL Server)

Key Accomplishments

- Part of a team selected to redesign the website for TBS Superstation
- Developed quality assurance guidelines and checklist

EDWIN GORDON MANER

201 North Milledge Ave., Athens, Georgia 30602

Email: gmaner@uga.edu

706.831.7917 (cell)

SUMMARY

Accomplished manager of local government training programs and recipient of the University of Georgia's Walter B. Hill Award for Distinguished Public Service and the Georgia City-County Management Association's Pillar of Excellence Award for service to Georgia's Cities and Counties. Recognized for having been a part of assembling training programs that are recognized as the national model of the training of local government elected and appointed officials. Management experience includes leading a team of professional and accomplished faculty and staff who interact daily with the elected and appointed leadership of Georgia's cities and counties and managing the revenues and expenditures of a significant training unit in the Vinson Institute of Government.

Highly experienced in developing programs, making presentations and providing instruction to international delegations in the US and abroad.

Evaluations consistently exceed performance expectations in the quality of programming offered and in the generation of operational revenue through program marketing and sales.

- Make numerous training presentations and facilitate planning and goal setting meetings for local government elected and appointed officials, management teams and the staffs of city and county government.
- Make numerous presentations to national groups including state associations of cities and counties, National Association of Counties, and the National League of Cities.
- Extensive international experience assisting governmental and university officials with the development of training programs and in teaching courses on local governance in China (2000, 2005 and 2010), Mexico (2007), Ukraine (1999, 2004 and 2008) Republic of Georgia (2007)
- Conduct training programs in, but not limited to, the following areas: leadership, motivation, team-building, public speaking, ethics, performance measurement, management and supervisory roles, concepts and principles of quality, creativity and innovation, train-the-trainer, performance measurement and evaluation and group dynamics.
- Facilitate strategic planning, problem solving and team-building sessions for local government elected officials, department heads and units of state government.

EDUCATION

M.A., Organization Psychology

West Georgia University, Carrollton Georgia (1987)

M.P.A., Public Administration

West Georgia University, Carrollton, Georgia (1985)

B.A., Chemistry

LaGrange College, LaGrange Georgia (1970)

CONTINUING EDUCATION

- Graduate of the Southwest Leadership Institute, University of Arizona (2000),
- Deming Management Methods, Quality Enhancement Seminars (1997),
- Certificate of Quality Management, George Washington University (1996),
- Certified in the areas of Group Dynamics, Instructional Design, and Human Relations, by the Mid-Atlantic Association of Training Consultants (1986)
- Serve on the Athens Clarke County Planning Commission (Current)

PROFESSIONAL EXPERIENCE

2011 –Present

Senior Public Service Associate (Retired and part-time 49% - 19 hours per week) and Serve as trainer and facilitator and for local programs unit and the International unit as well as special development projects and assignments by the Institute's Associate Director and Director

2000 - 2011

Senior Public Service Associate – Program Manager, Local Government Programs, Carl Vinson Institute of Government, Governmental Training, Education and Development Division, The University of Georgia. Manage local government contracts exceeding \$3,000,000 and programs exceeding 12,000 enrollments per year. *(1993 Public Service Representative, 1996 Public Service Assistant, 2000 Public Service Associate, 2002 Interim Associate Director)*

- Manage and direct the operations of the Local Government Programs unit of the Governmental Training, Education, and Development Division. The unit encompasses the Management Development Program, GMA and ACCG Certificate Programs, Municipal and County Clerks Certification Programs, Georgia Local Government Personnel Association Certification Program, Leadership Certificate Program for the Georgia Public Works Association and the Information Technology Leadership Program for the Georgia Chapter of Government Management Information Sciences. The unit also provides professional development educational conferences for the following groups: Georgia City and County Management Association, Georgia Association of Zoning Administrators, Georgia Association of Code Enforcement. Responsible for developing marketing strategies and marketing to new groups, proposal and contractual agreement writing, contract monitoring and management, scheduling, developing training logistics, and evaluation of training. Responsible for the program's growth, innovations, and proactively meeting the emerging training needs of Georgia's elected and appointed local government officials.
- Responsible for elevating the training programs for ACCG and GMA to national models and have made numerous presentations to national and international groups including state associations of cities and counties, National Association of Counties, and the National League of Cities. Extensive international experience assisting governmental and university officials with the development of training programs and in teaching courses on local governance in China (2000, 2005 and 2010), Mexico (2007), Ukraine (1999, 2004 and 2008) Republic of Georgia (2007).
- Conduct training programs in, but not limited to, the following areas: leadership, motivation, team-building, public speaking, ethics, performance measurement, management and supervisory roles, concepts and principles of quality, creativity and innovation, train-the-trainer, performance measurement and evaluation and group dynamics.

- Facilitate strategic planning, problem solving and team-building sessions for local government elected officials, department heads and units of state government.

Public Service Associate – Program Manager, Local Government Programs, Carl Vinson Institute of Government, Governmental Training, Education and Development Division, University of Georgia (1999 - 2005)

- Same responsibilities as Senior Public Service Associate

Public Service Associate and Interim Associate Director, Carl Vinson Institute of Government, University of Georgia (Interim Director, Governmental Training Division) (2001 –2002)

- Managed the operations of the Institute’s Governmental Training Education and Development Division in interim role

Adjunct Faculty, University of Arizona (October 2001 –2007)

- Taught classes in the university’s Executive Leadership Institute

Adjunct Faculty, George Washington University (January 1997 – December 2004)

- Taught classes in the university’s Quality Management and Leadership Programs

Public Service Assistant (Management Development Associate), Carl Vinson Institute of Government, Governmental Training Division, University of Georgia (1997 – 1999)

- Provided training, development and facilitation to elected and appointed officials in Georgia

Public Service Representative, Carl Vinson Institute of Government, Governmental Training Division, University of Georgia (1993 –1996)

- Provided training, development and facilitation to elected and appointed officials in Georgia

Director of Employee Development, Department Head, the City of Savannah, Georgia (1989 - 1992)

- Directed and managed the training and development function for a city of 1200 employees

Management Development Consultant, Management Development Program (MDP), The University of Georgia (August 1988 - April 1990)

- As a contract consultant provided training and facilitation for Georgia local government elected and appointed officials.

MEMBERSHIPS AND PROFESSIONAL ASSOCIATIONS

Member, Athens-Clarke County Planning Commission
 Member, Georgia City-County Management Association
 Member, International City-County Management Association
 Member, University of Georgia President’s Club

Curriculum Vitae

M. Chrissy Marlowe

M. Chrissy Marlowe

160 Devereux Drive • Athens, Georgia 30606
706.338.1804 • cmarlowe@uga.edu

Professional

Public Service Assistant | 2009 - present

Governmental Training, Education, and Development Division,
Carl Vinson Institute of Government,
The University of Georgia

I instruct city and county elected officials and staff as well as members of boards, authorities and commissions in such areas as comprehensive planning, quality growth, zoning and historic preservation. I manage the Vinson Institute's continuing education program for the Georgia Association of Zoning Administrators, teach in the Management Development Program and also facilitate planning retreats.

- Initiated in-house/front end registration model for delivery of Appointed Board Training: Planning and Zoning in November 2011; over 190 participants in seven classes in Athens and Tifton to date
- Develop and revise curricula, identify and arrange for speakers, teach and facilitate in the Harold F. Holtz Municipal Training Institute for the Georgia Municipal Association: Planning and Zoning; Managing Growth; Revitalizing Neighborhoods
- Develop and revise curricula, identify and arrange for speakers, teach and facilitate in the Association County Commissioners of Georgia Lifelong Learning Academy: Planning and Zoning; County Government 101; Managing Growth; Community Revitalization
- Community and Economic Development Curriculum team co-captain for the Association County Commissioners of Georgia Lifelong Learning Academy
- Program faculty for Georgia Association for Zoning Administrators
- Teach classes and develop curriculum for continuing education and certificate programs for Georgia Local Government Personnel Association, Georgia Chapter of the American Public Works Association, Georgia County and Municipal Clerks Associations; Georgia Association of Code Enforcement; Superior Court Clerks Association of Georgia
- Teach in the Management Development Program, as well as Special Topics classes
- Developed and taught First Year Odyssey Seminar, *Communities and Planning*, Fall 2012
- Developed and facilitated regional stakeholder input sessions and facilitated board retreat as part of five-year strategic plan development for Georgia Council for the Arts
- Public Service faculty and facilitator for University of Georgia College of Environment and Design / Nanjing Forestry University College of Landscape Architecture ten-day intensive service-learning collaboration in San Luis de Monteverde community, Costa Rica
- Guest instructor for University of Georgia High Impact Leadership Essentials Certificate Program
- Serving on University of Georgia New Faculty Tour Committee

- Program faculty for Georgia Association of Tax Officials, 2010-2013
- Institute representative for Fellows Selection Committee 2011, 2012
- Program faculty for Historic Preservation Commission training in partnership with University Georgia Center for Community Design and Preservation, Department of Natural Resources Historic Preservation Division and Georgia Alliance of Historic Preservation Commissions
- Participated in Center for Teaching and Learning Faculty Learning Community, *Making the Academic More than Academic*
- Developed process and facilitated input sessions for Georgia Municipal Association and Association County Commissioners of Georgia on the proposed planning rules for local governments
- Developed online intranet checkout systems for Governmental Training, Education and Development Division media and clickers; updated media library
- Managed graduate assistant for downtowns training project
- Presented at Association of Governmental Accountants National Training event and Association of Governmental Accountants Atlanta Chapter Annual Meeting
- Facilitated strategic planning retreats for Dougherty County, City of Macon Department Heads, City of Douglas, City of Thomasville, City of Waycross, City of Richmond Hill, City of Dunwoody Economic Development Summit, Hancock County Board of Elections, Athens Downtown Development Authority Board
- Professional Development: The Bob Pike Group Train the Trainer Bootcamp Plus; American Society for Training and Development Essentials of Adult Learning; Vinson Institute Facilitation Training

Education Manager | 2004 - 2009

Office of Planning and Quality Growth, Georgia Department of Community Affairs

I worked for the Georgia Department of Community Affairs for eleven (11) years, increasing my skills and knowledge in local government systems and growth management and comprehensive planning.

- Provided direct technical assistance and training opportunities to state, regional and local officials through facilitation, public participation program assistance and ordinance and policy research
- Instructed local elected officials, planning commissioners, and government planning staff comprehensive planning requirements, quality growth principles, public participation techniques, character area identification and plan implementation
- Developed training modules, exercises and presentations
- Facilitated local governments and citizen groups in various stages of the planning and implementation process
- Researched, developed and wrote State Planning Policies (companion piece to the *Georgia Local Planning Requirements*)
- Participated, facilitated and coordinated Quality Growth Resource Teams, reviewed recommendations, compiled and wrote reports
- Developed, coordinated and facilitated Quality Growth Advisory Clinics

- Facilitated internal departmental strategic planning and Oglethorpe Award meetings
- Reviewed local government comprehensive plans
- Marketed Office of Planning and Quality Growth resources through emails, newsletters and websites
- Developed and maintained *Best Practices Toolkit* and *Georgia's Best: Examples of Planning and Quality Growth*

Director | 2001 - 2004

Regional Growth Management Initiative,
Office of Planning and Quality Growth,
Department of Community Affairs

I developed and implemented regional growth management initiatives in 50 counties in North Georgia. Work included educating citizens groups and local elected officials on quality growth; facilitating regional advisory councils to develop and produce growth management initiatives; and serving as project supervisor for regional initiatives:

- Bartow County, Floyd County and City of Rome: Highway 411 Corridor Management Plan
- City of Walnut Grove: Downtown Development Overlay District
- White County: Hillside and Mountain Protection Ordinance Example
- Sign Control Along Rural Corridors Guidance Manual
- Strip Corridor Revitalization Guidance Document
- *What is Quality Growth?* educational materials

Regional Representative | 1998 - 2001

Office of Regional Services,
Georgia Department of Community Affairs

I served as a resource for sixteen (16) counties and their municipalities in Southwest Georgia. I helped the local governments and other organizations in the region articulate their needs and sought resources in the state to implement these needs.

- Provided education and assistance with the development and implementation of local government ordinances
- Assisted local governments and development organizations in identifying and packaging potential financial assistance sources to implement planning and development strategies
- Assisted in arranging, developing and providing training opportunities to local governmental officials and development organizations
- Arranged, coordinated and provided governmental management technical assistance to local governments and local community and economic development organizations
- Assisted communities in identifying community and economic development resources to implement planning and development goals

Regional Preservation Planner

Middle Flint Regional Development Center | 1997 - 1998

Lower Chattahoochee Regional Development Center | 1993 - 1995

I worked with eight (8) counties and their municipalities to educate and assist them and various community organizations to plan for and protect their historic resources.

- Wrote, administered and monitored state and federal grant and incentive applications for local preservation and planning projects
- Provided technical assistance to local governments, community and development organizations in areas of compliance with the Secretary of Interior's Standards for Rehabilitation, comprehensive planning objectives, funding availabilities, tax incentive programs, materials and condition assessments and National Register of Historic Places eligibility
- Assisted and educated local governments and community development organizations in drafting, revising and implementing local preservation ordinances

Academic

Masters Fine Arts | Historic Preservation

Savannah College of Art and Design, November, 1995

Thesis: *Cultural Resource Management Plan for Georgia Southern University Botanical Garden*

Bachelor of Arts | Art History

The University of Georgia, 1990

Community Work

I believe it is important for me, as a professional, to use my knowledge and skills in my community as citizen participation is critical to the success of a community.

- Athens-Clarke County Planning Commissioner | 2004-present
Chair, 2009-2011
- Whitehead Road PTO Executive Committee | 2009-2011
Founding member and president, 2009
- Emmanuel Episcopal Mission and Outreach Committee | 2008-2009
- Athens-Clarke County Comprehensive Plan Steering Committee
- Athens-Clarke County Land Use Sub-Committee
- Athens-Clarke County Affordable Housing Committee
- Athens-Clarke County Tennis Center Site Selection Committee
- Better Hometown Selection Committees
- Sumter Historic Trust, President, Board Member

Claude Walton McBride, Jr.

The University of Georgia
Carl Vinson Institute of Government
201 North Milledge Avenue
Athens, Georgia 30602
770-503-4474
mcbride@uga.edu

Education:

Doctor of Public Administration – Valdosta State University. Anticipated graduation date, 2016

Specialist in Education, Adult Education - University of Georgia. 2009

Master of Public Administration - University of West Georgia. 1994

Bachelor of Science in Agriculture - University of Georgia. 1984

Continuing Education and Certification:

Emergenetics:

Advanced Associate - 2015

Certified Associate - 2014

Murphy-Meisgeier Type Indicator for Children - 2014

Harvard University Kennedy School of Government – Art and Practice of Leadership Development – 2010

Silberman Active Learning Institute - 2005

Myers-Briggs Type Indicator Qualifying Course - 2000

Josephson Institute of Ethics - Ethics in the Workplace - 2000

The Insurance Institute of America - Associate in Risk Management - 1996

Experience:

University of Georgia Carl Vinson Institute of Government - October 1998 - present
Governmental Training, Education and Development Division; Management Development Associate

- Manage continuing education, professional development and certification programs for associations of local government employees
- Train elected officials and staff in effective leadership and management
- Facilitate organization development, public policy-making and strategic planning projects
- Hold Public Service Faculty rank of Senior Public Service Associate

North Georgia College and State University - June 1998 - May 2001

Adjunct Instructor in Political Science Department and Master of Public Administration Program

Courses taught:

- Public Budgeting
- State and Local Government
- Local Government Administration
- American Government

Dawson County Board of Commissioners - March 1997 - June 1998

County Manager

- Appointed by Board of Commissioners to oversee daily operations of Dawson County, Georgia
- Responsible for direct supervision and appointment of department heads, personnel administration, budgeting and finance, public relations, inter-governmental relations, long-range planning, economic development and all other aspects of local government administration

Local Government Risk Management Services - March 1992 - March 1997

Training coordinator

- Developed curricula and coordinated training programs for the risk management programs of the Georgia Municipal Association and the Association County Commissioners of Georgia
- Assisted cities and counties in identifying and addressing Workers' Compensation and general liability exposures

Oglethorpe Management Services - April 1990 - January 1992

Education specialist

- Provided member services
- Coordinated conferences

University of Georgia Cooperative Extension Service - November 1985 - April 1990

County Extension Agent; Haralson and Seminole Counties

- Coordinated 4-H Club youth leadership development programs
- Recommended best practices to farmers and homeowners
- Engaged in Community and Resource Development areas

Training, Education and Organization Development

More than 800 leadership and management development sessions, strategic planning facilitation and organization development for 15 state-wide associations, 18 state agencies and regional commissions, 3 University System of Georgia institutions, the Technical College System of Georgia, 54 cities and counties and 12 electric membership cooperatives.

Selected Programs Developed and Delivered

- 2009, 12, 14 George Harris Executive Management Institute for Georgia Recreation and Park Association
- 2008 PINNACLE – yearlong leadership development class for Georgia Public Library Service
- 2007 Succeeding as a Supervisor – introductory management course for first-time supervisors
- 2000 Georgia Chapter of the American Public Works Association *Certificate of Public Works Management*
- 2000 Georgia Local Government Personnel Association *Certified Human Resource Professional and Advanced Certification in Human Resource Management*
- 2000 Georgia Association of Code Enforcement *Certified Code Enforcement Officer*

Selected Publications:

- McBride, C.W., Jr. (2011) Meetings procedure, organization and public participation, in B.J. Hudson & P.T. Hardy (eds.) *Handbook for Georgia mayors and councilmembers*. 5th ed. Athens, GA: Vinson Institute
- McBride, C.W, Jr. (2005) Workplace safety and wellness, in S. Wrighton (ed.). *Effective Supervisory Practices*. Washington, DC: ICMA
- McBride, C.W., Jr. & Wrighton, S (2005) Meetings procedure, organization and public participation, in B.J. Hudson & P.T. Hardy (eds.) *Handbook for Georgia mayors and councilmembers*. 4th ed. Athens, GA: Vinson Institute

Selected Committee service:

- 2013-15 UGA University Council - Public Service and Outreach Representative
- 2013-15 American Public Works Association Institute Review and Standards Committee Program Standards subcommittee - Chair
- 2014 Carl Vinson Institute of Government Governmental Training, Education and Development Faculty Search Committee
- 2011 Carl Vinson Institute of Government Governmental Training, Education and Development Local Government Program Manager Search Committee
- 2011 Public Service and Outreach Leadership Academy Technical Working Committee for Curriculum Development
- 2010-11 Public Service and Outreach Promotions Review Committee
- 2009-10 Association County Commissioners of Georgia Curriculum Assessment Committee
- 2012 Walter B. Hill Award Review Committee, Chair
- 2012 American Public Works Association Institute Review Committee
- 2011 Walter B. Hill Award Review Committee
- 2011 Staff Excellence Award Selection Committee
- 2010-11 Public Service and Outreach Promotions Review Committee
- 2007-08 University of Georgia Committee on Outreach and Engagement
- 2006-07 Public Service and Outreach Promotions Review Committee
- 2003-05 *Georgia Trend* magazine Excellence in Public Service Awards committee
- 2002-03 Lodge & Learn Task Force – collaboration with Georgia Department of Natural Resources

International Service:

- 2014 *China Executive Leadership Academy - Yan'an; "Contemporary Civil Service Training Development Trends and the Management of Training Institutions"* – delivered session on residential training programs in the United States

*Zhejiang Administrative Institute - Hangzhou, China and
Guangxi Institute of Public Administration – Nanning, China*
Presented sessions on training of public sector managers in the United States

2004 *US Ukraine Foundation and the Ukrainian Regional Training Center Directors* – provided consultation and training in the exploratory and beginning stages of assisting the directors in developing a management development program to be offered to municipal managers in the region's local governments. Participated in course development, curriculum development and training of instructors.

2001 *Orenburg Institute of the Moscow State Law Academy; Orenburg, Russia* – assisted with development of Master of Public Administration curricula and taught courses on Federalism to students of Institute in Orenburg.

Conference Presentations

Delivered presentations at more than 20 national and international conferences on topics including leadership, ethics and motivation.

Private Consultation and Technical Assistance:

Consulted and provided technical assistance to organizations including the American Public Works Association, Missouri State University, the Municipal Association of South Carolina, the South Carolina Association of Counties, the Texas Municipal Clerks Association, the National Association of County Recorders, Election Officials and Clerks, the City-County Communications and Marketing Association and the International Association of Exhibitions and Events, and cities of Atlantic Beach, FL and Greenville, SC.

Honors & Affiliations:

Walter Barnard Hill Award for distinguished achievement in public service and outreach by University of Georgia faculty members - 2011

Omicron Delta Kappa Honor Society – initiated 1990

Pi Sigma Alpha Honor Society – initiated 1990

Kappa Delta Pi Honor Society – initiated 2003



CARL
VINSON INSTITUTE
OF GOVERNMENT
The University of Georgia[®]

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Jennifer Nelson joined the Carl Vinson Institute of Government at the University of Georgia in the Governmental Training, Education, and Development Division on January 12, 2015. In this position, she will serve as a faculty member responsible for training in economic development and providing assistance in strategic planning in economic development to local communities. Additionally, she will have responsibilities for the management and development of projects involving the training and development of authority board members in governance and leadership development, economic development, leading high-performing boards, visioning, planning, community engagement, financial management and governance, and moral and ethical leadership. Jennifer will serve as the faculty liaison to local governments and state agencies working in economic development as well as a variety of professional associations and their professional development programming.

Jennifer brings over 17 years of professional economic development experience to the Institute, having served at both the state and local levels. Prior to joining the Institute, Jennifer was the Director for Existing Industry and Regional Recruitment with the Georgia Department of Economic Development. In this capacity, she oversaw 12 regional project managers in Georgia's 12 state service delivery regions and assisted with existing industry expansion and regional recruitment projects. Jennifer joined GDEcD in 1998 as the Regional Project Manager for Region 6 in Middle GA. Among the companies she helped locate or expand were Bombardier, Frito Lay, Triumph Aerostructures, First Quality, Timco, Graphic Packaging, and Academy Sports + Distribution.



Prior to joining GDEcD in 1998, Jennifer was the Director of Economic Development for Metter and Candler County, Georgia. As the first economic development professional for Candler County, she created and oversaw the economic development office and program. In this regard, she was responsible for business retention, business attraction and the promotion of economic growth. Additionally, she prepared and submitted Metter's successful Better Home Town application, awarded at Mayor's Day 1998.

Jennifer is an active member of the Georgia Economic Developer's Association, a graduate of the Leadership Macon Class of 2001, and a sustaining member of the Junior League of Macon. She also was selected as one of the *2010 Georgia's 40 Under 40* honorees by Georgia Trend Magazine.

Appointed by Governor Nathan Deal, Jennifer served as a member of the Georgia Environmental Protection Division (EPD) Small Business Compliance Advisory Panel (CAP) in 2014.

Jennifer is a native of Macon, Georgia. She graduated from Clemson University with a Bachelor of Arts degree in Language and International Trade with an emphasis in French and Business and received her Juris Doctorate from the Walter F. George School of Law at Mercer University. She also attended the French Immersion Program at Middlebury College Language School. Jennifer additionally completed her coursework and passed the exam to achieve the designation of CEDFP, Certified Economic Development Finance Professional.

Jennifer and her husband David reside in Macon, Georgia, along with their two children, Elizabeth (15) and Lanier (12).

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EDUCATION

Master of Public Administration, August 1988
Georgia Southern College, Statesboro, Georgia

Bachelor of Science in Criminal Justice, December 1982
Valdosta State College, Valdosta, Georgia

PROFESSIONAL CERTIFICATIONS

Myers-Briggs Type Indicator Certification Program 2013
National Main Street Certification Institute (CMSM) 2000
Downtown Development Authority Certification 1997
Naval Investigative Service Agent's Basic Academy, Suitland, Maryland, 1984

- Supplemental training includes:
 - Community Development Block Grant, HOME and Grant Workshops
 - Southern Building Code Congress Workshops
 - Development of Small City Fire Departments Workshop
 - Capital Improvements Programming and Budgeting Course
 - Soil Erosion and Sedimentation Control Standards
 - Federal Emergency Management Community Rating System: "Train the Trainer"
 - Various Neighborhood Revitalization, Community Development, and Grants Management Workshops
 - Various Professional Management Courses

SUMMARY OF PROFESSIONAL EXPERIENCE

- Two years of experience as a Public Service Faculty Member
- Twenty-seven years of experience in local government community planning and development, neighborhood development, special project coordination, economic development, grant preparation/administration
- Twenty-three years of experience in public sector management
- Thirteen years of experience in public policy development and code enforcement
- Nine years of experience in planning and zoning administration
- Two years of experience in law enforcement

PROFESSIONAL EXPERIENCE

**Leadership Development Program Manager. Carl Vinson Institute of Government,
University of Georgia**

July 2015 to present

Serve as the unit manager for the Leadership Development Program in the Governmental Training, Education, and Development Division. Responsible for managing the state and local government education programs, teaching a variety of topics primarily related to local government and management development, and providing technical assistance and facilitation to government entities. Additional responsibilities include building and maintaining relationships with a myriad of state and local government organizations and clients, and supervising and developing other unit faculty and staff.

**Local Government Program Manager. Carl Vinson Institute of Government, University of
Georgia**

October 2014 to June 2015

Served as the unit manager for the Local Government Program in the Governmental Training, Education, and Development Division. Responsible for managing the local government education program as well as teaching a variety of topics related to local government and management development to local government elected and appointed officials. Additional responsibilities included building and maintaining relationships with a myriad of local government organizations and clients, and supervising and developing other local government faculty and staff.

Public Service Assistant. Carl Vinson Institute of Government, University of Georgia
June 2013 to October 2014

Served as a faculty member in the Governmental Training, Education, and Development Division conducting training in various special topics areas pertinent to local government leadership development and facilitate strategic planning retreats for local governments. Assisted the division in the design and development of course curriculum for various state-wide entities, and serve as the faculty liaison for the Georgia City-County Management Association, the Georgia Municipal Association, and ACCG, Advancing Georgia's Counties. Coordinated course design teams and course instructors for the ACCG Lifelong Learning Academy, to include coordination of course development with CVIOG instructional design faculty.

Assistant to the City Manager. City of Valdosta, Georgia
August 2007 to May 2013

Administered and coordinated all functions and divisions under the Public Involvement Department including the Main Street Program, the Public Information Division to include the city's government access channel, and the Neighborhood Development Division. Also, responsible for primary public policy research and development, property acquisition research and preparation, and other special projects on behalf of the City Manager.

**Community Development Director. City of Valdosta, Georgia
September 2000 to August 2007**

Administered and coordinated all functions and divisions under the department including the Main Street Division, Grants and CDBG Division, Housing Division, Economic Development Division, Code Enforcement Division, and the Public Information Division to include the city's governmental access channel. Completed various special projects as directed by the City Manager.

**Main Street Director. City of Valdosta, Georgia
September 1996 – September 2000**

Administered and coordinated all activities of the Main Street program, a nationally recognized downtown economic development program conducted in the context of historic preservation. Coordinated all activities of the Central Valdosta Development Authority. Completed various special projects as directed by the City Manager. Responsible for the immediate supervision of the Grants Administrator, Public Information Officer, and various staff interns.

**Project Planner. Privett & Associates, Inc./P&A Engineering, Inc., St. Marys, Georgia
November 1995 – August 1996**

Responsible for preparation of all project submittals for permitting through the Army Corps of Engineers. Responsible for preparation of all planning commission submittals. Coordinated all activities between the Surveying Division and Engineering Division for all current projects. Prepared and administered all grant projects. Prepared all other environmental permits for various local, state, and federal agencies. Responsible for project management on various residential and commercial developments.

**Community Development Director. City of Kingsland, Georgia
November 1988 – November 1995**

Responsible for conducting all activities of the planning and zoning department, including development and evaluation of departmental budgets and policies, and review of all developments and zoning actions to insure compliance with the Land Development Ordinance. Prepared and administered all state and federal grants, and coordinated design review requirements for the downtown National Register Historic District and the Downtown Revitalization District. Conducted all code enforcement activities under my jurisdiction, served as staff person to the Planning Commission, supervised clerical staff, coordinated and conducted specific activities relating to community and economic development, and completed additional projects and activities assigned by elected officials and administrator.

**Project Development Specialist/Planning Intern. Coastal Area Planning and Development
Commission
June 1986 – October 1988**

Responsible for writing and administration of grant applications for Community Development Block Grants, Land and Water Conservation Fund grants, Anti-Drug Abuse grants, Governor's Emergency Fund, Victim's Assistance Fund, Recreation Assistance Fund, Glynn County Drug Education Fund, and Governor's Office of Highway Safety grants. Provided technical assistance to eight counties and twenty-six municipalities in personnel management, financial management, capital improvement programming, planning, ordinance codification, and other assistance as

requested. As graduate planning intern, collected, analyzed and interpreted all data through electronic data base for the 1986 FEMA Hurricane Behavioral Analysis study for coastal Georgia.

Assistant Manager. Ole' Jewelers, Jacksonville, North Carolina 1984 - 1986

Supervised retail sales staff in manager's absence. Coordinated employee scheduling, store displays and administrative activities. Monitored inventory through daily reports and assisted in coordinating bi-annual inventories.

Special Agent. United States Naval Investigative Service, Camp LeJeune, North Carolina. 1983 -1984

Conducted felony level investigative activities for property and drug related cases. Responsible for preparing court testimony, case notes, and evidence for presentation before military tribunals and the United States Magistrate.

TRAINING AND INSTRUCTIONAL EXPERIENCE

- **Classes taught from 2013-2015**
 - *Working with a Multi-generational Workforce*
 - *Land Bank Authorities in Georgia*
 - *ACCG Leadership Institute*
 - *Adult Learning in Action* for the Chinese Executive Leadership Academy, Yan'an

CONFERENCE SPEAKER TOPICS

- **Conference sessions taught from 2013-2015**
 - *Agendas and Minutes* – Clerks' Fall Education Conference, Athens, Georgia
 - *Land Bank Authorities in Georgia* – Georgia Planning Association Fall Conference, Jekyll Island, Georgia
 - *Land Bank Authorities in Georgia* – Georgia City-County Management Association 2013 Fall Conference, Douglasville, Georgia
 - *Regional Cooperation* – ACCG/Georgia Municipal Association Joint Training Conference Dublin, Georgia
 - *Working with a Multi-generational Workforce* – International Institute of Municipal Clerks, Regional Conference, Albany, Georgia
 - *Downtown Development Authority Advanced Course* – Georgia Municipal Association Mayors' Day Conference, Atlanta, Georgia
 - *Global Commerce* - ACCG Capitol Connection Conference, Atlanta, Georgia
 - *Grants Course* – Georgia Municipal Association Annual Convention, Savannah, Georgia
 - *Elected Officials and Staff Relations* – Clerks' Course, Georgia Municipal Association Summer Training Event, Valdosta, Georgia
 - *Culture, Reform, and Development* – Shanghai Administration Institute International Conference, Shanghai, China

- *County Government 101* - ACCG Newly Elected Commissioners' Education Conference, Athens, Georgia
- *Use of Special Tax Districts to Support Downtown Development* – National Main Street Conference, Atlanta, Georgia
- *Regional Approaches to Cooperation* – Georgia Municipal Association Summer Training Event, Jekyll Island, Georgia

TECHNICAL ASSISTANCE

Specific Projects from 2013-2015

- **Department of Behavioral Health and Developmental Disabilities** – Co-facilitated multiple focus groups in various locations throughout the state
- **City of Bainbridge Urban Redevelopment Plan Project** – Facilitated focus groups and conducted interviews for the citizen engagement portion of the project, Bainbridge, Georgia
- **Macon-Bibb County Chamber of Commerce** – Co-facilitated the annual strategic planning retreat, Greensboro, Georgia
- **Macon-Bibb County Mayor and Commission** – Co-facilitated four strategic planning retreats in Athens, Georgia, and Macon, Georgia
- **Macon-Bibb County Manager and Department Heads** – Co-facilitated a team building and planning retreat
- **Brunswick Downtown Development Authority** – Facilitated the annual planning retreat, Brunswick, Georgia
- **Carroll County Board of Commissioners** – Co-facilitated the annual planning retreat, Calloway Gardens, Georgia
- **Georgia Municipal Association** – Facilitated training curriculum focus groups in various locations throughout the state
- **Land Bank Authorities in Georgia** – Provided subject matter expertise to various communities to include Warner Robins/Centerville/Houston County, Fitzgerald/Ben Hill County, Americus/Sumter County and Gainesville/Hall County, in establishing and managing land bank authorities
- **City of Adairsville** – Facilitated the annual planning retreat for two consecutive years, Ringgold, Georgia
- **Albany Downtown Development Authority** – Facilitated the annual planning retreat
- **Blairsville-Union County** – served on the team to conduct a Branding and Marketing Campaign for the community
- **City of Hahira** – Provided downtown development authority subject matter expertise and facilitated a community focus group on establishing a downtown development authority

CONTRIBUTIONS TO THE UNIVERSITY OF GEORGIA

- Co-facilitated a Planning Retreat for the faculty and staff of the University of Georgia School of Law, July 2015
- Co-facilitated a Team Building retreat for the faculty and staff of the Office of Sponsored Programs and the Office of Contracts and Grants, June 2014

- Faculty Speaker for the University of Georgia School of International and Public Affairs, April 2014

AWARDS

- Candle in the Dark Award Recipient, Valdosta-Lowndes County Dr. Martin Luther King, Jr. Commemoration Association, 2014
- Outstanding Leadership Award, Georgia Department of Community Affairs, 2006
- Loyce W. Turner Outstanding Public Official, Valdosta State College, 2005
- Special Award of Dedication, Georgia Downtown Association, 2005
- Woman of Achievement, Valdosta Business and Professional Women, 2003
- Community Service Award, 100 Black Men of Valdosta, Inc., 1999
- Honorary Lifetime Board Member, Camden House Shelter for Battered Women, 1991

AFFILIATIONS

- Commission Member, State Housing Trust Fund for the Homeless
- Past Board Member and Previous Region IV President, National Community Development Association
- Founding and Past President, Georgia Downtown Association (1999 – 2000)
- Review Panel Member, Georgia Department of Transportation Enhancement Activities Grant Program
- Leadership Georgia, Class of 1991
- Leadership Lowndes, Class of 1997
- Past Board Member, Lowndes-Valdosta Heritage Foundation
- Past President, Georgia Main Street Association (1998 – 1999)
- Past Board Member, Georgia Downtown Development Association
- Past Director At Large, (non AICP), Georgia Planning Association
- Past President, East Georgia Chapter of the American Society of Public Administration
- Past Member, Valdosta-Lowndes County Dr. Martin Luther King, Jr., Commemoration Association

RESUME/VITA

Eric M. Robinson

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EDUCATION

- 1991 Masters of Public Administration (MPA), University of Georgia
- 1989 Bachelor of Arts (AB), Political Science, University of Georgia.
- 1989 Bachelor of Arts (AB), Sociology, University of Georgia

Professional Certifications

- 2011 Myers-Brigs Type Indicator (MBTI) Qualified
- 2009 The Hogan Assessment Certification

Continuing Education

- 2011 Core Facilitation Skills (Three-day Course)
- 2011 Technology in the Classroom (One-day Course)
- 2010 Executive Coaching Skills (Two-day Course)
- 2008 Adult and Organizational Development (One-day Course)

PROFESSIONAL APPOINTMENTS

- January 2007 to Present Public Service Assistant, Governmental Training, Education and Development Division – State Programs Unit, Carl Vinson Institute of Government, The University of Georgia.
- This position requires delivering training programs and instructional workshops on a wide range of management development topics to state and local government organizations throughout Georgia. Training proficiency required in topics such as: leadership; supervision; ethics; communication; conflict resolution; and customer service. Facilitate meetings and retreats as well as problem solving and strategic planning sessions. Perform needs assessments and provide organizational development and technical assistance as requested. Develop and design curriculum, program, and projects materials to fit the needs of various clients.
- I also work with the International Center of the Carl Vinson Institute of Government. Traveled to Liberia to perform legislative needs assessment and developed legislative training programs for members of the Liberian National Assembly in 2008 and 2009. Work on other international projects as needed.
- November 2006 to
January 2007 Consultant, Governmental Training, Education and Development Division – State Programs Unit, Carl Vinson Institute of Government
- I assisted with various training programs such as the Executive Leadership Training program; Arch Foundation strategic plan and others projects as directed.
- January 2003 to
November 2005 Director, Senate Research Office, The Georgia General Assembly.
- Actively managed the day-to-day operations of the Senate Research Office. Assigned research requests and appointed analysts to standing committee assignments. Monitored progress

and ensured the completion of assignments within established deadlines. Responsible for ensuring the publication of the Senate Research Office pre-session and post-session legislative highlights.

Established and maintained office policy and procedures. Monitored and authorized employee leave and office purchases. Interviewed potential employees. Established a salary scale and job classification system for the Senate Research Office. Established and maintained a legislative aide program with the Georgia State University School of Law.

Staffed the following Senate standing committees: Economic Development; Public Safety and Homeland Security; and State Institutions and Property.

October 1999 to
January 2003

Deputy Director, Senate Research Office, Georgia General Assembly

In addition to performing senior analyst duties, maintained and oversaw all office operations in the director's absence and during the legislative session. Assisted the Director in planning, developing, organizing, and administering office operations. Staffed the following senate standing committees: Corrections; Public Safety; Veterans and Military Affairs; and Rules.

November 1996 to
October 1999

Senior Policy Analyst, Senate Research Office, Georgia General Assembly

In addition to performing all analyst duties, served as mentor and trainer for junior employees. Staffed the following senate standing committees: Corrections; Public Safety; Rules; and Special Judiciary.

December 1991 to
November 1996

Policy Analyst, Senate Research Office, Georgia General Assembly

Worked closely with governmental entities, private agencies, the media, and the public to provide information regarding legislation, legislative activities, and current policy issues. Provided research and prepared bill summaries, speeches, and talking points for Senators.

Staffed the following senate standing committees: Corrections; Public Safety; and Youth Aging and Human Ecology. Staffed interim study committees which included: providing all research, planning and organizing meetings, making research presentations, and writing the final report.

During my tenure at the Senate Research Office, I staffed legislative study committees, executive commissions, and national research committees. While serving on these committees and commissions, I have written or co-authored the following study committee and research reports:

The Report of the 2000 DUI Study Commission – Coauthored

The 1999 Governor's Education Reform Commission: School Safety Plans Presented and coauthored the position paper on School Safety Plans

The 1997 Joint Report of the Senate and House Guardianship Rewrite Study Committee

The 1997 Senate Structured Sentencing Commission – Coauthored

The 1997 Joint Report of the Senate and House Driver's Education Study Committee – Coauthored

The Joint Report of the 1996 Senate and House Guardianship Rewrite Study Committee

The Report of the 1996 Senate Young Drivers Study Committee

The 1995 Report of the Senate Task Force on Violence in the Media

The 1994 Report of the Senate Elder Abuse Task Force

Co-vice Staff Chair of the 1994 National Criminal Justice Assembly on State Issues (National Conference of State Legislatures)

The 1993 Report of the Senate Committee on Children At-risk – Coauthored

PROGRAM INSTRUCTION

Local Government Program

Georgia Municipal and County Clerks Conference - September 2012; February 2012; September 2011; February 2011

Association of County Commissioners Georgia: Personal Power and Influence – June 2012

Southwest Georgia Regional Commission: Management Development Program – April to May 2012

City of Grovetown: Customer Service – March 2012

City of McDonough: Customer Service – March 2012

State Government Program

Georgia Department of Corrections:

Corrections Leadership Institute: September 2012

Advanced Management Training: March 2012; February 2012; March 2011; February 2011; June 2010; May 2010

Georgia Student Finance Commission: Ethics (the entire agency and board) – November 2011; November 2009 (the board)

Governor's Office of Workforce Development: Co-taught Project Management Workshop – November 2010

Roosevelt Warm Springs Institute for Rehabilitation: Leadership Redwood; Ethics - August 2010; August 2009; July 2008

Professional Staff Support Development Program: Public Speaking – June 2009 (Three classes)

Georgia Department of Transportation:

Ethics – August 2008 to September 2008 (Five classes)

Milestones Program: Conflict Management – March 2007; April 2008

Georgia Department of Labor: EXCEL Program – October 2007 to June 2008 (Four; three-day sessions)

Georgia Administrative Office of the Courts: Mid-Manager Training Program; Conflict Management – October 2007; Communication – June 2008

International Program

Korean Delegation: assisted in managing the training program while in Atlanta – May 2012

Beijing Delegation: assisted in managing training program while in Atlanta – January 2012

Liberian Legislative Leadership Institute - November 2009 (One week); November 2008 (Two weeks)

Non-Profit Organization

United Way of Metropolitan Atlanta Training Partnership: Program Manager/Instructor

Ethics in the Workplace – July 2012

Conflict Management Styles - August 2012

Frontline Leadership – October 2012

ORGANIZATIONAL DEVELOPMENT

Retreats and Organizational Interventions

Georgia Department of Early Care and Learning (Bright from the Start): Two-day Retreat – October 2007

Governor's Competitive Initiative: data support – June 2011 to September 2011 (Twelve meetings)

Technical College System of Georgia: Co-facilitate/data support Strategic Planning Sessions – August 2010 (5 Technical Colleges)

Georgia Department of Corrections: facilitated three planning sessions between senior Georgia Department of Corrections (GDC) staff and City of Forsyth and Monroe County elected officials and community leaders regarding the relocation of GDC headquarters from Atlanta to Forsyth – October 2009 to June 2010

Georgia Forestry Commission:

Facilitate Carbon Sequestration Protocol – February 2007 (Three meetings)

Facilitate after action for smoke inundating Atlanta from burning in middle and lower Georgia – March 2007

Arch Foundation for the University of Georgia, Incorporated: Co-facilitate Strategic Plan sessions – January to April 2007

Georgia Department of Driver Services: Co-facilitate a session entitled Driver Services District and Customer Center Manager Leadership Transformation – July 2007

CONFERENCE PRESENTATION

Georgia Fiscal Managers Council: Situational Leadership - September 2012

COLLABORATIONS

Member of the University of Georgia Masters of Public Administration Advisory Council since 2006 (Twelve members)

Member of the University Consortium for Liberia since 2009 (Eight universities are members)



James E. Stephens

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RESUME OF QUALIFICATIONS

Summary

SKILLED PUBLIC-SECTOR LEADER-MANAGER with a strong educational background, a career-long record of developing and growing management and leadership development programs at all levels, and a history of successful interventions leading to relevant change and productivity in organizations at the state, local, and national levels.

Most recently directed one of the most highly rated governmental training and development units in the U.S., providing education and development services to state and local government elected and appointed officials, including managers from top to bottom and various professional groups. The unit trained 18 to 22 thousand officials annually with a faculty and staff of 30 and generated 90% of a 5M annual budget through sales and fees for training.

Accomplishments include a long career of increasing responsibility and productivity in state government and university settings.

Skill sets include not only extensive experience managing and leading productive units, but extensive experience in teaching, training and facilitation in large and small organizations and consultation including strategic interventions designed to focus organizational effort and determine strategic direction. Other relevant experiences and skills:

- 30+ years managing projects and grants toward specified and measurable outcomes.
- Multiple long-term organizational development efforts, lasting 1-10 years.
- 30+ years supervising, managing, leading efforts in university-based programs.
- Reputation for mentoring peers and colleagues.
- Proven interpersonal and influence skills.
- Reputation for generating creative ideas in situations requiring innovation.

EDUCATION

MASTER of PUBLIC ADMINISTRATION

Georgia State University (1979)

Completed while serving as an Administrator in N.C. state government

MASTER OF EDUCATION (Counseling)

University of North Carolina (1970)

BACHELOR OF ARTS (Psychology/Sociology)

Appalachian State University (1968)

PROFESSIONAL EXPERIENCE

2009-Present

Senior Public Service Associate, Carl Vinson Institute of Government, the University of Georgia

On a part-time basis, conduct special projects for the Director of the Institute, including planning for delivery of digital learning services, costing and pricing of Institute services, and various international work assignments.

2002 – 2009

Associate Director, Carl Vinson Institute of Government, University of Georgia.

As Associate Director, directed the Governmental Training, Education and Development Division of the Institute. The Division employs more than 30 teaching faculty and staff who provide training and learning services to more than 20,000 registrants each year, including elected and appointed officials in local and state government in Georgia, and the Georgia Legislature. The training program is nationally recognized as the premier training program for public officials in the nation and generates a significant part of its \$5M operating budget through fees and contracts.

1978 – 2001:

Director, Program for Rehabilitation Leadership, Public Administration and Urban Studies, Andrew Young School of Policy Studies, Georgia State University, Atlanta, GA.

Responsible for leading the development, design and implementation of multiple leadership development, organizational development, and management training programs for 12 state rehabilitation agencies and over 700 private non-profit local Community Rehabilitation Programs in the eight states of the Southeast with more than 10,000 total employees; developing and maintaining productive relationships with a myriad of federal, state, and local officials; managing the work and program activities of six – fulltime employees and multiple consultants; actively developing and securing funding

for the program; and conducting/ teaching more than 30 learning activities (plus or minus 100 days) per year.

1969 – 1978: N.C. Department of Human Resources, Division of Vocational Rehabilitation Services

July 1976 – September 1978, Raleigh NC: Chief, Continuing Education and Staff Development. Directed and administered the human resource development program of an agency of 1,200. Direct supervision of 7 professional and two clerical employees and responsibility for an annual budget, including salaries, of approximately \$400,000 per year.

August 1969 – June 1976, Chapel Hill, Sanford, Raleigh NC: Served in progressively more responsible positions over a seven year period of time, including direct provision of rehabilitation services to people with disabilities, supervision of direct service providers, and responsibility for providing human resource development services to regional and statewide staff.

PROFESSIONAL ACTIVITIES & RECOGNITION

- Commissioned a Kentucky Colonel (Honorary) for service to the Commonwealth of Kentucky (2001).
- 2000 Switzer Scholar-One of 20 persons selected nationally to convene a seminar honoring Mary Switzer.
- Georgia Rehabilitation Association, Award for contributions to the Association, 1996.
- National Rehabilitation Administration Association, Guy Hubbard Award for Excellence in Rehabilitation Management, 1993.
- Convener/Chairperson (Elected) National RCEP Consortium, 1985, 1991, 1993.
- President, National Rehabilitation Administration Association, 1990.
- Chairperson (Appointed), Georgia Governor's Advisory Commission on Programs for the Visually and Hearing Impaired, 1988-1990.
- National Rehabilitation Administration Association Outstanding Service to the Association, 1992.
- President, North Carolina Rehabilitation Counseling Association, 1975.

INTERNATIONAL ACTIVITIES

- 2010-China-Training and consultation regarding prison policy in Chengdu, Sichuan Province. Relationship building in Shanghai.
- 2006-China-Xi'an and Chengdu, leadership instruction and development for government officials. Representative of the UGA delegation for the 5th Anniversary of the China training program.
- 2005-Ukraine-Evaluation of training programs for municipal elected officials hosted by the US-Ukraine Foundation.
- 2005-China, Sichuan Province-Leadership instruction for Provincial officials.
- 2004-China, Beijing, Nanchang and Sichuan Province-Leadership instruction for Provincial officials and presentation at National Leadership conference.
- 2003-China, Sichuan Province and Beijing-Leadership Instruction and development with PRC officials.
- 2002 to Present- Assisted, hosted, and trained various visiting international delegations from Africa, Ukraine, Russia, China, among others.

SELECTED PUBLICATIONS

- Stephens, J.E. "Supervisory Leadership". In S. Wrighton (Ed). Effective Supervisory Practices. Washington: International City/County Management Association, 2005.
- Stephens, J.E. "Meeting the Leadership Challenge: Developing leadership skills and characteristics among followers". Georgia Academy Journal, Best Practices/Promising Practices, Vol. 2.4, 1998.
- Stephens, J.E. "Streamlining: Moving Beyond the Quick Fix". American Rehabilitation. Vol. 23, No. 2, Summer 1997.
- Stephens, J.E. "Streamlining the Public Vocational Rehabilitation Program". Journal of Rehabilitation Administration. Vol. 20, No. 2, May 1996.
- Stephens, J.E. and Emener, W.G. "Preparing the Professional Rehabilitation Administrator, Manager, and Supervisor: In-service and Continuing Education Issues and Approaches". Journal of Rehabilitation Administration. Vol. 12, No. 4, 1988.

- Stephens, J.E. "Turnaround at the Alabama Rehabilitation Agency". Public Productivity Review. Vol. XI, No. 3, Spring, 1988.
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Attachment 2

CVIOG Charter School Governing Board Governance Training Curriculum

Module 1 – Board Leadership, Governance, and Development			
Courses	Hours	Delivery	Standards
1. The 3 R's: Board Roles, Responsibilities, and Relationships	3to6	Individual or whole board	I – Governance
2. Working as a Board: Collaborative Problem Solving and Decision Making	3to6	Individual or whole board	II – Board and Community Relations V – Board Meetings VIII – Ethics
3. Board Building: Expectations, Obligations, and Self-Assessment	3to6	Individual or whole board	
4. Interpersonal Communication, Relationships, and Leadership	3to6	Individual or whole board	
5. Working with and Through Others: Facilitative Leadership for Board Chairs	3to6	Individual or whole board	
6. Board Building: Leveraging Individual and Governance Team Strengths Through Emergenetics	3to6	Individual or whole board	
Module 2 – Visioning, Strategic Planning, and Board and Community Relations			
Courses	Hours	Delivery	Standards
1. Engaging the Public in Public Education: Tools for Community Conversations	3to6	Individual or whole board	I – Governance II – Strategic Planning
2. Community Visioning and Strategic Planning: Tools for Visioning the Future	3to6	Individual or whole board	III – Board and Community Relations VIII – Ethics
3. Working Across Boundaries: Engaging Business, Community, and Government Leaders in Building Effective Charter Schools	3to6	Individual or whole board	IX-Workforce/Economic Development X-Joint venture among business, school system, technical colleges and others
Module 3 – Policy Development			
Courses	Hours	Delivery	Standards
1. Policy Choices in Charter Schools: Visions, Values, and Goals	3to6	Individual or whole board	I – Governance
2. Policy Problem Solving: Facts, Values, and Conflicts	3to6	Individual or whole board	IV – Policy Development
3. Policy Decision Making: Domination, Compromise, and Integration	3to6	Individual or whole board	V – Board Meetings VIII – Ethics
4. State of Education in Policy Decision Making: Federal, State and Local	6	Individual	

Module 4 – Effective Board Meetings: Public Records, Public Information, and Public Participation			
Courses	Hours	Delivery	Standards
1. Board Meetings: Communication, Participation, and Operating Principles and Procedures	3to6	Individual or whole board	I – Governance III – Board and Community Relations IV – Policy Development V – Board Meetings VIII – Ethics
Module 5 – Personnel Management			
Courses	Hours	Delivery	Standards
1. Essentials of School Personnel Management	3	Individual or whole board	VI – Personnel
2. Recruiting, Hiring, and Maintaining Your School Leader	3to6	Individual or whole board	V – Board Meetings
3. Setting Performance Expectations and Evaluating Your School Leader	3to6	Individual or whole board	VIII – Ethics
Module 6 – Charter School Financial Management and Governance			
Core Courses	Hours	Delivery	Standards
1. Essentials of School Financial Management(H.I.B. 895)	3	Individual or whole board	II – Strategic Planning
2. Understanding Audited Financial Statements	3to6	Individual or whole board	IV – Policy Development
3. Developing Sound Financial Policies(New Governing Boards and Members)	3	Individual or whole board	VII – Financial Governance
4. Planning for Long-Term Fiscal Sustainability	3	Individual or whole board	VIII – Ethics
Certificate Courses*(see note p.3)	Hours	Delivery	Standards
5. Budgeting for Charter Schools	6	Individual or whole board	V - Personnel
6. Introduction to Accounting	18	Individual or whole board	VII – Financial Governance
7. Introduction to Purchasing	6	Individual or whole board	VIII – Ethics
8. Basics of Payroll Administration	6	Individual or whole board	
9. Internal Controls for Managing Risk	6	Individual or whole board	
10. Writing Financial Policies	6	Individual or whole board	
Module 7 – Moral and Ethical Leadership			
Courses	Hours	Delivery	Standards
1. Building an Ethical Board: Ethics Laws, Codes, and Conflicts of Interest	3to6	Individual or whole board	I – Governance
2. Governing Charter Schools: Moral Obligations and Ethical Responsibilities of Board Members	3to6	Individual or whole board	II – Board and Community Relations
3. Ethical Leadership: Values, Ethics, and Morality in Policy Making	3to6	Individual or whole board	III – Policy Development VIII – Ethics

NOTE:

The Carl Vinson Institute will be submitting a separate proposal for offering a Charter Schools Financial Management Certification Program. The program is included in the charter board member training application so that if a board member wishes to pursue certification, board training credit can be awarded. At a minimum, courses address topics listed below:

(1) Board developed policies to ensure sound fiscal management, including but not limited to: balanced budget requirements, spending level authorizations and permissions, deficit spending restrictions, establishment of special funds, and reserve maintenance requirements;

Our program includes a one-day course on writing financial policies that covers development of sound financial policies. The course focuses on the policies important to charter schools, including Accounting and Financial Reporting, Budget, Revenue, Expenditures, Fund Balance, Capital Asset, Cash and Investments, and Purchasing.

Participants leave the course equipped to define financial policies and describe how they differ from procedures, recall why financial policies are important and common characteristics of effective policies, and describe the steps involved in policy development. The course also places special emphasis defining the differing roles of Board members and staff in regards to policy development. The course also provides and discusses sample best-practice policies developed by CVIOG and cross-checked against the Department of Education's Financial Management of Georgia LUAS Manual and the Georgia Charter Schools Association's recommended best practices. These policies address all the specific items mentioned above.

(2) Holding the principal, or its equivalent, accountable for the implementation of the budget in a manner consistent with the school's strategic plan;

Both our Writing Financial Policies and Budgeting for Charter Schools courses underscore the importance of a budget process that operates as part of the school's strategic plan.

(3) Establishing through policy, the level of spending beyond the budget for which the school leader must seek board approval;

Our Writing Financial Policies course outlines policies that address responsibilities associated with both budget amendments and budget adjustments, including who should have final approval. Our Budgeting for Charter Schools course outlines best-practice procedures for both budget amendments (board approval) and budget adjustments (school leader approval).

(4) Monitoring the school's audits, monthly financial reports, and additional financial reports needed to make informed decisions and to ensure execution of the budget in a manner consistent with the strategic plan and strategic goals of the school;

Our Writing Financial Policies course discusses best-practice policies addressing what kinds of monthly financial reporting will contribute to successful budget monitoring.

(5) Reviewing and addressing annually audited financial records and audit findings, with a goal of proactively preventing audit exceptions;

Our three-day Introductory Accounting course establishes the basics of governmental accounting and equips participants with the skills needed to review audited financial records, and all of our classes combine to provide the tools necessary to address and prevent audit findings.

(6) Addressing fiscal matters in a manner consistent with state law, sound business practice, and ethical principles regarding conflicts of interest; and

(7) Operating in a manner such that the board's financial decisions and actions do not provide unfair financial or other opportunistic advantages to any member of the governance board, their family members, associates, or individual constituents.

All of our courses help address these topics, but in particular, our Internal Controls course introduces participants to the five components of internal controls: control environment, risk assessment, control activities, information and communication and monitoring. Discussion includes the importance of internal controls for charter schools, including high risk areas charter schools should consider. Our Payroll Administration course covers the Fair Labor Standards Act, new employee documentation, compensation calculation through the W-2 process, benefits including insurance and pensions, payroll taxes and remittances, payroll deductions, reporting and recording payroll, internal controls related to payroll, and

payroll resources. Our Purchasing course focuses on topics important to the purchasing process, from determining needs to receipt of purchased goods and services. The course will also cover alternative purchasing methods, required documentation, ethics, and conflicts of interest.

Final Exam

Participants must pass an examination for each class proving mastery of the material.

Attachment 3

Course Syllabi Aligned with
Governance Standards

Attachment 3 – Course Syllabi Aligned with Governance Standards

Module 1 – Board Leadership, Governance, and Development

Module 1 addresses developing and leading high-performing charter boards that govern themselves according to applicable rules and statutes; distinguishing between policymaking and administration; understanding the concept of a whole board and best practices for board-building; focusing on improving student achievement and organizational effectiveness; and how boards can hold themselves to the highest governance standards. Module 1 includes 6 courses:

1. The 3 R's: Board Roles, Responsibilities, and Relationships
2. Working as a Board: Collaborative Problem Solving and Decision Making
3. Board Building: Expectations, Obligations, and Self-Assessment
4. Interpersonal Communication, Relationships, and Leadership
5. Working with and Through Others: Facilitative Leadership for Board Chairs
6. Board Building: Leveraging Individual and Governance Team Strengths Through Emergenetics

Course Title	<i>The 3 R's: Board Roles, Responsibilities, and Relationships</i>
Course Description	Participants will learn about requirements and best practices related to board roles, responsibilities, and relationships.
Training Goals and Objectives	<ul style="list-style-type: none"> • The governance leadership team is comprised of the board and the school leader. • The governance leadership team executes its duties as defined in the state constitution, state laws, and state board rules consistent with local board policies, accreditation standards, procedures, and ethical standards. • The board fully supports and recognizes that operational issues are the responsibility of the school leader. • The board establishes and follows written policies governing its work. • The board acts as a policy-making body separate from the roles and responsibilities authorized to the school leader. • The governance leadership team demonstrates a unified approach to governing the school in order to assure effective fulfillment of roles and responsibilities.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction

Alignment to Governance Standards	This course addresses Governance Domain I – Governance: The Charter School Governing board is charged with acting in a manner that focuses on improving student achievement and organizational effectiveness.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Working as a Board: Collaborative Problem Solving and Decision Making</i>
Course Description	Participants will learn how to use effective group problem solving and decision making tools and procedures help build high-performing boards.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board acts as a policy-making body separate from the roles and responsibilities authorized to the school leader. • The board takes responsibility for solving problems and making decisions that are within the purview of the board. • The board accepts responsibility for solving problems and making decisions collectively as a governing board. • The board maximizes the contributions of each member to solve complex problems and make good decisions.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain I – Governance: The Charter School Governing board is charged with acting in a manner that focuses on improving student achievement and organizational effectiveness.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board

Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Board Building: Expectations, Obligations, and Self-Assessment</i>
Course Description	Participants will learn how to discuss and clarify member expectations and obligations and continuously assess and improve their board's performance.
Training Goals and Objectives	<ul style="list-style-type: none"> • New members are provided with induction, orientation, and mentoring in order to support their effectiveness as members of the governance leadership team. • The board establishes and follows local board policies, procedures, and ethical standards governing the conduct of the governance leadership team, board and individual board members. • The board participates in annual professional development that meets or exceeds the requirements of state law and the State Board of Education and that the school leader's participation, while voluntary, is strongly encouraged. • The governance leadership team differentiates between professional development for the whole board and for individual members based upon the needs of members. • The governance leadership team self-assesses its performance in fulfilling its duties, responsibilities, and ability to work as a team. • The governance leadership team demonstrates a unified approach to governing the school system in order to assure effective fulfillment of roles and responsibilities. • The board regularly assesses board member expectations and obligations in order to build and sustain an effective governing board.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain I – Governance: The Charter School Governing board is charged with acting in a manner that focuses on improving student achievement and organizational effectiveness.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy

Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Interpersonal Communication, Relationships, and Leadership</i>
Course Description	Participants will learn skills and best practices for effective board communication and participation and learn how to maintain effective communication and participation.
Training Goals and Objectives	<ul style="list-style-type: none"> • Strengthen knowledge of self and others. • Better recognize, understand and accept individual differences. • Strengthen communication skills ~ speaking, listening, and feedback. • Better understand how we present ourselves to others, include others, influence others, and express feelings to others. • Understand how effective communication and interpersonal skills help create high-performing and high-satisfying governing boards.
Major Activities	Participants will assess their personal communication styles, explore how they disclose themselves and relate to others, practice listening and feedback skills, learn strategies for building board communication and relationships, and reflect on how stronger interpersonal communication and relationship skills can help inform and guide their chosen journey as public leaders.
Alignment to Governance Standards	This course addresses Governance Domain III: Board and Community Relations: In order to ensure improved student achievement and organizational effectiveness, the board creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a charter school advocate for effective collaboration and engagement of internal and external stakeholders.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy

Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Working with and Through Others: Facilitative Leadership for Board Chairs</i>
Course Description	Participants will learn how to continuously assess and improve their board's performance, discuss and clarify member expectations and obligations, and develop and adopt operating procedures that contribute to board member satisfaction.
Training Goals and Objectives	<ul style="list-style-type: none"> • Board meeting agendas consistently include components that demonstrate alignment with the school's strategic plan. • The governance leadership team conducts meetings consistent with ethics laws and policies. • How to use facilitative leadership principles and techniques to ensure adequate board member communication, participation, and commitment to the school's goals.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain III: Board and Community Relations: In order to ensure improved student achievement and organizational effectiveness, the board creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a charter school advocate for effective collaboration and engagement of internal and external stakeholders.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	Board chairs
Delivery Method	Small or large group
Course Fees	Individual = \$1,250 to \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board

Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Board Building: Leveraging Individual and Governance Team Strengths Through Emergenetics</i>
Course Description	Emergenetics is a brain based approach to personality profiling that gives course participants the keys needed to discover natural strengths and talents, but also those of others. Participants complete an online profile in advance of taking the course and are provided an 8 page customized individual narrative report during the class session. The insights gained from highly interactive instructional activities will help participants recognize how to approach new situations, get things done, enhance professional relationships and leverage individual and governance team strengths.
Delivery Method	Small group, large group, or whole board
Alignment to Governance Standards	This course addresses Governance Domain I: Governance Structure – The charter board and chief executive officer form the governance leadership team of the local school system, and act in a manner that focuses on improving student achievement and organizational effectiveness.
Course Length	3 to 6 hours
Course Fee	6-10 Participants \$375.00 per person; 11-19 Participants \$310.00 per person; 20 or more participants \$245.00 per person
Course Dates and Locations	To be determined in conjunction with local boards contracting for board governance training.
Course Objectives	Participants understand: <ol style="list-style-type: none"> 1. The definition and overview of behavioral and thinking attributes. 2. The research behind and the process for developing the Emergenetics model. 3. Practical application of Emergenetics concepts to the work of the governance team and personal life. 4. The thinking styles of conceptual, social, analytical and structural and behavioral set points of expressiveness, assertiveness, and flexibility.
Major Course Activities	Overview by instructors of required topics, large and small group activities, role-playing, participant exercises, and board member interaction
Target Audience	Both new and veteran board members
Course Instructors	See Appendix, Attachment 1
Course Evaluation	See Appendix, Attachment 6

Module 2 – Visioning, Strategic Planning, and Board and Community Relations

Module 2 addresses state-of-the-art visioning and community engagement processes to strengthen charter schools, board governance, and relationships with the community; and strategic planning to improve student achievement and organizational effectiveness that is developed in partnership and collaboration with internal and external stakeholders:

1. Engaging the Public in Public Education: Tools for Community Conversations
2. Community Visioning and Strategic Planning: Tools for Visioning the Future
3. Working Across Boundaries: Engaging Business, Community, and Government Leaders in Building Effective Charter Schools

Course Title	<i>Engaging the Public in Public Education: Tools for Community Conversations</i>
Course Description	Participants will learn about effective tools for engaging citizens in public conversations about public education, such as active listening, feedback, assertive-responsive communication, surveys, open-ended questions, focus groups, study circles, wisdom councils, citizen academies, and future search conferences.
Training Goals and Objectives	<ul style="list-style-type: none"> • The governance leadership team develops a process for creating a culture where input is sought, heard, and valued. • The governance leadership team develops and supports implementation of a communications plan aligned with the school's strategic plan. • The governance leadership team and individual member's communication demonstrate transparency of intentions, actions, decisions, successes, progress statuses, benchmarks and barriers to achievement of goals and performance targets. • The governance leadership team ensures processes that develop, communicate and maintain procedures for communications by stakeholders which result in resolution of issues and concerns supporting the strategic plan, desired culture and continuous improvement of the school. • The governance leadership team promotes shared accountability and collaborative action in support of the strategic plan, desired culture and continuous improvement of the school.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction

Alignment to Governance Standards	This course addresses Governance Domain III: Board and Community Relations: In order to ensure improved student achievement and organizational effectiveness, the board creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a charter school advocate for effective collaboration and engagement of internal and external stakeholders.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Community Visioning and Strategic Planning: Tools for Visioning the Future</i>
Course Description	Participants will learn about effective approaches for community visioning, tools for helping residents to both identify their preferred future (where they want to go) and create their preferred future (how to get there), and how to connect their visioning efforts to a strategic planning process.
Training Goals and Objectives	<ul style="list-style-type: none"> • The governance leadership team provides input to and adopts the system strategic plan. • The governance leadership team, in collaboration with the community, adopts a strategic plan that contains the system's beliefs, vision, mission, and strategic goals, performance objectives, performance measures and targets for improving student achievement and organizational effectiveness. • At least annually, the governance leadership team reviews, assesses, and readopts the system strategic plan. • Annually and as needed, the governance leadership team monitors and reports progress on performance measures. • The board implements board action plan for monitoring and reporting performance objectives, performance measures and targets, and effectiveness that is aligned with the school's strategic plan.

	<ul style="list-style-type: none"> • The governance leadership team participates in professional development focused on the development, implementation and assessment of the school's strategic plan. • The governance leadership team meets annually to appropriately focus upon: <ul style="list-style-type: none"> ➢ Analyzing appropriate data to assess progress toward fulfilling the school's strategic plan ➢ Assessing the strengths and needed improvements of the school ➢ Addressing compelling problem(s) or emerging issue(s) that may prevent the school from accomplishing its strategic plan ➢ Identifying and address emerging opportunities for advancing the school's strategic plan ➢ Self-assessing the governance leadership team's educational, governance and leadership performance. ➢ The governance leadership team aligns its actions and decisions, which impact board and community culture, to the school's strategic plan.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain III: Board and Community Relations: In order to ensure improved student achievement and organizational effectiveness, the board creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a charter school advocate for effective collaboration and engagement of internal and external stakeholders.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Working Across Boundaries: Engaging Business, Community, and Government Leaders in Building Effective Charter Schools</i>
Course Description	Participants will learn how strategic conversations encourage collaboration and build trust across sectors and jurisdictions, strategies for overcoming barriers to collaboration, and tools for helping to create a sense of shared responsibility for public schools throughout their communities.
Training Goals and Objectives	<ul style="list-style-type: none"> • The interactions of the governance leadership team with the community create a culture in which ideas are sought, heard, and valued, and are based on collaborative review of research and data. • The board develops policies to ensure effective communication and engagement of all stakeholders' which support the strategic plan, desired culture and continuous improvement of the school system. • The governance leadership team formally and informally communicates to stakeholders, its strategic plan, desired culture and improvement needs, and student performance expectations progress, targets, and results. • The board establishes a process for monitoring and reporting the school system's performance in analyzing, addressing, and resolving issues or concerns raised by stakeholders. • The governance leadership team follows an approved communication plan that supports clear two-way communication with stakeholders.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain III: Board and Community Relations: In order to ensure improved student achievement and organizational effectiveness, the board creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a charter school advocate for effective collaboration and engagement of internal and external stakeholders.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500

Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Module 3 – Policy Development

Module 3 addresses the importance of developing, adopting, and following effective written policy to guide the work of the board and the school leader; the nature and types of policy problems that arise in charter schools; visions and values of public education that influence board policies; and how boards can use policy differences to craft good policy and make good policy decisions:

1. Policy Choices in Charter Schools: Visions, Values, and Goals
2. Policy Problem Solving: Facts, Values, and Conflicts
3. Policy Decision Making: Domination, Compromise, and Integration
4. The State of Education in Policy Decision Making: Federal, State and Local

Course Title	<i>Policy Choices in Charter Schools: Visions, Values, and Goals</i>
Course Description	Participants will understand policy governance leadership as the art and practice of engaging citizens, constituents, advocates, parents, students, stakeholders, staff, and each other in discussing public issues, solving public problems, and making policy choices and decisions on behalf of the public good.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board of education adopts, revises, and follows written policies that are clear, up-to-date, and in compliance with the school’s strategic plan, state constitution, state and federal laws and state board rules. • The governance leadership team promotes policy development that is aligned with the strategic plan and supports improved student achievement and organizational effectiveness. • The board, through a local board policy, adopts, revises, and follows effective procedures for policy development, adoption, revisions, and repeal; emergency adoption of policies; and policy dissemination. • How policy problems are framed by public values. • How citizens, community groups, and fellow board members use public values to talk about policy problems and solutions.

	<ul style="list-style-type: none"> • How to hear the values that underlie policy arguments to make room for everybody on the board and in the community. • Why and how boards and school leaders share power, authority, and responsibility for governing charter schools.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain IV: Policy Development: The board adopts, revises, and follows written policies in accordance with State Board rules and guidelines that include but are not limited to those that support improved student achievement, fiduciary responsibility, community and stakeholder engagement, organizational effectiveness, and continuous improvement.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Policy Problem Solving: Facts, Values, and Conflicts</i>
Course Description	Participants will learn to engage colleagues with different philosophical and ideological perspectives; explain why they agree or disagree with another person's position rather than simply whether they agree or disagree; understand how their personal value preferences influence how problems look and which solutions appear most attractive; and articulate their personal viewpoint in a way that affirms what they are for in addition to what they are against.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board provides opportunities for public review on proposed policies before final board action is taken. • The board approves procedures for policies to be systematically reviewed. • How to use diverse perspectives and preferences of other board members to collaboratively "map" policy problems.

	<ul style="list-style-type: none"> • How to frame consensual policy goals and solutions that achieve the best possible balance among competing values. • How to conduct a sincere search for consensus. • How to demonstrate responsible discourse, inclusive membership, democratic deliberation, representation, and participation. • How to honor speaking rights, listening responsibilities, and the mutual obligations of minorities and majorities to each other in making decisions and accepting the outcome. • How to avoid refusing to change positions, relying too heavily upon compromise, substituting voting for building consensus, or shutting out difference merely because it is different. • That while they may prefer one value, there are no one value policy choices.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain IV: Policy Development: The board adopts, revises, and follows written policies in accordance with State Board rules and guidelines that include but are not limited to those that support improved student achievement, fiduciary responsibility, community and stakeholder engagement, organizational effectiveness, and continuous improvement.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Policy Decision Making: Domination, Compromise, and Integration</i>
Course Description	Participants will learn to identify the good that people want to achieve or preserve and the harm that people want to avoid or

	reduce; how personal, individual, private, public, and collective interests need to be incorporated into policy decision making; that the simple aggregation of individual interests does not always equate to the public good; and that making good policy choices means balancing public values.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board solicits and receives recommendations from the school leader on any proposed policies. • The board holds the school leader accountable for the consistent implementation of adopted policies. • How to engage parents, citizens, and other stakeholders directly without undermining the legitimacy of representative democracy. • That to preserve and make representative government work, board members must learn how to ask questions. • How to help board members and citizens entertain a view different from theirs without having to accept it. • That what we often see as conflict is really the way the democratic process is designed to work. • How to see conflict in a new light, as a positive and natural point that occurs when individuals or groups attach priority to different core values in a given situation. • How to distinguish between unnecessary conflict, such as interpersonal conflict, and essential conflict, such as ideological preferences for different values. • Why promoting any one value to an extreme or to the exclusion of other values is unjust.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain IV: Policy Development: The board adopts, revises, and follows written policies in accordance with State Board rules and guidelines that include but are not limited to those that support improved student achievement, fiduciary responsibility, community and stakeholder engagement, organizational effectiveness, and continuous improvement.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training

Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>The State of Education in Policy Decision Making: Federal, State and Local</i>
Course Description	This course will provide local Charter Board Members with an understanding of the “state” of education in the policy decision making areas at the federal, state and local levels. Board members will become knowledgeable of the policy issues that are trending at the federal and state level as foundational information for setting policy at the local level. Participants will learn how strategic policy conversations encourage collaboration and build trust across sectors and jurisdictions, strategies for overcoming barriers to collaboration, and tools for helping to create a sense of shared responsibility for public schools throughout their communities.
Delivery Method	Small or large group
Alignment to Standards	This course addresses Governance Domain IV – Policy Development: The board adopts, revises, and follows written policies in accordance with laws and state board rules that include but are not limited to those that support improved student achievement, fiduciary responsibility, community and stakeholder engagement, organizational effectiveness, and continuous improvement.
Course Length	6 hours
Course Fee	Individual = \$95.00
Course Dates and Locations	Friday, September 30, 2016 9:00am to 4:00pm The University of Georgia Hotel and Conference Center
Course Objectives	Participants understand: <ol style="list-style-type: none"> 1. The scope and impact of trending issues at the federal and state level on local policy decision making. 2. The roles of charter board members and/or other public officials in setting policy in response to national and state mandates. 3. The charter board adopts, revises, and follows written policies that are clear, up-to-date, and in compliance with the school system’s strategic plan, state constitution, state and federal laws and state board rules. 4. The board develops policies to ensure effective communication and engagement of all stakeholders’ which support the strategic plan, desired culture and continuous improvement of the charter school.

Major Course Activities	Overview by instructors of required topics, large and small group activities, and board member interaction
Target Audience	Both new and veteran board members
Course Instructors	See Appendix, Attachment 1
Course Evaluation	See Appendix, Attachment 6

Module 4 – Effective Board Meetings: Public Records, Public Information, and Public Participation

Module 4 addresses how the governance leadership team plans and conducts board meetings in accordance with the Open Meetings Act, how it maintains records in accordance with the Open Records Act, how it adopts a process for developing the agenda that incorporates board member and public input, understanding the appropriate uses of open and closed sessions, and how the board uses appropriate parliamentary procedures for managing board meetings and making board decisions.

1. Board Meetings: Communication, Participation, and Operating Principles and Procedures

Course Title	<i>Board Meetings: Communication, Participation, and Operating Principles and Procedures</i>
Course Description	The board announces and holds meetings in accordance with local board policy and the Open Meetings Law and adopts a policy defining the process for developing board meeting agendas, including how the agenda is prepared and by whom.
Training Goals and Objectives	<ul style="list-style-type: none"> • Removing or placing items on the agenda. • Allowing requests for additional information on agenda items procedures through which the public can provide information, ideas, or input on agenda items. • The school leader posts board meeting agendas for public review. • The board of education uses a “consent agenda” procedure when appropriate. • The board conducts meetings in accordance with the meeting agenda and departs from the agenda only under circumstances allowed under the Open Meetings Law and by a majority or unanimous vote as specified in board policy. • The board is trained in and conducts meetings in a manner consistent with parliamentary procedure. • The school leader ensures accurate records are recorded and maintained as prescribed by the Open Records Act. • The board of education plans and conducts business meetings in open and closed sessions in a manner consistent with the Open Meetings Law.

Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain V: Board Meetings: In order to conduct official business for the purpose of improving student achievement and organizational effectiveness, the governance leadership team plans and conducts board meetings in accordance with the Open Meetings Act.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Module 5 – Personnel Management

Module 5 helps prepare the board to recruit, hire, develop, and evaluate a School Leader who can assist the board in crafting its vision, developing a strategic plan, engaging its community, and evaluating its performance and progress against its strategic plan:

1. Essentials of School Personnel Management
2. Recruiting, Hiring, and Maintaining Your School Leader
3. Setting Performance Expectations and Evaluating Your School Leader

Course Title	<i>Essentials of School Personnel Management</i>
Course Description	This course covers state personnel laws and requirements as they apply to charter schools, the board's role in establishing personnel policy, and the school leader's role in implementing personnel policy for the school.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board adopts personnel policies that are aligned with the school system's strategic plan and organizational effectiveness and consistent with applicable statutes. • Personnel policy is implemented by the school leader. • The board does not engage in implementing personnel policy, including employment, assignment, or dismissal,

	<p>except to accept or reject the recommendations of the school leader.</p> <ul style="list-style-type: none"> • The board holds the school leader accountable for assuring that all personnel in the school system are evaluated in accordance with the mission, strategic plan, school system personnel policies, and applicable statutes. • The board follows state personnel and ethics laws in all school personnel matters.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain VI: Personnel: The governing board employs, sets performance expectations for, and evaluates the work of the School Leader.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$125; Whole board = \$1,250
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Recruiting, Hiring, and Maintaining Your School Leader</i>
Course Description	Participants will learn about search and hiring processes, school leader duties and responsibilities, planning for leadership continuity, board roles and decisions regarding recruiting, hiring, and terminating a school leader, and state laws governing employment contracts.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board of education employs a school leader who acts as the Executive Officer of the school. • The board's search and hiring processes result in selecting a school leader with the verified knowledge, expertise, skills and prior performance history that predict successful performance in execution of school leader duties and responsibilities in alignment with the school strategic plan. • The board of education invests in the school leader professional development to ensure alignment to the school strategic plan, and current job description.

	<ul style="list-style-type: none"> • The board of education engages in planning for leadership continuity to support sustainability of improvement. • Choosing between a board search or search firm, involving the board attorney, internal vs. external candidates, and an open or confidential process.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain VI: Personnel: The governing board employs, sets performance expectations for, and evaluates the work of the School Leader.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Setting Performance Expectations and Evaluating the School Leader</i>
Course Description	Participants will learn how the board sets performance expectations for the school leader, adopts a job description, professional development plan, and evaluation plan, and adheres to state law.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board sets performance expectations for the school leader through the adoption of a strategic plan, the adoption of a current job description, the adoption of professional development and evaluation plan, and adherence to state law. • Board decisions regarding termination of School leader/ employment are compliant with school leader contract and state laws. • The board annually evaluates the school leader's job performance as outlined in the evaluation plan. • The evaluation instrument and process are developed by the board in collaboration with the school leader; based on

	<p>written and measurable performance targets and indicators; and aligned with the school system's strategic goals.</p> <ul style="list-style-type: none"> • The board receives training in the school leader's evaluation process and current evaluation instrument, and objectively follows that process for evaluation. • The school leader's evaluation will be reflected in meeting agenda minutes, noting participating members; however, the results of the evaluation of the school leader will remain confidential. • Board decisions regarding termination of the school leader's employment must comply with the school leader contract and state laws.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain VI: Personnel: The governing board employs, sets performance expectations for, and evaluates the work of the School Leader.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Module 6 – Charter School Financial Management and Governance

Module 6 addresses the basics and essentials of school finance, budgeting, and accounting; how to develop sound financial management policies and procedures; how to read financial statements, how to develop and adopt internal controls to help manage basic financial functions such as payroll and purchasing; and planning for long-term fiscal sustainability:

1. Essentials of School Financial Management
2. Understanding Audited Financial Statements
3. Developing Sound Financial Policies
4. Planning for Long-Term Fiscal Sustainability

Course Title	<i>Essentials of School Financial Management (H.B. 895)</i>
Course Description	Participants will learn about the financial management cycle for charter schools, including relevant Georgia laws.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board develops policies to ensure sound fiscal management, including but not limited to: balanced budget requirements, spending level authorizations and permissions, deficit spending restrictions, establishment of special funds, and reserve maintenance requirements. • The board holds the School Leader accountable for the implementation of the budget in a manner consistent with the strategic plan. • The board establishes, through policy, the level of spending beyond the budget for which the School Leader must seek board approval. • The board monitors the school's audits, monthly financial reports, and additional financial reports needed to make informed decisions and to ensure execution of the budget in a manner consistent with the strategic plan and strategic goals of the school. • The board reviews and addresses annually audited financial records and audit findings, with a goal of proactively preventing audit exceptions. • The board addresses fiscal matters in a manner consistent with law, sound business practice, and ethical principles regarding conflicts of interest in Domain VIII - Ethics. • The board operates in a manner such that the board's financial decisions and actions do not provide unfair financial or other opportunistic advantages to any member of the governance board, their family members, associates, or individual constituents.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain VII: Financial Governance: The board provides guidance to the School Leader and sets sound fiscal policy so that the charter school is an effective steward of all resources to support student achievement and organizational effectiveness.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy

Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board, webinar
Course Fees	Individual = \$125; Whole Board = \$1,250
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Understanding Audited Financial Statements</i>
Course Description	Participants will understand the annual audited financial statements required for charter schools, as well as applicable state and federal laws.
Training Goals and Objectives	<ul style="list-style-type: none"> • Internal financial reporting for monitoring compliance. • Monitoring the school system's audits and financial reports to make informed decisions. • Reviewing and addressing annually audited financial records and audit findings to be proactive in preventing audit exceptions. • Audited external financial statements for schools, key elements of audit reports, government auditing standards, and internal control components. • Reviewing and interpreting external financial statements and financial data. • The board monitors the school system's audits, monthly financial reports, and additional financial reports needed to make informed decisions and to ensure execution of the budget in a manner consistent with the strategic plan and strategic goals of the school system. • The board reviews and addresses annually audited financial records and audit findings, with a goal of proactively preventing audit exceptions.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain VII: Financial Governance: The board provides guidance to the School Leader and sets sound fiscal policy so that the charter school is an effective steward of all resources to support student achievement and organizational effectiveness.
Instructors	See Appendix, Attachment #1

Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Developing Sound Financial Policies-New Governing Boards and Members</i>
Course Description	Participants will understand the essentials of developing financial policies for charter schools.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board provides guidance to the school leader, who develops and manages the budget in accordance with the school's strategic plan, and adopts fiscal policies that assure improved student achievement and organizational effectiveness. • The board adopts policy for sound fiscal management and monitors the implementation of the budget in accordance with state laws and regulations. • The board adopts written policies that are clear, up-to-date, and in compliance with the school's strategic plan, the state constitution, and state and federal laws and rules. • Soliciting recommendations from the school leader on proposed policies and procedures for reviewing policies systematically. • The board conducts budgeting discussions with the school leader and establishes specific budget parameters where deemed necessary and appropriate thus holding the school leader accountable for the consistent implementation of adopted policies. • The governance leadership team seeks community and stakeholder input, review and feedback on the budget. • The board approves, after careful consideration of sound business and fiscal; practices, the school's budget reflecting the strategic plan. • Developing and adopting sound fiscal policies to address balanced budget requirements, spending level authorizations and permissions, deficit spending restrictions, establishment of special funds, reserve

	maintenance requirements, accounting and financial reporting, budget, revenue, expenditures, debt, fund balance, capital asset, cash and investments, purchasing, and capital improvement.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction
Alignment to Governance Standards	This course addresses Governance Domain VII: Financial Governance: The board provides guidance to the School Leader and sets sound fiscal policy so that the charter school is an effective steward of all resources to support student achievement and organizational effectiveness.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board, webinar
Course Fees	Individual = \$125; Whole board = \$1,250
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Planning for Long-Term Fiscal Sustainability</i>
Course Description	Participants will understand key financial issues to consider in planning for fiscal sustainability.
Training Goals and Objectives	<ul style="list-style-type: none"> • Strategies for achieving long-term fiscal sustainability. • Capital budgeting alternatives. • Debt management considerations. • The importance of financial projections. <ul style="list-style-type: none"> ➤ Financial policies essential for strong financial management, including accounting and financial reporting, budget, revenue, expenditures, debt, fund balance, capital asset, cash and investments, purchasing, capital planning, capital improvement, SPLOST.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction

Alignment to Governance Standards	This course addresses Governance Domain VII: Financial Governance: The board provides guidance to the School Leader and sets sound fiscal policy so that the charter school is an effective steward of all resources to support student achievement and organizational effectiveness.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$125; Whole board = \$1,250
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3
Course Evaluation	See Appendix, Attachment #6

Module 7 – Moral and Ethical Leadership

Module 7 addresses the ethics laws, rules, and codes applicable to charter schools, the ethical obligations of being a board member, common ethical dilemmas and decisions boards face, how ethical and moral considerations influence policy making, and leadership principles for making decisions and governing on behalf of the public good:

1. Building an Ethical Board: Ethics Laws, Codes, and Conflicts of Interest
2. Governing Charter Schools: Moral Obligations and Ethical Responsibilities of Board Members
3. Ethical Leadership: Values, Ethics, and Morality in Policy Making

Course Title	<i>Building an Ethical Board: Ethics Laws, Codes, and Conflicts of Interest</i>
Course Description	Participants understand the ethical obligations of being a board member; applicable ethics laws, rules, and codes; how to develop an ethics policy based on the Charter School Model Code of Ethics; and how to use this policy to recognize and avoid potential conflicts of interest.
Training Goals and Objectives	<ul style="list-style-type: none"> • The board of education adheres to a Code of Ethics, avoids conflicts of interest, and annually reviews ethical standards to ensure and enhance governance structure and organizational effectiveness. • The governance leadership team adopts an ethics policy that includes, as a minimum, an ethical code of behavior based on the Georgia State Model Code of Ethics.

	<ul style="list-style-type: none"> • The board adopts and adheres to a Conflict of Interest policy that includes state law requirements, as outlined in the Georgia State Conflict of Interest Provisions. • The school leader adheres to the Georgia Professional Standards Commission Code of Ethics for Educators.
Major Activities	<p>Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction, including:</p> <ul style="list-style-type: none"> • Understanding state ethics codes and laws, and conflicts of interest. • How to establish ethical standards to avoid conflicts of interest. • How to link ethical standards to the governance and organizational effectiveness of the school.
Alignment to Governance Standards	This course addresses Governance Domain VIII – Ethics: The governance leadership team conducts themselves, collectively and individually, in an ethical and professional manner.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Governing Charter Schools: Moral Obligations and Ethical Responsibilities of Board Members</i>
Course Description	Participants will understand the moral and ethical obligations of being a board member, and how individual board members, the board as a whole, and the governance leadership team can act to strengthen public confidence in charter school boards.
Training Goals and Objectives	<ul style="list-style-type: none"> • The governance leadership team and individual member’s communication demonstrate transparency of intentions, actions, decisions, successes, progress statuses, benchmarks and barriers to achievement of goals and performance targets. • The management of all communications of the governance leadership team promotes shared accountability and

	<p>collaborative action in support of the strategic plan, desired culture and continuous improvement of the school.</p> <ul style="list-style-type: none"> • The board establishes a process for monitoring and reporting the school's performance in analyzing, addressing, and resolving issues or concerns raised by stakeholders. • How to talk about the obligations of representation with each other and how to explain representation to citizens, parents, and other stakeholders.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction.
Alignment to Governance Standards	This course addresses Governance Domain VIII – Ethics: The governance leadership team conducts themselves, collectively and individually, in an ethical and professional manner.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6

Course Title	<i>Ethical Leadership: Values, Ethics, and Morality in Policy Making</i>
Course Description	Participants will understand common ethical dilemmas and decisions boards face; types of ethical dilemmas and principles for resolving them; competing conceptions of “right” and “good” that are often at the core of policy conflicts; and common leadership temptations that often arise in the context of ethical dilemmas.
Training Goals and Objectives	<ul style="list-style-type: none"> • How personal and private beliefs about morality play into conversations about public policy goals. • How to recognize and address conflicts of responsibility board members and administrators may face. • How to identify policy choices that involve ethical and moral concerns and engage in and lead discussions of these issues. • How to recognize and identify ethical dilemmas.

	<ul style="list-style-type: none"> • How to apply different resolution principles to resolve ethical dilemmas. • How to apply the nine checkpoints for making ethical decisions. • How to recognize and avoid common leadership temptations. • How to incorporate key pillars of character into the board's ethical standards and behavior.
Major Activities	Overview by instructors of required topics, large and small group activities, role-playing and video case studies, participant exercises, and simulated board meetings and board member interaction.
Alignment to Governance Standards	This course addresses Governance Domain VIII – Ethics: The governance leadership team conducts themselves, collectively and individually, in an ethical and professional manner.
Instructors	See Appendix, Attachment #1
Type of Charter	Start-up, conversion, college and career academy
Target Audience	New board members and members of new charter school boards, veteran board members (>1 year board service), or whole board
Delivery Method	Small or large group, whole board
Course Fees	Individual = \$250; Whole Board = \$2,500
Location	To be determined in conjunction with boards contracting for board governance training
Training Times	TBD by governing board
Contact Hours	3 to 6
Course Evaluation	See Appendix, Attachment #6



Charter Schools Financial Management Certification Program

The Carl Vinson Institute of Government (CVIOG) Charter Schools Financial Management Certification Program prepares individuals with the unique skills and knowledge needed to financially operate a school in the growing charter sector. This program is ideal for charter school leaders and personnel who are responsible for the school budget, accounting, payroll processing, purchasing, and ensuring the school's financial policies are in line with state and federal law and best practices. CVIOG has worked with the Department of Education, the State Charter Schools Commission, and the Georgia Charter Schools Association to develop material relevant and essential to charter schools operating in Georgia.

The Program consists of six courses representing eight days (48 hours) of training. Each training day runs from 9:00 am to 4:00 pm with an hour break for lunch. Participants are required to pass an online examination for each class, and participants are allowed three years to complete all courses in the program. Once the certification is earned, 12 hours of continuing professional education are required every two years to maintain certification.

Payroll Administration (\$179/attendee) (One day, six training hours)

This course will focus on all aspects of the payroll process. Topics covered will include Fair Labor Standards Act, new employee documentation, compensation calculation through the W-2 process, benefits including insurance and pensions, payroll taxes and remittances, payroll deductions, reporting and recording payroll, internal controls related to payroll, and payroll resources.

Purchasing (\$179/attendee) (One day, six training hours)

This course will focus on topics important to the purchasing process, from determining needs to receipt of purchased goods and services. The course will also cover alternative purchasing methods, required documentation, and ethics.

Introductory Accounting (\$320/attendee) (Three days, eighteen training hours)

This course will introduce the participant to basic accounting concepts for governmental funds. Topics covered will include the accounting equation, chart of accounts, double entry accounting, accounting systems and records, fund accounting, basis of accounting, and payroll and benefit accounting.

Writing Financial Policies (\$179/attendee) (One day, six training hours)

This course will cover development of sound financial policies. The course will focus on the policies important to charter schools, including Accounting and Financial Reporting, Budget, Revenue, Expenditures, Fund Balance, Capital Asset, Cash and Investments, and Purchasing.



Charter Schools Financial Management Certification Program

Internal Controls (\$179/attendee) (One day, six training hours)

This course will introduce the participant to the five components of internal controls: control environment, risk assessment, control activities, information and communication and monitoring. Discussion will include the importance of internal controls for charter schools including high risk areas charter schools should consider.

Budgeting for Charter Schools (\$179/attendee) (One day, six training hours)

This course will focus on roles of the board and staff in budgeting, budget preparation process, estimating revenues and expenditures, projection of ending fund balance, and justification of budget to funding authorities and board. Budget administration, long term financial planning, and the Quality Basic Education funding formula will also be discussed.

Attachment 5

Participant Course Registration



Registration/Attendance Card

Please print legibly. This card provides proof of attendance and is used to maintain your student records.

Facilitator:

Course:

Date:

Last Name

First Name

MI

Previous Name, if applicable

Employer or Organization

Title

Business Address

City

State

Zip

Work Phone

Alternate Phone

E-Mail

The University of Georgia's Carl Vinson Institute of Government is subject to the Georgia Open Records Act. Records relating to this class and your participation in this class, including but not limited to attendance and grades, may be subject to disclosure.

course_title	course_date	last_name	first_name	work_company	term
Payroll Administration	11/6/14	Brown	Pamela	Cirrus Academy Charter School	F2015
Payroll Administration	11/6/14	Brown	Zachary	Fulton Leadership Academy	F2015
Payroll Administration	11/6/14	Conner	Angela	Tapestry School, Inc	F2015
Payroll Administration	11/6/14	Cooper	Gwen	Provost Academy GA	F2015
Payroll Administration	11/6/14	Hammonds-Harris	Susan	Ivy Preparatory Academy	F2015
Payroll Administration	11/6/14	Harris	Katie	Charter Conservatory	F2015
Payroll Administration	11/6/14	Jones	Erica	Ivy Preparatory Academy	F2015
Payroll Administration	11/6/14	Lewis	Roy	Byron Peach Charter High School	F2015
Payroll Administration	11/6/14	Messer	Brenda	Georgia Cyber Academy	F2015
Payroll Administration	11/6/14	Reese	Corliss	Charter Conservatory	F2015
Payroll Administration	11/6/14	Wiley	Victoria	Ivy Preparatory Academy	F2015
Payroll Administration	11/6/14	Yu	Yui	Provost Academy	F2015

course_title	course_date	last_name	first_name	work_company	term
Introductory Governmental Accounting for Charter Schools	4/28-4/30/15	Conner	Angela	Tapestry School, Inc	F2015
Introductory Governmental Accounting for Charter Schools	4/28-4/30/15	Hall	Barbara	Fulton Leadership Academy	F2015
Introductory Governmental Accounting for Charter Schools	4/28-4/30/15	Hammonds-Harris	Susan	Ivy Preparatory Academy	F2015
Introductory Governmental Accounting for Charter Schools	4/28-4/30/15	Jones	Erica	Ivy Preparatory Academy	F2015
Introductory Governmental Accounting for Charter Schools	4/28-4/30/15	Messer	Brenda	Georgia Cyber Academy	F2015
Introductory Governmental Accounting for Charter Schools	4/28-4/30/15	Moore	Beverly	Georgia Cyber Academy	F2015
Introductory Governmental Accounting for Charter Schools	4/28-4/30/15	Yu	Yui	Provost Academy	F2015

course_title	course_date	last_name	first_name	work_company	term
Budgeting for Charter Schools	5/6/15	Alexander	Marc	Utopian Academy for the Arts	F2015
Budgeting for Charter Schools	5/6/15	Allen	Kimberly	Georgia Connections Academy	F2015
Budgeting for Charter Schools	5/6/15	Avera	Mandy	Scintilla Charter Academy	F2015
Budgeting for Charter Schools	5/6/15	Boulineau	Joseph	GA School for Innovation and the Classics	F2015
Budgeting for Charter Schools	5/6/15	Conner	Angela	Tapestry School, Inc	F2015
Budgeting for Charter Schools	5/6/15	Golden Anderson	Richardean	Fulton Leadership Academy	F2015
Budgeting for Charter Schools	5/6/15	Hall	Barbara	Fulton Leadership Academy	F2015
Budgeting for Charter Schools	5/6/15	Hammonds-Harris	Susan	Ivy Preparatory Academy	F2015
Budgeting for Charter Schools	5/6/15	Harris	Katie	Charter Conservatory	F2015
Budgeting for Charter Schools	5/6/15	Herrdon	Stephanie	Scintilla Charter Academy	F2015
Budgeting for Charter Schools	5/6/15	Hiers	Julie	Scintilla Charter Academy	F2015
Budgeting for Charter Schools	5/6/15	Jones	Erica	Ivy Preparatory Academy	F2015
Budgeting for Charter Schools	5/6/15	Lovell	Charles	Mountain Education Charter High School	F2015
Budgeting for Charter Schools	5/6/15	Messer	Brenda	Georgia Cyber Academy	F2015
Budgeting for Charter Schools	5/6/15	Moore	Beverly	Georgia Cyber Academy	F2015
Budgeting for Charter Schools	5/6/15	Mullis	Stephanie	Scintilla Charter Academy	F2015
Budgeting for Charter Schools	5/6/15	Robinson	Cass	Scintilla Charter Academy	F2015
Budgeting for Charter Schools	5/6/15	Robinson	Heather	Georgia Connections Academy	F2015
Budgeting for Charter Schools	5/6/15	Yu	Yui	Provost Academy	F2015

course_title	course_date	last_name	first_name	work_company	term
Purchasing	5/7/15	Allen	Kimberly	Georgia Connections Academy	F2015
Purchasing	5/7/15	Avera	Mandy	Scintilla Charter Academy	F2015
Purchasing	5/7/15	Boulineau	Joseph	GA School for Innovation & the Classics	F2015
Purchasing	5/7/15	Conner	Angela	Tapestry School, Inc	F2015
Purchasing	5/7/15	Golden Anderson	Richardean	Fulton Leadership Academy	F2015
Purchasing	5/7/15	Hall	Barbara	Fulton Leadership Academy	F2015
Purchasing	5/7/15	Hammonds-Harris	Susan	Ivy Preparatory Academy	F2015
Purchasing	5/7/15	Harris	Katie	Charter Conservatory	F2015
Purchasing	5/7/15	Herrdon	Stephanie	Scintilla Charter Academy	F2015
Purchasing	5/7/15	Hiers	Julie	Scintilla Charter Academy	F2015
Purchasing	5/7/15	Jones	Erica	Ivy Preparatory Academy	F2015
Purchasing	5/7/15	Messer	Brenda	Georgia Cyber Academy	F2015
Purchasing	5/7/15	Moore	Beverly	Georgia Cyber Academy	F2015
Purchasing	5/7/15	Mullis	Stephanie	Scintilla Charter Academy	F2015
Purchasing	5/7/15	Robinson	Heather	Georgia Connections Academy	F2015
Purchasing	5/7/15	Yu	Yui	Provost Academy	F2015

course_title	course_date	last_name	first_name	work_company	term
Internal Controls	7/29/15	Allen	Kimberly	Georgia Connections Academy	F2016
Internal Controls	7/29/15	Hall	Barbara	Fulton Leadership Academy	F2016
Internal Controls	7/29/15	Harris	Katie	Charter Conservatory	F2016
Internal Controls	7/29/15	Jones	Erica	Ivy Preparatory Academy	F2016
Internal Controls	7/29/15	Lee	Traquita	Fulton Leadership Academy	F2016
Internal Controls	7/29/15	Messer	Brenda	Georgia Cyber Academy	F2016
Internal Controls	7/29/15	Moore	Beverly	Georgia Cyber Academy	F2016
Internal Controls	7/29/15	Robinson	Heather	Georgia Connections Academy	F2016
Internal Controls	7/29/15	Yu	Yui	Provost Academy	F2016

course_title	course_date	last_name	first_name	work_company	term
Writing Financial Policies	7/30/15	Allen	Kimberly	Georgia Connections Academy	F2016
Writing Financial Policies	7/30/15	Hall	Barbara	Fulton Leadership Academy	F2016
Writing Financial Policies	7/30/15	Harris	Katie	Charter Conservatory	F2016
Writing Financial Policies	7/30/15	Jones	Erica	Ivy Preparatory Academy	F2016
Writing Financial Policies	7/30/15	Lee	Traquita	Fulton Leadership Academy	F2016
Writing Financial Policies	7/30/15	Messer	Brenda	Georgia Cyber Academy	F2016
Writing Financial Policies	7/30/15	Moore	Beverly	Georgia Cyber Academy	F2016
Writing Financial Policies	7/30/15	Robinson	Heather	Georgia Connections Academy	F2016
Writing Financial Policies	7/30/15	Yu	Yui	Provost Academy	F2016

course_title	course_date	last_name	first_name	work_company	term
Payroll Administration	11/10/15	Allen	Kimberly	Georgia Connections Academy	F2016
Payroll Administration	11/10/15	Banks	Sheron	International Charter School of Atlanta	F2016
Payroll Administration	11/10/15	Clay	Tavie	Ivy Preparatory Academy	F2016
Payroll Administration	11/10/15	Hall	Barbara	Fulton Leadership Academy	F2016
Payroll Administration	11/10/15	Lee	Traquita	Fulton Leadership Academy	F2016
Payroll Administration	11/10/15	Moore	Beverly	Georgia Cyber Academy	F2016
Payroll Administration	11/10/15	Richter	Deborah	Southwest GA Stem Charter School	F2016
Payroll Administration	11/10/15	Robinson	Heather	Georgia Connections Academy	F2016

course_title	course_date	last_name	first_name	work_company	term
Purchasing	11/12/15	Alexander	Marc	Utopian Academy for the Arts	F2016
Purchasing	11/12/15	Banks	Sheron	International Charter School of Atlanta	F2016
Purchasing	11/12/15	Clay	Tavie	Ivy Preparatory Academy	F2016
Purchasing	11/12/15	Lee	Traquita	Fulton Leadership Academy	F2016
Purchasing	11/12/15	Richter	Deborah	Southwest GA Stem Charter School	F2016

course_title	course_date	last_name	first_name	work_company	term
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Anderson	Lauren	Mountain Education Charter High School	F2016
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Banks	Sheron	International Charter School of Atlanta	F2016
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Boulineau	Joseph	GA School for Innovation & the Classics	F2016
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Brant	Reynalda	Georgia Cyber Academy	F2016
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Lassetter	Mary	Georgia Cyber Academy	F2016
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Reville	Margaret	Georgia School for Innovation and the CI	F2016
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Robinson	Heather	Georgia Connections Academy	F2016
Introductory Governmental Accounting for Charter Schools	2/23-2/25/16	Simmons	Keisha	Georgia Cyber Academy	F2016
course_title	course_date	last_name	first_name	work_company	term
Writing Financial Policies	5/3/16	Banks	Sheron	International Charter School of Atlanta	F2016
Writing Financial Policies	5/3/16	Brant	Reynalda	Georgia Cyber Academy	F2016
Writing Financial Policies	5/3/16	Hammonds-Harris	Susan	Ivy Preparatory Academy	F2016
Writing Financial Policies	5/3/16	Jones	Amy	Liberty Tech Charter School	F2016
Writing Financial Policies	5/3/16	Lassetter	Mary	Georgia Cyber Academy	F2016
Writing Financial Policies	5/3/16	Simmons	Keisha	Georgia Cyber Academy	F2016
Writing Financial Policies	5/3/16	Yarber	Teresa	Cirrus Academy Charter School	F2016

Title: The 3rs: Board Roles, Responsibilities and Relationships

Area: SCH-CH **Number:** 101 **Subtitle:** 00 **Section:** 5

Schedule #: 8682 **Term:** F2016 **Meeting Dates:** 4/16/2016

Bernhard, Kristin A.

Brown, Robert

Ford, Linda

Henson, Susan

Kelly-Jackson, Charlease

Marisol, Zacarias

Stein, Gale E.

Temple, Nicole

Terry, Erica

Total Enrollments: 9

Title: Interpersonal Communication, Relationships and Leadership

Area: SCH-CH **Number:** 101 **Subtitle:** 00 **Section:** 3

Schedule #: 8517 **Term:** F2016 **Meeting Dates:** 2/6/2016

Bernhard, Kristin A.

Breunig, Sherri

Brown, Robert

Henson, Susan

Jones, Herb L.

Soles, Dan

Stroud Brown, Natalie

Total Enrollments: 7

Title: Interpersonal Communication, Relationships and Leadership

Area: SCH-CH **Number:** 101 **Subtitle:** 00 **Section:** 4

Schedule #: 8618 **Term:** F2016 **Meeting Dates:** 3/6/2016

Aleksandrov, Veny

Avery, Andrea E.

Clark, Rick A.

Huff, Andrew G.

Joyner, Mark

Kelbaugh, Katherine

Knoop, Matthew S.

Lincoln, Jesse W.

Smith, Carla C.

Spaulding, Matthew A.

Thornton, Albert S.

Total Enrollments: 11

Title: The 3R's: Board Roles, Responsibilities and Relationships

Area: SCH-CH **Number:** 101 **Subtitle:** 00 **Section:** 2

Schedule #: 8361 **Term:** F2016 **Meeting Dates:** 11/8/2015

Andrews, Josh R.

Clark, Rick A.

Elek, Bill

Ghezzi, Patti

Horne, Josh D.

Huff, Andrew G.

Joyner, Mark

Kelbaugh, Katherine

Lincoln, Jesse W.

Smith, Carla C.

Steadman, Lyda R.

Total Enrollments: 11

Title: The 3R's: Board Roles, Responsibilities and Relationships

Area: SCH-CH **Number:** 101 **Subtitle:** 00 **Section:** 1

Schedule #: 8336 **Term:** F2016 **Meeting Dates:** 9/25/2015 to 9/26/2015

Archila, Juan C.

Beato, Rick

Boyanton, J C

Brown, John B.

Camara, Sharon

Carter, Karen D.

Dennard, James E.

Elliott-Earby, Christi E.

Esposito, Alena G.

Total Enrollments: 9



Title: Retreat

Area: SCH-CH **Number:** 101 **Subtitle:** 00 **Section:** 2

Schedule #: 9243 **Term:** F2017 **Meeting Dates:** 11/13/2016

Avery, Andrea E.

Clark, Rick A.

Cota, Katherine J.

Horne, Josh D.

Huff, Andrew G.

Jones, Charles B.

Kelbaugh, Katherine

Lincoln, Jesse W.

Rieker, Ed

Rosenbluth, Nicolasiona

Royden, Danielle F.

Smith, Carla C.

Spaulding, Matthew A.

Total Enrollments: 13

Attachment 6

Participant Course Evaluation

#7503

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	John Hulsey, Charter Schools Payroll Administration, Atlanta, GA, 11/06/2014	14

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=14	4.00	4.00	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	100.0%	.0%	.0%	.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	100.0%	.0%	.0%	.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	100.0%	.0%	.0%	.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	100.0%	.0%	.0%	.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	100.0%	.0%	.0%	.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	.0%
	Very little	.0%
	Some	.0%
	A lot	100.0%
How useful is this course to your work in government?	Useless	.0%
	A little useful	.0%
	Useful	7.7%
	Extremely useful	92.3%
How likely are you to recommend this course to others?	Unlikely	.0%
	Somewhat likely	.0%
	Likely	.0%
	Very likely	100.0%
This course...	Failed to meet my expectations	.0%
	Met my expectations	7.1%
	Exceeded my expectations	92.9%

Participant Demographics

		Column N %
Highest level of Education.	High school or less	.0%
	Some college or Associate's degree	14.3%
	4-year college degree	64.3%
	Post-graduate degree	21.4%
What is your role?	Elected	11.1%
	Non-elected	88.9%

Years in government or organization

How many years have you worked or served in government?	Mean	9.6
	Minimum	2
	Maximum	40

Comments:

- John is an excellent trainer, especially for a subject that is generally not my area of expertise. He did an outstanding job of presenting the information in a clear and understandable manner. I still have much to learn.
- He is very awesome. He gave me more information than I expected. I am really glad to enroll to this class.

#7632

Training Evaluation

	Count
Instructor, Course, Event Location, and Date	13
	John Hulsey, Introductory Governmental Accounting for Charter Schools, Atlanta, GA, 04/28-30/2015

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=12	4.00	4.00	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	100.0%	0.0%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	0.0%
	A lot	100.0%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	0.0%
	Useful	30.8%
	Extremely useful	69.2%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	0.0%
	Likely	7.7%
	Very likely	92.3%
This course...	Failed to meet my expectations	0.0%
	Met my expectations	23.1%
	Exceeded my expectations	76.9%

Participant Demographics

		Column N %
Highest level of education.	High school or less	8.3%
	Some college or Associate's degree	0.0%
	4-year college degree	50.0%
	Post-graduate degree	41.7%
What is your role?	Elected	7.7%
	Non-elected	92.3%

Years in government or organization

How many years have you worked or served in government?	Mean	6.8
	Minimum	1
	Maximum	32

Comments:

- Our trainer John was amazing. He covered all course materials and also forced us to think outside the box by asking us questions that utilized all of our knowledge and experience as financial professionals. Very entertaining.
- Excellent instructor. Very useful information for those of us wearing multiple hats in a charter school setting. Highly recommend adding additional courses.
- Outstanding. Engaged, knowledgeable, able to adapt to charter school environment.
- I am so glad to have John as an instructor again. He is top notch! He really has passion for his discipline and is able to share his knowledge effectively.
- Instructor is awesome!!
- Mr. Hulseley makes typically dry subjects, such as governmental accounting, interesting.

#7861

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	Dave Lakly, Budgeting for Charter Schools, Atlanta, GA, 05/06/2015	20

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=20	3.70	3.00	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	85.0%	15.0%	0.0%	0.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	50.0%	50.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	70.0%	30.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	57.9%	42.1%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	85.0%	15.0%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	20.0%
	A lot	80.0%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	0.0%
	Useful	36.8%
	Extremely useful	63.2%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	5.0%
	Likely	40.0%
	Very likely	55.0%
This course...	Failed to meet my expectations	5.0%
	Met my expectations	75.0%
	Exceeded my expectations	20.0%

Participant Demographics

		Column N %
Highest level of education.	High school or less	10.0%
	Some college or Associate's degree	5.0%
	4-year college degree	35.0%
	Post-graduate degree	50.0%
What is your role?	Elected	5.0%
	Non-elected	95.0%

Years in government or organization

How many years have you worked or served in government?	Mean	11.2
	Minimum	0
	Maximum	40

Comments:

- Well done – materials were very supportive and were portrayed in a very user friendly manner – pacing was “spot on.”
- Good workshop. Would have loved more hands on examples like Fund Balance Projection worksheet.

#7862

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	Scott Callan, Purchasing for Charter Schools, Atlanta, GA, 05/07/2015	20

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=20	3.88	3.40	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	95.0%	5.0%	0.0%	0.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	90.0%	10.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	75.0%	15.0%	10.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	90.0%	10.0%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	10.0%
	A lot	90.0%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	5.3%
	Useful	31.6%
	Extremely useful	63.2%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	5.3%
	Likely	15.8%
	Very likely	78.9%
This course...	Failed to meet my expectations	0.0%
	Met my expectations	35.0%
	Exceeded my expectations	65.0%

Participant Demographics

		Column N %
Highest level of education.	High school or less	5.3%
	Some college or Associate's degree	5.3%
	4-year college degree	47.4%
	Post-graduate degree	42.1%
What is your role?	Elected	10.0%
	Non-elected	90.0%

Years in government or organization

How many years have you worked or served in government?	Mean	9.1
	Minimum	0
	Maximum	32

Comments:

- Thank you – I learned a lot!!!
- Great training. Very good presentation!
- This class was amazing. I really enjoyed it a lot. Thanks.
- He is awesome.
- Great course and excellent instructor. Can't believe he was able to make course engaging.
Only recommendation would be to customize it more toward charter schools. Some concepts seemed really applicable to larger govt entities.
- Excellent! Very engaging!
- Excellent! Scott was very entertaining and informational!

#7938

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	John Hulsey, Internal Controls, Atlanta, GA, 07/29/2015	16

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=16	3.99	3.80	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	93.8%	6.3%	0.0%	0.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	100.0%	0.0%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	6.3%
	A lot	93.8%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	0.0%
	Useful	25.0%
	Extremely useful	75.0%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	0.0%
	Likely	6.3%
	Very likely	93.8%
This course...	Failed to meet my expectations	0.0%
	Met my expectations	18.8%
	Exceeded my expectations	81.3%

Participant Demographics

		Column N %
Highest level of education.	High school or less	0.0%
	Some college or Associate's degree	13.3%
	4-year college degree	40.0%
	Post-graduate degree	46.7%
What is your role?	Elected	0.0%
	Non-elected	100.0%

Years in government or organization

How many years have you worked or served in government?	Mean	4.2
	Minimum	0
	Maximum	18

Comments:

- John is a great instructor. He met my high expectations. Thanks!
- Jon is excellent!
- He is my absolute favorite teacher!
- Great instructor!
- Excellent instructor – knowledgeable and engaging. Highly recommend.
- He is awesome.

#7939

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	Dave Lakly, Writing Financial Policies, Atlanta, GA, 07/30/2015	14

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=14	3.86	3.60	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	85.7%	14.3%	0.0%	0.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	78.6%	21.4%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	85.7%	14.3%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	78.6%	21.4%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	100.0%	0.0%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	28.6%
	A lot	71.4%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	7.1%
	Useful	35.7%
	Extremely useful	57.1%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	0.0%
	Likely	14.3%
	Very likely	85.7%
This course...	Failed to meet my expectations	0.0%
	Met my expectations	71.4%
	Exceeded my expectations	28.6%

Participant Demographics

		Column N %
Highest level of education.	High school or less	0.0%
	Some college or Associate's degree	8.3%
	4-year college degree	41.7%
	Post-graduate degree	50.0%
What is your role?	Elected	7.7%
	Non-elected	92.3%

Years in government or organization

How many years have you worked or served in government?	Mean	3.3
	Minimum	0
	Maximum	9

Comments:

- He is knowledgeable.
- Great instructor.
- I just went through this with my school & had learning by doing – so I'm a bit familiar with the process already. Great job Dave, even if John is a hard act to follow.

#8010

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	John Hulsey, Purchasing for Charter Schools, Atlanta, GA, 11/12/2015	13

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=13	4.00	4.00	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	100.0%	0.0%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	7.7%
	A lot	92.3%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	0.0%
	Useful	7.7%
	Extremely useful	92.3%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	0.0%
	Likely	0.0%
	Very likely	100.0%
This course...	Failed to meet my expectations	0.0%
	Met my expectations	23.1%
	Exceeded my expectations	76.9%

Participant Demographics

		Column N %
Highest level of education.	High school or less	7.7%
	Some college or Associate's degree	23.1%
	4-year college degree	30.8%
	Post-graduate degree	38.5%
What is your role?	Elected	15.4%
	Non-elected	84.6%

Years in government or organization

How many years have you worked or served in government?	Mean	10.0
	Minimum	1
	Maximum	30

Comments:

- Fantastic course, lots of great information. Thank you for teaching us.
- Awesome class! Awesome instructor!

#8016

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	John Hulsey, Introductory Governmental Accounting for Charter Schools, Atlanta, GA, 02/23-25/2016	16

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=16	3.99	3.80	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Knowledge of subject matter	100.0%	0.0%	0.0%	0.0%	100.0%
Ability to communicate instructions for classroom activities	100.0%	0.0%	0.0%	0.0%	100.0%
Effectiveness in presenting content	93.8%	6.3%	0.0%	0.0%	100.0%
Effectiveness in encouraging questions and discussions from the group	100.0%	0.0%	0.0%	0.0%	100.0%
Effectiveness in responding to questions from the group	100.0%	0.0%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	0.0%
	A lot	100.0%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	0.0%
	Useful	12.5%
	Extremely useful	87.5%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	6.3%
	Likely	0.0%
	Very likely	93.8%
This course...	Failed to meet my expectations	0.0%
	Met my expectations	12.5%
	Exceeded my expectations	87.5%

Participant Demographics

		Column N %
Highest level of education.	High school or less	6.3%
	Some college or Associate's degree	25.0%
	4-year college degree	43.8%
	Post-graduate degree	25.0%
What is your role?	Elected	7.1%
	Non-elected	92.9%

Years in government or organization

How many years have you worked or served in government?	Mean	9.2
	Minimum	1
	Maximum	30

Comments:

- Great job! Use current Audits (schools).
- Would like to include section on how to read financial stmts, what to look for to avert future fiscal challenges & bench marks.
- The content is a lot and not easy. John does an incredible job teaching this class and making sure you have an understanding before moving on. So glad I took the class.
- Very enjoyable, easy to ask questions. Excellent teacher!
- Instructor was extremely interactive and made the material interesting & fun to learn. He made me excited for what lies ahead in my position.
- Excellent instructor. Course should be mandatory for all charter schools.
- Great class – could have lasted longer bc of so much info! Instructor was great – very knowledgeable, interesting.
- My background is not in accounting, but after attending I feel I have a better understanding of the accounting process at my school.
- Awesome instructor! Always enjoy and learn lots from his classes.
- This was the best class I have ever taken even after attending Business school for 4 years. Great instructor.
- John is the best! Thank you!
- John was a wonderful instructor with a great personality. He took time to work individual situations with students. Looking forward to more classes with John!

#8043

Training Evaluation

		Count
Instructor, Course, Event Location, and Date	John Hulseley, Payroll Administration for Charter Schools, Atlanta, GA, 11/10/2015	21

	Valid N	Mean	Minimum	Maximum
Overall Instructor Rating	N=21	3.96	3.60	4.00

Rating the instructor

	Excellent	Good	Adequate	Poor	Total
Please rate the instructor on knowledge of subject matter.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the ability to clearly communicate instructions for exercises.	100.0%	0.0%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in presenting content.	95.2%	4.8%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in encouraging questions and discussions from the group.	95.2%	4.8%	0.0%	0.0%	100.0%
Please rate the instructor on the effectiveness in responding to questions from the group.	90.5%	9.5%	0.0%	0.0%	100.0%

Feelings related to the course

		Column N %
How much would you say that you learned from this course?	Nothing	0.0%
	Very little	0.0%
	Some	14.3%
	A lot	85.7%
How useful is this course to your work in government?	Useless	0.0%
	A little useful	0.0%
	Useful	28.6%
	Extremely useful	71.4%
How likely are you to recommend this course to others?	Unlikely	0.0%
	Somewhat likely	0.0%
	Likely	4.8%
	Very likely	95.2%
This course...	Failed to meet my expectations	0.0%
	Met my expectations	33.3%
	Exceeded my expectations	66.7%

Participant Demographics

		Column N %
Highest level of education.	High school or less	9.5%
	Some college or Associate's degree	19.0%
	4-year college degree	28.6%
	Post-graduate degree	42.9%
What is your role?	Elected	10.5%
	Non-elected	89.5%

Years in government or organization

How many years have you worked or served in government?	Mean	8.6
	Minimum	0
	Maximum	30

Comments:

- My last class! Yea! Going to miss you. Can't wait till a new class.
- Great training / great trainer.
- A ton of information for someone totally new to financial mgmt. Recommend an extended course on specific areas, e.g. connecting/overlapping departmental functions, more on employer & employee costs as well as filing requirements i.e. 941 form and others.
- Great course! Keep the exercises – they enhance the learning.
- Awesome class. Very knowledgeable and inviting. Made us feel comfortable. Thank you.
- Great class! Great instructor!

Course Title:

Facilitator:

Location:

Date:

Session

- 1. What did you enjoy most about this session?**

- 2. What are the three (3) most valuable things you learned, and what made them valuable to you?**

- 3. What would you have like to spend more time on or learn more about?**

- 4. Would you recommend this session to a board member from another charter school?**
Yes _____ No _____

- 5. If yes, why would you recommend this session?**

- 6. If no, why would you not recommend this session?**

7. **Additional comments:**

Museum School Board of Directors Training

Facilitator: Russ Cook

Date: November 8, 2015

Retreat Evaluation

Comments

1. What did you enjoy most about this session?
 - Reporting back and discussing progress on standards
 - Discussion of governance standards and improvements we need to make
 - Understanding all of the formal policies required
 - Facilitators knowledge of topics
 - Walk through government standards
 - It was interactive and extremely relevant
 - Discussions about where we are and our next steps; action items
 - Opportunity to strategically walk through current state and make plan for improvement
 - Small group work sessions and reporting back out to the full group conversation
 - Brainstorming
 - Discussion of performance indicators

2. What are the three (3) most valuable things you learned, and what made them valuable to you?
 - We need to standardize our policies and procedures to maintain our high standards
 - As we move from startup mode to established organization we can professionalize and improve.
 - Learning the multiple indicators
 - Info about coming together as "new" and old board members
 - Strategic navigation vs. plan – nice framework for discussion
 - Full understanding of standards for governance
 - Our needs and priority as a board
 - "best practices" in terms of the state and commissions standards
 - Areas of growth – ways to improve
 - Commitment of BOD -> success of school
 - Indicators helped us assess where we are
 - There are distinct differences between policies and procedures so it's good to differentiate
 - We as a board need to be more transparent to the community
 - State laws/regulations for boards
 - History of charter schools in Georgia
 - Do's and Don'ts for facilities
 - More specifics info about the indicators to follow
 - Learning about ways to improve on what appears to be a near perfect organization
 - Governance standards
 - Strategy for preparing policies

3. What would you have like to spend more time on or learn more about?

- Perhaps how our foundation can be included
- Strategic planning / navigation
- Policy development
- Best procedures in charters in Georgia and nationally
- More time to discuss strategic plan
- Nothing comes to mind
- Strategic planning

4. Would you recommend this session to a board member from another school system?

Yes 11 No _____

5. If yes, why would you recommend this session?

- Session was thorough and information was relevant to our purpose
- Very thorough
- It's a very productive session, lots to go over but a good approach
- Excellent facilitation, important governance topics
- Intentional discussion of where we are
- Very detailed and thorough with follow up details included
- Being moderated leads to accountability od facilitating action in systematic fashion
- It will get you talking about higher level stuff
- It was an excellent program to facilitate understanding of needs and generating ideas and opportunities for improvement
- Russ is very experienced and informed on charter school info.

Board Building Through Emergenetics; Finance and Open Meetings

Facilitator: Russ Cook

Location: The Museum School

Date: March 6, 2016

Retreat Evaluation

Comments

1. What did you enjoy most about this session?
 - The educational part
 - Discussion surrounding team dynamics
 - QBE efficiencies
 - Interactivity moving around during topics, group work
 - Education session re: opening meetings – very helpful
 - Very applicable and relevant info.
 - Emergenetics session was interesting and helpful
 - The thinking styles and financial funding of school
 - Meeting of the minds
 - QBE formula breakdown

2. What are the three (3) most valuable things you learned, and what made them valuable to you?
 - Finance; Open meetings
 - Dependable profiles
 - How profile types can work together to be a “whole brain”
 - Complementing skill set of board members
 - QBE funding formula / methodology
 - Open meetings rules – compliance issues
 - Financial information – understanding how the funding works is critical
 - Brush up on open meetings act because it is so critical to follow
 - Emergenetics because it’s helpful to know others profile
 - Personalities
 - QBE funding analysis
 - How QBA works – good to know
 - My thinking style and colleagues

3. What would you have like to spend more time on or learn more about?
 - QBE
 - More of CSC framework – looks like a really strong tool
 - Training was great
 - How to use/apply our thinking styles in a real situation

4. Would you recommend this session to a board member from another school system?

Yes 9 No _____

5. If yes, why would you recommend this session?

- Very informative
- Efficient, effective
- Facilitators were skilled, content was engaging and important
- Walt and Russ are on top of the issues and have a good presentation
- Very helpful
- Its current and relevant
- The personality profiles will help the board work together
- Good stuff for each board person to use or think about
- Thorough

GLOBE Academy

Facilitator: Russ Cook

Date: September 25-26, 2015

Retreat Evaluation

Comments:

1. Did you find the retreat process helpful?
 - Yes, we got to interact and have a mirror to answers, which was very helpful
 - Yes, we were able to get things done rather than pass ideas around without conclusion
 - Yes, clarification of board dynamics mission/vision discussion role of board as a governing body
 - Yes! Saturday work session was very well planned and produced accountable results
 - Yes, forced everyone to openly debate a wide variety of topics. Day two was more impactful because it dealt with our real world issues.
 - Very helpful!
 - Yes, I really enjoyed getting to know board members and how we interact.
2. What would you change about the retreat process?
 - I still think Board 101 or possibly teaming more experienced board members with the less experienced members to get them up to speed, would help. We don't have a training process for new members
3. What should be the next steps in the process?
 - Improvement plans and have yearly retreats
 - Consultant feedback regarding process. Updated resources from standards discussion
 - Summary of action items/follow up would be helpful. Regular check ins
 - Following up with a debrief of some kind (i.e. email). Make sure we all got as much out of it as possible.
 - Digest the material presented
 - We need accountability to stay the path
4. Other comments:
 - Great job!
 - Great job! Very well done. Would use again and recommend
 - Great job Russ! Really enjoyed it!

Graduation Achievement Charter High School Board of Directors

Atlanta, GA

Facilitator: Russ Cook

Date: April 16, 2016

Retreat Evaluation

Comments

1. What did you enjoy most about this session?
 - Opportunity for Glows and Grows. I'm stealing this strategy
 - The Foothills presentation was extremely helpful and informative
 - Discussion about school performance history
 - Presentation from Foothills
 - Interaction between board members
 - Reviewing and discussing data/implications from it
 - Having a "sample" charter school to compare/learn from etc.
 - Enjoyed listening to Foothills and their experiences. Agreed that we should have these opportunities provided through GCSA or SCSC
 - The data presentation
 - Foothills discussion. Provided an alternative perspective from another charter high school

2. What are the three (3) most valuable things you learned, and what made them valuable to you?
 - Review of momentum report was helpful
 - Foothills presentation sparked a lot of ideas
 - Where the school's performance measures are
 - Center vs. Online education
 - Strategies going forward
 - Foothills FTE full funding for 3 courses per kid instead of 6 segments (replication opportunity)
 - MEC/Foothills no attendance policy (replication opportunity)
 - Mike's presentation (application of the data)
 - School History (intro) – Provides a context where we are / where we are headed (provides mission steps)
 - See the board former strategic plan
 - What new board members "saw" in the data
 - Example of another charter – Foothills – best practices
 - Data discussion
 - Glow/Grow thoughts
 - Structure of the online environment and center environments. This provided better insight into the data provided.
 - The data provided from the past few years and how that impacts the goal of the school. This helped to drive the discussion throughout the day.
 - Renewal information and requirements from state on remaining a charter school and forming partnerships

3. What would you have like to spend more time on or learn more about?
- Actually working on a strategic plan / goal writing
 - Actually doing the work of the strategic plan & SWOT analysis
 - More focus on how to improve performance measures
 - I would have liked to spend dramatically more time on the board processing the info and creating strategic goals.
 - We probably could have spent more time on the strategic planning session by managing the time/flow of the first two sessions.
 - More time for me (new member) learning about the logistics, history of the school
 - Strategic plan & steps (time issue)
 - The grow areas – ideas / innovation
 - Discussion of the mission and ultimate goal of the school and what decisions can be made or changed to align the school to that mission
4. Would you recommend this session to a board member from another school system?
Yes 8 No 1
5. If yes, why would you recommend this session?
- Well facilitated with clear goals
 - Great way to data dig
 - Very informative
 - The facilitators are highly skilled and have done their homework to know the school. References to “we” and “us” made it feel like they are on our team.
 - Extremely facilitated discussion is always helpful
 - It’s important to have someone “on the outside” facilitate these discussions. Less ownership drama
 - Great foundational information
 - There were great discussions that came from the presentations and I have a better understanding as to the decisions that need to be made in the future.
6. If no, why would you not recommend this session?
- Not the 1st part (data analysis); Yes to Sherri – I think hearing what other schools are doing is helpful especially as we move forward

Emergenetics

Graduation Achievement Charter High School, Atlanta, Georgia

Facilitator: Russ Cook

Date: February 6, 2016

Retreat Evaluation

Comments

1. What did you enjoy most about this session?
 - Going through the profile
 - The exercise where we stood by dominant color and discussed the descriptive words
 - The zoom activity and all of us placing ourselves on a scale of 0-100 with behaviors
 - Getting to know more about the strengths of fellow board members
 - The interactive format, the emergentics profile
 - The meeting of the minds course was most enjoyable because I had the opportunity to learn about patterns of thinking for me and others as it related to both our genetics and life experiences.

2. What are the three (3) most valuable things you learned, and what made them valuable to you?
 - How the emergentics profile works, the results from the profile and how my profile works with others. The emergentics profile will help me with interacting with others and what areas I might need to work on.
 - The make-up of the team surprised me and will help to inform how we work together
 - Clarity around the differences between expressiveness and assertiveness
 - Sometimes we make things more complicated than they really are
 - I learned important characteristics of my board members, and that will help us interact effectively with them.
 - I learned key characteristic about my own temperament which will help me in my personal and professional growth.
 - My preference -> conceptual -> it explains many of my professional frustrations
 - How to "work on" areas where I have a low preference
 - How my preferences dovetail together
 - Ways to have more productivity and interaction with our board
 - Potential "holes" in our training preferences as a group
 - The variety of behaviors in our group
 - That there is science behind the colors and the word they are associated with
 - That I can continue to think about how to plan my personal development
 - That I surprised myself and I learned I'm more structural vs. being more social.

3. What would you have like to spend more time on or learn more about?
 - Nothing I can think of
 - How this translates into my leadership style
 - I'd like more activities like the zoom exercise
 - More discussion of statistics on results
 - How to make effectively use our emergentics strengths
 - How to be more social

4. Would you recommend this session to a board member from another school system?

Yes 6 No _____

5. If yes, why would you recommend this session?

- It was very helpful in learning about the profile and what situations you excel in
- Good for team building
- Great insights into self and team
- I think it would greatly facilitate communication between and further self-awareness of board members
- Unique way to approach team building
- We should always want to grow in our association with others especially as it relates to decision making as a team.

Museum School Board of Directors

Location: Decatur, Georgia

Facilitator: Russ Cook and Dave Lakly

Date: November 13, 2016

Session

1. What did you enjoy most about this session?

- Ample time together to discuss critical issues on our minds
- Group discussions around tough questions
- Forcing us to think
- Defining a culture of giving
- Time for robust discussion
- Review of government standards
- Breakout time
- Discussion of Board Member topics
- The instructor – did a great job!
- Reminders and updates reference open meetings and records
- Small group work
- The discussions and perspectives around how we'll address meeting and achieving a way through some challenges moving forward
- Opportunity to delve into matters of urgency with teams
- Opportunity for open dialogue
- Group discussions and small group work
- The organization and format allowed for open discussion – very helpful to me

2. What are the three (3) most valuable things you learned, and what made them valuable to you?

- How we rated according to standards, financial best practices, more about recruitment plans
- Open records info-didn't know, teleconference reference Board Meetings
- More detailed meeting requirements, open dialogue regarding the community, we have achieved a lot of things
- Discussion around community relations, reminder of open meetings & records requirements, finance review of good budgeting
- Learning requirements, governance standards, budgeting
- Financial info, linking agenda to the strategic plan, "triangle of fraud"
- Needs related to standards, reminders reference open meetings
- Number of hours needed for training, committee level open meeting requirements, individual lesson planning & elevator speech
- Best practices for Board, fiscal oversight
- Opportunities for growth, ways to enhance functioning level of the Board of Directors
- Things we need to work on, improve our governance
- Open meeting procedures, financial concepts, budgeting (finance not my area so good to know)

3. What would you have like to spend more time on or learn more about?

- Ways to increase our diversity
- Strategic plan and execution
- The meeting process and community development
- Strategic planning
- Work session on strategic plan
- More Board discussion time
- Current strategic planning
- Strategic planning
- Developing a strategic recruitment plan
- Weighted lottery and strategic planning

4. Would you recommend this session to a board member from another school system?

Yes 12 No 0

5. If yes, why would you recommend this session?

- Russ and Dave are great presenters & have great insight into the charter landscape
- Flows well, informative, allows time for discussion
- Solid facilitation, good mix of discussion and learning
- Interactive, not just slide driven and tailored to the schools needs
- Great way to get required hours
- Informative and relevant
- Informative
- Good overview of budget/fiscal responsibilities
- Customized/focused on relevant BOD topics/needs
- Russ and Dave are both very knowledgeable about the topics and good, engaging presenters
- Informative and engaging

6. If no, why would you not recommend this session? N/A

7. Additional Comments: None

Attachment 7

Instructor Nepotism Agreements



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

Charter School Governing Board Training
Nepotism Assurance Agreement

As an instructor/trainer for Carl Vinson Institute of Govt, 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.

Tracy Arner
Signature

Tracy Arner
Name [printed]

4/20/17
Date

Carl Vinson Institute of Govt
Organization

Agreement of Nepotism Assurance

As an instructor/ trainer for *The Carl Vinson Institute of Government*, I will not provide Local Board Governance training to local board members who are immediate members of the instructor/ trainer's family without obtaining prior approval from the State School Superintendent 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.

Phillip Boyle

Signature

Phillip Boyle

Printed Name

Feb. 23, 2017

Date

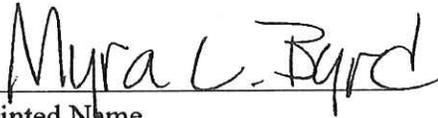
Carl Vinson Institute of Government
Organization

***This form must be completed and submitted for all faculty members of all Local Board Governance Training Provider applicants.**

Agreement of Nepotism Assurance

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Signature


Printed Name


Date

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Russell W. Cook

Signature

Russell W. Cook

Printed Name

2.29.17

Date

Carl Vinson Institute of Government
Organization

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

Charter School Governing Board Training

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Signature

BETH HORACEK

Name [printed]

4/21/2017

Date

CARL VINSON INSTITUTE

Organization

OF GOVERNMENT,
UNIVERSITY OF GEORGIA

Agreement of Nepotism Assurance

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Signature

Michael Hourihan

Printed Name

February 20, 2017

Date

Carl Vinson Institute of Government
Organization

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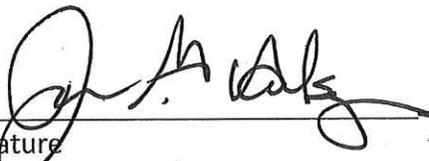


Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training

Nepotism Assurance Agreement

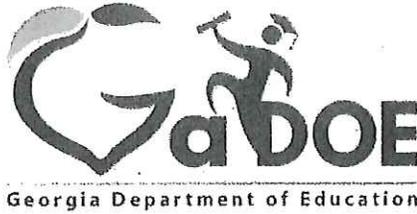
As an instructor/trainer for CARL VINSON Institute of Gov't, I will not provide charter school governance training to charter school governing board members who are immediate members of my family without obtaining prior approval from the Associate Superintendent for Policy and Charter Schools or his 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

John Hulsey
Name [printed]

4-24-17
Date

CVIDG
Organization



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

Charter School Governing Board Training
Nepotism Assurance Agreement

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Signature

David Lakly

Name [printed]

4-24-17

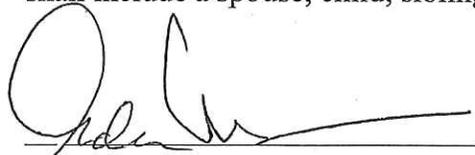
Date

CVIOG

Organization

Agreement of Nepotism Assurance

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Signature

Gordon Maner
Printed Name

March 8, 2017
Date

Carl Vinson Institute of Government
Organization

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Signature

M. Chrissy Marlowe _____

Printed Name

2/20/17 _____

Date

Carl Vinson Institute of Government
Organization

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Signature

Walt McBride

Printed Name

2/20/2017

Date

Carl Vinson Institute of Government
Organization

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Signature

Jennifer Nelson
Printed Name

February 20, 2017
Date

Carl Vinson Institute of Government
Organization

***This form must be completed and submitted for all faculty members of all Local Board Governance Training Provider applicants.**

Agreement of Nepotism Assurance

As an instructor/ trainer for *The Carl Vinson Institute of Government*, I will not provide Local Board Governance training to local board members who are immediate members of the instructor/ trainer's family without obtaining prior approval from the State School Superintendent 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.

Eric M. Robinson
Signature

ERIC M. ROBINSON
Printed Name

2/20/2017
Date

Carl Vinson Institute of Government
Organization

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Mara O. Shaw
Signature

Mara O. Shaw
Printed Name

2/20/17
Date

Carl Vinson Institute of Government
Organization

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Signature

JAMES E STEPHENS
Printed Name

2/21/2017
Date

Carl Vinson Institute of Government
Organization

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Attachment 8

Hypothetical Question Responses

Hypothetical # 1

When the local school board approved the charter of Charter School XYZ, the board of the school agreed to govern the school according to the roles, responsibilities, and duties as outlined in the charter document. The board needs to consider state laws, state board rules, local board policies (if applicable), the charter agreement, and ethical standards in discussing personnel issues relating to the principal. In our training titled “The 3 R’s: Board Roles, Responsibilities, and Relationships,” trainers from the Carl Vinson Institute of Government would design a session to reference these documents, review case studies similar to this hypothetical situation, and lead the board through an action planning process exploring best practices for school leader evaluation.

Specifically, the board of Charter School XYZ needs to consult Domain VI: Personnel, Standards A and B of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards. These standards and their elements state:

Standard A. The governing board employs a School Leader who acts as the Executive Officer of the School.

Element 1: The board’s search and hiring processes result in selecting a School Leader with the verified knowledge, expertise, skills and prior performance history that predict successful performance in execution of School Leader duties and responsibilities in alignment with the school strategic plan.

Element 2: The board sets performance expectations for the School Leader through the adoption of a strategic plan, the adoption of a current job description, the adoption of professional development and evaluation plan, and adherence to relevant state law.

Element 3: The governing board invests in the School Leader’s professional development to ensure alignment to the school strategic plan, and current job description.

Element 4: The governing board engages in planning for leadership continuity to support sustainability of improvement.

Element 5: Board decisions regarding termination of School Leader employment are compliant with School Leader contract and relevant state laws.

Element 6: The governance leadership team develops policies consistent with Domain VIII – Ethics.

Standard B. The governing board evaluates the professional performance of the School Leader.

Element 1: The board annually evaluates the School Leader’s job performance as outlined in the evaluation plan.

Element 2: The board uses the state-approved evaluation instrument.

Element 3: The board receives training in the School Leader’s evaluation process and current evaluation instrument, and objectively follows that process for evaluation.

Element 4: The School Leader's evaluation will be reflected in meeting agenda minutes, noting participating members; however, the results of the evaluation of the School Leader will remain confidential.

Before the principal took office, the board of Charter School XYZ should have set performance expectations through the adoption of a strategic plan, which included a job description and contract with the principal. Additionally, the board must evaluate the principal's performance annually using a state-approved evaluation instrument. Finally, the board should set expectations regarding the timely disposition of school operations such as roof repairs.

In the future, the board should be retrained on their roles and responsibilities as it relates to personnel decisions. Board members should be accessing and considering the evaluation instrument that has been approved by the state to consider the performance of the principal. Moreover, the board should note Domain VIII: Ethics, Standard A., Element 3. of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards which states that "The board adopts and adheres to a Conflict of Interest policy that includes requirements outlined in the Charter Schools Conflict of Interest Provisions." As such, it should consider whether or not board members who are related to teachers should be eligible to serve on the board, or if they should be involved in personnel decisions.

Finally, the board's consideration to terminate the principal should be predicated on advice from counsel.

Hypothetical # 2

Ideally, a charter school reflects the diversity of its community; thus, the relationship between the school and the community is critical. As a result, Domain III of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards is dedicated entirely to the relationship between the school and the community. Domain III states:

"In order to ensure improved student achievement and organizational effectiveness, the board creates and sustains healthy community relations, models professional relationships, creates a culture of mutual respect, and serves as a charter school advocate for effective collaboration and engagement of internal and external stakeholders.

Standard A. The governance leadership team develops a process for creating a culture where input is sought, heard, and valued.

Element 1. The board aligns its actions and decisions, which impact board and community culture, to the school's strategic plan.

Element 2. The interactions of the board with the community create a culture in which ideas are sought, heard and valued, and are based on collaborative review of research and data.

Standard B. The board develops policies to ensure effective communication and engagement of all stakeholders' which support the strategic plan, desired culture and continuous improvement of the charter school.

Element 1. The board develops and supports implementation of a communications plan aligned with the school's strategic plan.

Element 2. The board formally and informally communicates to stakeholders, its strategic plan, desired culture and improvement needs, and student performance expectations progress, targets, and results.

Element 3. The board and individual member's communication demonstrate transparency of intentions, actions, decisions, successes, progress statuses, benchmarks and barriers to achievement of goals and performance targets.

Element 4. The governance leadership team will implement a communication plan.

In anticipation of meeting these standards, the Carl Vinson Institute of Government has developed a community engagement module dedicated specifically to relationships with the community. We recommend the board begins with the session, "Engaging the Public in Public Education: Tools for Community Conversations." In this course, we encourage the board to develop tools for engaging citizens in public conversations about education and the mission of the school. There are additional sessions in this module regarding community visioning/strategic planning as well as working across boundaries: engaging business, community and government leaders in building effective charter schools.

Our approach to helping this charter school board would be to encourage reviewing the charter contract as well as the strategic plan approved by the charter school board. If this strategic plan includes improving diversity and representation from the community, then it ought to engage more with the community to find unique solutions to the problems presented by members of the community. If the strategic plan does not include improving diversity and representation from the community, then the board ought to consider implementing diversity and representation when it annually reviews the strategic plan. Moreover, the charter school board should consult its communication plan which should outline how input from the community should be gathered and considered to influence charter school policy.

The hypothetical situation answered in the current question brings up several issues: demographic representation, workforce training, and service to the community. Because the scenario does not spell out specifically what issues of "public scrutiny" the community holds against the charter school board, communication with the community is the chief concern. The word "diversity" does not necessarily mean racial diversity, but it might. It also might mean that the community desires that the school focus on job skills that help students enter the workforce. Regardless, the charter school board needs to consider what role the school plays in the community.

Hypothetical # 3

Upon first glance, it appears that the charter school board's responsibilities shifted towards the principal over a period of time. Board turnover is high, so it is likely that the board members are not aware of what is expected of them as it relates to their role as a board member. As a result, the entire board, including the principal(the governance team), needs to undergo the same on-boarding training that a brand new charter school board would undergo. The modules that the Carl Vinson Institute of Government created to provide training to charter school boards aligns with the Standards for Effective

Governance of Georgia Nonprofit Charter School Governing Boards and all of its domains, standards, and elements.

Our first module focuses on board leadership, governance, and development, as it emphasizes charter school boards that govern themselves according to applicable rules and statutes. The governance structure of a charter school board is spelled out in both the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards and in the charter of the school. The six courses in this module, “The 3 R’s: Board Roles, Responsibilities, and Relationships,” “Working as a Board: Collaborative Problem Solving and Decision Making,” “Board Building: Expectations, Obligations, and Self-Assessment,” “Interpersonal Communication, Relationships, and Leadership,” “Working with and Through Others: Facilitative Leadership for Board Chairs,” and “Board Building: Leveraging Individual and Governance Team Strengths Through Emergenetics” provide both a broad overview of how the charter school board should organize itself, a close look at the different responsibilities of school staff and board members, and suggestions for improving the governance structure of the charter school board.

The second module the Carl Vinson Institute of Government offers is titled “Visioning, Strategic Planning, and Board and Community Relations.” This module contains three courses on strategic planning and engaging with the community. This module is of particular importance, as the roles the staff and charter school board are currently not following the strategic plan. Therefore, the board will need to make attainable goals in their strategic plan that focus on changing the governance structure of the charter school board to reflect how it ought to operate according to the school’s charter. Moreover, the principal’s report to the board is troubling, as it did not contain academic data, which is required in Domain II, Standard B, Element 4 of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards:

Element 4. The board meets annually to appropriately focus on: Analyzing appropriate data to assess progress toward fulfilling the school’s strategic plan. Assessing the strengths and needed improvements of the charter school. Addressing compelling problem(s) or emerging issue(s) that may prevent the charter school from accomplishing its strategic plan. Identifying and addressing emerging opportunities for advancing the school’s strategic plan. Self-assessing the board’s educational, governance and leadership performance.

The fourth module focuses on effective board meetings, which appears to be an area of needs improvement for the board. Domain V, Standard A, Elements 1 and 2 of the Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards lay out how board meetings must be conducted:

Element 1. The board adopts a policy defining the process for developing board meeting agendas, to include, but not limited to:
how the agenda is prepared and by whom;
a process to remove or place items on the agenda;
a process to allow requests for additional information on agenda items procedures through which the public can provide information, ideas, or input on agenda items.

Element 2. Governing board meeting agendas consistently include components that demonstrate alignment with the school's strategic plan.

Finally, the board and the CFO, in particular, need to undergo training in financial management. The Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards requires that charter school boards be knowledgeable about budget and expenditures to ensure sound business and financial practices, and to pass an annual budget that is transparent and influenced by community and stakeholder input, review, and feedback on the budget.

The Carl Vinson Institute of Government's courses in the "Charter School Financial Management and Governance" module serve as a valuable training resource for the principal, CFO, and board members. Additionally, the Board should consider enrolling the CFO in the Charter Schools Financial Management Certification Program offered by the Vinson Institute.