




**CBO
Mentor
Project**



A partnership of




**FCMAT
CCSESA
BASC
CASBO
SSC**

Dec. 10 & 11, 2010
Evaluation Survey Results

| 2. How would you rate the Transportation Session? | | Actions ▾ | |
|---|---|-----------|-----|
| Unsatisfactory | | 0 | 0% |
| Poor | | 0 | 0% |
| Average |  | 1 | 5% |
| Above Average |  | 12 | 55% |
| Excellent |  | 9 | 41% |




Please give examples on how we can improve the Transportation Session.

1. This section needed a real life exercise. Recommend a scenario be developed - parents upset with route times and you have to move three routes to make it work. Also - develop a list of things that could bite the ave. CBO in the ass in this area. That being said - I'll volunteer to do this for next year.
2. I think we might want to get into things to look for in Bus Purchasing...that is sort of a nowhere land for most CBO's...
3. Discuss the options of contracting out all or part of the transportation services in more depth.
4. No examples.
5. Bill provided lots of good information, and the emphasis of your "rolling billboard" was helpful to be reinforced. For those of us sequestered to the district office, it was helpful to get ideas for how to break out of jail and get involved with the offsite folks.
6. Great info - totally out of my element!
7. McGuire was great but 2 classmates talked too much- they monopolized the class. Some of what they said was helpful but it was too much.
8. I would like to get into Special Ed Transportation and how to best capture the cost for the TRANS report in SACS.
9. Provide specific examples or activity of how much money can be saved through efficient bus route changes.
10. More time to cover the subject a little more in-depth

| 4. How would you rate the session, "Maintenance and Operations"? | | Actions ▾ | |
|--|---|-----------|-----|
| Unsatisfactory | | 0 | 0% |
| Poor | | 0 | 0% |
| Average |  | 1 | 5% |
| Above Average |  | 11 | 50% |
| Excellent |  | 10 | 45% |




Please give us examples on how we can improve the session, "Maintenance and Operations".

1. Perhaps more time on this. A CBO could end up spending considerable time on this, trans, and food services. More emphasis on the inter-personal... how you communicate and deal with M/O personnel. How you set guidelines and goals for them when you don't necessarily have the experience or know how of the area.
2. I think we might want to get into Team Cleaning concept...works for both small and large districts.
3. M & O is one of the largest departments in school districts. Judging from the limited knowledge that business services personnel have about M & O, I suggest more than two hours are needed.
4. No examples.
5. Another good session. M&O can play a key roll in the success of the overall organization, and there are many issues that intersect that area. In terms of future planning, it would be helpful if M&O could be structured with the facilities component, so that the connections between the two (both operations and financial) could be better examined.
6. Same as above.
7. This is one of my weak areas, so I was glad for the exposure to the topic.
8. More information on ideas to deliver efficient quality and delivery of M&O services.
9. More time

| 6. How would you rate the session, "Special Education"? | | Actions | |
|---|---|---------|-----|
| Unsatisfactory | | 0 | 0% |
| Poor | | 0 | 0% |
| Average |  | 1 | 5% |
| Above Average |  | 7 | 32% |
| Excellent |  | 14 | 64% |

Please give us examples on how we can improve the session, "Special Education".

1. This section was tough... recommend looking into how to simplify - if you can. Recommend developing a list of things the ave. CBO should check out and watch for. The Santa Barbara discussion could have been structured better to provide us a real life example - perhaps have teams develop the game plan to turn things around and then have us present out. Bill or Francie could be the supt and critique our plan in front of class .. Like being in cabinet
2. Slides were busy with information and they were hard to follow.
3. No examples.
4. This was a great session, with a lot of great pertinent examples to take home and try and build a better connection with our friends in Special Education. The FCMAT study was full of good information on things to avoid or correct, but it was not really developed into the discussion, or put to as good of use as I expected it to be.
5. Great interaction. I especially liked the give & take with Bill G.
6. The part on FCMAT study with Bill G seemed a little unfocused but he is excellent to listen to.
7. I would love to get into some suggestions on how to make the most of the MOE.
8. Are there any stories where a district had poor performing special ed program but then turned it around? Did Santa Barbara have improvement? If so, provide a case study, which shows what led to improvement and what did not.
9. Francie is so knowledgeable it is a challenge to keep up with her.

| 8. How would you rate the session, "Categorical Fund Management"? | | Actions ▼ | |
|---|---|-------------|-----|
| Unsatisfactory | | 0 | 0% |
| Poor | | 0 | 0% |
| Average |  | 1 | 5% |
| Above Average |  | 12 | 57% |
| Excellent |  | 8 | 38% |



Please give us examples on how we can improve the session, "Categorical Fund Management".

1. Too much info in too short a time.
2. Janelle is such a great presenter there is no room for improvement. :)
3. Provide scenarios as pre-class reading. Model use of the tools such as the CAT wizard and resource allocation workbook.
4. This was good.
5. Janelle is outstanding. I would like to get into more discussion on do's and don'ts of funding (outside the box thinking on what can be done). She alluded to that ...but did not have enough time. Categoricals were huge in my two opportunities.
6. No examples.
7. Janelle always does a great job, and I can say I have always learned something from her presentations.
8. Too much!!!!
9. Janelle is great!
10. Need more time to finish her presentation.
11. Probably more time on actual examples.

| 10. How would you rate the Budget on the Starbucks Napkin Exercise? | | Actions ▼ | |
|---|--|-------------|-----|
| Unsatisfactory | | 0 | 0% |
| Poor | | 0 | 0% |
| Average | | 4 | 18% |
| Above Average | | 7 | 32% |
| Excellent | | 11 | 50% |




Please give us examples on how we can improve the Budget on a Starbucks Napkin Exercise.

1. Tell us up front that we need to turn in the napkin. I believe mine was picked with my plate after lunch. :(
2. Provide some examples of what a finished napkin might look like using different numbers than the ones the class will be working with.
3. This was great.. real world!
4. Compare right then. It was fun to do. I use to teach financial planning on a napkin...in the old AFA days.
5. To walk through an example of how it is done first. Give an example of where one gets the Statewide ADA number so that you can localize the numbers to your district. I really loved this exercise and it is a skill I would like to learn. When I was at Central, John Mulligan and I would return from the SSC budget conference and he would do a very high level calculation (like this exercise) but not share it with me. I would immediately get to work on updating the details. We wouldn't discuss with each other what we felt the budget conference meant to us. When I was done we would compare numbers and I was always extremely impressed with how accurate his high level calculation was when compared to the updated detail information. I didn't ask how he did it though because I thought our way of doing the separate calculations were a good check against our numbers. I felt if I were to learn what he was doing it might remove that check. Sorry for being so wordy on this one, but I as I said I really like this exercise and I would really like to master that skill.
6. This was a great real world scenario. Thanks for putting different types of folks at each table, so that we could challenge each other for this exercise.
7. Clearer instruction on what you wanted. Maybe an example would have helped.
8. I see my CBO do this every year on his "napkin" while we are sitting in SSC's budget workshop.
9. Did not see the value in the exercise. While I agree I would ruff out some of the numbers, I cannot see how you could gain any significant advantage working out numbers to that detail on a napkin, versus doing it right back home...No competitive advantage would be gained, but would increase risk of false information.
10. I thought this exercise pushed me to be less detailed and get straight to the point of getting to the big picture ballpark range of the numbers. I liked that, but I felt I would have benefited from some more time in the other presentation areas like categorical or special ed.
11. Interesting on looking at the big picture but sometimes so much in the blurb it becomes what do you leave out rather than what do you put in.

| 12. Rate your Individual Mid-Year Evaluation. Only Answer this question if you had an Individual Mid-Year Evaluation. | | Actions ▼ | |
|---|---|-------------|-----|
| Unsatisfactory | | 0 | 0% |
| Poor | | 0 | 0% |
| Average | | 0 | 0% |
| Above Average |  | 4 | 50% |
| Excellent |  | 4 | 50% |

Please give us examples on how we can improve the Individual Mid-Year Evaluation? Only answer this question if you had an Individual Mid-Year Evaluation.

1. It was on spot. Although my mentor praised my writing (I think I write well but need to be more concise and direct as well...similar to my speak!)
2. I thought the Mid-Year Evaluation was very helpful and the criticisms were good to hear. I don't know that I disagree with any of the criticisms, including the one of stepping up my leadership. I think they were all valid. I will say for the record though that I do not plan on changing my leadership level in the class. Again, this is because I know that I can, and often do, take the position of a strong leader in any group. I don't say that in arrogance. I am not sure how it happens; I have just found in my life that it happens. One day I wake up and find that people are coming to me as a leader. But, what I have also learned is that in doing so it can intimidate others and/or crowd out others from taking on a leadership role themselves. As such, I try to be very careful about that in my leadership. Having said all of that, I figure that since development of leadership is a goal of this course, and since I have that experience (not to imply I am an expert as I am always learning more) that I should let others take that position so that they can develop their skills. I feel I have actually been conducting leadership, but a careful leadership. I would call what I have been trying to do as "quiet" leadership. I encourage here and encourage there. I make suggestions here and there. I give soft advice and guidance when I feel it might be needed. But, I try to always leave the final decision to others. I think if there is a question about my leadership skills, it would be better to ask my current boss and get their feedback as opposed to me dominating a group/conversation, etc. So, I hope that all will understand the reasons for my approach and that it will not be held against me. But, if it is, well, that is life, another lesson learned. (smile)
3. I took to heart the areas to improve I almost wish there was more to it. A little more in-depth on ways to improve.

| 14. What is your overall rating of this session? | | Actions ▾ | |
|--|---|-----------|-----|
| Unsatisfactory | | 0 | 0% |
| Poor | | 0 | 0% |
| Average |  | 1 | 5% |
| Above Average |  | 8 | 36% |
| Excellent |  | 13 | 59% |

Please give us examples on how we can improve the CBO Mentor Project.

1. Recommend more real world / practical application - especially in area of leadership on these topics. Ave. CBO will have to deal with some very sticky, political issues - esp. in Trans. Recommend a scenario be developed - even if only do it for 15 minutes.
2. It is outstanding. Need more time...but don't know if anyone has more time to give. It gives you a volumes of info to reference and a network to connect with.
3. Too many subjects with very little time.
4. Currently no examples. I am extremely appreciative of the opportunity and the effort that the team gives in bringing us such comprehensive materials and subject matter.
5. Great information packed into this session. It was good to hit on some areas that are outside of the finance office. On a related topic, it seemed as though the transportation and M&O presentations were interrupted by a significant amount of questions or commentary that may not have led to additional understanding or enlightenment for the rest of the class. I value the commentary by members of the class, but it should have been tempered from a few individuals in these two presentations, as it took up a considerable amount of time that could have been otherwise used.
6. Another top notch performance.
7. More time.