



Board Meeting Agenda

May 14, 2024, from 4:30 – 6:30 p.m.

430 Beacon Lite Rd., Suite 150, Monument, CO 80132

- I. PRELIMINARIES
 - A. Call to order
 - B. Roll call
 - C. Welcome to guests
 - D. Pledge of Allegiance
 - E. Public Comment

- II. APPROVAL OF AGENDA

- III. CONSENT AGENDA
 - A. Approval of November 2023 Board Meeting Minutes

- IV. ACTION ITEMS
 - A. HSE/Brick and Mortar Program Applications – Andy Franko
 - i. Park Eagle Enrichment Crew
 - ii. Freedom Education Enrichment Program
 - iii. Woodland Learning Collective (Sage House Native School)
 - iv. Beyond Exceptional
 - v. Fremont Advanced Homeschool Enrichment
 - vi. Wave of Hope Enrichment
 - vii. Evergrowth Education
 - viii. Novastar Academy
 - B. School Calendars – Andy Franko
 - C. Resolution – Teacher Appreciation – Ken Witt
 - D. Resolution – Concerning HB24-1039 – Ken Witt

- V. DISCUSSION ITEMS
 - A. Legislative Issues and Updates – Amy Atwood
 - B. First Review of HSE Programs – Andy Franko
 - i. JN Enrichment Academy
 - ii. Nature School Cooperative
 - C. Preliminary Budget – Annette Ridgway
 - D. Q3 Score Cards – Any Franko

- VI. OTHER BUSINESS
 - A. Executive Session pursuant to C.R.S. 24-6-402(4)(f) to discuss Executive Director performance and contract matters.
 - B. Action related to matters discussed in executive session.

- VII. BOARD REPORTS
 - A. Education and Operations
 - B. Finance

- VIII. ADJOURN

Regular Meeting of EDUCATION reENVISIONED BOCES
 430 Beacon Lite Rd., Suite 150, Monument, CO 80132 & Video Conference
 Tuesday, April 9, 2024, at 4:30pm
 Board President Lis Richard in the Chair, and Dee Frank acting as Secretary

Guests/Staff-Physically Present: Annette Ridgway, Ken Witt, Dee Frank, Brad Miller, Jackie Burhans, James Howald, Nicole Tiley

Guest/Staff-Electronic Participation: Stephenie Osman, Suzanne Romero, Rachel Meyer, Amy Atwood

Board of Directors Roll Call:

	Drosendahl, Bethany	Graham, John	Harris, Chelsy	Richard, Lis	Salazar, James
Here	X	X		X	X
Not Here			Joined @ 4:41PM		

Approval of Agenda:

Motion: Drosendahl moved to approve the agenda.

Second: Graham, second the motion

Motion Passed: 4 - 0

	Drosendahl	Graham	Harris	Richard	Salazar
Voted AYE	X	X		X	X
Voted NAY					
Not at mtg.			X(Not present for vote)		
Abstain					

Approval of Consent

Agenda:

Motion: Drosendahl, to approve the consent agenda

Second: Graham, second the motion

Motion Passed: 4 - 0

	Drosendahl	Graham	Harris	Richard	Salazar
Voted AYE	X	X		X	X
Voted NAY					
Not at mtg.			X(Not present for vote)		
Abstain					

Approval for Agenda Action Items:

IV.A.i-HSE Program Applications – Nalu Enrichment Program

Motion: Drosendahl, moved to approve the application as recommended by the Administration

Second: Graham, second the motion

Motion Passed: 4-0

	Drosendahl	Graham	Harris	Richard	Salazar
Voted AYE	X	X		X	X
Voted NAY					
Not at mtg.			X(Not present for vote)		
Abstain					

IV.B.-Board Meeting Dates

Motion: Drosendahl, to approve the Board Meeting dates for 2024-2025

Second: Graham, second the motion

Motion Passed: 4-0

	Drosendahl	Graham	Harris	Richard	Salazar
Voted AYE	X	X		X	X
Voted NAY					
Not at mtg.			X(Not present for vote)		
Abstain					

Adjourn:

President Lis Richard adjourned the meeting at 5:12 pm

Minutes Respectfully Submitted by: Dee Frank, Acting Secretary



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.i – HSE Programs Applications - Park Eagle Enrichment Crew

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of the homeschool enrichment application Park Eagle Enrichment Crew.

Summary:

Park Eagle Enrichment Crew (PEEC), is a non-profit initiative based in Colorado focused on expanding student confidence and awareness of career opportunities through applied academics. With a mission to provide **STEM education** alongside classes in **Elementary Spanish and Outdoor Education**, PEEC aims to serve students from Pueblo, Colorado, and surrounding areas. In its inaugural year, the program targets **K-8th grade** students, with plans to **extend to 9-10th grade** by 2025. Leveraging the facilities of Parkhill Christian Academy for its classes, the program is backed by a board comprising individuals with diverse expertise and commitments to education and the local community.

Application Strengths:

- **Community Engagement and Enrollment:** Already boasting 49 students with additional commitments, the program demonstrates strong initial community engagement and interest. This is further enhanced by partnerships with existing homeschool groups and community-based youth programs.
- **Insurance and Financial Planning:** The application highlights proactive steps towards acquiring appropriate insurance coverage and incorporates a budget with reasonable revenue and cost assumptions, indicating a strong foundation for financial sustainability.
- **Curriculum Design:** The program's offering of hands-on STEM education, language learning, and physical fitness programs shows a comprehensive approach to holistic student development. Moreover, the commitment to hiring credentialed teachers emphasizes a dedication to quality education.
- **Board and Community Partnership:** A strong board and evidence of community partnership underline robust governance and potential for resource mobilization.

Application Challenges:

- Program Contracts and Faculty Description: There is a discrepancy regarding the subcontracting of teachers and a lack of detailed information about the faculty and staff, raising questions about the operational execution of the program.
- Financial Analysis and Policies: The application presents an overly simplistic cash flow analysis and lacks a detailed financial policies and procedures manual, which could undermine financial management effectiveness.
- Program Goals and Measurement: The absence of SMART goals and unclear methods for measuring student achievements pose a challenge to assessing program success and areas for improvement.
- Curriculum and Instruction Clarity: Questions regarding the Language Enrichment course's reliance on Duo-Lingo, the absence of a comprehensive course catalog, and unspecified details about classroom management and culture highlight gaps in curriculum planning and execution.
- Enrollment Strategy and Community Integration: The application does not sufficiently address recruitment strategies or how the program intends to integrate and support the broader community, which is crucial for long-term sustainability and impact.
- Compliance and Safety: Concerns about physical restraint use and the lack of a detailed plan for behavioral/disciplinary issues suggest a need for clearer policies compliant with state and federal guidelines.

Recommendations:

To address the identified challenges and strengthen the application, Park Eagle Enrichment Crew should consider the following actions:

- Clarify Program Contracts and Faculty Details: Provide detailed information about teacher subcontracting agreements and faculty qualifications to ensure instructional quality.
- Develop Financial Policies and Procedures Manual: Establish comprehensive financial management guidelines to enhance budgeting, cash flow analysis, and financial oversight.
- Formulate and Communicate Clear Goals: Define program objectives using the SMART criteria and outline mechanisms for measuring student outcomes.
- Expand Course Documentation: Develop a comprehensive course catalog and provide detailed descriptions of instructional content.
- Enhance Enrollment and Community Engagement Strategies: Clearly outline recruitment strategies and plans for engaging with the local community to ensure program inclusivity and support.
- Ensure Compliance with Safety and Behavioral Policies: Review and document policies regarding physical restraint and behavioral interventions to align with best practices and legal requirements.

Administrative Recommendation:

Considering the strengths and the potential of the PEEC program, alongside the manageable nature of the identified challenges, I recommend that the Board approve the application, contingent upon the applicant addressing the specified concerns. Approval should be followed by a review period where PEEC



is required to submit updates on the implementation of the recommended changes, particularly in the areas of curriculum documentation, financial management, and compliance policies.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Park Eagle Enrichment Crew to complete the pre-contract checklist and then negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for the Park Eagle Enrichment Crew as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.ii – HSE Programs Applications - Freedom Education Enrichment

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of the homeschool enrichment application Freedom Education Enrichment Program.

Summary:

The Freedom Education Enrichment Program (FEED) proposes to establish a homeschool enrichment initiative targeted at kindergarten through 8th-grade students in **Grand Junction, CO**. With a capacity to serve **410 students**, including many initial enrollees, FEED aims to provide educational enrichment in **Math and Technology**. The program leverages the expertise of a dedicated Board of Directors and teaching staff, **emphasizing ongoing professional development and community engagement**. Its long-term vision focuses on expanding services to a wider community beyond its current private school students, aiming for sustainable growth and a strong educational partnership within the community.

Application Strengths:

- **Educational Focus and Staff Development:** FEED demonstrates a clear commitment to Math and Technology education, backed by a professional development plan for staff, including routine training and team-building exercises.
- **Leadership and Vision:** The program is supported by a qualified Board of Directors and a Director of Education, reinforcing its governance and strategic direction. The vision for growth and community partnership is ambitious and community-oriented.
- **Student and Community Engagement:** FEED's mission to foster a safe, nurturing, and academically challenging environment for lifelong learning aligns with community needs. Its emphasis on parent-teacher collaboration and student self-discipline aligns with broader educational goals.
- **Financial Planning:** The budgeting process reflects a thorough understanding of financial management, including reasonable revenue, expense assumptions, and contingency planning.

Application Challenges:



- Program Specificity and Curriculum Development: Feedback indicates a need for more detailed planning around the Math and Technology curriculum, including how these subjects integrate with the program's mission and vision. The application lacks specificity regarding future curriculum expansion and differentiation from existing private school offerings.
- Long-Term Goals and SMART Objectives: The program's long-term goals are not clearly articulated in SMART (Specific, Measurable, Achievable, Relevant, Time-bound) terms, making it difficult to gauge future success or program effectiveness measures.
- Teacher Certification and Program Scope: Concerns were raised about the suitability of teacher certifications for the proposed grade levels, suggesting a potential mismatch between staff qualifications and student needs.
- Facilities and Infrastructure: There is ambiguity regarding the use of space and the specifics of the lease agreement with the private school. The significant budget allocation for property renovations raises questions about the ownership and benefits of the renovated facilities.
- Discipline Policies: The discipline policy, including the roles of staff and the emphasis on suspension and expulsion, suggests a need for a more unified and consistent approach to student behavior management, as well as clarity regarding the involvement of external entities like BOCES.

Conditions:

- Enhance Curriculum Details: Elaborate on how the Math and Technology curriculum aligns with the program's vision and differentiates from existing offerings. Include specific examples of educational methods and expected outcomes.
- Review Staff Qualifications: Reassess staff certifications and roles to ensure alignment with the educational scope and student grade levels served.
- Detail Facility Use and Renovation Plans: Offer a comprehensive explanation of the facility usage, lease arrangements, and justification for the allocated renovation budget, ensuring transparency about the benefits and ownership of improvements.
- Revise Discipline Policies: Develop a more cohesive and consistent discipline policy that aligns with educational best practices and includes detailed parent and external entity involvement.

Administrative Recommendation:

Given the strengths of the Freedom Education Enrichment Program and its alignment with the educational priorities of the community, it is recommended that the Education ReEnvisioned BOCES Board approve the application, contingent upon the program addressing the specified areas of concern. By enhancing the curriculum details, refining long-term objectives, reviewing staff qualifications, detailing facility use plans, and revising discipline policies, FEED can fulfill its potential as a vital educational resource. The program's commitment to growth and community engagement, combined with robust governance, positions it to significantly contribute to the educational landscape of Grand Junction, CO.

Relevant Data and Expected Outcomes:



With board approval, the administration will begin working with the Freedom Education Enrichment Program to complete the pre-contract checklist and then negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for the Freedom Education Enrichment Program as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.iii – HSE Programs Applications - Woodland Learning Collective

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of the homeschool enrichment application Woodland Learning Collective.

Summary:

The Woodland Learning Collective Homeschool Enrichment Program, spearheaded by Hannah Ertl, aims to provide a comprehensive educational experience focusing on **ecology, earth science, outdoor skills, and core subjects** instructional support for children in **kindergarten through second grade**. Located on a **shared 40-acre campus with Sage House Nature School**, the program benefits from an enriched natural setting and a supportive community network. The program's ethos is centered on **fostering curiosity, wonder, and a lifelong passion for learning through hands-on, nature-based activities and exploration**.

Application Strengths:

- **Unique Educational Focus:** The program's emphasis on ecology, earth science, and outdoor learning distinguishes it from traditional educational models, catering to homeschool families seeking alternative, dynamic learning environments.
- **Qualified Leadership:** Hannah Ertl's extensive background in wildlife biology, land stewardship, and education, combined with a supportive board and teacher of record with relevant expertise, provides a solid foundation for the program's success.
- **Community and Environmental Integration:** The program's location and operational model promote a strong sense of community among participants and an immersive learning experience in a rich natural setting.
- **Innovative Learning Approach:** A Montessori-inspired, exploration-based pedagogy encourages self-directed learning and fosters engagement and curiosity among students.
- **Comprehensive Curriculum:** The program balances traditional academics with play-based and outdoor learning, aligning with its vision of holistic child development.
- **Strategic Growth Plan:** The program's plan for slow, sustainable growth ensures a focus on quality and community-building, with intentions to expand grade levels and instructor count in alignment with demand.



Application Challenges:

- **Sustainability and Scalability:** Starting with only five students raises concerns about the program's financial viability and long-term sustainability, given the reliance on tuition and state funding.
- **Lack of Clear Long-term Goals:** The application does not articulate specific long-term objectives or detailed strategies for achieving growth and measuring student success, making it difficult to gauge the program's future direction.
- **Enrollment and Differentiation:** With a small enrollment and a multi-age group, questions arise regarding how instruction will be differentiated to meet individual needs and how the program will ensure comprehensive core subject support.
- **Operational Details:** The program's calendar and daily operations need clarification, particularly regarding how the 42-week school year aligns with standard academic calendars and the differentiation between publicly and privately funded instructional hours.
- **Insurance and Financial Hardship:** Concerns about the cost of insurance potentially leading to financial hardship indicate a need for a more robust financial planning and risk management strategy.
- **Minimum Student Threshold:** The gradual increase to only eight students by year five does not meet the unofficial minimum of ten students, questioning the program's capacity for growth and community impact.

Conditions:

- **Clarify Long-term Vision and Goals:** The program should provide a clearer outline of its long-term objectives, including specific strategies for growth, student success measurement, and sustainability.
- **Financial Viability Analysis:** A thorough financial analysis and strategy should be developed to address concerns regarding sustainability, especially considering the small initial enrollment and reliance on tuition.
- **Educational Differentiation Plan:** Detailed plans for differentiating instruction to meet the varied needs of students within the multi-age group are essential to ensure comprehensive educational support.
- **Operational Details and Alignment:** The program should offer more details on its operational calendar, daily schedules, and how it plans to align with traditional academic calendars and requirements.
- **Community and Stakeholder Engagement:** Further engagement with potential families, educators, and community stakeholders could provide additional support and insights for addressing the program's challenges.

Administrative Recommendation:

Given the strengths of the Woodland Learning Collective's application, coupled with areas for improvement, the administration recommends that the Education reEnvisioned BOCES Board approve the application, contingent upon the program addressing the aforementioned challenges within a



specified timeframe. This will ensure that the program not only starts on a strong foundation but also has the capacity to grow and achieve its educational objectives sustainably.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with the Woodland Learning Collective to complete the pre-contract checklist and then negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for the Woodland Learning Collective as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.iv – HSE Programs Applications - Beyond Exceptional

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of the homeschool enrichment application Beyond Exceptional.

Summary:

The Beyond Exceptional Homeschool Enrichment Program is a novel educational initiative aimed at redefining learning for all students, with a particular emphasis on twice-exceptional (2e) learners. Its mission is to offer innovative, hands-on education that extends beyond the confines of traditional classrooms, fostering skills essential for lifelong success. The program proposes a blend of project-based learning, outdoor education, and differentiated instruction to support the intellectual, emotional, and social development of students diagnosed with ADHD, Autism, Dyslexia, GT, and HGT.

Application Strengths:

- **Comprehensive Educational Philosophy:** The program's commitment to experiential, relevant, and engaging learning aligns well with the needs of 2e students. The inclusion of outdoor education and community engagement as core components is a significant strength.
- **Professional Development:** A strong emphasis on professional development ensures educators are well-equipped to meet the unique needs of 2e learners. The provision of specialized training and access to a network of experts underscores the program's commitment to high-quality education.
- **Inclusive and Targeted Approach:** The focus on a broad spectrum of students, particularly those who might not thrive in traditional settings, highlights an important niche. The program's mission and vision clearly reflect a commitment to diversity and inclusion.
- **Governance and Leadership:** The establishment of a dedicated leadership team and an advisory board suggests a well-thought-out approach to governance. This collaborative leadership model is poised to facilitate informed and inclusive decision-making.

Application Challenges:

- **Curriculum and Course Offerings:** There's a need for more detailed information on specific course offerings and how they will be adapted to the 2e concept. The mention of "The Forest School" requires further explanation to clarify its role and offerings within the program.
- **Staffing and Evaluation:** Details regarding staffing, especially concerning the qualifications and roles of educators (e.g., SPED teachers), are insufficiently addressed. The process for evaluating both teachers and the leadership needs clarification.
- **Funding and Financial Oversight:** The application raises questions about funding, particularly the absence of special education funding or support. Concerns about unrealistic insurance expenses and the negative amount listed under Medical Services expense indicate a need for a more robust financial plan and policies.
- **Compliance and Insurance:** The program's understanding of insurance requirements and compliance with educational standards, such as involvement in expulsion processes and reporting per CDE requirements, is unclear and warrants further detail.

Conditions:

- **Curriculum Details:** Provide a more comprehensive breakdown of course offerings by grade level and subject area, especially highlighting how the curriculum will be adapted to cater to the needs of 2e students.
- **Clarify Partnerships:** If partnerships with entities like "The Forest School" are integral to the program, detail the nature of these partnerships, the benefits they bring, and how they align with the educational philosophy.
- **Staff Qualifications:** Specify the qualifications and credentials required for teaching and support staff, particularly highlighting how these criteria meet the needs of the targeted student population.
- **Evaluation Framework:** Establish a clear framework for evaluating teachers and program leaders, including performance metrics, feedback mechanisms, and professional development opportunities based on evaluation outcomes.
- **Financial Oversight:** Develop and implement a Financial Policies and Procedures Manual that includes detailed budgeting processes, financial oversight mechanisms, and realistic expense projections, especially for critical areas like medical services and insurance.
- **Compliance with Educational Standards:** Ensure all program activities, including expulsion processes and teacher qualifications, comply with local and state educational standards. Clarify the program's strategy for meeting these requirements.
- **Insurance Policy Review:** Review and adjust insurance expense projections to reflect realistic costs. If partnering with organizations like Worldmind School for insurance, detail the coverage specifics, limits, and how they align with program needs.

Administrative Recommendation:

The Beyond Exceptional Homeschool Enrichment Program holds significant potential to transform the educational experience for 2e students. However, addressing the areas outlined above is essential for the program's long-term success and sustainability. It is recommended that the Board approve the application contingent upon the program's commitment to making these enhancements.



Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Beyond Exceptional to complete the pre-contract checklist and then negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for Beyond Exceptional as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.v – HSE Programs Applications - Fremont Advanced Homeschool Enrichment

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of the homeschool enrichment application Fremont Advanced Homeschool.

Summary:

The Fremont Advance Homeschool Enrichment Program (Fremont Advance HSE), aimed at K-12 students in Fremont County, focuses on equipping students with a lifelong love of learning and critical thinking skills. It proposes a partnership with Florence School for facility sharing and aims to operate as a Colorado non-profit entity, providing 4 days of core instruction per week in Language Arts and Math for K-6th grade initially. With a vision to expand to a full K-12 program, the initiative is overseen by a board of directors, including experienced educator Graceann Pittner.

Application Strengths:

- Well-Defined Mission and Vision: Fremont Advance HSE presents a clear and ambitious mission, emphasizing academic excellence, a positive culture, and comprehensive support for homeschooling families.
- Strategic Partnerships: The partnership with Florence School for sharing facilities and staff, enhancing the program's viability and reach.
- Governance and Oversight: A committed board of directors, with members like Mrs. Pittner, brings a wealth of experience in education and management.
- Curriculum Focus: Initial emphasis on Math and Language Arts, planning to incorporate a broader curriculum aligning with classical education principles.
- Community Interest and Support: Demonstrated interest from families and potential for collaboration with local education stakeholders.
- Insurance and Financial Planning: Acknowledgment of insurance requirements and a viable budget plan with reasonable revenue, expense assumptions, and a reserve for contingencies.

Application Challenges:

- Separation from Private School Entities: Concerns about maintaining distinct operations and identity from the partnering private school to ensure program independence and public accessibility.
- Curriculum and Teacher Qualifications: Absence of a complete curriculum for all intended grades and the appointment of a Special Education teacher as the teacher of record, which contradicts HSE/BOCES guidelines.
- Special Education Considerations: The program needs clarity on its capacity and strategy for supporting special education students, given the limitations on funding and services.
- Professional Development: Lack of detailed professional development plans for teachers, especially regarding the chosen curriculum and pedagogical strategies.
- Measurement of Success: The application does not specify metrics or criteria for evaluating the program's success and effectiveness over time.
- Disciplinary Policies: Requirements for detailed disciplinary procedures in the handbook and involvement of BOCES staff in expulsion or removal cases.
- Financial Policies and Oversight: The program's financial policies and internal controls are underdeveloped, raising concerns about financial management and oversight.

Conditions:

- Clarify Separation with Private School: Strengthen the narrative and operational plans to clearly differentiate Fremont Advance HSE from the partnering private school, ensuring it serves a broad public interest.
- Develop Comprehensive Curriculum: Expedite the development of a full K-12 curriculum, ensuring it meets educational standards and includes clear professional development paths for teachers.
- Address Special Education Needs: Clarify strategies for special education support within the program's scope, ensuring compliance with relevant guidelines and available resources.
- Implement Success Metrics: Establish and articulate specific metrics for program evaluation, including academic performance, student engagement, and parent satisfaction.
- Enhance Financial Oversight: Expand on financial policies, emphasizing oversight, internal controls, and transparency to build confidence among stakeholders and ensure sustainable operations.

Administrative Recommendation:

The Fremont Advance HSE holds promise for significantly contributing to the educational landscape in Fremont County. By addressing the specified conditions, the program can ensure compliance with educational standards and establish a robust framework for long-term success. The board is encouraged to support this initiative with the recommended stipulations to maximize its impact and sustainability.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with the Fremont Advanced Homeschool to complete the pre-contract checklist and then negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:



Motion to approve the homeschool enrichment program application for the Fremont Advanced Homeschool as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.vii – HSE Programs Applications - Evergrowth Education

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of the homeschool enrichment application for Evergrowth Education.

Summary:

The Evergrowth Education Homeschool Enrichment Program aims to deliver an innovative educational experience focused on journalism and finance, designed for high school students in Pueblo County with expansion plans into El Paso County. By incorporating real-world applications and hands-on experiences, such as producing a live newspaper and diving deep into real-world finance topics, the program aspires to equip students with the necessary tools to navigate the information-heavy world from the perspective of content creators and financially literate individuals.

Application Strengths:

- **Innovative Approach:** The program's unique focus on journalism and finance fills a critical gap in homeschool education, offering practical, real-life applications over traditional textbook learning.
- **Real-World Application:** Hands-on experiences like producing a live newspaper and exploring comprehensive finance topics provide students with invaluable skills applicable in their future adult lives.
- **Adaptive Curriculum:** The curriculum caters to both high school and middle school students, showing adaptability in content complexity and audience reach.
- **Strategic Growth and Governance:** With plans for expansion and a governance structure that includes board members with relevant expertise, the program demonstrates a strong foundation for growth and quality oversight.
- **Financial Planning:** The application outlines plans for budget management, including handling shortfalls and excesses, which shows fiscal responsibility and foresight.

Application Challenges:

- **Religious Content:** The inclusion of Biblical personal finance raises concerns about the suitability of religious content in a publicly funded program.

- Lack of Detailed Planning:
 - Insurance and support staff costs are not adequately addressed, presenting a risk to the financial and operational feasibility of the program.
 - Unfinished thoughts and vague future goals indicate a need for clearer strategic planning and objective setting.
- The absence of a detailed professional development plan for staff and unclear policies on classroom management, student evaluation, and teacher oversight highlight a gap in comprehensive program development.
- Community Engagement and Support: Limited information on partnerships, community involvement, and letters of intent suggest a need for stronger community ties and evidence of support.

Conditions:

Address Religious Content Concerns: Clarify the curriculum's approach to ensure inclusivity and compliance with public funding standards.

Complete and Enhance Strategic Planning:

- Develop SMART goals that align with the program's vision and mission, offering clear, measurable, and attainable objectives.
- Provide a detailed financial plan that includes insurance, support staff costs, and a comprehensive budget reflective of all program needs.

Expand Community Engagement:

- Secure letters of intent and partnerships with local leaders and organizations to strengthen community ties and support.

Develop Comprehensive Staff Training and Policies:

- Outline a professional development plan for staff that includes training in specific course offerings, mandatory reporting, and classroom management.
- Finalize and include policy and procedure manuals, ensuring all operational and educational guidelines are clearly defined and accessible.

Administrative Recommendation:

With the recommended adjustments and clarifications, the Evergrowth Education homeschool enrichment program holds the promise of becoming a significant asset to homeschooling families and the educational landscape in Colorado. The board is encouraged to support this initiative with the recommended stipulations to maximize its impact and sustainability.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Evergrowth Education to complete the pre-contract checklist and then negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for Evergrowth Education as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.viii – School Applications - Novastar Academy

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of the school application for Novastar Academy.

Summary:

Novastar Academy is applying to provide contracted services to operate a brick-and-mortar school in Centennial, CO. Novastar Academy is set to revolutionize the educational landscape by introducing a hybrid learning program aimed at preparing students for the challenges and opportunities of a globalized and technologically advanced world. Scheduled to open in 2024 in Centennial, CO, it aims to grow from 240 to 480 students by 2028, serving grades K-8 initially and expanding to include high school levels. This initiative responds to the demand for a personalized, mastery-based instructional model that caters to the unique needs of every student, including those from diverse cultural backgrounds and language learners, with a projected 30% of students being English Language Learners in its opening year.

The applicant provided the following summary of the school: In a rapidly changing interconnected world impacted by globalization, automation, robotics, and Artificial Intelligence, students need a new kind of education that prepares them with skills and competencies they will need to thrive in the world they will inherit. Novastar Academy proposes a hybrid learning program to support the unique needs and goals of each student using a personalized, mastery-based instructional model. The school will serve students grades K-8 starting with Elementary grades in 2024 and naturally growing one grade a year for the first four years of operation, adding high school grade levels in year four and five. It is projected to open in 2024 with approximately 240 students in Centennial, CO, and grow to its full enrollment of 480 students by 2028.

	Year 1	Year 2	Year 3	Year 4	Year 5
pre-K					
K Grade	60	60	60	60	60
1st Grade	30	60	60	60	60
2nd Grade	30	30	60	60	60
3rd Grade	30	30	30	60	60



4th Grade	30	30	30	30	60
5th Grade	30	30	30	30	30
6th Grade	30	30	30	30	30
7th Grade		30	30	30	30
8th Grade			30	30	30
9th Grade				30	30
10th Grade					30
11th Grade					
12th Grade					
TOTALS	240	300	360	420	480

Table A. Anticipated student enrollment by school year

The Novastar community is a grassroots effort composed of local families and students who are seeking an academically rigorous, globally aware, and tech-enabled program that celebrates and sustains their cultural diversity. Novastar’s academic proposal of personalized learning is intended to better serve all students, including gifted and talented, special needs, English Language Learner, and bilingual students. Our community is diverse in race, culture, origin, and language, with many registered families coming from blended cultural backgrounds. For some of our prospective students, English is their third or fourth language. We project the language learner student population at 30 percent in the opening year of 2024 (Table B). Conveniently located on the corner of four school Denver metro districts, Novastar will attract families who desire to sustain their cultural diversity, retain native language fluency and receive rigorous academic instruction inclusive of STEAM curricula. Our aim is to close the achievement gaps for marginalized students by bridging their cultural barriers and providing access to opportunities, resources, educational rigor, and future career preparation.

Race/ Ethnicity	%	Socio-demographics	%
Black or African American	10	Free or Reduced Lunch	12
Latino or Hispanic	15	English Language Learners	30
Asian, Native Hawaiian or Pacific Islander	1	Students with Special Needs	10
American Indian, Native American or Alaskan Native	1		
White	68		
Multiple or other race, ethnicity, or origin	5		

Table B. Anticipated student socio-demographics for year one



It is Novastar Academy's mission to prepare students for future careers in an interdependent world, where countries' economies are challenged by accelerating globalization and technological evolution. We must prepare students for jobs that don't yet exist and problems that we can't anticipate. Beyond technical skills and knowledge, they will need to learn the values, attitudes, and perspectives necessary to adapt and shape the world's developmental advances. Novastar's vision is to create an innovative learning experience for a new generation and equip students to become competent, capable, and compassionate members of a globally-minded community.

At Novastar Academy, we believe in a positive school culture-building upon a philosophy of mutual respect and inclusion. We believe in the integrity of educating the whole child to build resiliency, life skills, emotional management, and decision-making skills. Shared leadership is an integral part of our school philosophy. This philosophy is founded on the belief that every child has a unique destiny. Hence, our primary goal is to unlock their destiny providing the key tools in learning. Novastar Academy's mission is, utilizing an interdisciplinary project-based STEAM curriculum, to deliver rigorous, technology-enhanced, personalized, multi-literacy instruction aligned with internationally-benchmarked standards for college and career readiness in a whole-child environment that fosters emotional maturity, global competence, student agency, community engagement, and workplace explorations.

At the center of Novastar's program design is the personalized approach that enables us to customize our offering to individual students meeting their unique needs, abilities, and ambitions. Novastar Academy blends diverse instructional approaches to support the needs and goals of students, building a personalized learning path for every student within the project-based instructional model with mastery-based assessment and student agency/co-agency development. To implement true personalization of learning, each cohort of 30 students will be organized into ability-based groups of 10 students engaging a rotation schedule for all classes.

Meeting the community demand, Novastar offers World Languages and Social Studies blocks built into the daily schedules. Novastar's World Languages methodology uses a structured approach to language foundations through language skills activation. With the goal of going beyond a linguistic notion of literacy, teaching multiliteracy also involves an awareness of the social, economic, and wider cultural factors that frame communication.

As a culmination of the Novastar learning journey, a digital portfolio is created for every student to include extended evidence of demonstrated competencies, measured both by Colorado academic standards, including Colorado Essential Skills and by international academic standards. Our goal for all students graduating with Novastar is for them to achieve a Career Technical Certification, validated by IMS Global Consortium, and a Seal of Biliteracy, validated by the Colorado Department of Education, demonstrating their global competence and competitiveness.

While Novastar does not contract any outside educational management company, it has been receiving support on planning and design from The Colorado League of Charter Schools, Colorado Education Initiative, Kunskapsskolan KED Global Network, GPS Strategies Group, Community Training and Assistance Center, Hollis+Miller, BCCG, Performance Charter Development, American Charter Development, Charter Schools Solutions, Community Banks of Colorado. Novastar's broader vision is to



become a community hub. Designed to drive equity and innovation, Novastar is proposing a program relevant to community demand and responsive to a new generation of learning needs.

Application Strengths:

- **Innovative Educational Model:** The school's personalized, mastery-based approach, combined with a project-based instructional model, is a significant strength. This approach allows for the customization of education to meet individual student needs, ambitions, and abilities, promoting mastery of subjects at each student's pace.
- **Cultural and Linguistic Inclusivity:** With a diverse community at its core, Novastar emphasizes sustaining cultural diversity, retaining native language fluency, and rigorous academic instruction inclusive of STEAM curricula. This inclusivity is crucial for closing achievement gaps among marginalized students.
- **Comprehensive Support System:** The planned support from various organizations, including The Colorado League of Charter Schools and GPS Strategies Group, underscores a strong foundation for the school's development and operational strategies.
- **Community and Parental Engagement:** The grassroots effort led by parents of English Language Learner students emphasizes the school's commitment to community and parental involvement, essential for the school's success and sustainability.

Application Challenges:

- **Ambitious Enrollment and Growth Plans:** The ambitious plan to grow from 240 to 480 students in four years may present challenges, including ensuring adequate resources, staff, and infrastructure to support the growing student body.
- **Implementation of Educational Programs:** While the school proposes a rich educational program, questions remain about the implementation specifics, such as the requirement for all students to earn certifications and the integration of online components with face-to-face instruction.
- **Budget and Financial Planning:** Concerns about overstated revenue projections and the balancing of the budget could impact the school's financial stability and ability to execute its ambitious plans without compromising quality.
- **Compliance and Regulatory Concerns:** The need to adhere to public school expectations and the potential misunderstanding around charter school waivers suggests that clarity and compliance in regulatory matters will be essential to avoid operational hiccups.

Conditions:

The administration recommends the following conditions be met prior to Novastar Academy being opened in the Fall of 2024. If the conditions are not met, the administration recommends the opening of school be delayed for one year. The conditions are:



- By July 1, 2024, Novastar Academy will demonstrate the school facility is operational for the projected student enrollment identified in the application.
- By July 15, 2024, Novastar Academy will confirm 80% of the projected enrollment has completed the enrollment process for the 2024-25 school year.
- By August 1, 2024, Novastar Academy will confirm 95% of the projected enrollment has completed the enrollment process.
- By August 1, 2024, Novastar Academy will provide ER BOCES with evidence of a staffing model that has been hired to provide the educational program identified in the application, including meeting the needs of second language learners and special education students.

Administrative Recommendation:

After a recent meeting with the school leader, board members, and a visit to the potential location for Novastar Academy, the applicant is moving in a direction to open a school in the Fall of 2024 that will meet the needs of the students and families who wish to attend. The ER BOCES administration sees promising potential for sustainability and future growth. The board is encouraged to support this initiative with approval of the application.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Novastar Academy to complete the pre-contract checklist and then negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the school application for Novastar Academy as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IVB – School Calendars

Item Type: Action Discussion Information

Background Information, Description of Need:

Attached are the proposed calendars for the following programs:

- Ascend
- Colorado Preparatory Academy (Elem, Mid, & High) & Pikes Peak On-Line
- Orton Academy
- Summit Connections Academy
- Williamsburg Academy of Colorado

All submitted calendars meet the required minutes of instruction for the programs.

Relevant Data and Expected Outcomes:

The administration is seeking board approval for the presented calendars.

Recommended Course of Action/Motion Requested:

Move to approve the school calendars as presented.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Ken Witt

Title of Agenda Item: IV.C Resolution Concerning Staff Appreciation – Ken Witt

Item Type: Action Discussion Information

Background Information, Description of Need:

Staff appreciation week is typically the first week in May. Since our board meeting occurs the second week in May, we offer this resolution of Staff Appreciation.

Relevant Data and Expected Outcomes:

Motion Requested:

A motion is requested “to approve the RESOLUTION CONCERNING STAFF APPRECIATION”.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Ken Witt

Title of Agenda Item: IV.D Resolution Concerning HB24-1039 – Ken Witt

Item Type: Action Discussion Information

Background Information, Description of Need:

In April, 2024, the Colorado legislature passed bill HB-1039, deceptively prefaced “Concerning Non-Legal Name Changes for Students In School”, which requires, under penalty of discrimination charges, using whatever chosen name the student wishes, regardless of their legal name. In the statute, “chosen name means any name that a student requests to be known as that differs from the student’s legal name, to reflect the student’s gender identity”.

Relevant Data and Expected Outcomes:

The board has expressed interest in clarifying its position regarding the management of non-legal name changes to reflect the student’s gender identity. A proposed Resolution is included for reading and vote.

Motion Requested:

A motion is requested “to approve the RESOLUTION CONCERNING THE PRIORITY OF ACADEMIC INSTRUCTION OVER SOCIAL AGENDAS IN EDUCATION REENVISIONED SCHOOLS”.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: V.B – First Review of HSE Programs
i. JN Enrichment Academy
ii. Nature School Cooperative

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES has received completed Homeschool Enrichment applications from JN Enrichment Academy and the Nature School Cooperative. The applicants seek approval from the ER BOCES Board of Education to open in the Fall of 2024.

JN Enrichment Academy was reviewed by the ER BOCES team. The following information summarizes the findings from the review.

Summary:

JN Enrichment Academy offers a homeschool enrichment program in **Pueblo, Colorado**, designed to supplement the educational experience of homeschooled students through a diverse curriculum that includes non-core subjects such as **music, art, physical education, foreign language, technology, and leadership**. The program operates **five days a week, providing 80-100 minutes of daily enrichment** for **Kindergarten through 8th-grade** students. With a mission to foster social, emotional, and academic growth, **JNEA partners with a reputable private school** to ensure quality instruction within a nurturing environment that emphasizes character development through the **six pillars of character: trust, respect, responsibility, caring, fairness, and citizenship**.

Application Strengths:

- **Comprehensive Curriculum:** Offers a well-rounded educational approach that includes both core and non-core subjects, enhancing the overall learning experience.
- **Experienced Instructional Staff:** Leverages the expertise of a partner school's certified and skilled instructors, ensuring high-quality education.
- **Focus on Character Education:** Integrates character development into the curriculum, preparing students to be responsible and ethical citizens.
- **Engagement with Families:** Recognizes parents as primary educators and actively involves them and the community in the educational process.



- Infrastructure and Resources: Benefits from the established infrastructure and resources of the partner private school, ensuring a stable learning environment.

Application Challenges:

- Integration with Homeschooling: Needs to ensure that the program seamlessly integrates with various homeschooling curricula and schedules.
- Enrollment Limitations: The first-come, first-served enrollment policy might restrict access for some families, potentially leading to issues of equity.
- Dependency on Partner School: Heavy reliance on the partner school for resources and staff might hinder the program's independence and flexibility.
- Scalability and Growth: As the program aims to expand, managing increased enrollment and maintaining quality could become challenging.
- Assessment of Program Effectiveness: Developing effective tools to measure the educational impact of non-core subjects is crucial for continuous improvement.

Recommendations:

- Enhanced Accessibility: Implement a more inclusive enrollment strategy, possibly with provisions for underrepresented or financially disadvantaged students.
- Greater Autonomy: Gradually reduce dependency on the partner school to enhance operational independence and adaptability.
- Strategic Growth Planning: Develop clear, measurable goals for scaling the program, including infrastructure expansion and staff augmentation.
- Robust Evaluation Methods: Establish comprehensive assessment frameworks to evaluate the impact of the enrichment activities on student development.
- Community Integration: Increase community involvement through public events, workshops, and collaborative projects to enrich the educational ecosystem around the program.

The Nature School Cooperative was reviewed by the ER BOCES team. The following information summarizes the findings from the review.

Summary:

The Nature School Cooperative offers a homeschool enrichment program in **Aurora and Denver**, designed to provide children aged 6-11 with **immersive, outdoor educational experiences**. This year-round program aims to integrate nature-based learning with the homeschooling curriculum, focusing on hands-on, **project-based activities** that promote holistic growth and foster a connection with the natural environment. The **curriculum** is developed by experts in **Nature Based Pedagogy** and Regenerative Ecology, targeting students from **kindergarten through 5th grade**, with an **initial enrollment goal of 20 students**.

Application Strengths:

- **Nature-Immersed Curriculum:** The program leverages the forest school model to enhance physical, mental, and social well-being, addressing the growing concern that children spend too little time outdoors.
- **Expert Involvement:** Contracting with experts in relevant fields ensures a robust and engaging curriculum.
- **Solid Financial Planning:** The budget includes realistic revenue and expense projections, a contingency plan, and identified insurance provisions.
- **Clear Mission and Vision:** The program has a well-articulated mission and vision focused on creating a nature-based community and fostering academic and personal growth through outdoor education.

Application Challenges:

- **Cash Flow Issues:** There is a projected cash flow deficit in the initial months, and discrepancies in enrollment figures could impact financial sustainability.
- **Lack of Specific Goals:** The goals are not in SMART format and lack clear measurement criteria, which could hinder effective program evaluation and adjustments.
- **Regulatory and Operational Clarity:** There are concerns about adherence to BOCES schedules, unclear program governance, and potential regulatory misunderstandings.
- **Curriculum Differentiation:** The program must develop strategies to effectively cater to a wide age and grade range within the same setting.
- **Long-Term Planning:** There is no clear roadmap for where the program aims to be in 5-10 years, which is crucial for long-term success and vision alignment.

Recommendations:

- **Refine Financial Projections:** Address the enrollment and cash flow discrepancies by revising financial projections and exploring additional funding options or cost-saving measures.
- **Develop SMART Goals:** Reformulate the program goals using the SMART criteria to ensure they are specific, measurable, achievable, relevant, and time-bound.
- **Clarify Operational Details:** Enhance transparency and compliance by clearly defining the program's governance structure, operational specifics, and adherence to regulatory requirements.
- **Customize Curriculum for Age Differences:** Implement differentiated teaching strategies and activities that cater effectively to the diverse needs of students across different age groups.
- **Establish Long-Term Objectives:** Articulate a detailed long-term strategy, including specific milestones and a vision for growth and development over the next decade.
- **Strengthen BOCES Collaboration:** Ensure continuous dialogue and cooperation with BOCES to align with educational standards and address any regulatory concerns promptly.

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Annette Ridgway

Title of Agenda Item: V.C. 2024-2025 Preliminary Budget

Item Type: Action Discussion Information

Background Information, Description of Need:

CRS22-44-108c requires that the Board of Education receive a proposed budget “at least thirty days prior to the beginning of the next fiscal year.”

Relevant Data and Expected Outcomes:

- Full-Time Equivalent Student Count (sFTE) is projected to increase by 35% driven by growth in Homeschool Enrichment Programs.
- Based on the draft school finance bill (SB24-188 as Amended 3/25/24), per pupil funding (PPR) is expected to increase by 7%.
- sFTE and PPR increases result in a \$24.6M increase in program revenue, offset by a \$23.2M increase in professional-educational services expense. 94% of program revenue supports instructional services provided by contracted Education Service Providers.
- Increase in revenue generated by ‘Earnings on Investments’ based on 5.5% yield on \$6M average cash balance and the repayment of school startup loans.
- ERBOCES expenses are anticipated to increase by 19% driven by growth –addition of one staff member to support student data and assessments, capital asset expenditure for improvements to new office unit, HSE support consultant, increased liability insurance expense to cover additional office unit and student count increase.
- The 2024-2025 budget for reserves reflects the ERBOCES commitment to offer \$4M “pre-funding” for new schools while maintaining a healthy unassigned fund balance for contingencies.
- A preliminary FY24-25 budget for grants is in development and will be presented at the June board meeting.

Recommended Course of Action/Motion Requested:

No motion requested. A final 2024-2025 budget will be submitted for board approval in June.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: V.D – Q3 Scorecards

Item Type: Action Information Discussion

Background Information, Description of Need:

Attached is a summary of the third-quarter scorecards for Homeschool Enrichments and ER BOCES Schools and the rubric used to evaluate each indicator. The scorecard indicators provide detailed information about the performance of our partners in both the school and homeschool enrichment environments.

Key takeaways:

Strengths:

School and program operators are engaged in the process of educating students. Schools are conducting appropriate internal assessments, attending to students, and completing necessary reports to ensure all student needs are being met. HSEs are providing an appropriate amount of instruction and contact time to ensure the 90-hour requirement is met by the end of the semester.

Overall, schools and HSE's are partnering well with the ER BOCES to remain in compliance with the essential operational components required of each operator. New operators are striving to perform well by submitting appropriate information and documentation in a timely manner.

Schools spent quality time reflecting on this year's outcomes and delivered high-quality Unified Improvement Plans. School leaders are thoughtful about the improvement process and set high expectations for strong student performance.

HSE engaged families well and showed strong indications of parent satisfaction.

Overall, the financial position of our schools and programs is strong. Operators are managing enrollment and budgets positively.

Opportunities for Improvement:

Some operators failed to provide adequate parent-satisfaction survey results or failed to conduct a survey. Parent satisfaction is a leading indicator of success for our partnership with programs and



schools. Conducting a survey early in the school year allows for the ER BOCES to measure signs of satisfaction and allows the operator to develop improvement strategies if needed. This will be an area we will work in to ensure all programs/schools are meeting the expectations.

Each school and program is required to provide a teacher of record and indicate how the organization will determine teacher effectiveness. Some programs are still developing appropriate evaluation tools to determine teacher effectiveness. This is something we will continue to support in areas of need and inspect during the school year through the site visit process.

The scale for the indicators is as follows:

Meets or exceeds expectations - 80% +
Area to watch or caution - 51%-79%
Area or concern - 0%-50%

Scorecard Rubric: See attached

Scorecard Outcomes: See attached

Relevant Data and Expected Outcomes:

At this time, these scorecard indicators are presented to board members as a part of our oversight as an authorizer.

Recommended Course of Action/Motion Requested:

No further action is required.

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: May 14, 2024

Prepared by: Annette Ridgway

Title of Agenda Item: VII.B.-Finance Board Report

Item Type: Action Discussion Information

Background Information, Description of Need:

The Board of Directors needs to, at least quarterly, be informed of the financial position and performance of the organization and this report is intended to satisfy that legal requirement.

Relevant Data and Expected Outcomes:

2023-2024 Budget to Actual Variance Analysis, Grant Revenue and Expense Report, Balance Sheet, and High-Level Financial Trend Report are provided for board review.

Items of note for the month ended April 30, 2024:

At the March 14, 2024 board meeting, the board approved the purchase of an office space adjacent to the current office space (Units 145 & 150) occupied by ERBOCES. The purchase of Unit 135 at 430 Beacon Lite Rd, Monument, CO closed on 4/26/24 at a total cost of \$324K. Improvements, including office configuration, flooring, and paint, are estimated at a cost of ~75\$K.

This unbudgeted cost of real estate and improvements may necessitate the need for 2023-2024 Supplemental Budget. If necessary (Actual Total Expenses exceed Amended Budget Total Expenses), a 2023-2024 Supplemental Budget will be presented to the board for approval at the June board meeting.