



Board Meeting Agenda

February 13, 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 January 2024 Board Meeting Minutes

- IV. ACTION ITEMS
 - A. HSE Program Applications – Andy Franko
 - i. Education Service Center
 - ii. Elevated Core Academy
 - iii. Colorado Growth Academy
 - iv. The Alongside Academy

- V. DISCUSSION ITEMS
 - A. Legislative Issues and Updates – Amy Atwood
 - B. New School Presentation- Columba Enrichment Program – Kevin Chick
 - C. Board Configuration Update – Ken Witt
 - D. Policy Review – Ken Witt
 - E. First Review of HSE Program Applications – Andy Franko
 - i. Inner City Enrichment Program
 - ii. Collegium Homeschool Enrichment
 - iii. Colorado Japanese Cultural Academy and School
 - iv. Cyber Cubed Training
 - v. Inklings Academy
 - F. Quarter 2 Scorecards – Andy Franko

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

- VII. ADJOURN



Regular Meeting of EDUCATION reENVISIONED BOCES
 430 Beacon Lite Rd., Suite 150, Monument, CO 80132 & Video Conference
 Tuesday, January 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, Andy Franko, Jackie Burhans, James Howald,

Guest/Staff-Electronic Participation: Stephenie Osman, Suzanne Romero, Rachel Meyer, Nicole Tiley, Brad Miller, Brittany Dunn, Amy Thomas

Board of Directors Roll Call:

		Drosendahl, Bethany	Graham, John	Harris, Chelsy	Richard, Lis
Here		X	X	X	X
Not Here					

Approval of Agenda:

Motion: Drosendahl moved to approve the agenda.

Second: Graham, second the motion

Motion Passed: 4 - 0

		Drosendahl	Graham	Harris	Richard
Voted AYE		X	X	X	X
Voted NAY					
Not at mtg.					
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
Voted AYE		X	X	X	X
Voted NAY					
Not at mtg.					
Abstain					



Approval for Agenda Action Items:

IV.A.-2023-2024 Amended Budget

Motion: Drosendahl, moves to adopt the 2023/2024 Amended Budget as presented

Second: Graham, second the motion

Motion Passed: 4-0

		Drosendahl	Graham	Harris	Richard
Voted AYE		X	X	X	X
Voted NAY					
Not at mtg.					
Abstain					

IV.B.-HSE Program Applications – Vertical Skills Academy

Motion: Drosendahl, to approve the application for Vertical Skills Academy as recommended by Administration

Second: Graham, second the motion

Motion Passed: 4-0

		Drosendahl	Graham	Harris	Richard
Voted AYE		X	X	X	X
Voted NAY					
Not at mtg.					
Abstain					

IV.B.-HSE Program Applications – Freedom Academy

Motion: Drosendahl, moves to approve the application for Freedom Academy as recommended by Administration

Second: Graham, second the motion

Motion Passed: 4-0

		Drosendahl	Graham	Harris	Richard
Voted AYE		X	X	X	X
Voted NAY					
Not at mtg.					
Abstain					

Adjourn:

President Lis Richard adjourned the meeting at 5:26 pm

Minutes Respectfully Submitted by: Dee Frank, Acting Secretary



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.i – HSE Programs Applications - Education Service Center

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reENVISIONED BOCES Board was provided with a first review of homeschool enrichment applications for The Education Service Center.

Application Introduction:

The Education Service Center (ESC) Homeschool Enrichment program is a transformative initiative catering to elementary homeschool learners aged 6-10. Launched in August 2023, the program integrates the Institute for Multi-Sensory Education (IMSE) Orton-Gillingham Approach, neuroscience principles, brain integration therapy, and relational science methods. The aim is to provide a holistic and engaging approach to literacy instruction for a well-rounded, joyful learning experience.

Program Details:

The program highlights the IMSE Orton-Gillingham Approach, science-based multiple intelligence activation, and a multi-sensory, systematic technique for foundational literacy skills. It incorporates neuroscience and social-emotional focus to create a safe and supportive learning environment. Student-centric and adaptive assessment practices, along with a focus on collaboration among parents, students, and teachers, contribute to the program's success. Flexibility and adaptability empower parents to actively engage in their child's literacy development. ESC's long-range goals include exploring the Arrowsmith Program for cognitive brain training courses and expanding core instruction to ages 8-12 in the following year. The commitment to a diverse and inclusive environment, free of discrimination or harassment, is evident in the program's mission.

Application Strengths:

- **Comprehensive Approach:** Integrating various methodologies for a holistic educational experience.
- **Positive Initial Feedback:** Demonstrates program effectiveness through positive feedback and evidence of student progress.
- **Science-Based Curriculum:** Rooted in science-based, multiple intelligence activation for systematic and engaging learning.
- **Assessment Practices:** Student-centric and adaptive assessments guide instructional strategies effectively.



- Collaborative Approach: Emphasis on collaboration between parents, students, and teachers fosters a supportive learning environment.

Application Challenges:

- Financial Contingency Plan: Requires a more developed plan to address potential financial shortfalls.
- Cost Structure Clarification: Need clarity on fixed vs. variable costs and their sensitivity to enrollment variations.
- Curriculum Details: More specifics are needed on course offerings, extracurriculars, clubs, family support, and special electives.
- Professional Development: Absence of details regarding professional development plans for staff and volunteers.
- Disciplinary Consequences: Need for better-defined disciplinary consequences.
- Inclusion of Students with Disabilities: Lack of information on adapting programs for students with disabilities.

Administrative Recommendation:

Since the initial review of the application, the administration interviewed the applicant who then worked to address shortcomings found in the application. The ESC Homeschool Enrichment program holds significant promise. We recommend approving the application contingent upon addressing the highlighted concerns. This program aligns with our commitment to innovative, inclusive, and effective educational initiatives, and with proper adjustments, it can bring tremendous value to our homeschooling community.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with the Education Service Center to negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

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



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.ii – HSE Programs Applications - Elevated Core Academy

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of homeschool enrichment applications for Elevated Core Academy.

Application Introduction:

ElevatED Core Academy (ECA) Homeschool Enrichment Program envisions a future where an unwavering commitment to educational excellence shapes the minds of tomorrow, ensuring a brighter future for all. The mission of ECA is to create an academically excellent environment, cultivating knowledge and nurturing the limitless potential within students. This is achieved through a dedicated staff, a rigorous curriculum, and the instillation of strong morals and values. The program aspires to inspire and challenge each individual to reach their highest potential, fostering a culture of innovation, critical thinking, and creativity.

Program Details:

The program, designed for students from Kindergarten through 8th grade, aims to collaborate with a private school, currently serving 67 students, to expand to at least 100 students by the 2024 school year. To ensure the success of these initiatives, a dedicated Board of Directors, led by President Leslie Leis and comprising members with diverse expertise in business management, teaching, school administration, and school board roles, will govern the program.

Ultimately, ECA's vision is to provide enrichment services to students in Northern Colorado. The program strives to create a positive and inclusive environment where the nurturing of intellect and character flourishes, cultivating not only academic prowess but also a deep sense of community, compassion, and lifelong curiosity.

Application Strengths:

- **Vision and Mission Clarity:** ECA's commitment to educational excellence, holistic education, and community-building is well-articulated.
- **SMART Goals:** The program sets specific, measurable, achievable, relevant, and time-bound goals, providing a roadmap for success.
- **Enrichment Opportunities:** ECA emphasizes a well-rounded education with diverse enrichment opportunities, showcasing a commitment to nurturing creativity and life skills.



- **Dedicated Board of Directors:** The governance structure, led by President Leslie Leis, ensures diverse expertise for informed decision-making.
- **Professional Development:** The commitment to ongoing professional development for teachers demonstrates a dedication to enhancing education quality.
- **Community Engagement:** ECA focuses on strengthening partnerships between parents, educators, and students, promoting a sense of community and shared responsibility.
- **Geographical Reach and Inclusivity:** The program targets a broad geographical area, emphasizing inclusivity in Northern Colorado.

Application Challenges:

- **Grade levels:** The application suggests pre-k students will be served but cannot be funded through the part-time funding model.
- **Enrollment Goals and Target Audience:** Confusion about enrollment goals and uncertainty regarding whether enrichment programs will serve outside students need clarification.
- **Curriculum and Course Offerings:** Lack of clarity on the differentiation in educational content between the Homeschool Enrichment (HSE) program and the private school is a concern.
- **Staff Qualifications and Training:** Questions about the licensure status of teachers, classroom structure, and the absence of an employee handbook raise concerns about staff guidelines.
- **Calendar and Documentation:** Lack of a detailed school calendar and information on handbooks for students and parents raise questions about program guidelines and expectations.
- **Separation Between Private School and HSE:** The application lacks clarity on the separation between the private school and HSE, particularly regarding resource usage.
- **Financial Policies and Procedures:** The absence of information on financial policies and procedures raises uncertainties about financial management.
- **Recruitment and Enrollment Strategies:** The application lacks specifics on how additional students will be recruited and enrolled.
- **Evaluation and Professional Development:** Further elaboration is needed on the director's performance evaluation and the professional development plan.
- **Use of Funding and Special Opportunities:** Clarity is required regarding the statement on additional funding and whether it pertains only to the HSE and not the private school.
- **Handbook and Due Process:** Concerns arise about the lack of information on suspension, expulsion procedures, and due process in the student handbook.

Administrative Recommendation:

ElevatED Core Academy (ECA) Homeschool Enrichment Program demonstrates a strong commitment to educational excellence, community engagement, and holistic development. The Board is recommended to approve the application pending clarification and additional information on the highlighted challenges. In particular, ElevatED Core Academy must provide a clear demonstration of its ability to operate as an organization independent of any other entity. Also, ECA must demonstrate its financial viability without pre-k enrollment numbers. It is advised that ECA works closely with the Education reEnvisioned BOCES to address and resolve these concerns for a successful implementation of the program.



Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with ElevatED Core Academy (ECA) to negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for ElevatED Core Academy (ECA) as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.iii – HSE Programs Applications - Colorado Growth Academy

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reENVISIONED BOCES Board was provided with a first review of homeschool enrichment applications for Colorado Growth Academy.

Application Introduction:

Colorado Growth Academy (CGA) aspires to be a leading force in Colorado's educational landscape by addressing challenges in the Pueblo and Evans communities. Their Homeschool Enrichment Program, initially enrolling 40 K-12 students, emphasizes core academics, enrichment activities, and a dynamic curriculum fostering critical thinking and real-world connections. Governed by a board and led by Paul Hicks and Kari Lee, the academy aims to create a secure learning environment for students to thrive and reach their full potential.

Program Details:

The mission involves expanding educational options, offering innovative enrichment opportunities, additional academic support, and specialized electives. Goals for the 24-25 school year include serving 40 students with a planned expansion of 10 students per year. The program focuses on one-on-one tutoring, electives, real-world learning activities, and a robust physical education course.

Monitoring student progress involves tracking IXL scores, critical thinking projects, assessments for field trips, and physical education assessments. Overarching goals include 92% parent satisfaction and 92% student attendance, assessed through annual surveys and attendance reports, respectively.

Application Strengths:

- **Clear Vision and Mission:** CGA articulates a clear vision and mission, emphasizing a commitment to a safe and wholesome environment fostering lifelong learning and critical thinking.
- **Targeted Outreach:** The program shows an understanding of challenges in Pueblo and Evans, responding to increased homeschooling demand with enrichment activities for a diverse range of students.



- **Inclusive Programming:** The Homeschool Enrichment Program targets a broad range of students, offering support in core academic areas, enrichment activities, and a robust physical education course.
- **Monitoring and Assessment:** CGA outlines a comprehensive plan for monitoring student progress, including assessments, critical thinking projects, and physical education assessments.
- **Parent and Student Satisfaction Goals:** The overarching goals of achieving 92% parent satisfaction and 92% student attendance reflect a commitment to stakeholder engagement and program success.

Application Challenges:

- **Confusion in Naming:** The similarity in initials between the school name and the Homeschool Enrichment Program (HSE) may cause confusion. The application suggests considering a name change for better clarity.
- **Underdeveloped Program Details:** Some sections of the application, including student progress monitoring and curriculum training, are described as underdeveloped and need more thorough exploration.
- **Unclear Focus:** The application indicates uncertainty in the focus of the program, with an attempt to target various areas such as K-12 education, art, physical education, math, critical thinking, and learning activities outside the classroom.
- **Missing Information:** Some sections, like E.4, appear to be missing or left blank, raising questions about the completeness of the application. Essential documents, such as the handbook, statement of discipline, and admittance policies, were not accessible for reviewer evaluation.
- **Financial Viability Concerns:** The budget raises concerns about the program's financial viability, relying heavily on tuition, gifts, and donations, with some expenses possibly missing.

Administrative Recommendation:

Colorado Core Academy demonstrates a strong commitment to educational excellence, community engagement, and holistic development. The Board is recommended to approve the application pending clarification and additional information on the highlighted challenges. In particular, Colorado Growth Academy must provide a clear demonstration of its ability to operate as an organization independent of any other entity. It is advised that CGA works closely with the Education reEnvisioned BOCES to address and resolve these concerns for a successful implementation of the program.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Colorado Growth to negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for Colorado Growth as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.A.iv – HSE Programs Applications - Alongside Academy

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reENVISIONED BOCES Board was provided with a first review of homeschool enrichment applications for Alongside Academy.

Application Introduction:

The Alongside Academy (AA) homeschool enrichment program, founded by Ben and Michaela Stone, presents a unique family-centered initiative fostering a love for hands-on learning in an urban environment. The program's vision and mission prioritize holistic development, incorporating both academic and soft skills. The leadership team, with diverse backgrounds, demonstrates expertise in relevant fields. Success criteria, including attendance, participation, competency, and character, are clearly outlined, providing a comprehensive evaluation framework.

Program Details:

The program's vision is for students to appreciate hands-on work, craftsmanship, and stewardship, with an emphasis on connecting to the everyday "work" in their lives. The mission is to provide apprentice-style and Authentic Learning opportunities focusing on connection, wonder, stewardship, hands-on learning, learning from mistakes, active participation, competence, and confidence.

The success of the program is measured through four criteria: Attendance, Participation, Competency, and Character. Attendance is tracked manually at each session, with a minimum requirement of 90 hours per semester. Participation is assessed through portfolios that students fill out, allowing room for creativity. Competency is measured through assessments at the end of each session, with optional home assignments. Character development is tracked through assessments of soft skills and individual progress.

Regular assessments, monthly check-ins, and quarterly evaluations ensure continuous feedback and growth. At the end of each semester, surveys are provided to parents and students for feedback on the quality of education received. The academy's holistic approach aims to shape how families engage with each other in various aspects of life.

Application Strengths:



- Family-Centered Approach: Encourages collaborative learning by involving parents in the classroom.
- Holistic Vision and Mission: Focuses on academic skills, soft skills, character development, and hands-on learning.
- Experienced Leadership Team: Diverse skills brought by Ben and Michaela Stone contribute to program success.
- Measurable Success Criteria: Clear metrics for success through attendance, participation, competency, and character.
- Real-World Skills Integration: Connects students to practical skills, promoting a well-rounded educational experience.

Application Challenges:

- Lack of Detailed Course Offerings: Insufficient information on subjects and skills at each grade level, hindering clarity on student progression.
- Concerns about Expulsion: Uncertainty and concerns about expulsion process compliance with legal requirements.
- Insufficient Evidence of Support and Viability: Need for more evidence of program support and concerns about viability with fewer than 10 students.
- Underdeveloped Sections on Insurance and Budget: Lack of details on budget figures, especially for liability insurance and project expenses.
- Missing Information on Teacher Qualifications: Concerns about Michaela's teaching license and insufficient details on training and sustainability plans.
- Incomplete Disciplinary Procedures: Lack of information on intervention strategies, communication, and disciplinary expectations.
- Lack of Handbooks: The absence of handbooks was highlighted as a concern, with a suggestion to establish them before the program opening.
- Unclear Support for Struggling Students: Call for clarification on supporting students not successful with traditional course offerings.

Administrative Recommendation:

The Alongside Academy's unique family-centered approach aligns with the BOCES Board's commitment to innovative educational initiatives. While the program exhibits several strengths, addressing the highlighted challenges is crucial for successful implementation. Therefore, the BOCES Board is recommended to approve the Alongside Academy application, contingent on the applicant addressing the outlined challenges, providing necessary documentation, and ensuring alignment with legal and educational standards.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Alongside Academy to negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for Alongside Academy as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Ken Witt

Title of Agenda Item: V.C Board Configuration Update

Item Type: Action Discussion Information

Background Information, Description of Need:

As discussed last meeting, D49 was considering John Graham continuing as their representative on the ERBOCES board. They confirmed this in February.

So it is time to fill the open at-large seat.

Relevant Data and Expected Outcomes:

A candidate, James Salazar, has been identified, and will be introduced at this meeting.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Ken Witt

Title of Agenda Item: V.D Policy Review – JH Student Absences and Excuses

Item Type: Action Discussion Information

Background Information, Description of Need:

As part of our ongoing policy review practice, and due to timeliness of attendance records in discussions with programs, we submit policy JH – Student Absences and Excuses for review.

Relevant Data and Expected Outcomes:

This is the first reading.

No changes to this policy are requested by administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: VE – First Review of HSE Programs

- i. Inner City Enrichment Program
- ii. Collegium Homeschool Enrichment
- iii. Colorado Japanese Cultural Academy and School
- iv. Cyber Cube Training
- v. Inklings Academy

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES has received four completed Homeschool Enrichment applications; Inner City Enrichment Academy (ICEA), Collegium Homeschool Enrichment (CHE), Colorado Japanese Cultural Academy and School (CJCAS), Cyber Cubed Training (CCT), and Inklings Academy (IA).

Inner City Enrichment Academy (ICEA) was reviewed by the ER BOCES team. The following information summarizes the findings from the review.

Summary:

The Inner City Enrichment Academy (ICEA) Home School Enrichment (HSE) program is a focused initiative aiming to provide academic enrichment to disadvantaged students in the Denver Metro Area. Currently serving 50 students in **partnership with Inner City School**, the program intends to double its student body within 2-3 years by extending services to homeschool students.

ICEA emphasizes academic excellence, character development, and values to equip at-risk urban students for success. The program covers various subjects such as **Reading/Phonics, Math, Language/Grammar, Physical Education, Science, and Computer Applications**. The long-term vision includes expanding to include 7th and 8th grades while maintaining a safe and supportive learning environment.

The board of directors, led by Chairman Jose Kabeya, brings diverse experience in education, community services, business, and administration. ICEA's mission is to provide a model for quality **Kindergarten—6th grade** education, **servng a diverse urban community and exceeding academic standards**. The program encourages active parent involvement, with quarterly meetings and training sessions to empower parents in supporting their children academically, emotionally, and socially.



The program has three main goals:

- Early literacy and strong academics: Focused on achieving academic goals, providing positive role models, and maintaining a low student-to-teacher ratio.
- Provide a safe environment for learning: Ensuring a secure learning environment through staff clearances, child protection policies, and community involvement.
- Parent involvement and training: Promoting parent volunteerism, conducting regular conferences and training meetings, and aiming for high parent satisfaction.

ICEA aims to address the challenges in low-performing schools and high academic failure rates in the target community, primarily consisting of low-income African American and Latino families. By offering enrichment programs, ICEA seeks to provide an alternative to limited school choices and high tuition costs, ultimately impacting the community positively.

The program plans to expand its outreach through various channels, including door-to-door canvassing, social media, community events, and collaborations with local schools, churches, and agencies. The existing support from current parents and potential community partnerships reflects a positive response to the enrichment program. Overall, ICEA's HSE program strives to make a lasting impact on the education and future success of at-risk urban students in the Denver Metro Area.

Application Strengths:

- Clear Program Essence: The Executive Summary effectively captures the essence of the program and its goals.
- Parent and Community Involvement: The program emphasizes involving parents and the community, fostering a collaborative approach.
- Population Understanding: The application demonstrates a clear understanding of the targeted student population.
- Financial Assumptions: Revenue and expense assumptions in the budget appear reasonable.
- Positive Discipline Policy: The program outlines a positive discipline policy, though details are pending.

Application Challenges:

- Mission and Vision Clarity: The overall mission and vision statements lack detailed information on the program's goals and intentions.
- Expansion Plan Clarity: The plan to expand the program is mentioned, but details on how this will be achieved are lacking.
- Lack of Timelines: A timeline for achieving goals and projections of student numbers is missing.
- Alignment with Inner City School: Concerns about aligning with Inner City School and whether the program is open to students not part of that school.
- Educational Structure: Lack of information on how teachers will differentiate academics, use the IXL curriculum, and implement community partnerships.
- Hours and Calendar: Ambiguity around the number of hours students will attend and incomplete information on the program calendar.



- Adoption of Parent Handbook: Lack of clarity on how ICEA plans to adopt the parent handbook from Inner City School.
- Budget Information: Absence of a detailed budget, with concerns about expenses, professional development, and financial policies.
- Unrealistic Expense Distribution: Questions were raised about the assumption of equal expense distribution over 12 months in the cash flow analysis.
- Missing Policies: Reference to ICEA financial policies without providing them as attachments.
- Unclear Separation from School: Lack of clarity on whether the Homeschool Enrichment (HSE) program will be completely separate from the school and open to external students.
- Incomplete Curriculum Overview: Lack of understanding of the curriculum scope and sequence across multiple grade levels.
- Pending Documentation: Incomplete application with missing information on handbooks, calendars, etc., to be submitted at a later date if approved.
- Student Support Explanation: There is a need for more detailed information on how students will be supported to ensure they stay close to grade level.



Collegium Homeschool Enrichment was reviewed by the ER BOCES Director of Operations. The following information summarizes the findings from the review.

Summary:

Collegium Homeschool Enrichment (CHE) is a program designed to serve classical homeschool students in Colorado Springs, CO, and surrounding areas. **Operating three days a week (MWF)**, it is affiliated with the Collegium Homeschool Collaborative Program (CHCP) and shares a location. The program aims to enhance the academic services offered at CHCP by providing additional enrichment opportunities in music, art, math, grammar and writing, physical education, and science.

Led by Program Director Beth Saks and overseen by a board of directors with experience in school administration, teaching, and homeschooling, CHE **targets a student population of 100 from grades K-12**. The program aligns with a **classical education philosophy** and employs the trivium system, categorizing students into Grammar, Dialectic, and Rhetoric levels based on readiness and achievement rather than age.

The long-term vision includes expanding enrollment, offering sports opportunities, and providing additional facilities for science labs, music rooms, and a library. CHE aims to instill strong values and integrity in students, fostering a love for learning, community service, and leadership. The curriculum blends self-developed and research-based programs, covering subjects such as physical education, music, art, math, Latin, and Spanish.

The program encourages teacher development through routine training, team-building exercises, and continuous education. The proposed board of directors and leadership team aim to create a learning environment that equips, empowers, and inspires students to become moral leaders making a positive impact in the world. Upon approval, CHE plans to hold a parent interest meeting to gauge participation levels and solidify program details.

Application Strengths:

- **Established Foundation:** Collegium Homeschool Enrichment (CHE) is building upon the existing Collegium Homeschool Collaborative Program (CHCP), which has been in operation for over twenty years, providing a solid foundation for the new program.
- **Experienced Leadership:** The proposed board of directors and leadership team have experience in school administration, teaching, and homeschooling, contributing to the potential success of the program.
- **Enrollment Base:** Starting with half of the students already enrolled from CHCP provides an initial student base, potentially simplifying the recruitment process.
- **Comprehensive Curriculum:** The curriculum, a mix of self-developed and research-based programs, covers various subjects such as physical education, music, art, math, Latin, and Spanish, offering a well-rounded educational experience.
- **Location and Facilities:** The program currently inhabits a space at 4052 Nonchalant Circle South, Colorado Springs, with plans for expansion, including science labs, music rooms, and a library.



Application Challenges:

- **Clarity in Vision and Goals:** The vision statement and goals lack clarity and definition, causing confusion about the program's objectives and future plans. Specific dates and time frames for goal completion are absent.
- **Integration with Existing Programs:** Concerns are raised about how CHE will separate itself from the existing schools and operate as an independent entity. The relationship with CHCP and ECA needs clearer delineation.
- **Student Target Population and Recruitment:** The application lacks information on how CHE plans to attract students beyond those already enrolled in their private school, and it does not specify the overall target population.
- **Special Education Services:** The mention of special education services raises questions about the availability of licensed staff and how these services will be provided, considering the unique needs of students with disabilities.
- **Incomplete Information:** Several crucial elements are missing, such as the handbook, job descriptions, course details, school calendar, and clear distinctions between CHE and existing programs, leading to an incomplete understanding of the program.
- **Financial Viability:** The budget raises concerns about deficits, tuition charges for a publicly funded program, missing expense items, and potential overstatement of revenue. Further clarification and adjustments may be required.
- **Enrichment Opportunities and Program Description:** The application lacks clear details about the enrichment opportunities provided by CHE, and there is confusion regarding whether it is a standalone program or supplemental to CHCP.
- **Lack of Special Education Focus:** The inclusion of special education in the application, despite it not being part of an HSE program, suggests a potential misunderstanding of the limitations and requirements of the program.
- **Incomplete Goals Section:** The goals section appears to be generic and lacks alignment with the specific mission and objectives of CHE. A more tailored and reflective approach is needed.



Colorado Japanese Language and Cultural Academy was reviewed by the ER BOCES Director of Operations. The following information summarizes the findings from the review.

Summary:

The Homeschool Enrichment (HSE) program offered by the Colorado Japanese Language and Cultural Academy is designed to meet the increasing demand for Japanese language and cultural education in the United States. Targeting students **aged 5 to 18**, the program aims to **foster language proficiency, cultural understanding, and global connectivity**. The Academy's mission is to **provide world-class Japanese language programs in a supportive environment, encouraging a lifelong interest in language acquisition and promoting cultural sensitivity**.

The program focuses on three key components:

- **Basic Language Proficiency:** Through online group lessons, students will become familiar with the Japanese language, focusing on listening, speaking, reading, and writing skills.
- **Student-Centered Learning:** One-on-one lessons allow students to choose subjects of personal interest for discussions in Japanese, fostering non-traditional and out-of-the-box learning. This approach aims to make language acquisition enjoyable for students.
- **Cultural Competence:** The program exposes students to Japanese culture and ways of life through various activities, including attending local festivals, watching movies/documentaries, reading literature, and interacting with native speakers. This practical application enhances their intercultural competence.

At the end of the school year, the program aims to achieve specific language and cultural goals. For language proficiency, students are expected to develop basic oral skills, familiarize themselves with three types of Japanese letters, and grasp grammatical structures. In terms of cultural understanding, students will experience and share the rich heritage and traditions of Japanese culture, including festivals, foods, crafts, and more.

The Academy's vision is to create a community of globally-minded students proficient in multiple languages and cultures, ready to navigate the complexities of our interconnected world. The goals include maintaining a high student attendance rate, ensuring parent satisfaction, and targeting a student population aged 5 to 18 with a goal of **10 students for the 2023-2024** school year. **The program is conducted online**, accessible to homeschoolers throughout Colorado, with promotion through social media platforms.

The curriculum comprises online group lessons and one-on-one lessons, totaling 4-5 hours per week for group lessons and 30 minutes to 1 hour per week for one-on-one lessons. The cultural program, led by the program director, encompasses diverse activities such as Japanese cooking, origami instructions, historical/traditional storytelling, seasonal festivals, a Kimono Runway show, Japanese karaoke, and opportunities to connect with others passionate about the language and culture.

Application Strengths:

- **Mission and Vision:** The program has a clear mission and vision, aiming to provide world-class Japanese language programs, fostering cultural understanding and global connectivity.

- **Cultural Enrichment:** The inclusion of cultural activities like Japanese cooking, origami, and festivals enhances the students' cultural competence, providing a holistic learning experience.
- **Community Engagement:** The program encourages participation in local Japanese festivals and gatherings, fostering community engagement and connecting students with native speakers.
- **Focus on Language Proficiency:** The program is designed to develop basic levels of oral proficiency in Japanese, incorporating both group lessons and one-on-one interactions with native speakers.

Application Challenges:

- **Measurability of Goals:** Concerns are raised about the lack of measurable goals, both in terms of language proficiency and cultural understanding, making it challenging to assess the program's success.
- **Incomplete Program Details:** Criticisms include a lack of detailed information on grades served, target student population, educational philosophy, specific staff, licenses, and curriculum breakdown.
- **Online-Only Format Concerns: Questions arise about the viability and acceptance of an online-only HSE program, especially considering state reporting requirements.**
- **Student Support and Discipline:** There are concerns about the lack of detailed plans for meeting individual student needs, adjusting lessons, and addressing discipline issues beyond asking students to leave the program.
- **Financial Planning:** The financial section raises concerns about the program's viability with less than 10 students and the need for a more developed Financial Policies and Procedures Manual.
- **Third-Party Language Program Oversight:** The reliance on a third-party language program provider in Japan raises questions about curriculum oversight and how this partnership will function.
- **Incomplete Information:** Various comments highlight incomplete sections in the proposal, such as the lack of attached letters of intent, insufficient evidence of support, and unclear financial procedures.
- **Professional Development:** Concerns are raised about the absence of a comprehensive professional development plan and unclear evidence of meeting the required 90 hours per semester for students.
- **Lack of Specifics in Response:** The response to some comments seems to lack specific details, leading to uncertainty about the program's structure, curriculum, and overall feasibility.



Cyber Cubed Training was reviewed by the ER BOCES Director of Operations. The following information summarizes the findings from the review.

Summary:

The Homeschool Enrichment (HSE) program, offered by C Cubed Training, was **established in 2019** with a primary mission of training high school students in cybersecurity. The program is committed to bridging the rural education gap and empowering underserved and rural students in private and independent education systems in Colorado, particularly in 13 southern Colorado counties. The program provides a comprehensive education in **computer science and cybersecurity to students in grades 8-12**.

C Cubed Training **aims to train over 200 students annually within the next five years**, equipping them with skills to enhance their competitiveness in the post-graduation job market. The program operates with locally sourced instructors, fully equipped computer labs, and immersive training centers, ultimately striving for statewide coverage.

The overarching **vision is to be the premier provider of cybersecurity education**, fostering a generation of skilled professionals who safeguard digital landscapes globally. The mission emphasizes identifying and nurturing students in independent and private education systems in Southern Colorado with the aptitudes and abilities valued by employers in the field of cybersecurity.

The program focuses on providing quality **classroom instruction, after-school clubs, and small group functions** to cultivate the next generation of cyber defenders. Success is measured not only in grade performance but also in Cyber competitions, with the goal of achieving the top 10% of national rankings for senior-level students.

The program's success is highlighted by the fact that **every graduate has the opportunity to attend the college of their choice, often with scholarships, or enter immediate employment through partnerships with local industry leaders**. The curriculum includes a strong emphasis on practical experience, with graduates likely finding their first jobs at help desks, and gaining hands-on experience with real-world issues.

Outreach efforts involve personal visits to schools, summer camps, and Capture the Flag events, ensuring continuous engagement with students. The program also recognizes the importance of differentiated presentation, peer instruction, and mentorship to cater to diverse learning styles and paces. The program's academic calendar is structured into 6-hour modules, covering topics such as Intro to Computer Science, Microsoft tools, internet functionality, virtual private networks, virtual machines, and various operating systems. The second semester delves deeper into cybersecurity concepts and techniques, culminating in competitions and hands-on experiences.

Application Strengths:

- Vision and Mission: The program demonstrates a clear long-term vision and mission, aiming to train students in cybersecurity and bridge the rural education gap.
- Success Track Record: The program boasts a proven track record, citing that all graduates have attended their chosen colleges or found immediate employment.



- **Partnerships:** The program has established partnerships with industry leaders for immediate employment opportunities for graduates.
- **Adaptive Learning:** The program recognizes different learning styles, emphasizes differentiated presentation, and utilizes peer instruction, creating a student-centric approach.
- **Comprehensive Curriculum:** The curriculum covers a range of topics from digital literacy to advanced cybersecurity concepts, ensuring a well-rounded education.

Application Challenges:

- **Lack of Specifics:** The application lacks specific details on enrollment goals for the first year and a 5-10 year plan. It also doesn't provide information about program leadership, including the director and teacher of record.
- **Unclear Differentiation:** There's a concern about how the program differs from existing schools or programs. The application lacks clarity on the unique aspects that set it apart.
- **SMART Goals and Monitoring:** The goals presented in the application are not in SMART format, and there's a need for clarification on how short-term and long-term goals will be monitored and measured throughout the program.
- **Confusing Information:** Some sections of the application are deemed confusing, particularly regarding student recruitment time frames, the definition of non-standard "home-schooled" students, and discrepancies in the number of interested students.
- **Lack of Program Culture Details:** The application does not provide information on the program's culture, target population, or specific courses offered. Faculty, staff, and partnership organizations associated with the program are not mentioned.
- **Incomplete Information:** There are missing attachments, such as a calendar, parent handbook, and employee handbook. Additionally, information about the current facility, professional development, and program leadership is incomplete.
- **Financial Concerns:** There are concerns about the financial aspects, including discrepancies in the number of students, unrealistic cash flow analysis, and underdeveloped financial policies and procedures. The budget doesn't include rent, even though facilities are not owned.



Inklings Academy was reviewed by the ER BOCES Director of Operations. The following information summarizes the findings from the review.

Summary:

The Homeschool Enrichment (HSE) program at Inklings Academy (IA) is designed to serve the homeschool community, connecting students with their peers and enhancing their home education experience through supplemental offerings. The program is based on the belief that quality education is fostered through lasting, authentic relationships between students and teachers. Inklings Academy supports and supplements parents' education efforts, recognizing each child's uniqueness and the need for a tailored approach.

The leadership and governance of the program are provided by **Program Director Brittany Daniel** and the **Board of Inklings Academy**. The program emphasizes professional development for leaders and teachers, including participation in conferences and reading relevant titles. The vision of the program is **to connect, enhance, and foster a thriving homeschool community, while the mission is to support homeschooling families, provide opportunities for peer engagement, and offer supplemental educational experiences.**

Inklings Academy has set specific goals to measure program success. These goals include achieving a 90% parent satisfaction rate through an annual survey, maintaining a 90% student attendance rate, documenting students' exposure to **new experiences through a yearbook**, and recognizing a student's educational enhancement through a presentation at the "**End of the Year Showcase.**"

The program targets homeschooled **students aged 5 through graduation**, primarily within the **northeast Colorado region**. Inklings Academy collaborates with local churches, the 4-H extension agent, the public school district, the city recreation department, and the public library to provide diverse opportunities for students. Outreach efforts involve utilizing social media, personal profiles, partnerships with other homeschool groups, and coverage in the local newspaper.

Inklings Academy follows a teaching philosophy that aims to cultivate children's natural gifts by exposing them to diverse experiences and cultures. The **classroom culture is teacher-led** initially, transitioning to a more **student-led environment** with hands-on elements. The class sizes are kept small to maintain a favorable student-to-teacher ratio.

The program **offers various activities, including art and science programs, special activity days, show & tell sessions, field trips, storytime & crafts, a banned book club, and family fellowship meals.** The curriculum incorporates elements from classical education, Charlotte Mason methods, and the Unschooling approach to provide a well-rounded educational experience.

Application Strengths:

- Comprehensive Understanding: The program demonstrates a good understanding of the population, community needs, and the desire for homeschooling support.



- **Clear Goals:** Despite some feedback on goal clarity, the program has set measurable goals, including attendance, parent satisfaction, and exposure to new experiences.
- **Community Support:** The program has strong support from local churches, the 4-H extension agent, public school district, and other community organizations.
- **Diverse Offerings:** The program offers a variety of classes and activities, including art, science, special activity days, field trips, and more.
- **Outreach Efforts:** The program utilizes various outreach strategies, including social media, partnerships with other homeschool groups, and coverage in the local newspaper.

Application Challenges:

- **Lack of Detail in Vision Statement:** Feedback suggests that the vision statement is weak and lacks clarity on what the program will look like in 5-10 years.
- **Incomplete Information:** Some comments indicate that there is insufficient information, particularly regarding the program's specifics, curriculum, and how it will evolve over time.
- **Need for Goal Expansion:** Suggestions have been made to expand on the goals, providing more thorough explanations of what the program offers and its overall mission.
- **Concerns About Curriculum Repetition and fundable offerings:** Concerns are raised about potential curriculum repetition for students who stay in the program for multiple years, urging a more detailed breakdown by grade level. In addition, "Family Fellowship Meals" do not meet funding requirements for instructional time, leaving the program 3 hours/month short in instructional contact time.
- **Enrollment Capacity:** Questions about how the program will accommodate enrollment exceeding facility capacity, especially considering the projected increase in rent.
- **Financial Transparency:** Concerns about financial transparency and separation of duties, suggesting the need for clear financial policies and internal controls.

Relevant Data and Expected Outcomes:

The Director of Education Operations will meet with the applicants to review identified gaps in the application and work with them to clarify and improve the content prior to the March board meeting. A recommendation to approve or deny the application will be provided to the board before the February meeting.

Recommended Course of Action/Motion Requested:

No Board action is requested at this time.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: V.F – S1 Scorecards

Item Type: Action Information Discussion

Background Information, Description of Need:

Attached is a summary of the first-semester 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. With one exception (which has been corrected) HSEs provided an appropriate amount of instruction and contact time to meet the 90-hour requirement by the end of the semester. Evaluations of key instructors at the schools and HSEs were conducted.

Schools spent quality time reflecting on the middle-of-the-year assessment outcomes and delivered data summaries aligned with the school's Unified Improvement Plan. School leaders are thoughtful about the improvement process and set high expectations for strong student performance.

Overall, the financial position of our schools and programs is strong. Operators are managing enrollment and budgets positively. Schools and HSEs provided an amended budget to reflect the change from projected to actual revenue and expenses based on enrollment certification.

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 and returning operators are striving to perform well by submitting appropriate information and documentation in a timely manner.

Opportunities for Improvement:



Some indicators identified areas for individual school/HSE improvements. Because the overall success of schools and HSE is high, deficiencies are noticeable. The ER BOCES administration is working closely to address these areas while supporting the school/HSE operators. Specifically, during the Semester 1 review, attendance rates and middle-of-the-year (MOY) data are evaluated. The ER BOCES expectation is for HSEs and schools to achieve a 95% average daily attendance rate. As indicated in the scorecard outcomes, some improvements are needed in this area.

In addition, schools are required to conduct MOY assessments to evaluate the growth and performance of students. These two indicators provided a range of achievement. As noted in the data narratives, schools are achieving at various levels. This information provides the ER BOCES staff important information to support the second semester school improvement work.

The scale for the indicators is as follows:

Meets or exceeds expectations - 80% +
Area to watch or caution - 51%-79%
Area of 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: February 13, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: Operations Report

Item Type: Action Discussion Information

Background Information, Description of Need:

Operations Team

- The Human Resources Report was completed and submitted to CDE. The report details all staff currently working with students throughout our schools and programs.
- The Civil Rights data collection was completed and submitted to CDE.
- We are actively preparing for spring State assessment testing. That includes CMAS Language Arts and Math for grades 3-8, PSAT for grades 9 & 10, and SAT for grade 11. Science CMAS will also be administered in grades 5, 8, and 11 this year.
- We continue to work with multiple homeschool enrichment program applicants. In addition to the applications that have been presented to you through formal board agenda items, we are working with a number of applicants still in the drafting process. Andy has been working with numerous individuals who are interested in the opportunity to provide homeschool enrichment to students within their community.
- The School Finance rule-making hearing will be held on February 14. The State Board of Education meeting is also on the 14th and 15th. We anticipate that the SBE will decide on the proposed rule changes which will create changes within the operations of some of our programs.
- Andy met with the STRIDE organization to complete a Q1 and Q2 contract checklist. We are in agreement that STRIDE is currently meeting the expectations of the contract requirements with the ER BOCES.
- Contract checklists were distributed and initial check-ins were completed with Williamsburg and Connections. During the next month, Andy will complete the checklist process to ensure compliance with these partners.

Administrative Unit Work

- The BOCES staff is working with schools to complete the Indicator 8 Parent Satisfaction Survey.
- The BOCES staff is working with schools to complete the IEP audit for Colorado Department of Education (CDE).

- English Language Learners



- CDE approved the BOCES application for authorization to provide the 45 hours of English Language Professional Development required for teacher license renewal.

Relevant Data and Expected Outcomes:

Our team is excited to embrace a servant leadership model as we work to ensure our schools are best prepared to meet the needs of their students.

Recommended Course of Action/Motion Requested:

No action is requested at this time.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: February 13, 2024

Prepared by: Annette Ridgway

Title of Agenda Item: VI.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 January 31, 2024:

A funding adjustment of \$5.9M was received in January for changes in student count and PPR. This lump-sum adjustment replenished ERBOCES reserves expended to pre-fund new schools and programs.

The January PPR increase was slightly higher than anticipated in the Amended Budget with a favorable ~80K impact to Program Revenue. Upside revenue will be offset by expense pass-through to education service providers.

			Ex			
			2023-202			
			Original Budget	Amended Budget	Actual	Variance to Amended Budget
FUNDING--Per Pupil Rate (PPR)						
	PPR	In-Person	10,188.47	10,235.24	10,280.08	44.84
	PPR	On-Line	9,586.36	9,586.36	9,588.04	1.68