Meeting of the Colorado Early Colleges Board of Directors
Friday, March 24, 2017
3:30 p.m. Colorado Early Colleges
4405 N. Chestnut Street, Suite E
Colorado Springs, CO 80907

AGENDA

1. Call to Order

2. Approval of Agenda

3. Correspondence/Board Comments

4. Administration Report
   a. CECP and CSEC Awards
   b. Aurora Update
   c. Laura Tuel: Fundraising and Aurora Plan
   d. Lobbying SB 61 and the Post-Secondary Workforce Readiness Bill, and the Funding of Institute Charter Schools
   e. Graduation times
   f. HOS Evaluations
   g. Network Office Update
   h. Guiding Principles and Policies
   i. Charter School Contract Amendments for CECA and CECP for Review
   j. JF-G Enrollment Policy for Review
   k. Resolution 17XX for Review

5. Public Comments

6. Approval of Consent Items
   a. Approval of the February 17, 2017, board meeting
   b. Financials

7. Other Business

8. Future Meetings of the Governing Board
   a. April 21, 2017
   b. May 19, 2017
   c. June 16, 2017
CSI Charter Public Schools Earn Top State Awards

DENVER- March 8, 2017- Charter public schools authorized by the Colorado Charter School Institute (CSI) earned top honors at the Colorado Department of Education’s Awards Ceremony last week. As an authorizer, CSI prides itself on upholding the charter bargain—that is, giving schools increased autonomy in exchange for increased accountability. These award-winning schools demonstrate what can happen when they are given freedom in determining their inputs (curriculum, instructional strategies, and staffing model, for example) and held accountable by their charter authorizer for their outputs (academic, financial, and organizational performance). Executive Director of CSI, Terry Croy Lewis, was in attendance for the March 1st ceremony and shared, “Despite their delivery of very different educational models and programming, each of these schools has demonstrated success in improving student outcomes, and we are extremely proud of them for their achievements and honored to accept these awards on their behalf.”

Below are stories of these award-winning schools:

**VICTORY PREPARATORY ACADEMY – Commerce City, Colorado**

Victory Preparatory Academy serves middle and high school students in Commerce City and is an expansion of a successful elementary program, Community Leadership Academy. The new K-12 schools serve over 900 students, 86 percent who qualify for free or reduced lunch, 93% who identify as Hispanic or Latino, and over 55% who are English Language learners—percentages higher than those of the geographic district. Victory Preparatory Academy offers a no-excuses environment, delivering a liberal arts education with an emphasis on STEM as well as Business and Entrepreneurship where students attain the skills they need to be successful learners.

Both the middle and high school levels of Victory Preparatory Academy earned a Center of Excellence Award for having high rates of student longitudinal growth while serving a large at-risk population. The middle school received the ELPA Excellence Award for achieving the highest English language and academic growth among English learners and the highest academic achievement for English learners who transition out of the English language proficiency program. Notably, Victory Preparatory Academy was 1 of 10 schools in the state to receive this award. Additionally, both the middle and high school levels of Victory Preparatory Academy received the John Irwin Award for demonstrating excellent academic achievement based on three-years of school performance on the state performance framework.

**THOMAS MACLAREN SCHOOL – Colorado Springs, Colorado**

Thomas MacLaren School is a classically based Colorado Springs school serving over 450 students in grades 6-12. Features that make this school unique include its single-gender classrooms, focus on primary source texts as opposed to textbooks, and a performance-based program that includes participation in the school-wide orchestra program.

Thomas MacLaren School received the High School Academic Growth Award for demonstrating the highest levels of academic growth in reading, writing and math of all 59 schools in the 1A category of the Colorado High School Activities Association (CHSAA). The school also received the John Irwin Award for its achievement and growth performance over the past three years on the SPF. In addition to the honors received this past week, Thomas MacLaren School earned the highest ACT composite average ever in the state this past school year! In learning that Thomas MacLaren School would receive these awards, school leader Mary Faith Hall shared, “We are honored that the state of Colorado has recognized our students and
teachers for their hard work and tremendous growth. These high test scores have been validating and a pleasure to see.”

**Colorado Early Colleges**
The Colorado Early College network – created by former Senator Keith King – have also earned top honors by doing things differently. The Colorado Early Colleges provide students in 9th-12th grades the opportunity to start working on college-level courses as soon as they are college ready, allowing students to earn a combination of high school and college credits as they pursue a high school diploma and an Associate degree or higher. Starting with one school in Colorado Springs, the network has now grown to four schools across the state, including Colorado Early Colleges – Aurora, which is set to open this fall.

**Colorado Early Colleges - Parker**
**Colorado Early Colleges-Parker** is a replication of the already successful Colorado Springs and Fort Collins network locations. Since its opening in 2014, the school has seen steady increases in enrollment and is now serving over 480 students. Colorado Early Colleges – Parker received the [Governor's Distinguished Improvement Award](#) for demonstration of exceptional student growth. On the SPF, Colorado Early Colleges – Parker received a “Meet” or “Exceeds” rating for longitudinal academic growth and academic growth gaps. The school also received the [John Irwin Award](#) for its excellent academic achievement based on three-years of school performance on the SPF. Head of School Alex Tuel shared his happiness in receiving these awards: “I am so proud of our students and staff. This is a great indicator of the hard work we do at our school – the whole CECP family should take pride in their efforts and in the outstanding work that has been accomplished. We will continue to strive for academic excellence and be unwavering in our standards. It is a great day to be a Lion!”

**Colorado Springs Early Colleges**
**Colorado Springs Early Colleges** is the first school in the Colorado Early Colleges network, created in 2008 and now serving nearly 650 students. Colorado Springs Early Colleges received the [John Irwin Award](#) for demonstration of excellent academic achievement based on three-years of school performance on the SPF.

For a complete listing of schools and districts receiving awards at the March 1, 2017 award ceremony hosted by the Colorado Department of Education, [click here](#). Click the following for a complete listing of [CSI charter public schools](#).

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**Colorado Charter School Institute (CSI)**
CSI is the only statewide, independent charter public school authorizer in Colorado, created by the legislature in 2004 to serve as an alternative to district authorizers. As an authorizer, CSI is responsible for overseeing its charter schools, allowing them to retain autonomy in decision making while holding them accountable for academic, financial, and organizational performance. CSI has the fastest growing enrollment of all districts in the state, and currently authorizes 39 schools across the state, serving over 16,000 PK-12 students. Learn more at [wwwcsi.state.co.us](http://wwwcsi.state.co.us).

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Strategic Plan Update

March 17, 2017

We have been working with a marketing company, Fyn Public Relations, for the past couple months for our efforts to promote Aurora and recruit students. During this work, we have determined that CEC needs to implement not only a compelling campaign for enrollment in Aurora, but a solid plan for putting practices in place to make sure can meet the growing needs of all of our current students, while making changes for new students and connecting with alumni as well. We want to take advantage of the unique model that CEC offers Colorado students and be able to transform the lives of these students well beyond their graduating CEC. Additionally, we want to continue to connect and stay engaged with Alumni.

We have created a Strategic Marketing Plan Committee that will begin working on identifying and creating measurable outcomes related to the following ideas:

✓ Creating a rigorous development plan with the help of Laura Tuel
  o Reaching out to Alumni (over 1000 students have graduated from CEC and have the potential for contributing to a scholarship fund for CEC students
  o Capital Campaign ideas
✓ Research, planning and set up
✓ Solidifying CEC Brand
✓ Enhance and utilize CEC websites to promote what we do (also allowing for donors to contribute via website)
✓ Use social media
✓ Creating a strong successful internship/Apprentice program in all the communities we serve
✓ Developing Strategies
✓ Implement a timeline with target dates

The current committee members are:

Keith King, CEC Administrator  
Sandi Brown, HOS CEC FC  
Bethany Monk, Communications and Grant Manager  
Lara Tuel,  
Nicole Yost, FYN Founder
Heather Peragine, CSEC Systems Administrative Coordinator
Melinda Joy Mingo, PhD
Michelle Sears-Ward, Operations Manager
Deborah Hendrix, Board President

In the coming weeks, we will have created a solid outline for the CEC Strategic Plan with both short-term and long term goals.
Operation 120 days

Colorado Early Colleges Aurora will initiate an operation similar to the operation that is done to sell timeshares for a Marriott Resorts timeshare. These operations consist of three basic levels of selling. The original level is a solicitation of individuals who would like to own a timeshare by mail or other means. Second level is giving the people incentive to come see the property much like staying at a hotel free or a dinner after the presentation. Third is the closing of the sale with the purchase of the timeshare.

To accomplish what we need to at the school, we need parents and students to come see the school and have a direct presentation about what the school can do for their students. The marketing would consist of the three basic components that would encourage the students to sign up for enrollment at the school.

The first level would be people walking door-to-door throughout the Aurora neighborhoods having a basic sales presentation at the door. All sales presentations would consist of five basic components: 1. Greeting, 2. Qualification, 3. Presentation, 4. Objection, 5. Close.

The parents and the students will be offered an incentive to visit the school and hear a presentation about attending the school. After hearing the presentation they would be given the gift. This gift could be a $30 gift certificate to Walmart, or a dinner at a nice restaurant somewhere in the metro area. Everyone who comes and hears a presentation would be given this.

In addition to the gift, if the student signs up they will be given a notepad to use throughout their experience at the school. Students who qualify for free and reduced lunch will receive free internet access for a year. The notepad would be theirs if that they stay past the October 1, 2017 count day.

The following people would need to be hired: Three to four people to go door-to-door to show a short PowerPoint and encourage the kids to come to the school. Two people to give presentations at the school to individual parents and students who are interested in attending the school. These people could be future teachers. There would be one person to register the students; this would be the registrar, and one person to sign the
students up for the classes; this would be the advisor. There would also be a person to coordinate the effort. Finally, the Academic Dean or Head of School would be at the school with the gift.

One additional person will be hired who would be a future teacher or business manager of the school to verify the bookkeeping at each level of the organization.

The people knocking on the doors would be paid between $12 and $15 an hour, based on experience. They would have chrome books and for every home they made a presentation in, they would receive a $5 dollar bonus. For every student who comes with their parents to presentation at school, they would receive a $10 bonus.

People hired at the school be paid a basic salary of $2,000 to $3,000 a month. This would include teachers or staff at the school next school year. They would be given an incentive of $25 for each student they recruit to sign up at the school.

The registrar hired to enroll the students would be the registrar who would work for the school once the school is open. They would be hired at a salary equal to what they would make once they are employed at school. The advisors would be the advisors hired to advise the students what they are enrolled in school. These two groups of people would be paid an incentive based upon the total number of students enrolled and reaching a goal 300 students for the school by October 1, 2017.

Finally, the school would hire an operations coordinator to be in charge of the operation. This person would be hired to coordinate the efforts for three-to-four months. This person would be in charge of marketing the program and could continue to be used by the school. This person would also receive an incentive once a goal of 300 students was reached.
SENATE BILL

SENATE SPONSORSHIP

Priola,

HOUSE SPONSORSHIP

(None),

BILL TOPIC: "Measures Of Postsecondary And Workforce Readiness"

DEADLINES: File by: 3/24/2017

A BILL FOR AN ACT

101 CONCERNING ADDING MEASURES FOR DETERMINING A LOCAL
102 EDUCATION PROVIDER'S ATTAINMENT OF THE POSTSECONDARY
103 AND WORKFORCE READINESS PERFORMANCE INDICATOR.

Bill Summary

(Note: This summary applies to this bill as introduced and does
not reflect any amendments that may be subsequently adopted. If this bill
passes third reading in the house of introduction, a bill summary that
applies to the reengrossed version of this bill will be available at
http://leg.colorado.gov.)

Under existing law, one of the performance indicators for
determining the level of performance of a public high school, a school
district, the state charter school institute (institute), or the state is the
degree to which high school graduates demonstrate postsecondary and
workforce readiness. The performance indicator is currently measured by

Capital letters indicate new material to be added to existing statute.
Dashes through the words indicate deletions from existing statute.
the high school's graduation and dropout rates; the percentage of high school graduates who receive a diploma with a postsecondary and workforce readiness endorsement; students' scores on the state assessments administered in grades 9 through 11, including the achievement college entrance exam; and the percentages of students who graduate and matriculate in the next school year into a postsecondary education option.

The bill adds two additional measures for determining attainment of the postsecondary and workforce indicator, as follows:

- The percentage of high school students who concurrently enroll in and receive college course credit for completing postsecondary general education core courses in reading, writing, and math or higher level courses; and
- The percentage of students enrolled in high school who demonstrate college and career readiness, based on the demonstration options available to the students enrolled in each public high school, at a level that indicates the student is prepared to enroll in postsecondary general education core courses in reading, writing, and math without needing remediation.

The bill defines the demonstration options as those adopted by the state board of education in adopting the high school graduation guidelines. The state board must set achievement standards for each demonstration option that indicate the minimum achievement level required for high school graduation and a higher achievement level that indicates the student is prepared to enroll in postsecondary general education core courses in reading, writing, and math without needing remediation.

The bill requires each school district and the institute to report to the department of education the graduation requirements that the school district, each charter high school of the school district, and each institute charter high school adopts, including the options available to high school students for demonstrating college and career readiness.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. (1) The general assembly finds that:

(a) Measures for the postsecondary and workforce readiness performance indicator were originally adopted as part of the "Education Accountability Act of 2009", article 11 of title 22. The measures took into
account the data available at the time for determining whether public high schools, school districts, and the state charter school institute were successfully graduating students who were prepared for postsecondary education or to enter the workforce.

(b) Since 2009, the state board of education, as required by statute, has adopted high school graduation guidelines. School districts and district and institute charter high schools are required to adopt local high school graduation requirements that meet or exceed the state guidelines and implement these requirements beginning in the fall of 2017 for the graduating class of 2021.

(c) The state high school graduation guidelines include a list of performance demonstrations that high school graduates may complete to demonstrate that they are academically ready for college and career. Each school district and each district or institute charter high school must select from this list those demonstrations that its students must successfully complete in order to graduate from high school. Thus, the performance of the school district or charter high school in enabling students to successfully complete the demonstrations will be reflected in the school district's and the state charter school institute's overall graduation rate and in the individual graduation rates of the public schools of the school district and the institute charter high schools.

(d) Many of the options for demonstrating college and career readiness, such as successfully completing advanced placement or international baccalaureate assessments or successfully enrolling in postsecondary courses through concurrent enrollment, empower students to demonstrate that they are working toward goals beyond high school graduation, often leading to higher levels of academic achievement while
they are enrolled in high school and when they subsequently enroll in
postsecondary education;

(e) As adopted by the state board, the standards of achievement
for the college and career readiness demonstrations reflect readiness for
some levels of postsecondary enrollment, but they do not demonstrate that
a student is prepared, without needing remediation, to enroll in the
postsecondary general education core courses in reading, writing, and
mathematics identified pursuant to section 23-1-125 (3);

(f) A student's level of achievement of some of the demonstration
options may be measured objectively by a score. For those demonstration
options, the state board of education should adopt both minimum
achievement standards and higher achievement standards that indicate a
student is prepared, without needing remediation, to enroll in the
postsecondary general education core courses in reading, writing, and
mathematics identified pursuant to section 23-1-125 (3). These higher
achievement standards will enable the state to give a public high school,
a school district, and the state charter school institute additional
performance credit based on the number of high school students who
successfully demonstrate that they are prepared to enroll in these
postsecondary general education courses without need for remediation.

(g) Enrolling in and receiving college-level credit for the
postsecondary general education core courses in reading, writing, and
mathematics identified pursuant to section 23-1-125 (3) while a student
is in high school also clearly demonstrates that a student is college and
career ready before high school graduation. It is appropriate that each
public high school, each school district, and the state charter school
institute receive additional performance credit for the percentage of high
school students who achieve this level of preparation before high school graduation.

(2) The general assembly finds, therefore, that it is appropriate to adopt additional measures for the postsecondary and workforce readiness performance indicator to determine the degree to which public high schools, school districts, and the state charter school institute enable high school students to successfully demonstrate that they are ready for college and career and the extent to which the public high schools, school districts, and the state charter school institute encourage high school students to enroll in, and prepare them to successfully complete, postsecondary core courses in reading, writing, and mathematics.

SECTION 2. In Colorado Revised Statutes, 22-11-103, amend the introductory portion; and add (9.5), (10.5), and (13.5) as follows:

22-11-103. Definitions. As used in this article ARTICLE 11, unless the context otherwise requires:

(9.5) "Concurrently enroll" means a student, while enrolled in high school, enrolls in postsecondary courses as provided in article 35 of title 22.

(10.5) "Demonstration options" means the methods by which a high school student may demonstrate college and career readiness as recommended in the high school graduation guidelines adopted by the state board pursuant to section 22-2-106(1)(a.5) and as specifically selected by the local school board of the school district in which a student is enrolled or by the district charter high school or institute charter high school in which a student is enrolled.

(13.5) "General education core courses" means the
POSTSECONDARY GENERAL EDUCATION CORE COURSES IN READING,
WRITING, AND MATHEMATICS IDENTIFIED PURSUANT TO SECTION 23-1-125
(3).

SECTION 3. In Colorado Revised Statutes, amend 22-11-104 as
follows:

22-11-104. RULES - COLLEGE AND CAREER READINESS ACHIEVEMENT
STANDARDS. (1) The state board shall promulgate rules pursuant to the
"State Administrative Procedure Act", article 4 of title 24, C.R.S., as
required in this article and may promulgate such additional rules as it
finds necessary for the implementation of this article, including but not
limited to rules establishing a numbering system to uniquely identify
individual students, including students enrolled in the Colorado preschool
program created pursuant to section 22-28-104.

(2) FOR EACH OF THE DEMONSTRATION OPTIONS BY WHICH A HIGH
SCHOOL STUDENT MAY DEMONSTRATE COLLEGE AND CAREER READINESS,
AS RECOMMENDED BY THE STATE BOARD IN THE HIGH SCHOOL
GRADUATION GUIDELINES ADOPTED PURSUANT TO SECTION 22-2-106
(1)(a.5), THE STATE BOARD SHALL ADOPT ACHIEVEMENT STANDARDS THAT
INDICATE A STUDENT HAS DEMONSTRATED A LEVEL OF COLLEGE AND
CAREER READINESS SUFFICIENT FOR HIGH SCHOOL GRADUATION AND,
WHERE OBJECTIVELY MEASURABLE, HIGHER ACHIEVEMENT STANDARDS
THAT INDICATE A STUDENT IS PREPARED, WITHOUT NEEDING
REMEDiation, TO ENROLL IN GENERAL EDUCATION CORE COURSES.

SECTION 4. In Colorado Revised Statutes, 22-11-204, amend
(4)(a)(III), (4)(b)(III), (4)(c)(III), (5)(a)(I)(F), (5)(b)(I)(F), and
(5)(c)(I)(F); and add (4)(a)(V), (4)(a)(VI), (4)(b)(V), (4)(b)(VI),
(4)(c)(V), and (4)(c)(VI), as follows:
22-11-204. Performance indicators - measures. (4) The department shall determine the level of attainment of each public high school, each school district, the institute, and the state as a whole on the postsecondary and workforce readiness indicator by using, at a minimum, the following measures:

(a) For each public high school, the department shall calculate:

(III) The graduation and dropout rates, as defined by rule of the state board; and

(V) The percentage of students enrolled in the public high school who concurrently enroll in and receive college course credits for completing general education core courses or higher level courses; and

(VI) Beginning in the 2020-21 school year, the percentage of students enrolled in the public high school who demonstrate college and career readiness, based on the demonstration options available to the students enrolled in the public high school, at the higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses.

(b) For each school district and the institute, the department shall calculate:

(III) The overall graduation and dropout rates, as defined by rule of the state board, for the district public high schools or the institute charter high schools; and

(V) The overall percentage of students enrolled in the district public high schools or all of the institute charter high schools who concurrently enroll in and receive college course
CREDITS FOR Completing general education core courses or higher level courses; AND

(VI) Beginning in the 2020-21 school year, the overall percentage of students enrolled in the district public high schools or all of the institute charter high schools who demonstrate college and career readiness, based on the demonstration options offered by the district charter high schools, the school district, or the institute charter high schools, at the higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses.

(c) For the state, the department shall calculate:

(III) The statewide graduation and dropout rates, as defined by rule of the state board, for the public high schools in the state; and

(V) The overall percentage of students enrolled in the public high schools of the state who concurrently enroll in and receive college course credits for completing general education core courses or higher level courses; and

(VI) Beginning in the 2020-21 school year, the overall percentage of students enrolled in the public high schools statewide who demonstrate college and career readiness, based on the demonstration options available to the students enrolled in each public high school, at the higher achievement level adopted by the state board that indicates a student is prepared, without needing remediation, to enroll in general education core courses.

(5) The department shall determine the level of attainment of each
public school, each school district, the institute, and the state as a whole
on the performance indicator that concerns the progress made in closing
the achievement and growth gaps by using the following measures:

(a) (I) For each public school, the department shall disaggregate
by student group:

(F) For each public high school, the percentage of students
enrolled in the eleventh grade in the public high school who score at each
achievement level of the standardized, curriculum-based, achievement,
college entrance examination or the percentages of students enrolled in
each of the grade levels included in the public high school who score at
each achievement level on the assessments administered pursuant to
section 22-7-1006.3 by the public high school; the percentages of students
graduating from the public high school who receive a diploma that
includes a postsecondary and workforce readiness endorsement or an
endorsement for exemplary demonstration of postsecondary and
workforce readiness; the graduation and dropout rates; and; beginning in
the 2016-17 school year, the percentages of students graduating from the
public high school who, in the school year immediately following
graduation from high school, enroll in a career and technical education
program, community college, or four-year institution of higher education;

THE PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH SCHOOL
WHO CONCURRENTLY ENROLL IN AND RECEIVE COLLEGE COURSE CREDITS
FOR COMPLETING GENERAL EDUCATION CORE COURSES OR HIGHER LEVEL
COURSES; AND, BEGINNING IN THE 2020-21 SCHOOL YEAR, THE
PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC HIGH SCHOOL WHO
DEMONSTRATE COLLEGE AND CAREER READINESS, BASED ON THE
DEMONSTRATION OPTIONS AVAILABLE TO THE STUDENTS ENROLLED IN THE
PUBLIC HIGH SCHOOL, AT THE HIGHER ACHIEVEMENT LEVEL ADOPTED BY
THE STATE BOARD THAT INDICATES A STUDENT IS PREPARED, WITHOUT
NEEDING REMEDIATION, TO ENROLL IN GENERAL EDUCATION CORE
COURSES.

(b) (I) For each school district and the institute, the department
shall disaggregate by student group:

(F) The overall percentage of students enrolled in the eleventh
grade in the district public high schools or the institute charter high
schools who score at each achievement level of the standardized,
curriculum-based, achievement, college entrance examination or the
percentages of students enrolled in each of the grade levels included in
the public high schools who score at each achievement level on the
assessments administered pursuant to section 22-7-1006.3 by the public
high schools; the overall percentages of students graduating from the
district public high schools, or the institute charter high schools, who
receive a diploma that includes a postsecondary and workforce readiness
endorsement or an endorsement for exemplary demonstration of
postsecondary and workforce readiness; the overall graduation and
dropout rates for the district public high schools or the institute charter
high schools; and, beginning in the 2016-17 school year, the overall
percentages of students graduating from the district public high schools
or the institute charter high schools who, in the school year immediately
following graduation from high school, enroll in a career and technical
education program, community college, or four-year institution of higher
education; AND THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN
THE DISTRICT PUBLIC HIGH SCHOOLS OR INSTITUTE CHARTER HIGH
SCHOOLS WHO CONCURRENTLY ENROLL IN AND RECEIVE COLLEGE COURSE
CREDITS FOR COMPLETING GENERAL EDUCATION CORE COURSES OR HIGHER LEVEL COURSES; AND, BEGINNING IN THE 2020-21 SCHOOL YEAR, THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN THE DISTRICT PUBLIC HIGH SCHOOLS OR INSTITUTE CHARTER HIGH SCHOOLS WHO DEMONSTRATE COLLEGE AND CAREER READINESS, BASED ON THE DEMONSTRATION OPTIONS ADOPTED BY THE DISTRICT CHARTER HIGH SCHOOL, SCHOOL DISTRICT, OR INSTITUTE CHARTER HIGH SCHOOL, AT THE HIGHER ACHIEVEMENT LEVEL ADOPTED BY THE STATE BOARD THAT INDICATES A STUDENT IS PREPARED, WITHOUT NEEDING REMEDIATION, TO ENROLL IN GENERAL EDUCATION CORE COURSES.

(c) (i) For the state, the department shall disaggregate by student group:

(F) The percentage of students enrolled in the eleventh grade in the public high schools in the state who score at each achievement level of the standardized, curriculum-based, achievement, college entrance examination or the percentages of students enrolled in each of the grade levels included in the public high schools in the state who score at each achievement level on the assessments administered pursuant to section 22-7-1006.3 by the public high schools; the overall percentages of students graduating from the public high schools in the state who receive diplomas that include postsecondary and workforce readiness endorsements or endorsements for exemplary demonstration of postsecondary and workforce readiness; the overall graduation and dropout rates for the public high schools in the state; and, beginning in the 2016-17 school year, the percentages of students graduating from the public high schools in the state who, in the school year immediately following graduation from high school, enroll in a career and technical
education program, community college, or four-year institution of higher
education; THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN THE
PUBLIC HIGH SCHOOLS OF THE STATE WHO CONCURRENTLY ENROLL IN AND
RECEIVE COLLEGE COURSE CREDITS FOR COMPLETING GENERAL
EDUCATION CORE COURSES OR HIGHER LEVEL COURSES; AND, BEGINNING
IN THE 2020-21 SCHOOL YEAR, THE OVERALL PERCENTAGE OF STUDENTS
ENROLLED IN THE PUBLIC HIGH SCHOOLS OF THE STATE WHO
DEMONSTRATE COLLEGE AND CAREER READINESS, BASED ON THE
DEMONSTRATION OPTIONS AVAILABLE TO THE STUDENTS ENROLLED IN
EACH PUBLIC HIGH SCHOOL, AT THE HIGHER ACHIEVEMENT LEVEL
ADOPTED BY THE STATE BOARD THAT INDICATES A STUDENT IS PREPARED,
WITHOUT NEEDING REMEDIATION, TO ENROLL IN GENERAL EDUCATION
CORE COURSES.

SECTION 5. In Colorado Revised Statutes, 22-11-504, amend
(1)(c), (1)(d), (2)(c), and (2)(d); and add (1)(e) and (2)(e) as follows:

22-11-504. School district and institute reporting
requirements. (1) Each school district shall annually report to the
department for each of the district public schools:
   (c) The accreditation category, with supporting data, for each
district public school; and
   (d) Any additional information required for the department to
implement the accreditation process described in part 2 of this article.
THE HIGH SCHOOL GRADUATION REQUIREMENTS ADOPTED BY THE LOCAL
SCHOOL BOARD, AS PROVIDED IN SECTION 22-32-109 (1)(kk), AND BY
EACH DISTRICT CHARTER HIGH SCHOOL, INCLUDING THE OPTIONS ADOPTED
BY THE LOCAL SCHOOL BOARD AND EACH DISTRICT CHARTER HIGH SCHOOL
BY WHICH A HIGH SCHOOL STUDENT MAY DEMONSTRATE COLLEGE AND
CAREER READINESS; AND

(e) Any additional information required for the department to implement the accreditation process described in part 2 of this article 11.

(2) The institute shall annually report to the department for each institute charter school:

(c) The accreditation category, with supporting data, for each institute charter school; and

(d) Any additional information required by the accreditation process described in part 2 of this article. The high school graduation requirements adopted by each institute charter high school, including the options adopted by each institute charter high school by which a high school student may demonstrate college and career readiness; and

(e) Any additional information required by the accreditation process described in part 2 of this article 11.

SECTION 6. Act subject to petition - effective date. This act takes effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly (August 9, 2017, if adjournment sine die is on May 10, 2017); except that, if a referendum petition is filed pursuant to section 1 (3) of article V of the state constitution against this act or an item, section, or part of this act within such period, then the act, item, section, or part will not take effect unless approved by the people at the general election to be held in November 2018 and, in such case, will take effect on the date of the official declaration of the vote thereon by the governor.
You Are Invited!

The 2017 Graduating Class of Colorado Springs Early Colleges Announces Commencement Exercises on Friday, May 26, 2017 at First United Methodist Church.

Doors will open to guests at 2:00 pm for a 3:00 pm start time. Please RSVP to Heather Peragine at heather.peragine@csec911.org.
2016-17 Head of School Self-Evaluation

Evaluation Process

<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heads of Schools -- Complete 2016-17 Head of School Self Evaluation Questionnaire and submit to both Keith and Robin.</td>
<td>March 13 - March 29</td>
</tr>
<tr>
<td>2</td>
<td>Heads of Schools -- Review academic reports and work with Robin to make sure reports are accurate.</td>
<td>March 13 - March 29</td>
</tr>
<tr>
<td>3</td>
<td>Robin -- Compile all self-evaluation questionnaires, academic reports, financial reports and supporting documents and submit to Keith for review.</td>
<td>March 29 – March 31</td>
</tr>
<tr>
<td>4</td>
<td>Keith – Review self-evaluation questionnaires and documents adding scores, notes and questions.</td>
<td>March 31 – April 7</td>
</tr>
<tr>
<td>5</td>
<td>Evaluation Meetings with Keith and each Head of School including a facilities inspection</td>
<td>April 7-21</td>
</tr>
<tr>
<td>6</td>
<td>Evaluation Revision/Recap to include Employee Survey results</td>
<td>June</td>
</tr>
</tbody>
</table>

Self-Evaluation Facts

- School data will be **not** be compared to other schools this year.
- Robin will pull the academic reports. (See #2)
  - Graduates College Achievements Projections
  - College Course Grades
  - College Readiness
- Please limit your responses to 500 words (2-3 paragraphs) to keep all self-evaluations a consistent length. (highlight text > click on Review tab > click on "Word Count")
- You may submit additional documents to support any of the questions in this self-evaluation.
- Type your answers in this document where it says "Click here to enter text." Please don't type anywhere else in the document, edit the questions, format your answers or change pagination.
2016-17 Head of School Self-Evaluation

Questionnaire

School:  

Head of School:  

Academics
These reports will be provided to you for review and submitted with your self-evaluation to the Administrator. You may add comments about your reports if you wish.

1. **Report: Graduates College Achievements Projections**
   Evaluation: Percentage of four-year students earning at least one of the following college achievements: Associates (or any) Degree, Certificate, 60 or more college credits.

2. **Report: College Course Grades**
   Evaluation: Percentage of college courses passed with a C or higher.

3. **Report: College Readiness**
   Evaluation: Percentage of students who are college ready.

Campus Culture/Climate

4. Describe how your school promotes a GRIT & GROWTH mindset and works to instill HOPE into students.

5. What is your process for choosing your recipients of the President's Award and Founder's Award?

6. Describe your school's current emergency plan.
2016-17 Head of School Self-Evaluation

Click here to enter text.

7. What kind of emergency and safety training did you provide to your staff during this school year?

Click here to enter text.

8. Is your school conducting the required number of drills at appropriate intervals throughout the school year?

Click here to enter text.

9. What percentage of your staff intends to return to CEC next fall? For those who are choosing not to return, without providing names, list the reason(s). If you are not renewing contracts for any of your employees, without providing names, give your reasons.

Click here to enter text.

School Leadership

10. Describe your current process for evaluating teachers and support staff and report on your progress toward completing this process for this school year.

Click here to enter text.

11. What specific professional development opportunities did you provide to your staff this year?

Click here to enter text.

12. What are the top five topics your leadership team addressed this year and what were the outcomes?

Click here to enter text.

13. Give two or three examples of how you serve as an ambassador for your school to your stakeholders, business partners and community.

Click here to enter text.
2016-17 Head of School Self-Evaluation

School Goals

14. List each of your 16-17 school goals and your progress toward completing each goal.

Click here to enter text.

15. What school goals are you considering for the 17-18 school year? (This is an initial step in the process of establishing your 17-18 school goals and is not intended to be final.)

Click here to enter text.
CHARTER SCHOOL CONTRACT AMENDMENT No. 1 to the COLORADO EARLY COLLEGES AURORA – CHARTER SCHOOL INSTITUTE CONTRACT DATED DECEMBER 13, 2016

1. PARTIES

THIS CONTRACT AMENDMENT NUMBER 1 ("Amendment") to the Colorado Early Colleges Aurora – Colorado Charter School Institute Contract dated December 13, 2016 ("Original Contract") is made this 14th day of April 2017, and is entered into by and between the Board of the Colorado Charter School Institute (hereinafter called "Institute"), and Colorado Early Colleges Aurora (hereinafter called "School.")

2. FACTUAL RECITALS

The Parties entered into the Original Contract on December 13, 2016, in order to establish the School as an Institute Charter School in Colorado. Said Original Contract remains in full force and effect in all its provisions, except as modified herein, through June 30, 2022.

3. CONSIDERATION

Consideration for this Amendment consists of the payments to be made hereunder and the obligations, promises, and agreements herein set forth.

4. LIMITS OF EFFECT

This Amendment is incorporated by reference into the Original Contract, and all prior amendments thereto, if any, remain in full force and effect, except as specifically modified herein.

5. MODIFICATIONS TO ORIGINAL CONTRACT

Exhibit E of the Original Contract is modified as follows:

SEE ATTACHED “EXHIBIT E: ENROLLMENT PROCEDURES”

6. EFFECTIVE DATE AND ENFORCEABILITY

This Amendment shall be effective and enforceable upon signature of the parties (hereinafter, "Effective Date").

7. ORDER OF PRECEDENCE

In the event of any conflict, inconsistency, variance, or contradiction between the provisions of this Amendment and any of the provisions of the Original Contract, the provisions of this Amendment shall in all respects supersede, govern, and control.
8. AVAILABLE FUNDS

Financial obligations of the State payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted or otherwise made available.

THE PARTIES HERETO HAVE EXECUTED THIS CONTRACT AMENDMENT NO. 1.

COLORADO CHARTER SCHOOL INSTITUTE

By: ________________________
    Chair, Board of Directors

COLORADO EARLY COLLEGES AURORA

By: ________________________
    Chair, Board of Directors

APPROVED AS TO FORM:

CYNTHIA H. COFFMAN
Attorney General

BY: ________________________
    Assistant Attorney General
EXHIBIT E: ENROLLMENT PROCEDURES

JF-G Enrollment

1. Colorado Early Colleges' Enrollment Policy is consistent with and follows the requirements of section 22-30.5-507 (3) of the Charter School Act.
2. Colorado Early Colleges Enrollment will be executed in a nondiscriminatory manner. Student recruitment and enrollment decisions shall be made without regard to race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, disability or need for special education services.
3. The community will be notified of the CEC schools' open enrollment process through a variety of media options. CEC will utilize one or more of the following to ensure public awareness: social media, community partnerships, newspaper, radio, web-sites, and printed material and public informational meetings.
4. When the number of applicants exceeds the number of spaces available, the school will use a non-discriminatory method of filling available spaces. When enrollment exceeds capacity:
   a. Existing schools will create a non-discriminatory wait list based on date of application.
   b. Schools that are receiving a grant will use a non-discriminatory method of filling available spaces. A lottery and wait list will be conducted and priority will be given according to the following: (See Lottery and Wait List Procedures below.)
      1) Siblings of students currently enrolled in the CEC School
      2) Dependents of full and part-time CEC staff members and CEC board members which is limited to 10 percent of the enrollment of the of the school.
      3) All other students
5. CEC's enrollment method includes additional features that assure compliance with public charter school grant requirements during any year in which any CEC school is receiving such a grant.

Enrollment Procedures

Timeline

a. Parents and students are encouraged to attend a CEC informational meeting. The school will clearly communicate at the informational meeting that any student residing in Colorado who satisfies the eligibility requirements can enroll in CEC.

b. Enrollment will open before February 1 each year for the following school year.
c. The leadership team will suspend enrollment when they determine the school is full and the waiting list is sufficient to fill any potential spaces that might open up before Pupil Count Day. The leadership team may re-open enrollment if space becomes available and the waiting list becomes exhausted before Pupil Count Day.

d. Applications will be accepted until Pupil Count Day, but will not be processed after enrollment has been suspended.

e. Enrollment will be closed on Pupil Count Day.

f. Students may be accepted after Pupil Count Day only when space is available.

2. **Continuing Enrollment** -- Pursuant to Colorado state law, students who enroll in the school will remain enrolled in the school through the highest grade served by the school, absent expulsion, graduation, court ordered placement, or IEP placement. Students wishing to transfer from the school to another school in their home district may do so only through the home district’s within-district transfer procedures.

3. **Students with Disabilities**- CEC does not discriminate based on disability or need for special education in any recruitment or enrollment decisions. Students admitted with an IEP or 504 Plan from a previous school shall be placed directly in a program that meets the requirements of such IEP or Section 504 Plan. An IEP Team meeting will be convened in accordance with state and federal law and CSI policies and procedures.

4. **Indigent Students** -- The school shall waive all fees for indigent students in accordance with applicable federal and state law. The school shall survey its student population for eligibility for free and reduced-price lunches under federal guidelines in accordance with State Board of Education regulations. On all fee lists and schedules, the school shall include notification of the policy of waiver of fees for indigent students.

5. **Participation in other Programs** – No student may be jointly enrolled in the school and in another district school or program without the written permission of the Charter School Institute and the school. Such written permission shall include the manner in which the costs of instruction shall be determined.

6. **Denial of Admission** -- Students may only be denied admission in accordance with the procedures set forth in the school Discipline Code.

7. **Use of a Lottery** -- If a startup grant is being received, the school(s) will use a lottery for students who are waitlisted. The lottery will be governed by the following rules:

a. The lottery rules will comply with the policies listed above.

b. If demand exceeds enrollment capacity, a lottery will be held. Students chosen from the lottery will be assigned a random priority number then
put on the wait list. The students will be taken from the wait list in the order of their random priority number.

c. If a student is chosen in the lottery and there is a sibling(s) who wants to attend the school, that sibling(s) will be given preference so siblings can attend the same school.

d. The lottery will be conducted annually at the latest during a two week window that ends with June 14 of each year. The Governing Board of Colorado Early Colleges will determine by policy the enrollment cap for the following school year, at the latest, by April 1 of each year if it believes there will be excessive enrollment for a school.

e. The founding families for the first year of a school are defined as children of the Governing Board, Leadership Team and parents who have volunteered at the school at least 25 hours prior to the first lottery and will be limited to 10 percent of the total enrollment cap.

f. If all students are enrolled from the June 14 lottery, the wait list process (below) will be used for new schools until Pupil Count Day.

8. Wait List

a. Prospective students will be placed on the wait list on the date that their enrollment process is complete including all paperwork/documents, required testing and pre-acceptance by the registrar. As space becomes available, the next student on the wait list who fits the space available will be offered acceptance.

b. Any spaces available after all students on the wait list have been offered admission will be filled on a first-come, first-served basis.

c. Students on the wait list who are not offered admission and wish to be considered for admission the following year must re-enroll for the following year.

Legal Refs:
C.R.S. 22-1-102 (defines "resident")
C.R.S. 22-1-102.5 (defines "homeless child")
C.R.S. 22-1-115 (school age is any age over five and under twenty-one years)
C.R.S. 22-2-409 (notification of risk)
C.R.S. 22-32-109 (1)(ii) (Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)
C.R.S. 22-32-115 (tuition to another school district)
C.R.S. 22-32-116 (non-resident students)
C.R.S. 22-32-138 (enrollment of students in out-of-home placements)
C.R.S. 22-33-103 through 22-33-110 (school attendance law) (22-33-104(4) Waived)
C.R.S. 22-33-105 (2)(c) (requiring hearing to be convened if requested within 10 days after denial of admission or expulsion)
FAQ Rights of Students with Disabilities in Public Charter Schools under Section 504 of the Rehabilitation Act of 1973, pp.20
1. PARTIES

THIS CONTRACT AMENDMENT NUMBER 4 ("Amendment") to the Colorado Early Colleges Parker – Colorado Charter School Institute Contract dated February 11, 2014 ("Original Contract") is made this 14th day of April 2017, and is entered into by and between the Board of the Colorado Charter School Institute (hereinafter called "Institute"), and Colorado Early Colleges Parker (hereinafter called "School.")

2. FACTUAL RECITALS


3. CONSIDERATION

Consideration for this Amendment consists of the payments to be made hereunder and the obligations, promises, and agreements herein set forth.

4. LIMITS OF EFFECT

This Amendment is incorporated by reference into the Original Contract, and all prior amendments thereto, if any, remain in full force and effect, except as specifically modified herein.

5. MODIFICATIONS TO ORIGINAL CONTRACT

6.4 Student Recruitment and Enrollment. Enrollment in the School shall be open to any child who resides within the state, except as limited by CRS 22-30.5-507(3). Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner specified by the School in the Application. In all cases, student recruitment and enrollment decisions shall be without regard to disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services in accordance with federal and state laws and constitutional provisions. Enrollment preferences, selection method, timeline, and procedures are described in Exhibit E. Any material changes to the School’s enrollment policies and procedures may be made only with the approval of the Institute and the School Board of Directors.

A. [DELETE]

B. [DELETE]
6.5 **Enrollment timeline and procedures.** [DELETE]

The attached "EXHIBIT E: ENROLLMENT PROCEDURES" is herein incorporated into the Contract.

6.6 **Admission process and procedures for students with disabilities.**

The School shall not discriminate based on disability or need for special education services in its recruitment, pre-admissions, admissions, and enrollment practices. Admission of students with disabilities shall be made in accordance with state and federal laws and regulations, Institute policies and procedures, Section 7.14 of the Contract, and the attached Exhibit E.

6. **EFFECTIVE DATE AND ENFORCEABILITY**

This Amendment shall be effective and enforceable upon signature of the parties (hereinafter, "Effective Date").

7. **ORDER OF PRECEDENCE**

In the event of any conflict, inconsistency, variance, or contradiction between the provisions of this Amendment and any of the provisions of the Original Contract, the provisions of this Amendment shall in all respects supersede, govern, and control.

8. **AVAILABLE FUNDS**

Financial obligations of the State payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted or otherwise made available.

THE PARTIES HERETO HAVE EXECUTED THIS CONTRACT AMENDMENT NO. 4.

**COLORADO CHARTER SCHOOL INSTITUTE**

APPROVED AS TO FORM:

CYNTHIA H. COFFMAN
Attorney General

BY: ____________________________
Assistant Attorney General

By: ____________________________
Chair, Board of Directors

**COLORADO EARLY COLLEGES PARKER**

By: ____________________________
Chair, Board of Directors
EXHIBIT E: ENROLLMENT PROCEDURES

JF-G Enrollment

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C.R.S. 22-32-109 (1)(II) (Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)
C.R.S. 22-32-115 (tuition to another school district)
C.R.S. 22-32-116 (non-resident students)
C.R.S. 22-32-138 (enrollment of students in out-of-home placements)
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C.R.S. 22-33-105 (2)(c) (requiring hearing to be convened if requested within 10 days after denial of admission or expulsion)
FAQ Rights of Students with Disabilities in Public Charter Schools under Section 504 of the Rehabilitation Act of 1973, pp.20
RESOLUTION 17XX

CONCERNING A CONTRACT AMENDMENT FOR THE ENROLLMENT POLICY

FOR THE COLORADO EARLY COLLEGES

WHEREAS, pursuant to the Institute Charter Schools Act, CRS 22-30.5-511, the COLORADO EARLY COLLEGES entered into contracts with the Colorado Charter School Institute (“CSI”) to operate CSI charter schools in Colorado Springs, Fort Collins, Parker, and Aurore;

WHEREAS, the COLORADO EARLY COLLEGES requested approval through the CSI Governing Document Modification process to amend their enrollment policy;

WHEREAS, CSI staff reviewed the proposed revised enrollment policy and recommends that the CSI Board approve the contract changes set forth in the attached contract amendments for COLORADO EARLY COLLEGES – PARKER and COLORADO EARLY COLLEGES – AURORA;

WHEREAS, a contract amendment is not needed for the COLORADO SPRINGS EARLY COLLEGE and COLORADO EARLY COLLEGE – FORT COLLINS as the revised enrollment policy will be incorporated into their 2017 renewal contracts;

NOW, THEREFORE, BE IT RESOLVED, by the CSI Board that the current charter contracts with the COLORADO EARLY COLLEGES PARKER and AURORA be amended pursuant to the terms set forth in the attached contract amendments.

Adopted this 14th day of April, 2017.

COLORADO CHARTER SCHOOL INSTITUTE
By:
Chair, Board of Directors

I certify that the foregoing Resolution No. 17XX was adopted by the CSI Board of Directors at a regular Board meeting upon notice as required by law on April 14, 2017, by [unanimous voice vote] [a roll-call vote of Aye ___, Nay ___, and Abstention ___].

By: Secretary, Board of Directors
## Combined Profit And Loss

July 2016 through February 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>CS</th>
<th>FC</th>
<th>P</th>
<th>A</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Total 1000000·STATE FUNDING</td>
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<td><strong>Total Income</strong></td>
<td>4,383,712.79</td>
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<td><strong>Expense</strong></td>
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<tr>
<td>Total 0030000·GENERAL HIGH SCHOOL EDI</td>
<td>114,043.89</td>
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<td>12,042.24</td>
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<td>Total 0050000·GENERAL POST-SECONDAR)</td>
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<td>Total 2100000·SUPPORT SERVICES-SUDEI</td>
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Few charter school grads earn degrees

High school success often fails students when they reach the college level.

Unlike many charter school networks, the Alliance College-Ready Public Schools boasts eye-popping statistics: 95% of its low-income students graduate from high school and go to college. Virtually all in the Los Angeles-based system qualify to attend California universities.

But the network’s own statistics suggest that few Alliance alumni are actually ready for the realities — academic, social and financial — of college. The vast majority drop out.

In all, more than three-fourths of Alliance alumni don’t earn a four-year college degree in the six years after they finish high school.

Publicly funded, but in most cases privately operated, charter schools such as Alliance are poised to become a much bigger part of the USA’s K-12 education system. Even as their popularity rises, charters face a harsh reality: Most boast promising, often jaw-dropping high school graduation rates, but much like Alliance, their college success rates, on average, leave three of four students without a degree.

Statistics for charter schools are hard to come by, but the best estimates put charters’ college persistence rates at about 23%. To be fair, the rate overall for low-income students — the kind of students typically served by charters — is even worse: just 9%. For low-income, high-minority urban public schools, most comparable to charters, the rate is 15%.

Although many charter schools offer students a more viable path to high school graduation, the low college success rate in many cases is forcing the schools themselves to rethink their offerings.

“It’s time for us to pivot. This is our work for the next 10 years.”

Dan Katzir, CEO, Alliance College-Ready Public Schools, on the need to better prepare students for college.

Nearly that long, charter officials say, to do so for more than just a few students.

The first charter school opened in St. Paul in 1992, and since then, the sector has grown steadily. Total enrollment topped 3 million students for the first time last fall, according to the National Alliance for Public Charter Schools. More than 6,900 schools enroll about 3.1 million students, about three times as many as a decade earlier. Last fall, alone, the alliance noted, more than 300 charter schools opened.

The Trump administration has floated an offer to allow even more families access to charter
Charter schools seek success in colleges

CONTINUED FROM IA

schools, among other choices such as private school vouchers and tax credits. In an editorial this month in USA TODAY, U.S. Education Secretary Betsy DeVos wrote of students stuck in "falling" neighborhood schools: "If they don't have the means to move to a better school district, then they're trapped."

Even educators in the charter world say that simply handing families more choices is unlikely to improve outcomes.

"It's a big, hard, thorny problem," says Seth Andrew, founder of Democracy Prep Public Schools, a network of 20 charter schools in New York, Washington, Camden, N.J., and Baton Rouge. Although its first alumni are not set to finish college until this spring, the network has pushed hard to make college completion a priority. He estimated that nearly nine in 10 Democracy Prep alumni are on track to earn a four-year degree.

Kevin Carey, director of the Education Policy program at New America, a Washington think tank, said many low-income students drop out of college because they're overwhelmed by high-level academics.

Others end up at colleges that are a lousy match. Even students at colleges that suit them may suffer from a lack of guidance or difficulties integrating into social and academic life. In some cases, Carey says, even successful students' families simply can't afford tuition, fees, room and board.

Founded in 2004, Alliance operates 28 middle and high schools throughout L.A., serving about 12,500 low-income students. It has even bigger ambitions: The network was part of a proposed $490 million plan in 2015 to move half of the city's students into charters. Proposed by the L.A.-based Bill and Edythe Broad Foundation, the plan has been opposed by teachers' unions and members of the city school board.

In its recruitment materials, Alliance says 100% of students fulfill all requirements for admission to a University of California or California State University college. What the materials don't mention is that since graduating its first class in 2008, just 22% of eligible students have actually completed college in the six years since high school graduation. Only 6% who start at two-year colleges eventually earn a four-year degree.

THE 'DROPOUT FACTORY'

Katritz, Alliance's CEO and a former Broad Foundation managing director, says the poor results should be taken in context, since Alliance's first job, more than a decade ago, was to raise high school graduation rates.

At the time, he says, charter schools set out to prove "that you could overcome the high school 'dropout factory,' and you could take these exact same students, provide them with opportunities and access to academic programming that enabled them to complete high school and get into college." That first decade or so, he said, "we were built to solve a problem in urban communities that no one else had done before, which is actually get poor black and brown scholars through high school. Once we were able to do that, then the question becomes "OK, well, what's next?"

He notes that for Alliance alumni who attend a group of 150 universities focused on helping minority students, the graduation rate is 69%. Alliance came up with the list by ranking 4,200 U.S. schools based on their graduation rates for "underrepresented minorities" and found that just 150 had a six-year graduation rate of 75% or higher.

In many ways, the college-persistence problem is not just a charter school problem but one that afflicts low-income students more generally.

In 2013, the Pell Institute for the Study of Opportunity in Higher Education, a Washington-based research group, found that students from the USA's lowest-income families were about one-eighth as likely as the wealthiest students to have a bachelor's degree by age 24. For the wealthiest, the rate was 77%. For the poorest? Just 9%.

The 9% figure is "just epically disappointing," says Katie Duffy, Democracy Prep's CEO. "A high school diploma is just not going to get our kids to the point where they can have resources and live that life of civic engagement."

Democracy Prep schools require college counselors to match graduates to appropriate colleges, Duffy says. Once students in college, a "really aggressive" team of 10 alumni tracks their progress, pulling transcripts and talking to both the student and college administrators about how they're doing.

Recent findings suggest that attending a charter school will probably push students toward attending a four-year college, but the most comprehensive graduation research, from the high school class of 2008, put the six-year college completion rate for charter high school students at just 23% for four-year colleges.

An additional 5% earned degrees from two-year colleges. Researchers cautioned that the sample size was small and subject to "higher variance and uncertainty" than the much larger group of district high school graduates.

'SOBERING' STATISTICS

In 2009, 15 years after the popular Knowledge Is Power Program (KIPP) opened its first middle school — and five years after its first high school — KIPP took a good look at the fate of its alumni. It found that six years after finishing high school, only about one in five students in New York had earned a college degree.

"It was pretty sobering," KIPP's Steve Mancini says. The chain began focusing less on simply getting students to col-

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lege and more on skills that would help them get through college, with an eye toward turning out graduates who could be successful after they left the heavily structured KIPP environment.

KIPP pushed its seniors to apply to more colleges. As recently as 2014, Mancini says, only 12% applied to six or more. The program trained counselors to match students more closely with colleges that fit their abilities. In 2011, KIPP looked more broadly at its alumni and found their four-year college completion rate had risen to 33%. Last year, the rate was 45%, and an additional 6% of alumni held two-year degrees. In the most recent high school class, 73% applied to six or more colleges.

Mancini says, “We still have room to grow, but I think that is incredible.”
Opposing View

Early College Charter Schools Produce High School and College Graduates—Simultaneously

Keith King

As a former state senator, I fully understand the temptation for those unfamiliar with the complex ways in which charter schools operate to homogenize what is actually an intricate system. No two charter schools are completely alike. In fact, many serve students from a variety of backgrounds and provide opportunities unique to students’ individual needs. To assume that most charter schools promise “often jaw-dropping high school graduation rates,” yet leave “three of four students without a college degree” is quite erroneous. The USA Today’s front page piece on March 15, “Few charter school grads earn degrees” failed to include statistics and information about the disruptive nature of the early college charter school concept.

Ten years ago, I founded Colorado Early Colleges in Colorado Springs, a network of charter high schools in Colorado Springs, Ft. Collins and Parker, Colorado where we give students the opportunity to earn an associate degree, or higher—for free. Since our inception in 2007, we have graduated nearly 1,200 students, with 320 of them earning a tuition-free associate degree from local community colleges and universities. Most of our graduating seniors transfer to four-year universities to complete their bachelor’s degree.

Each year, we see an increase in degrees earned by our high school students. Our network’s 2016 graduating class of 350 students produced nearly 140 associate degrees and one bachelor’s degree. This year, four of our high school seniors are scheduled to earn their diploma and a bachelor’s degree.

At CEC, our schools go above and beyond to prepare students for college and/or the workforce. In fact, in 2015, Newsweek Magazine named our largest school, Colorado Early Colleges Ft. Collins (CECFC), the No. 1 high school in the state of Colorado for Postsecondary and Workforce Readiness.

Among the 2015 statistics reviewed by Newsweek, CECFC scored 100 percent in the college bound category, 97.9 percent in its graduation rate and 85.7 percent for college readiness. It maintains a 1:106 counselor to student ratio, has a 95.3 percent dual enrollment participation, a 23 average ACT score, a 54.6 SAT/ACT composite score and an 82.5 AP/IB/Dual Enrollment Composite. In addition, this Newsweek aimed to identify schools that achieve success while helping students living in poverty. CECFC has 26.2 percent of its students meeting that criteria. In 2015, CECFC’s enrollment was at 505 students; out of the 80 graduates from that year, 43 earned an associate degree.

When I first tell people about our concurrent enrollment program, their first question is usually, “How do you pay for all those college courses?” Our schools pay for college courses from the same funds that both traditional and charter schools receive from the state called Per Pupil Revenue (PPR). We do not get any extra money at all from the state for our program. We are funded just like any other high school, according to the state funding formula. Our program does not cost the state any extra money, and we end up saving parents and families thousands of dollars. Since the beginning of our schools, we have spent $4.5 million on giving kids the opportunity to take college-level course. They have taken 10,000 courses and have passed 95 percent of them.

We give students the opportunity, through our “Grit and Growth Mindset” theme, to achieve more than they ever thought possible. We have high expectations, yet we meet students where they are and provide individualizes plans to help them reach their goals. Many of our students, regardless of their background, socio-economic status and past educational experiences, have found success with the early college model.
The reason why many charter schools are successful in producing students who continue their postsecondary education is because charter schools tend to be innovative and they tend to be disruptive. Our schools, and many other early college institutions throughout the country, have upset the traditional high school experience. In fact, our marketing slogan is “Reimagine High School Education.” We have reimagined a high school education to mean that all of the students who graduate from our high school can simultaneously earn an associate degree or more. This year, we will have five students earn bachelor’s degrees at by the time the graduate high school.

Go show me traditional schools in Colorado that are delivering five high school seniors with bachelor’s degrees. You won’t find it.

Keith King, a former Republican lawmaker from Colorado, is the Administrator of Colorado Early Colleges network of charter schools, where high school students earn their diploma and 60 or more tuition-free college credits.
## Board Calendar for April-June 2017

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<tr>
<th>Month</th>
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<th>Bethany sends out Final GB Packet by 5 p.m.</th>
<th>GB Meeting Date</th>
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<td>APRIL</td>
<td>April 12</td>
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<td>June 7</td>
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Bethany’s Board Calendar for March, April, May 2017
Meeting Minutes of the Colorado Early Colleges Board of Directors  
Friday, February 17, 2017  
12:30 p.m.: Courtyard by Marriott in the Board Meeting Room  
1200 Oakridge Drive  
Fort Collins, CO 80525

AGENDA

1. Call to Order

2. Approval of Agenda

3. Correspondence/Board Comments

4. Administration Report
   a. Governance Process for CEC: Keith’s role in CEC is transitioning to allow him more time to focus on legislative and expansion issues. Scott Anderson will be transitioning his role to able to focus on the day-to-day operations of the Network office. Michelle Sears-Ward and Deborah Hendrix are working on policies. Heads of Schools are working on evaluations.
   b. Ft. Collins Remodel: Project is on-schedule. Board members and other meeting attendees visited the site after the board meeting.
   c. 100-Day Plan Update: The plan is changing in structure. The Strategic Plan will include a one- and three-year plan, and is scheduled to be finished by the end of May, 2017.
   d. Lobbying SB 61 and the Post-Secondary Workforce Readiness Bill, and the Funding of Institute Charter Schools: Legislation will allow Colorado charter schools to get credit for concurrent enrollment.
   e. School Calendars: CSEC and CECFC have submitted their 2017-calendard for approval.

5. Public Comments

Recommend Approval of Colorado Springs Early Colleges 2017-18 Calendar

   Motion to approve the CSEC Calendar was made by Deborah Hendrix and seconded by Tom Clark. All voted in favor.

Recommend approval of Colorado Early Colleges Ft. Collins 2017-18 Calendar

   Motion to approve the CECFC Calendar was made by Deborah Hendrix and seconded by Terry McDonald. All voted in favor.
8. Approval of Consent Items
   a. Approval of the January 20, 2017, board meeting

   Motion to approve the CECFC Calendar was made by Deborah Hendrix and seconded
   by Art Cyphers. All voted in favor.

9. Executive Session: 1:30 to 2:15 p.m.
   a. The Board will meet in executive session pursuant to §24-6-402(4)(f), C.R.S
      to discuss a personnel matter.

   The Governing Board held the Executive Session from 1:30 to 2:15 p.m. and
   reconvened at 2:20 p.m.

10. Other Business

11. 2:30 p.m. to 4:00 p.m.: Tour of Innovation

12. Future Meetings of the Governing Board
   a. March 17, 2017
   b. April 21, 2017
   c. May 19, 2017
   d. June 16, 2017

   Meeting Adjourned at 4:00 p.m.