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Subject **ERS Service & Support Options for the BVSD Team**
To Rob Price <rob.price@bvsd.org>
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Rob

Thank you again for raising the questions about “what might be possible” and how ERS could support your team’s work.

Attached is a high-level menu of potential services for districts navigating enrollment shifts, portfolio planning, and long-term system design. This is intended as a starting point vs. a proposed scope—so that you can react to the range of ways we might be helpful.

I would love a chance to connect next week to hear your initial reactions, learn what feels most relevant to your context, and discuss where deeper partnership could add the most value to BVSD. Please let me know a few times that might work for a brief follow-up call.

Looking forward to continuing the conversation.

Angela

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Attachments:

- BoulderValley_ERS Portfolio Service Offerings_1.20.2026.docx

School Portfolio Service Offerings

January 2026

About ERS

Every school. Every child. Ready for tomorrow.

Education Resource Strategies empowers school system leaders to make transformational shifts in resources, structures, and practices so that all students—especially those with the greatest learning needs and those furthest from opportunity—attend a school where they can learn and thrive. We partner with district teams, expand leaders' knowledge and skills, and share lessons and tools with the field.

We know that for every school to succeed for every student, schools must be organized differently from the rigid class sizes, fixed time blocks, and un-differentiated teacher roles that still define "school" today. Ensuring positive learning experiences and high-quality instruction—in a fiscally sustainable way—requires significant resource shifts

Since 2005, we have worked hand-in-hand with the leaders of over 150 school systems and several states through partnerships focused on data (analysis & benchmarking), design (strategy, resource trade-offs & consensus building), and implementation (planning & monitoring). In all our work, we focus on the larger picture—how resources work together to create high-performing systems. Our non-profit status enables a different kind of partnership with districts and states: one in which we participate in the transformation struggle, create insights together, and share lessons with others.

ERS Experience with Portfolio Planning Projects

Previous Work Examples Related to Portfolio Changes

"The ERS team is one of the best and most experienced in this critical work facing districts across the country. I can't imagine tackling this issue without their help in seeing the inefficiencies, considering the possible trade-offs, and determining how we might reinvest in our scholar and educator experiences."

—Errick Greene, Superintendent of Jackson Public Schools

ERS' unique approach to facilities utilization planning—which we call school portfolio redesign—grounds decision-making in a clear vision for aspirational student experiences, a deep understanding of current district and school-level resource use, and a broad set of options for redesigning the school portfolio and increasing financial sustainability. ERS has always placed creating equitable student experiences at the center of all our work, an approach we have honed further over the last few years through our leadership of the Alliance for Resource Equity (ARE). Through ARE, we have studied how to use resources—people, time, and money—equitably across 10 dimensions relevant to students' experiences. We bring that framework to our portfolio design planning, as we support district leaders in exploring a range of portfolio redesign options by looking across multiple criteria:

Range of Portfolio Options

What are the possibilities?

- Attract and retain students through new special programs
- Share resources or facilities
- Redesign staffing and funding models
- Change grade configurations
- Close or consolidate schools

Portfolio Redesign Criteria

What do we need to consider?

- Impact on student learning and outcomes
- Equitable access to high-quality instruction in modern educational environments
- District and school staff capacity to implement shifts
- Efficient use of resources

Examples of past ERS school portfolio redesign projects include:

- **Hartford Public Schools:** In 2018, the HPS Board approved the District Model for Excellence, a school portfolio reconfiguration plan that would dramatically change schools' resource environments. The reorganization planned to make clearer pathways from kindergarten to 12th grade, more rigorous instruction, and more teacher collaboration. ERS supported HPS by assessing the resource implications at the system and school levels of implementing "community schools" and by supporting the design and implementation of a new "community school" vision. ERS also helped HPS develop a long-term model for financial sustainability, exploring factors such as major drivers of district revenue, the evolving costs of employee compensation, contracted services, measures of ongoing financial health, and approaches and considerations for fiscal planning. ERS and HPS developed a coherent school design strategy that aligned with the school vision and leveraged the benefits of reconfiguration, as articulated in the District Model for Excellence.
- **Pittsburgh Public Schools:** In 2024, ERS partnered with Pittsburgh Public Schools (PPS) to complete comprehensive analyses and stakeholder engagement to inform recommended changes to the district's school portfolio. The project was focused on addressing significant intersecting challenges: declining enrollment, low (and declining) school utilization rates, a significant budget deficit, and pervasive disparities in resource distribution and student experiences across their schools. Recognizing that the existing school facilities footprint often conflicted with the district's strategic vision, a comprehensive redesign of the school portfolio was deemed essential. ERS' engagement involved a student-centered design process informed by a multi-variable educational planning analysis that considered enrollment projections, facility utilization, and programmatic design. This multi-phase effort culminated in two evolutions of detailed recommendations presented to the PPS Board. In this scope of work, key elements included the team's analysis of trends in educational choices (specifically magnet programs), assistance to the district in executing deep stakeholder engagement, and multi-variable facility scenario planning including options for classroom additions, changes to facility use, and location of new schools and programs
- **Jackson Public Schools:** ERS completed an Enrollment Study for Jackson Public Schools in Summer 2019 at a critical juncture for the district. Since 2010, the district had experienced a 25% loss in student enrollment and JPS leaders knew they wanted to better understand the root causes of the decline and expert support to help identify best practice actions they could take in response. ERS' enrollment study focused on quantitatively documenting the major patterns and drivers of student attrition and mobility in JPS and advancing recommendations in three categories: (1)

equity across JPS' school communities and neighborhoods; and (2) structures for high-quality teaching and learning in schools; and (3) fiscal sustainability. We worked with the JPS Board and Leadership to document how JPS' under-enrolled schools prevented JPS' from expanding access to high-quality personalized learning and enrichment opportunities and increased the district's fixed costs and staffing inefficiencies. Following the ERS study, JPS publicly announced plans to redesign its school portfolio in support of "Excellence for All," sharing that "the district relied heavily on data from a recent enrollment study conducted by Education Resource Strategies."

- **Tulsa Public Schools:** Beginning in 2018, ERS supported TPS through a multiyear school portfolio redesign process. The work began with TPS articulating a key set of student experience-centric guiding principles that would inform any portfolio analysis, design, and decision-making. The principles included creating student access to exceptional learning experiences, establishing equitable access to specialized programs, building supportive conditions for educators, and investing sustainably and responsibly. The ERS team then analyzed the current school portfolio and discovered several areas of misalignment from the guiding principles—including a significant number of small elementary schools that limited access to programming and inequitable access to high-quality learning for Black and Latinx students. As a result of this work, TPS implemented a series of districtwide portfolio shifts between 2019 and 2021, including changing grade configurations, expanding enrollment at higher-performing schools, and focused consolidation of 5 under-enrolled schools.

The Opportunity

Outlined in this document are potential ways ERS can support K–12 districts as many systems navigate sustained enrollment shifts that are reshaping how schools are staffed, funded, and utilized across communities. Declining or uneven enrollment patterns increasingly strain academic programming, whole child services, transportation systems, and facilities budgets, while also raising important equity considerations regarding access to high-quality learning experiences for students in every neighborhood. In this context, districts are being asked to make some of the most consequential decisions they will face—often under significant fiscal pressure and public scrutiny—requiring rigorous analysis, transparent stakeholder engagement, and disciplined change management. The services described in this proposal are designed to help districts respond to these challenges in a thoughtful, data-driven manner that advances long-term sustainability and student success.

To support districts at different stages of readiness, ERS offers **three tiers of support for districts to select** that allows them to enter the work at the level that best matches their immediate needs while preserving flexibility to scale over time. We have outlined the following services or tiers for the districts to consider. We believe that districts could select one or more of these tiers based on their needs.

- **Tier 1 focuses on establishing a credible fact base and assessing decision readiness**.
- **Tier 2 supports the development and evaluation of system-wide portfolio options informed by community input.**
- **Tier 3 provides direct and hands-on assistance to implement approved actions and manages complex transitions and implementation phases**.

In addition to the core tiered offerings, ERS provides **optional add-on services** that can be included in the final scope to respond to district-specific context, emerging risks, or operational challenges (i.e. equity analysis, facilities). These add-on services allow the scope to be tailored based on district needs.

Together, these tiers—and the optional add-on services that can be layered in as needed—enable districts to align resources, facilities, and academic offerings with their educational vision in a way that is transparent, equitable, and operationally feasible.

Service Offering Menu

K–12 School Portfolio Change: Tiered Service Offerings

To reflect the varied contexts, timelines, and decision readiness of K–12 districts experiencing enrollment shifts, ERS has designed a tiered service model that allows districts to engage at the level most aligned to their immediate needs while preserving flexibility to scale over time. The framework below illustrates how districts typically progress from building a shared understanding of current conditions, to evaluating strategic portfolio options informed by community input, to implementing approved actions with care and discipline. Each tier is intentionally structured to support different decision points and governance moments, with optional add-on services available to deepen support in targeted areas based on district-specific priorities.

Tier 1: Foundational	**Tier 2: Comprehensive**	**Tier 3: Implementation**
"Develop the fact base and understand the current state"	*"Outline options & decide the path forward"*	*"Execute and implement with care"*
• Enrollment & utilization analysis • Equity & access analysis • School-level profiles • Decision principles • Readiness indicators	• Portfolio scenarios • Trade-off analysis • Community engagement • Board-ready materials • Decision framing	• School, student & transportation transitions • Staffing & program shifts • School implementation • Receiving school readiness • Change & communications • Monitoring
Typical Timing: 8–12 weeks	**Typical Timing: 4–6 months**	**Typical Timing: 6–12+ months**

Tier 1: Foundational Portfolio Analysis & Decision Readiness

Tier 1 support is designed to help districts build a **shared, credible understanding of current enrollment, facilities utilization, and resource allocation patterns** across the school system as a foundation for future planning. Through a focused, data-driven diagnostic, this work can help to establish a **transparent fact base** that examines how enrollment trends intersect with equity, access to academic programs, and whole child supports, while clarifying the **conditions under which more significant portfolio changes may need to be considered over time**. Importantly, Tier 1 does **not** involve recommendations related to school

closures or consolidations; instead, it strengthens decision readiness by aligning district and board leaders around common data, decision principles, and early indicators that can inform longer-term portfolio strategy.

Tier 2: Comprehensive Portfolio Strategy & Community-Informed Decision Support

Tier 2 support is designed to help districts **move from analysis to decision-making** by developing and evaluating **system-level school portfolio options** that respond to enrollment trends, equity considerations, financial sustainability, and the district's educational vision. Building on a strong fact base, this work supports district and board leaders in **framing clear decision choices**, analyzing trade-offs across academic quality, student access, resource allocation, and operational feasibility, and engaging stakeholders in ways that meaningfully inform those decisions. Tier 2 typically includes the development of **multiple portfolio scenarios**, equity and impact analyses, and a sequenced community engagement strategy, culminating in **vote-ready materials and decision framing** that enable leaders to make transparent, well-informed choices about the future of the district's school portfolio. This tier focuses on decision support and does **not** include implementation or transition management following final action.

Tier 3: Portfolio Implementation & Transition Support

Tier 3 support is designed to help districts **translate approved portfolio decisions into effective, well-managed implementation** that minimizes disruption and advances equitable outcomes for students, families, and educators. Building on decisions made through Tier 2, this work provides hands-on support to plan and manage **student, staff, transportation, and facilities transitions**, ensuring receiving schools are prepared to deliver high-quality academic and whole child experiences. Tier 3 typically includes detailed implementation and phasing plans, change management and communications support, leadership coaching during high-stakes transitions, and ongoing monitoring to identify risks, support course correction, and sustain momentum over time. This tier is most appropriate for districts that have committed to portfolio actions such as school closures, consolidations, relocations, or program redesign and are seeking a trusted partner to support execution with care, clarity, and accountability.

Proposed Timeline and Budget

ERS is prepared to partner closely with districts to develop a customized scope of work informed by district feedback and any additional information needed to finalize the scope of work and/or engagement. Using the tiered service model and optional add-on supports described above, ERS would collaborate with district leadership to co-design a set of services that reflect the district's priorities, local context, and decision-making timeline.

Please note that project timing and pricing varies by tier based on district readiness, scope, and the complexity of decisions under consideration. Tier 1 engagements are typically completed within **8–12 weeks** to establish a credible fact base and assess decision readiness; Tier 2 engagements generally span **4–6 months** to support portfolio scenario development, stakeholder engagement, and board deliberations; and Tier 3 engagements often extend **6–12 months or longer** to enable detailed implementation planning, transition management, and post-decision monitoring. In all cases, ERS works with district leadership to align timelines to governance calendars, budget cycles, and local decision milestones.