



Board Agenda

March 14, 2017 3:30 – 5:30 p.m..

3850 Pony Tracks Drive, Colorado Springs, CO 80922

I. Preliminaries

- A. Call to order
- B. Roll call
- C. Welcome to guests
- D. Pledge of Allegiance
- E. Public Comment
- F. Approval of agenda

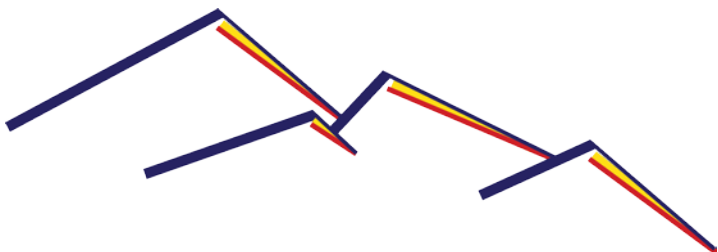
II. Consent Agenda

- A. Meeting Minutes from December 16, 2016 Board Meeting

III. Action Items

IV. Discussion Items

- A. Board Membership – Brad Miller
- B. CD BOCES Briefing – Kim McClelland
- C. STEMSCO Briefing – Dianne Kingsland
- D. Additional Board Meeting Discussion – Kim McClelland
- E. Innovation Status for Schools – Kim McClelland and Becky Engasser



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V. Information

- A. Marketing Update – Kim McClelland, Tonya Grantham, Karole Campbell
- B. Legislative Update – Amy Attwood
- C. Mid-Year Growth Data – Phillip Williams

VI. Other Business

VII. Reports, in writing unless there are questions

- A. Executive Director Board Report
- B. Education and Operations Director Board Report
- C. Assessment and Data Coordinator Board Report
- D. Business Director Board Report
- E. Assistant Director of Educational Services
- F. Assistant Director of Special Programs
- G. K-12 Board Report (CPA and PPOS)
- H. MVV Board Report
- I. RMDA Board Report
- J. STEMsCO Board Report

VIII. Adjourn

*Board Meeting Notes for 12-16-16
11:30-1:30 P.M.*

Guests/Staff: Nicole Tiley, Maria Walker, Rebecca Engasser, Brad Miller, Brett Ridgway

Guests on Conference Call: none

Via Skype and/or Google Hangout: Amy Attwood, Kim McClelland

*Note: Meeting began at 11:42. Recess at 12:18p.m. and returned at 12:19p.m.
Amy Attwood signed off at 12:17p.m. and Kim McClelland arrived at 12:19p.m.*

Motion to amend the agenda to move Discussion item "B" Amended Budget to Action Item III C:

Holloman made the motion; seconded by Nace. The motion passed ____ 4-0 ____

	Franko	Holloman	Lavere-Wright	Nace
Voted AYE	x	x	x	x
Voted NAY				
Not at mtg.				

Approval for Consent Agenda.

Motion to Approve the Board Meeting Minutes from _October 21, 2016____

Holloman_ made the motion; seconded by _Nace_. The motion passed ____ 4-0 ____

	Franko	Holloman	Lavere-Wright	Nace
Voted AYE	x	x	x	x
Voted NAY				
Not at mtg.				

Approval for Action Items.

Motion to Approve __CEL Mountain BOCES Contract

Holloman made the motion; seconded by _Nace. The motion passed 4-0

	Franko	Holloman	Lavere-Wright	Nace
Voted AYE	x	x	x	x
Voted NAY				
Not at mtg.				

Approval for Action Items.

Motion to Approve _Accreditation Acceptance Rating

Holloman made the motion; seconded by Nace_____. The motion passed _4-0_

	Franko	Holloman	Lavere-Wright	Nace
Voted AYE	x	x	x	x
Voted NAY				
Not at mtg.				

Approval for Action Items.

Motion to Approve __the Amended Budget.

Holloman made the motion; seconded by _Nace. The motion passed 4-0

	Franko	Holloman	Lavere-Wright	Nace
Voted AYE	x	x	x	x
Voted NAY				
Not at mtg.				

Approval to Adjourn.

_Holloman_made the motion; seconded _Nace_____ . Motion passed 4-0

	Franko	Holloman	Lavere-Wright	Nace
Voted AYE	X	X	X	X
Voted NAY				
Not at mtg.				



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 14, 2017

Prepared by: Brad Miller

Title of Agenda Item: Board Membership

Item Type: ☒ Action ☐ Information ☒ Discussion

Background Information, Description of Need: The board of CDBOCES sometimes faces difficulty in having a quorum at scheduled meetings due to our small size. CDBOCES also has engaged in discussion on whether an entity with only two members is stable enough in the event that leadership at a member organization decides to withdraw.

Relevant Data and Expected Outcomes: CDBOCES has been directly approached by one school district seeking a discussion about membership. Adding this district, or other districts, may provide greater stability for the organization. Alternatively, as currently configured, CDBOCES has the option of adding as many as three additional community members to its board as a different way to create stability.

Recommended Course of Action/Motion Requested: I move to direct Kim McClelland to invite [] district/IHE to negotiate for consideration as a member of CDBOCES /ALT/ I move to direct [board subcommittee] to bring recommendations for new at-large directors for CDBOCES.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 14th 2017

Prepared by: Kim McClelland

Title of Agenda Item: CD BOCES Briefing

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

The Colorado Digital BOCES has been growing for the last 4 years and with this growth are many different projects that have occurred. Our schools and services look very different from the beginning of the CD BOCES to where the CD BOCES is now. It is the hope of the administration that this briefing and information will help the Board of Directors better understand the work that our teams in working on.

Relevant Data and Expected Outcomes:

The CD BOCES Projects list will help the Board to understand what projects the CD BOCES is working on, who is responsible and what the status of our projects are. This will help for us to, as a team, know where we need more support and more funding as we continue to grow.

Recommended Course of Action/Motion Requested:

None



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Project Name

Person (S) Responsible

Blended Campus Pathways	Kim, Janet, and Greg
CTE state wide collaboration and approvals	Greg, Kim
Pikes Peak Ed Lab/Innovation Cluster	Greg, Kim
Consulting	Greg
Grant Aquisitions	Greg, Kim
CEL Grant Consulting	Greg
IT	Greg
Supplimental Online course support	Greg
Board Policy updates	Kim, Denise, Brad
CD BOCES Procedure Manual	Kindra, Denise
HR Procedures, SDS, and Applitrack	Becky, Maria
School Site Visits and Executive Summaries	Kindra
Score Card support and data	Kindra, Jennifer Turnbull
Alternative Accreditaion Framework	Kindra, Jennifer Turnbull
Thought Exchange	Kim
School Improvement	Kindra, Kim
New school proposals	Kindra, Kim
School Marketing and PR	Kim, Tonya, and Madwomen Marketing
OER/Amazon Inspire	Greg
School Management	Kindra, and Kim
Legislative agenda and support	Kim, Amy Attwood
Graduation Pathways and requirement	Kim, with school leaders and counselors
Fontan Relational Education school implementation	Kindra, Principal, Erika, Kim
AU Application	Kris, Kindra
New partnership for CD BOCES	Kim, Brad
Leadership support and professional Development	Kim, Kindra, (Flippen Group)
CDE Grants	Kim

Status

Development

Development

Exploration

Deployment

Development

Deployment

Refinement

Deployment

Refinement

Development

Development

Refinement

Refinement

Exploration

Refinement

Deployment

Exploration

Deployment

Exploration

Refinement

Exploration

Development

Deployment

Development

Exploration

Development

Refinement



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 14, 2017

Prepared by: Dianne Kingsland

Title of Agenda Item:

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

STEMsCO provides workforce readiness pathways for students and opportunities for teachers to participate and learn from industry and business. STEM is not considered to be the traditional silo definition, and its whole meaning is used in society's every day way of life.

Relevant Data and Expected Outcomes:

The only data collected at this time is on the Widefield team that finished the prototype and presented to the engineers for Bal Seal Engineering – 100% of the students on the team participated, presented, and are being badged. This was a team of four. We haven't heard from the other team in D49.

Recommended Course of Action/Motion Requested:

1. Exploring New Items:

STEMsCO is exploring a relationship with the McKenzie Group right now. It's a group out of CA that is currently working with 18 and older on soft skills and career pathways with certifications. The McKenzie Group is physically in Colorado, but they haven't started any programs yet.

2. Development of Things in Place



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The “Badging” of competencies (se attached) is a recent development. STEMsCO will be the pilot for the Colorado in badging K-12 student competencies, and we will be keeping the competencies in a student database (cloud) attached to the STEMsCO website. To date, Widefield’s students working with Bal Seal have had their 21st century skills assessed through Bring You’re a Game and their presentation skills badged. (See attached)

The next task is to assess and badge the Peyton Wood’s program, and the skills that will be learned and assessed at the National Woods Manufacturing Training Center.

Nikki Lester from D49 is looking to purchase the Bring You’re a Game and become a trainer for Bring You’re a Game, so we can run students through the program to measure their 21st century skills.

3. Finished Projects that Need Refining.

STEMsCO is finishing and refining the Career Tech Ed STEM Curriculum that our team is currently working on. This curriculum is a “bird’s eye view” of STEM to be deployed to all secondary schools in Colorado for free in fall of 2017. STEMsCO has written this yearlong curriculum to include skill building, 21st century skills, hands-on project based, and all projects are Colorado focused. This curriculum is based on quarters with lots of flexibility for the teacher to implement to fit their schedule and classrooms.

4. Deployment

CTE STEM Curriculum - Colorado CTE will deploy the STEM curriculum after their team formats the curriculum.

A+ class – currently being deployed online through schoology, and Thomas Russell (FHS) is the instructor. STEMsCO is paying Mr. Russell as an adjunct instructor for STEMsCO. The class is offered on Wednesday evening.









Badging – Once our contact from Colorado Community College examines a program, speaks with the engineers or professionals, and compares skills to the state




standards, she has her person create the badge to be awarded. The badges are kept on our website.

5. Current Project update

STEMsCO just started an A+ class for teachers to train and certify to go back and teach their own students. This class started on February 15, and we only had 3 enroll – two DPS teachers and one D49 teacher. We thought there was going to be more. The class comes with the textbook, enough information to take the certification, and the lesson plans to teach their own students.

Badge Graphic	Badge Name	Competency
	Reliability	<ul style="list-style-type: none"> Employee is consistently early or on time for his/her shift. Fulfills all commitments made to peers, co-workers, and supervisor.
	Professionalism	<ul style="list-style-type: none"> Employee consistently dresses appropriately for their position and follows company dress codes. Develops and maintain positive working relationships with co-workers by being punctual, keeping personal telephone calls to a minimum, and maintaining a pleasant work attitude.
	Positivity	<ul style="list-style-type: none"> Employee applies enthusiasm and passion to their work on a daily basis. Helps and supports fellow employees in their work to contribute to overall company success.
	Initiative	<ul style="list-style-type: none"> Employee routinely practices going beyond basic job expectations. Creates opportunities or minimizes potential problems by anticipating and preparing for these in advance.
	Respect	<ul style="list-style-type: none"> Employee operates within company policies and rules. Demonstrates respect for the opinions of others. Sets and maintains high performance standards for self and others that support company's strategic plan and holds self and other team members accountable for achieving results.
	Integrity	<ul style="list-style-type: none"> Employee takes responsibility for both positive and negative job performance. Double-checks the accuracy of information and work product to provide accurate and consistent work.
	Gratitude	<ul style="list-style-type: none"> Employee demonstrates authentic service both to clients and fellow employees. Asks questions to identify the needs or expectations of others. Considers the impact on the external or internal customer when taking action, or carrying out one's own job responsibilities. Looks for creative approaches to providing or improving services that may increase efficiency and decrease cost.
	Responsibility	<ul style="list-style-type: none"> Employee demonstrates the ability to complete projects or tasks even if there is problems or difficulties from beginning to the end. Maintains composure, focus and productivity during stressful ad challenging times. Maintains an optimistic and positive outlook, responding constructively when presented with challenge or change.

	Team Work	<ul style="list-style-type: none">• Employee can work in a team to multiply results and divide problems in workable solutions• Genuinely values and recognizes the ideas, abilities, contributions and differences of others• Works collaboratively with colleagues at all levels across the organization toward shared goals and the common good• Uses diverse techniques and methods to help team members attain high levels of performance and success.
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WANT TO KNOW MORE?

Let us...

- Talk to your hiring managers about digital badges
- Help define work skills needed for employee training
- Create badges for your workforce

Contact Brenda Perea for all of your badging needs:

✉ BRENDA.PEREA@CCCS.EDU
☎ (720) 858-2855

- Badge current employee skills
- Help target prospective employee's skills
- Help identify competencies that directly affect turnover
- Help recognize soft skills: leadership, team work and collaboration
- Create workforce development pathways

COMPANIES THAT USE BADGING

- ☞ IBM
- ☞ CISCO
- ☞ ADOBE
- ☞ SAMSUNG
- ☞ U.S. MILITARY
- ☞ HUNTER DOUGLAS
- ☞ BANK OF AMERICA
- ☞ NATIONAL PARK SERVICE
- ☞ CO DEPARTMENT OF TRANSPORTATION

Colorado Community College System
(720) 858-2855
CCCS.EDU
9101 E Lowry Blvd
Denver, Colorado 80230



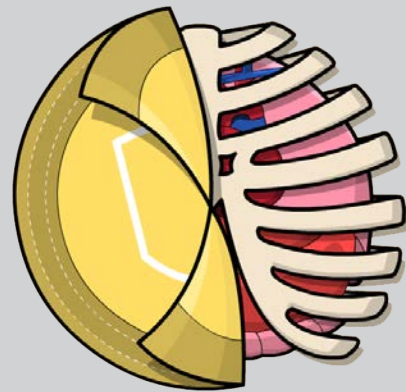
COLORADO COMMUNITY
COLLEGE SYSTEM

**BENEFITS OF
DIGITAL BADGES
IN THE WORKPLACE**



OPEN BADGE ANATOMY

When you peel back the badge, here's what you will find behind it:



- Badge Name
- Description
- Criteria
- Issuer
- Evidence
- Date Issued

Verified competencies through defined criteria, context and evidence, so you know what badge earners can “do”.

MACHINING & ENGINEERING GRAPHICS BADGES

WHY BADGING BENEFITS EMPLOYERS

- Helps employers better identify qualified employees and reduce recruiting time, employee turn-over, and cost of retraining
- Builds a competitive, highly skilled workforce
- Managing employees more effectively (performance management, talent management tool)
- Matching job requirements with applicant skills and abilities
- Bridge building between learning providers and employment requirements
- Recognizing/aggregating training sourced externally





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 14, 2017

Prepared by: Becky Engasser

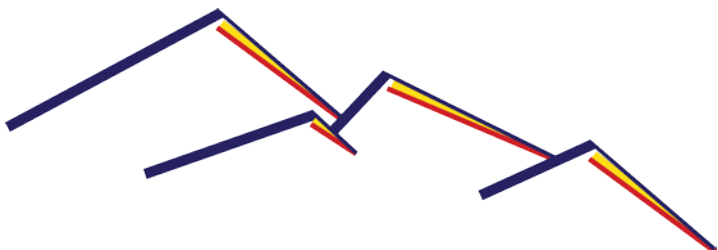
Title of Agenda Item: Innovation Status for Schools

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need: CDBOCES is looking into applying for an Innovation Plan to allow all staff (to include educators/principals/administrators) from contracted employment to “at-will-employment”. The Colorado Department of Education has stated that “Under current statute, a BOCES cannot apply to become an Innovation Zone (and therefore be approved for waivers under the Innovation Plan) nor can it apply for district waivers under Section 22-2-117, C.R.S.”

Relevant Data and Expected Outcomes: Per legal counsel it may be argued that statute does not specifically state that BOCES cannot apply to become an innovation zone, stating that CDBOCES operates schools as authorized by member districts. It may be argued that the individual schools could possibly qualify as an innovation zone, as all CDBOCES schools share a common educational focus. If CDBOCES argument is rejected because the BOCES public contract schools don’t qualify, we may be able to press an argument that they are not subject to the Teacher Employment, Compensation, and Dismissal Act.

Recommended Course of Action/Motion Requested: Board recommendation for course of action is requested at this time.



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BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 14th 2017

Prepared by: Kim McClelland

Title of Agenda Item: Marketing update

Item Type: ☐ Action X ☐ Information ☐ Discussion

Background Information, Description of Need:

Since the CD BOCES manages and operates two of its own schools it is important that we have a marketing strategy since all our schools are 100% choice enrollment. Our schools need to grow just like any other school in order to provide the full services we need for educating our students. The CD BOCES enrolls students state-wide and therefore needs to market to students state-wide.

Relevant Data and Expected Outcomes:

We believe that student who choose an online school should choose a CD BOCES school or D49 online school because of the services and support we provide to our schools. The CD BOCES has hired a Marketing firm to support our marketing efforts and is updating you on our marketing plan for this next enrollment season.

Recommended Course of Action/Motion Requested:

None



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Colorado Digital BOCES Marketing Update

March 3, 2017

Website Update Strategy

- Website Update
 - Improve customer experience and navigability
 - Improve visual appeal and structure
 - Tighten sales “funnel” – online registrations
 - Improve site searchability

Digital Advertising Strategy

- Geography: Colorado only, emphasis on front range, smaller communities
- Target Audience: Parents (primarily moms) of students aged 12-20 and students 16-20
- Search Criteria: Bullying, non-traditional education, information on high/low achievers, Autism spectrum, career education, academic and behavioral counseling, learning disabilities, exceptional learners, self-directed learning, concurrent enrollment, online/blended learning, topics related to traveling/elite dancers, athletes, performers, alternatives to home school/home schooling, personalized education, at risk youth/students, one-on-one education/schooling, hack schooling, at risk, LGBT, college classes in high school, tuition free college, self paced, school anxiety, music students, working students, work study, work and high school, online high school Colorado, virtual high school Colorado, Free online school, personalized learning, unschool, STEM, internship, independent learner, high tech, Fontan Relational Education
- Strategies: search, contextual search, content search, retargeting, specific demographic-targeted venues, Facebook/social media advertising

Social Media Strategy

- Backbone social media services ensuring *at least* 3 posts a week on Facebook and Instagram and a daily post on Twitter for both schools, as well as 6 posts a week on CD BOCES Twitter account.
- Work with Student/Family Relations Specialist to create and curate additional social media content that gives more personal insight into each school.
- Depending on the workload of the Student/Family Relations Specialist, work toward transitioning most social media duties in-house, with continued support and strategy from external social media consultant.
- Social media is a long term strategy that requires buy-in and participation from staff, students, and parents. Because social media was essentially neglected by the previous marketing consultants, June 2016-May 2017 will serve as a benchmark for social media success moving forward.
- Key Metrics
 - MVV – 868 Facebook likes (they jumped up in August and September and began to fall a bit in October); Facebook posts are reaching an average of 67 people, 3x more than prior to increased social media presence; 136 Instagram followers; 434 Twitter followers
 - RMDA – 148 Facebook likes (they jumped up in August, September, and October, but have stayed fairly static since October); 119 Instagram followers, 120 Twitter followers

Event and Outreach Strategy

- In person events Held throughout the state, mainly front range
 - Coffee Connects (Starting in March and running through September)
 - Virtual information sessions (Starting in March and running through September)
- Networking Events
 - Urban Peak
 - LGBT & Rainbow Alley in Denver Metro area
 - Teenage Sex Traffic Support Group
 - Care and Share Annual Luncheon
- Large Expos and Fairs
 - Gazette Career and Education Fair
 - Denver Pride Fest

Mountain View Virtual

- New website tour
- Creative Executions
- Digital Advertising Campaign – YTD Results
- Social Media - YTD Results

Rocky Mountain Digital Academy

- New website tour
- Creative Update
- Digital Advertising Campaign – YTD Results
- Social Media - YTD Results



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 14, 2017

Prepared by: Phil Williams- District Assessment and Data Coordinator

Title of Agenda Item: CD BOCES School Data

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

The attached pages contain benchmark assessment growth data from the beginning of the year to the middle of the year. The growth data in the attached pages represent the percentage of students who made growth in reading, writing, and math. The STAR 360 reading and math benchmark assessment is administered to all high school students in each school. The iReady benchmark assessment is administered to all elementary and middle school students at CPA.

Relevant Data and Expected Outcomes:

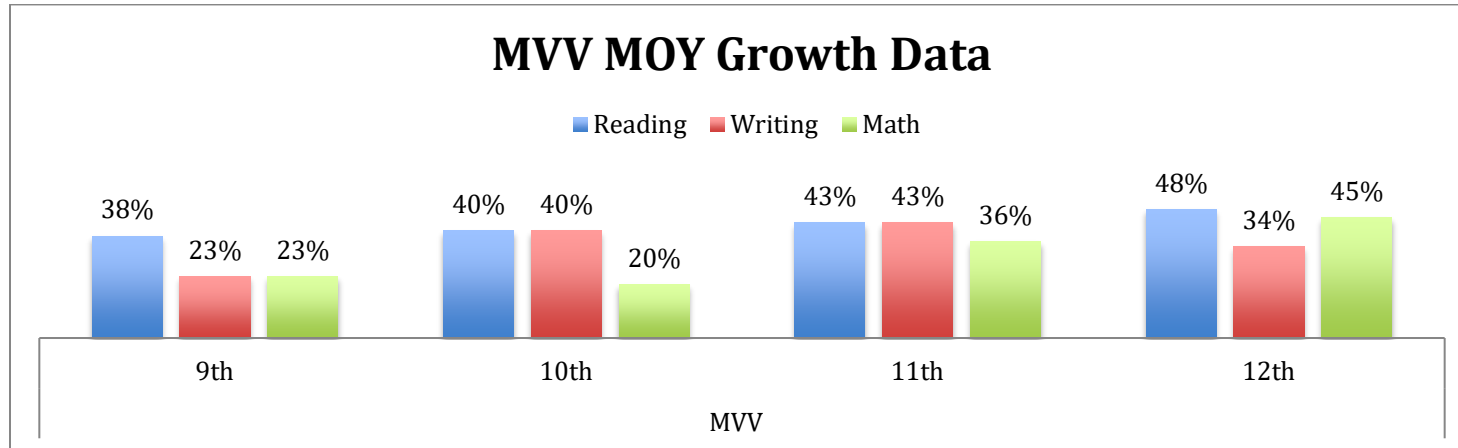
The data is in the following attachment.

Recommended Course of Action/Motion Requested:

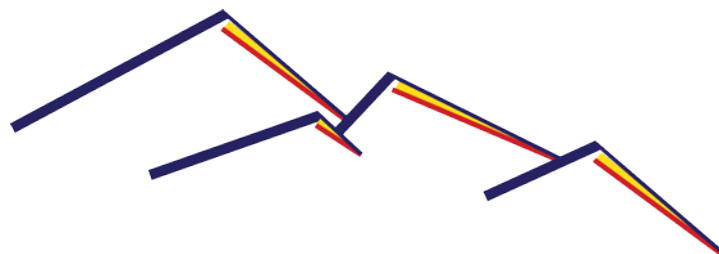
None



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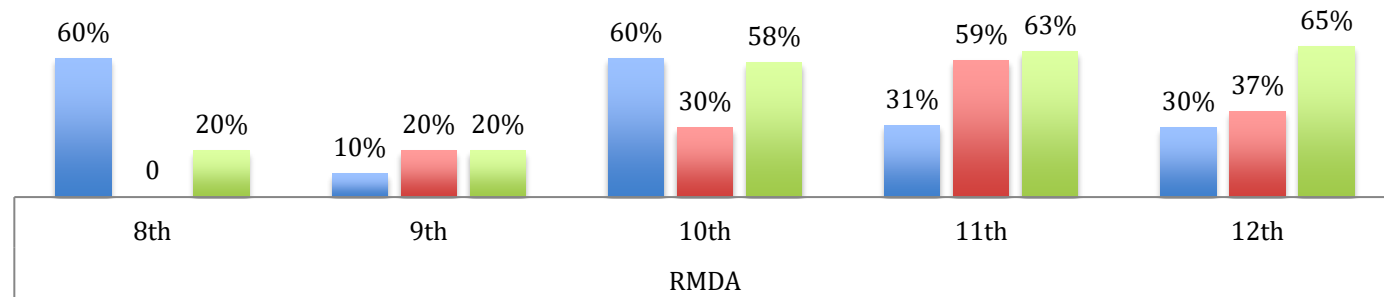


MVV	Reading	Writing	Math
9 th	5/13- 38%	3/13- 23%	3/13- 23%
10 th	8/20- 40%	8/20- 40%	4/20- 20%
11 th	13/30- 43%	13/30- 43%	11/30- 36%
12 th	17/35- 48%	12/35- 34%	9/35- 45%
Total	43/98	36/98	27/98



RMDA MOY Growth Data

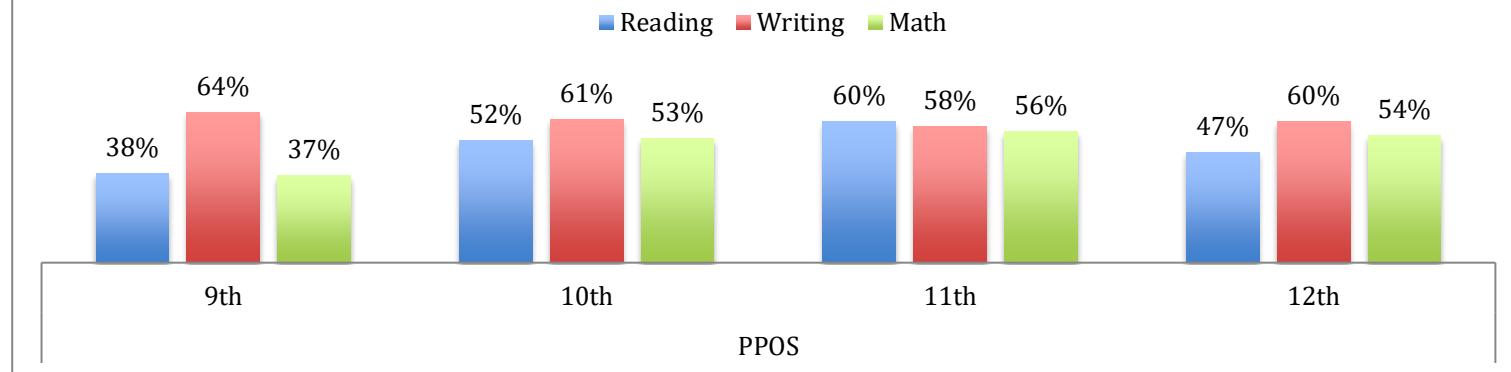
■ Reading ■ Writing ■ Math



RMDA	Reading	Writing	Math
8 th	3/8-60%	0/8-0%	1/8-20%
9 th	1/10-10%	2/10-20%	2/10-20%
10 th	6/13-60%	3/10-30%	7/12-58%
11 th	7/22-31%	13/22-59%	14/22-63%
12 th	7/24-30%	10/27-37%	15/24-65%
Total	24/74	28/77	39/72

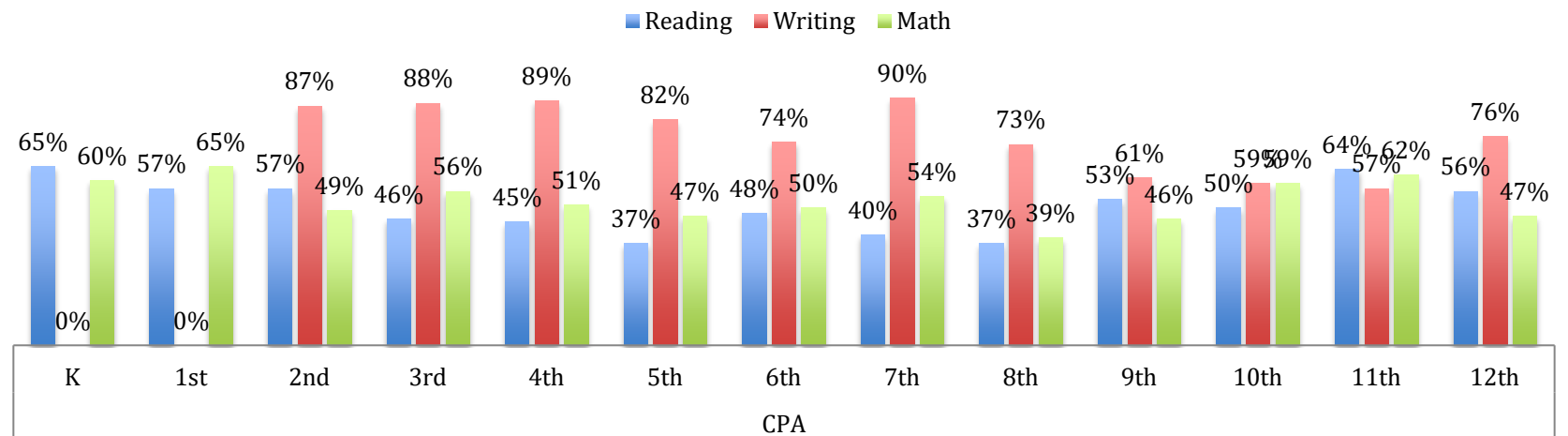


PPOS MOY Browth Data



PPOS	Reading	Writing	Math
9 th	15/40-38%	14/22-64%	14/38-37%
10 th	44/84-52%	33/54-61%	43/81-53%
11 th	55/92-60%	36/62-58%	49/88-56%
12 th	46/98-47%	41/68-60%	50/92-54%
Total	175/314-56%	124/206-60%	156/299-52%

CPA MOY Growth Data



CPA	Reading	Writing	Math
K	49/75-65%	0	45/75-60%
1 st	44/77-57%	0	50/77-65%
2 nd	46/80-57%	52/60-87%	39/79-49%
3 rd	33/71-46%	40/45-88%	39/70-56%
4 th	32/71-45%	49/55-89%	35/69-51%
5 th	31/83-37%	46/56-82%	37/78-47%
6 th	48/105-46%	46/62-74%	51/103-50%
7 th	40/101-40%	57/63-90%	57/105-54%
8 th	50/135-37%	56/77-73%	56/144-39%
9 th	32/60-53%	22/36-61%	30/65-46%
10 th	30/60-50%	26/45-59%	33/56-59%
11 th	32/50-64%	16/28-57%	32/52-62%
12 th	19/34-56%	19/25-76%	17/36-47%
Total	486/1002-49%	429/552-89%	521/1009-52%



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: March 14, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

Item Type:

☐ Action

☐ Information
(Report)

☐ Discussion

The midyear school site visits have been completed. The midyear visit culminates in a brief summary of findings and matrix scores. The midyear visit's purpose is to validate the school's self-evaluation and provide a synopsis of Accountability Matrix findings that can be used to adjust the school's plan for the remainder of the school year.

The dates of each school site visit were as follows:

RMDA- January 6, 9 & 10

CPA- January 17-19

PPOS- January 24-26

MVV- January 31-February 2

All reports have been completed and reviewed with the schools.

The Colorado Digital BOCES (CD BOCES) school Unified Improvement Plans (UIPs) were completed and submitted to the Colorado Department of Education (CDE). Our due date was earlier this year because of the school ratings on the school performance frameworks. The process with CDE is also different based on our school ratings; this year, after submission, CDE will be reviewing our plans, sending us feedback and we will make edits before resubmission back to CDE.

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The CD BOCES Executive Director Accountability Committee (EDAC) will have its third meeting on Monday, March 6, 2017. The draft agenda is Thought Exchange information and assessment analysis. The fourth and last EDAC meeting will be in May, 2017.

Our school administrator meetings have continued every month. The most recent admin meeting was Wednesday, February 15, 2017. The agenda items were as follows:

Wednesday, February 15:

- School Goal Review
- TrAction Plans
- Thought Exchange Info
- Site Visit Matrix and Reports

The state alternative Accreditation Frameworks discussions have started. Alternative frameworks can be submitted to CDE to use rather than the state school performance frameworks (SPF) and district performance frameworks (DPF). Kim and I started discussions to work with CDE in order to create and implement alternative frameworks in the future.

Cyberschool Day at the Capital was Thursday, February 16, 2017. This year we were able to organize to have staff, students and parents at this event. The CD BOCES new Family/Student Relations Specialist assisted the school and school leaders with organizing this event.

Colorado Blended Online Learning Conference was February 23 and 24. Our BOCES and school staff attended the conference.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: March 14, 2017

Prepared by: Phil Williams

Title of Agenda Item: District Assessment and Data Coordinator Report

Item Type: ☐ Action ☒ Information (Report) ☐ Discussion

- A Skype meeting in December was held with the project manager from Learning 1to1 to discuss how Educators and Learning Coaches can support MVV and RMDA staff in preparing students for state testing using the FRE learning model.
- As a member of the site visit team, site visits for all CD BOCES schools were conducted during the month of January.
- A follow-up in person meeting with the project manger from Learning 1to1 was held at the Denver office. During the meeting, the state testing calendar was shared as well as the test prep resources and how they can be utilized by the Learning Coaches and students.
- CollegeBoard, the vendor for SAT/PSAT 10, held a webinar to explain the spring testing process for Colorado 10th and 11th graders. The webinar was attended on February 8th.
- All CD BOCES schools completed the ACCESS for ELL's testing for



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classified as English Language Learners. The ACCESS for ELL's testing window was January 9th through February 10th.

- The district state CMAS and PARCC assessment training was held at the Denver office on February 9th. The training covered the ethics, timeline, procedures, structure, and all accommodations related to state assessments and which students qualify for these accommodations during state testing.
- Preparations for CMAS/ PARCC and DLM (CoAlt) assessment set up is underway.

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Colorado Digital Board of Cooperative Education Services



AUDIT REPORT

FOR THE FISCAL YEAR ENDED JUNE 30, 2016

Colorado Digital BOCES

June 30, 2016

Appointed Officials Board of Directors

Marie Laverre-Wright <i>(representing CDBOCES partner D49 - BoE)</i>	President
Andy Holloman <i>(community member at large)</i>	Vice President
Andrew Franko <i>(representing CDBOCES partner D49 - Administration)</i>	Treasurer
Janet Nace <i>(representing CDBOCES partner PPCC)</i>	Secretary

Administrative Officials

Kim McClelland	Executive Director	Brett Ridgway	Business Director
Kindra Whitmyre	Director of School Operations and Special Education	Rebecca Engasser	Business Manager

Our Schools



COLORADO
PREPARATORY
ACADEMY



Pikes Peak[®]
ONLINE SCHOOL
POWERED BY K¹²



Mountain View Virtual
Online Learning Elevated

Our Strategic Partners



STEMSCO *And Beyond!*
STEM EDUCATION FOR SOUTHERN COLORADO

 **[Colorado]**
Digital Learning Solutions

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Colorado Digital Board of Cooperative Educational Services

We have audited the accompanying financial statements of the governmental activities and each major fund of Colorado Digital Board of Cooperative Educational Services (the BOCES), as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the BOCES's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Colorado Digital Board of Cooperative Educational Services, as of June 30, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Hoelting & Company Inc.

Colorado Springs, Colorado
February 14, 2017

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATION SERVICES
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

As management of the Colorado Digital Board of Cooperative Education Services (aka CDBOCES), we offer readers of the CDBOCES financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2016.

Financial Highlights

- CDBOCES only participated in Governmental Activities during 2015/16. As of June 30, 2016, CDBOCES had a deficit Net Position totaling -\$372,126 at the end of the fiscal year, a decrease of \$388,724 from the prior year. This is due to the net PERA pension liability (Net of Deferred Outflows/Inflows) of \$933,644 being pushed to the entity level.
- General Revenues for the Governmental Activities of the CDBOCES totaled \$15,609,581, or 94.1% of all revenues. Program specific revenues in the form of Charges for Services and Operating Grants and Contributions received accounted for \$982,681, or 5.9% of total revenues of \$16,592,442
- Total student count in the CDBOCES was 2,396 students that translated to 2,309.0 student FTE.
- CDBOCES had three contract schools in 2015/16 – Colorado Preparatory Academy (CPA), Pikes Peak Online School (PPOS) & Rocky Mountain Digital Academy (RMDA). A contract school is different from a charter school in that there is no charter contract to supersede the chartering organization's authority over the school. A contract school typically utilizes an Education Service Provider (ESP). In the case of both CPA and PPOS, the ESP used was K12 Virtual Schools, LLC. In the case of RMDA, the ESP used was Summit Education Group.
- CDBOCES opened its first 'internal' school in 2015/16 – Mountain View Virtual Academy (MVV). This school did not have an ESP supporting its operation. Instead CDBOCES hired, trained, supervised & evaluated all staff and occupied an office in the Denver Tech Center to support students enrolled in MVV

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the CDBOCES' basic financial statements. The basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to those financial statements. This report also contains other supplemental information in addition to the basic financial statements themselves.

Government-wide Financial Statements. The government-wide financial statements are designed to provide readers with a broad overview of the CDBOCES' finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information about all the CDBOCES' assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the CDBOCES is improving or deteriorating.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATION SERVICES
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

The *Statement of Activities* presents information showing how the CDBOCES' net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation leave).

Both of the government-wide financial statements distinguish functions of the CDBOCES that are principally supported by taxes and intergovernmental revenues (*governmental activities*) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (*business-type activities*). The governmental activities of the CDBOCES include instruction, instructional support, general and school administration, business and central services.

Fund Financial Statements. A *fund* is a grouping of related accounts that are used to maintain control over resources that have been segregated for specific activities or objectives. The CDBOCES, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Being a new, and relatively small entity focused for online education (i.e. relatively few physical assets), All of the funds of the CDBOCES has are categorized as government funds.

Governmental Funds. *Governmental funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide fund financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the CDBOCES' near-term financial requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the CDBOCES' near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The CDBOCES maintains two governmental funds. Information is presented in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances, for both the general fund and the Designated-Purpose Grants Fund.

As required, the CDBOCES adopts an annual appropriated budget. A budgetary comparison schedule has been provided for both funds to demonstrate compliance with this budget.

Notes to the Financial Statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other Information. In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information concerning the CDBOCES.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATION SERVICES
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

Government-wide Financial Analysis

As noted earlier, net position may serve as a useful indicator of changes in a government's financial position over time. In the case of CDBOCES, Primary Government Liabilities exceeded Assets by \$372,726 at the close of the most recent fiscal year.

COLORADO DIGITAL BOCES - Statement of Net Position			
	<u>Governmental Activities</u>		
	<u>2016</u>	<u>2015</u>	
ASSETS			
Current assets	\$ 947,356	\$ 450,214	
Capital assets, net of depreciation	4,878	-	
Total assets	<u>952,234</u>	<u>450,214</u>	
DEFERRED OUTFLOWS			
Deferred pension outflows	1,856,617	44,515	
LIABILITIES			
Current liabilities	391,316	60,350	
Long-term liabilities	<u>2,563,079</u>	<u>531,759</u>	
Total liabilities	<u>2,954,395</u>	<u>592,109</u>	
NET POSITION			
Net Investment in Capital Assets	4,878	-	
Restricted for:			
TABOR	480,000	328,000	
Unrestricted	<u>(857,604)</u>	<u>(425,380)</u>	
TOTAL NET POSITION	<u>\$ (372,726)</u>	<u>\$ (97,380)</u>	

COLORADO DIGITAL BOCES - Statement of Activities			
	<u>Governmental Activities</u>		
	<u>2016</u>	<u>2015</u>	
PROGRAM REVENUES			
Charges for service	\$ 275,196	\$ 205,949	
Operating Grants & contributions	707,665	11,946	
Capital Grants & contributions	-	-	
GENERAL REVENUES			
State equalization	15,448,129	10,594,296	
Investment earnings	2,498	324	
Miscellaneous revenues & transfer:	158,954	94,391	
TOTAL REVENUES	<u>16,592,442</u>	<u>10,906,906</u>	
EXPENSES			
Instruction	13,715,275	9,904,853	
Supporting Services	3,265,891	754,042	
TOTAL EXPENSES	<u>16,981,166</u>	<u>10,658,895</u>	
Change in Net Position	(388,724)	248,011	
Beginning Net Position	(97,380)	128,115	
Prior Period Adjustment	113,378	(473,506)	
TOTAL NET POSITION	<u>\$ (372,726)</u>	<u>\$ (97,380)</u>	

Governmental activities reduced the net position of the District by \$388,724. Program revenues included \$275,196 in charges for services, and \$707,665 in operating grants and contributions. Nearly \$15.6 million was received in general revenues consisting primarily of school finance act revenue. The majority of expenses were for instructional purposes which totaled \$13,715,275 out of a total of \$16,981,166.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATION SERVICES
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

General Fund Budgetary Highlights

The CDBOCES approves the original budget in June based on enrollment projections for the following school year. In October, after a better estimate of enrollment can be made, adjustments are made to the budget.

Some significant budget highlights include:

- The final (Amended) budget showed decreased revenue by \$123,876 from the original (Adopted) budget. The revenue changes were added to reflect decreased student count and lower per-pupil funding from the on-line funding rate. The final budget had expense increases of \$33,401 driven entirely by increased spend projection for instructional staff. The final budget was intended to cover TABOR reserve requirements of \$465,000 with no unrestricted fund balance.
- Actual General Funds results for the 2015-16 fiscal year showed revenues in excess of expenses by \$166,176, which was \$22,956 better than the final budget. The improvement came from reduced instruction costs of \$1,336,694 offsetting lower local revenues of \$1,267,293.

Capital Assets

- CDBOCES' investment in capital assets for governmental activities as of June 30, 2016 amounts to \$4,878 (net of accumulated depreciation). This nominal investment in capital assets is held in leasehold improvements only and is reflective of the lack of traditional education programming that involves land, buildings and equipment; in favor of online educational programming that does not generally need such an investment in capital assets. Additional information on CDBOCES capital assets can be found in the notes to the financial statements.

Economic Factors and 2016-2017 Budget

- As previously mentioned, the CDBOCES contracted three schools in 2015-16 – Colorado Preparatory Academy and Pikes Peak Online School, both operated by K12 Virtual Solutions LLC, and Rocky Mountain Digital Academy, operated by Summit Education Group. In 2015-16, CDBOCES also opened its first 'internally managed' school, Mountain View Virtual Academy (MVV). The four schools are designed to cater to different student populations so that there is no intended overlap and/or competition between the four schools. This will continue to be an underlying theme in future school offerings for CDBOES. In late 2015-16, CDBOCES severed its agreement with Summit Education Group for the 2016-17 fiscal year and beyond. As a result, Rocky Mountain Digital Academy will also become an internally managed school.
- CDBOCES focuses on multi-district, online schools. Multi-district schools have no single constituent tax base that they are accountable to; instead accountable to the state of Colorado. It is that fact that results in the revenue stream being solely fed by State Equalization rather than a blend of State Equalization and local sources seen in traditional school districts. This statewide perspective makes the CDBOES less susceptible to changes in local economic conditions, but completely dependent on statewide economic issues.
- Forecasts for 2016-17 present a 'flat' growth pattern for K12 education in student growth. With changes previously mentioned, CDBOCES expects enrollment to decline next year due to those transitions, and

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATION SERVICES
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

will make staffing and expense adjustments commensurate with the associated decline in program formula revenue.

Requests for Information

The financial report is designed to provide a general overview of CDBOCES' finances for those with an interest in the operation. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Business Director, Colorado Digital BOCES, 4035 Tutt Boulevard, Colorado Springs, CO 80922

BASIC FINANCIAL STATEMENTS

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
STATEMENT OF NET POSITION
JUNE 30, 2016

ASSETS

Current assets	
Cash and cash equivalents	\$ 946,511
Receivables	410
Deposits	435
Non-current assets	
Capital assets, net of accumulated depreciation	<u>4,878</u>
Total assets	<u>952,234</u>

DEFERRED OUTFLOWS OF RESOURCES

Deferred pension outflows	<u>1,856,617</u>
Total deferred outflows of resources	<u>1,856,617</u>

LIABILITIES

Current liabilities	
Accounts payable	228,335
Accrued salaries and benefits	136,175
Unearned revenues	26,806
Long-term liabilities	
Net pension liability	<u>2,563,079</u>
Total liabilities	<u>2,954,395</u>

DEFERRED INFLOWS OF RESOURCES

Deferred pension inflows	<u>227,182</u>
Total deferred inflows of resources	<u>227,182</u>

NET POSITION

Net investment in capital assets	4,878
Restricted for:	
TABOR	480,000
Unrestricted	<u>(857,604)</u>
Total net position	<u><u>\$ (372,726)</u></u>

The accompanying notes are an integral part of these financial statements.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

Functions/Programs	Expenses	Program Revenues			Net Program Expense
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction	\$ 13,715,275	\$ 83,160	707,665	\$ -	\$ (12,924,450)
Student support	615,289	-	-	-	(615,289)
Instructional staff	231,820	192,036	-	-	(39,784)
General administration	1,416,521	-	-	-	(1,416,521)
School administration	531,021	-	-	-	(531,021)
Business services	9,635	-	-	-	(9,635)
Maintenance and operations	105,424	-	-	-	(105,424)
Central services	356,181	-	-	-	(356,181)
Total governmental activities	<u>\$ 16,981,166</u>	<u>\$ 275,196</u>	<u>\$ 707,665</u>	<u>\$ -</u>	<u>(15,998,305)</u>
General Revenues:					
Per pupil revenue					15,448,129
Investment income					2,498
Other income					<u>158,954</u>
Total general revenues					<u>15,609,581</u>
Change in net position					(388,724)
Net position, beginning - as restated					<u>15,998</u>
Net position, ending					<u>\$ (372,726)</u>

The accompanying notes are an integral part of these financial statements.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2016

	General Fund	Designated Purpose Grants Fund	Total Governmental Funds
ASSETS			
Cash and cash equivalents	\$ 946,511	\$ -	\$ 946,511
Accounts receivables	410	-	410
Due from other funds	-	63,174	63,174
Deposits	435	-	435
	<hr/>	<hr/>	<hr/>
Total assets	<u>\$ 947,356</u>	<u>\$ 63,174</u>	<u>\$ 1,010,530</u>
LIABILITIES			
Accounts payable	\$ 206,224	\$ 22,111	\$ 228,335
Accrued salaries and benefits	121,918	14,257	136,175
Due to other funds	63,174	-	63,174
Unearned revenue	-	26,806	26,806
	<hr/>	<hr/>	<hr/>
Total liabilities	<u>391,316</u>	<u>63,174</u>	<u>454,490</u>
FUND BALANCES			
Restricted for TABOR	480,000	-	480,000
Unassigned	76,040	-	76,040
	<hr/>	<hr/>	<hr/>
Total fund balance	<u>556,040</u>	<u>-</u>	<u>556,040</u>
	<hr/>	<hr/>	<hr/>
Total fund balance and liabilities	<u>\$ 947,356</u>	<u>\$ 63,174</u>	<u>\$ 1,010,530</u>

The accompanying notes are an integral part of these financial statements.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
RECONCILIATION OF THE BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2016

Amounts reported for Governmental Activities in the Statement of Net Position are different because:

Total Fund Balance of Governmental Funds	\$ 556,040
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the governmental funds.	4,878
Other long-term assets are not available to pay for current period expenditures and, therefore, are reported as deferred outflows of resources.	1,856,617
Net pension liability is not due and payable in the current period and, therefore, is not reported in the funds.	(2,563,079)
Other long-term liabilities are not due and payable in the current period and, therefore, are reported as deferred inflows of resources.	<u>(227,182)</u>
Total Net Position of Governmental Activities	<u><u>\$ (372,726)</u></u>

The accompanying notes are an integral part of these financial statements.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS
JUNE 30, 2016

	General Fund	Designated Purpose Grants Fund	Total Governmental Funds
REVENUES			
Local sources	\$ 435,591	\$ -	\$ 435,591
State sources	15,626,717	529,077	16,155,794
Federal sources	1,057	-	1,057
	<hr/>	<hr/>	<hr/>
Total revenues	16,063,365	529,077	16,592,442
	<hr/>	<hr/>	<hr/>
EXPENDITURES			
Instruction	13,460,832	132,395	13,593,227
Student support	436,313	64,427	500,740
Instructional staff	113,518	116,070	229,588
General administration	1,159,117	94,764	1,253,881
School administration	373,120	25,750	398,870
Business services	8,504	-	8,504
Maintenance and operations	60,587	-	60,587
Central service	235,196	95,671	330,867
Facilities acquisition and construction	50,002	-	50,002
	<hr/>	<hr/>	<hr/>
Total expenditures	15,897,189	529,077	16,426,266
	<hr/>	<hr/>	<hr/>
Net change in fund balances	166,176	-	166,176
	<hr/>	<hr/>	<hr/>
Fund balances - Beginning	389,864	-	389,864
	<hr/>	<hr/>	<hr/>
Fund balances - Ending	\$ 556,040	\$ -	\$ 556,040
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

The accompanying notes are an integral part of these financial statements.

**COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
RECONCILIATION OF THE STATEMENT OF
REVENUE, EXPENDITURES, AND CHANGE IN FUND BALANCE TO THE
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016**

Amounts reported for Governmental Activities in the Statement of Activities are different because:

Net Change in Fund Balance of Governmental Funds	\$	166,176
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Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period.		4,878
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Expenses reported in the statement of activities for the net pension liability do not require the use of current financial resources and, therefore, are not reported in the funds.		(559,778)
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Change in Net Position of Governmental Activities	\$	(388,724)
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The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Colorado Digital Board of Cooperative Educational Services (the BOCES) was organized in May 2013 under the provisions of the Boards of Cooperative Services Act of 1965, C.R.S. 22-5-101 et seq. A BOCES is not a political subdivision of the State, but is a legal entity separate and apart from its member school districts and/or higher education entities to which certain governmental decision-making functions have been delegated. Sponsoring member entities are El Paso County School District 49, and Pikes Peak Community College. The BOCES sponsored its first school, Colorado Preparatory Academy, with a related educational services contract agreement from K12 Virtual Schools, LLC in July 2014. Three additional schools have been sponsored since: Pikes Peak Online School (also with K12 Virtual Schools, LLC), Rocky Mountain Digital Academy (initially contracted with Summit Education Group, but subsequently converted to CDBOCES management), and Mountain View Virtual Academy which was established in 2015 as CDBOCES' first internally managed school.

The financial statements of the BOCES have been prepared in conformity with generally accepted accounting principles (GAAP) as applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the BOCES are described below.

A. REPORTING ENTITY

The inclusion or exclusion of component units is based on a determination of the elected official's financial accountability to their constituents, and whether the financial reporting entity follows the same accountability. Further, the financial statements of the reporting entity should enable the reader to distinguish between the primary government (including its blended component units, which are in substance, part of the primary government) and discretely presented component units. The criteria used for determining whether an entity should be included, either blended or discretely presented, includes but is not limited to fiscal dependency, imposition of will, legal standing, and the primary recipient of services.

The BOCES has no component units for which either discrete or blended presentation is required.

B. BASIS OF PRESENTATION—GOVERNMENT-WIDE FINANCIAL STATEMENTS

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds.

The government-wide financial statements (i.e. the statement of net position and the statement of activities) report information on all the non-fiduciary activities of the government. Governmental activities are normally supported by intergovernmental revenues, and other nonexchange transactions. As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

C. BASIS OF PRESENTATION—FUND FINANCIAL STATEMENTS

The accounts of the BOCES are organized and operated on the basis of funds. A fund is an independent fiscal accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds maintained is consistent with legal and managerial requirements.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. BASIS OF PRESENTATION—FUND FINANCIAL STATEMENTS (CONTINUED)

The emphasis of fund financial statements is on major governmental funds. The BOCES reports two major governmental fund:

The *General Fund* is the government's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

The *Governmental Designated-Purpose Grants Fund* is used to record financial transactions for grants received for designated programs funded by federal, state or local governments.

D. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flow. Grants and similar items are recognized as revenue in the fiscal year in which all eligibility requirements imposed by the provider have been met.

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the period or soon enough thereafter to pay liabilities of the current fiscal period. For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of long-term debt and acquisitions under capital leases are reported as other financing sources.

Those revenues susceptible to accrual are interest revenue and charges for services. Other revenues are not susceptible to accrual because, generally, they are not measurable until received in cash. Expenditure-driven grants recognize revenue when the qualifying expenditures have been incurred and all other grant requirements have been met.

E. ASSET, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES AND NET POSITION/FUND BALANCE

Cash and cash equivalents

Cash and cash equivalents include cash on hand and in the bank and short-term investments with original maturities of three months or less from the date of acquisition.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. ASSET, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES AND NET POSITION/FUND BALANCE (CONTINUED)

Receivables

All receivables are reported at their gross value and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible.

Deposits

The BOCES has made deposits with certain vendors as required for leases or other services.

Capital Assets

Capital assets, which include site improvements, are reported in the government-wide financial statements. All purchased capital assets are valued at cost where historical records are available and at an estimated historical cost where no historical records exist. The capitalization level for equipment is \$5,000 in all funds. Donated capital assets are valued at their estimated fair market value on the date received. Major outlays for capital assets and improvements are capitalized as projects are constructed.

The costs of normal maintenance and repairs that do not add to the value of the asset, or materially extend asset lives, are not capitalized. Improvements are capitalized and are depreciated over the remaining useful lives of the related capital assets, as applicable.

Improvements are depreciated using the straight-line method over the following estimated useful lives:

Site improvements	15 years
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Unearned revenues

Unearned revenues include governmental grants that have been received, but not yet earned, since service has not been provided.

Pensions

Colorado Digital Board of Cooperative Educational Services participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado (PERA). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. ASSET, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES AND NET POSITION/FUND BALANCE (CONTINUED)

Deferred outflows/inflows of resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Net position flow assumption

The BOCES may fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted—net position and unrestricted—net position in the government-wide financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the BOCES's policy to consider restricted—net position to have been depleted before unrestricted—net position is applied.

Fund balance flow assumption

Sometimes the BOCES will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements a flow assumption must be made about the order in which the resources are considered to be applied. It is the BOCES' policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

Fund Balance Classification

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the BOCES is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications available to be used in the governmental fund financial statements are as follows:

Nonspendable – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact.

Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. ASSET, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES AND NET POSITION/FUND BALANCE (CONTINUED)

Fund Balance Classification (continued)

Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action that was used when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

Assigned – This classification includes amounts that are constrained by the BOCES's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Directors or through the Board of Directors delegating this responsibility to management through the budgetary process. This classification also includes the remaining positive fund balance for any governmental funds except for the General Fund.

Unassigned – This classification includes the residual fund balance for the General Fund. The unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The BOCES would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

F. REVENUES AND EXPENDITURES/EXPENSES

Program revenues

Amounts reported as *program revenues* include 1) fees and charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Revenues that are not classified as program revenues, including all taxes, are reported as *general revenues*.

G. ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 2 - STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

BUDGET INFORMATION

The BOCES follows these procedures in establishing the budgetary data reflected in the financial statement:

1. At the May board meeting of the Board of Directors, the Executive Director submits a proposed operating budget for the fiscal year commencing the following July 1. The operating budget includes proposed expenditures and the means of financing them.
2. Public hearings are conducted at Board of Directors meetings to obtain taxpayers comments.
3. Prior to June 30, the budget is adopted by the Board of Directors.
4. Any revisions that alter the total expenditures of any fund must be approved by the Board of Directors.
5. Formal budgetary integration is employed as a management control device during the year.
6. The budget is adopted on a basis consistent with generally accepted accounting principles (GAAP). Budgeted amounts in this report are as originally adopted or amended.
7. All original and supplemental appropriations for all funds lapse at the end of the fiscal year.

NOTE 3 - DEPOSITS AND INVESTMENTS

Cash deposits with financial institutions

Custodial credit risk-deposits. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

At June 30, 2016, the carrying amount of the BOCES's deposits was \$184,836 and the bank balances were \$220,356. All of the bank balances were covered by federal deposit insurance.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - DEPOSITS AND INVESTMENTS (CONTINUED)

Investments

The BOCES is authorized by Colorado statutes to invest in the following:

- Obligations of the United States and certain U.S. government agencies' securities;
- Certain international agencies' securities;
- General obligation and revenue bonds of U.S. local government entities;
- Bankers' acceptances of certain banks;
- Certain commercial paper;
- Local government investment pools;
- Written repurchase agreements collateralized by certain authorized securities;
- Certain money market fund;
- Guaranteed investment contracts.

Investment interest rate risk. The BOCES has no formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates, other than those limitations by state statute.

Credit Risk. State law limits investments to those described above. The BOCES does not have an investment policy that would further limit its investment choices.

COLOTRUST is an investment vehicle established for local government entities in Colorado pursuant to Part 7 of Article 75 of Title 24 of the Colorado Revised Statutes, to pool surplus funds for investment purposes. These investment vehicles operate similarly to money market funds and each share is equal in value to \$1.00. The fair value of the position in the pool is the same as the value of the pool shares.

The designated custodial bank provides safekeeping and depository services to COLOTRUST in connection with the direct investment and withdrawal functions of COLOTRUST. Substantially all securities owned by COLOTRUST are held by the Federal Reserve Bank in the account maintained for the custodial bank. The custodian's internal records identify the investments owned by COLOTRUST. Investments of COLOTRUST consist of U.S. Treasury bills, notes and note strips, and repurchase agreements collateralized by U.S. Treasury Notes. However, the Board does not categorize investments with COLOTRUST because they are not evidenced by securities that exist in physical or book entry form.

The Colorado Digital BOCES investments at June 30, 2016 consist of the following:

<u>Investments</u>	<u>Maturities</u>	<u>Fair Value</u>
ColoTrust	Less than 60 days	<u>\$ 761,675</u>

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 3 - DEPOSITS AND INVESTMENTS (CONTINUED)

Investments (continued)

The restricted and unrestricted cash and cash equivalents at June 30, 2016 consist of the following:

	<u>Unrestricted Cash and Cash Equivalents</u>
Deposits	\$ 184,836
ColoTrust	<u>761,675</u>
Total deposits and investments	<u>\$ 946,511</u>

NOTE 4 – INTERFUND RECEIVABLES AND PAYABLES

All interfund receivables and payables are created in conjunction with the District's pooled cash and investment portfolios. Balances are routinely cleared as a matter of practice.

The composition of interfund balances at June 30, 2016 is as follows:

Due to/from other funds:

<u>Receivable Fund</u>	<u>Payable Fund</u>	<u>Amount</u>
Grants Fund	General Fund	<u>\$ 63,174</u>

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 5 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2016 was as follows:

	Balance <u>06/30/15</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>06/30/16</u>
<i>Governmental Activities</i>				
Depreciable assets:				
Site improvements	\$ -	\$ 5,165	\$ -	\$ 5,165
Total depreciable assets	-	5,165	-	5,165
Less accumulated depreciation for:				
Site improvements	-	287	-	287
Total accumulated depreciation	-	287	-	287
Total depreciable assets, net	-	4,878	-	4,878
<i>Governmental activities, net</i>	<u>\$ -</u>	<u>\$ 4,878</u>	<u>\$ -</u>	<u>\$ 4,878</u>

Depreciation expense was charged to functions/programs of the governmental activities as follows:

Business Services	<u>\$ 287</u>
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NOTE 6 - DEFINED BENEFIT PENSION PLAN

General Information about the Pension Plan

Plan description. Eligible employees of the Colorado Digital Board of Cooperative Educational Services are provided with pensions through the School Division Trust Fund (SCHDTF) – a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. §24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned. If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments, referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled.

Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

Contributions. Eligible employees and Colorado Digital Board of Cooperative Educational Services are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. §24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary. The employer contribution requirements are summarized in the table below:

	For the Year Ended December 31, 2015	For the Year Ended December 31, 2016
Employer Contribution Rate	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. §24-51-208(1)(f)	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. §24-51-411	4.20%	4.50%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. §24-51-411	4.00%	4.50%
Total Employer Contribution Rate to the SCHDTF	17.33%	18.13%

Rates are expressed as a percentage of salary as defined in C.R.S. §24-51-101(42)

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the Colorado Digital Board of Cooperative Educational Services is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF from Colorado Digital Board of Cooperative Educational Services were \$204,527 for the year ended June 30, 2016.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the Colorado Digital Board of Cooperative Educational Services reported a liability of \$2,563,079 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2014. Standard update procedures were used to roll forward the total pension liability to December 31, 2015. The Colorado Digital Board of Cooperative Educational Services proportion of the net pension liability was based on Colorado Digital Board of Cooperative Educational Services contributions to the SCHDTF for the calendar year 2015 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2015, the Colorado Digital Board of Cooperative Educational Services' proportion was 0.0167584014 percent, which was a increase of 0.0128349560 percent from its proportion measured as of December 31, 2014.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

For the year ended June 30, 2016, the Colorado Digital Board of Cooperative Educational Services recognized pension expense of \$764,304. At June 30, 2016, the Colorado Digital Board of Cooperative Educational Services reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 33,846	\$ 107
Changes of assumptions or other inputs	-	36,221
Net difference between projected and actual earnings on pension plan investments	217,934	-
Changes in proportion and differences between contributions recognized and proportionate share of contributions	1,496,068	190,854
Contributions subsequent to the measurement date	108,769	-
Total	\$ 1,856,617	\$ 227,182

\$108,769 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2017	\$ 566,336
2018	\$ 553,590
2019	\$ 356,050
2020	\$ 44,690

Actuarial assumptions. The total pension liability in the December 31, 2014 actuarial valuation was determined using the following actuarial assumptions and other inputs:

Actuarial cost method	Entry age
Price inflation	2.80 percent
Real wage growth	1.10 percent
Wage inflation	3.90 percent
Salary increases, including wage inflation	3.90 – 10.10 percent
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50 percent
Future post-retirement benefit increases:	
PERA Benefit Structure hired prior to 1/1/07;	
And DPS Benefit Structure (automatic)	2.00 percent
PERA Benefit Structure hired after 12/31/06;	
(ad hoc, substantively automatic)	Financed by the Annual Increase Reserve

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2014 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA's Board on November 13, 2012, and an economic assumption study, adopted by PERA's Board on November 15, 2013 and January 17, 2014.

Changes to assumptions or other inputs since the December 31, 2013 actuarial valuation as follows:

- The following programming changes were made:
 - Valuation of the full survivor benefit without any reduction for possible remarriage.
 - Reflection of the employer match on separation benefits for all eligible years.
 - Reflection of one year of service eligibility for survivor annuity benefit.
 - Refinement of the 18 month annual increase timing.
 - Refinements to directly value certain and life, modified cash refund and pop-up benefit forms.
- The following methodology changes were made:
 - Recognition of merit salary increases in the first projection year.
 - Elimination of the assumption that 35% of future disabled members elect to receive a refund.
 - Removal of the negative value adjustment for liabilities associated with refunds of future terminating members.
 - Adjustments to the timing of the normal cost and unfunded actuarial accrued liability payment calculations to reflect contributions throughout the year.

The SCHDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

As of the November 15, 2013 adoption of the long-term expected rate of return by the PERA Board, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

*In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.90%.
- Employee contributions were assumed to be made at the current member contribution rate. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law, including current and estimated future AED and SAED, until the Actuarial Value Funding Ratio reaches 103%, at which point, the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated employer contributions included reductions for the funding of the AIR and retiree health care benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- Employer contributions and the amount of total service costs for future plan members were based upon a process used by the plan to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

- The AIR balance was excluded from the initial fiduciary net position, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. As the ad hoc post-retirement benefit increases financed by the AIR are defined to have a present value at the long-term expected rate of return on plan investments equal to the amount transferred for their future payment, AIR transfers to the fiduciary net position and the subsequent AIR benefit payments have no impact on the Single Equivalent Interest Rate (SEIR) determination process when the timing of AIR cash flows is not a factor (i.e., the plan's fiduciary net position is not projected to be depleted). When AIR cash flow timing is a factor in the SEIR determination process (i.e., the plan's fiduciary net position is projected to be depleted), AIR transfers to the fiduciary net position and the subsequent AIR benefit payments were estimated and included in the projections.
- Benefit payments and contributions were assumed to be made at the end of the month.

Based on the above actuarial cost method and assumptions, the SCHDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

Sensitivity of the Colorado Digital Board of Cooperative Educational Services proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50 percent, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$3,322,500	\$2,563,079	\$1,931,383

Pension plan fiduciary net position. Detailed information about the SCHDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 7 - POSTEMPLOYMENT HEALTHCARE BENEFITS

Health Care Trust Fund

Plan description. The Colorado Digital Board of Cooperative Educational Services contributes to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding policy. The Colorado Digital Board of Cooperative Educational Services is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the Colorado Digital Board of Cooperative Educational Services are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2016, 2015, and 2014 the Colorado Digital Board of Cooperative Educational Services contributions to the HCTF were \$11,756, \$2,799 and \$1,052 respectively, equal to their required contributions for each year.

NOTE 8 - RISK MANAGEMENT

The BOCES is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The BOCES carries commercial insurance for these risks of loss, including worker's compensation and employee health and accident insurance. Settled claims resulting from these risks have not exceeded commercial insurance coverage during the last three fiscal years.

NOTE 9 - COMMITMENTS AND CONTINGENCIES

LEASE COMMITMENT

In July 2013, the BOCES entered into a lease agreement for office space. The agreement requires monthly lease payments of \$2,483 with rents increasing \$0.50 every second year. The lease term runs July 1, 2013 through July 31, 2017, with the option to extend the lease for one 5 year period. \$38,600 was expended under the terms of the lease for the year ended June 30, 2016.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 9 - COMMITMENTS AND CONTINGENCIES (CONTINUED)

Future minimum lease payments are as follows:

Fiscal Year <u>Ending June 30</u>	
2017	\$ 32,040
2018	<u>2,669</u>
Total	<u>\$ 34,709</u>

NOTE 10 – AMENDMENT TO COLORADO CONSTITUTION

Colorado voters passed an amendment to the State Constitution, Article X, Section 20, which has several limitations, including revenue raising, spending abilities and other specific requirements of state and local governments.

The amendment requires emergency reserves be established. These reserves must be at least 3% of fiscal year spending. The BOCES is not allowed to use the emergency reserves to compensate for economic conditions, revenue shortfalls or salary and benefit increases. At June 30, 2016 there was a \$480,000 reservation of fund balance in the General Fund for the amendment.

The Amendment is complex and subject to judicial interpretation. The BOCES believes it is in compliance with the requirements of the amendment. However, the BOCES has made certain interpretations of the amendment's language in order to determine its compliance.

NOTE 11 – COLORADO SCHOOL /BOCES, ELECTRONIC DATA INTEGRITY CHECK FIGURES

The School Finance Act requires inclusion of the Colorado School District/BOCES, Electronic Financial Data Integrity Check Figures as a supplement schedule to the audited financial statements. The Report is based on a prescribed basis of accounting that demonstrates compliance with the financial policies and procedures of the Colorado Department of Education.

NOTE 12 – PRIOR PERIOD ADJUSTMENT

During the year, it was determined that pension contributions subsequent to the measurement date and other pension outflows totaling \$113,378 were not included in deferred outflows. To correct this oversight, the beginning net position for governmental activities of a deficit \$97,380, as originally reported, has been increased to \$15,998.

REQUIRED SUPPLEMENTARY INFORMATION

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SCHEDULE OF EMPLOYER'S SHARE OF NET PENSION LIABILITY AND COVERED PAYROLL
JUNE 30, 2016

	<u>2013</u>	<u>2014</u>	<u>2015</u>
BOCES' proportion of the net pension liability (asset)	0.0026890159%	0.0039234454%	0.0167584014%
BOCES' proportionate share of the net pension liability (asset)	\$ 342,983	\$ 531,759	\$ 2,563,079
BOCES' covered-employee payroll	\$ 108,403	\$ 164,364	\$ 730,327
BOCES' proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	316.40%	323.52%	350.95%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%	59.2%

* The amounts presented for each fiscal year were determined as of 12/31.

* Complete 10-year information to be presented in future years as it becomes available.

See the accompanying independent auditors' report.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SCHEDULE OF EMPLOYER'S STATUTORY PAYROLL CONTRIBUTIONS AND COVERED PAYROLL
JUNE 30, 2016

	<u>2013</u>	<u>2014</u>	<u>2015</u>
Contractually required contribution	\$ 16,835	\$ 27,005	\$ 126,566
Contributions in relation to the contractually required contribution	<u>(16,835)</u>	<u>(27,005)</u>	<u>(126,566)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
BOCES' covered-employee payroll	\$ 108,403	\$ 164,364	\$ 730,327
Contributions as a percentage of covered-employee payroll	15.53%	16.43%	17.33%

* The amounts presented for each fiscal year were determined as of 12/31.

* Complete 10-year information to be presented in future years as it becomes available.

See the accompanying independent auditors' report.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2016

	Budgeted Amounts		Amounts	Variance with
	Original	Final		Final Budget
				Positive
				(Negative)
REVENUES				
Local sources				
Other	\$ 189,982	\$ 1,702,884	\$ 435,591	\$ (1,267,293)
Total local sources	189,982	1,702,884	435,591	(1,267,293)
State sources				
Per pupil revenue	17,155,143	15,503,720	15,448,129	(55,591)
BOCES Grant	-	-	165,000	165,000
Other	-	13,588	13,588	-
Total state sources	17,155,143	15,517,308	15,626,717	109,409
Federal sources				
Federal impact aid	-	1,057	1,057	-
Total federal sources	-	1,057	1,057	-
Total revenues	17,345,125	17,221,249	16,063,365	(1,157,884)
EXPENDITURES				
Instruction	14,831,515	14,797,526	13,460,832	1,336,694
Student support	303,764	334,748	436,313	(101,565)
Instructional staff	86,646	196,930	113,518	83,412
General administration	1,339,757	1,054,720	1,159,117	(104,397)
School administration	184,664	279,346	373,120	(93,774)
Business services	35,831	88,324	8,504	79,820
Maintenance and operations	133,000	117,708	60,587	57,121
Central services	175,420	208,725	235,196	(26,471)
Facilities acquisition	-	-	50,002	(50,002)
Other	(45,969)	2	-	2
Total expenditures	17,044,628	17,078,029	15,897,189	1,180,840
Net change in fund balance	300,497	143,220	166,176	22,956
Fund balance, beginning	389,864	389,864	389,864	-
Fund balance, ending	\$ 690,361	\$ 533,084	\$ 556,040	\$ 22,956

See the accompanying independent auditors' report.

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GOVERNMENTAL DESIGNATED-PURPOSE GRANTS FUND
FOR THE YEAR ENDED JUNE 30, 2016

	Budgeted Amounts		Amounts	Variance with Final Budget Positive (Negative)
	Original	Final		
REVENUES				
Local sources				
Other	\$ -	\$ 2,000	\$ -	\$ (2,000)
Total local sources	-	2,000	-	(2,000)
State sources				
Grants	558,691	555,883	529,077	(26,806)
Total state sources	558,691	555,883	529,077	(26,806)
Total revenues	558,691	557,883	529,077	(28,806)
EXPENDITURES				
Instruction	117,556	133,447	132,395	1,052
Student support	99,227	64,213	64,427	(214)
Instructional staff	146,391	135,788	116,070	19,718
General administration	69,150	124,595	94,764	29,831
School administration	5,000	25,853	25,750	103
Central services	121,367	73,987	95,671	(21,684)
Total expenditures	558,691	557,883	529,077	28,806
Net change in fund balance	-	-	-	-
Fund balance, beginning	-	-	-	-
Fund balance, ending	\$ -	\$ -	\$ -	\$ -

See the accompanying independent auditors' report.

STATE COMPLIANCE



**INDEPENDENT AUDITORS' REPORT ON
COLORADO SCHOOL DISTRICT/BOCES
AUDITOR'S INTEGRITY REPORT**

To the Board of Education
Colorado Digital Board of Cooperative Educational Services

We have audited the financial statements of the governmental activities and each major fund of Colorado Digital Board of Cooperative Educational Services, as of and for the year ended June 30, 2016, which collectively comprise Colorado Digital Board of Cooperative Educational Services' basic financial statements, and our report thereon dated February 14, 2017, which expressed an unmodified opinion on those financial statement, appears as listed in the table of contents.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Colorado Digital Board of Cooperative Educational Services' financial statements. The accompanying *Colorado School District/BOCES, Auditor's Integrity Report* is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Hoelting & Company Inc.

Colorado Springs, Colorado
February 14, 2017



Colorado Department of Education

Auditors Integrity Report

District: 9170 - COLORADO DIGITAL BOCES

Fiscal Year 2015-16

Colorado School District/BOCES

Revenues, Expenditures, & Fund Balance by Fund

Fund Type &Number	Beg Fund Balance & Prior Per Adj (6880*)	1000 - 5999 Total Revenues & Other Sources	0001-0999 Total Expenditures & Other Uses	6700-6799 & Prior Per Adj (6880*) Ending Fund Balance
Governmental	+		-	=
10 General Fund	389,864	16,063,365	15,897,188	556,040
18 Risk Mgmt Sub-Fund of General Fund	0	0	0	0
19 Colorado Preschool Program Fund	0	0	0	0
Sub- Total	389,864	16,063,365	15,897,188	556,040
11 Charter School Fund	0	0	0	0
20,26-29 Special Revenue Fund	0	0	0	0
21 Food Service Spec Revenue Fund	0	0	0	0
22 Govt Designated-Purpose Grants Fund	0	529,077	529,077	0
23 Pupil Activity Special Revenue Fund	0	0	0	0
24 Full Day Kindergarten Mill Levy Override	0	0	0	0
25 Transportation Fund	0	0	0	0
31 Bond Redemption Fund	0	0	0	0
39 Certificate of Participation (COP) Debt Service Fund	0	0	0	0
41 Building Fund	0	0	0	0
42 Special Building Fund	0	0	0	0
43 Capital Reserve Capital Projects Fund	0	0	0	0
Totals	389,864	16,592,442	16,426,265	556,040
Proprietary				
50 Other Enterprise Funds	0	0	0	0
64 (63) Risk-Related Activity Fund	0	0	0	0
60,65-69 Other Internal Service Funds	0	0	0	0
Totals	0	0	0	0
Fiduciary				
70 Other Trust and Agency Funds	0	0	0	0
72 Private Purpose Trust Fund	0	0	0	0
73 Agency Fund	0	0	0	0
74 Pupil Activity Agency Fund	0	0	0	0
79 GASB 34:Permanent Fund	0	0	0	0
85 Foundations	0	0	0	0
Totals	0	0	0	0

FINAL

*If you have a prior period adjustment in any fund (Balance Sheet 6880), the amount of your priorperiod adjustment is added into both your ending and beginning fund balances on this report.



Colorado Digital BOCES

High-Level Financials

General Fund - Fund 10

December 31, 2016

(All Dollars in 000's)



	2013/14 Actual Results	2014/15 Actual Results	2015/16 Actual Results	2016/17 Approved Budget	2016/17 YTD Results	2016/17 Amended Working	2016/17 Change Suppl v Apprv
Funded Students (sFTE)	348.4	1,649.2	2,309.0	2,570.0	2,050.5	2,050.5	(519.5)
Contract Schools	348.4	1,649.2	2,110.5	2,020.0	1,845.0	1,845.0	(175.0)
Internal Schools	0.0	0.0	198.5	550.0	205.5	205.5	(344.5)
Per-Pupil Revenue (PPR)	6,070.28	6,423.90 5.825%	6,690.32 4.147%	6,795.02 1.565%	6,795.02	6,794.83 1.562%	(0.19) -0.003%
Program Revenue	\$2,114.6	\$10,594.3	\$15,448.1	\$17,463.2	\$6,773.9	\$13,932.8	(\$3,530.4)
Contract Schools	2,114.6	10,594.3	14,120.1	13,725.9	6,400.2	12,536.5	(1,189.5)
Internal Schools	0.0	0.0	1,328.1	3,737.3	373.7	1,396.3	(2,340.9)
Other Revenue	82.6	312.6	242.8	26.39	(86.8)	43.3	16.9
Revenue Transfers			(81.7)	(41.4)	(76.4)	232.9	274.3
Net Revenue	2,197.3	10,906.9	15,609.2	17,448.2	6,610.8	14,209.0	(3,239.2)
TABOR Reserve FundBal Chg	(128.1)	(261.7)	(301.7)	(58.0)	131.8	131.9	189.9
TABOR Reserve Fund Bal	(128.1)	(389.9)	(550.8)	(608.8)	(1,420.9)	(418.9)	189.9
TABOR Reserve Fund Bal %	5.83%	3.57%	3.51%	3.48%	10.62%	3.00%	-0.48%
Net Resource Available	2,069.1	10,645.2	15,307.5	17,390.2	6,742.6	14,340.9	(3,049.3)
Administrative Fee Spends	0.0	(289.7)	(474.0)	(514.4)	(205.5)	(460.2)	54.20
as % of Contract Prog Rev	0.0%	2.7%	3.1%	2.9%	3.0%	3.3%	0.4%
School Shared Cost Spends	(820.0)	(526.5)	(892.4)	(829.6)	(509.5)	(970.3)	(140.63)
per pupil amount	2,354	319	386.48	322.81	248.46	473.18	150.37
Entity Cost Spends	0.0	(30.0)	(60.0)	(45.0)	(42.3)	(60.0)	(15.0)
Contract School Svcs	(1,249.1)	(9,799.0)	(12,662.9)	(12,563.3)	(5,472.1)	(10,890.7)	1,672.6
	3,586	5,942	5,484	4,888	2,669	5,311	423
Internal School Spends	0.0	0.0	(1,218.2)	(3,437.8)	(513.3)	(1,959.7)	1,478.1
Total Expenses	(2,069.1)	(10,645.2)	(15,307.5)	(17,390.2)	(6,742.6)	(14,340.9)	3,049.3
Net Resources in Progress	0.0	0.0	0.0	0.0	0.0	0.0	(0.0)

BALANCE SHEET
December 31, 2016



	General Funds					Grant Funds					
	CDBOCES-10	ILC - 12	STEMSCO-13	CDLS - 14	CDBOCES Gen Funds	CDBOCES-600	CDLS - 601	ILC - 602	STEMsCO-613	CDBOCES Grant Funds	CDBOCES Total
ASSETS											
First Bank - Main Checking	\$ 101,484.31	35,240.66	(5,423.76)	(53,164.79)	78,136.42	(210,189.11)				(210,189.11)	(132,052.69)
First Bank - Additional Checking Accts	40,000.00	-	41,803.38	-	81,803.38		154,120.41	72,184.43	39,640.76	265,945.60	347,748.98
Colotrust	1,463,991.81				1,463,991.81					-	1,463,991.81
Subtotal Cash Deposits	1,605,476.12	35,240.66	36,379.62	(53,164.79)	1,623,931.61	(210,189.11)	154,120.41	72,184.43	39,640.76	55,756.49	1,679,688.10
Interfund Receivables	107,069.53	-		-	107,069.53					-	107,069.53
Petty Cash	190.60				190.60					-	190.60
Deposits	109.40				109.40					-	109.40
Other Assets	(177,199.67)	(17,610.83)	-	-	(194,810.50)	-	-	-	-	-	(194,810.50)
Total Assets	1,535,645.98	17,629.83	36,379.62	(53,164.79)	1,536,490.64	(210,189.11)	154,120.41	72,184.43	39,640.76	55,756.49	1,592,247.13
LIABILITIES											
Accounts Payable	2,474.10		350.00	19,287.00	22,111.10	405.00				405.00	22,516.10
Accrued Salary and Benefits	111,484.07		4,394.75		115,878.82	13,941.31				13,941.31	129,820.13
PR Health Insurance Deductions	716.51				716.51					-	716.51
Deferred Revenue HB 1345					-	-				-	-
Deferred Revenue CEL-CDLS					-		21,350.44			21,350.44	21,350.44
Deferred Revenue CEL-iLC					-			(16,050.52)		(16,050.52)	(16,050.52)
Deferred Revenue STEMsCO					-				35,109.27	35,109.27	35,109.27
Other Liabilities	120.00	-	107,069.53	-	107,189.53	(224,535.42)	132,769.97	88,234.95	4,531.49	1,000.99	108,190.52
Total Liabilities	114,794.68	-	111,814.28	19,287.00	245,895.96	(210,189.11)	154,120.41	72,184.43	39,640.76	55,756.49	301,652.45
FUND BALANCE											
Fund Bal - BoY Unrestricted	(83,290.05)	21,021.92	(23,201.04)	(27,553.59)	(113,022.76)	-	-	-	-	-	(113,022.76)
TABOR Reserve - CDBOCES gen	263,020.00				263,020.00					-	263,020.00
TABOR Reserve - MVV	46.18				46.18					-	46.18
TABOR Reserve - RMDA	70,170.26				70,170.26					-	70,170.26
TABOR Reserve - PPOS	76,108.37				76,108.37					-	76,108.37
TABOR Reserve - CPA	255,598.88				255,598.88					-	255,598.88
Current Year Net Results	(201,173.46)	(3,392.09)	-	(44,898.20)	(249,463.75)	-	-	-	1,000.99	1,000.99	(248,462.76)
Other Net Change to Fund Balance	1,040,371.12	-	(52,233.62)	-	988,137.50	1,000.99	-	-	-	1,000.99	989,138.49
Total Fund Balance	1,420,851.30	17,629.83	(75,434.66)	(72,451.79)	1,290,594.68	1,000.99	-	-	1,000.99	2,001.98	1,292,596.66
Total Liabilities and Fund Balance	1,535,645.98	17,629.83	36,379.62	(53,164.79)	1,536,490.64	(209,188.12)	154,120.41	72,184.43	40,641.75	57,758.47	1,594,249.11
Aggregated Fund Balance Categories						(1,000.99)	-	-	(1,000.99)	(2,001.98)	(2,001.98)
TABOR Reserve	401,923.69	-	-	-	401,923.69	-	-	-	-	-	401,923.69
Unrestricted	1,018,927.61	17,629.83	(75,434.66)	(72,451.79)	888,670.99	1,000.99	-	-	1,000.99	2,001.98	890,672.97

√ = balance agrees to bank statement

COLORADO DIGITAL BOCES
Statement of Financial Activity
December 31, 2016

2016/17 actual sFTE 525.00 1,320.00 1,845.00
2016/17 budget sFTE 583.00 1,437.00 2,020.00



CD BOCES	CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	Fund 10 Subtotal	YTD	Working Amended Budget	Approved Budget		2016/17 Amended	2016/17 Amended	2016/17 Amended
	Admin Svcs	Entity+OSSC				PPR->	6,794.83	6,795.02		Budget Detail	Budget Detail	Budget Detail
CD BOCES Revenue										Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
Program Revenue	-		1,783,643	4,484,588	6,268,231	50%	12,536,461	13,725,940	-			12,536,461.35
Admin Services (w/ contract schools)	208,992		(53,509)	(134,538)	20,945		417,984	59,196	-	417,983.97		(376,093.84)
School Shared Services (w/ contract schools)		485,127	(124,209)	(312,298)	48,619	(0)	969,196	137,260	-		969,196.26	(873,017.10)
Entity Services		30,000	(7,500)	(7,500)	15,000		60,000	45,000	-		60,000.00	(30,000.00)
External Service Contracts					-	-	6,250	6,250	-	6,250.00		-
Interest	110.00				110	2%	5,000	5,000	-	5,000.00		-
Total General Fund	209,102	515,127	1,598,424	4,030,252	6,352,905	45%	13,994,892	13,978,646	(1,279,110.940)	429,233.97	1,029,196.26	11,257,350.41
Internal Transfers - Special Project Invest	(76,371)				(76,371)		(233,932)	(41,415)	-	(233,931.86)		
Internal Transfers - TABOR release	(131,879)				(131,879)	57%	(131,879)	493	131,879.230			
Internal Transfers - K12 add'l svcs			(65,246)	(118,086)	(183,331)	50%	(310,466)		-			(310,465.76)
Internal Transfers - K12 SPED subcontract					-		(56,197)		-			(56,196.60)
Federal Impact Aid	-				-	-	1,057	1,057	-		1,057.02	
Read Act Revenue	30,494				30,494	98%	31,000	13,588	-	31,000.00		-
Total CD BOCES Revenue	\$ 31,346	\$ 515,127	\$ 1,533,178	\$ 3,912,167	\$ 5,991,818	45%	13,294,475	13,952,369	(1,147,231.710)	226,302.11	1,030,253.28	10,890,688.05
(270,943)												
Expenditures												
Instructional Program												
Educational Purchased Services	28,196	16,768	1,527,991	3,899,125	5,472,080	50%	10,899,122	12,563,304	-	30,000	15,000	10,854,122.17
SPED Oversight Purchased Services	-	-	5,187	13,042	18,229	50%	36,566	30,000				36,565.88
Contract School Costs					-	-	1,279,111	0	(1,279,110.940)			
Total Instructional Expenses	28,196	16,768	1,533,178	3,912,167	5,490,309	45%	12,214,799	12,593,304	(1,279,110.940)	30,000.00	15,000.00	10,890,688.05
Student Support Services - 2100												
Assessment and Data Salary	-	78,637			78,637	50%	158,789	137,664	-		158,789.48	-
Staff Benefits	-	20,907			20,907	51%	40,994	38,361	-		40,994.20	-
Student Assessments	-	17,478			17,478	70%	25,000	25,000	-		25,000.00	-
Total Student Support Services	-	117,022	-	-	117,022	52%	224,784	201,025	-	-	224,783.68	-

COLORADO DIGITAL BOCES
Statement of Financial Activity
December 31, 2016

2016/17 actual sFTE 525.00 1,320.00 1,845.00
 2016/17 budget sFTE 583.00 1,437.00 2,020.00



50% 1,845.00 2,020.00

CD BOCES	CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	Fund 10 Subtotal	YTD	Working Amended Budget	Approved Budget
Instructional Staff Support - 2200								
Voc Ed Salary		12,960			12,960	45%	28,800	32,256
Voc Ed Benefits		2,210			2,210	74%	3,007	6,384
Staff Development	-	14,335			14,335	57%	25,000	90,000
Total Instructional Support	-	29,505	-	-	29,505	52%	56,807	128,640
General Administration -2300								
Salaries	41,564	118,587			160,150	52%	308,598	398,800
Benefits	10,215	33,561			43,776	51%	85,935	92,050
D49 Purchased Services	-				-	-	4,000	9,000
Purchased Professional Services	20,782	43,970			64,752	130%	50,000	58,249
Travel and Registration	24,577				24,577	98%	25,000	21,000
Office Supplies	4,619				4,619	92%	5,000	23,700
Furniture and Equipment	-				-	-	1,000	6,300
Special projects	1,668				1,668		1,537	55,500
Marketing & Advertising	667				667			
Audit	7,000				7,000	61%	11,500	11,500
Legal Services	-	42,280			42,280	70%	60,000	45,000
Dues and Fees	6,458				6,458	65%	10,000	11,100
Total General Admin Services	117,550	238,398	-	-	355,948	63%	562,569	732,199
School Administration-2400								
Salaries		66,140			66,140	41%	161,151	105,800
Benefits		16,523			16,523	59%	27,831	30,300
Total School Admin Services	-	82,663	-	-	82,663	44%	188,982	136,100
Business Services - 2500								
Salaries	12,857				12,857	48%	26,990	30,000
Benefits	2,649				2,649	49%	5,424	6,000
Bank Fees	3,508				3,508	175%	2,000	600
Printing	27				27	3%	800	800
Postage	195				195	24%	800	800
Supplies	179				179	36%	500	0
Dues and Fees	10,636				10,636	97%	11,000	0
Total Business Services	30,052	-	-	-	30,052	63%	47,514	38,200

2016/17 Amended	2016/17 Amended	2016/17 Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
-	28,800.00	-
-	3,006.72	-
-	25,000.00	-
-	56,806.72	-
5.0%	95.0%	
-	15,430	-
-	81,638.44	-
-	4,000.00	-
-	8,000	-
-	42,000.00	-
-	25,000.00	-
-	5,000.00	-
-	1,000.00	-
-	1,536.59	-
-	11,500.00	-
-	-	-
-	60,000.00	-
-	10,000.00	-
-	85,763.23	476,806.24
-		-
-	161,150.96	-
-	27,830.68	-
-	188,981.64	-
-		-
-	26,989.96	-
-	5,423.92	-
-	2,000.00	-
-	800.00	-
-	800.00	-
-	500.00	-
-	11,000.00	-
-	47,513.88	-

2016/17 Amended	2016/17 Amended	2016/17 Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
700.00		-
1,500.00		-
3,000.00		-
1,400.00		-
38,600.00		-
45,200.00	-	-
5,000.00	35,000.00	-
2,700.00		-
	25,000.00	-
2,625.00	7,875.00	-
		-
7,500.00		-
17,825.00	67,875.00	-
226,302.11	1,030,253.28	10,890,688.05
-	-	-

	(42,280.93)	-					
	-	-	-	-			
					Total CDOBES sFTE	2,050.50	2,570.00
							(519.50)
Total CDOCES Gen Fund	Gross #'s	90% Contract Sch	RMDA	MVV	Program	Other	
Revenue	14,208,978	12,536,461	648,906	747,431	13,932,799	276,180	
Expense	14,340,858	12,214,799	1,003,691	955,991	14,174,481	166,376	
Net Rev / (Exp)	(131,879)				(241,682)	109,803	

PPExp	
502.44	gross
473.18	less entity
473.1788734	for pricing

COLORADO DIGITAL BOCES
Statement of Financial Activity
December 31, 2016



50% of year completed

95.50

<- sFTE ->

95.50

350.00



	RMDA- Location 520 Fund 10	% spent YTD	Working Amended Budget	Approved Budget
RMDA Revenue	YTD	<i>PPR-></i>	6,794.83	6,795.02
Program Revenue	324,453	50%	648,906	2,378,257
Admin Fee + OSSC + entity	(39,828)	50%	(79,656)	(214,114)
Other Revenue	-	-	-	-
CDBOCES Special Project Investment	7,501	5%	138,554	-
Internal Transfers (K12 add'l svcs)	77,616	50%	155,233	-
Internal Transfers (K12 SPED subcontract)	28,098	50%	56,197	-
Internal Transfers (+ TABOR release)	84,457	100%	84,457	38,847
Total RMDA Revenue	\$ 482,298	48%	1,003,691	2,202,990
Expenditures				
Instructional Program				
RMDA Instructional Salaries	99,793	39%	254,883	362,945
RMDA SPED Salary	27,530	40%	69,416	56,167
RMDA Instructional Benefits	26,623	39%	67,829	96,587
RMDA SPED Benefits	8,739	38%	23,139	10,847
RMDA Shared Ed Staff w/ MVV	-	-	38,863	150,000
RMDA Curriculum Content Svcs	17,960	99%	18,200	68,600
RMDA Educational Purchased Svcs (CCE,	136,681	85%	160,725	683,300
Total Instructional Expenses	317,326	50%	633,055	1,428,446
Student Support Services - 2100				
RMDA Salaries	26,875	64%	42,011	174,020
RMDA Benefits	5,316	57%	9,331	50,554
RMDA SPED Oversight Purch Svc	944	48%	1,986	-
RMDA Student Technology & Access	-	-	-	154,000
RMDA Graduation, Pupil Activities	-	-	5,457	20,000
RMDA Assessments	-	-	8,049	29,500
Total Student Support Services	33,135	50%	66,835	428,074
Instructional Staff Support - 2200				
RMDA Staff Development	7,774	97%	8,000	56,000
Total Instructional Support	7,774	97%	8,000	56,000

COLORADO DIGITAL BOCES
Statement of Financial Activity
December 31, 2016



50% of year completed

95.50

<- sFTE ->

95.50

350.00



	RMDA- Location 520 Fund 10	% spent YTD	Working Amended Budget	Approved Budget
General Administration -2300				
RMDA Marketing and Enroll Svcs	36,153	72%	50,000	15,000
RMDA Legal			93	0
Total General Admin Services	36,153	72%	50,093	15,000
School Administration-2400				
RMDA Salaries	37,266	34%	108,679	85,000
RMDA Benefits	9,753	67%	14,612	25,500
RMDA Purchased Services	2,534	15%	16,667	16,667
RMDA Office Equipment	297	3%	10,000	10,000
RMDA Office Supplies	632	8%	8,333	8,333
Total RMDA Location 510	50,482	32%	158,290	145,500
Business Services - 2500				
Other Office Expenses		-		(22,863)
Printing	568	11%	5,000	60,500
Total Business Services	568	11%	5,000	37,637
Operation and Maintenance of Plant 2600				
RMDA Other Bldg Services	3,530	47%	7,500	35,000
RMDA Building Lease	13,349	33%	40,000	40,000
Total Operations and Maintenance	16,879	36%	47,500	75,000
Support Services - Central - 2800				
RMDA Tech Support Services	14,421	50%	28,918	0
RMDA Unemployment				
RMDA SPED Telephone		-	1,000	8,333
RMDA Telephone	5,561	111%	5,000	9,000
Sub-total Support Serv Central	19,981	57%	34,918	17,333
Total Expenses	482,298	48%	1,003,691	2,202,990
Net Operating Change to Fund Balance	\$ -		0	0

COLORADO DIGITAL BOCES
Statement of Financial Activity
December 31, 2016


50% of year completed



110.00 <- sFTE ->

110.00

200.00

	MVV- Location 510 Fund 10	% spent YTD	Working Amended Budget	Approved Budget
	YTD	PPR->		
MVV Revenue			6,794.83	6,795.02
Program Revenue	373,716	50%	747,431	1,359,004
Admin Fee + OSSC + entity	(44,736)	50%	(89,473)	(125,565)
Other Revenue	34	-	-	
CDBOCES Special Project Investment	59,254	62%	95,377	0
Internal Transfers (K12 add'l svcs)	77,616	50%	155,233	
Internal Transfers (K12 SPED subcontract)		-	-	
Internal Transfers (+ TABOR release)	47,422	100%	47,422	
Total MVV Revenue	\$ 513,306	54%	955,991	1,233,439
Expenditures				
Instructional Program				
MVV Instructional Salaries	85,878	36%	240,916	217,767
MVV SPED Salary	17,640	65%	27,268	56,167
MVV Instructional Benefits	21,924	39%	55,808	57,952
MVV SPED Benefits	5,077	56%	9,089	10,847
MVV Shared Ed Staff w/ RMDA	12,281	32%	38,863	150,000
MVV Curriculum Content Svcs	1,500	6%	25,000	72,000
MVV SPED Oversight Purch Svc	1,087	50%	2,193	
MVV Educational Purchased Svcs	117,115	79%	147,400	228,500
Total Instructional Expenses	262,502	48%	546,539	793,233
Student Support Services - 2100				
MVV Salaries	68,212	113%	60,478	49,720
MVV Benefits	14,316	86%	16,567	14,444
MVV Membership Dues	-	-	1,010	1,010
MVV Graduation, Pupil Activities	802	10%	7,700	0
MVV Assessments	-	-	7,700	28,000
Total Student Support Services	83,330	89%	93,455	93,174
Instructional Staff Support - 2200				
MVV Staff Development	7,774	97%	8,000	56,000
Total Instructional Support	7,774	97%	8,000	56,000

General Administration -2300

COLORADO DIGITAL BOCES
Statement of Financial Activity
December 31, 2016


50% of year completed



110.00 <- sFTE ->

110.00

200.00

	MVV- Location 510 Fund 10	% spent YTD	Working Amended Budget	Approved Budget
MVV Marketing and Enroll Svcs	37,486.71	75%	50,000	10,000
MVV Legal		-	-	0
Total General Admin Services	37,487	75%	50,000	10,000
School Administration-2400				
MVV Salaries	59,181	54%	108,670	121,000
MVV Benefits	15,658	46%	34,099	36,300
MVV Printing		-	5,000	
MVV Purchased Services	1,358	14%	10,000	10,000
MVV Office Equipment	260	4%	6,000	6,000
MVV Office Supplies	582	12%	5,000	5,000
Total MVV Location 510	77,039	46%	168,769	178,300
Business Services - 2500				
Other Office Expenses			-	(8,268)
Printing	1,159	23%	5,000	5,000
Total Business Services	1,159	23%	5,000	(3,268)
Operation and Maintenance of Plant 2600				
MVV Other Bldg Services	3,700	49%	7,500	20,000
MVV Building Lease	13,349	33%	40,000	40,000
Total Operations and Maintenance	17,049	36%	47,500	60,000
Support Services - Central - 2800				
MVV Tech Support Services	20,566	67%	30,728	40,000
MVV Unemployment	-	-	-	0
MVV SPED Telephone	-	-	1,000	1,000
MVV Telephone	6,401	128%	5,000	5,000
Sub-total Support Serv Central	26,966	73%	36,728	46,000
Total Expenses	513,306	54%	955,991	1,233,439
Net Operating Change to Fund Balance	\$ -		-	0

Statement of Financial Activities

December 31, 2016



STEMSCO - 600			Working Amended Budget	Approved Budget
	Fund 13	50%		
Stemsco Revenue	YTD			
Transfer Stripes	-	-	3,000	3,000
Partner Dues	84,427	48%	175,653	175,653
Internal Transfers	9,616	65%	14,800	14,800
Donations/other	-	-	50	50
Total Stemsco Revenue	\$ 94,043	49%	\$ 193,503	\$ 193,503
Expenditures				
General Admin -2300				
Purchased Professional Svcs	58,289	43%	136,500	136,500
Travel and Registration	5,885	315%	1,869	1,869
Stemsco Office Supplies	1,932	49%	3,916	3,916
Other Stemsco expenses	4,366	320%	1,366	1,366
Total General Admin	70,473	49%	143,652	143,652
Support Services				
Salaries	17,086	50%	34,300	34,300
Benefits	5,078	50%	10,200	9,850
Purchased Professional Svcs	1,170	195%	600	600
Bank Fees (Prog 2500)	4	19%	21	21
Total Business Services	23,338	52%	45,121	44,771
Central Support - 2800				
Tech Services	-	-	2,580	2,580
Telephone	232	9%	2,500	2,500
Total Central Support	232	5%	5,080	5,080
Total Expenses	94,043	49%	193,853	193,503
Net Op Change to Fund Bal	\$ -		\$ (350)	\$ 0



CD BOCES - Grants Location 600		Working Amended Budget	Approved Budget
	Fund 22		
CD BOCES Grant Revenue	YTD		
HB1345 BOCES Grant	-	100,000	100,000
HB1345 BOCES Grant Rev Bal	-		
STEMsCO - GenCyber	89,036	102,042	102,042
STEMsCO - GenCyber Rev Bal	(35,109)		
Total Grant Revenue	\$ 53,927	\$ 202,042	\$ 202,042
Expenditures			
HB1345-Staff Development	-	100,000	100,000
HB1345-Other expense		-	
STEMsCO - GenCyber	52,926	102,042	102,042
Total Staff Support Svcs	52,926	202,042	202,042
Total Expenses	52,926	202,042	202,042
Net Op Change to Fund Bal	\$ 1,001	\$ 0	\$ 0

STEMsCO Partner Resourcing	entity	per pupil	total
D49	3,000.00	144,256.33	147,256.33
Widefield	3,000.00	21,085.38	24,085.38
Peyton	3,000.00	1,310.97	4,310.97
Total External contribs	9,000.00	166,652.68	175,652.68
CDBOCES	3,000.00	4,911.55	7,911.55
CDBOCES exess contribut		6,888.45	6,888.45
Total Partner contributions	12,000.00	171,564.23	183,564.23

Statement of Financial Activities

December 31, 2016

50% of year completed



CDLS - 601, fund 14	YTD Actual	% budget	Working Amended Budget	Approved Budget
CDLS Revenue				
Mtn BOCES				
CDLS Tuition	7,500	5%	164,754	164,754
		-		
Total CDLS Revenue	\$ 7,500	5%	\$164,754	\$ 164,754
Expenditures				
Instructional Program				
Educational Purchased Svcs	51,705	31%	164,754	164,754
CDLS Instructional Salaries		-		
CDLS Benefits		-		
Purchased Courses		-		
Total Instructional Program	51,705	31%	164,754	164,754
2100				
Salaries		-		
Benefits		-		
Assessments		-		
Total Student Support	-	-	-	-
Instructional Staff Support Services - 2200				
On line course PD/needs assess		-		
Staff Development	-	-		
Total Instructional Staff Supt	-	-	-	-
General Admin -2300				
Advertising		-		
Other expenses	211	-		
Office Supplies	482	-		
Purchases Services		-		
Program Eval		-		
Total General Admin	693	-	-	-

CDLS - 601, fund 22	YTD Actual	% budget	Working Amended Budget	Approved Budget
Grant Revenue				
Mtn BOCES	207,500	50%	415,000	415,000
		-		
Revenue Balancing	(21,350)	(41%)	52,021	52,021
Total CDLS Revenue	\$ 186,150	40%	\$ 467,021	\$ 467,021
Expenditures				
Instructional Program				
Educational Purchased Svcs		-	95,246	95,246
CDLS Instructional Salaries		-	21,754	21,754
CDLS Benefits		-		
Purchased Courses	96,264	101%	95,485	95,485
Total Instructional Program	96,264	45%	212,485	212,485
Student Support Svcs - 2100				
Salaries *	27,470	50%	55,100	55,100
Benefits	5,659	51%	11,020	11,020
Assessments		-		
Total Student Support	33,129	50%	66,120	66,120
Instructional Staff Support Services - 2200				
On line course PD/needs assess		-	4,000	4,000
Staff Development		-	4,000	4,000
Total Instructional Staff Supt	-	-	8,000	8,000
General Admin -2300				
Advertising	-	-		
Office Supplies	-	-		
Exec Council		-		
Purchases Services**	12,500	13%	96,000	96,000
Travel Expenses	1,622	-	-	
Total General Admin	14,122	15%	96,000	96,000

All Funds	% budget	All Funds Budget
YTD Actual		
207,500	50%	415,000
7,500	5%	164,754
(21,350)	(41%)	52,021
\$ 193,650	31%	\$ 631,775
Expenditures		
Instructional Program		
51,705	20%	260,000
-	-	21,754
-	-	-
96,264	101%	95,485
147,969	39%	377,239
Student Support Svcs - 2100		
27,470	50%	55,100
5,659	51%	11,020
-	-	-
33,129	50%	66,120
Instructional Staff Support Services - 2200		
-	-	4,000
-	-	4,000
-	-	8,000
General Admin -2300		
-	-	-
211	-	-
482	-	-
12,500	13%	96,000
1,622	-	-
14,816	15%	96,000

Statement of Financial Activities

December 31, 2016

50% of year completed



CDLS - 601, fund 14	YTD Actual	% budget	Working Amended Budget	Approved Budget
Central Support Svcs 2800				
CDLS Tech Services Director	-	-		
CDLS Benefits	-	-		
Tech Support Services	-	-		
Telephone	-	-		
Total Support Serv Central	-	-	-	-
Total Expenditures	52,398	32%	164,754	164,754
Net Change to Fund Balance	\$ (44,898)		\$ -	\$ -

CDLS - 601, fund 22	YTD Actual	% budget	Working Amended Budget	Approved Budget
Central Support Svcs 2800				
CDLS Tech Director***	27,475	50%	55,100	55,100
CDLS Benefits	5,660	51%	11,020	11,020
Tech Support Svcs	-	-	5,000	5,000
LMS (Schoolology) ****	9,500	119%	8,000	8,000
Telephone Webconferencing	-	-	2,500	2,500
Office Supplies/Printing	-	-	1,046	1,046
Travel/Expenses	-	-	1,750	1,750
Total Support Serv Central	42,634	51%	84,416	84,416
Total Expenditures	186,150	40%	467,021	467,021
Net Change to Fund Balance	\$ -		\$ -	\$ -

All Funds	% budget	All Funds
YTD Actual		Budget
27,475	50%	55,100
5,660	51%	11,020
-	-	5,000
9,500	119%	8,000
-	-	2,500
-	-	1,046
-	-	1,750
42,634	51%	84,416
238,548	38%	631,775
\$ (44,898)	-	\$ -

Cash Available Recons

BoY Fund Bal / Deferred Rev	(3,267)
YTD Fund Bal / Deferred Rev	(44,898)
Current Rec/(Non-Def Liabs)	(41,803)
Current Net Cash Available	(89,968)

* Billy Jo Vohs-Saunders

**Dan Morris

***Bridget Kreutzer

****Teresa Yohan

BoY Fund Bal / Deferred Rev	28,282
YTD Fund Bal / Deferred Rev	21,350
Current Rec/(Non-Def Liabs)	0
Current Net Cash Available	49,632

25,015
(23,548)
(41,803)
(40,336)

Statement of Financial Activities

December 31, 2016

50% of year completed



iLC - 602, fund 12	YTD Actual	% budget	Working Amended Budget	Approved Budget
iLC Revenue				
Membership Dues	-	-		
Other	-	-		
Conf Registration	-	-		
Contracted Services	-	-		
Total eLC Revenue	\$ -	-	\$ -	\$ -
Expenditures				
Instructional Program - 0010				
Instructional Purchased Svcs	-	-		
Total Instructional	-	-	-	-
Instructional Staff Support Services - 2200				
ELC Purchased Services		-		
ELC Professional Dev		-		
Tech Data Services		-		
Total Instructional Support	-	-	-	-
General Administration Support -2300				
ELC Salaries		-		
ELC Benefits		-		
ELC Travel and Registrat	831	-		
ELC Purchased services	195	-		
ELC VISA Exp	2,162	-		
Exec Council		-		
ELC Office Supplies	204	-		
ELC Advertising		-		
Total General Admin Svcs	3,392	-	-	-

iLC - 602, fund 22	YTD Actual	% budget	Working Amended Budget	Approved Budget
Grant Revenue				
Mtn BOCES	152,500	50%	305,000	305,000
Revenue Balancing	16,051	-	-	-
Total eLC Revenue	\$ 168,551	55%	\$ 305,000	\$ 305,000
Expenditures				
Instructional Program - 0010				
Instructional Purchased Svcs	272	1%	39,064	39,064
Total Instructional	272	1%	39,064	39,064
Instructional Staff Support Services - 2200				
ELC Purchased Services	148,797	454%	32,769	32,769
ELC Professional Dev		-		
Tech Data Services		-		
Total Instructional Support	148,797	454%	32,769	32,769
General Administration Support -2300				
ELC Salaries	11,483	6%	183,987	183,987
ELC Benefits	2,786	43%	6,430	6,430
ELC Travel and Registrat	-	-	3,442	3,442
Conference Expenses	3,264	36%	9,084	9,084
Exec Council		-	-	-
ELC Office Supplies	180	6%	3,000	3,000
ELC Advertising	-	-	-	-
Total General Admin Svcs	17,713	9%	205,943	205,943

All Funds YTD Actual	% budget	All Funds Budget
-	-	-
152,500	50%	305,000
-	-	-
-	-	-
16,051	-	-
\$ 152,500	50%	\$ 305,000
Expenditures		
Instructional Program - 0010		
272	1%	39,064
272	1%	39,064
Instructional Staff Support Services - 2200		
148,797	454%	32,769
-	-	-
-	-	-
148,797	454%	32,769
General Administration Support -2300		
11,483	6%	183,987
2,786	43%	6,430
831	24%	3,442
3,459	38%	9,084
2,162	-	-
-	-	-
384	13%	3,000
-	-	-
21,105	10%	205,943

Statement of Financial Activities
December 31, 2016 50% of year completed



iLC - 602, fund 12	YTD Actual	% budget	Working Amended Budget	Approved Budget
ELC School Admin - 2400				
ELC Purchased Services				
Total School Admin	-	-	-	-
Central Support Svcs - 2800				
Tech Support Services	-	-		
Telephone	-	-		
Total Central Support Serv	-	-	-	-
Total eLC Expenditures	3,392	-	-	-
Net Change to Fund Balance	\$ (3,392)		\$ -	\$ -

-

Cash Available Recons

BoY Fund Bal / Deferred Rev	20,612
YTD Fund Bal / Deferred Rev	(3,392)
Current Rec/(Non-Def Liabs)	17,611
Current Net Cash Available	34,831

iLC - 602, fund 22	YTD Actual	% budget	Working Amended Budget	Approved Budget
ELC School Admin - 2400				
ELC Purchased Services	169	1%	25,853	25,853
Total School Admin	169	1%	25,853	25,853
Central Support Svcs - 2800				
Tech Support Services	1,599	117%	1,371	1,371
Telephone	-	-	-	-
Total Central Support Serv	1,599	117%	1,371	1,371
Total eLC Expenditures	168,551	55%	305,000	305,000
Net Change to Fund Balance	\$ -		\$ -	\$ -

-

BoY Fund Bal / Deferred Rev	(14,603)
YTD Fund Bal / Deferred Rev	(16,051)
Current Rec/(Non-Def Liabs)	0
Current Net Cash Available	(30,654)

All Funds YTD Actual	% budget	All Funds Budget
169	1%	25,853
169	1%	25,853
1,599	117%	1,371
-	-	-
1,599	117%	1,371
171,943		305,000
\$ (19,443)		\$ -

6,009
(19,443)
17,611
4,177

Statement of Financial Activities
Revenue with Expense by Program Code
December 31, 2016



Consolidated CDBOCES-processed CEL Grant Activity

50% of year completed

CDLS - 601, fund 22	YTD Actual	Amended Budget
---------------------	------------	----------------

Grant Revenue	YTD		
Mtn BOCES remittance	207,500	50%	415,000
		-	
Revenue Balancing	(21,350)	(41%)	52,021
Total Revenue	\$ 186,150	45%	\$ 415,000

iLC - 602, fund 22	YTD Actual	Amended Budget
--------------------	------------	----------------

Grant Revenue	YTD		
Mtn BOCES remittance	152,500	50%	305,000
		-	
Revenue Balancing	16,051	-	-
Total Revenue	\$ 168,551	-	\$ -

Total CEL Grant	YTD Actual	Amended Budget
-----------------	------------	----------------

Grant Revenue	YTD		
Mtn BOCES remittance	360,000	50%	720,000
Mtn BOCES admin, eval, rpt		-	-
Revenue Balancing	(5,300)	(10%)	52,021
Total Revenue	\$ 354,700	-	\$ -

Grant Expenditures			
<u>Instructional Program - 0010</u>			
Educational Purchased Svcs	-	-	
Instructional Salaries	-	-	
Benefits	-	-	
Purchased Courses	96,264	101%	95,485
Total Instructional Program	96,264	101%	95,485
<u>Student Support Svcs - 2100</u>			
Salaries *	27,470	50%	55,100
Benefits *	5,659	51%	11,020
Assessments	-	-	-
Total Student Support	33,129	50%	66,120

Grant Expenditures			
<u>Instructional Program - 0010</u>			
Educational Purchased Svcs	-	-	
Instructional Salaries	-	-	
Benefits	-	-	
Instructional Purchased Svcs	272	-	-
Total Instructional	272	-	-
<u>Student Support Svcs - 2100</u>			
Salaries	-	-	-
Benefits	-	-	-
Assessments	-	-	-
Total Student Support	-	-	-

Grant Expenditures			
<u>Instructional Program - 0010</u>			
Educational Purchased Svcs	-	-	
Instructional Salaries	-	-	
Benefits	-	-	
Purchased Courses	96,536	101%	95,485
Total Instructional	96,536	101%	95,485
<u>Student Support Svcs - 2100</u>			
Salaries *	27,470	50%	55,100
Benefits *	5,659	51%	11,020
Assessments	-	-	-
Total Student Support	33,129	50%	66,120

Statement of Financial Activities
Revenue with Expense by Program Code
December 31, 2016



Consolidated CDBOCES-processed CEL Grant Activity

50% of year completed

CDLS - 601, fund 22	YTD Actual	Amended Budget
Instructional Staff Support Services - 2200		
On line course PD/needs assess	-	4,000
Professional Dev	-	-
Staff Development	-	4,000
Tech Data Services	-	-
Total Instructional Support	-	8,000
General Administration Support -2300		
Salaries	-	-
Benefits	-	-
Travel and Registrat	1,622	-
Conference Expenses	-	-
Exec Council	-	-
Office Supplies	-	-
Purchased Services**	12,500	13% 96,000
Advertising	-	-
Total General Admin	14,122	15% 96,000
School Admin - 2400		
Purchased Services	-	-
Total School Admin	-	-

iLC - 602, fund 22	YTD Actual	Amended Budget
Instructional Staff Support Services - 2200		
Purchased Services	148,797	-
Professional Dev	-	-
Staff Development	-	-
Tech Data Services	-	-
Total Instructional Support	148,797	-
General Administration Support -2300		
Salaries *****	11,483	-
Benefits *****	2,786	2% 183,987
Travel and Registrat	-	-
Conference Expenses	3,264	95% 3,442
Exec Council	-	-
Office Supplies	180	-
Purchased Services	-	-
Advertising	-	-
Total General Admin Svcs	17,713	9% 193,859
School Admin - 2400		
Purchased Services	169	-
Total School Admin	169	-

Total CEL Grant	YTD Actual	Amended Budget
Instructional Staff Support Services - 2200		
Purchased Services	148,797	##### 4,000
Professional Dev	-	-
Staff Development	-	-
Tech Data Services	-	-
Total Instructional Support	148,797	##### 8,000
General Administration Support -2300		
Salaries *****	11,483	-
Benefits *****	2,786	2% 183,987
Travel and Registrat	1,622	25% 6,430
Conference Expenses	3,264	95% 3,442
Exec Council	-	-
Office Supplies	180	-
Purchased Services**	12,500	13% 96,000
Advertising	-	-
Total General Admin Svcs	31,836	11% 289,859
School Admin - 2400		
Purchased Services	169	-
Total School Admin	169	-

Statement of Financial Activities
Revenue with Expense by Program Code
December 31, 2016



Consolidated CDBOCES-processed CEL Grant Activity

50% of year completed

CDLS - 601, fund 22	YTD Actual		Amended Budget
Central Support Svcs 2800			
Salaries ***	27,475	50%	55,100
Benefits ***	5,660	51%	11,020
Tech Support Svcs	-	-	5,000
LMS (Schoology) ****	9,500	119%	8,000
Telephone Webconferencing	-	-	2,500
Office Supplies/Printing	-	-	1,046
Travel/Expenses	-	-	1,750
Total Central Support Serv	42,634	51%	84,416
Total Expenditures	186,150	53%	350,021

Net Change to Fund Balance	\$ -	\$ 64,979
-----------------------------------	------	-----------

iLC - 602, fund 22	YTD Actual		Amended Budget
Central Support Svcs - 2800			
Salaries	-	-	-
Benefits	-	-	-
Tech Support Services	1,599	-	-
	-	-	-
	-	-	-
Telephone	-	-	1,371
Total Central Support Serv	1,599	117%	1,371
Total Expenditures	168,551	86%	195,230

Net Change to Fund Balance	\$ -	\$ (195,230)
-----------------------------------	------	--------------

Total CEL Grant	YTD Actual		Amended Budget
Central Support Svcs - 2800			
Salaries ***	27,475	50%	55,100
Benefits ***	5,660	51%	11,020
Tech Support Svcs	1,599	32%	5,000
LMS (Schoology) ****	9,500	119%	8,000
Telephone Webconferencing	-	-	2,500
Office Supplies/Printing	-	-	1,046
Travel/Expenses	-	-	3,121
Total Central Support Serv	44,233	52%	85,787
Other Expenses - Mtn BOCES			
Program Administration			9,600
Program Evaluation & Reporting			9,600
Total Program Admin, Eval, Rptng			19,200
Total Expenditures	354,700	65%	545,251

Net Change to Fund Balance	\$ -	\$ (545,251)
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* Billy Jo Vohs-Saunders

** Dan Morris

*** Bridget Kreutzer

***** Judy Perez-Bauernschmidt

**** Teresa Yohan



COLORADO DIGITAL BOCES

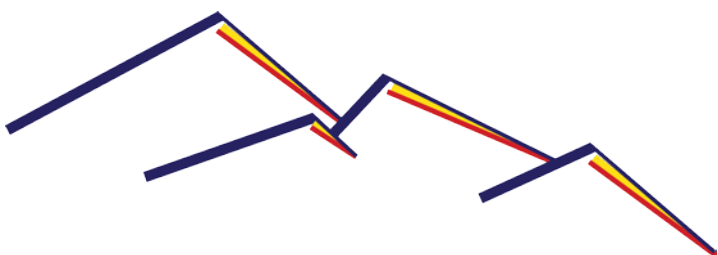
BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: March 14, 2017

Prepared by: Greg Wilborn

Title of Agenda Item: Board Report

Item Type: ☐ Action ☒ Information (Report) ☐ Discussion



4035 Tutt Boulevard
Colorado Springs, CO 80922



1. Blended Campus Pathways has been approved for eventual statewide deployment beginning with a pilot program in the PPCC service area.
2. Innovation Cluster - This project is in development stage and I need contact information for leaders in industry and local government.
3. Pikes Peak Ed Lab - The local reception for this idea is tremendous and we are working with the Hanover Group to write grant requests for funding. (see below for one page description of #1 and #2)
4. Consulting processes to assist other districts shifting towards blended learning will be a valuable asset in our portfolio and we are currently marketing these to a few districts. We will partner soon with Future Ready Schools at <http://futureready.org/> and target Colorado districts who have taken the Future Ready pledge (see below for list of districts). Most marketing will be face to face and direct sales.
5. Colorado Empowered Learning Grant - Our relationship with CEL has been valuable for informing our consulting processes as well as making connections around the state.
6. CD BOCES I.T. - The processes and infrastructure for supporting all of our work are in good shape and we continue to put in place processes, plans, and safeguards. I foresee no major new expenses related to technology in the coming year.



Pikes Peak Ed Lab Proposal

CD BOCES has created a vision for an innovation cluster concept and shared workspace design to cultivate thought leadership and advance learning systems in the Pikes Peak region and beyond. The Pikes Peak Ed Lab will serve as a hub for regional innovation groups and incubator technology companies, and include a combination of co-working space, teacher maker-space, and drop-in center for students enrolled in area schools. CD BOCES is currently developing a business plan to identify both strategic funding partners and community collaborators to further this endeavor, and plans to relocate the organization's office's to this space by August of 2017. (Hanover Research)

Phase I - Pikes Peak Education Innovation Cluster

"By accelerating the pace of innovation in learning sciences and technologies, the United States has the opportunity to close the achievement gap, improve national competitiveness, and drive economic growth. Accelerating the pace of innovation requires a fresh approach to research and development and the Infrastructure that supports it." - U.S. Office of Educational Technology

Education innovation clusters consist of representatives from several key partners; educators, researchers, funders, entrepreneurs, and other community stakeholders brought together to build capacity to drive forward education innovations in a specific region. By working together, these partners form a network that supports the design that The focus of the work may include; blended and personalized learning, STEM education, gaming and simulations, digital learning, student entrepreneurship, apprenticeships, and learning space design. [Digital Promise](#) and the [Office of Educational Technology](#) are supporting and connecting cluster development across the U.S. and now Colorado Digital BOCES is ready to lead this effort in the Pikes Peak region.

- Timeline - Immediate

Phase II - Education Design Center and Coworking space

An open work and innovation space hosting and supporting a variety of education focused organizations and individuals to create synergy and collaboration leading to more efficiencies and innovations for area educators and community members . In addition to renting coworking space, the design center will act as an instigator and incubator for improved and new education models. We will host local and regional events, support ongoing teacher professional development, act as a conduit for local internships and apprenticeships, and be a drop in center supporting a variety of non traditional students. In the future will house a makerspace and STEM lab, both for use by clients of all ages.



- Timeline - Occupancy opening August 2017, components launch ongoing.

Partners

We are seeking partnerships with innovative educators, researchers, foundations, entrepreneurs, education agencies and advocacy groups, vendors, and investors.

Contact Greg Wilborn at greg@cdboces.org or 719.648.3200 for more information

Colorado Future Ready Districts

- **Andre Spencer**
Superintendent
HARRISON, SCHOOL DISTRICT NO. 2, IN THE COUNTY OF EL PASO AN
CO
- **Brian Crowther**
Superintendent
CENTENNIAL SCHOOL DISTRICT NO. R-1
CO
- **Bruce Messinger**
Superintendent
BOULDER VALLEY SCHOOL DISTRICT NO. RE2
CO
- **Chris Gdowski**
Superintendent
ADAMS 12 FIVE STAR SCHOOLS
CO
- **Constance Jones**
Superintendent
PUEBLO 60 URBAN
CO



- **Donald Haddad**
Superintendent
ST. VRAIN VALLEY SCHOOL DISTRICT NO. RE1J
CO
- **George Welsh**
Superintendent
CENTER CONSOLIDATED SCHOOL DISTRICT NO. 26 JT., OF THE COUNT
CO
- **Jason Glass**
Superintendent
EAGLE COUNTY SCHOOL DISTRICT NO. RE 50
CO
- **Linda Parker**
Superintendent
DOUGLAS COUNTY SCHOOL DISTRICT, NO. RE 1
CO
- **Patrick Cullen**
Superintendent
ELLICOTT, SCHOOL DISTRICT NO. 22, IN THE COUNTY OF EL PASO A
CO
- **Stan Scheer**
Superintendent
THOMPSON SCHOOL DISTRICT R-2J
CO
- **Steven Grasmick**
Superintendent
FOWLER SCHOOL DISTRICT NO. R4J
CO
- **Steven Marantino**
Superintendent
SARGENT SCHOOL DISTRICT NO. RE-33J



CO

- **Susan Sonnenberg**
Superintendent
LONE STAR SCHOOL DISTRICT NO. 101
CO
- **Tom Boasberg**
Superintendent
SCHOOL DISTRICT NO. 1 IN THE COUNTY OF DENVER AND STATE OF C
CO
- **Troy Lange**
Superintendent
MOUNTAIN BOCES
CO
- **Wendy Wyman**
Superintendent
LAKE COUNTY SCHOOL DISTRICT NO. R-1
CO



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VII-F

Board Meeting Date: March 14, 2017

Prepared by: Kris Enright, Assistant Director of Special Programs

Title of Agenda Item: Board Report

Item Type: ☐ Action ☒ Information (Report) ☐ Discussion

The following are highlights and ongoing projects since the last CDBOCES Board Information Report.

- Collaborated with CDE, enrich, CD BOCES, and Falcon School District 49 staff members to successfully complete the enrich (SPED database) conversion from Infinite Campus
- Completed first semester of the 2016-17 CDBOCES induction program
- Supported December HR count submission and audit exception corrections
- Collaboratively participated in MVV, PPOS, and CPA mid year site reviews
- Supported mid-year enrollment of students within special programs
- Currently collaborating with CDBOCES ad D49 staff regarding enrich implementation and troubleshooting
- Presently supporting CDBOCES' schools in addressing items identified during the mid-year site reviews, working towards "Full Implementation" in all special programs areas, focusing on evaluating and documenting student growth and progress as well as closing growth gaps
- Evaluating and revising special program enrollment and withdrawal processes

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COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: 3/14/2017

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

Item Type: ☐ Action ☒ Information (Report) ☐ Discussion

Current Enrollment:

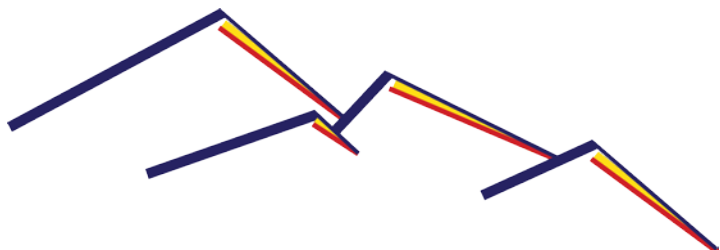
CPA K-5= 484 students

CPA 6-8= 389 students

CPA 9-12= 259 students

Total CPA Enrollment= 1,132 students

PPOS 9-12= 399 students



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Day at the Capital:

We provided a demonstration to legislatures on how students interact with their teachers during their class connects at Capital Day. Here is a follow up letter written to Representative Wist from one student and a picture:

Dear Representative Wist,

Thank you so much for taking the time to view Ms. Nicole's demo with Blackboard Collaborate. It really meant a lot to me and her, and it was fun showing you how Colorado Preparatory Academy's online classes work.

Maybe sometime I can shadow you for part of your day at the Capitol! 😊

Although most of the representatives were at committees, I'm so glad you had time to stop by and explore the program. Yesterday was truly the best Day at the Capitol yet! Thank you again!

Regards,
A. Zeitz

P.S. I really like our picture!





Data Highlights from Week of February 13, 2017

Colorado Preparatory Academy

D2L Middle School Passing Rate is higher than last year. D2L High School Passing Rate is higher than last year. OLS K5 MATH Progress is higher than last year. OLS K5 ELA Progress is higher than last year.

Pikes Peak Online School

Overall Withdraw Rate - Current 38.5%

Last Year- 41.6%

Leadership Professional Development

The leadership team participated in professional development from “Leverage Leadership: A Practical Guide to Building Exceptional Schools”, by Paul Bambrick-Santoyo. The focus of the professional development was observation and feedback. The team reviewed example feedback sessions together.

The leadership team also looked at effective feedback from teachers to students on written work samples. The team reviewed the current teacher feedback to determine what professional development to provide to the teachers.

Teacher Professional Development

The teacher face-to-face professional development will be on March 3, 2017 at DeVry University. The topics of the professional development will be providing effective feedback to students and state testing information.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: March 14, 2017

Prepared by: Bradley Hardin

Title of Agenda Item: Board Report

Item Type:

☐ Action

☒ Information
(Report)

☐ Discussion

Internship Program

Six students participated in the READY program, literally around the world. One of our students who lives in Colorado but studies music in France participated in the program in France. Students interned at construction companies, a music business, with an artist, at an early school, and with a professional musician. We are just now compiling data from the outcomes of this program and will have information to the board in April.

Engagement

Engagement remains low. All staff are now coming into the school office everyday if they are not meeting with students at learning centers or other locations. However, we



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have noticed that students who are engaged in the curriculum are doing well. We are starting to see some leverage with the Fontan Relational Education model based on what we are seeing from students using the model and parents expressing that they like the model. We have had 2 students enroll in the school because they knew other students who were enrolled and liked the philosophy of the model.

Parent and Student Surveys

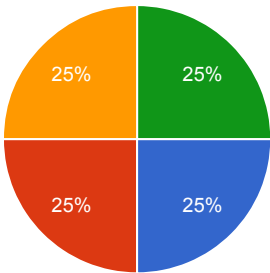
While we did not have a high rate of return on the mid-year surveys, the results were very positive. Of note is the high scores for school environment and communication. Both parent and student surveys are attached for review.

8 responses

[View all responses](#)[Publish analytics](#)

Summary

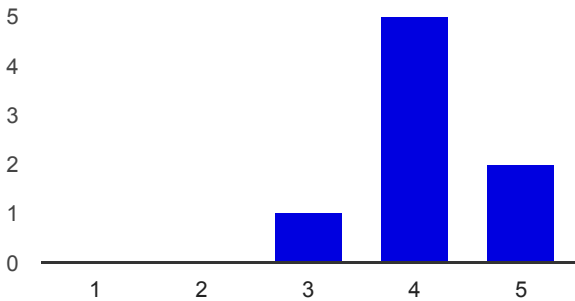
Select the grade level of your student.



9th	2	25%
10th	2	25%
11th	2	25%
12th	2	25%

School Environment

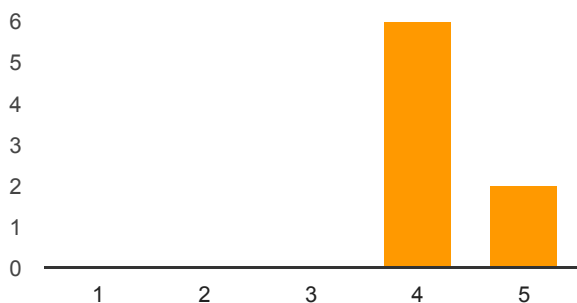
The school environment is positive for all students.



Lowest: 1	0	0%
2	0	0%
3	1	12.5%
4	5	62.5%
Highest: 5	2	25%

My student receives the support they need from their Learning Coach to be successful.

Lowest: 1	0	0%
2	0	0%

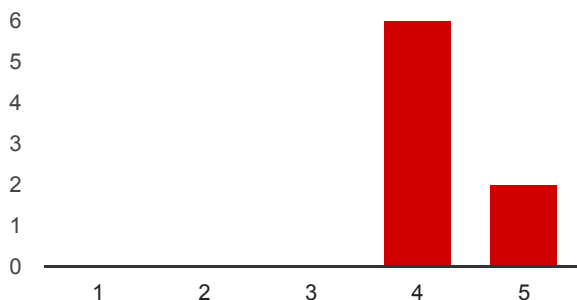


3 0 0%

4 6 75%

Highest: 5 2 25%

School staff has high expectations for my student.



Lowest: 1 0 0%

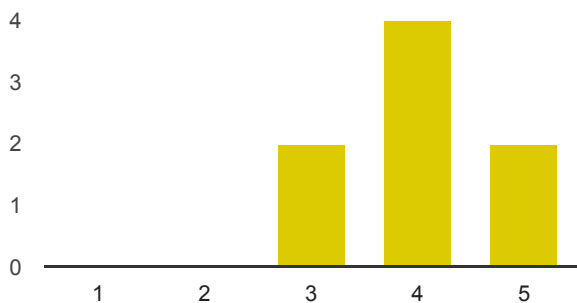
2 0 0%

3 0 0%

4 6 75%

Highest: 5 2 25%

Please rate the overall quality of the education your student is receiving.



Lowest: 1 0 0%

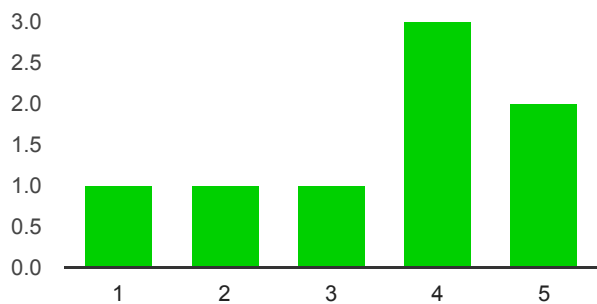
2 0 0%

3 2 25%

4 4 50%

Highest: 5 2 25%

I recommend MVV to other people.



Lowest: 1	1	12.5%
2	1	12.5%
3	1	12.5%
4	3	37.5%
Highest: 5	2	25%

Please describe what sets MVV apart and why your student attends this school.

Different learning model. Social anxiety

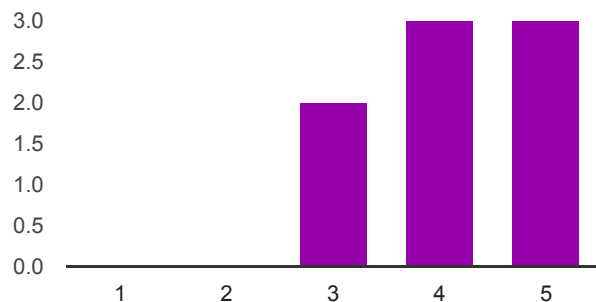
They work with my student to set achievable goals and give one to one help when needed.

MVV is a great fit for us because it combines an affordable and quality education with the flexibility that our daughter needs in order to pursue her career goals. We didn't find this combination anywhere else.

Teacher involvement

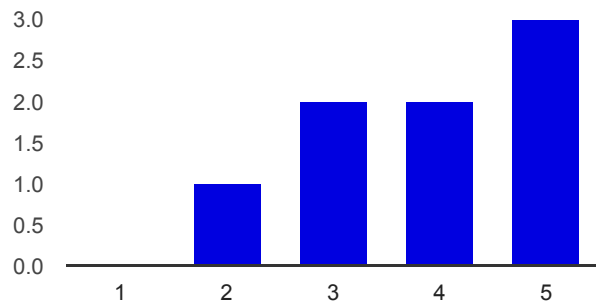
Direction and Leadership

MVV upholds it's mission statement.



Lowest: 1	0	0%
2	0	0%
3	2	25%
4	3	37.5%
Highest: 5	3	37.5%

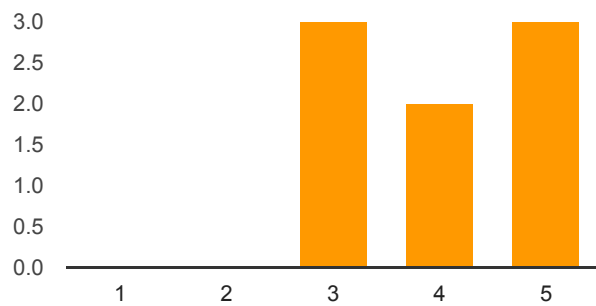
MVV upholds it's vision statement.



4 **2** 25%

Highest: 5 **3** 37.5%

The Principal listens to my concerns.



Lowest: 1 **0** 0%

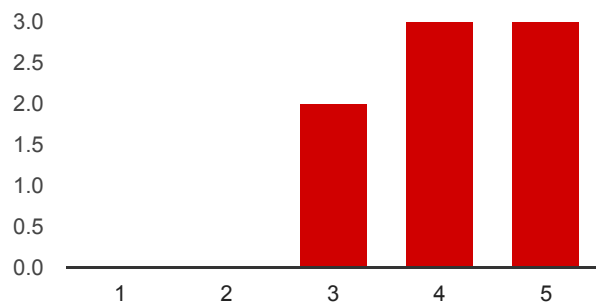
2 **0** 0%

3 **3** 37.5%

4 **2** 25%

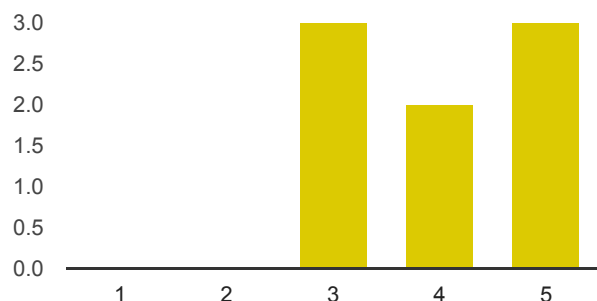
Highest: 5 **3** 37.5%

The Principal is open to feedback and suggestions.



Lowest: 1	0	0%
2	0	0%
3	2	25%
4	3	37.5%
Highest: 5	3	37.5%

The Principal brings leadership and vision to the school.



Lowest: 1	0	0%
2	0	0%
3	3	37.5%
4	2	25%
Highest: 5	3	37.5%

Please provide any comments or recommendations about how to improve the Direction and Leadership at MVV.

Tayloring my son's education to his needs has been awesome at MVV. All of his teachers and his learning coach have listened to his needs and preferences. There is an abundance of work in the present program and I believe it is absolutely necessary to taylor the program to the individual students needs for them to accomplish their goals and complete their learning. Thank you, Joanie Jones

Possibly creating a more structured syllabus when first starting

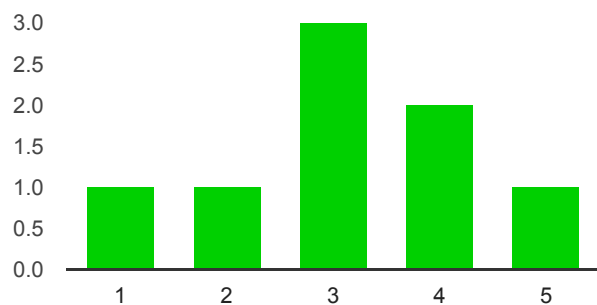
I don't have enough data to make a recommendation at this time

Keep things the way they are

None

I feel the school is lacking in supplying my student with adequate information/options to further his education. This program needs much more interaction. I feel my student's education is suffering because of this.

Fontan Relational Education

I have a thorough understanding of the components of FRE.

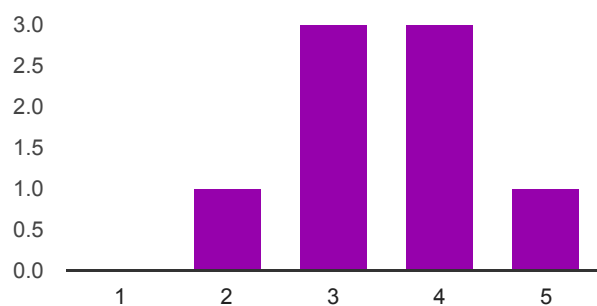
Lowest: 1 **1** 12.5%

 2 **1** 12.5%

 3 **3** 37.5%

 4 **2** 25%

Highest: 5 **1** 12.5%

I believe in the philosophy of FRE.

Lowest: 1 **0** 0%

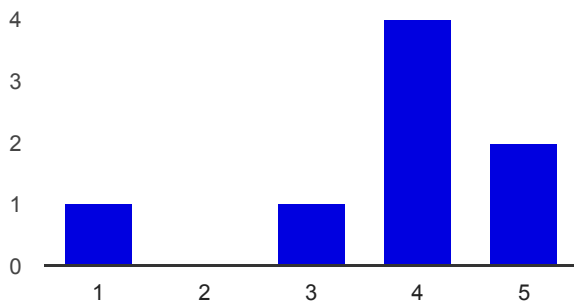
 2 **1** 12.5%

 3 **3** 37.5%

 4 **3** 37.5%

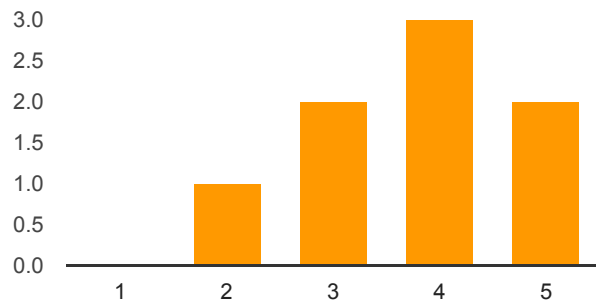
Highest: 5 **1** 12.5%

FRE empowers my student to be accountable for their own learning.



Highest: 5 **2** 25%

FRE has helped my student set goals and engage in planning.



Lowest: 1 **0** 0%

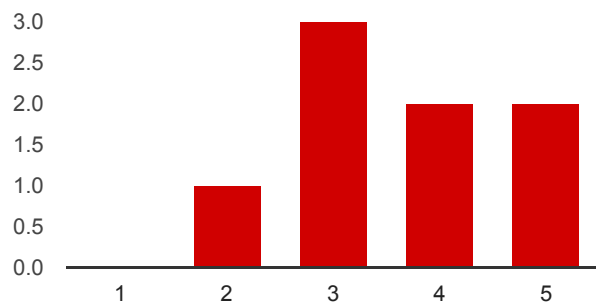
2 **1** 12.5%

3 **2** 25%

4 **3** 37.5%

Highest: 5 **2** 25%

My student has become a more independent learner as a result of FRE.

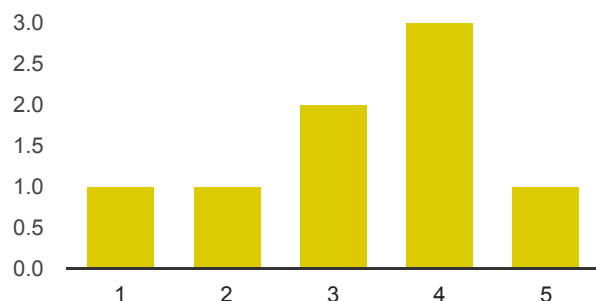


Lowest: 1 **0** 0%

2 **1** 12.5%

3	3	37.5%
4	2	25%
Highest: 5	2	25%

I have learned as a parent how to help my student more with their learning through FRE.



Lowest: 1	1	12.5%
2	1	12.5%
3	2	25%
4	3	37.5%
Highest: 5	1	12.5%

Please provide any comments or recommendations about how to improve our instructional approach.

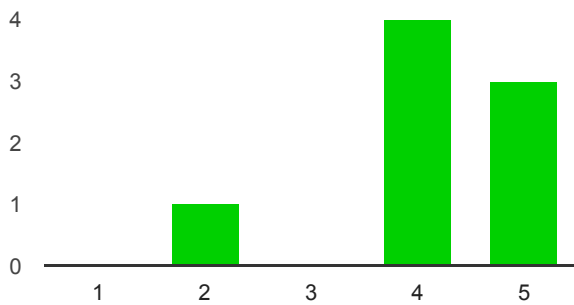
Any additional tips or tricks that could be sent out to parents via email would be very helpful. I'm struggling to understand this learning platform and so has my student.

The projects are great; my daughter enjoys this style of learning. However, they are sometimes very time consuming and I'm wondering if the number of hours a student spends on a subject is really the best measure of their competency in that subject. Perhaps fewer, but more concise projects could be just as instructional.

Students should report in everyday

Communication

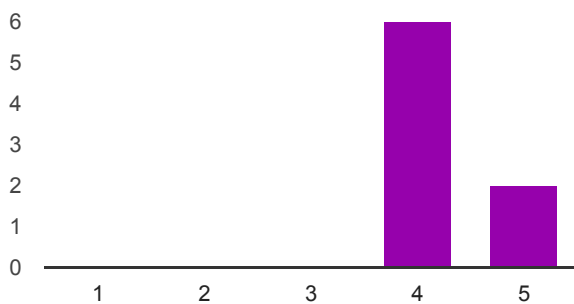
Communication between MVV and my family is effective.



4 **4** 50%

Highest: 5 **3** 37.5%

I receive responses from staff within 24 hours.



Lowest: 1 **0** 0%

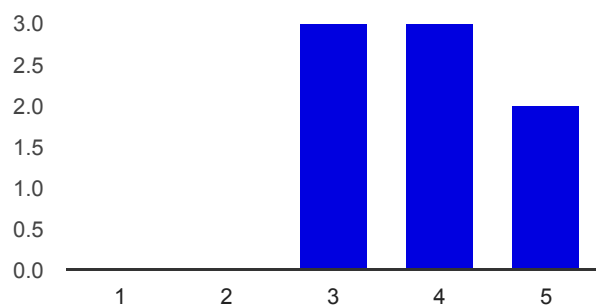
2 **0** 0%

3 **0** 0%

4 **6** 75%

Highest: 5 **2** 25%

The school website is effective and useful.



Lowest: 1 **0** 0%

2 **0** 0%

3 **3** 37.5%

4 **3** 37.5%

Highest: 5 **2** 25%

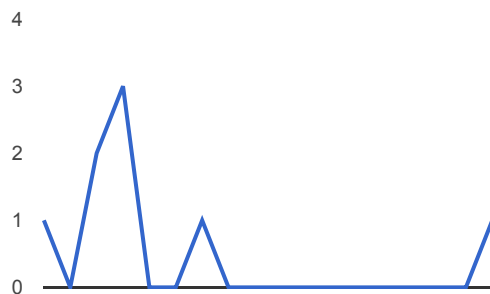
Please provide any comments or recommendations about how to improve the overall communication at MVV.

It has improved greatly from last year.

Don't change anything; just stay with just the essentials.

None

The communication is excellent. But I find the accuracy lacking. I have yet to receive an accurate account of his progress

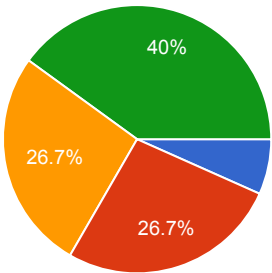
Number of daily responses

30 responses

[View all responses](#) [Publish analytics](#)

Summary

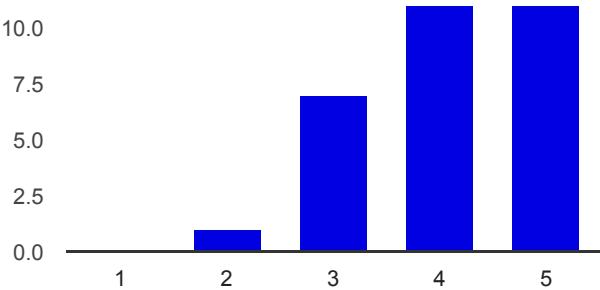
Select your grade level.



9th	2	6.7%
10th	8	26.7%
11th	8	26.7%
12th	12	40%

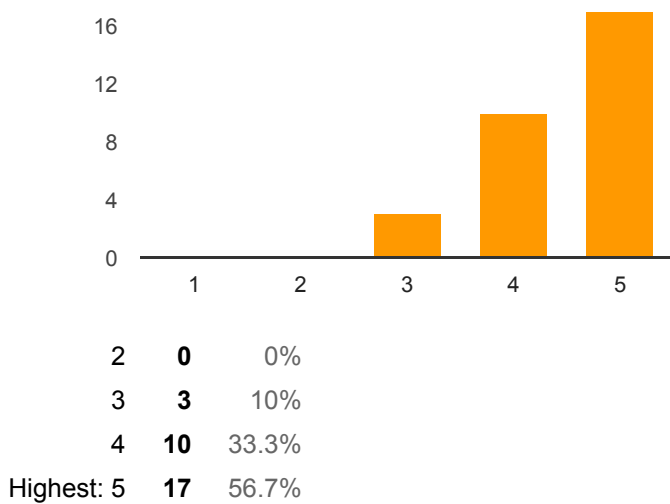
School Environment

The school environment is positive for me.

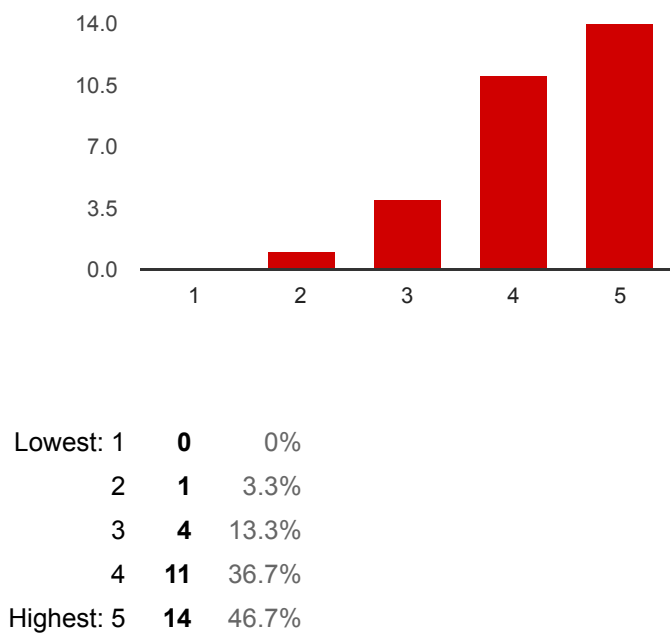


Lowest: 1	0	0%
2	1	3.3%
3	7	23.3%
4	11	36.7%
Highest: 5	11	36.7%

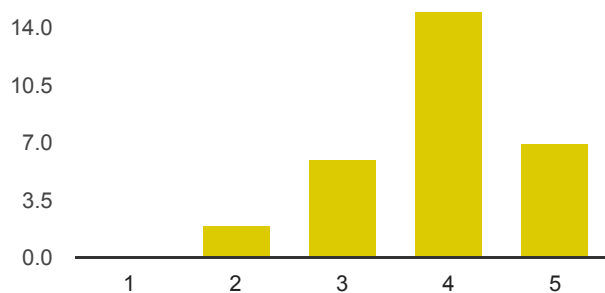
I receive the support I need from my Learning Coach to be successful.



School staff has high expectations for me.

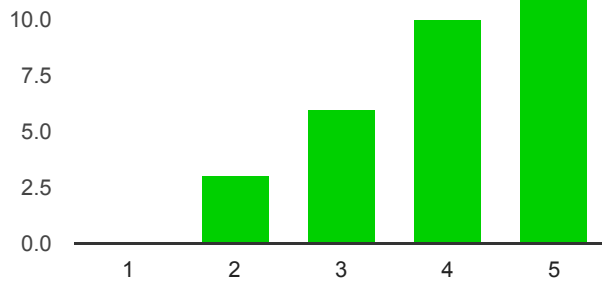


Please rate the overall quality of the education you are receiving.



Lowest: 1	0	0%
2	2	6.7%
3	6	20%
4	15	50%
Highest: 5	7	23.3%

I recommend MVV to other people.



Lowest: 1	0	0%
2	3	10%
3	6	20%
4	10	33.3%
Highest: 5	11	36.7%

Please describe what sets MVV apart and why you attend this school.

MVV offers exceptional educators and the most flexible time schedule! I attend this school because it distances itself from standardized tests and offers me the time schedule I need to be able to play tennis. Also the work is pertinent to life so I use most of the knowledge I've gathered. It is work at your own pace which is nice, teachers are very helpful and provide the service you need to achieve your goals in your classes and in school as a whole. They teach you real world problems that most classes in a public school don't. Personally for me the social aspect of High School was my biggest challenge, it feels good to be able to be in the comfort of my home, which allows me to get more work done than if I was at a public school. I get to sit on the couch and have more family time even when I'm looking at the computer. I don't tend to have trouble staying motivated to get on school during the day when I know I could be playing Xbox instead, I think that if you have drive for school and you have drive to graduate, online is a good option especially if you have a job or need to look after some siblings. Online depends on the person you are but, I would recommend MVV as a go to online school if public school isn't your thing.

MVV understands my schedule and is willing to work around it. Since I am studying to be a musician, I have a limited amount of time to do school. MVV helps me make the most of my school time and encourages me to do music.

MVV is flexible and is easy to work around a job.

What sets MVV apart from other schools, is that this is a more involved school compared to most. I left high school and came to MVV because I feel it is a better fit/pace for me.

MVV is great for me because I have to go to practice a lot, and I am usually busy for about half of the day. I can work when I need to and ski when I need to without all of the hassle. it is customized to the student and allows for the students to live there everyday life and go school at the same time. It's great!!

Their patience with me

MVV has great learning instructors who give the students help when they need it but realize that many of us are mature and autonomous and that we don't need the extra help.

Social anxiety.

Because i hated public school.

i thought mvv was a decent school.

The reason i attend this school is the fact that mvv allows you to personalize your learning plan.

Well, I started this school when it was still Provost Academy in 9th grade and I just continued when it changed to MVV. Also, I like how it changed, the new setup makes you think more and do things more on your own.

It gives me the pace I need to be successful, and allows me to work on my own time.

I think that MVV offers a unique and powerful curriculum and the ability to create your own schedule is important for me.

The fact that it is an online school.

What sets MVV apart is the fact that it's an online school. I attend this school because I have social anxiety.

The teachers treat you like human beings and are willing to do anything to help you.

The flexibility of the curriculum is probably the most unique part

I'm really getting the help I need with the help from my learning coach and I've never had a one on one relationship with a teacher that I really like so I really like that because I am getting the help I need.

This school's teachers are always there for you to help, and are very helpful.

I think what sets MVV apart from other schools is it's interaction with students. I attend this school because it is a very helpful alternative to public school.

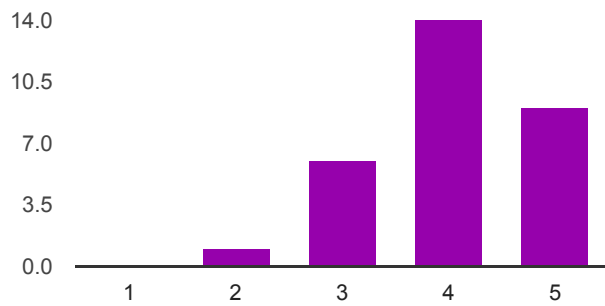
What sets MVV apart is that the teachers and staff are really into talking and helping anywhere you need, I attended this school not just for personal reason's but also because someone had told me it was a really good school.

Its more open and understanding and supportive. Its also more hands on especially this year.

I attend this school because public high school is not a good fit for me. I love online school because i can work at my own pace and have everything in front of me.

I love the online schooling and going at my own pace.

Direction and Leadership

MVV upholds it's mission statement.

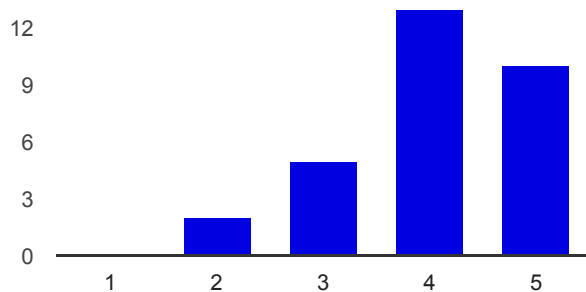
Lowest: 1 **0** 0%

 2 **1** 3.3%

 3 **6** 20%

 4 **14** 46.7%

Highest: 5 **9** 30%

MVV upholds it's vision statement.

Lowest: 1 **0** 0%

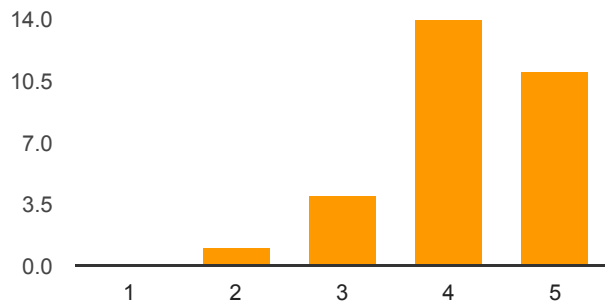
 2 **2** 6.7%

 3 **5** 16.7%

 4 **13** 43.3%

Highest: 5 **10** 33.3%

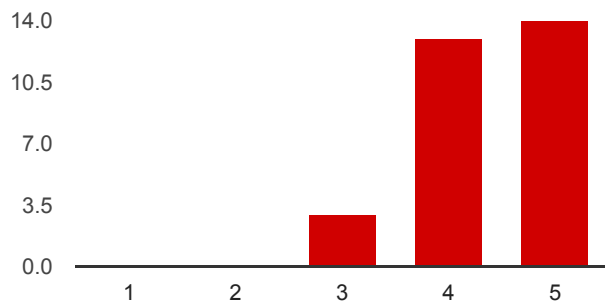
The Principal listens to my concerns.



4 14 46.7%

Highest: 5 11 36.7%

The Principal is open to feedback and suggestions.



Lowest: 1 0 0%

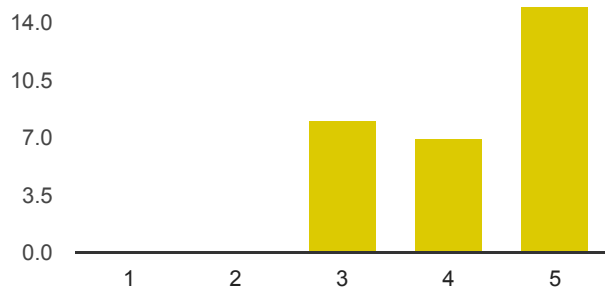
2 0 0%

3 3 10%

4 13 43.3%

Highest: 5 14 46.7%

The Principal brings leadership and vision to the school.



Lowest: 1	0	0%
2	0	0%
3	8	26.7%
4	7	23.3%
Highest: 5	15	50%

Please provide any comments or recommendations about how to improve the Direction and Leadership at MVV.

No comments on how to change the school, I'd say it is an overall pretty good school.

I honestly feel like project based learning would be more effective then having these big units with lots of assignments. I would rather have one big project that would take as long and incorporate all of the concepts that I would have learned throughout a unit.

I've never talked to the Principal a day in my life, but he seems nice.

I'm not sure if I have ever talked with The Principal.

Never talked to the Principal. Seems nice.

I haven't had any issues

no comment

Recommendations I can give to improve the Direction and Leadership at MVV is to make accessing the work easier, going through Qino is difficult and creates an array of issues. An example of organized work is Ms. Dillard's English 9 classroom, the work is very easy to access.

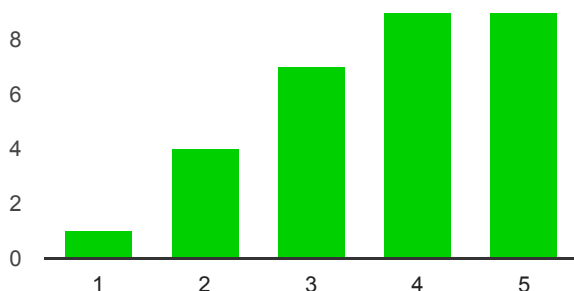
...

More motivation and incentive.

I think MVV has a really great set up and learning activities.

Fontan Relational Education

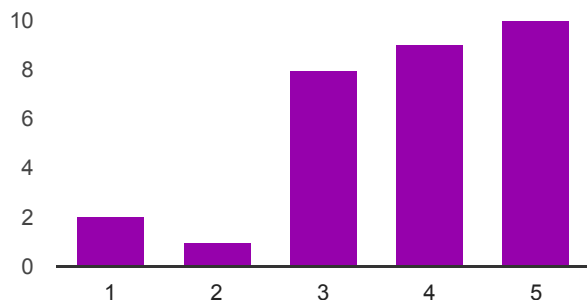
I have a thorough understanding of the components of FRE.



Lowest: 1	1	3.3%
2	4	13.3%

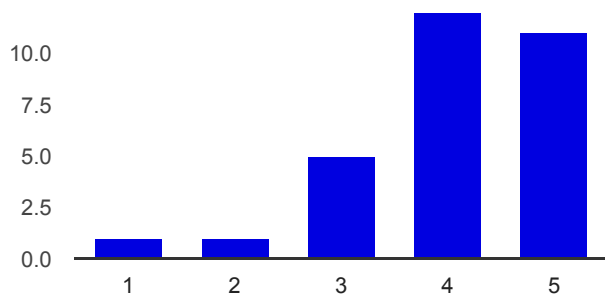
3 **7** 23.3%
 4 **9** 30%
 Highest: 5 **9** 30%

I believe in the philosophy of FRE.



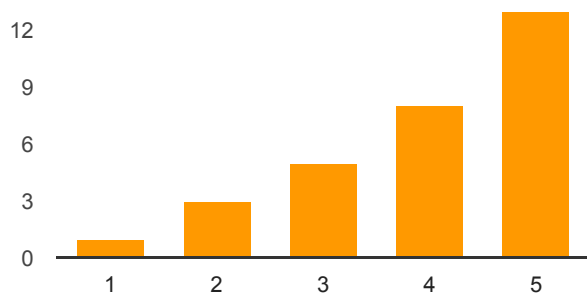
Lowest: 1 **2** 6.7%
 2 **1** 3.3%
 3 **8** 26.7%
 4 **9** 30%
 Highest: 5 **10** 33.3%

FRE empowers me to be accountable for my own learning.



Lowest: 1 **1** 3.3%
 2 **1** 3.3%
 3 **5** 16.7%
 4 **12** 40%
 Highest: 5 **11** 36.7%

FRE has helped me set goals and engage in planning.



Lowest: 1 **1** 3.3%

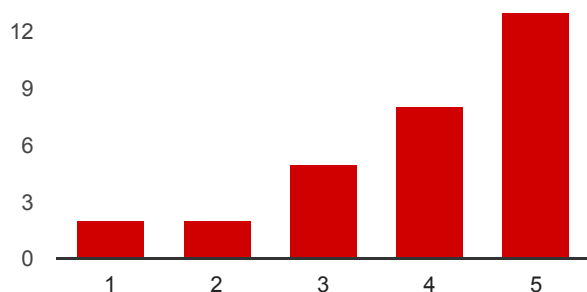
 2 **3** 10%

 3 **5** 16.7%

 4 **8** 26.7%

Highest: 5 **13** 43.3%

I have become a more independent learner as a result of FRE.



Lowest: 1 **2** 6.7%

 2 **2** 6.7%

 3 **5** 16.7%

 4 **8** 26.7%

Highest: 5 **13** 43.3%

Please provide any comments or recommendations about how to improve our instructional approach.

What the heck is a FRE? Am I missing something?

What is a FRE? I'm obviously missing something.

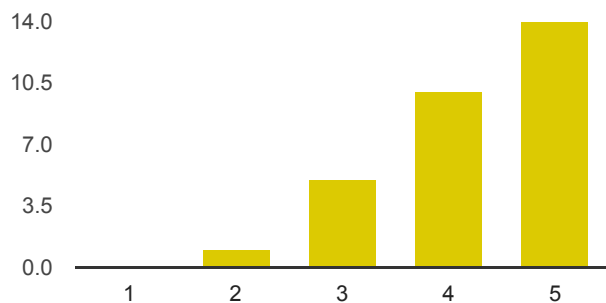
Planning is good but too much planning is a little stressful so maybe just take the planning and stuff down a notch.

I would say Ms. Dillard's approach to instructing and educating is definitely something other teachers should try and replicate.

. . . .

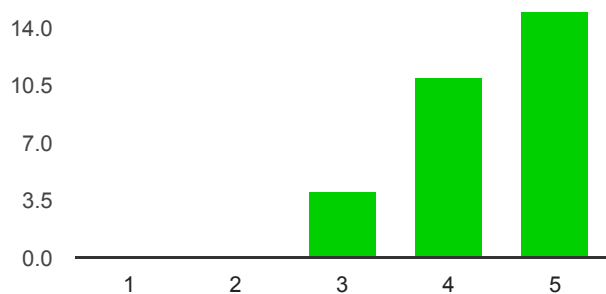
Communication

Communication between MVV and me is effective.



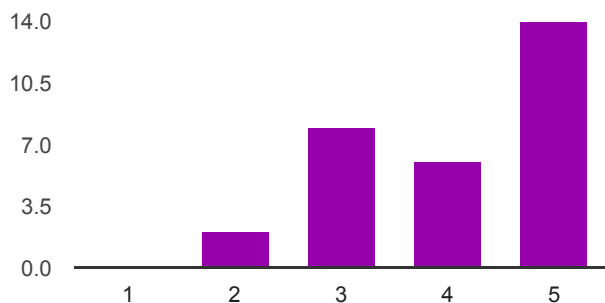
Lowest: 1	0	0%
2	1	3.3%
3	5	16.7%
4	10	33.3%
Highest: 5	14	46.7%

I receive responses from staff within 24 hours.



Lowest: 1	0	0%
2	0	0%
3	4	13.3%
4	11	36.7%
Highest: 5	15	50%

The school website is effective and useful.



Lowest: 1	0	0%
2	2	6.7%
3	8	26.7%
4	6	20%
Highest: 5	14	46.7%

Please provide any comments or recommendations about how to improve the overall communication at MVV.

I tend to have trouble with getting responses as quick as I need them especially if I need to get something turned in that day, but other than that I feel that their responses are as quick as they need to be considering all the other emails they have to respond too, It doesn't affect me if they can't respond right away!

Communication is extremely quick at MVV.

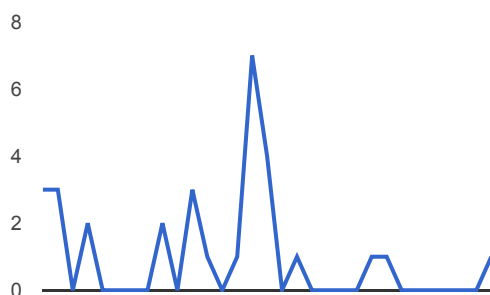
It's pretty good.

Nah.

Overall communication is really good, not much improving needed.

%)

Number of daily responses





COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: 3/14/17

Prepared by: Bernard Hohman

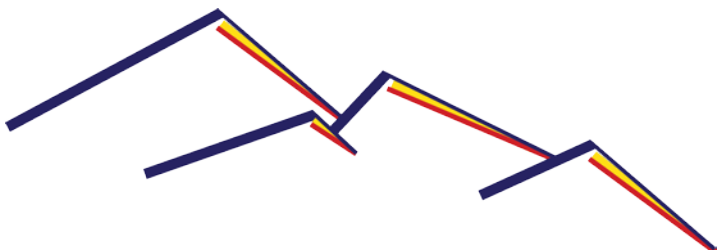
Title of Agenda Item: Board Report for RMDA

Item Type:

☐ Action

☒ Information
(Report)

☐ Discussion



*4035 Tutt Boulevard
Colorado Springs, CO 80922*



FRE Implementation

School staff, working closely with Learning 1 to 1 and Ines Hebrard, are narrowing their focus toward individual needs as we continue to implement FRE.

The final quarter of units will be delivered by March 24th. Once all units of study have been delivered, our educators can begin shaping and customizing the curriculum for next year more specifically for students.

Capturing Kids Hearts

All RMDA staff are in their first year of Capturing Kids Hearts implementation. While a few staff have some experience from other schools, the specific challenges in our environment are being experienced for the first time for all of us. Staff members have developed excellent rapport and relationships with our families and students. We are still working to engage all students and our At-Risk population creates even more challenges.

Parent/Student Surveys

We surveyed our parents and students in December. Here are some of the highlights. See the attached reports for all of the feedback. We feel pretty good about the data we received over all, but we have identified, as a staff, areas of growth.

From Parents:

- Almost 87% of the parents feel welcome at our school.
- Almost 87% of the parents feel that we care what families think.
- Over 91% of the parents feel that the school has high expectations for their student.



From Students

- 100% of students report that they are respected by school staff.
- 94% of students feel that their teachers care about them.
- Over 90% of students report that teachers make them feel good about themselves.

Areas of Growth

- 35% of parents don't feel like their student belongs or fits in at RMDA.
- 25% of parents don't feel like they get regular communication from Learning Coaches

Concurrent Enrollment

Total courses enrolled in 1st Semester:	123 courses
Total students enrolled in 1st Semester:	39 students
Total and percentage of courses with C or higher 1 st Semester:	116 courses= 94%
Total students and percentage of students who earned all C or higher 1 st Semester:	35 students, 89.7%
Total number of courses 2nd semester:	108 courses
Total number of students 2nd semester:	36 students



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date:

Prepared by: Michelle Wallace

Title of Agenda Item: Board Report

Item Type: ☐ Action ☒ Information (Report) ☐ Discussion



*4035 Tutt Boulevard
Colorado Springs, CO 80922*



FEBRUARY REPORT

INDUSTRY PROGRAMS

Destination Workforce® Programs

Advanced Manufacturing

SOCOM Expo 2016 -

As a wrap up for the SOCOM Expo, 14 students at different schools received \$50 in gift certificates for their worksheet completion. John Wilson and Michelle Wallace helped the CAMA (Colorado Advanced Manufacturing Alliance), distribute those awards. Additionally, STEMsCO's intern created a database of student attendees, so CAMA has a starting mail list for future educational programs they are considering.

Credly Badging -

Credly, along with Colorado Community Colleges, has a program to badge competencies in hard and soft skills. They are working with STEMsCO on a pilot to badge high school students, in over 57 badges. The website was just completed and our first set of students have received their badges.



BUSINESS COMPUTING

Business Computing and Cyber Education -

December 10th was the final GenCyber extension activity, which was open to students and educators. The Cyber Innovation Center brought their Cyber Day/Cyber Literacy program along with a slew of BOE-BOTS. The program was attended by several educators, two assistant superintendents and students. We expanded our reach to include middle school students, and the two girls that attended were from that pool and both were very adept.



STEMSCO'S GENCYBER FOLLOW UP EVENT WITH BOE BOTS!

WHO: 9th - 12th Grade Students, Limited Slots Available!
WHEN: Saturday, December 10th
TIME: 9:00 AM - 3:30 PM
WHERE: Mesa Ridge High School

WHAT: Cyber Day/Cyber Literacy

During the Cyber Day portion, you will experience fun, hands-on projects that blend robotics, programming, electricity, and elements of liberal arts. Learn about the opportunities, threats and responsibilities associated with operating in cyberspace. Throughout the day, you'll learn the basics of electricity, programming, and networking as well as develop critical thinking skills.

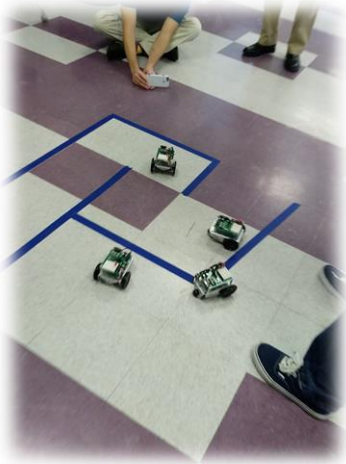
Cyber Literacy lays a foundation for further exploration into STEM and cyber-related topics and career fields.

FOOD: Lunch and snacks will be served!

To Register Email Us At: info@stemscolorado.org

FREE - This is a \$160 value per person!

STEMSCO *And Beyond!*
 STEM EDUCATION FOR SOUTHERN COLORADO





PARTNERS

Peyton-

Advanced Manufacturing

Dianne Kingsland and Tim Kistler have been working together to develop the badging standards for the woodworking program. The 47 badges have been defined and badging will begin soon.



Cyber Education & Professional Development

A Peyton High School educator and a student attended the Cyber Day/Cyber Literacy program. Jenni Esser, educator and STEM professional from the Peyton School District attended, and her feedback on the program was brilliant. STEMsCO is working with Jenni to schedule an expanded version of this program for an educator professional development, this coming June.

Programs

STEMsCO won two mini-grants from the California Academy of Sciences, to run a Science Action Club. This program is complete with lesson plans, kits and strong digital presence. One of the clubs will be held in Peyton but open to surrounding district participation, per Superintendent Tim Kistler's desire to serve multiple rural schools.

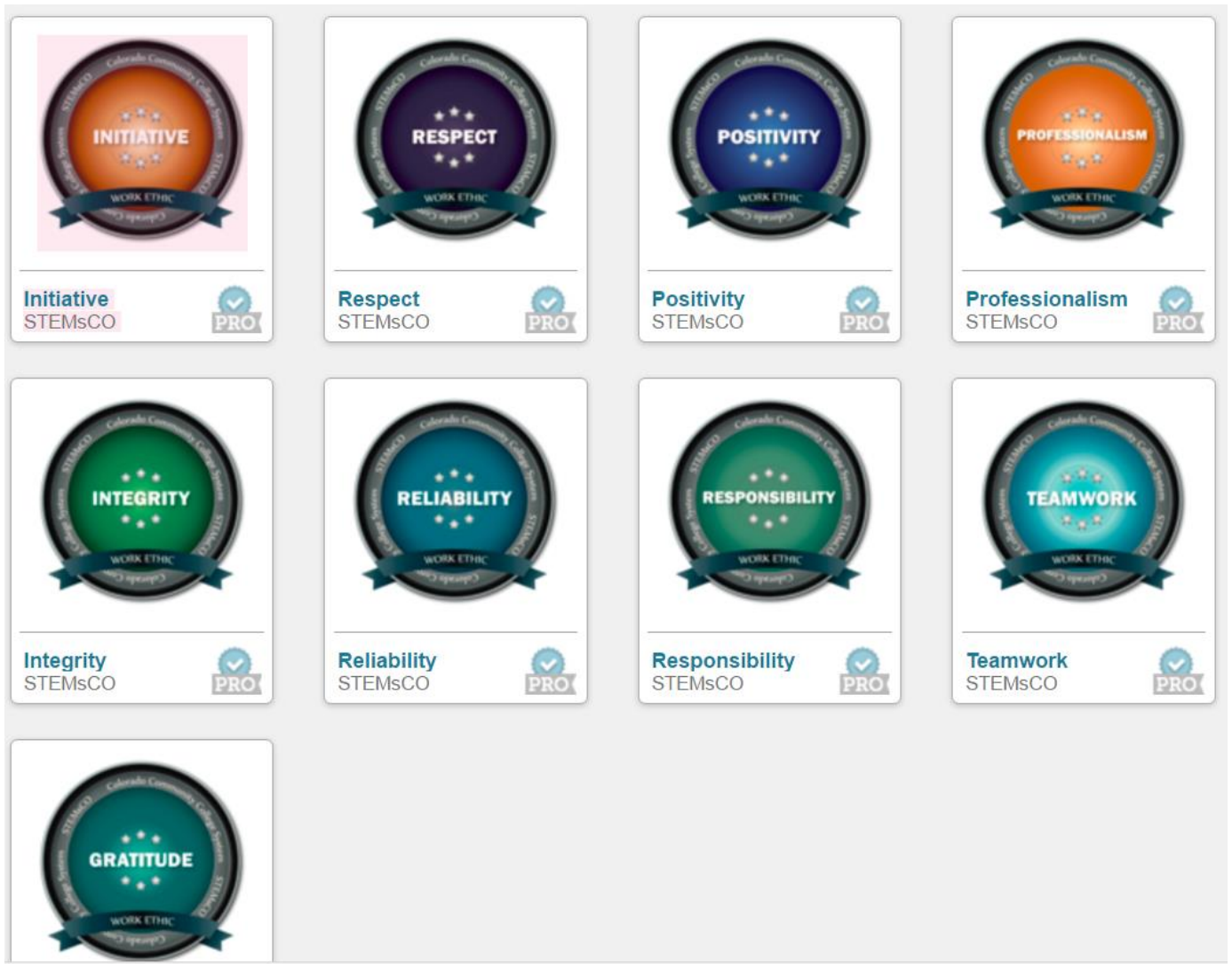




Widefield-

Advanced Manufacturing

Students in the *Destination Workforce*® Advanced Manufacturing program will be the first to be badged through the Credly program. STEMSCO is pleased to roll this program out with one of our partner districts.





Cyber Education & Professional Development

The Cyber Day/Cyber Literacy program was held at Mesa Ridge High School in the Widefield school district. The site was selected in order to increase the availability to D3 students, so their economic situation would not be a factor in their ability to attend. Several educators attended, for at least part of the day. Widefield's CyberPatriot contest was being held at the same time, and students and teachers from that event split time among the two activities.

Falcon-

Professional Development

Thomas Russell, educator at Falcon High School, will be hosting an 8-week, 16 hour A+. Registration opened this week, so we will see how strong the interest is in this program. This training will run one evening a week for the eight weeks, with the potential to expand to a second evening if course attendees so desire.



STEMsCO's A+ Educator Training

Trainer: Thomas Russell

- Coach of Multiple CyberPatriot Clubs
- Current High School Educator Who Understands What K-12 Curriculum Looks Like



LOADED! 16 HR.
TRAINING FOR \$1,000

The starts February 15th and runs for 8-weeks. Teachers will receive 1.5 CEU credits.

Will be held via Schoology on Wednesdays, from 7:00 – 9:00 PM

Includes: All in One - Comp TIA A+ Certification Book and Lesson Plans developed for CO high school classrooms.

* Certification Testing not included.




Program(s)

STEMsCO will be hosting one of the Science Action Club programs at the Skyview Middle School. Jen Newberg, a Skyview science teacher and STEMsCO contractor, will be running the Falcon club. Jen will be completing a 3-hour, online training in addition to an all-day training in Lakewood.

Jen negotiated a location for our inaugural Spring Break Camp, which will be held at Skyview. Up to 35 middle school students can now register to attend a 3-day, multi-activity STEM camp. Sphero robotics, wildland fire activities and homemade water filter design and testing will be features of this hands-on event.

STEMSCO



SPRING BREAK FUN CAMP!



WHEN & WHERE
March 29th - 31st, 9am - 3pm
Skyview Middle School
6350 Windom Peak Blvd, Colorado Springs, CO 80923

FEATURING

- Firestarter's • Growing Crystals • That's Hot!
- Gross H-O! • Ultimate Sphero Spartan Races •
- Talking Toys • And More!



REGISTER @
WWW.STEMSCO.ORG/SHOP/

6TH - 8TH GRADE
SPACE IS LIMITED!

3 DAYS OF FUN
FOR THE LOW,
LOW PRICE OF
\$75
Materials, Snacks and
H₂O Bottle Included

DOORS OPEN
8am Drop Off

DOORS OPEN
8:30 am Drop Off

THE FUN!
Experiments Gone Wrong
Racing thru the Halls
Activities Guaranteed to
Make Your Parents Frown!

HOW 2 TALK 2
YOUR PARENTS
Tell them these activities
have are grounded in
science learning and
exploration!



CD BOCES-

Workforce Coordination

Michelle has been working with juniors at Mountain View Virtual to develop a workforce program. The program was designed to engage these students in the READY Internship program, developed by Principal Bradley Hardin. Initially, the program was to run through the month of January and required students to complete 160 hours of volunteer work experience. But, due to student concerns with school work it was expanded into February. Final presentations will begin February 23rd.

This program included blog site assignments, reflections, signed timesheets, site visits and the final presentation. Report cards have been sent out to those students that are completing the first round. There is one student who began the program in February. While the student participation is low, those who participated found the experience unanimously positive.

READY Intern Program			
Jane Jones			
Assignment	Marks	Grade	Teacher Comments
1 Blogsite Setup	10/10	A+	Completed
2 Are You Ready?	10/10	A+	I like that you listed your willingness to learn!
3 Unicorn	10/10	A+	Interesting reflections. I'm glad you still find this to be positive, even though it's not what you had expected.
4 Goldilocks	8/10	A	Interesting that you are pursuing fine arts, but consumer ranked high for you. I would like to have had you expand your response to What interested you most.
5 CareerOneStop Self-Assessment	10/10	A+	Completed
6 Site Visit	10/10	A+	I can see that you work well with your mentor, Sonya, and I can tell how much she appreciates all that you do. She also sees great potential in you! You're doing great!
7 What does an Internship Look Like?	0/10		Missing Assignment
8 Self-Determined Rubric	-/10		
9 Final Presentation	-/20		



GRANTS

GenCyber –

Announcement on the GenCyber grant applications for 2017 were anticipated to be made in January. At this time, no notifications have been sent, so we're still waiting to hear the status.

Science Action Club –

STEMsCO applied for and received two Science Action Club mini-grants, valued at \$500 each. These grant proposals were written for Peyton and Falcon School District.



EDUCATOR PROGRAMS

A+ -

As noted in the Falcon update of this report, STEMsCO is offering an A+, professional development course. Registration is open, and all high school and middle school educators are eligible to take this class.



CODE.org –

Michelle is coordinating a free CODE.org course for elementary educators. This course could be hosted on a Friday, Saturday or both. Input from district leaders is encourage, so STEMSCO can host this professional development at the most advantageous time for their personnel. In this course, teachers will learn how to use the Code.org materials to teach Computer Science concepts and vocabulary. Students will learn through both unplugged lessons and online programming. This is a 1 day (7 hour) workshop. Below are some testimonials, listed on the CODE.org website.



Thousands of teachers have participated. They rate our workshops 4.8 on a 5 point scale. The majority say, "It's the best professional development I've ever attended."



"I can't think of anything that would improve this workshop. The workshop facilitator was very professional. This is by far the BEST workshop I've ever attended!"



"This will totally change my curriculum. I love how the lessons are prepared and aligned to the Common Core and Next Generation Science Standards."

JOHN WILSON REPORT

Efforts consisted of contacting manufacturers to arrange tours, projects, and/or internships. In the last two months I have:

- reached out to 75 companies
- made over 100 contacts by e-mail or phone
- made three site visits
- stopped by one manufacturer
- connected Dianne to 12 manufacturers for tours, projects, and/or internships.

I have also started that same connecting process with cyber companies. However, the nature of cyber companies don't lend themselves as easily to tours, projects, or internships, so I have shared more about STEMSCO's broader process for them:



Most of the students we would connect with you would probably already be in a CyberPatriot program so would probably have the exposure described below. CyberPatriot is the National Youth Cyber Education Program. At the center of CyberPatriot is the National Youth Cyber Defense Competition. Also, STEMSCO is in the middle of certifying teachers in CompTIA's A+ program. This will allow the teachers to teach the program to their students and allow the students to get certified...there are various ways companies could get involved today: providing training, tutoring, mentoring, teaching, equipment, and/or demonstrations.

In the last two months in the cyber industry John has:

- researched over 100 companies (aerospace, defense, and IT) to find which ones fit
- made over 20 contacts by e-mail or phone
- connected Dianne to 1 owner

In addition, John has researched grant opportunities and worked on a cyber program with Kelly Guthner.